

Building Arguments With Evidence

Part 2: Constructing Arguments

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Grade Level	10th – 12th Grade	**Time Frame**	100 minutes
Subject	English/Language Arts	**Duration**	2-3 class periods
Course	A.P. Language and Composition, Composition		

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, "Arguing With Evidence." 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 watch a video on important issues facing young people today in order to activate prior knowledge.

Explore

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

Explain

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

Extend

Students use the C-E-R strategy to begin constructing essays.

Evaluate

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

Standards

ACT College and Career Readiness Standards - Reading (6-12)

ARG301: Analyze how one or more sentences in somewhat challenging passages offer reasons for or support a claim when the relationship is simple

Oklahoma Academic Standards: English Language Arts (Grade 10)

10.2.W.1: Routinely and recursively prewrite (e.g., develop and organize ideas).
10.3.W.3: Compose argumentative essays, reviews, or op-eds that:

- introduce precise, informed claims
- include a defensible thesis
- acknowledge counterclaims or alternate perspectives
- organize claims, counterclaims, and evidence in a logical sequence
- provide the most relevant evidence to develop balanced arguments, using credible sources
- use sentence variety and word choice to create clarity and concision
- use style and tone that suits the audience and purpose

Attachments

- Argument Essay Evaluation Rubric—Building Arguments with Evidence - Spanish.docx
- Argument Essay Evaluation Rubric—Building Arguments with Evidence - Spanish.pdf
- Argument Essay Evaluation Rubric—Building Arguments with Evidence.docx
- Argument Essay Evaluation Rubric—Building Arguments with Evidence.pdf
- Argument Outline—Building Arguments with Evidence - Spanish.docx
- Argument Outline—Building Arguments with Evidence - Spanish.pdf
- Argument Outline—Building Arguments with Evidence.docx
- Argument Outline—Building Arguments with Evidence.pdf
- 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

- Lesson Slides (attached)
- I Know, I Notice, I Wonder (attached; one per student)
- C-E-R (attached; one per student)
- Argument Outline (attached; one per student)
- Argumentative Essay Evaluation Rubric (attached; one per student)
- Computer, projector, and internet access
- Student devices (Chromebook, laptop, tablet, etc.; one per student)
  - If devices are not available, you may print the articles for students
- Highlighters (if devices are not available)
- Pencils

Engage

Using the attached **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 6-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

Go to **slide 9**. Pass out a laptop, tablet, or Chromebook to each student.

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.

Allow approximately 10 minutes for students to skim available topics and articles. Students will only choose one topic and accompanying article.

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.

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.

Teacher's Note: 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.

Teacher's Note: 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 Extension

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 you.

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. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f506fc09
- K20 Center. (n.d.). Elbow partners. Strategies. https://learn.k20center.ou.edu/strategy/ccc07ea2d6099763c2dbc9d05b00c4b4
- K20 Center. (n.d.). I notice, I wonder. Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f507d1a7
- K20 Center. (n.d.). Why-Lighting. Strategies. 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." https://youtu.be/y59kKzzbh5U