

Building Arguments with Evidence

Constructing Arguments part 2

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Grade Level	10th Grade	**Time Frame**	2-3 class period(s)
Subject	English/Language Arts	**Duration**	100 minutes
Course	A.P. Language and Composition, A.P. Literature and Composition, Composition, Creative Writing		

Essential Question

What techniques do writers use to convince their readers?

Summary

This lesson is designed to take place after completion of another K20 lesson, "Deconstructing Arguments." Students will read an article from the "New York Times" and integrate knowledge of key terms to construct an argument based on a claim, evidence, and reasoning.

Snapshot

Engage

Students will view a video on important issues facing young people today in order to activate prior knowledge.

Explore

Students will choose writing prompts from the "New York Times" to serve as the topic of their argumentative essay.

Explain

Students will use the "Why-Lighting" strategy to annotate articles chosen from the "New York Times."

Extend

Students will utilize the "C-E-R" strategy to begin constructing essays.

Evaluate

Students will develop a five paragraph argumentative essay with a thesis, claims, evidence, and reasoning.

Standards

Oklahoma Academic Standards for English Language Arts (Grade 10)

10.2.W.2: Students will plan (e.g., outline) and prewrite a first draft as necessary.
10.3.W.4: Argument: Students will introduce precise claims and distinguish them from counterclaims and provide sufficient evidences to develop balanced arguments, using credible sources.

Attachments

- Argument Essay Evaluation Rubric--Building Arguments with Evidence - Spanish.docx
- Argument Essay Evaluation Rubric--Building Arguments with Evidence.docx
- Argument Outline--Building Arguments with Evidence - Spanish.docx
- Argument Outline--Building Arguments with Evidence.docx
- C-E-R--Building Arguments with Evidence - Spanish.docx
- C-E-R--Building Arguments with Evidence - Spanish.pdf
- C-E-R--Building Arguments with Evidence.docx
- C-E-R--Building Arguments with Evidence.pdf
- I Know, I Notice, I Wonder--Building Arguments with Evidence - Spanish.docx
- I Know, I Notice, I Wonder--Building Arguments with Evidence - Spanish.pdf
- I Know, I Notice, I Wonder--Building Arguments with Evidence.docx
- I Know, I Notice, I Wonder--Building Arguments with Evidence.pdf
- Lesson Slides-- Building Arguments with Evidence.pptx

Materials

- Teacher's computer with projector
- A device for each student (Chromebook, laptop, etc.) - if devices are not available, articles may be copied for students
- Highlighters (if devices are not available)
- Pencils
- I Know, I Notice, I Wonder--Building Arguments with Evidence (attached, one per student)
- C-E-R--Building Arguments with Evidence (attached, one per student)
- Argument Outline--Building Arguments with Evidence (attached, one per student)
- Argumentative Essay Evaluation Rubric--Building Arguments with Evidence (attached, one per student)

Engage

In the Lesson Slides, introduce students to the essential question on slide 3 and the objectives on slide 4.

Go to slide 5. Provide students with a copy of the attached handout, I Know, I Notice, I Wonder. To access prior knowledge, students will use a modified form of the I Notice, I Wonder strategy. Ask students to list three things they learned during the previous lesson, "Deconstructing Arguments." Go to slide 6. Provide the instructions to students: they will complete the middle section of the handout as they watch the approximately six-minute YouTube video, "The Greatest Issues Facing Young People." They will be writing what they notice as they watch the video, located on slide 7. When the video is finished, go to slide 8. Have students complete the final section of the handout, writing down two things about which they still wonder. Encourage students to share what they wrote on the handout with an Elbow Partner and then ask volunteers to share with the entire class.

Alternative Option

If showing the video is not possible, engage the class in a discussion using the Evaluation section of the preceding lesson, "Deconstructing Arguments." Then ask students what they believe is the most important issue facing youth.

Explore

1. Go to slide 9. Pass out a laptop, tablet, or Chromebook to each student.
2. Explain to students that they will be constructing a written argument on a topic that they find important. They may choose any writing prompt and accompanying "New York Times" article located at http://www.tinyurl.com/arguingwithevidence.
3. Allow approximately ten minutes for students to skim available topics and articles. Students will only choose one topic and accompanying article.
4. Instruct students they are to write on a scrap sheet of paper for 1 minute. The purpose of writing is to explain why they are choosing their article. Assure students they will not be graded on grammar or spelling, but on ideas.
5. After 1 minute is up, have students turn to their Elbow Partner and explain why they are choosing the specific article.

Alternative Option

If technology does not allow for each student to have a device, print writing prompts/articles from various topics and allow students to choose from those.

Explain

Go to slide 10. After students have each chosen a writing prompt/article, instruct them to copy and paste it into Google Docs. Students will use the Why-Lighting strategy to annotate the articles. In why-lighting, students highlight any passage they find important. They then comment on the chosen passages in the margins and explain why they chose those passages.

Allow students approximately 20 minutes to read the prompt/articles and complete why-lighting.

Modifications

If students are in need of assistance, model how to copy/paste an article into Google Docs and why-light. Highlight the entire article, right click and select copy. Open a Google Doc, right click and select paste. To annotate within the Google Doc, highlight any text, then click the "add a comment" button on the right side. A small box appears where the student can type their comments.

Assessment Option

As a formative assessment, instruct students to why-light a certain number of passages. Students will then click the "share" button and share the document with you.

Alternative Option

If technology does not allow for copying/pasting into Google Docs, instruct students to why-light on the paper prompts/articles. The strategy is the same; students will use a highlighter to why-light any important passage, and a pencil to write why in the margins.

Extend

Go to slide 11. Pass out the C-E-R handout.

Explain to students that at the bottom of each prompt/article, there is a "STUDENTS" section with questions for student evaluation. Instruct students they are to choose three of the questions to answer. They are to write each question in the "question" section of the C-E-R handout.

Go to slide 12. Remind students that in the previous lesson, they learned the terms claim and evidence. Students are to answer each question with a claim of their own, support it with evidence from the article, and explain why in the reasoning section.

Modifications

If students are in need of assistance, model how to complete the C-E-R handout with one of the prompts/articles. Choose an example article from the New York Time's Website and locate the "Students" section at the bottom. Walk students through choosing a question to answer, constructing a claim, providing evidence from the article, and constructing a reason.

Evaluate

Go to slide 13. Students will then complete the Argument Outline handout. Remind students of the term thesis learned in the previous lesson.

Possible Extention

After the outline is completed, students could transfer the information into a five paragraph argumentative essay. Pass out the Argumentative Essay Evaluation Rubric when students begin writing. Essays can be typed into Google Docs and shared with the teacher.

Resources

- 200 Prompts for Argumentative Writing. (n.d.). Retrieved July 15, 2016, from http://learning.blogs.nytimes.com/2014/02/04/200-prompts-for-argumentative-writing/?_r=0
- K20 Center. (n.d.). Claim, evidence, reasoning (CER). Strategies. Retrieved from https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f506fc09
- K20 Center. (n.d.). Elbow partners. Strategies. Retrieved from https://learn.k20center.ou.edu/strategy/ccc07ea2d6099763c2dbc9d05b00c4b4
- K20 Center. (n.d.). I notice, I wonder. Strategies. Retrieved from https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f507d1a7
- K20 Center. (n.d.). Why-Lighting. Strategies. Retrieved from https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f505e7d5
- Nieto, K. B. (n.d.). K20 LEARN. Retrieved July 15, 2016, from https://learn.k20center.ou.edu/lesson/1c2bb46ffdf0fed14bcbaaaf490768c9
- Itsyourcalltv's channel. (2010, October 26). "The Greatest Issues Facing Young People." Retrieved from https://youtu.be/y59kKzzbh5U