

9.4.1

Lesson 14

Introduction

This lesson comprises the Mid-Unit Assessment for this module. Through their analysis of the supplemental texts they have read up to this point in the module, students have been building their capacity to craft an argument. In this lesson, students draft an argument outline for the following prompt as their Mid-Unit Assessment: Who bears the most responsibility for ensuring that clothes are ethically manufactured? Students use the Argument Outline Tool to organize their Mid-Unit Assessment response, collecting evidence and developing claims and counterclaims. Students are assessed on their ability to introduce a precise central claim and clearly organize and develop a relationship between supporting claims and counterclaims.

For homework, students preview the next lesson's reading (9.4.1. Lesson 15), look up a definition that supports their analysis, and continue their AIR.

Standards

Assessed Standard(s)	
W.9-10.1.a, b	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, 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.</p>
Addressed Standard(s)	
None.	

Assessment

Assessment(s)
<p>Mid-Unit Assessment: Student learning is assessed via a completed Argument Outline Tool in response to the following prompt:</p> <ul style="list-style-type: none"> Who bears the most responsibility for ensuring that clothes are ethically manufactured? <p>① The Mid-Unit Assessment is assessed using the 9.4 Rubric and Checklist.</p> <p>① Students have the opportunity to draft a complete argument essay in the End-of-Unit Assessment.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Make a central claim in response to the assessment prompt. Support that central claim with well-organized evidence and reasoning, identifying both strengths and limitations. Identify possible counterclaims, developing them fairly. Include evidence for counterclaims, identifying both strengths and limitations. Establish a clear relationship between claims, counterclaims, reasoning and evidence. <p>① See Model Argument Outline Tool for sample High Performance Response.</p>

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> None.*
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the texts, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Texts: <ul style="list-style-type: none"> Standards: W.9-10.1.a, b Texts: “Globalization,” “Your Addiction to Fast Fashion Kills,” “Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes?” 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Argument Outline Instruction Mid-Unit Assessment Closing 	<ol style="list-style-type: none"> 5% 10% 30% 50% 5%

Materials

- Copies of the Mid-Unit Assessment Handout for each student
- Copies of the Argument Outline Tool for each student
- Copies of the 9.4 Rubric and Checklist for each student

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda the assessed standard for this lesson: W.9-10.1.a, b. In this lesson, students complete their Mid-Unit Assessment, organizing their claims and evidence using a tool in response to the Mid-Unit Assessment prompt.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about the claim they developed in response to the Mid-Unit Assessment prompt. Select several student pairs to explain how they collected evidence during their text review to support the claim they developed.

- ▶ Student pairs discuss and share how they collected evidence to support their claim.

Circulate for accountability and support.

Activity 3: Argument Outline Tool Instruction

30%

Distribute copies of the Argument Outline Tool to students.

- ① Students worked with a similar tool in Module 9.3, to organize and connect claims and evidence in order to write a research essay. Remind students that although they are not yet drafting a full argument essay, they will use this tool to organize and outline their Mid-Unit Assessment. Students have the opportunity to return to this tool in more detail when they outline and draft their End-of-Unit Assessment.

Provide the purposes and definition of argument writing for students from the CCSS Appendix A (p. 23): “Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid.”

- ① For clarity, it may be helpful to refer to the explanation of the difference between informational and argumentative writing in the CCSS Appendix A (p. 23): “Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.”

Explain to students that strong argument writing has a specific central claim that is relevant to the question at hand. Explain to students that in strong argument writing, the specific central claim also needs smaller, supporting claims that refine and support the central claim. Explain to students that all of these claims, together with evidence and reasoning create the argument. Display the following sample central claims:

- Claim: The garment factories in Bangladesh are dangerous because the businesses that make clothes there save money by ignoring safety problems.
- Claim: Consumers bear the most responsibility for ethically manufactured clothes.
- Claim: Cheap clothes are good for the economy, because consumers will spend more money.

Ask students:

Which of these possible central claims most effectively addresses the prompt? Why?

- The claim about consumers bearing the most responsibility is the best example of a specific central claim, because it is explicitly relevant to the Mid-Unit Assessment prompt and makes a clear statement of opinion that is broad enough to be supported by smaller, supporting claims.

Instruct students to briefly discuss in pairs the strength of the central claim they developed for homework, and revise their claims as necessary.

- ▶ Students talk in pairs.

Instruct student pairs to briefly share the results of their discussion. Ask students if anyone has changed their central claim based on their classmate's suggestions.

Explain that strong argument writing also fairly represents the alternate or opposing claims—counterclaims—and develops the strengths and limitations of each.

Instruct students to briefly discuss in pairs possible supporting claims and counterclaims that are relevant to their central claim.

- ▶ Students talk in pairs.

① Consider reminding students of their work with counterclaim and limitations, in particular, in 9.4.1 Lesson 13.

- ▶ Lead a brief whole-class discussion of student responses.

Instruct students to copy their individual claims onto the Argument Outline Tool. Remind students that this tool is their Mid-Unit Assessment. The tool helps students to consolidate the evidence they collected for homework, and guiding questions in the tool help them craft their outlines. Explain that students need to draft supporting claims and counterclaims that relate to the central claim they just

developed. Explain that they need to provide evidence to support each supporting claim and counterclaim and briefly explain their reasoning, which shows the logical relationships among ideas.

🗨️ Students follow along.

Activity 4: Mid-Unit Assessment

50%

Inform students that their Argument Outline Tool is their Mid-Unit Assessment. Students are assessed on their ability to introduce a precise central claim and clearly organize and develop a relationship between two supporting claims and counterclaims, including one piece of evidence to support each supporting claim and counterclaim. Inform students that the Module 9.4 Rubric and Checklist will guide the evaluation of this assessment, and students should refer to their checklists while completing their assessment. Instruct students to record the following prompt in the “Question” section of their Argument Outline Tool:

Who bears the most responsibility for ensuring that clothes are ethically manufactured?

Instruct students to complete the Argument Outline Tool using their text, notes, and any previous tools or Quick Write responses to find relevant and sufficient evidence to support their response.

▶ Students listen and read the Mid-Unit Assessment prompt.

① Display the prompt for students to see, or provide the prompt in hard copy.

▶ Students independently complete the Argument Outline Tool using evidence from the text.

🗨️ See Model Argument Outline Tool for High Performance Response.

Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to preview the next lesson’s reading (9.4.1 Lesson 15) from *Sugar Changed the World*, “The Sound of Liberty” (pp. 83–91) and look up a definition for the word *paradox*, as well as come up with one example of a *paradox*.

Additionally, students should continue to read their AIR text through the lens of a focus standard of their choice and prepare for a 3–5 minute discussion of that text based on that standard.

▶ Students follow along.

Homework

Preview the next lesson's reading from *Sugar Changed the World*, "The Sound of Liberty" (pp. 83–91) and look up a definition for the word *paradox*, as well as come up with one example of a *paradox*.

Continue your AIR through the lens of your chosen focus standard.

Mid-Unit Assessment Handout (Grade 9.Module 4.Unit 1.Lesson 14):

Argument Outline Tool

Your Task: Based on your close reading and analysis of the supplemental texts in this unit including “Bangladesh Factory Collapse: Who Really Pays for Our Cheap Clothes”, “How Your Addiction to Fast Fashion Kills,” and “Globalization” and your work in delineating the central claims, supporting claims, counter claims, and evidence for the arguments in these texts, you will complete the Argument Outline Tool in response to the following prompt:

Who bears the most responsibility for ensuring that clothes are ethically manufactured?

Your Outline will be assessed using the 9.4 Rubric and Checklist.

Be sure to:

- Closely read the prompt and the questions on the Model Argument Outline Tool
- Organize your ideas and evidence
- Complete all sections of the Argument Outline Tool
- Cite strong and thorough textual evidence to support your analysis
- Follow the conventions of standard written English

CCLS: W.9-10.1.a, b

Commentary on the Task:

This task measures W.9-10.1.a, b because it demands that students:

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, 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.

Argument Outline Tool

Name:		Class:		Date:	
<p>[Introduction]</p> <p>Question:</p> <p>Central Claim:</p>					
<p>[Body] Supporting Claim:</p>			<p>Counterclaim:</p>		
<p>Evidence:</p> <p>Reasoning: <i>How does the evidence support your claim?</i></p> <p>Strengths and Limitations: <i>What are the strengths of this claim? The limitations of this claim?</i></p>			<p>Evidence:</p> <p>Reasoning: <i>How does the evidence support the counterclaim?</i></p> <p>Strengths and Limitations: <i>What are the strengths of this counterclaim? The limitations of this counterclaim?</i></p>		

Model Argument Outline Tool

Name:		Class:		Date:	
<p>[Introduction]</p> <p>Question: Who bears the most responsibility for ensuring that clothes are ethically manufactured?</p> <p>Central Claim: Companies bear the most responsibility for ensuring clothes are ethically manufactured.</p>					
<p>[Body] Supporting Claim: Companies are responsible for building safe factories and paying fair wages to garment workers.</p>			<p>Counterclaim: Companies are providing important jobs for people in countries where better means of employment might not exist.</p>		
<p>Evidence:</p> <p>“The United Nations guiding principles on...to ‘protect, respect and remedy’ human rights.” (“Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes,” p. 2)</p> <p>Reasoning: <i>How does the evidence support your claim?</i></p> <p>The United Nations is an important global organization and their opinion shows that authority figures in the world think businesses are responsible.</p> <p>Strengths and Limitations: <i>What are the strengths of this claim? The limitations of this claim?</i></p> <p>The strength of this claim is that it has the support of the United Nations behind it. The limitations of this claim are that it does not address the role of state responsibility.</p>			<p>Evidence:</p> <p>“China ... [had] the largest poverty reduction in history.” (“Globalization,” p. 2)</p> <p>“Jobs in Bangladesh are also vital for a country where thousands of people live below the poverty line.” (“Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes,” p. 2)</p> <p>Reasoning: <i>How does the evidence support the counterclaim?</i></p> <p>It is important for people to have jobs and opportunities. Businesses in these countries give people jobs they wouldn’t have otherwise.</p> <p>Strengths and Limitations: <i>What are the strengths of this counterclaim? The limitations of this counterclaim?</i></p> <p>The strengths of this counterclaim are that it shows that these jobs can help decrease poverty. The limitations are that this counterclaim ignores the fact that these jobs don’t pay very much and working conditions are often very poor.</p>		
<p>Supporting Claim: Companies need to provide ethically produced clothing for consumers to buy.</p>			<p>Counterclaim: Companies are just giving consumers what they want; consumers like cheap clothes.</p>		

<p>Evidence: “without these kinds of well-publicized tragedies, shoppers don't even think about it.” (“How Your Addiction to Fast Fashion Kills”)</p> <p>“it isn't the responsibility of the consumer to feel guilty about buying what is readily available” (“Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes”)</p> <p>Reasoning: <i>How does the evidence support your claim?</i></p> <p>The evidence shows that since consumers generally do not know how clothes are produced, it is the responsibility of the companies to change the way things are since they do know what is going on.</p> <p>Strengths and Limitations: <i>What are the strengths of this claim? The limitations of this claim?</i></p> <p>The strengths of this claim are that it shows a clear relationship between business and the consumer. The limitations of this claim are that there is no evidence people would buy (and perhaps pay more for) these ethical clothes if they were made available.</p>	<p>Evidence: “If you're an average consumer, there's a good chance you shop at affordable places like H&M, Forever 21, Zara, or JCPenney.” (“How Your Addiction to Fast Fashion Kills”)</p> <p>“the demand for fast fashion [is at] an all-time high” (“How Your Addiction to Fast Fashion Kills”)</p> <p>“cheap clothing is a welcome industry for many” (“Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes,” p. 2)</p> <p>Reasoning: <i>How does the evidence support the counterclaim?</i></p> <p>Most people shop at affordable places because they want cheap clothes, or because they can't afford to spend more money on clothes.</p> <p>Strengths and Limitations: <i>What are the strengths of this counterclaim? The limitations of this counterclaim?</i></p> <p>The strengths of this claim are that most people do shop at these places, and cheap clothing industry is big for a reason, because people like cheap clothes. The limitations of this claim are that there is no evidence that people would not be willing to pay more for ethical clothes just because they like cheap clothes now.</p>
<p>[Conclusion]</p> <p>Since consumers are not going to change their shopping habits and people in poor countries still need jobs, it is up to the businesses to figure out how to make things safer for garment workers and provide ethically produced clothing for consumers to purchase.</p>	

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9.4 Rubric

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Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Content and Analysis: The extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text. (W.9-10.1.a, W.9-10.1.b)	<p>Introduce precise claim(s) and distinguish the claim(s) from alternate or opposing claims in an in-depth and insightful analysis. (W.9-10.1.a)</p> <p>Develop claim(s) and counterclaim(s) fairly by supplying evidence for and addressing the strengths and limitations of both. (W.9-10.1.b)</p> <p>Precisely anticipate the audience's knowledge level and concerns. (W.9-10.1.b)</p>	<p>Introduce a precise claim and adequately distinguish the claim from alternate or opposing claims in an accurate analysis. (W.9-10.1.a)</p> <p>Develop claim(s) and counterclaim(s) by supplying evidence but do not thoroughly address strengths or limitations of counterclaim(s). (W.9-10.1.b)</p> <p>Sufficiently anticipate the audience's knowledge level and concerns. (W.9-10.1.b)</p>	<p>Introduce a claim, but only partially or ineffectually distinguish the claim from alternate or opposing claims; analysis is somewhat unclear or confusing at times. (W.9-10.1.a)</p> <p>Develop claim(s) partially; lack evidence to fully develop claim(s) and/or counterclaim(s); fail to address strengths and limitations of claim(s) and counterclaim(s). (W.9-10.1.b)</p> <p>Partially anticipate the audience's knowledge level and concerns. (W.9-10.1.b)</p>	<p>Does not introduce a claim; analysis is mostly unclear or confusing. (W.9-10.1.a)</p> <p>Does not demonstrate analysis. (W.9-10.1.b)</p> <p>Inaccurately or inappropriately anticipate the audience's knowledge level and concerns or fails to consider the audience. (W.9-10.1.b)</p>
Command of Evidence and Reasoning: The extent to which the response presents evidence from the provided text(s) and uses reasoning to support analysis. (W.9-10.1)	<p>Support claims effectively and sufficiently by providing a wide range of relevant evidence.</p> <p>Use valid reasoning to establish clear relationships between and among claim(s) and evidence.</p>	<p>Support claims sufficiently by providing relevant evidence.</p> <p>Use valid reasoning to relate claims and evidence on a basic level.</p>	<p>Support claims partially by providing insufficient but relevant evidence, or evidence loosely related to the claim(s).</p> <p>Use some reasoning to partially relate claims and evidence; use unclear reasoning.</p>	<p>Present irrelevant and/or little or no evidence from the text.</p> <p>Demonstrate unclear, unfounded or little to no use of reasoning; fail to establish relationships between and among claim(s) and evidence.</p>
Coherence, Organization, and Style: The extent to which the response logically organizes and links complex ideas, concepts, and information using formal style and precise language. (W.9-10.1.a, W.9-10.1.c, W.9-10.1.d, W.9-10.1.e)	<p>Organize claims, counterclaims, evidence, and reasoning to establish clear relationships among all components. (W.9-10.1.a)</p> <p>Exhibit skillful use of words, phrases, and clauses to link sections of the text, create cohesion, and clarify relationships among components of the argument. (W.9-10.1.c)</p> <p>Skillfully establish and maintain a formal style and objective tone appropriate to the norms and</p>	<p>Exhibit basic organization of claims, counterclaims, evidence, and reasoning so as to create relationships among all components. (W.9-10.1.a)</p> <p>Exhibit basic use of words, phrases, and clauses to link sections of the text, create cohesion, and clarify relationships among components of the argument. (W.9-10.1.c)</p> <p>Establish a style and tone appropriate to the discipline; demonstrate inconsistent use of formality and</p>	<p>Exhibit partial organization of claims, counterclaims, evidence, and reasoning; relationships among all components are inconsistent and at times unclear. (W.9-10.1.a)</p> <p>Exhibit inconsistent use of words, phrases, and clauses to link sections of the text. (W.9-10.1.c)</p> <p>Use inconsistent style and tone with some attention to formality and objectivity.</p>	<p>Exhibit little organization of claims, counterclaims, evidence and reasoning; relationships among components are for the most part unclear. (W.9-10.1.a)</p> <p>Exhibit little or no use of words, phrases and clauses to link sections of the text. (W.9-10.1.c)</p> <p>Lack a formal style, using language that is basic, imprecise, or contextually inappropriate. (W.9-10.1.e)</p>

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
	conventions of the discipline. (W.9-10.1.d) Provide a concluding statement or section that supports the argument presented and offers a new way of thinking about the issue. (W.9-10.1.e)	objectivity. (W.9-10.1.d) Provide a concluding statement or section that supports the argument presented but does not offer a new way of thinking about the issue. (W.9-10.1.e)	Provide a concluding statement that inadequately supports the argument presented or repeats claim(s) and evidence verbatim or without significant variation. (W.9-10.1.e)	10.1.d) Provide a concluding statement that is unrelated to the claims presented and/or provide no concluding statement. (W.9-10.1.e)
Control of Conventions: The extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling, and conforms to the guidelines in a style manual appropriate for the discipline and writing type. (L.9-10.1, L.9-10.2, L.9-10.3.a)	Demonstrate control of conventions with essentially no errors, even with sophisticated language. (L.9-10.1, L.9-10.2) Demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material; contain no citation errors. (L.9-10.3.a)	Demonstrate basic control of conventions with occasional errors that do not hinder comprehension. (L.9-10.1, L.9-10.2) Demonstrate proper citation of sources to avoid plagiarism when dealing with correct quotes and paraphrased material; contain only minor citation errors. (L.9-10.3.a)	Demonstrate partial control of conventions with some errors that hinder comprehension. (L.9-10.1, L.9-10.2) Demonstrate partial or inconsistent use of citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material; contain some major or frequent minor citation errors. (L.9-10.3.a)	Demonstrate little control of conventions with frequent errors that make comprehension difficult. (L.9-10.1, L.9-10.2) Does not make use of citation or plagiarizes. (L.9-10.3.a)

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

9.4 Checklist

Assessed Standard: _____

	Does my writing...	✓
Content and Analysis	Introduce precise claims and distinguish the claims from alternate or opposing claims? (W.9-10.1.a)	<input type="checkbox"/>
	Supply evidence to develop claims and counterclaims? (W.9-10.1.b)	<input type="checkbox"/>
	Address the strengths and limitations of the claims and counterclaims? (W.9-10.1.b)	<input type="checkbox"/>
	Anticipate the audience's knowledge level and concerns? (W.9-10.1.b)	<input type="checkbox"/>
Command of Evidence and Reasoning	Support claims by providing a wide range of relevant evidence? (W.9-10.1)	<input type="checkbox"/>
	Use valid reasoning to demonstrate clear relationships between claims and evidence? (W.9-10.1)	<input type="checkbox"/>
Coherence, Organization, and Style	Organize claims, counterclaims, evidence, and reasoning to establish clear relationships among all the components of the argument? (W.9-10.1.a)	<input type="checkbox"/>
	Use words, phrases, and clauses to create clear relationships among components of the argument? (W.9-10.1.c)	<input type="checkbox"/>
	Establish and maintain a formal style, using precise language and sound structure? (W.9-10.1.d)	<input type="checkbox"/>
	Provide a conclusion that supports the argument and offers a new way of thinking about the issue? (W.9-10.1.e)	<input type="checkbox"/>
Control of Conventions	Demonstrate control of standard English grammar conventions, with infrequent errors? (L.9-10.1, L.9-10.2)	<input type="checkbox"/>
	Provide proper citation of quotes and paraphrases to avoid plagiarism? (L.9-10.3a)	<input type="checkbox"/>