

P2G WEEKLY UNIT PLANNING TEMPLATE

Course: ELA Argumentative Writing Unit

Teacher: Ms. Spence

Dates of Unit: Feb.4-10, 2014

STAGE 1: DESIRED RESULTS

UNIT GOAL/FOCUS:

Students will deconstruct argumentative essays, and engage the developmental writing process of creating their own argumentative essay.

COMMON CORE LEARNING STANDARDS:

- W. 9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant evidence.
- W.9-10.1b Develop claims and counterclaims, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns
- W. 9-10.2 Write informative/explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content.
- W. 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W. 9-10. 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for specific purpose audience.

ESSENTIAL/FOCUS QUESTION(S):

- Should guns be restricted or unregulated?
- How do characteristic elements of an argument work together to communicate the writers thoughts and ideas?
- How do I create a thesis statement that communicates a logical claim?
- How do writers use examples and evidence effectively to convince a reader of their claim?
- How can I evaluate a claim and reconcile competing claims from multiple sources?
- How can a writer use argumentative language to clarify and organize his/her thoughts?

Students will know...

- The components of an academic argument
- How to create a claim/ thesis statement
- How to select and incorporate evidence to support a claim
- How to cite, paraphrase, and explain evidence to support claim
- How to develop a counter claim and refute it.

SKILLS/STRATEGIES OBJECTIVES:

Students will be able to...

- Establish Thesis /Claim as main focus of ideas
- Present a claim and counter-claim in order to establish validity of an argument
- Cite, paraphrase, and explain strong evidence to prove claims (Thesis)
- Use evidence to refute a counter claim
- Use transitions to link ideas between paragraphs
- Organize and structure writing to achieve clarity and understanding.

LANGUAGE OBJECTIVES & VOCABULARY:

Students will read, write, speak, or listen...

- Argument
- Assertion
- Claim
- Counter Claim
- Premise
- Thesis
- Statement
- Proposition
- Reason
- Evidence
- Debate
- Conclusion

STAGE 2: ASSESSMENT EVIDENCE

END OF UNIT ASSESSMENT/ PERFORMANCE TASK:	END OF UNIT STUDENT SELF-ASSESSMENT/REFLECTION:
<p>Students will produce an argumentative essay-outline and argumentative essay.</p>	<p>Students will use an argumentative essay rubric to evaluate their own writing, and then use the same rubric to evaluate their peer's essay.</p>

STAGE 3: LEARNING PLAN

TEXTS, RESOURCES, & MATERIALS:

1. Sample Argumentative Essays
2. Article: Why I'm Against Gun Control by Peter Tucci - <http://dailycaller.com/2012/12/17/why-im-against-gun-control/>
3. Graphic Organizers (Essay outline, Counter argument planner, Evidence Worksheet- (adapted from WEX)
4. Citation Handout (adapted from WEX)
5. Argumentative Writing Rubric
6. Counter Argument Writing Stem
7. Dictionary

TECHNOLOGY INTEGRATION:

- Smart Board/ Projector- Power Point Presentation
- Tutorial on Writing a Thesis Statement for Argumentative Essay (1)- <http://www.youtube.com/watch?v=Ep3OHQh7WdA>
- Tutorial on Writing a Thesis Statement (2)- <http://www.youtube.com/watch?v=7Zzwr09gHs0>
- Tutorial on Counter Arguments- <http://www.youtube.com/watch?v=NPrRSPhuJkg>
- Tutorial: Using Transition words/Phrases and argumentative language- <http://www.youtube.com/watch?v=VVaoCd-S3Ko>

DIFFERENTIATION:

- Students will be grouped based on their Writing readiness level (based on teacher's prior diagnostic assessment)
- Students will be given different levels of Argumentative Writing Samples
- Select students will be given writing tools aimed at supporting reluctant/struggling writers (sentence stems, graphic organizers, etc.)
- Select students will be challenged by asking them to include a third source to support their claim
- Late and absent students will have individual folders created for them where they can find all the materials needed and explanation so they can catch up.

OUTLINE OF LESSONS FOR UNIT (Stage3)

DAY	AIM	OBJECTIVES	INSTRUCTIONAL SEQUENCE/PLAN	DAILY ASSESSMENT
Monday	<p>How do characteristic elements of an argument work together to communicate the writers thoughts and ideas?</p> <p>Should guns be restricted or unregulated</p>	Students will analyze an argumentative essay by outlining and evaluating its components.	<ol style="list-style-type: none"> 1. DN: Review the component of an argument by completing a Four Square Graphic Organizer (Definition, Examples & opposite /non-examples): What is an argument? 2. Review Vocabulary List/Word Wall 3. Shared Read and Model Outlining an argumentative essay. 4. Pair Work: Deconstruct and Outline an argumentative essay using argument graphic organizer (Essays are Leveled/differentiated graphic organizer) 5. Share out. 6. HW/WW- Read article on gun control, and go to NYTimes.com or Library of Congress.com and find a second article on gun control and read it. Make sure the article is a different position than the one you already have. <p>**WW(World Work)</p>	<ol style="list-style-type: none"> 1. Completed Argumentative outline (GO) 2. Exit ticket <p>**GO (Graphic Organizer)</p>
Tuesday	<p>How can do I create a thesis statement that communicates a logical claim?</p> <p>Should guns be restricted or unregulated?</p>	Students will practice writing Thesis statements/ claims using sentence stems, idea topics and a graphic organizer.	<ol style="list-style-type: none"> 1. DN: Students will watch a tutorial on creating thesis statements and respond to a three- question prompt. (http://www.youtube.com/watch?v=Ep3OHQh7WdA) 2. Teacher will model brainstorming a list of topics and turning one into a thesis statement 3. Task 1: Students will work in pairs to practice creating thesis statements/claims (share out). 4. Task 2: Individual Work- Students will take a position on the Gun Control Debate based on the articles they've read for HW and begin writing a first draft of their thesis statement on a graphic 	<ol style="list-style-type: none"> 1. Three Questions Response Prompt Handout 2. Thesis statement practice sheet 3. Argumentative Writing Graphic organizer and Thesis Statement Rubric

			<p>organizer/essay outline.</p> <ol style="list-style-type: none"> 5. Whole Group- Review thesis Statement Rubric 6. Task 3: Peer Review- Students will work in pairs and use the TSR to review their partner’s thesis statement. 7. HW/WW: Begin highlighting and underlining evidence in your articles that supports your position. Be ready to use them to create sub-claims/ reasons that further support your thesis statement. 	
Wednesday	<p>How do writers use examples and evidence effectively to convince a reader of their claim?</p> <p>What evidence from the text(s) supports my claim?</p>	<p>Students will formulate claims to support their position by identifying relevant evidence from articles on Gun Control.</p> <p>Students will cite, paraphrase and explain evidence supporting their claim on gun control.</p>	<ol style="list-style-type: none"> 1. DN: On your Argumentative Graphic organizer write two strong/logical reasons that support your position. 2. Model: Teacher will review an argumentative Sample Essay to show the thesis statement/position statement and supporting evidence. 3. Model: Teacher will show examples of citation, paraphrasing, and explanation of evidence. 4. Task: Students will identify evidence from their articles to support each claim. On their graphic organizer they will cite and paraphrase evidence, and explain how the evidence supports their claim. 5. Share out 6. HW/WW: Start thinking about your counter claims- highlight evidence that refutes your counter claims for the next day. 	<ol style="list-style-type: none"> 1. Completion of the required portion of Argumentative Writing Outline. 2. Exit ticket.
Thursday	<p>How can I evaluate a claim and reconcile competing claims from multiple sources?</p> <p>How can I use my opponent’s</p>	<p>Students will identify evidence that counters their claim/argument, and counter their counter-claim.</p>	<ol style="list-style-type: none"> 1. DN: Summarize your counter claim in 1-2 sentences and write a claim which refutes or argues that its weak/wrong/not true 2. Video on counter arguments (http://www.youtube.com/watch?v=NPrRSPhuJkg) 3. Task: Identify counter- claim evidence and evidence that refutes it, and then copy on to your 	<ol style="list-style-type: none"> 1. Completion of counter -claim section of essay outline and counter claim graphic organizer

	arguments against him/her?		argumentative graphic organizer. Decide if you want your counter claim in the second or third body paragraph. 4. Share: Student volunteers will share with the class.	
Friday	How can a writer use argumentative language to clarify and organize his/her thoughts?	Students will use their completed argumentative writing outline and an argumentative writing rubric to write their essay.	<ol style="list-style-type: none"> 1. DN: Review the Writing Rubric 2. Zoom in on one aspect of the argumentative writing rubric 3. Video/Tutorial: Using Transition words/Phrases and argumentative language – (http://www.youtube.com/watch?v=VVaoCd-S3Ko.) 4. Task: Students will use their completed essay outline, a rubric, and transitional word handout to write their argumentative essay. 	<ol style="list-style-type: none"> 1. Completion of first draft of argumentative essay.