

**10.3.3****Unit Overview**

## “Synthesizing Research and Argument Through the Writing Process”

<b>Text(s)</b>	<p><i>Student texts (research sources) will vary*</i></p> <p>*By Unit 3, students will have chosen texts for research based on their individual problem-based question.</p>
<b>Number of Lessons in Unit</b>	11

### Introduction

In this unit, students engage in the writing process with the goal of synthesizing and articulating their research into argument writing. The end product of this unit is a final draft of a research-based argument paper that articulates the arguments and conclusions gleaned from research throughout Module 10.3. In order to do this, students must synthesize and craft independent claims and conclusions from information across multiple texts and articulate their position in an organized, cogent, and formal argument essay. As part of this process, students engage in a writing cycle in which they self-edit, provide peer reviews, and continually revise their work. Students receive direct instruction on a myriad of topics related to the writing process, including:

- Creating outlines
- Organizing claims, counterclaims, and evidence in a logical manner
- Drafting effective introductions, body paragraphs, and conclusions
- Creating cohesion within and between paragraphs
- Using colons and semicolons
- Adhering to MLA citation conventions
- Writing in a formal, objective tone
- Adhering to conventions of argument writing

No new texts are introduced in this unit, which breaks from the pattern established in previous units. Instead, students focus on analyzing the sources they collected for their Research Portfolios in 10.3.2, delving more deeply into them as needed throughout the writing process.

The formal assessment for this unit is the final draft of the research-based argument paper. In the final lesson of this unit—after students have had the opportunity to outline, draft, revise, and edit their paper—students submit their final papers for assessment against the 10.3.3 Rubric and Checklist, which students use throughout the unit to facilitate their writing process.

## Literacy Skills and Habits

- Collect and organize evidence from research to support analysis in writing.
- Analyze, synthesize, and organize evidence-based claims.
- Write effective introduction, body, and conclusion paragraphs for a research-based argument paper.
- Use proper MLA citation methods in writing.
- Edit for a variety of purposes, including using semi-colons, colons, and correct spelling.
- Use formal style and objective tone in writing.
- Adhere to conventions of argument writing (e.g., addressing all sides of an issue, avoiding emotional appeals).
- Write coherently and cohesively.

## Standards for This Unit

CCS Standards: Writing	
<b>W.9-10.1.a-e</b>	<p><b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</b></p> <ul style="list-style-type: none"><li>a. <b>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></li><li>b. <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.</b></li></ul>

	<ul style="list-style-type: none"> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<b>W.9-10.4</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b>
<b>W.9-10.5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b>
<b>W.9-10.7</b>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<b>W.9-10.8</b>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>W.9-10.9</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

CCS Standards: Speaking & Listening	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.

CCS Standards: Language	
L.9-10.1.a	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> a. Use parallel structure.
L.9-10.2.a-c	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.
L.9-10.3.a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <b>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's A Manual for Writers</i>) appropriate for the discipline and writing type.</b>
L.9-10.6	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**Note:** Bold text indicates targeted standards that will be assessed in the unit.

## Unit Assessments

Ongoing Assessment	
Standards Assessed	W.9-10.4, W.9-10.5, W.9-10.9
Description of Assessment	Varies by lesson but may include drafted portions of the essay with a focus on the specific goal of individual lessons (e.g., introduction development, cohesion within and between paragraphs, proper citation methods, and incorporation of peer and teacher feedback).

End-of-Unit Assessment	
Standards Assessed	W.9-10.1.a-e, L.9-10.1, L.9-10.2, L.9-10.3.a, L.9-10.6
Description of Assessment	Students are assessed on the alignment of the final draft to the criteria of the 10.3.3 Rubric and Checklist. The final draft should present a precise claim that is supported by relevant and sufficient evidence and valid reasoning. The draft should be well-organized, distinguishing claims from alternate and opposing claims and using language that clearly links the major sections of the text and clarifies relationships among the claims, counterclaims, evidence, and reasoning. Finally, the draft should show control of the conventions of written language and maintain a formal style and objective tone.

## Unit-at-a-Glance Calendar

Lesson	Text	Learning Outcomes/Goals
1	Research Portfolio Texts	Students are introduced to the process of drafting research-based argument papers. Students learn how to develop their research-based argument papers from the Evidence-Based Perspectives they completed in the previous unit (10.3.2 Lesson 13). Students organize their supporting claims and evidence for each claim in a well-reasoned manner, while analyzing the evidence that best

		supports each claim to complete the Outline Tool.
2	Research Portfolio Texts	Students continue to plan for their argument-based research papers by completing the Outline Tool introduced in the previous lesson. Students develop a counterclaim in opposition to their central claim developed in the previous lesson. Students address the strengths and limitations of their central claim by developing supporting claims for their counterclaim.
3	Research Portfolio Texts	Students learn how to effectively integrate citation information into their writing to maintain the flow of ideas, avoid plagiarism, and follow a standard format for citation. Students learn MLA conventions for in-text citation as well as for a Works Cited page. Students draft a Works Cited page.
4	Research Portfolio Texts	Students begin writing their research-based argument papers. The lesson begins with peer review of the in-text citations students inserted in their Outline Tools. Students then learn about the purpose and components of an effective introduction. Through discussion and examination of an exemplar and non-exemplar introduction, students further develop their understandings of how to write an effective introduction.
5	Research Portfolio Texts	Students focus on building cohesion and clarity as they continue to draft their research-based argument papers. Students work to improve the effectiveness of their writing by focusing on the use of transitional words and phrases and building strong relationships between evidence, claims, and counterclaims within their papers.
6	Research Portfolio Texts	Students learn to craft a concluding statement that follows from and further supports the argument and appropriately connects sections of the text. Students deepen their understandings of how transitional words and phrases connect ideas and contribute and shape reasoning by developing the closing statements of their research-based argument papers.
7	Research Portfolio Texts	Students learn how to identify and use formal style and objective tone when writing their research-based argument papers. After receiving instruction on formal style and objective tone, students use the first drafts of their papers to participate in peer review

		and teacher conferences.
8	Research Portfolio Texts	Students learn how to revise for formal tone and conventions in argument writing. Additionally, students continue to analyze and revise their claims and counterclaims fairly. After receiving instruction on the norms and conventions of research-based argument writing, students use their first drafts to participate in peer review and teacher conferences.
9	Research Portfolio Texts	Students continue to edit and revise their papers. They are also introduced to semicolons as a way to join independent clauses and colons as a means of introducing quotes or lists. Students continue the peer review process for capitalization, punctuation, and spelling.
10	Research Portfolio Texts	Students participate in a peer review activity during which they offer constructive feedback to their classmates about their entire research-based argument papers. Students review their peers' papers for elements of the W.9-10.1 standard and supporting standards (W.9-10.1 a-e) that have been introduced in this unit. Additionally, students peer review for English grammar and usage and writing conventions.
11	Research Portfolio Texts	In this last lesson of the unit, students work in class to finalize their research-based argument papers (End-of-Unit Assessments), editing, polishing, and rewriting as necessary. Students are evaluated on the final draft's alignment to the criteria of the 10.3.3 Rubric and Checklist.

## Preparation, Materials, and Resources

### Preparation

- Review the 10.3.3 Rubric and Checklist.
- Review all unit standards and post in classroom.
- Consider creating a word wall of the vocabulary provided in all lessons.

**Materials/Resources**

- Chart paper
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive white board, document camera, LCD projector, computers for individual students (for word processing)
- Copies of the 10.3.3 Rubric and Checklist



**10.3.3****Lesson 1****Introduction**

In this lesson, students are introduced to the process of drafting a research-based argument paper. Students draft, revise, and edit this paper over the course of the unit. Students learn how to develop their research-based argument paper from the Evidence-Based Perspective they completed in the previous unit (10.3.2 Lesson 13). Students determine a central claim from their Research Frame and Evidence-Based Perspective and begin to construct an outline for the research-based argument paper. To complete the Outline Tool, students organize their supporting claims and evidence for each claim in a well-reasoned manner while analyzing the evidence that best supports each claim. Students are assessed on the central claim as well as the supporting claims from their outline.

For homework, students search for another source to gather stronger or more relevant evidence for a supporting claim on the Outline Tool and analyze how this evidence provides additional support to the supporting claim on the Additional Evidence Tool.

**Standards**

Assessed Standard(s)	
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 a specific purpose and audience.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Addressed Standard(s)	
W.9-10.1.a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. 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.
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry

	when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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## Assessment

Assessment(s)
<p>Student learning in this lesson is assessed via the central claim and supporting claim portions of the Outline Tool.</p> <p><b>i</b> This assessment will be evaluated using the Evidence-Based Claims Criteria Checklist.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>• Include a central claim and four supporting claims (e.g., Central claim: Granting anyone the rights to sell human tissue is morally and ethically questionable; neither researchers nor patients should have rights to sell any human tissue; Supporting Claim: Patients granting permission to a research institution to use donated tissue can confuse who actually owns the donated tissue).</li> <li>• Provide evidence for each supporting claim (e.g., “As it stands now, tissue banks appear to have de facto ownership over sample inventories and the right to use them as they wish” (Schmidt, par. 3)).</li> <li>• Analyze the evidence for each supporting claim (e.g., This evidence clearly supports the claim because it states that the tissue banks have inherent ownership over donated tissues even though patients might think they have ownership over their tissue).</li> <li>• See the Model Outline Tool at the end of this lesson.</li> </ul>

## Vocabulary

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

\* Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 10.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards:</b> <ul style="list-style-type: none"> <li>Standards: W.9-10.5, W.9-10.9, W.9-10.1.a, W.9-10.7</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Introduction to the Writing Process</li> <li>Reasoning, Planning, and Organization</li> <li>Outline Tool and Assessment</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>10%</li> <li>10%</li> <li>15%</li> <li>30%</li> <li>30%</li> <li>5%</li> </ol>

## Materials

- Student copies of the 10.3 Common Core Learning Standards Tool (refer to 10.3.2 Lesson 1)
- Completed Evidence-Based Perspectives (refer to 10.3.2 Lesson 13)
- Research Portfolios (refer to 10.3.2 Lesson 1)
- Copies of the Outline Tool for each student
- Copies of the Additional Evidence Tool for each student
- Student copies of Evidence-Based Claims Criteria Checklist (refer to 10.3.2 Lesson 11)

## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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

**10%**

Begin by introducing the agenda and assessed standards for this lesson: W.9-10.5, W.9-10.9. In this lesson students are introduced to the writing process, the research-based argument paper, and the Outline Tool. Students determine a central claim from their Research Frame and Evidence-Based Perspective and begin constructing an outline for the research paper. Students organize their supporting claims and evidence for each claim based on the synthesis work completed in 10.3.2. Students also analyze the evidence that supports each claim to develop a chain of reasoning to complete their Outline Tool.

- ▶ Students look at the agenda.

Distribute or ask students to take out their copies of the 10.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with two new standards: W.9-10.1.a and W.9-10.5. Ask students to individually read W.9-10.1.a, and W.9-10.5 on their tools and assess their familiarity with and mastery of these standards.

- ▶ Students read and assess their familiarity with standards W.9-10.1.a and W.9-10.5.

Instruct students to talk in pairs about what they think the standard W.9-10.1.a means. Lead a brief discussion about the standard.

💬 Student responses should include:

- Write arguments to analyze issues or texts.
- Support claims with evidence and reasoning.
- Introduce claims and counterclaims, and clarify the difference between them.
- Connect all of the parts of an argument.

Explain to students that they will work with standard W.9-10.5 throughout this unit. Display the language of the standard:

- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Explain that *revising* means “altering something already written or printed, in order to make corrections, improve, or update.”

① Consider asking students why they might need to revise a draft.

- ▶ Students write the definition of *revising* in their vocabulary journals.

Explain that students are assessed on this new standard, W.9-10.5, throughout this unit as they plan, revise, edit, and rewrite to conform to the purpose of a research-based argument paper. Ask students to individually reread standard W.9-10.5 and assess their familiarity with and mastery of the standard on the 10.3 Common Core Learning Standards Tool. Ask students to write down what they think are the large ideas in the standard and discuss in pairs. Lead a brief share out of the standard’s large ideas.

- ☛ This standard is about planning writing, and making sure there is editing and rewriting for intended purpose and audience.

## Activity 2: Homework Accountability

**10%**

Instruct students to take out the homework from the previous lesson (10.3.2 Lesson 13): Choose three to five words or phrases from the research (sources) that were important in deepening your understanding of the problem-based question. In your first paragraph, discuss how the three to five words helped you better understand the problem-based question. Next choose three to five words or phrases from your vocabulary journal that assisted your understanding of the research process. In your second paragraph, describe how the three to five words enhanced your understanding of the research process as a whole.

- ▶ Students take out the homework.

Instruct students to form pairs to share their vocabulary homework. Instruct student pairs to discuss both paragraphs, specifically how the selected research words supported understanding the problem-based question.

- ① Remind students that as they work on drafting their research-based argument paper they will incorporate domain-specific vocabulary from their vocabulary journals.

- ▶ Students form pairs and discuss their vocabulary homework.

- ☛ Student responses will vary based on their individual research:

- In the article “Human Tissue for Sale,” Deborah Josefson writes, “Patients undergoing surgery at these medical centers will be asked to sign permission forms that enable the medical center to send left-over *pathology specimens* to biotechnology companies” (par. 1). I did not know what *pathology* or *specimens* meant in this sentence and but it probably had something to do with human tissue since the hospital was giving it away to companies. When I looked up the definitions I found that *pathology* means “a physical or mental abnormality that is caused by disease or disorder” and *specimens* means “in medicine, samples of tissue or bodily fluid, such as urine, used for analysis or diagnosis.” This helped deepen my understanding of this paragraph because it provided a more detailed explanation of what the hospitals were doing with the biotechnology companies. Other vocabulary words I recorded in my journal were *genetic* and *sequence*. In “My Body, My Property,” Lori Andrews writes, “it does not make sense to be able to patent a *genetic sequence* related to a disease” (par. 12). Based on the context, I think that *genetic* might mean something about genes. I was not able to think of a possible definition for *sequence*. *Genetic* means “of, concerning, caused by, or influenced by heredity, esp. by genes” and *sequence* means “a related or connected series” and another word similar to *sequence* is

chain, therefore a *genetic sequence* is a series of genes. This helped me fully understand Andrews's argument because she is saying no one should be allowed to own the origins of a disease.

There are a number of words in my vocabulary journal that have helped me understand the research process but these were particularly helpful: *iterative*, *credible*, and *inquiry*. The word *iterative* helped me understand that the research process is ongoing and there are times when I have to go back and do more research or generate more inquiry questions. The word *credible* is another word that enhanced my understanding of the research process because it made me realize that I need to find sources that are respected and provide researched evidence to make a strong argument. Finally, the word *inquiry* was important to the entire research process because I understand that I need to be constantly questioning in order to develop strong and thorough research.

### Activity 3: Introduction to the Writing Process

**15%**

Explain to students that the writing process is iterative, much like the research process in 10.3.2, which means that students will frequently reassess their work or their thinking to improve it. In this unit, students compose a formal research-based argument paper. Explain that writing is a process that takes many forms and students can accomplish it through a variety of methods. Though there are many different ways to approach the writing process, they all involve multiple drafts and revisions. Inform students they will draft, revise, peer review, and edit throughout this unit to create a well-crafted research-based argument paper.

① Remind students that the word *iterative* was introduced in 10.3.2 and means “repeating.”

Provide students with the following definition: *draft* means “a first or preliminary form of any writing, subject to revision.”

- ▶ Students write the definition of *draft* in their vocabulary journals.

Explain that the research paper students complete in this unit is a formal argument, a composition of precise claims about an issue, including relevant and sufficient evidence, and valid reasoning. Advise students to keep in mind that the purpose of writing a research-based argument paper is to support their claims in an analysis of their chosen issue to persuade readers to accept their perspectives. Explain that students must also develop a central claim and support that claim using supporting claims and evidence.

- ▶ Students listen.

① Consider reviewing the skills inherent in W.9-10.7 and how they apply to writing a research-based argument paper.

- ① For clarity, it may be helpful to refer to the explanation of the difference between argument and informational 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.”
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Explain that the Evidence-Based Perspective students developed at the end of the last unit, 10.3.2, is the foundation for their research-based argument paper. Return to students their Evidence-Based Perspectives as well as their Research Portfolios. Explain that students should use their Evidence-Based Perspective to identify the claims and evidence they express in their paper. The research-based argument paper is a logical, well-reasoned, and coherent synthesis of students’ research and the argument they drew from their research.

Explain that a research-based argument paper has a formal structure: introduction, body paragraphs, conclusion, and works cited page. Inform students that they will focus on each of these parts in lessons throughout this unit to produce a final research-based argument paper for the End-of-Unit Assessment.

- ▶ Students listen.

#### Activity 4: Reasoning, Planning, and Organization

**30%**

Explain to students that this part of the lesson focuses on organizing their evidence and claims. Proper organization gives students a clear structure to follow when they begin writing. Explain that their problem-based questions will form the central claims of their research-based argument paper.

Instruct students to examine their Evidence-Based Perspective and their Research Frame, and briefly discuss in pairs the strongest or most interesting possible central claim that has emerged from their research.

- ▶ Students form pairs to discuss possible central claims for their research-based argument paper.

- ① Remind students they were introduced to *central claim* in 10.3.1 Lesson 6.

Distribute the Outline Tool. Instruct students to record their problem-based questions on the tool. Remind students that they have recorded multiple answers to their problem-based questions in the Evidence-Based Perspective. Now they must distill one of these answers on their Outline Tool into a single sentence: a central claim. In order to distill the answer into a central claim, students should consider which perspective they have surfaced through the research process has the strongest evidence

as well as an overarching claim they are interested in pursuing over the course of writing their paper. For example, if their problem-based question is “Who should own tissue or profit from tissue after it has been surgically removed from a patient’s body?” students should write an answer to this question based on the best-supported conclusions expressed in the Evidence-Based Perspective. In this example, this answer might be, “Granting anyone the rights to sell human tissue is morally and ethically questionable; neither researchers nor patients should have rights to sell any human tissue.”

① Explain to students that the “Counterclaims” portion of the tool will be addressed in the following lesson.

► Students write down their problem-based question and central claim on the Outline Tool.

🗨 Student responses will vary depending on the research.

① **Differentiation Consideration:** There may be some students at different stages of the research process at this point in the module. Some students may need more time or practice in developing a central claim that is supported by research and is interesting to write about. Consider modeling the Organizing Evidence-Based Claims Tools from 10.3.2 Lesson 11 to model how to craft a central claim that is supported by evidence and interesting to write about.

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Direct students’ attention back to the Outline Tool. Explain that claims and evidence should be ordered within their paper in a logical manner that clearly supports their central claim and demonstrates valid *reasoning*. Reasoning connects evidence to claims by explaining how the evidence supports the claim.

Provide students with the following definition: *reasoning* means “the logical relationships among ideas, including relationships among claims and relationships across evidence.”

► Students write the definition of *reasoning* in their vocabulary journals.

Display the following claims for students:

- Central Claim: Granting anyone the rights to sell human tissue is morally and ethically questionable; neither researchers nor patients should have rights to sell any human tissue.
- Claim: Giving researchers legal ownership of others’ genes, cells, or tissues infringes on individuals’ rights to privacy and control over their unique genetic information.
- Claim: Doctors and researchers can profit from tissue taken during surgery and institutions have control over these tissue samples.
- Claim: The sale or resale of human tissue is dehumanizing and exacts a psychological toll on the patient or the patient’s family.

Explain to students that the claims need to be ordered in a way that effectively supports the central claim. Remind students that although some claims may be related to the central claim, they may not



reinforce a logical relationship to the central claim and may not work effectively to persuade the reader that the central claim being presented is correct. Ask students:

**Which claim in this sequence does not support the central claim?**

- ☞ “Doctors and researchers can profit from tissue taken during surgery and institutions have control over these tissue samples” does not directly support the central claim because it only states who can profit and owns tissues.

① **Differentiation Consideration:** This is a brief exercise in ordering claims in a logical, well-reasoned manner. Consider providing further instruction of logical conclusions from the information on the Purdue University Online Writing Lab (OWL) here: <http://owl.english.purdue.edu> (search terms: logical conclusions).

① Consider discussing W.9-10.1.a for further exploration of the concept of claims.

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Instruct students to retrieve all of the Organizing Evidence-Based Claims Tools they have in the Research Portfolio that align with their central claim. Display some potential questions for students to guide their organization of the tools from the Research Portfolio:

- Are my Evidence-Based Claims in a logical order?
- How do I link my claims from the Organizing Evidence-Based Claims Tools to best support the central claims?
- How can I transition from one claim to another to effectively show the reasoning and how it best supports the central claim?
  - ▶ Students follow along and read the guiding questions.

Instruct students to physically arrange their Organizing Evidence-Based Claims Tools on their workspace in an order that reflects where each claim would appear in the research paper.

① **Differentiation Consideration:** The organizational structure in this lesson is not meant to be prescriptive, but rather model a way to potentially organize a research-based argument paper. If students require more explicit modeling or instruction around organization of argument papers, consider providing additional resources and tools to help students organize and structure their supporting claims and evidence.

① All Organizing Evidence-Based Claims Tools were completed in 10.3.2 Lesson 11.

- ▶ Students organize their Organizing Evidence-Based Claims Tools on their workspace.

Instruct students to Turn-and-Talk briefly in pairs. Instruct students to discuss their answers to this question:

**How does this order effectively support your central claim?**

- ▶ Students Turn-and-Talk in pairs.

① **Differentiation Consideration:** Students can also work with their pre-established 10.3.2 research teams for this activity.

- 💬 Student responses will vary based on their individual research questions/problems and research conducted.
- 💬 Student responses should identify how the order of their claims supports the central claim and how this order demonstrates strong *reasoning*.

Lead a brief share out of pair discussions. Ask students if anyone has changed their plan based on their classmate's suggestions.

- ▶ Students briefly share out any changes.

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Instruct students to independently copy onto their Outline Tool the order of their Evidence-Based Claims from the Organizing Evidence-Based Claims Tools onto the "Supporting Claims" portion of the Outline Tool. Remind students that the purpose of this outline is to have a clear plan for their research-based argument paper and to consolidate all of their information. Instruct students to select the strongest evidence to support their claims.

- ▶ Students work independently on the "Supporting Claims" portion of the Outline Tool.
- 💬 See the Model Outline Tool for potential student responses.

Explain that the portion of the outline they have completed is the frame for the paper's introduction (which introduces the central claim), the body (which presents the claims and evidence that support the central claim) and a brief restatement of their central claim (which is a starting point for their conclusions).

- ▶ Students listen.

Display one supporting claim of the Model Outline Tool for students. Explain that students need to use the evidence from their research to support each claim in the body of their paper (much like each claim in the paper supports the central claim), and copy the evidence onto the "Evidence" portion of the Outline Tool. Explain that students will write a brief explanation of how this evidence supports each claim in the "Reasoning" portion of the Outline Tool. Model the following evidence and analysis for students:

- The evidence that best supports the claim "The sale or resale of human tissue is dehumanizing and exacts a psychological toll on the patient or the patient's family" is "When Moore found out that he was Patent No. 4,438,032, he felt that his integrity had been violated, his body exploited and his tissue turned into a product" (Andrews, par. 6).

- My reasoning (connecting the evidence to the claim) is: This evidence demonstrates how a patient felt after his tissue had been sold. This evidence clearly shows that there are damaging effects, emotionally and mentally, for patients whose tissues are sold. This is compelling evidence to support the central claim that no one should be allowed to profit from human tissues.
  - ▶ Students follow along with the modeling.

Inform students that this analysis is the starting point for each body paragraph and the foundation of the reasoning among the evidence in the research-based argument paper.

- ① Remind students that they have evidence recorded on their Organizing Evidence-Based Claims Tools. They should focus on expressing how that evidence best supports each of their supporting claims.

Instruct students to form pairs to discuss their ideas about which evidence on their Organizing Evidence-Based Claims Tools best supports the first claim on their Outline Tool. Then students complete the first “Evidence” and “Reasoning” portions of the Outline Tool. Remind students that the “Reasoning” is where students explain how the evidence supports the claim.

- ▶ Students discuss their ideas in pairs and fill in the first portion of the “Evidence” and “Reasoning” on the Outline Tool.
- 🗣 See the Model Outline Tool for examples of analysis of the evidence and how it supports the claim.

## Activity 5: Outline Tool and Assessment

**30%**

Inform students that they will submit their Outline Tool for this lesson’s assessment. The central claim, four evidence-based claims with one piece of evidence for each claim, and a brief analysis of that evidence will be assessed. Instruct students to record all claims on the “Supporting Claims” portion of the Outline Tool, all evidence on the “Evidence” portion of the Outline Tool and all analysis on the “Reasoning” portion of the Outline Tool.

Explain that the Evidence-Based Claims Criteria Checklist guides the evaluation of this assessment, and students should refer to their checklists while completing the instructed portion of the Outline Tool. Instruct students to identify one claim that could use additional or stronger evidence on this tool, as they need this information for homework.

- ① Consider reminding students of their previous work with the Evidence-Based Claims Criteria Checklist in 10.3.2 Lessons 11 and 12.
  - ▶ Students complete the “Supporting Claims,” “Evidence,” and “Reasoning” portions of the Outline Tool.

Distribute the Additional Evidence Tool and instruct students to record one supporting claim that could use additional or stronger evidence on this tool.

- ▶ Students turn in their Outline Tool after recording a supporting claim on their Additional Evidence Tool.

## Activity 6: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to search for another source to gather stronger or more relevant evidence for a supporting claim on their outline, and analyze how this evidence provides additional supports for their claim. Instruct students to then record their evidence and analysis on the Additional Evidence Tool.

① Consider posting the Model Additional Evidence Tool as an exemplar along with the prompt.

- ▶ Students follow along.

## Homework

For homework, search for another source to gather stronger or more relevant evidence for a supporting claim on your outline, and analyze how this evidence provides additional support for your claim. Record the evidence and analysis on the Additional Evidence Tool. Be sure to use your Organizing Evidence-Based Claims Tools from the Research Portfolio to support the analysis.

## Outline Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
<p>[Introduction]</p> <p><b>Problem-Based Question:</b></p> <p><b>Central Claim:</b></p>					
<p>[Body] <b>Supporting Claim:</b></p>					
<p><b>Evidence:</b></p>			<p><b>Reasoning:</b> <i>How does the evidence support your claim?</i></p>		
<p><b>Supporting Claim:</b></p>					
<p><b>Evidence:</b></p>			<p><b>Reasoning:</b> <i>How does the evidence support your claim?</i></p>		
<p><b>Supporting Claim:</b></p>					

<b>Evidence:</b>	<b>Reasoning:</b> <i>How does the evidence support your claim?</i>
<b>Supporting Claim:</b>	
<b>Evidence:</b>	<b>Reasoning:</b> <i>How does the evidence support your claim?</i>
<b><u>Counterclaim (to the central claim):</u></b>	
<b><u>Supporting Claim (for the counterclaim):</u></b>	
<b><u>Evidence:</u></b>	<b>Reasoning:</b> <i><u>How does this evidence support the counterclaim?</u></i>

<b><u>Supporting Claim (for the counterclaim):</u></b>	
<b><u>Evidence:</u></b>	<b><u>Reasoning:</u></b> <i>How does this evidence support the counterclaim?</i>
<b>[Conclusion]</b> <b>Restate Central Claim:</b>	

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## Model Outline Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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<p>[Introduction]</p> <p><b>Problem-Based Question:</b> Who should own tissue, or profit from tissue after it has been surgically removed from a patient's body?</p> <p><b>Central Claim:</b> Granting anyone the rights to sell human tissue is morally and ethically questionable; neither researchers nor patients should have rights to sell any human tissue.</p>					
<p>[Body] <b>Supporting Claim:</b> Patients granting permission to a research institution to use donated tissue can confuse who actually owns the donated tissue.</p>					
<p><b>Evidence:</b></p> <p>"As it stands now, tissue banks appear to have de facto ownership over sample inventories and the right to use them as they wish." (Schmidt, par. 3)</p>			<p><b>Reasoning:</b> <i>How does the evidence support your claim?</i></p> <p>This evidence clearly supports the claim because it states that the tissue banks have inherent ownership over donated tissues even though patients might think they have ownership over their tissue.</p>		
<p><b>Supporting Claim:</b> The sale or resale of human tissue is dehumanizing and exacts a psychological toll on the patient or the patient's family.</p>					
<p><b>Evidence:</b></p> <p>"When Moore found out that he was Patent No. 4,438,032, he felt that his integrity had been violated, his body exploited and his tissue turned into a product." (Andrews, par. 6)</p>			<p><b>Reasoning:</b> <i>How does the evidence support your claim?</i></p> <p>This evidence demonstrates how a patient felt after his tissue had been sold. This evidence clearly shows that there are damaging effects, emotionally and mentally, for patients whose tissues are sold. This is compelling evidence to support the central claim that no one should be allowed to profit from human tissues.</p>		
<p><b>Supporting Claim:</b> The legal issues that deal with patients' rights to tissue removed during surgery need to be clearly defined because doctors and researchers can profit from tissue taken during surgery.</p>					



<p><b>Evidence:</b></p> <p>“tissue banking is big business and the law is readily side-stepped by invoking ‘processing and handling fees’ so that the tissue itself is not officially sold” (Josefson, par. 7)</p>	<p><b>Reasoning:</b> <i>How does the evidence support your claim?</i></p> <p>This evidence shows the questionable activity involved in the tissue banking system. This is one way for doctors to profit and biotechnology companies to get access to human tissue samples. This is the sort of behavior that takes place when tissues can be sold for profit.</p>
<p><b>Supporting Claim:</b> Giving researchers legal ownership of others’ genes, cells, or tissues infringes on individuals’ rights to privacy and control over their unique genetic information.</p>	
<p><b>Evidence:</b></p> <p>“In a study of potential tissue donors, 32 percent said they would be offended by the patenting of products of research with their DNA.” (Andrews, par. 11)</p>	<p><b>Reasoning:</b> <i>How does the evidence support your claim?</i></p> <p>This evidence supports the claim because it clearly states that there are large portions of people who do not want their unique DNA being used by companies. Since everyone’s DNA is unique this would violate their privacy because it would be clear where the genetic material came from and may disclose information about themselves or their family.</p>
<p><b>Counterclaim (to the central claim):</b></p> <p>① The counterclaim portion of the tool will be modeled in Lesson 2.</p>	
<p><b>Supporting Claim (for the counterclaim):</b></p>	
<p><b>Evidence:</b></p>	<p><b>Reasoning:</b> <i>How does this evidence support the counterclaim?</i></p>

<b><u>Supporting Claim (for the counterclaim):</u></b>	
<b><u>Evidence:</u></b>	<b><u>Reasoning:</u></b> <i>How does this evidence support the counterclaim?</i>
<b>[Conclusion]</b>  <b>Restate Central Claim:</b> In order to protect the rights of patients and the privacy and dignity of individual human beings, neither researchers nor patients should have rights to sell tissue.	

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## Additional Evidence Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
<b>Claim:</b>					
<b>Source:</b>					
<b>Evidence:</b>			<b>Reasoning:</b> <i>How does the evidence provide additional support for your claim?</i>		

## Model Additional Evidence Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
<b>Claim:</b> Giving researchers legal ownership of others' genes, cells, or tissues infringes on individuals' rights to privacy and control over their unique genetic information.					
<b>Source:</b> "Tissue Banks Trigger Worry about Ownership Issues" Charlie Schmidt, <a href="http://www.oxfordjournals.org/">http://www.oxfordjournals.org/</a>					
<b>Evidence:</b>  Andrews points out that some groups react with anger upon finding their donated tissues are in research that they don't approve of. In a well-known example, members of the Havasupai Indian tribe were outraged to find that tissues they had donated to Arizona State University for diabetes research were also used in what they viewed as potentially stigmatizing studies of schizophrenia, inbreeding, and population migration.			<b>Reasoning:</b> <i>How does the evidence provide additional support for your claim?</i>  This evidence provides additional support because it presents a case where a whole group of people's rights were clearly thrown aside for the purpose of using their tissue. If the tribe had been told the full extent of what was happening with the tissue then they might not have decided to donate their tissue. This is a good example of the dangers of ownership especially when it is not the people who had the tissue originally.		

**10.3.3****Lesson 2****Introduction**

In this lesson, students continue to plan for their research-based argument papers by completing the Outline Tool introduced in the previous lesson. Using the Outline Tool, students develop a counterclaim in opposition to their central claims developed in the previous lesson. Students address the strengths and limitations of their central claims by developing supporting claims for the counterclaim. For the lesson assessment, students complete the counterclaim portions of the Outline Tool, which is evaluated using the Evidence-Based Claims Criteria Checklist.

For homework, students conduct a search for another source to gather stronger or more relevant evidence for their counterclaim on the Outline Tool, and analyze how this evidence provides additional support for the counterclaim on the Additional Evidence Tool.

**Standards**

Assessed Standard(s)	
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 a specific purpose and audience.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Addressed Standard(s)	
W.9-10.1.b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument 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.
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating

	understanding of the subject under investigation.
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## Assessment

### Assessment(s)

Student learning in this lesson is assessed via the counterclaims portion of the Outline Tool.

 This assessment will be evaluated using the Evidence-Based Claims Criteria Checklist.

### High Performance Response(s)

A High Performance Response should:

- Include a counterclaim to the central claim as well as supporting claims for the counterclaim (e.g., All tissue should be available for an individual to sell if it does not endanger the individual's life and would improve his or her financial situation; compensation is necessary to get tissue donations).
- Provide evidence for the supporting claims (e.g., "With about 114,000 people waiting for organs in the U.S. alone on any given day, and only 3,300 donors, the urgent medical need runs up against moral standards of the value of human life" (Park, par. 6)).
- Include analysis and limitations of the evidence for the supporting claims (e.g., This evidence demonstrates that there is a high need for donors and a lack of people donating tissue for the purpose of organ transplants. If people were paid for their tissue, they would be much more willing to donate. Though this evidence shows that there are many people who require organ donations it does not say whether enough people have been made aware of this information. There could also be those who are suspicious given the confusing practices of tissue donation).

 See the Model Outline Tool and the annotated Evidence-Based Claims Criteria Checklist at the end of this lesson.

## Vocabulary

### Vocabulary to provide directly (will not include extended instruction)

- None.\*

### Vocabulary to teach (may include direct word work and/or questions)

- None.\*

\* Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 10.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: W.9-10.5, W.9-10.9, W.9-10.1.b, W.9-10.7</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Developing Counterclaims</li> <li>Strengths and Limitations</li> <li>Outline Tool and Assessment</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>15%</li> <li>25%</li> <li>15%</li> <li>35%</li> <li>5%</li> </ol>

## Materials

- Student copies of the Outline Tool (refer to 10.3.3 Lesson 1)
- Student copies of the Additional Evidence Tool (refer to 10.3.3 Lesson 1)
- Student copies of Evidence-Based Claims Criteria Checklist (refer to 10.3.2 Lesson 11)
- Annotated copies of Evidence-Based Claims Criteria Checklist (teacher use only – see end of lesson)
- Research Portfolio (refer to 10.3.2 Lesson 1)

## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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 introducing the agenda and assessed standards for this lesson: W.9-10.5 and W.9-10.9. Explain that in this lesson students are integrating additional evidence into their outline, developing counterclaims, and completing the Outline Tool.

- ▶ Students look at the agenda.

## Activity 2: Homework Accountability

15%

Instruct students to get out their Additional Evidence Tools from the previous lesson's homework: Conduct a search to find another source to glean stronger or more relevant evidence for a claim on your outline and analyze how this evidence provides additional support for your claim. Record the evidence and analysis on the Additional Evidence Tool.

Ask students to form pairs to share what resource and evidence they found and recorded on the Additional Evidence Tool.

- ▶ Students form pairs and discuss the resource and evidence they found and recorded on the Additional Evidence Tool.

💬 Student responses will vary based on their individual research and outline.

① Consider posting the Model Additional Evidence Tool as a reminder of an exemplar response.

Return the previous lesson's assessment, the Outline Tool, to students. Instruct students to revise a claim on their Outline Tool, incorporating the additional evidence they found for homework.

- ▶ Students revise the Outline Tool.

## Activity 3: Developing Counterclaims

25%

Direct students to the counterclaims portion of the Outline Tool. Explain to students that in this lesson, they will develop both counterclaims to their central claims and supporting claims for the counterclaim.

① Remind students that they developed counterclaims in the previous unit, 10.3.2 Lesson 12. Consider reviewing standard W.9-10.1.b and using the Forming Counterclaims Tool from 10.3.2 Lesson 12 to support student understanding in this lesson.

- ▶ Students follow along.



Explain to students that in order to present a balanced perspective in the research-based argument paper, it is necessary to develop fairly a counterclaim to an existing central claim. Incorporating a strong counterclaim in the research-based argument paper demonstrates to the audience that the writer has addressed opposing or divergent perspectives.

Display the model central claim and counterclaim portions of the Model Outline Tool. Ask students to briefly Turn-and-Talk in pairs to discuss the following question about the relationship between the claim and counterclaim.

**What is the view of the counterclaim? How is it refuting the central claim?**

- ☞ The counterclaim is that people should be able to sell their tissue if it will make their lives better. It is opposed to the idea in the central claim that there should be no profit made by anyone from selling their tissue.

Lead a brief whole-class discussion on student responses.

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Instruct students to form pairs to review their central claims on the Outline Tool and form a counterclaim to their central claim. Remind students to refer to their Research Portfolios if necessary because over the course of their research, they have encountered opposing perspectives concerning their issues. Remind students that if they have several counterclaims to consider, they should think about which counterclaim would provide a more interesting or compelling exploration of the topic.

- ① Consider directing students back to the model example to explain that a counterclaim stating that people have a right to profit from their own tissue is compelling because many people have the desire to make more money and there are no ethical issues around people determining the use of their own tissue. Additionally, some people may not profit from their tissue due to lack of informed consent (as in the case of Henrietta Lacks), while others who do know the value of their cells may be able to profit from their use.

- ▶ Students form pairs, review their Research Portfolio, and develop a counterclaim on their Outline Tool.
- ☞ Student responses will vary based on individual research. See the Model Outline Tool for a potential counterclaim.

Explain to students that presenting a counterclaim fairly means developing supporting claims and providing evidence as they would when developing a central claim.

- ▶ Students listen.

Display the following supporting claims for students.

- Model Counterclaim: All tissue should be available for an individual to sell if it does not endanger the individual's life and would improve his or her financial situation.
- Claim: If an individual has a way to profit from their body, they can put themselves in a position to make a lot of money.
- Claim: Compensation is necessary to get tissue donations.
- Claim: Researchers should not be the only ones profiting from sale of human tissue.

Ask student pairs to discuss the following question:

**Which of the claims best supports the counterclaim and why? Which supporting claim does not effectively support the counterclaim and why?**

① Consider reminding students that developing a chain of reasoning to support the counterclaim is the same as the exercise in 10.3.3 Lesson 1 in which they developed a chain of reasoning to support their central claim.

💬 Student responses should include:

- Compensation is necessary to get tissue donations. Additionally, if an individual has a way to profit from their bodies they can put themselves in a position to make a lot of money, both validate the reasoning of the counterclaim. Both of these supporting claims are logical and sound because they could be supported by evidence.
- The claim about researchers not being the only ones to profit from tissue is a weaker claim that may not be supported by evidence.

① Consider instructing students to review their Evidence-Based Claims Criteria Checklist in order to provide more scaffolding to determine if the claim and counterclaim are well developed.

Remind students that their claims in support of the counterclaim should use evidence from their Research Portfolios, and demonstrate reasoning. Explain to students that developing supporting claims for the counterclaim is part of the lesson assessment.

- ▶ Students follow along.

## Activity 4: Strengths and Limitations

15%

Explain to students that as they develop their counterclaims they are also assessing the strengths and limitations of the counterclaim in relation to their own central claim. While it is important to use the counterclaim to demonstrate an opposing perspective, ultimately the paper's central claim is what is argued for and the counterclaim must be *refuted*. This demonstrates to the audience or reader that the central claim of the paper is the strongest perspective concerning the issue.

Provide students with the following definition: *refuted* means “proved to be false or in error.”

- ▶ Students write the definition of *refuted* in their vocabulary journals.

Explain to students that as they develop the supporting claims for the counterclaim, they will be questioning their original central claim. In the “Reasoning” portion of the Outline Tool for the supporting claims of the counterclaim, instruct students to consider how this evidence is limited compared to the evidence they have for their supporting claims for their central claim.

Display and discuss a model supporting claim for the counterclaim from the Model Outline Tool:

- The model supporting claim is “Compensation is necessary to get tissue donations.” The evidence supporting this claim is: “With about 114,000 people waiting for organs in the U.S. alone on any given day, and only 3,300 donors, the urgent medical need runs up against moral standards of the value of human life.” (Park, par. 6).
- Provide reasoning to connect the evidence to the claim: This evidence demonstrates that there is a high need for donors and a lack of people donating tissue for the purpose of organ transplants. If people were paid for their tissue, they would be much more willing to donate.
- Explain how the evidence is limited in relation to the central claim: Though this evidence shows that there are a lot of people who require organ donations, it does not say whether enough people have been made aware of this information. There could also be those who are suspicious given the confusing practices of tissue donation.

Inform students that pointing out the limitations of the counterclaim’s evidence is like finding flaws or weaknesses in the evidence. It is important to do this thinking on the Outline Tool so students can easily integrate it into the paper in subsequent lessons.

- ▶ Students listen and follow along with the modeling.

① Consider reminding students of the definition of *limitations* (“real or imaginary points beyond which a person or thing cannot go”), which was introduced in 10.3.2 Lesson 12.

## Activity 5: Outline Tool and Assessment

35%

Explain to students the Outline Tool is the lesson assessment. They will be assessed on the counterclaim as well as the supporting claims, evidence, and reasoning for the counterclaim. Instruct students to record the supporting claims for the counterclaim on the “Supporting Claim” portion of the Outline Tool, the evidence on the “Evidence” portion of the Outline Tool, and the reasoning on the “Reasoning” portion of the Outline Tool. Remind students that when completing the “Reasoning” portion of the Outline Tool that they should explain how the evidence supports the counterclaim and how the evidence is limited.

Inform students that the Evidence-Based Claims Criteria Checklist guides the evaluation of this assessment, and that students should refer to their checklists while completing their Outline Tool.

① Consider reminding students of the research writing skills inherent in W.9-10.7.

- ▶ Students complete the following portions of the Outline Tool: “Counterclaim,” “Supporting Claims (for the counterclaim),” “Evidence” and “Reasoning.”

Distribute the Additional Evidence Tool and instruct students to record their counterclaim on the Additional Evidence Tool.

- ▶ Students turn in their Outline Tool after recording their counterclaim on the Additional Evidence Tool.

## Activity 6: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to search for another source to gather stronger or more relevant evidence for a counterclaim on their outline, and analyze how this evidence provides additional support for their counterclaim. Instruct students to record their evidence and analysis on the Additional Evidence Tool.

- ▶ Students follow along.

## Homework

For homework, search for another source to gather stronger or more relevant evidence for a counterclaim on your outline, and analyze how this evidence provides additional support for your counterclaim. Record the evidence and analysis on the Additional Evidence Tool.

## Model Outline Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
<p>[Introduction]</p> <p><b>Problem-Based Question:</b> Who should own tissue, or profit from tissue after it has been surgically removed from a patient's body?</p> <p><b>Central Claim:</b> Granting anyone the rights to sell human tissue is morally and ethically questionable; neither researchers nor patients should have rights to sell any human tissue.</p>					
<p>[Body] <b>Supporting Claim:</b> Patients granting permission to a research institution to use donated tissue can confuse who actually owns the donated tissue.</p>					
<p><b>Evidence:</b></p> <p>"As it stands now, tissue banks appear to have de facto ownership over sample inventories and the right to use them as they wish." (Schmidt, par. 3)</p>			<p><b>Reasoning:</b> <i>How does the evidence support your claim?</i></p> <p>This evidence clearly supports the claim because it states that the tissue banks have inherent ownership over donated tissues even though patients might still think they have ownership over their tissue.</p>		
<p><b>Supporting Claim:</b> The sale or resale of human tissue is dehumanizing and exacts a psychological toll on the patient or the patient's family.</p>					
<p><b>Evidence:</b></p> <p>"When Moore found out that he was Patent No. 4,438,032, he felt that his integrity had been violated, his body exploited and his tissue turned into a product." (Andrews, par. 6)</p>			<p><b>Reasoning:</b> <i>How does the evidence support your claim?</i></p> <p>This evidence demonstrates how a patient felt after their tissue had been sold. This evidence clearly shows that there are damaging effects, emotionally and mentally, for patients whose tissues are sold. This is compelling evidence to support the central claim that no one should be allowed to profit from human tissues.</p>		

**Supporting Claim:** The legal issues that deal with patients' rights to tissue removed during surgery need to be clearly defined because doctors and researchers can profit from tissue taken during surgery.

**Evidence:**

"tissue banking is big business and the law is readily side-stepped by invoking 'processing and handling fees' so that the tissue itself is not officially sold." (Josefson, par. 7)

**Reasoning:** *How does the evidence support your claim?*

This evidence shows the questionable activity involved in the tissue banking system. This is one way for doctors to profit and biotechnology companies to get access to human tissue samples. This is the sort of behavior that takes place when tissues can be sold for profit.

**Supporting Claim:** Giving researchers legal ownership of others' genes, cells, or tissues infringes on individuals' rights to privacy and control over their unique genetic information.

**Evidence:**

"In a study of potential tissue donors, 32 percent said they would be offended by the patenting of products of research with their DNA." (Andrews, par. 11)

**Reasoning:** *How does the evidence support your claim?*

This evidence supports the claim because it clearly states that there are large portions of people who do not want their unique DNA being used by companies. Since everyone's DNA is unique this would violate their privacy because it would be clear where the genetic material came from and may disclose information about themselves or their family.

**Counterclaim (to the central claim):** All tissue should be available for an individual to sell if it does not endanger the individual's life and would improve his or her financial situation.

**Supporting Claim (for the counterclaim):** Compensation is necessary to get tissue donations.

<p><b>Evidence:</b></p> <p>“With about 114,000 people waiting for organs in the U.S. alone on any given day, and only 3,300 donors, the urgent medical need runs up against moral standards of the value of human life.” (Park, par. 6)</p>	<p><b>Reasoning:</b> <u>How does this evidence support the counterclaim?</u></p> <p>This evidence demonstrates that there is a high need for donors and a lack of people donating tissue for the purpose of organ transplants. If people were paid for their tissue, they would be much more willing to donate.</p> <p>Though this evidence shows that there are many people who require organ donations it does not say whether enough people have been made aware of this information. There could also be those who are suspicious given the confusing practices of tissue donation.</p>
<p><b>Supporting Claim (for the counterclaim):</b> If an individual has a way to profit from their body, they can put themselves in a position to make a lot of money.</p>	
<p><b>Evidence:</b></p> <p>“Even if patients lack such property rights, there are many examples of individuals receiving financial compensation for donating tissue. A striking case was that of Ted Slavin, a man with hemophilia who developed extremely high antibody titers after contracting hepatitis B (4). When his physician informed him that his blood might be valuable to medical researchers, he was able to sell his serum for as much as \$10,000 per liter, providing himself with a source of income for the rest of his life.” (Truog, Kesselheim, and Joffe, p. 37)</p>	<p><b>Reasoning:</b> <u>How does this evidence support the counterclaim?</u></p> <p>This is an example of someone who was able to support himself for his entire life because of his blood. If he was not allowed to sell his tissue he never would have been able to make so much money and this evidence shows that there is a lot of money to be made from selling human tissue.</p> <p>This example makes a good point about there being a potential for individuals to make a lot of money from their body. But this is not available to everyone and it is also likely that cases are very rare where people could make as much as Slavin from their tissue. There is the added problem of informed consent: what is to be done in such cases as Henrietta Lacks whose family did not have the benefit of the knowledge of the cells or their value? In order to profit as Slavin did it seems that it is even rarer to be</p>

	able to not only have tissue of this value but also to know its value and use it to make a profit.
<p>[Conclusion]</p> <p><b>Restate Central Claim:</b> In order to protect the rights of patients and the privacy and dignity of individual human beings, neither researchers nor patients should have rights to sell tissue.</p>	

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## Model Additional Evidence Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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<p><b>Counterclaim:</b> All tissue should be available for an individual to sell if it does not endanger the individual's life and would improve his or her financial situation.</p>					
<p><b>Source:</b> "A Court Allows Payment for Bone Marrow. Should People Be Able to Sell Their Parts?" Alice Park, <a href="http://healthland.time.com/2012/07/02/a-court-allows-payment-for-bone-marrow-should-people-be-able-to-sell-their-parts/">http://healthland.time.com/2012/07/02/a-court-allows-payment-for-bone-marrow-should-people-be-able-to-sell-their-parts/</a>.</p>					
<p><b>Evidence:</b></p> <p>"Still, the benefits of compensating people for providing cells like bone marrow—which the body replaces and which involves a relatively safe extraction—may be wide-reaching, as Flynn and the plaintiffs argue. 'In some sense, this is a policy experiment, and it could potentially be groundbreaking," says Jeffrey Kahn, professor of bioethics and public policy at the Johns Hopkins Berman Institute of Bioethics.' If we compensate donors who give by apheresis and more people end up receiving [blood-] stem-cell transplants, maybe we should think about this for other kinds of donations." (par. 8)</p>			<p><b>Reasoning:</b> <i>How does the evidence provide additional support for your counterclaim? What are the limitations of the evidence?</i></p> <p>This evidence provides additional support for the counterclaim because it references procedures that are already taking place that are safe and compensate individuals for their tissue. If a professor of bioethics thinks that it is a good idea to pay for donations, then this is a strong piece of evidence to use to support the perspective of the counterclaim. This kind of transaction would benefit those who need donations and those who are giving the donations.</p> <p>Not all tissues are like bone marrow. There could be potentially dangerous procedures practiced if compensation is the main reason individuals are donating tissue.</p>		

EVIDENCE-BASED CLAIMS CRITERIA CHECKLIST		✓	COMMENTS
<b>I. CONTENT AND ANALYSIS</b> <i>An EBC is a clearly stated inference that arises from reading texts closely.</i>	<b>Clarity of the Claim:</b> States a conclusion that you have come to after reading and that you want others to think about.	✓	This counterclaim represents an alternate conclusion from the central claim.
	<b>Conformity to the Text:</b> Is based upon and linked to the ideas and details you have read.	✓	This counterclaim is supported by evidence from research.
	<b>Understanding of the Topic:</b> Demonstrates knowledge of and sound thinking about a text or topic that matters to you and others.	✓	There is supporting claims for this counterclaim and the synthesis of evidence demonstrates sound thinking.
<b>II. COMMAND OF EVIDENCE</b> <i>An EBC is supported by specific textual evidence and developed through valid reasoning.</i>	<b>Reasoning :</b> All parts of the claim are supported by specific evidence you can point to in the text(s).	✓	There is specific evidence to support the counterclaim.
	<b>Use and Integration of Evidence:</b> Uses direct quotations and examples from the text(s) to explain and prove its conclusion.	✓	Evidence is used from research and is explained well to support the counterclaim.
	<b>Thoroughness and Objectivity:</b> Is explained thoroughly and distinguishes your claim from other possible positions.	✓	This counterclaim distinguishes an alternate perspective from the central claim and from other possible counterclaims.
<b>III. COHERENCE AND ORGANIZATION</b> <i>An EBC and its support are coherently organized into a unified explanation.</i>	<b>Relationship to Context:</b> States where your claim is coming from and why you think it is important.	✓	This counterclaim presents a clear alternate perspective and is developed fairly.
	<b>Relationships among Parts:</b> Groups and presents supporting evidence in a clear way that helps others understand your claim.	✓	This counterclaim has supporting claims to provide additional coherence and clarity.
	<b>Relationship to Other Claims:</b> Can be linked with other claims to make an argument.	✓	Is linked as an alternate perspective to the central claim and also has supporting claims.
<b>IV. CONTROL OF LANGUAGE AND CONVENTIONS</b> <i>An EBC is communicated clearly and precisely, with responsible use/ citation of supporting evidence.</i>	<b>Clarity of Communication:</b> Is clearly and precisely stated, so that others understand your thinking.	✓	This counterclaim is clear and does not have any errors.
	<b>Responsible Use of Evidence:</b> Quotes from the text accurately.	✓	The quotes are accurate and referenced correctly.

**10.3.3****Lesson 3****Introduction**

In this lesson, students learn how to effectively integrate citation information into their research-based argument paper to maintain the flow of ideas, avoid plagiarism, and follow a standard format for citation. Students learn Modern Language Association (MLA) conventions for in-text citation as well as for a Works Cited page. Drafting the works cited page—which is integral to the creation of any research paper—will help students avoid plagiarism. For the lesson assessment, students are asked to complete a Works Cited page, referencing all sources gathered for their research-based argument paper.

For homework, students reference their Outline Tool from 10.3.3 Lessons 1 and 2, and insert in-text citation information for each piece of evidence listed.

**Standards**

Assessed Standard(s)	
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Addressed Standard(s)	
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
L.9-10.3.a	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p>

## Assessment

Assessment(s)
<p>Student learning in this lesson is assessed via a Works Cited page.</p> <p>① Use the MLA Citation Handout (at the end of the lesson) as well as the W.9-10.8 and L.9-10.3.a portions of the 10.3.3 Rubric and Checklist to evaluate this assessment. Make sure students are properly citing references using the MLA guidelines.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <p>Demonstrate adherence to MLA formatting for a variety of source types. (e.g., Smith, Joe. "Joe Smith's Theory of the Universe." <i>Universe Theories</i>. 20 Apr. 1989: pp. 100–109. Print.)</p> <p>① For more support, see the Works Cited page from the Sample Student Research-Based Argument Paper found in 10.3.3 Lesson 11.</p>

## Vocabulary

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

\*Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 10.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>Standards: W.9-10.4, L.9-10.3.a, W.9-10.8</li> </ul> <p><b>Learning Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Citation Methods</li> <li>4. Lesson Assessment</li> <li>5. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 10%</li> <li>2. 10%</li> <li>3. 35%</li> <li>4. 40%</li> <li>5. 5%</li> </ol>

## Materials

- Student copies of the 10.3 Common Core Learning Standards Tool (refer to 10.3.1 Lesson 1)
- Student copies of the Additional Evidence Tool (refer to 10.3.3 Lesson 2)
- Copies of the MLA Citation Handout for each student
- Copies of the 10.3.3 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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

**10%**

Begin by reviewing the agenda and the assessed standards for this lesson: W.9-10.4 and L.9-10.3.a. In this lesson, students focus on proper citation methods in a research paper.

- ▶ Students look at the agenda.

Distribute or ask students to take out their copies of the 10.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: L.9-10.3.a. Ask students to individually read this standard on their tools and assess their familiarity with and mastery of it. Explain that students are learning to incorporate MLA style citations into their writing in this unit.

- ▶ Students read and assess their familiarity with standard: L.9-10.3.a.

Instruct students to talk in pairs about what they think the standard and substandard means. Lead a brief discussion about these standards.

- 💬 Student responses may include:

- Write and edit work so that it conforms to the MLA style.
- Write in a manner that is appropriate for a given discipline and writing type.

## Activity 2: Homework Accountability

**10%**

Instruct students to take out their Additional Evidence Tools from the previous lesson's homework (10.3.3 Lesson 2): Conduct a search to find another source to glean stronger or more relevant evidence for a counterclaim on your outline and analyze how this evidence provides additional support for your counterclaim. Record the evidence and analysis on the Additional Evidence Tool. Be sure to use your Organizing Evidence-Based Claims Tools from the Research Portfolio to support the analysis.

Ask students to form pairs and share one resource and one piece of evidence they found for homework.

- ▶ Students form pairs and discuss one resource and one piece of evidence from the Additional Evidence Tool.

💬 Student responses will vary based on their individual research and outline.

① Consider posting the Model Additional Evidence Tool as a reminder of an exemplar response.

## Activity 3: Citation Methods

**35%**

In this lesson, students learn how to cite information correctly within their papers. Remind students they have gathered information about their topic and have begun to organize it in a way that supports their central claim. Explain to students that although they are the authors of their own papers, they are drawing on several other authors in order to make their arguments. Remind students that failing to give other authors credit when referencing their work is called *plagiarism*.

Explain that *plagiarism* is taking someone else's work or ideas and passing it off as one's own. *Plagiarism* is an ethical offense, and can often result in serious consequences. Explain to students that in addition to disciplinary consequences, *plagiarism* is counter-productive to the learning process, as stealing someone else's ideas will not build the deep understanding that results from learning on one's own.

- ▶ Students listen.

① Students were introduced to the term *plagiarism* in 10.3.2 Lesson 3.

Explain to students that someone can plagiarize by copying and pasting the exact words from a source without citing the source. *Plagiarism* also occurs when a writer uses different words to express the same idea as another author (e.g., if someone takes the central claim and evidence from another paper and writes it with different words, it is still *plagiarism* if the original source is not cited).

Inform students they can avoid *plagiarism* by always *citing* works properly. Proper *citation* gives credit to the author one is quoting, paraphrasing, or referencing.

Provide students with the following definition: *citation* means "quoting or referencing a book, paper, or author."

① Display the definition of *citation*.

- ▶ Students write the definition of *citation* in their vocabulary journals.

Explain to students that there is a specific format for doing this, called MLA citation. Distribute the MLA Citation Handout. Ask students to look at the in-text citation portion of the handout first.

- ▶ Students examine the in-text citation portion of the MLA Citation Handout.

Remind students that the information needed for proper citation is in their Potential Sources Tools, which they completed throughout Unit 2. Inform students that within their research-based argument papers, they should cite authors by providing in parentheses an author's last name as well as a page number following the use of a quote, paraphrase, or idea. For example: "They became the first immortal human cells ever grown in a laboratory" (Skloot 4). Explain to students that if the author's name already appears in the sentence, the parentheses can simply include a page number. For example, Skloot writes, "They became the first immortal human cells ever grown in a laboratory" (4). If the name of the author is unknown, they should provide a shortened version of the title instead. For example, "They became the first immortal human cells ever grown in a laboratory" (*Immortal* 4). This practice is useful for Internet articles and other sources in which the author may not be given direct credit. Explain to students that referencing sources within a document is called "in-text citations." In-text citations provide readers with details about where information originated.

- ▶ Students listen.

① **Differentiation Consideration:** Students may require additional practice with the specific formatting of in-text citations. Consider extending this into a longer activity in which students practice citing quotes from and paraphrasing their sources.

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Direct students' attention to the second portion of the MLA Citation Handout under the heading "Works Cited Page." Explain to students that a Works Cited page comes as the final page of a research paper and is a list of all the sources used to write the paper. Explain to students that the in-text citations direct students to the Works Cited page where the source's full bibliography information is listed. Ask students to look at the example on their handout and notice the formatting differences between different types of sources.

- ▶ Students review the Works Cited examples on the handout.

Instruct students to Turn-and-Talk in pairs about the purpose of and difference between in-text citations and Works Cited pages.

- 💬 In-text citations provide readers with the exact location of information from a given source when it is referenced in a paper, while Works Cited pages provide extensive details about all cited sources used in the paper. The in-text citations are directly linked to the sources in the Works Cited page. The in-text citations are an abbreviated version of the source's information that can be found in the Works Cited page and the in-text citations lead readers to the source's full information in the Works Cited page.

Lead a brief whole-class discussion of student's reflections on in-text citations and Works Cited pages.

- ① Some students may think that a Works Cited page is the same thing as a bibliography. Tell students that indeed the two are different: a Works Cited page lists only sources actually cited in a paper, while a bibliography lists every source used in the preparation of a paper, whether they are cited or not.

Explain that different source types necessitate different citation formatting. Note the format used for citing a book:

Last Name, First Name. *Title of Book*. City of Publication. Publisher, Year of Publication. Medium of Publication.

Then, draw students' attention to the difference between this format and that of a website:

Editor, Author or Compiler Name (if available). Name of Site. Version Number. Name of Institution/Organization Affiliated with the Site (Sponsor or Publisher), Date of Resource Creation (if available). Medium of Publication. Date of Access.

- Students examine the different source formatting for a Works Cited page.

Lead a brief class discussion of the similarities and differences in the various source-dependent citation formats.

💬 Student responses may include:

- Book citations include author and book name, but periodical articles have to include author, article title, and the name of the periodical.
  - Website citations need to include the entire web address, the date of creation, and the date the information was accessed.
  - Instead of author information, motion picture citations list director information.
- ① Given the wide variety of source types students may have compiled over the course of their research, citation instruction for each and every medium may require extensive work. Consider focusing primarily on books or web publications, providing students with information from the Purdue University Online Writing Lab (OWL) for reference when citing sources: <http://owl.english.purdue.edu> (search terms: MLA formatting). Alternatively, depending on the size of the class, consider providing individual instruction for students with atypical sources (e.g., radio interviews).
- ① Information in this section adheres to MLA style.
- ① Consider reviewing the citation skills inherent in W.9-10.8.



## Activity 4: Assessment: Works Cited Page

**40%**

Display and distribute the 10.3.3 Rubric and Checklist. Inform students that their research papers will be evaluated using the 10.3.3 Rubric. Explain to students that each part of this rubric is aligned to specific Common Core Standards that are targeted to assess components of argument writing as well as relevant language standards.

Inform students that the 10.3.3 Rubric and Checklist is a resource to which they will refer as they engage in the writing process throughout this unit. It is also the rubric that will guide teacher feedback and assessment. The first two pages of the handout are comprised of the 10.3.3 Rubric, which details four categories of assessed standards, a brief synthesis of what those categories entail, and a list of the standards contained in that category. Corresponding to each standard category are four levels of potential student response. The final page of the handout is a student checklist that corresponds with the rubric. Instruct students to briefly review the 10.3.3 Rubric and Checklist.

- ▶ Students follow along and review the 10.3.3 Rubric and Checklist.

Instruct students to gather all the sources they intend to use to write their research-based argument paper. Instruct students to work independently to create a Works Cited page for their paper, using the MLA Citation Handout and/or <https://owl.english.purdue.edu/owl/resource/747/1/> as a guide. Instruct students to also refer to the L.9-10.3.a checklist in the 10.3.3 Rubric and Checklist.

- ▶ Students independently create their Works Cited pages.
- ① Check in with students individually as they work, assisting as necessary.
- ① Collect the Works Cited pages for assessment purposes.
- ① Remind students that as they draft and revise their papers, sources used may or may not be listed in this initial draft of the Works Cited page. Explain that students will update this Works Cited page once they have published their final drafts to ensure all in-text citations match the sources listed in the final version of the Works Cited page.

## Activity 5: Closing

**5%**

Display and distribute the homework assignment. Ask students to take out the Outline Tool they created in 10.3.3 Lessons 1 and 2. For homework, instruct students to insert in-text citations for each source of evidence listed on their Outline Tool. Remind students these in-text citations should directly correspond with the Works Cited page they created for this lesson's assessment.

- ▶ Students follow along.

## Homework

Using your Outline Tool from 10.3.3 Lessons 1 and 2, insert in-text citation information for each piece of evidence you have listed. Refer to the MLA Citation Handout for correct citation format.

## MLA Citation Handout

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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### In-Text Citations

For in-text citations, use the following as examples:

- “They became the first immortal human cells ever grown in a laboratory” (Skloot 4).
- Skloot says that “They became the first immortal human cells ever grown in a laboratory” (4).

① If the citation extends past one line, indent the second and subsequent lines ½-inch.

### Works-Cited Page

Below are the different citation methods for various forms of media:

#### Book

##### Basic format:

Last Name, First Name. *Title of Book*. Place of Publication: Publisher, Year of Publication. Type of Publication.

##### Example:

Smith, Joe. *Joe Smith's Theory of the Universe*. New York: Books Limited, 2013. Print.

#### Magazine/Journal

##### Basic Format:

Author(s). "Title of Article." *Title of Periodical* Day Month Year: Pages. Type of Publication.

##### Example:

Smith, Joe. “Joe Smith’s Theory of the Universe.” *Universe Theories*. 20 Apr. 1989: pp. 100–109. Print.

#### Website

##### Basic Format:

Editor, Author or Compiler Name (if available). *Name of Site*. Version Number. Name of Institution/Organization Affiliated with the Site (Sponsor or Publisher), Date of Resource Creation (if available). Type of Publication. Date of Access.

##### Example:

Smith, Joe. *Guide to My Theory of the Universe*. UniverseBlogs. 16 Apr. 2001. Web. 19 Dec 2013.

#### Motion Picture

##### Basic Format:

*Title of Motion Picture*. Director. If relevant, list performers using ‘perf.’ to distinguish them from director. Distributor. Date of Release. Medium.

##### Example:

*Theories of the Universe*. Dir. Joe Smith. Perf. Joe Smith, Jane Smith, Robert Smith. Touchstone. 2012. DVD.

## 10.3.3 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:
<b>Content and Analysis:</b> 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.  <b>(W.9-10.1.a, W.9-10.1.b)</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>Do not introduce a claim; analysis is mostly unclear or confusing. (W.9-10.1.a)</p> <p>Do not demonstrate analysis. (W.9-10.1.b)</p> <p>Inaccurately or inappropriately anticipate the audience's knowledge level and concerns or fail to consider the audience. (W.9-10.1.b)</p>
<b>Command of Evidence and Reasoning:</b> The extent to which the response presents evidence from the provided text(s) and uses reasoning to support analysis.  <b>(W.9-10.1)</b>	<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>
<b>Coherence, Organization, and Style:</b> The extent to which the response logically organizes and links complex ideas, concepts, and information using formal style, precise language and general academic and domain specific vocabulary acquired throughout the research process.  <b>(W.9-10.1.a, W.9-10.1.c, W.9-10.1.d, W.9-10.1.e, L.9-10.6)</b>	<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 conventions of the discipline. (W.9-10.1.d)</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 objectivity. (W.9-10.1.d)</p> <p>Provide a concluding statement or</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. (W.9-10.1.d)</p> <p>Provide a concluding statement that inadequately supports the argument presented or repeats claim(s) and</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.d)</p> <p>Provide a concluding statement that is unrelated to the claims presented</p>

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
	<p>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)</p> <p>Demonstrate accurate and effective use of general academic and domain-specific words and phrases acquired through the research process. (L.9-10.6)</p>	<p>section that supports the argument presented but does not offer a new way of thinking about the issue. (W.9-10.1.e)</p> <p>Demonstrate accurate use of general academic and domain-specific words and phrases acquired through the research process. (L.9-10.6)</p>	<p>evidence verbatim or without significant variation. (W.9-10.1.e)</p> <p>Demonstrate partially accurate use of general academic and domain-specific words and phrases acquired through the research process. (L.9-10.6)</p>	<p>and/or provide no concluding statement. (W.9-10.1.e)</p> <p>Demonstrate little or inaccurate use of general academic and domain-specific words and phrases; do not exhibit acquisition of vocabulary through the research process. (L.9-10.6)</p>
<p><b>Control of Conventions:</b> 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.</p> <p><b>(L.9-10.1, L.9-10.2, L.9-10.3.a)</b></p>	<p>Demonstrate control of conventions with essentially no errors, even with sophisticated language. (L.9-10.1, L.9-10.2)</p> <p>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)</p>	<p>Demonstrate basic control of conventions with occasional errors that do not hinder comprehension. (L.9-10.1, L.9-10.2)</p> <p>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)</p>	<p>Demonstrate partial control of conventions with some errors that hinder comprehension. (L.9-10.1, L.9-10.2)</p> <p>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)</p>	<p>Demonstrate little control of conventions with frequent errors that make comprehension difficult. (L.9-10.1, L.9-10.2)</p> <p>Do not make use of citation or plagiarize. (L.9-10.3.a)</p>

- 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.

## Assessed Throughout the Module (Research and Writing Process)

**CCSS.ELA-Literacy.W.9-10.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**CCSS.ELA-Literacy.W.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**CCSS.ELA-Literacy.W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

### 10.3.3 Checklist

Assessed Standards: \_\_\_\_\_

	Does my writing...	✓
<b>Content and Analysis</b>	Introduce precise claims and distinguish the claims from alternate or opposing claims? <b>(W.9-10.1.a)</b>	<input type="checkbox"/>
	Supply evidence to develop claims and counterclaims? <b>(W.9-10.1.b)</b>	<input type="checkbox"/>
	Address the strengths and limitations of the claims and counterclaims? <b>(W.9-10.1.b)</b>	<input type="checkbox"/>
	Anticipate the audience's knowledge level and concerns? <b>(W.9-10.1.b)</b>	<input type="checkbox"/>
<b>Command of Evidence and Reasoning</b>	Support claims by providing a wide range of relevant evidence? <b>(W.9-10.1)</b>	<input type="checkbox"/>
	Use valid reasoning to demonstrate clear relationships between claims and evidence? <b>(W.9-10.1)</b>	<input type="checkbox"/>
<b>Coherence, Organization, and Style</b>	Organize claims, counterclaims, evidence, and reasoning to establish clear relationships among all the components of the argument? <b>(W.9-10.1.a)</b>	<input type="checkbox"/>
	Use words, phrases, and clauses effectively to create clear relationships among components of the argument? <b>(W.9-10.1.c)</b>	<input type="checkbox"/>
	Establish and maintain a formal style, using precise language and sound structure? <b>(W.9-10.1.d)</b>	<input type="checkbox"/>
	Provide a conclusion that supports the argument and offers a new way of thinking about the issue? <b>(W.9-10.1.e)</b>	<input type="checkbox"/>
	Demonstrate accurate and effective use of general academic and domain-specific words and phrases acquired through the research process? <b>(L.9-10.6)</b>	<input type="checkbox"/>
<b>Control of Conventions</b>	Demonstrate control of standard English grammar conventions, with infrequent errors? <b>(L.9-10.1, L.9-10.2)</b>	<input type="checkbox"/>
	Provide proper citation of quotes and paraphrases to avoid plagiarism? <b>(L.9-10.3a)</b>	<input type="checkbox"/>

**10.3.3****Lesson 4****Introduction**

In this lesson, students begin writing their research-based argument papers. The lesson begins with peer review of the in-text citations students inserted in their Outline Tool. Students then learn about the purpose and components of an effective introduction. Through discussion and examination of an exemplar and non-exemplar introduction, students further develop their understandings of how to write an effective introduction. The assessment in this lesson is the completed first draft introduction of the research-based argument paper. For homework, students draft the first body paragraph of their research-based argument papers.

**Standards**

Assessed Standard(s)	
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standard 1–3.)
Addressed Standard(s)	
W.9-10.1.a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. a. Introduce precise claims(s), distinguish the claim(s) from alternative or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Assessment

Assessment(s)
Student learning in this lesson is assessed via the first draft of the introduction for the research-based argument paper.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>• Introduce readers to the topic in an engaging manner (e.g., Grave-robbbers, body snatchers, reanimated monsters: this is the stuff of horror films and nightmares. In the real world, human tissue can be removed from a body without consent and used to develop a cell line or genetic map).</li> <li>• Effectively communicate the writer's precise central claim (e.g., Based on the complications inherent in profiting from tissues, granting anyone the rights to sell human tissue is morally and ethically questionable; neither researchers nor patients should have rights to sell any human tissue).</li> <li>• Distinguish the central claim from alternative or opposing claims (e.g., Who should own tissue, or profit from tissue after it has been surgically removed from a patient's body?)</li> <li>• Establish a path for the paper's organization of supporting claims, evidence, counterclaims, and reasoning. (e.g., Care must be taken to protect patients and their families from psychological trauma when tissues are removed from the body and used without consent for research or profit. But how much protection is enough?)</li> </ul> <p>① For more examples, view a model introduction from the sample student research paper on page 7 of this lesson, or the Sample Student Research-Based Argument Paper in 10.3.3 Lesson 11.</p>

## Vocabulary

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

\*Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 10.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.



## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards:</b> <ul style="list-style-type: none"> <li>Standards: W.9-10.4, W.9-10.1.a, L.9-10.6</li> <li>Text: “My Body, My Property” by Lori B. Andrews</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Drafting an Introduction</li> <li>Analyzing Effective Introductions</li> <li>Assessment</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>10%</li> <li>10%</li> <li>30%</li> <li>20%</li> <li>25%</li> <li>5%</li> </ol>

## Materials

- Student copies of the 10.3 Common Core Learning Standards Tool (refer to 10.3.1 Lesson 1)
- Student copies of the 10.3.3 Rubric and Checklist (refer to 10.3.3 Lesson 3)
- Student copies of the Outline Tool (refer to 10.3.3 Lesson 1)

## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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

**10%**

Begin by reviewing the lesson agenda and assessed standard for this lesson: W.9-10.4. Inform students that in this lesson, they learn how to draft an effective introduction for the research-based argument paper.

- ▶ Students look at the agenda.

Distribute or ask students to take out their copies of the 10.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: L.9-10.6. Ask students to individually read L.9-10.6 on their tools and assess their familiarity with and mastery of the standard.

- ▶ Students read and assess their understanding of standard L.9-10.6.

Instruct students to talk in pairs about what they think the standards means. Lead a brief discussion about the standard.

💬 Student responses should include:

- Use domain-specific words and phrases.
- Demonstrate vocabulary knowledge by using academic words to aid comprehension.

Explain to students that they will work with domain-specific language as they craft their research-based argument papers.

- ① Students have done significant work to gather domain-specific language in their vocabulary journals throughout this module. The introduction of this standard is designed to synthesize this work and prepare students to demonstrate mastery by using domain-specific language in the drafting of their research-based argument paper.

## Activity 2: Homework Accountability

**10%**

Instruct students to take out their Outline Tools (used in Lessons 1 and 2), form pairs, and discuss their use of in-text citations. (The homework prompt from the previous lesson was: Using your Outline Tool from 10.3.3 Lessons 1 and 2, insert in-text citation information for each piece of evidence you have listed.) Specifically, ask students to exchange Outline Tools with their classmate and examine one another's use of in-text citations, identifying any formatting problems and inconsistencies.

- ▶ Students form pairs and review in-text citations for formatting problems and inconsistencies.

💬 Student responses will vary by individual sources.

- ① It may be necessary for students to refer to the MLA Citation Handout from 10.3.3 Lesson 3 for correct citation format.

- ① **Differentiation Consideration:** As students begin drafting their research papers in this lesson, it may be necessary to review some of the building blocks for effective writing, including parts of speech complete sentences, and sentence complexity.

### Activity 3: Drafting an Introduction

**30%**

Explain that with the completion of the outline, students can now begin drafting the research-based argument paper, starting with the introduction.

Explain that an introduction begins the research-based argument paper. The introduction should be interesting, to catch the reader's attention, provide context for what will be covered in the research-based argument paper, and include the central claim and how it is distinguished from opposing claims. An effective introduction should be one to two paragraphs long, and written in a clear, organized fashion that establishes clear relationships among claims, counterclaims, reasons, and evidence. The introduction should state the central claim, which may be the last sentence of the introduction. Finally, explain to students that although they should mention their strongest supporting claims in the introduction, all of the evidence and reasoning that supports the claims will come as the body of the research paper unfolds.

- ▶ Students listen.

Display W.9-10.1.a and the exemplar introduction from the article “My Body, My Property” by Lori B. Andrews, located at: <http://chicagotribune.com/>. Instruct students to read the standard and consider its components (introduce a precise claim, distinguish it from opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence) as they review the exemplar introduction.

- ① W.9-10.1.a was introduced in 10.3.3 Lesson 1.

- ▶ Students read W.9-10.1.a and the exemplar introduction.

Ask students to Turn-and-Talk in pairs about how this introduction effectively exemplifies the components of W.9-10.1.a.

💬 Student responses may include:

- The author introduces her precise claim in these sentences: “Commercialization of human material can get in the way of life-saving diagnosis and research. And it affects everyone.” (par. 3)
- She distinguishes it from opposing claims when she says, “the U.S. Supreme Court has made it clear that companies cannot own parts of people” (par. 2) and “human gene patents interfere with research and patient care” (par. 3).
- She establishes clear relationships among claims, counterclaims, reasons, and evidence throughout the introduction, and then she references those connections in the statement,

“There’s more at stake in these cases than just an esoteric slice of intellectual property law” (par. 3).

Now that students have an understanding of what comprises an effective introduction, ask them to discuss the following question in pairs.

### How is an introduction different than the body of an essay or paper?

- ☞ An introduction is the first part of an essay or paper. The introduction should clearly communicate the central claim of the paper. It can also be the “hook” that grabs readers’ attention. The introduction should provide a high-level overview of the research-based argument paper without including all of the supporting and counterclaims to be detailed later in the body of the paper.

Explain that there are different methods for creating an interesting introduction, but regardless of approach, an effective introduction not only grabs a reader’s attention, but also makes clear the writer’s purpose. Writers can frame an introduction by describing a problem, posing a question, or piquing readers’ curiosity with interesting facts associated with the research. Introductions can also be crafted using an interesting story found during the course of the writer’s research.

Instruct students to discuss the following question about the exemplar introduction in pairs before discussing with the entire class.

### What method did the writer use to get the attention of the reader? Is this an effective method?

- ☞ The writer mentioned the name of a famous movie star first (Angelina Jolie), and followed it with another [unknown] name (John Moore), and then she mentioned “the brain tissue of deceased children” (par. 1). Using the movie star’s name in relation with the other information anchors the reader’s interest, and creates the desire to read more to see how the three are connected.
- ① **Differentiation Consideration:** Consider transitioning students into the pre-established research teams and have them brainstorm interesting ways to introduce their research paper. Allow each student to write a sample, and then instruct students to engage in a round-robin style discussion wherein each student passes his or her sample to a member of the group and the group discusses each sample and how interesting or engaging it is and why.

## Activity 4: Analyzing Effective Introductions

**20%**

Explain to students that in this activity they review two additional introductions with similar content: one exemplar and one ineffective introduction. Instruct students to look for ways the ineffective

introduction can be contrasted with the exemplar introduction. Remind students to keep the components of W.9-10.1.a in mind as they contrast the introductions.

- ▶ Students read and contrast both introductions.

① **Differentiation Consideration:** If more structure is necessary to support analysis, consider instructing students to annotate each introduction (boxing/circling unfamiliar words or ideas, starring important or repeating ideas, writing a question mark by sections that they are questioning or confused by, writing an exclamation point by sections that strike or surprise them, underlining areas that represent major points, and numbering idea sequences that trace the development of an argument).

### Exemplar Introduction:

Grave-robbars, body snatchers, reanimated monsters: this is the stuff of horror films and nightmares. In the real world, human tissue can be removed from a body without consent and used to develop a cell line or genetic map. Not quite a horror movie, but a nightmare when it happened to Henrietta Lacks and her family: in 1951, doctors removed some of Henrietta's cells without asking and grew the first line of immortal cells. The Lacks family was in the dark for decades about Henrietta's cells, and what they learned over time was incomplete and misleading information that did nothing to help them understand what had been done to Henrietta and why. It is this fear of the unknown and a lack of understanding concerning medicine and science—that is, how human tissues are used or what can be created from them—that fuels a fear of mad scientists like those in horror films. Care must be taken to protect patients and their families from psychological trauma when tissues are removed from the body and used without consent for research or profit. But how much protection is enough? Who should own tissue, or profit from tissue after it has been surgically removed from a patient's body? Based on the complications inherent in profiting from tissues, granting anyone the rights to sell human tissue is morally and ethically questionable; neither researchers nor patients should have rights to sell any human tissue.

### Ineffective Introduction:

The Lacks family didn't know for decades about Henrietta's cells because doctors removed some of the cells without asking first and made them the first line of immortal cells. It was 1951. It makes people afraid of doctors when they don't understand what is happening, and that is just like what happened with Henrietta's family. No one told them about Henrietta's cells for a long time and they should have so the Lacks family could have been protected from all the stress. They weren't treated fairly. Henrietta's cells were very important to science, but her family wasn't, even though no one should actually be able to sell human tissue because it's not clear who's right and who's wrong about it.

Instruct students to briefly discuss the two introductions, focusing on what makes the first one effective and the second one ineffective.

- ▶ Students briefly contrast the introductions.

Lead a whole-class discussion of the following questions:

**What makes the first introduction effective?**

💬 Student responses may include:

- The first introduction is effective because it begins by engaging the reader's curiosity with the sentence "Grave-robbers, body snatchers, reanimated monsters: this is the stuff of horror films and nightmares." Even though the topic of the introduction is scientific in nature (human tissue ownership) the introduction does not begin by analyzing scientific data; it is more interesting and captures the interest of a general audience.
- The introduction then provides context for what will be covered in the paper by connecting the first sentence with the story of Henrietta Lacks and the difficulties faced by her family concerning her stolen tissue.
- It also touches on relationships between claims, counterclaims, reasoning, and evidence ("Care must be taken to protect patients and their families from psychological trauma when tissues are removed from the body and used without consent for research or profit. But how much protection is enough? Who should own tissue, or profit from tissue after it has been surgically removed from a patient's body?"), without providing details that will be presented later in the paper.
- It culminates with clear communication of the central claim: "Based on the complications inherent in profiting from tissues, granting anyone the rights to sell human tissue is morally and ethically questionable; neither researchers nor patients should have rights to sell any human tissue."

**Contrast the effective introduction with the second introduction; what makes it ineffective?**

💬 Student responses may include:

- The second introduction is ineffective because it does not grab the reader's attention with an engaging, clearly written first sentence.
- It does not provide a clear context for what will be discussed in the paper.
- It is difficult to determine the claims, counterclaims, reasoning, and evidence that will be provided in the paper.
- The central claim is long and confusing ("Henrietta's cells were very important to science, but her family wasn't, even though no one should actually be able to sell human tissue because it's not clear who's right and who's wrong about it"). It is not clear if the paper will be about Henrietta's family, her cells, or human tissue.

**Activity 5: Assessment****25%**

Instruct students to independently draft their own introductions for the lesson assessment. Remind students that this is a first draft, and while they should be focusing on the conventions established for

an effective introduction, they will edit and refine their writing in later lessons. Inform students that this assessment will be evaluated using W.9-10.1.a on the 10.3.3 Rubric and Checklist. Remind students to refer to the checklist as they are writing their introductions.

Transition students to the assessment.

- ▶ Students independently draft the introduction of their paper.
- 🗨 See the High Performance Response at the beginning of this lesson.
- ① Remind students that they should work to incorporate in their introductions the domain-specific words and phrases they have been acquiring through their research and vocabulary work.
- ① Consider having students email their introductions to the teacher, upload them to a cloud for teacher access, or hand in a copy on paper for the assessment.
- ① The process of writing a research paper will involve drafting, peer review, editing, and revising. If access to technology is available, consider using a cloud or electronic storage system (MS Word, Google Drive, etc.) that allows each student to write and track changes using a word processing program. If technological resources are not available, use the established classroom protocols for drafting, editing, and revising hard copies.

## Activity 6: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to draft the first body paragraph of the research-based argument paper using their Outline Tool to guide their writing. Inform students that they will receive instruction on crafting strong body paragraphs in subsequent lessons. This first body paragraph is a first draft, but should be a full paragraph using complete sentences and properly formatted in-text citations when evidence is referenced. It should clearly articulate the relevant information about the first claim presented on their Outline Tool and Additional Evidence Outline Tool.

- ▶ Students follow along.

## Homework

For homework, draft the first body paragraph of your research-based argument paper. Be sure to clearly articulate the relevant information about your first claim (as detailed in you Outline Tool) and include properly formatted in-text citations when referencing evidence.

## 10.3.3

## Lesson 5

## Introduction

In this lesson, students focus on building cohesion and clarity as they continue to draft their research-based argument papers. Students work to improve the effectiveness of their writing by focusing on the use of transitional words and phrases and building strong relationships between evidence, claims, and counterclaims within their papers.


Students begin by examining model paragraphs that demonstrate mastery of cohesion and transitional words and phrases. Students then have an opportunity to draft additional body paragraphs to improve their use of transitional words and phrases. Students are assessed based on the coherence of their drafts. For homework, students utilize the Connecting Ideas Handout to annotate one of their sources, paying close attention to the use of words and phrases that link sections of the text together.

## Standards

Assessed Standard(s)	
W.9-10.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)
Addressed Standard(s)	
W.9-10.1.c	Write arguments to support claims in the analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.  c. Use words, phrases, and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
L.9-10.1.a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Use parallel structure.



## Assessment

Assessment(s)
Student learning in this lesson is assessed via students' use of transitional words and phrases to craft cohesion in two body paragraphs.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>• Provide adequate and appropriate use of words, phrases and clauses to link sections of the text and create cohesion (e.g., patients cannot claim ownership of tissue removed during surgery because of hazardous waste laws, so patients cannot make a profit from their removed tissues. For example, a patient cannot legally take his or her appendix home after an appendectomy).</li> <li>• Clarify the relationships between reasons and evidence by using transitional words and phrases. (e.g., So, donated tissue is often sold through unofficial "fees" without any consequences. These examples demonstrate that the line between donation and sale can be complicated and often blurred for the purpose of making money. In order to both protect a patient's rights and ensure that choices are made with the advancement of medical understanding, it is better to prevent any sale or profit resulting from tissue donated during surgery or any medical situation).</li> </ul> <p> For more examples, see the sample student research paper in 10.3.3 Lesson 11.</p>

## Vocabulary

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

\*Students should be use their vocabulary journals to incorporate domain-specific vocabulary from Unit 10.3.2 into their argument research paper, as well as to record process-oriented vocabulary defined in the lesson.

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p><b>Standards &amp; Text:</b></p> <ul style="list-style-type: none"> <li>• Standards: W.9-10.4, W.9-10.1.c, L.9-10.1.a</li> </ul>	

Learning Sequence:	
1. Introduction of Lesson Agenda	1. 10%
2. Homework Accountability	2. 10%
3. Building Clear Sentences	3. 20%
4. Crafting Cohesion in Argument Writing	4. 20%
5. Drafting and Assessment	5. 35%
6. Closing	6. 5%

## Materials

- Student copies of the 10.3 Common Core Learning Standards Tool (refer to 10.3.2 Lesson 1)
- Copies of the Connecting Ideas Handout for each student
- Student copies of the 10.3.3 Rubric and Checklist (refer to 10.3.3 Lesson 3)
- Students copies of the MLA Citation Handout (refer to 10.3.3 Lesson 3)

## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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

**10%**

Begin by reviewing the agenda and the assessed standard for this lesson: W.9-10.4. Explain to students that in this lesson, they focus on improving their papers by deepening their understanding of how words and phrases can link together and reinforce the relationships between evidence, claims, and counterclaims within their papers. Students first participate in a class discussion about the use of transitional words and phrases. Students then have an opportunity to draft additional body paragraphs with attention to their use of transitional words and phrases.

- Students look at the agenda.

Distribute or ask students to take out their copies of the 10.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: W.9-10.1.c. Ask students to individually read W.9-10.1.c on their tools and assess their familiarity with and mastery of the standard.

- ▶ Students read and assess their understanding of standard W.9-10.1.c.

Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

💬 Student responses should include:

- Use words and phrases to connect sections of an essay.
- Use words and phrases to make sure ideas flow together.
- Use words and phrases to show the relationships between claims and reasons, reasons and evidence, and claims and counterclaims.

Explain to students that this lesson focuses on creating cohesion as students draft their argument-based research paper.

## Activity 2: Homework Accountability

**10%**

Instruct students to take out their homework from the previous lesson: Draft the first body paragraph of your research-based argument paper. Be sure to clearly articulate the relevant information about your first supporting claim (as detailed in your Outline Tool) and include properly formatted in-text citations when referencing evidence.

Place students in pairs and instruct them to briefly look over one another's citations and supporting claims in the paragraphs they drafted for homework. Students should provide both positive and constructive feedback where appropriate and highlight any errors in citation. Students should reference the MLA Citation Handout they received in the previous lesson, comparing their peers' work to the examples in the handout.

- ▶ Students work in pairs to look over each other's paragraphs they drafted for homework, and provide feedback on the supporting claims and citation.

💬 Student responses will vary by individual research but may include the following language:

- The supporting claim you make in this paragraph is well supported by your evidence but your reasoning or explanation of how the evidence supports the claim is missing.
- MLA guidelines require that you name the author of the article but you forgot to add the author's name.
- You might want to consider improving the reasoning you use to connect these two claims. The evidence presented is not strong enough to support it.

- ① If students struggle, consider providing additional resources like [Easybib.com](http://Easybib.com) to assist with citation formatting.

### Activity 3: Building Clear Sentences

**20%**

Explain to students that in the practice of argument writing, the strength of the paper is based upon the strength of their sentences. The primary goal of a sentence in formal writing is to provide the reader with information in a clear and understandable way. To craft clear and concise sentences reliably, students should focus on using similar phrases and clauses to support their text.

Display the following two sentences for students:

- Doctors failed to tell patients about their legal rights when it comes to their tissues.
- Frequently, in the world of scientific advancement, patients can be put in danger because of the increasingly complicated state of older legal practices and laws.

Lead a class discussion on the sample sentences using the following questions:

#### Which of these sentences is clearer and why?

- 💬 The first sentence is clearer. It communicates the point directly in simpler terms.

#### How does the order of the first sentence help its clarity?

- 💬 It starts with “Doctors failed” so it is easy to see what the sentence is about.

Explain to students that this sentence is an example of writing in the “active voice.” In a sentence using active voice, the “active” subject of the sentence is placed at the beginning of the sentence. Active voice is useful in argument writing because it gives the reader the most important information first, and then goes on to describe what is happening to this important subject. The use of active voice provides greater clarity for the reader and makes the sentence more forceful.

- ▶ Students listen.

- ① Consider providing this example of a sentence in passive voice if students need a contrast to assist their understanding: “Patients were not told about their legal rights in relation to their tissues.”

#### What words in the second sentence weaken its claim?

- 💬 The word “somewhat” makes it seem like this claim might not always be true.

Inform students that they should keep sentence structure in mind as they progress with their argument writing. As they develop the introduction, body and conclusion paragraphs throughout this unit, they should pay special attention to how they use different clauses, words and phrases to support a

compelling argument. Encourage students to periodically look back over the writing that they have completed to find ways to make their writing clearer and more coherent.

- ▶ Students listen.

Inform students that parallel structure is a rhetorical strategy commonly used in writing. Parallel structure improves clarity by establishing a pattern of language. Parallel structure often uses repetition of the same part(s) of speech and verb tenses. Lead the class in a discussion about parallel structure using the following questions.

① Students were introduced to parallel structure as a rhetorical technique (RI.9-10.6) in 10.2.1.

### What does the word *parallel* mean?

- ☞ Having the same direction, course, or tendency.

① **Differentiation Consideration:** Consider connecting the idea of parallel structure in writing with the concept of parallel objects in mathematics. The idea of parallel lines being lines that always share the same properties and distance might assist student understanding of how components of writing can be parallel.

### What do you think the word *parallel* means in the context of writing?

- ☞ Having parts or components that align, take the same direction, or repeat each other.

Display the following simple examples of parallel structure:

- **Not Parallel:** Gabe likes to camp, sing and dancing in the moonlight.
- **Parallel:** Gabe likes camping, singing and dancing in the moonlight.
- **Parallel:** Gabe likes to camp, sing and dance in the moonlight.

Explain to students that parallel structure is built by providing sentence structure that uses the same components repetitively to enforce an idea. In these examples, the sentences using parallel structure treat their components in the same way. In the example set, the three common terms are grouped together either as verbs or present participles to create a feeling of cohesion and to enhance the rhythm of the sentence. Encourage students to look for places to improve their use of parallel structure while they are drafting and revising their papers.

- ▶ Students listen.

① To aid student understanding of parallel structure, consider reading these example sets aloud. This practice may support students' understanding of parallel structure by allowing them to hear the effect of structure on the rhythm of the sentence.

① **Differentiation Consideration:** Consider providing the examples of parallel structure before the discussion to allow students time to assess the sentences independently or in pairs.

- ① Parallel structure is part of standard L.9-10.1.a. Consider reminding students of their work with parallel structure in 10.3.1 Lesson 10.
- ① **Differentiation Consideration:** If necessary to support student work and understanding, consider spending additional time reviewing how to establish clarity through sentence structure. As 10.3.3 Lessons 4, 5, and 6 are focused on the technical crafting of the student research paper and feature extensive time for student drafting, this may be an ideal opportunity to pursue deeper instruction on crafting effective sentences.

## Activity 4: Crafting Cohesion in Argument Writing

**20%**

Introduce students to the ideas of *cohesion* and *transitions*. Explain to students that *cohesion* in writing refers to how well the paragraphs and sentences link the claims and evidence of a text together into a coherent whole, which, in the case of argument writing, serves to inform and convince the reader. Explain to students that *cohesion* is achieved by carefully demonstrating links between ideas. Provide students with the following definition: *cohesion* means “the state of uniting or sticking together.” Explain to students that achieving *cohesion* in their writing is the result of careful revision and editing.

Provide students with the following definition: *transition* means “a passage in a piece of writing that clearly links two topics or sections to each other.”

- ▶ Students record the definitions of *cohesion* and *transition* in their vocabulary journals.

Distribute the Connecting Ideas Handout. Briefly explain the handout to the class.

- ▶ Students examine the Connecting Ideas Handout.

- ① A more in-depth examination of this handout appears after the examination of the two model paragraphs. Consider using this initial introduction to the handout as an opportunity to field any potential student questions.

Provide students with the following two examples, and ask them to consider which they think is more cohesive and logical.

### Sample 1:

The current system does not provide adequate protection for the patient. The line between gift and sale can be complicated and often blurred to make money. The law prohibits trafficking in organs tissues, tissue banks regularly make a profit through the use of legal loopholes “tissue banking is big business and the law is readily side-stepped by invoking ‘processing and handling fees’ so that the tissue itself is not officially sold” (Josefson 303). People are paranoid about the use of their tissue according to Catalona: “patients have grown increasingly worried that genetic information extracted from tissues could somehow be used against them.” Legal issues that deal with human tissue taken during surgery patients must be clearly defined because doctors and researchers can take advantage of the tissue removed during surgery. Patients cannot claim ownership of tissue removed during surgery due to laws

on hazardous waste. Patients cannot benefit from their tissues. Patients must give their consent for the residual tissue to be used in research (Truog, Kesselheim and Joffe 37–38). When a patient dies, tissue donation is set aside for medical or research purposes, or “processed and sold for profit and become such items as bone putty and collagen” (Josefson 303). If patients give their consent for their tissue to be used for research purposes, they probably do not realize they are also donating tissue to be sold for profit. We should prevent any sale resulting from donated tissues during surgery or any medical situation.

### Sample 2:

The legal issues that deal with patients’ rights to tissue removed during surgery need to be clearly defined because doctors and researchers can profit from tissue taken during surgery. Patients cannot claim ownership of tissue removed during surgery because of hazardous waste laws, so patients cannot make a profit from their removed tissues. For example, a patient cannot legally take his or her appendix home after an appendectomy (Schmidt 1174). However, patients must grant consent for residual tissues to be used in research (Truog, Kesselheim, and Joffe 37–38). This current system does not offer enough protection for the patient, as when a patient passes away, donated tissues can be banked for medical use or research, or “processed and sold for profit and become such items as bone putty and collagen” (Josefson 303). So, even though dying patients donate or give consent for their tissues to be used in research, they probably do not realize they are also giving consent for donated tissues to be sold for profit. Additionally, although the National Organ Transplant Act of 1984 prohibits trafficking of organs tissue, tissue banks routinely make a profit through use of legal loopholes: “tissue banking is big business and the law is readily side-stepped by invoking ‘processing and handling fees’ so that the tissue itself is not officially sold” (Josefson 303). So, donated tissue is often sold through unofficial “fees” without any consequences. These examples demonstrate that the line between donation and sale can be complicated and often blurred for the purpose of making money. In order to both protect a patient’s rights and ensure that choices are made with the advancement of medical understanding, it is better to prevent any sale or profit resulting from tissue donated during surgery or any medical situation.

① This model body paragraph is located in the student sample research-based argument paper located in 10.3.3 Lesson 11.

After students have had time to consider the two paragraphs, lead a discussion on coherence and the differences between the two samples by using the following questions.

### Which of these paragraphs is more cohesive and why?

- ☞ The second paragraph is more cohesive. The second paragraph provides only relevant information and presents it logically, so the reader can follow along without becoming confused.

### Which of these paragraphs is less cohesive and why?

- ☞ The first paragraph is confusing to read. It jumps around and has unnecessary information. It seems like this information belongs in multiple paragraphs.

**What specific words and phrases in the more cohesive paragraph contribute to its success?**

- 🗨 “These examples”
- 🗨 “So,”
- 🗨 “Additionally”
- 🗨 “However”
- 🗨 “For example”
- 🗨 “Because”

- ① If students struggle to identify differences between the paragraphs, consider preparing a highlighted version of the paragraphs that annotates the changes and improvements and the transitional words and phrases.
- ① **Differentiation Consideration:** If necessary to support student understanding, consider spending additional time discussing these words and phrases.

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Explain to students that cohesion should exist between paragraphs as well as between sentences. In both cases, transitional words and phrases can help link ideas and support the logic of the paper. Instruct students to look at the Connecting Ideas Handout. Explain that the Connecting Ideas Handout provides a variety of transitional words to use in specific cases. To show how ideas are similar, students might use phrases like “in the same way” or “similarly.” Instruct students that these words can be used within a paragraph but also to connect two different paragraphs. Words like “furthermore” and phrases like “in addition” can be used to continue a line of reasoning or sustain a thought between paragraphs.

- ▶ Students listen and examine the handout.

Instruct students to form pairs. Present student pairs with the following two paragraphs and instruct them to examine how the paragraphs cohere from sentence to sentence and between paragraphs.

**Paragraph 1**

In addition to the problems surrounding the sale of tissue, granting researchers legal ownership of others’ genes, cells, or tissues infringes on individuals’ rights to privacy and control over their unique genetic information, as “individuals can be identified by genetic sequences numbering just 75 base pairs of DNA” (Schmidt). Consequently, a large section of the population objects to the patenting of their genetic information: “In a study of potential tissue donors, 32 percent said they would be offended by the patenting of products of research with their DNA” (Andrews). Despite these objections, the possible financial incentives are enough to encourage many for-profit companies to patent genetic codes aggressively: “If a biotech company could identify the sequence of a gene from your body, as Myriad Genetics did with the BRCA1 and BRCA2 breast cancer genes, it then had a 20-year monopoly where it could charge whatever it wanted for anyone to look at the gene’s sequence” (Andrews). Researchers



from universities are also incentivized to misuse and exploit individuals' rights and privacy through their tissue and genetic information. Such is the case of the Havasupai Indian tribe from Arizona who are suing Arizona State University over a damaging misuse of their genetic information: "tissues they had donated to Arizona State University for diabetes research were also used in what they viewed as potentially stigmatizing studies of schizophrenia, inbreeding, and population migration" (Schmidt 1175). Profits and personal gain should not take precedent over an individual's right to privacy, especially in relation to the unique genetic make-up of one's own body.

### Paragraph 2:

Furthermore, the sale or resale of human tissue is dehumanizing and exacts a psychological toll on the patient or the patient's family. In a similar situation to Henrietta Lacks, a patient named John Moore also had his tissue removed, and his doctor created a cell line, all the while lying to Moore about what he was doing with the tissue. Andrews states, "When Moore found out that he was Patent No. 4,438,032, he felt that his integrity had been violated, his body exploited and his tissue turned into a product." According to Catalona, "patients have grown increasingly worried that genetic information extracted from tissues could somehow be used against them." He states that, "insurance companies . . . might refuse coverage to the donors or their children on the basis of inherited disease susceptibility" (Schmidt 1175). Even when confronted with standard tissue donation practices, like donating the tissues of a deceased relative, the majority of the population is against the sale of these tissues: "73 percent of the U.S. families asked to donate tissue from deceased relatives say that it is "not acceptable for donated tissue to be bought and sold, for any purpose" (Andrews). Although it is important to support scientific advancement and provide viable tissues for research and to aid people who need transplants or other procedures, it is also important to recognize the rights and dignity of both the patient and the patient's families. It is clear that at the very least, the sale of tissue is harmful to the individual on a personal level.

① These model body paragraphs are located in the sample research-based argument paper located in 10.3.3 Lesson 11.

Ask student volunteers the following question, using the Connecting Ideas Handout as a reference.

### What words support transition and cohesion?

- 💬 Student responses should include words like "furthermore," "In a similar situation," and "although."

Explain to students that the Connecting Ideas Handout is a resource to use as they write this research-based argument paper and beyond this unit as they continue to write formally. Instruct students to use the Categories column to direct their choice of transitional words and phrases as they write. For example, if they are looking to add more information about what they are talking about, they can look in the "Add Related Information" section and choose the word "furthermore" to help them connect their ideas.

- ▶ Students listen and examine the handout.

Explain to students that creating effective transitions is crucial to supporting their argument writing. Effective use of transitional words and phrases improves the logical presentation of information and is important to presenting a chain of reasoning in an understandable way. In addition to having concrete details and relevant examples to support a claim, the information has to be presented in a way that is appropriate to the audience's knowledge of the topic. Explain that writing a research-based argument paper requires careful use of transitional words and phrases to guide the reader. Students should use these words and phrases to connect their claims and evidence in a chain of reasoning that convinces the reader of their central claim. In order to achieve this, students must present their findings and claims in an accessible, clear and cohesive manner, with each statement flowing into the next to build a united research-based argument. Remind students that arriving at a point of cohesion is the result of a process that involves several rounds of revision and editing.

- ① Remind students of the work they have done with the identification of solid reasoning. Remind students of the definition of *reasoning* as it pertains to this module: “the logical relationships among ideas, including relationships among claims and relationships across evidence.”

## Activity 5: Drafting and Assessment

**35%**

Inform students that in this activity they will draft the rest of the body paragraphs for their papers, paying specific attention to the use of transitional words and phrases to build cohesion between and among the paragraphs. For the lesson assessment, students will submit two of these paragraphs. Inform students that they will be assessed on their use of transitional words and phrases to craft cohesion in two body paragraphs.

Direct students to turn to the Coherence, Organization, and Style portion of the 10.3.3 Rubric and Checklist and look for substandard W.9-10.1.c. Inform students that this assessment will be evaluated using substandard W.9-10.1.c on the 10.3.3 Rubric and Checklist. Remind students to refer to the checklist as they are writing their body paragraphs.

- ▶ Students read substandard W.9-10.1.c on the 10.3.3 Rubric and Checklist.

- ① **Differentiation Consideration:** Consider instructing students to mark W.9-10.1.c on the 10.3.3 Rubric and Checklist to focus their attention on this standard only.

Instruct students to use the checklist as they are drafting, organizing, and adjusting their paragraphs for cohesion and development of central claims, supporting claims, counterclaims, reasoning, and evidence. Inform students that they will be assessed according to this document when they submit the final draft of the paper.

- ▶ Students listen.

Instruct students to organize their paragraphs and make any adjustments to what they have written to ensure:

- There is cohesion and logic to their paragraphs.
- The information is presented in a way that effectively reinforces a claim made by the writer. Remind students that they may need to add concrete details, transition words, or delete sentences/passages to polish their paper.

Transition students to the assessment.

- ▶ Students work independently on their drafts to ensure cohesion and logical reasoning.

① As students work, walk around the class and address individual concerns.

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Instruct students to submit two of the paragraphs they worked on in class, and assess the paragraphs for the use of transitional words/phrases and logical presentation of information.

- ▶ Students submit two paragraphs they worked on in class.

① Use the W.9-10.1.c section of the 10.3.3 Rubric and Checklist to assess the submitted paragraphs.

## Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to use the Connecting Ideas Handout to annotate one of the sources they have selected for their research-based argument paper, paying close attention to the use of words and phrases that link sections of the text together. Additionally students should briefly explain how the connecting ideas highlighted support the evidence and claims of the text.

## Homework

For homework, select one of your sources and circle or highlight the transitional words and phrases that serve to link sections of the text together. Use the Connecting Ideas Handout to note where different words and phrases are used to support and clarify the use of evidence and link together claims. Additionally, prepare to explain how the connecting ideas highlighted support the evidence and claims of the text.

# CONNECTING IDEAS

## USING TRANSITIONAL WORDS AND PHRASES

Transitional words and phrases create links between your ideas when you are speaking and writing. They help your audience understand the logic of your thoughts. When using transitional words, make sure that it is the right match for what you want to express. And remember, transition words work best when they are connecting two or more strong ideas that are clearly stated. Here is a list of transitional words and phrases that you can use for different purposes:

ADD RELATED INFORMATION	GIVE AN EXAMPLE OR ILLUSTRATE AN IDEA	MAKE SURE YOUR THINKING IS CLEARLY UNDERSTOOD	COMPARE IDEAS OR SHOW HOW IDEAS ARE SIMILAR	CONTRAST IDEAS OR SHOW HOW THEY ARE DIFFERENT
<ul style="list-style-type: none"> <li>furthermore</li> <li>moreover</li> <li>too</li> <li>also</li> <li>again</li> <li>in addition</li> <li>next</li> <li>further</li> <li>finally</li> <li>and, or, nor</li> </ul>	<ul style="list-style-type: none"> <li>to illustrate</li> <li>to demonstrate</li> <li>specifically</li> <li>for instance</li> <li>as an illustration</li> <li>for example</li> </ul>	<ul style="list-style-type: none"> <li>that is to say</li> <li>in other words</li> <li>to explain</li> <li>i.e., (that is)</li> <li>to clarify</li> <li>to rephrase it</li> <li>to put it another way</li> </ul>	<ul style="list-style-type: none"> <li>in the same way</li> <li>by the same token</li> <li>similarly</li> <li>in like manner</li> <li>likewise</li> <li>in similar fashion</li> </ul>	<ul style="list-style-type: none"> <li>nevertheless</li> <li>but</li> <li>however</li> <li>otherwise</li> <li>on the contrary</li> <li>in contrast</li> <li>on the other hand</li> </ul>
EXPLAIN HOW ONE THING CAUSES ANOTHER	EXPLAIN THE EFFECT OR RESULT OF SOMETHING	EXPLAIN YOUR PURPOSE	LIST RELATED INFORMATION	QUALIFY SOMETHING
<ul style="list-style-type: none"> <li>because</li> <li>since</li> <li>on account of</li> <li>for that reason</li> </ul>	<ul style="list-style-type: none"> <li>therefore</li> <li>consequently</li> <li>accordingly</li> <li>thus</li> <li>hence</li> <li>as a result</li> </ul>	<ul style="list-style-type: none"> <li>in order that</li> <li>so that</li> <li>to that end, to this end</li> <li>for this purpose</li> <li>for this reason</li> </ul>	<ul style="list-style-type: none"> <li>First, second, third...</li> <li>First, then, also, finally</li> </ul>	<ul style="list-style-type: none"> <li>almost</li> <li>nearly</li> <li>probably</li> <li>never</li> <li>always</li> <li>frequently</li> <li>perhaps</li> <li>maybe</li> <li>although</li> </ul>

**10.3.3****Lesson 6****Introduction**

In this lesson, students learn to craft a concluding statement that follows from and further supports the argument and appropriately connects sections of the text. Students deepen their understanding of how transitional words and phrases connect ideas and contribute to an effective conclusion to the research-based argument paper.

Students begin the lesson by examining a model text conclusion in a teacher-led discussion. Students then have an opportunity to draft their research-based argument paper conclusions. This draft serves as the assessment for this lesson. For homework, students revise the body paragraphs of their draft papers to enhance the support for the conclusion.

**Standards**

Assessed Standard(s)	
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Addressed Standard(s)	
W.9-10.1.c, e	<p>Write arguments to support claims in the analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Assessment

Assessment(s)
Student learning is assessed via the first draft of the conclusion for the research-based argument paper.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Contain clear and coherent writing (e.g., tissue is removed every day during surgical procedures such as liposuction, amputations, mastectomies, and even biopsies of healthy tissue).</li> <li>Include evidence-based claims that are supported by the text (e.g., money and science should not mix, for the good of humanity).</li> <li>Provide adequate and appropriate use of words, phrases, and clauses to link sections of the text (e.g., in every cell of a person's body is a mirror of the human within whose body the cell began; as humans learn more about genetics and heredity, the mirror can reflect the donors' children and parents).</li> <li>Provide a concluding section that supports the argument presented (e.g., in order to protect the rights of patients and the privacy and dignity of individual human beings, neither researchers nor patients should have rights to sell their tissue).</li> <li>Include valid reasoning that follows from previous claims (e.g., because of the problems that are inherent in the selling of tissue, the dangers of turning a system that saves lives into a for-profit business, and the infringement on individual's rights and liberties, it is clear that changes must be made to the way we handle tissue sale and ownership).</li> </ul> <p>① For more support, see the sample student research paper in 10.3.3 Lesson 11.</p>

## Vocabulary

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

\* Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 10.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: W.9-10.4, W.9-10.1.c, e, L.9-10.6</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Building to a Conclusion</li> <li>Drafting a Conclusion and Assessment</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>10%</li> <li>10%</li> <li>30%</li> <li>45%</li> <li>5%</li> </ol>

## Materials

- Student copies of the 10.3 Common Core Learning Standards Tool (refer to 10.3.2 Lesson 1)
- Student copies of the Connecting Ideas Handout (refer to 10.3.3 Lesson 5)
- Student copies of the 10.3.3 Rubric and Checklist (refer to 10.3.3 Lesson 3)

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
<b>10%</b>	<b>Percentage indicates the percentage of lesson time each activity should take.</b>
no symbol	Plain text indicates teacher action.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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

**10%**

Begin by reviewing the agenda and assessed standard for this lesson: W.9-10.4. Explain to students that in this lesson they examine the components of an effective conclusion and its place in the research-



based argument paper. Students first examine a model conclusion paragraph to deepen their understanding of the conclusion of a research-based argument paper. Students then have an opportunity to draft a conclusion paragraph that uses words, phrases, and clauses to create cohesion between and brings a conclusion to the argument presented. This draft of a conclusion serves as the assessment for this lesson.

- ▶ Students look at the agenda.

Distribute or ask students to take out their copies of the 10.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with new standard: W.9-10.1.e. Ask students to individually read W.9-10.1.e on their tools and assess their familiarity with and mastery of it.

- ▶ Students read and assess their familiarity with standard W.9-10.1.e.

Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

💬 Student responses should include:

- The standard is about providing a conclusion or final statement.
- A conclusion should follow from the presented claims and support the presented argument.

Explain to students that they are going to further their understanding of how to craft an effective conclusion in this lesson.

- ▶ Students listen.

## Activity 2: Homework Accountability

**10%**

Instruct students to take out the homework from the previous lesson, which was: “Select one of your sources and circle or highlight the transitional words and phrases that serve to link sections of the text together. Use the Connecting Ideas Handout to note where different words and phrases are used to support and clarify the use of evidence and link together claims. Additionally, prepare to explain how the connecting ideas highlighted support the evidence and claims of the text.”

Instruct students to form pairs to briefly share the transitional words and phrases they found in their sources, explaining how those words help to connect ideas. Remind students to refer to their Connecting Ideas Handout as a resource for transitional words and phrases.

- ▶ Student pairs briefly share the transitional words and phrases they found in their sources, explaining how those words help to connect ideas.

💬 Student responses vary by their individual sources.



### Activity 3: Building to a Conclusion

**30%**

Explain to students that the focus of today's lesson is writing the conclusion for the research-based argument paper.

Display a definition of *conclusion* for students: *conclusion* means “the last main division of a formal discussion in speech or writing, usually containing a summing up of the points and a statement of opinion or decisions reached.” Explain to students that the conclusion of a research-based argument paper is the writer's final opportunity to reinforce the argument and provide a convincing statement to the reader. A *conclusion* serves as a final statement that synthesizes the evidence provided in the paper and shows how this evidence supports the central claim.

Explain to students that an effective conclusion restates the central claim of the paper and briefly summarizes the supporting claims, evidence, and reasoning presented in the paper to reinforce that central claim. A conclusion should include a synthesis of any additional information that was uncovered in the course of the research of the paper that would inform a reader's understanding of the issue.

- Students listen.

Present students with the following example of a model conclusion:

Tissue is removed every day during surgical procedures such as liposuction, amputations, mastectomies, and even biopsies of healthy tissue. In every cell of a person's body is a mirror of the human within whose body the cell began. As humans learn more about genetics and heredity, the mirror can reflect the donors' children and parents, stretching farther back and forward in time, connecting biology to information that can support groundbreaking research or provide valuable capital that can be used in positive or negative ways. Because of the problems that are inherent in the selling of tissue, the dangers of turning a system that saves lives into a for-profit business, and the infringement on individual's rights and liberties, it is clear that changes must be made to the way we handle tissue sale and ownership. In order to protect the rights of patients and the privacy and dignity of individual human beings, neither researchers nor patients should have rights to sell their tissue. Money and science should not mix, for the good of humanity.

① The model conclusion is located in the sample student research-based argument paper located in 10.3.3 Lesson 11.

Ask students what they notice about the conclusion, discussing the following questions as a class:

**How does this paragraph serve as a conclusion to the paper, and what claims are presented to the reader?**

- ☛ It reminds the reader of the central claims of the paper, that the sale of human tissue has the potential to harm people and their families and that neither researchers nor patients should have the rights to sell their tissue.

**How does the conclusion enhance or alter the initial central claim?**

- ☞ The conclusion puts a much more forceful spin on the central claim, invoking both the privacy and dignity of all human beings and claiming that the central claim is not only morally correct but benefits humanity as a whole.

**How does the conclusion emphasize the chain of reasoning explained in the body paragraphs of the essay?**

- ☞ It restates some of the supporting claims of the paper, the problems with selling tissue, the dangers of a for-profit system, and the potential harm to individual's rights and privacy.

**What is similar about the conclusion and the introduction? What is different?**

① If needed, present students with the model introduction and have them reread it.

- ☞ The conclusion reiterates the personal harm that tissue sales can cause.
- ☞ It offers a much more conclusive set of statements. Many questions are posed in the introduction; the conclusion answers those questions.

Inform students that they are to begin drafting their conclusions in the following activity. Direct students to the Coherence, Organization, and Style portion of the 10.3.3 Rubric and Checklist and look for sub-standards W.9-10.1.c and W.9-10.1.e. Remind students to reference this checklist as they are drafting their conclusions. Encourage students to reference the Connecting Ideas Handout as they are writing their conclusions.

- ▶ Students read sub-standards W.9-10.1.c and W.9-10.1.e on the 10.3.3 Rubric and Checklist as well as examine the Connecting Ideas Handout.

Explain to students that the careful crafting of a conclusion is an essential part of their research-based argument papers. Building an effective conclusion allows students to deliver a strong, persuasive closing point that serves to reinforce a central claim. The concluding paragraph is a powerful synthesis of all of the evidence-based claims in the paper, combined with the final link of an effective chain of reasoning. It serves not only to remind the reader of all of the evidence presented in the paper but also to support the reasoning and overall claims of the writer. It is the writer's last opportunity to present the central claim to the reader. Remind students that building an effective and convincing conclusion is the result of a process that involves significant revision and editing.

- ▶ Students follow along.

## Activity 4: Drafting a Conclusion and Assessment

**45%**

Inform students that this assessment is evaluated using W.9-10.1.c, e on the 10.3.3 Rubric and Checklist. Remind students to refer to the checklist as they draft, organize, and adjust their conclusions for cohesion, clarity, and development of a claim.

- ▶ Students listen.

Ask students to organize their concluding paragraph and make any adjustments to what they have written to ensure:

- There is cohesion and logic to their final statements.
- The information is presented in a way that effectively restates their central claim and summarizes supporting claims, evidence, and reasoning. Remind students that they may need to add concrete details or transition words, or delete sentences or passages to polish their conclusions.

Remind students that they should pay close attention to their use of domain-specific words and phrases. The accurate use of these words and phrases serves to improve the tone and content of their conclusions and paper as a whole.

- ▶ Students work independently on the drafts of their conclusions.

① As students work, circulate around the class and address individual concerns.

① Consider reminding students of the skills inherent in L.9-10.6, the standard that was introduced in 10.3.3 Lesson 4.

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Ask students to submit the conclusions they worked on in class. Assess students' use of transitional words/phrases and logical presentation of information.

- ▶ Students submit their conclusion paragraphs.

## Activity 5: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to review and revise their body paragraphs to better support their concluding statements. Remind students to refer to sub-standards W.9-10.1.c, e on the 10.3.3 Rubric and Checklist to guide their revisions.

- ▶ Students follow along.

## Homework

Review and revise your body paragraphs to better support your concluding statements and chain of reasoning. Refer to sub-standards W.9-10.1.c, e on the 10.3.3 Rubric and Checklist to guide your revisions.

## 10.3.3

## Lesson 7

## Introduction

In this lesson, students learn how to identify and use formal style and objective tone when writing the research-based argument paper. After receiving instruction on formal style and objective tone, students use the first drafts of their papers to participate in peer review and teacher conferences. In this lesson, students are assessed on the effective integration of peer and teacher editing for formal style and objective tone in two body paragraphs.

For homework, students continue to revise the remainder of their research paper for formal style and objective tone.

## Standards

Assessed Standard(s)	
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 a specific purpose and audience.
Addressed Standard(s)	
W.9-10.1.d	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

## Assessment

Assessment(s)
Student learning is assessed via incorporation of peer and teacher feedback regarding formal style and objective tone in two body paragraphs.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>• Demonstrate thoughtful consideration of feedback received in class.</li> <li>• Incorporate formal style and objective tone into two body paragraphs (e.g., editing from “Selling people’s tissues is totally wrong because it’s going to make the family super worried and stressed out,” to “Furthermore, the sale or resale of human tissue is dehumanizing and exacts a psychological toll on the patient or the patient’s family”).</li> </ul> <p>① Refer to the sample research paper for further examples of formal style and objective tone.</p>

## Vocabulary

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

\* Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 10.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>• Standards: W.9-10.5, W.9-10.1.d, SL.9-10.1, L.9-10.3</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Objective and Formal Tone</li> <li>4. Peer Review and Teacher Conference</li> </ol>	<ol style="list-style-type: none"> <li>1. 10%</li> <li>2. 10%</li> <li>3. 15%</li> <li>4. 40%</li> </ol>

5. Lesson Assessment	5. 20%
6. Closing	6. 5%

## Materials

- Student copies of the 10.3 Common Core Learning Standards Tool (refer to 10.3.2 Lesson 1)
- Student copies of the 10.3.3 Rubric and Checklist (refer to 10.3.3 Lesson 3)

## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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

**10%**

Begin by reviewing the agenda and assessed standard for this lesson: W.9-10.5. Inform students that this lesson guides them in using formal style and objective tone for their research-based argument papers. Students engage in peer-review and teacher conferences for the purpose of revising their first drafts.

- Students look at the agenda.

❗ Remind students they were introduced to the standard W.9-10.5 in 10.3.3 Lesson 1.

Distribute or ask students to take out their copies of the 10.3 Common Core Learning Standards Tool and read standard W.9-10.1.d. Explain to students that *norms* means standards or patterns and *discipline* means the branch of learning. In other words, students should use patterns of writing appropriate for the English Language Arts *discipline* in which they are writing. Ask students to individually read this standard on their tools and assess their familiarity with and mastery of it.

- Students read and assess their familiarity with standard W.9-10.1.d.

❗ Remind students to record the definitions of *norms* and *discipline* in their vocabulary journals.

Inform students that they focus on W.9-10.1.d today as they revise their first drafts, specifically the part of the standard addressing formal style and objective tone.

- ▶ Students listen.

## Activity 2: Homework Accountability

**10%**

Instruct students to work in pairs and explain to their peers how their revised body paragraphs better support their concluding statements. Ask students to offer supportive feedback if they notice areas in need of improvement and refer to the W.9-10.1.c portion of the 10.3.3 Rubric and Checklist to guide their review.

- ▶ Students form pairs and take turns explaining how their revised body paragraphs better support their concluding statements, using the W.9-10.1.c portion of the 10.3.3 Rubric and Checklist to guide their discussions.

Instruct students to now read each other's concluding paragraphs and make notes based on the W.9-10.1.e portion of the 10.3.3 Rubric and Checklist, and then discuss with each other why they made those notes.

- ▶ Student pairs read each other's concluding paragraphs and make notes based on the W.9-10.1.e portion of the 10.3.3 Rubric and Checklist.

💬 Student responses vary based on their individual writing.

## Activity 3: Formal Style and Objective Tone

**15%**

Share with students the importance in academic writing of maintaining a formal style. Inform students that a formal style is used for writing academic papers in college and the workplace. It is important when writing a research paper to use a formal style because it makes the paper appealing and accessible to a wide audience, in addition to establishing credibility. A formal style uses correct and specific language, correct grammar, and complete sentences. Remind students to avoid the use of contractions (e.g., don't), abbreviations (e.g., gov't), or slang (e.g., ain't), unless they are directly quoting from a text that uses such words.

- ▶ Students listen.

① For further discussion of appropriate formal style, consider using:  
<http://grammar.ccc.commnet.edu/grammar/composition/tone.htm>

Display two sentences for students:

- Selling people's tissues is totally wrong because makes the family feel super worried and stressed out.



- The sale or resale of human tissue is dehumanizing and exacts a psychological toll on the patient or the patient's family.

Ask student pairs to complete a brief Turn-and-Talk discussing which sentence is formal and which is informal. Ask students to explain how they know the differences between the two sentences.

- The first sentence is informal and the second is formal. The main difference is that the first sentence uses words like *totally*, *it's*, and *super*. These words sound more casual, like someone is talking to a friend. The second sentence uses more formal and academic words like *furthermore*, *dehumanizing*, and *exact*s. These words make the second sentence seem as if it is from a source that has academic credibility.

- ① **Differentiation Consideration:** Consider offering students some examples of informal vs. formal writing. Inform students that text messages and emails are usually informal, whereas formal writing is found in academic sources, like textbooks, or credible sources like newspapers and published research papers. Consider sharing with students the following source for further discussion of formal vs. informal style: <http://blog.ezinearticles.com/2011/03/formal-vs-informal.html>.
- ① Consider drawing students' attention to their application of standard L.9-10.3 through the process of applying appropriate knowledge of language to making more effective choices for meaning and style.

Explain to students that along with using a formal style in their paper, it is equally important to use an objective tone. When writing with an objective tone, writers should avoid expressing their unverified personal opinions and focus on presenting the information and conclusions gathered from the research. Writing with an objective tone also means using the third person point-of-view (i.e., he, she, it, they, one) instead of the first person point-of-view (i.e., I, we) or the second person point-of-view (i.e., you).

- ① Remind students to record the definition of *objective tone* in their vocabulary journals: *objective* means "a style of writing not influenced by personal feelings or opinions that is based on fact and makes use of the third person point-of-view."

Display the following examples for students:

- Profits and personal gain should not take precedence over an individual's right to privacy, especially in relation to the unique genetic makeup of one's own body.
- I don't think it's fair at all for profits to be more important than somebody's private life, because, I mean, come on, this is their body!

Ask student pairs to complete a brief Turn-and-Talk to discuss which sentence uses an *objective tone*.

- ▶ Students complete a Turn-and-Talk in pairs.

- The first sentence uses *objective tone* because it does not have "I" or "we" in the sentence. It makes a claim, but does it in a straightforward, unemotional way. The second sentence uses

phrases like “I don’t think it’s fair,” and “I mean, come on.” It sounds like someone is trying to convince a peer of his/her point of view.

- ① Consider creating examples tailored to students' degree of experience and fluency with *objective tone*. Share with students the definition of *subjective tone* as “the style of writing that involves personal opinion and expression” and ask students to record the definition in their vocabulary journals.
- ① Consider using the evidence-based perspective writing assignment as an example of an informal written assignment that uses the first person point-of-view and subjective tone.
- ① Consider adding more practice with formal style and objective tone by instructing students to select and revise one or two sentences from their papers for formal style and objective tone. Students could then share their revised sentences in pairs for feedback.

### Activity 4: Peer Review and Teacher Conference

**40%**

Inform students that this portion of the lesson is for both peer review and a conference with the teacher. Assign students an individual time to meet with the teacher to receive feedback on their research paper.

Direct students to turn to the Coherence, Organization, and Style portion of the 10.3.3 Rubric and Checklist and look for substandard W.9-10.1.d. Remind students to refer to this checklist while reviewing and editing for formal style and objective tone. Remind students that in this lesson, they continue the work of collaborative discussion practices outlined in SL.9-10.1, to which students were introduced in previous modules.

- ① The peer review and teacher conference continues in the following lesson, 10.3.3 Lesson 8.
  - ▶ Students read W.9-10.1.d on their 10.3.3 Rubric and Checklist and discuss in pairs before beginning the review of their peer’s body paragraphs. Inform students they are only going to focus on the formal and objective tone elements of this substandard.
- ① **Differentiation Consideration:** Consider instructing students to mark W.9-10.1.d on their 10.3.3 Rubric and Checklist to concentrate their focus on this substandard only.
- ① Encourage students to keep in mind the Module Performance Assessment as they practice the skills inherent in the Speaking and Listening Standards during this discussion activity. Remind students that they present their research orally at the end of the module and that this activity provides an opportunity to begin preparing for the assessment presentation.

Instruct students who are scheduled for individual conferences to meet with the teacher to discuss their research paper.

- ▶ Students scheduled for individual conferences meet with the teacher.

- ① These conferences provide an opportunity to support individual students throughout the writing process. Consider tailoring the conferences to meet individual student needs.

Instruct students who are not currently in an individual teacher conference to meet in their pre-established research teams for peer review while other students have their independent teacher conferences. Remind students to peer review for W.9-10.1.d using the relevant portion of the 10.3.3 Rubric and Checklist.

- ▶ Students gather for peer review.

## Activity 5: Lesson Assessment

**20%**

Instruct students to begin revising two body paragraphs independently, based on peer and teacher feedback regarding formal style and objective tone.

- ① Students revise the entire paper for formal style and objective tone for homework.

Inform students that the assessment is based on their editing and incorporation of peer and teacher feedback. Inform students that this assessment is evaluated using the W.9-10.d portion of the 10.3.3 Rubric and Checklist. Remind students to refer to the checklist as they are writing their conclusions.

- ▶ Students revise two of the body paragraphs of their paper based on peer and teacher feedback regarding formal style and objective tone.
- 🗨 See the High Performance Response at the beginning of this lesson.

## Activity 6: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to review and revise all of the body of their research paper to ensure they are using formal style and objective tone. Remind students to refer to substandard W.9-10.1.d on the 10.3.3 Rubric and Checklist to guide their revisions.

- ▶ Students follow along.

## Homework

Review and revise your entire research paper for formal style and objective tone using W.9-10.1.d on the 10.3.3 Rubric and Checklist to guide your review and revisions.

## 10.3.3

## Lesson 8

## Introduction

In this lesson, students learn how to revise for formal tone and conventions in writing arguments. Students further explore W.9-10.1.d by learning how to incorporate argument norms and conventions into their writing. Additionally, students continue to analyze and revise their claims and counterclaims fairly, applying the skills inherent in W.9-10.1.b. After receiving instruction on the norms and conventions of research-based argument writing, students use their first drafts to participate in peer review and teacher conferences. In this lesson, students are assessed on the effective integration of peer and teacher recommendations for revision around the use of argument norms and conventions in two body paragraphs. For homework, students continue to revise their research paper for argument norms and conventions.

## Standards

Assessed Standard(s)	
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 a specific purpose and audience.
Addressed Standard(s)	
W.9-10.1.b, d	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</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> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career

	readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Assessment

Assessment(s)
Student learning in this lesson is assessed via effective incorporation of formal tone, norms, and conventions in two body paragraphs.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>• Demonstrate revision to the paper, including removing weak qualifiers such as “I believe,” and “I think.”</li> <li>• Ensure all claims are substantiated with fact (e.g., “Patients cannot claim ownership of tissue removed during surgery because of hazardous waste laws, so patients cannot make a profit from their removed tissues. For example, a patient cannot legally take his or her appendix home after an appendectomy.” (Schmidt 1174))</li> <li>• Ensure the opposite view is treated with thorough critical analysis, (e.g., “A monetary incentive could be extremely effective and allow those without financial means to use their body as a resource for an income as Truog, Kesselheim, and Joffe reference in the case of Ted Slavin who had valuable blood and was able to sell a serum for as much as \$10,000 per liter (37). However, patients must grant consent for residual tissues to be used in research (Truog, Kesselheim, and Joffe 37–38). This current system does not offer enough protection for the patient, as when a patient passes away, donated tissues can be banked for medical use or research, or “processed and sold for profit and become such items as bone putty and collagen.” (Josefson 303))</li> </ul> <p>① Refer to the sample research paper in 10.3.3 Lesson 11 for further examples of formal tone, norms, and conventions.</p>

## Vocabulary

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

\*Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 10.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards:</b> <ul style="list-style-type: none"> <li>Standards: W.9-10.5, W.9-10.1.b, d, SL.9-10.1, L.9-10.6</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Conventions of Research-Based Argument Writing</li> <li>Peer Review and Teacher Conference</li> <li>Lesson Assessment</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>20%</li> <li>40%</li> <li>20%</li> <li>5%</li> </ol>

## Materials

- Student copies of the 10.3.3 Rubric and Checklist (refer to 10.3.3 Lesson 3)
- Copies of the Argument Conventions 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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 and assessed standard for the lesson: W.9-10.5. Inform students that this lesson guides them in using formal tone, norms and conventions for their research-based argument paper, focusing on the other aspects of W.9-10.1.d. Students engage in peer review and teacher conferences for the purpose of editing their first drafts for these norms and conventions.

- ▶ Students look at the agenda.

## Activity 2: Homework Accountability

**10%**

Ask students to briefly Turn-and-Talk in pairs and discuss two revisions to their research paper based on the feedback for formal style and objective tone in the previous lesson. Ask students to use the appropriate portion of the 10.3.3 Rubric and Checklist (W.9-10.1.d) from the previous lesson to guide their discussion.

- ▶ Students Turn-and-Talk in pairs and discuss two revisions they completed for homework.
- 💬 Student responses will vary based on their individual writing.

## Activity 3: Conventions of Research-Based Argument Writing

**20%**

Share with students the importance of adhering to the *conventions* of research-based argument writing.

Provide students with the following definition: *convention* means “the rule, method, or practice established by usage; custom.”

- ▶ Students write the definition of *convention* in their vocabulary journals.

Explain to students that while formal and academic papers generally require the author to remain neutral in a research-based argument paper, the writer must take a firm stance and establish a specific perspective. While taking a firm stance on an issue, it is easy to slip away from formal style and objective tone and add phrases like “I feel,” “I believe,” or “I think,” in order to make a point. It is also easy to insert opinion that has no basis in fact (e.g., “My gut tells me patients should own the rights to their cells”). Both of these approaches should be avoided. Remind students that objective arguments are based in a well-rounded presentation of the facts, and not in the way the author “feels” or what the author “believes.” Explain to students that taking a stance is not the same as having a bias. A strong argument and stance naturally arises from an organized analysis of facts.

Instruct students to use strong academic language when they are writing an argument paper (e.g., “furthermore,” and “therefore”), and avoid weak phrases like “I believe,” “I feel,” or “I think.” In addition, it is important to cite experts who support students’ perspective, and who use evidence including facts and statistics to support their central and supporting claims. Explain that if the argument is sound, the facts alone should be enough to convince the reader. There is no need to use emotional appeals in a research-based argument.

Finally, explain to students that it is impossible to write an effective argument essay without addressing the opposite side of the issue. Consider the phrase, “The best defense is a good offense.” It is best to anticipate the opposite argument before it is made. Explain that the best way to do this is to present the opposing view (counterclaim) objectively, and critique it without emotion. Remind students that persuading an audience with facts instead of emotion adds credibility to the author and his/her

argument, thereby strengthening the argument. Ultimately, the goal should be to bring the reader to an intellectual conclusion.

► Students listen.

① Remind students they have worked on developing counterclaims fairly to present an opposing point of view in 10.3.3 Lesson 2.

Display the following two passages for students:

- Donated tissue is often sold through unofficial “fees” without any consequences. These examples demonstrate that the line between donation and sale can be complicated and often blurred for the purpose of making money. In order to both protect a patient’s rights and ensure that choices are made with the advancement of medical understanding, it is better to prevent any sale or profit resulting from tissue donated during surgery or any medical situation.
- Look, it’s clearly important to protect a patient’s rights (do I even need to explain why?), so we shouldn’t even try to sell their tissue, because it would make it way too easy to see the patient as a tool for profit. That should be obvious by now.

Ask student pairs to Turn-and-Talk briefly to answer the following question:

**Which sentence or passage better adheres to the conventions of argument writing? Why?**

☞ The first passage better adheres to the conventions of argument writing, because although it is making a claim, it is doing so clearly and without emotion. The second passage makes a claim, but in a very biased and emotional way. The second passage also treats the reader like s/he is not smart. Finally, the first passage is more formal, while the second passage is completely informal (“it’s,” “I”).

① **Differentiation Consideration:** Consider discussing the impact of sentence structure and rhetorical devices in argument writing. Refer to 10.3.3 Lesson 5 for an overview of parallel structure and explain that parallel structure can be used to effectively and concisely demonstrate connections among ideas.

Distribute the Argument Conventions Checklist to students for reference. Inform students it details what was just covered in a checklist format, to serve as a reminder. Instruct students to use this checklist as they edit their papers for formal tone and conventions in argument writing. Instruct students to assess their papers for each of the qualities listed, and either check or leave blank the middle column. In the third column, students can make comments as reminders about how to edit their paper so it meets the listed conventions of argument writing.

► Students listen.



## Activity 4: Peer Review and Teacher Conference

**40%**

Inform students that this portion of the lesson is for both peer review and a conference with the teacher. Assign students an individual time for a teacher conference to receive feedback on their research-based argument paper.

Instruct students to form pairs and read the Content and Analysis, and Coherence, Organization, and Style portions of the 10.3.3 Rubric and Checklist. Instruct students to look for substandards W.9-10.1.b, d, focusing on the “norms and conventions” portion of the W.9-10.1.d substandard. Remind students to refer to this portion of the 10.3.3 Rubric and Checklist while revising their papers for argument writing conventions.

Explain to students that their discussions should continue the work of collaborative discussion outlined in SL.9-10.1, to which students were previously introduced. Remind students these discussion strategies have been taught in previous modules.

① The peer review and teacher conference will continue in the following lesson.

- ▶ Students read substandards W.9-10.1.b, d on the 10.3.3 Rubric and Checklist and discuss in pairs before beginning the peer review of their peer’s body paragraphs.

① **Differentiation Consideration:** Consider instructing students to mark W.9-10.1.b, d on their 10.3.3 Rubric and Checklist to concentrate their focus on these substandards only.

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Instruct students who are scheduled for individual conferences to meet with the teacher to discuss their research-based argument paper.

- ▶ Students scheduled for individual conferences meet with the teacher.

① These individual conferences provide an opportunity to support individual students throughout the writing process. Consider tailoring the conferences to meet individual student needs.

Instruct students who are not currently in an individual teacher conference to meet in their pre-established research groups for peer review while other students have their independent teacher conferences. Remind students to focus on W.9-10.1.b and d for this peer review.

- ▶ Students gather for peer review.

① Encourage students to keep in mind the Module Performance Assessment as they practice the skills inherent in the Speaking and Listening Standards during this discussion activity. Remind students that they will present their research orally at the end of the module and that this activity provides an opportunity to begin preparing for the assessment presentation.

## Activity 5: Lesson Assessment

**20%**

Instruct students to independently revise two body paragraphs based on peer and teacher feedback for the norms and conventions of argument writing.

- ① Students will revise the entire paper for the norms and conventions of argument writing for homework.

Inform students that the assessment is based on their revisions and incorporation of peer and teacher feedback, and will be evaluated using W.9-10.1.d on the 10.3.3 Rubric and Checklist. Remind students to refer to the checklist as they are working.

Transition students to the lesson assessment.

- ▶ Students revise two of the body paragraphs of their paper based on peer and teacher feedback for the norms and conventions of argument writing.
- 🗣 See the High Performance Response at the beginning of this lesson.

## Activity 6: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to review and revise their entire research paper to ensure they are adhering to the conventions of argument writing throughout the paper. Remind students to refer to substandard W.9-10.1.d on the 10.3.3 Rubric and Checklist to guide their revisions.

- ▶ Students follow along.

## Homework

Review and revise your entire research paper to adhere to the conventions of argument writing. Refer to substandard W.9-10.1.d on the 10.3.3 Rubric and Checklist to guide your revisions.

## Argument Conventions Checklist

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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Argument Convention	Check Yes/No	Comments
<b>Formal Style/Objective Tone:</b> Even while making argument claims, is the style formal and objective (e.g., no “I,” “you,” or contractions)?	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>	
<b>Strong Academic Language:</b> In presenting facts and making claims, does the paper use strong academic language (e.g., “furthermore,” and “therefore”). Does it avoid weak verbs (e.g., “I think”)?	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>	
<b>Addressing Other Sides:</b> Does the paper effectively address all major sides of an issue? Is a counterclaim presented with valid reasoning and sufficient and relevant evidence?	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>	
<b>No Emotion:</b> Does the paper avoid using emotional language to make a point (e.g., “Come on! Isn’t it obvious yet?!”)? Is the reasoning logical and sound? Are the facts presented in such a way that no appeal to emotions needs to be made in order to advance the argument?	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>	

## Model Argument Conventions Checklist

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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Argument Convention	Check Yes/No	Comments
<b>Formal Style/Objective Tone:</b> Even while making argument claims, is the style formal and objective (e.g., no “I,” “you,” or contractions)?	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>	I accidentally used first person in a few places (“I”), and will remove it to make it more formal and objective.
<b>Strong Academic Language:</b> In presenting facts and making claims, does the paper use strong academic language (e.g., “furthermore,” and “therefore”). Does it avoid weak verbs (e.g., “I think”)?	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>	My paper could use stronger academic language in some places. For instance, I say, “But wait, there’s more,” when I could say, “Furthermore.”
<b>Addressing other sides:</b> Does the paper effectively address all major sides of an issue? Is a counterclaim presented with valid reasoning and sufficient and relevant evidence?	<b>Yes</b> <input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/>	My paper addresses sides of the issue I do not agree with and treats them fairly. For example, I discuss the potential benefits of the monetary incentives of selling tissue.
<b>No Emotion:</b> Does the paper avoid using emotional language to make a point (e.g., “Come on! Isn’t it obvious yet?!”)? Is the reasoning logical and sound? Are the facts presented in such a way that no appeal to emotions needs to be made in order to advance the argument?	<b>Yes</b> <input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/>	My paper does not use strong emotion to make an argument, like “come on,” or “can’t you see that?”

## 10.3.3

## Lesson 9

## Introduction

In this lesson, students continue to edit and revise their papers. Students are introduced to language standards L.9-10.2.a-c. Students are also introduced to semicolons as a way to join independent clauses, and colons as a means of introducing a quote or list, through the Colon and Semicolon Handout. Students continue the peer review process by editing for capitalization, punctuation, and spelling. The assessment in this lesson is based on editing revisions for capitalization, punctuation, and spelling based on peer feedback.

For homework, students continue to revise and edit their drafts in preparation for the following lesson's final peer review and 10.3.3 Lesson 11 End-of-Unit Assessment.

## Standards

Assessed Standard(s)	
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 a specific purpose and audience.
Addressed Standard(s)	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.
L.9-10.2.a–c	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>b. Use a colon to introduce a list or quotation.</li> <li>c. Spell correctly.</li> </ul>

## Assessment

Assessment(s)
Student learning in this lesson is assessed via effective editing and revising for use of semicolons, colons, spelling, capitalization, and punctuation for two paragraphs.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>• Incorporate colons and semicolons to strengthen writing where appropriate (e.g., “Based on the complications inherent in profiting from tissues, granting anyone the rights to sell human tissue is morally and ethically questionable; neither researchers nor patients should have rights to sell any human tissue”).</li> <li>• Make minor grammatical and syntactical edits to the paper (e.g., from “In order to have, regardless of technology involved, clear guidelines, it shouldn’t be legal to sell tissue,” to “In order to have clear and concise guidelines, regardless of the technology involved, it should not be legal to sell any human tissue for profit”).</li> <li>• Edit for spelling, capitalization, and punctuation (e.g., from “The legal issues dealing with patient’s rights to tissue removed during surgery needs to be defined so doctors and researchers can profit from tissue taken during surgery,” to “The legal issues that deal with patients’ rights to tissue removed during surgery need to be clearly defined because doctors and researchers can profit from tissue taken during surgery”).</li> </ul>

## Vocabulary

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

\*Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 10.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: W.9-10.5, SL.9-10.1, L.9-10.2.a-c</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Editing Instruction</li> <li>Peer Review</li> <li>Lesson Assessment</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>10%</li> <li>10%</li> <li>20%</li> <li>30%</li> <li>25%</li> <li>5%</li> </ol>

## Materials

- Student copies of the 10.3.3 Rubric and Checklist (refer to 10.3.3 Lesson 3)
- Student copies of the 10.3 Common Core Learning Standards Tool (refer to 10.3.2 Lesson 1)
- Copies of the Colon and Semicolon Handout 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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

**10%**

Begin by reviewing the agenda and assessed standard of this lesson: W.9-10.5. Inform students that they are focusing on capitalization, punctuation, and spelling in this lesson and doing peer review in

preparation for the following lesson's final peer review and the End-of-Unit Assessment in Lesson 11. Inform students that they are working with new standards in today's class: L.9-10.2.a-c.

Explain that students will be assessed on these new standards (L.9-10.2.a-c) when they draft the final paper for their End-of-Unit Assessment. Ask students to individually reread L.9-10.2.a-c and assess their familiarity with and mastery of the standard on the 10.3 Common Core Learning Standards Tool. Ask students to write down what they think are the main points of the standard and discuss with a classmate.

Lead a share out of the standard's main points.

- 💬 This standard is about the writing conventions of standard English capitalization, spelling, and punctuation, including colons and semicolons.

Remind students that the English language has specific rules for writing and that this standard is focused on using the rules correctly when writing.

- ▶ Students look at the agenda.

## Activity 2: Homework Accountability

**10%**

Instruct students to Turn-and-Talk in pairs about two revisions they completed for homework based on the instruction and feedback around argument conventions from the previous lesson.

- ▶ Students Turn-and-Talk in pairs and discuss two revisions they made for homework.
- 💬 Student responses will vary based on their individual revisions.

## Activity 3: Editing Instruction

**20%**

Inform students that they should always incorporate proper capitalization, spelling, and punctuation into their writing, and remind them that some of these conventions have been addressed in previous modules.

- ① **Differentiation Consideration:** If individual students need more focused instruction on specific capitalization, punctuation, and spelling conventions, consider providing web resources for students reference, such as: <https://owl.english.purdue.edu/> (search terms: capitalization; spelling conventions).

Distribute the Colon and Semicolon Handout to students. Explain that students can strengthen their writing and ability to communicate complex ideas by focusing on how to use semicolons and colons.

- ▶ Students examine the Colon and Semicolon Handout.



Explain to students that semicolons are a type of punctuation that can be used to connect two independent clauses.

Provide students with the following definition: *independent clause* means “a clause that can stand alone as a sentence, containing a subject and a predicate with a finite verb.” This means that an *independent clause* communicates a complete thought and it is usually a simple sentence. Display for students the following example of an independent clause: “The table was long.”

- ▶ Students write the definition of *independent clause* in their vocabulary journals.

① Students may need more support in understanding the components of a complete sentence in order to understand independent clauses.

Explain to students that they should use a semicolon to join a related independent clause and show they are related. Display the following example for students:

- “The table was long. It could seat 15 people”.

Now display the joined clauses:

- “The table was long; it could seat 15 people”.

Explain to students that it is possible to create two distinct sentences instead of conjoining the clauses with a semicolon, but since the ideas are linked, it makes sense to join them.

- ▶ Students follow along.

Explain to students that colons are another type of punctuation that are important in a research paper because a colon is used when introducing a quotation after an independent clause.

Display the following example for students:

- Additionally, although the National Organ Transplant Act of 1984 prohibits trafficking of organs tissue, tissue banks routinely make a profit through use of legal loopholes: “tissue banking is big business and the law is readily side-stepped by invoking ‘processing and handling fees’ so that the tissue itself is not officially sold” (Josefson 303).

- ▶ Students follow along.

Another use of colons is to introduce a list. Display the following example for students:

- It is legal to sell many kinds of cells: eggs, sperm, plasma, blood, breast milk, and hair.

① **Differentiation Consideration:** Some students may have trouble immediately grasping the proper use of colons and semicolons. If students are struggling, work with them individually to write out 5–10 examples of the proper use of each type of punctuation.

Remind students to be mindful of their spelling, punctuation, and capitalization as well as their use of domain-specific vocabulary they have identified from the text and recorded in their vocabulary journals when editing.

- ▶ Students listen.

① Instruction around independently identifying and addressing vocabulary has been established in 10.3.2 of this module.

### Activity 4: Peer Review

**30%**

Instruct students to work in pairs to continue to peer review their drafts for correct use of capitalization, punctuation, and spelling. Instruct students to look for instances in their classmate's paper where a semicolon or colon should be used. Ask students to take out their 10.3.3 Rubric and Checklist. Direct students to turn to the Control of Conventions portion of the 10.3.3 Rubric and Checklist and look for standard L.9-10.2. Remind students to refer to this checklist during their peer review. Remind students they should be finalizing their draft in the next two lessons.

Explain to students that in this lesson, they continue the work of collaborative discussion strategies outlined in standard SL.9-10.1, to which students were previously introduced. Remind students these discussion strategies have been taught in previous modules.

- ▶ Students get into pairs and read standard L.9-10.2 on their 10.3.3 Rubric and Checklist before continuing to revise their papers through peer review.

① Consider completing any outstanding teacher conferences with students.

① **Differentiation Consideration:** Consider instructing students to mark L.9-10.2 on the 10.3.3 Rubric and Checklist to concentrate their focus on this standard only.

① Encourage students to keep in mind the Module Performance Assessment as they practice the skills inherent in the Speaking and Listening Standards during this discussion activity. Remind students that they will present their research orally at the end of the module and that this activity provides an opportunity to begin preparing for the assessment presentation.

### Activity 5: Lesson Assessment

**25%**

Instruct students to independently review and edit two paragraphs of their draft based on the peer review. Inform students that this assessment will be evaluated using L.9-10.2 on the 10.3.3 Rubric and Checklist. Remind students to refer to the checklist as they are making their revisions.

Transition students to lesson assessment.

- ▶ Students independently edit two paragraphs of their paper using L.9-10.2 on the 10.3.3 Rubric and Checklist.

## Activity 6: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to make further edits to the entire draft of their paper. Remind students to refer to standard L.9-10.2 on the 10.3.3 Rubric and Checklist in preparation for final peer review in the following lesson.

- ▶ Students follow along.

## Homework

Continue to edit your research papers using L.9-10.2 on the 10.3.3 Rubric and Checklist, and be prepared to discuss one or two edits in the following lesson.

## Colon and Semicolon Handout

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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### Common and Proper Uses of the Colon:

- Use a colon when introducing a quotation after an *independent clause*. An *independent clause* contains both a subject and a verb, and can stand alone as a complete sentence.
  - Additionally, although the National Organ Transplant Act of 1984 prohibits trafficking of organs tissue, tissue banks routinely make a profit through use of legal loopholes: “tissue banking is big business and the law is readily side-stepped by invoking ‘processing and handling fees’ so that the tissue itself is not officially sold” (Josefson 303).”
- Use a colon when introducing a list.
  - It is legal to sell many kinds of cells: eggs, sperm, plasma, blood, breast milk, and hair.

### Common and Proper Uses of the Semicolon:

- Use a semicolon to connect two *independent clauses* that are related to one another.
  - Hopkins’ purpose was to create a charity hospital; the hospital assisted people who were unable to afford medical treatment.

**Further reference:** The Purdue University Online Writing Lab (OWL): <http://owl.english.purdue.edu> (search terms: semi-colons, colons, quotation marks).

**10.3.3****Lesson 10****Introduction**

In this lesson, students participate in a peer review activity during which they offer constructive feedback to their classmates about the entire research-based argument paper. Students review their peers' papers for elements of the W.9-10.1 standard and supporting standards (W.9-10.1.a–e) that have been introduced in this unit. Additionally, students peer review for English grammar and usage and writing conventions. Students are assessed on their completion of the Peer Review Accountability Tool and the quality of the implementation of the peer revisions to their own papers. For homework, students continue to implement revisions based on peer feedback and complete the “Final Decision and Explanation” portion of peer feedback on the Peer Review Accountability Tool. Additionally, students read their drafts aloud (to themselves or someone else) to identify problems in syntax, grammar, or logic.

**Standards**

Assessed Standard(s)	
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 a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)
Addressed Standard(s)	
W.9-10.1.a–e	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between</li> </ul>

	<p>reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners <i>on grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2.a-c	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>
L.9-10.3.a	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p>

## Assessment

Assessment(s)
<p>Student learning in this lesson is assessed via:</p> <ul style="list-style-type: none"> <li>• Implementation of peer review edits (from the Peer Review Accountability Tool) to the research-based argument paper</li> <li>• Individual student responses to the peer editing on the Peer Review Accountability Tool (Final Decision and Explanation Column only).</li> </ul> <p>① Students implementation of peer review edits are assessed using the relevant portion of the 10.3.3 Rubric and Checklist.</p>

**High Performance Response(s)**

A High Performance Response should:

- Include thoughtful responses on Peer Review Accountability Tool (Final Decision and Explanation Column) that describe how the student chose to address their peers' concerns and suggestions.
- Effectively integrate at least one suggestion and/or revision, as appropriate, into the draft of the research-based argument paper.

① See [Model Peer Review Accountability Tool](#) for more information.

**Vocabulary****Vocabulary to provide directly (will not include extended instruction)**

- None.\*

**Vocabulary to teach (may include direct word work and/or questions)**

- None.\*

\*Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 10.3.2 into their argument research paper, as well as to record process-oriented vocabulary defined in the lesson.

**Lesson Agenda/Overview**

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>• Standards: W.9-10.5, W.9-10.1.a–e, SL.9-10.1, L.9-10.1, L.9-10.2.a-c, L.9-10.3.a</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Peer Review Round Robin Instruction</li> <li>4. Peer Review Round Robin</li> <li>5. Lesson Assessment</li> <li>6. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 10%</li> <li>3. 10%</li> <li>4. 50%</li> <li>5. 20%</li> <li>6. 5%</li> </ol>

## Materials

- Sticky notes, colored pens or pencils, or computer-based peer review software (such as track changes in Microsoft Word or GoogleDocs editing tools)
- Copies of Peer Review Accountability Tool for each student
- Student copies of the 10.3.3 Rubric and Checklist (refer to 10.3.3 Lesson 3)

## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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 and assessed standard for this lesson: W.9-10.5. In this lesson, students participate in a peer review of the entire research-based argument paper. Students read drafts of three of their classmates' papers addressing specific elements of W.9-10.1.a-e, and several language standards and respond to their classmates using constructive criticism. Finally, students use their classmates' constructive criticism to revise and improve their drafts.

- ▶ Students look at the agenda.

### Activity 2: Homework Accountability

10%

Ask student volunteers to briefly share one or two grammatical edits they made for homework and to explain their decisions, referencing L.9-10.2 on their 10.3.3 Rubric and Checklist.

- ▶ Students share one or two grammatical edits with their peers and explain their decisions.
- 💬 Responses will vary based on individual students' papers.
- ❗ Students may have questions about grammar and usage, which, time-permitting, can be addressed during Homework Accountability.



### Activity 3: Peer Review Round Robin Instruction

10%

Instruct students to get into their pre-established research teams. Students remain in these teams throughout the peer review process. Instruct students to take out their research-based argument paper drafts.

- ▶ Students get into their research groups and take out their research-based argument paper draft.

① Consider placing students into new groups instead of their pre-established research teams to provide a broader range of peer review for the students.

Explain to students that in this lesson, they continue the work of collaborative discussion outlined in SL.9-10.1, to which students were previously introduced. Remind students these discussion strategies have been taught in previous modules.

- ▶ Students listen.

① Encourage students to keep in mind the Module Performance Assessment by considering the skills inherent in the Speaking and Listening Standards during this discussion activity. Remind students that they will present their research orally at the end of the module and that this activity provides an opportunity to begin preparing for the assessment presentation

Instruct students to number the paragraphs on their paper in the left margin. Explain that this helps students peer review one another's work.

- ▶ Students number the paragraphs.

Explain to students that during this peer review process, they provide constructive criticism to their peers.

Consider providing students with the following definition: *constructive criticism* means “criticism or advice that is useful and intended to help or improve something, often with an offer of possible solutions.” Explain to students that *constructive criticism* helps them share advice with their peers in a positive and academic manner.

- ▶ Students listen.

① Remind students that they have been progressing toward this more formal peer review by participating in mini-peer reviews in previous lessons.

Ask students to Turn-and-Talk with their small group to discuss examples of how to offer constructive criticism, specifically sentence starters for providing constructive criticism.

💬 Student responses may include:

- “This could be stronger if you add...”
- “If you move this paragraph and this paragraph, it would...”

- “This might make more sense if you explain...”
- “Instead of this word, why not use...?”

Lead a share out of student responses.

- ① Remind students that the word *construct* meaning “build”, is in *constructive criticism*. This means that students’ comments should always be intended to build a better paper. Students should add suggestions or comments that give the writer some way to fix the problem, instead of just identifying the problem. Consider providing non-examples of constructive criticism and showing how they can be made constructive (e.g., “This doesn’t make sense.” vs. “This might make more sense if you explain...”).

Explain to students that they will read three papers in three rounds of peer review looking for different elements of W.9-10.1.a-e, as well as some of the language standards they focused on in previous lessons.

Explain to students that, in college or in the working world, adults often have peers or colleagues review their writing before they submit their final draft. They may get a peer’s opinion on an important email draft, a business proposal, or a college thesis. Ask students to identify the value of having someone else read a research-based argument paper draft before it is submitted.

💬 Student responses may include:

- A peer review can point out whether or not ideas make sense.
- A reviewer can help the writer find convention or grammatical errors.
- A reviewer can tell the writer where the central or supporting claims are weak or not convincing, or where additional evidence is needed.
- Reviewing can show the writer where more background information is needed.
- The reviewer can provide more precise words or specific terms to explain something.
- A reviewer can help identify problems in formality or tone.

Explain that students will review three of their classmate’s papers, but for each round of feedback, they will focus on different standards that appear in the 10.3.3 Rubric and Checklist.

Display and explain the peer review process to students:

- During the first review, students read for the central claim, supporting claims, and counterclaims while also evaluating reasoning and evidence (W.9-10.1.a, W.9-10.1.b, and W.9-10.1.e).
- During the second review, students focus on transitions between sentences, paragraphs, and larger ideas and the paper’s overall cohesiveness (W.9-10.1.c and W.9-10.1.d).
- During the third review, students focus on formatting and conventions, including MLA format, formal style and objective tone, and mechanical and grammatical conventions (L.9-10.1, L.9-10.2.a-c and L.9-10.3.a).

- After the third and final review, writers revise their papers based on the peer feedback provided.
- ▶ Students examine the peer review process.

### Activity 4: Peer Review Round Robin

**50%**

Instruct students to pass their research-based argument paper drafts to the student on the right. They also need sticky notes and/or colored pens or pencils to aid in their review.

- ▶ Students pass their drafts to the peer on the right and gather necessary materials.
- ① It may be helpful, if students write directly on the papers or use sticky notes, to have students use different color pens or colored pencils or use color-coded sticky notes for clarity.
- ① Students can peer review using track changes in a word processing program. GoogleDocs and other document sharing programs have their own protocols for tracking changes. Make sure your students are prepared to use these tools before they begin modifying their peers' drafts. Remind students to save their original documents with a different filename to safeguard against accidental deletions or corruption.
- ① If handwriting is a barrier to the peer editing process, allow students to read aloud their drafts to one another to provide clarity.

Distribute one Peer Review Accountability Tool to each student. Remind students that part of the assessed standard W.9-10.5 is to select the most significant change for revision concerning purpose and audience. Once the student reviewer completes each review, the student will add the most significant revision to their peer's Peer Review Accountability Tool. Each reviewer uses one row of the tool per review.

- ▶ Students examine the Peer Review Accountability Tool.

Explain that during the first round of revision, peer reviewers focus on the strength of substandards W.9-10.1.a, W.9-10.1.b, and W.9-10.e. Instruct students to take out their copies of the 10.3.3 Rubric and Checklist and look at these substandards.

- ▶ Students look at substandards W.9-10.1.a, W.9-10.1.b, and W.9-10.e on their 10.3.3 Rubric and Checklist.

Instruct students to focus on these skills in this first round of review, as they add constructive criticism to their peer's research-based argument paper draft.

Model identifying errors for substandards W.9-10.1.a, b, e, and adding constructive criticism using the sample student paper as the example.

- Explain that if the central claim is not stated precisely in a peer’s paper, it is a good idea to identify where in the introduction it would be most effectively stated.
  - Explain to students that, if, in a peer’s paper, there is no counterclaim, a good suggestion would be to add a counterclaim. If possible, identify where the counterclaim would work best.
  - If a claim is not strongly supported by evidence, suggest including more or diverse evidence as valuable constructive criticism.
- ① Consider displaying the sample student paper for students to see the modeling. The sample student paper is located in 10.3.3 Lesson 11.
- ① W.9-10.1.a was taught in 10.3.3 Lessons 1 and 4; W.9-10.1.b was taught in 10.3.3 Lesson 2 and reviewed in 10.3.3 Lesson 8; W.9-10.1.e was taught in 10.3.3 Lesson 6.

Ask students to name other suggestions, based on the W.9-10.1 a, b, e skills listed in the 10.3.3 Rubric and Checklist.

💬 Student responses may include:

- Suggest a peer remove evidence that does not effectively support a claim
- Propose that a peer rearrange claims or pieces of evidence to better support the argument
- Identify limitations to a claim that are not mentioned in a paper, and suggest limitations that might be included
- Suggest that the concluding statement tie more closely to the arguments presented

Instruct students to complete the first round of review, adding constructive feedback regarding substandards W.9-10.1 a, b, e. Circulate and support students, as necessary.

- ▶ Students review peer papers, adding constructive criticism in the margin, on sticky notes, or electronically.

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Display the Model Peer Review Accountability Tool for all students to see. Model where Reviewers 1, 2, and 3 enter their most significant revision for the writer.

- ▶ Students listen, following along with the modeling.

Point to the first column, labeled “Original.” Explain that in this section, students write the paragraph number and a few words from the sentence to indicate where in the paper the revision needs to be made.

Inform students they need to determine the most significant revision regarding the standards analyzed in this first round of review.

Point to the second column, labeled “Peer Suggestion.” Explain that in this section, students make a suggestion for how to revise the paper. Note that because the expectation is to provide constructive

criticism, students must think about how they would revise the paper as if it were their own, and make that suggestion. For example, explain to students that if the writer did not include any counterclaim, it is not enough to just write “Add a counterclaim.” Instead, students should provide some suggestions of possible counterclaims.

- ▶ Students listen.

Allow peer reviewers time to select the most significant revision from this first round of review, and add it to the first row of the Peer Review Accountability Tool. Students should complete both the “Original” and the “Peer Suggestion” columns of the first row of the tool.

- ▶ Peer reviewers select the most significant revision and add it to the first row of the Peer Review Accountability Tool by completing the “Original” and “Peer Suggestion” columns of the first row of the tool.

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Instruct students to pass the research-based argument papers to the right again, so each student has a new draft to peer review for the second round of review.

- ▶ Students pass papers and listen for instructions.

Inform students that during this second round of review, peer reviewers focus on the strength of substandards W.9-10.1.c and W.9-10.1.d.

- ▶ Students examine substandards W.9-10.1.c and W.9-10.1.d on the 10.3.3 Rubric and Checklist.

Remind students to focus on these skills as they add constructive criticism to their peer’s papers.

- ▶ Students listen.

① W.9-10.1.c was taught in 10.3.3 Lessons 5 and 6, W.9-10.1.d was taught in 10.3.3 Lessons 7 and 8.

① Remind students to reference the Connecting Ideas Handout in Lesson 5 of this unit for more support if needed.

Ask students to name suggestions of constructive criticism that would focus on these skills, based on the substandards W.9-10.1.c and W.9-10.1.d.

💬 Student responses may include:

- Suggest a different transition word than what is provided to clarify the relationship between two ideas
- Suggest a phrase be added to clarify the relationship between a claim and evidence
- Identify portions of the text where the tone is less formal and suggest revisions

Instruct students to review their peers' papers, adding constructive feedback based on substandards W.9-10.1.c and W.9-10.1.d. Allow students time to select the most significant revision and add it to the Peer Review Accountability Tool.

- ▶ Students review their peers' papers and add constructive feedback for substandards W.9-10.1.c and W.9-10.1.d, select the most significant revision, and add it to the second row of the Peer Review Accountability Tool.

Circulate and support students, as necessary.

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Instruct students to pass the papers to the right again, so each peer reviewer has a new draft to read for the third round of review.

- ▶ Students pass papers to the right and listen for instructions.

Explain to students that during this third round of review, peer reviewers focus on the strength of substandards L.9-10.2.a-c, L.9-10.3.a, and standard L.9-10.1.

- ▶ Students examine substandards L.9-10.2.a-c, and L.9-10.3.a and standard L.9-10.1 on their 10.3.3 Rubric and Checklist.

Remind students to focus on these skills as they add constructive criticism to their peers' drafts.

- ▶ Students listen.

① Consider displaying the student model paper to show criticism focused on these skills.

① L.9-10.1 was taught in 10.3.3 Lesson 5; L.9-10.2.a-c were taught in 10.3.3 Lesson 9; and L.9-10.3.a was taught in 10.3.3 Lesson 3.

Ask students to suggest constructive criticism that would focus on these skills, based on the substandards L.9-10.2.a-c, L.9-10.3.a and standard L.9-10.1.

💬 Student responses may include:

- Identify non-parallel structure and suggest a revision
- Propose combining a series of short sentences through a semi-colon to add variety to the writing
- Identify misspelled words and provide the correct spellings
- Suggest the use of specific or precise terms relevant to the topic rather than general terms
- Identify misuse of a colon or semicolon and suggest revisions
- Identify places where MLA format is improperly applied and suggest corrections

Instruct students to review their peers' papers, adding constructive feedback based on the focus standard L.9-10.1, and substandards L.9-10.2.a-c, and L.9-10.3.a. Allow students time to select the most significant revision and add it to the Peer Review Accountability Tool in the third row.

- ▶ Students review their peers' papers, adding constructive feedback, and select the most significant revision and add it to the third row of the Peer Review Accountability Tool.

Circulate and support students, as necessary.

- ① Consider having students share out about the peer review process, identifying ways in which the process strengthens their writing and reading skills, and naming challenges inherent in the process.

## Activity 5: Lesson Assessment

**20%**

Explain to students that when they receive the feedback from their peers, they do not have to accept all the suggestions, but they should consider each suggestion carefully before revising their papers.

- ▶ Students listen.

Remind students that they have three revisions that their peers have identified as the most significant on the Peer Review Accountability Tool. Instruct students to look at the "Final Decision and Explanation" section of the Peer Review Accountability Tool. Explain that in this section, each student decides whether he or she implements the feedback or not and explain why. Remind students that their responses will be assessed.

- ▶ Students examine the Peer Review Accountability Tool.

Instruct students to collect the draft paper and the Peer Review Accountability Tool from their peers.

- ▶ Students retrieve their draft papers and the Peer Review Accountability Tool that contain significant revisions from their peers.

Instruct students to read through all the constructive criticism carefully and to complete one row of the Peer Review Accountability Tool (Final Decision and Explanation) where they will implement the revision. Instruct students to implement the revision in the paper.

- ▶ Students complete one row of the Peer Review Accountability Tool individually, and implement the selected feedback into their papers.

- ① Consider modeling completing the Final Decision and Explanation section of the Peer Review Accountability Tool if students need support.

For the lesson assessment, students select and submit one piece of peer feedback as well as their drafts that show where and how they have implemented the feedback. Consider circulating and checking students' revision work to hold them accountable for this lesson assessment.

## Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue to implement revisions based on peer feedback. Additionally, instruct students to read their drafts aloud (to themselves or someone else) to identify problems in syntax, grammar, or logic in order to prepare for the following lesson's End-of-Unit Assessment.

- ▶ Students follow along.

## Homework

Continue to implement revisions based on peer feedback. Additionally, read your drafts aloud (to yourself or someone else) to identify problems in syntax, grammar, or logic in order to prepare for the following lesson's End-of-Unit Assessment.



## Peer Review Accountability Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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Original	Peer Suggestion	Final Decision and Explanation

## Model Peer Review Accountability Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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Original	Peer Suggestion	Final Decision and Explanation
Paragraph 5, claim that “granting researchers legal ownership of others’ genes, cells, or tissues infringes on individuals’ rights to privacy and control over their genetic information.”	This claim is not supported well enough with quotes or evidence from the sources. It only contains reasoning.	I went back to my sources and added specific quotes from the texts to support the reasoning and the claim.
Paragraph 3, “drawing blood and plasma.”	These are not parallel. Suggestion: blood and plasma (no “drawing”)	Great catch! I changed to blood, plasma, breast milk, and hair to make them align for parallel structure.
Paragraph 2, first sentence.	There is a shift that detracts from the formal and objective tone of the rest of the paper.	I accepted the suggested change to correct the tone shift.

## Model Sample Paper with Revisions

Grave-robbers, body snatchers, reanimated monsters, this is the stuff of horror films and nightmares. In the real world, human tissue can be removed from a body without consent and used to develop a cell line or genetic map. Not quite a horror movie, since it is a nightmare when it happened to Henrietta Lacks and her family: in 1951, doctors removed some of Henrietta's cells without asking and grew the first line of immortal cells. The Lacks family was in the dark for decades about Henrietta's cells, and what they learned over time was incomplete and misleading information that did nothing to help them understand what had been done to Henrietta and why. It is this fear of the unknown and a lack of understanding concerning medicine and science—that is, how human tissues are used or what can be created from them—that fuels a fear of mad scientists like those in horror films. Care must be taken to protect patients and their families from psychological trauma when tissues are removed from the body and used without consent for research or profit. But how much protection is enough? Who should own tissue, or profit from tissue after it has been surgically removed from a patient's body? Complications are inherent in profiting from tissues. Granting anyone the rights to sell human tissue is morally and ethically questionable. Researchers should not have rights to sell human tissue. Nor should patients have rights to sell human tissues.

If you have ever read the laws about ownership of tissue, you know that the law is very confusing and makes no sense. Even patients granting permission to a research institution to use donated tissue can confuse who actually owns the donated tissue. "As it stands now, tissue banks appear to have de facto ownership over sample inventories and the right to use them as they wish" (1174). Consent forms, or forms that patients complete and sign before or after surgery, can be overly complicated and written in legal language that is difficult to understand. As a result, patients may not comprehend what they are

**Commented [R3\_1]:** Use a colon after "monsters" instead of a comma.

**Commented [R2\_2]:** Need a different transition: maybe, "horror movie, but it is..."

**Commented [R2\_3]:** Revise these short sentences into one that uses a semi-colon. Suggestion: "Based on the complications inherent in profiting from tissues, granting anyone the rights to sell human tissue is morally and ethically questionable; neither researchers nor patients should have rights to sell any human tissue."

**Commented [R3\_4]:** Tone shift. Suggest: "What the law says about ownership of tissue is already complicated and confusing."

**Commented [R3\_5]:** In-text citation is not formatted correctly. Need to say the author's name in the sentence: "According to \_\_\_\_\_"

agreeing to regarding their donated tissue. According to Wayne Grody, MD, quoted in Schmidt, “patient ownership could lead to the advent of daunting informed consent forms that might deter some individuals from donating samples” (1175). However, even if permission to use tissue is granted through consent forms, these forms may not clearly define who gets final ownership of donated tissues, thus affecting who can profit from the tissues if the tissues are sold. In the case of Dr. Catalona, tissue was collected by one researcher using a consent form provided by the university where he worked and when he moved to another university, many of his patients moved with him. However, the consent form did not provide enough information to make it clear that ownership of the tissue would be retained by the original university, forcing him to leave all the tissue samples behind, against the wishes of many of his patients, which is a clear example of how many legal consent forms do not cover the complex issues involving patient’s permission and transfer of legal ownership, and if there is not a clear idea of ownership, selling tissues can be even more confusing (Hing).

It is legal to sell eggs, sperm, drawing blood and plasma, breast milk, and hair. (Park; Truog, Kesselheim, and Joffe 38). While it is currently illegal to sell, but legal to donate, internal organs, skin, corneas, bone, and bone marrow, it is legal to sell bone marrow extracted through peripheral apheresis (Park). This extraction process shows that “marrow cells should be considered a fluid like blood,” and therefore legal to sell (Park). As new technologies like these emerge, the issue of tissue ownership, sale, and donation grows more complicated because there are more distinctions being made about what kinds of tissues can be bought and sold. In order to have clear and concise guidelines, regardless of the technology involved, it should not be legal to sell any human tissue for profit.

The legal issues that deal with patients’ rights to tissue removed during surgery need to be clearly defined because doctors and researchers can profit from tissue taken during surgery. Patients cannot

**Commented [R2\_6]:** Suggest breaking this sentence up into smaller sentences.

**Commented [R1\_7]:** It would be better to state the claim for this section clearly at the beginning: “It is easy to understand how the problem of selling one’s own tissue becomes even more complicated due to the differences of what tissue is legal and illegal to sell.”

**Commented [R2\_8]:** This list is not parallel. I suggest “blood and plasma” instead of “drawing blood and plasma.”

**Commented [R3\_9]:** You might want to define this for your audience.

claim ownership of tissue removed during surgery because of hazardous waste laws, so patients cannot make a profit from their removed tissues. For example, a patient cannot legally take his or her appendix home after an appendectomy (Schmidt 1174). However, patients must grant consent for residual tissues to be used in research (Truog, Kesselheim, and Joffe 37–38). This current system does not offer enough protection for the patient, as when a patient passes away, donated tissues can be banked for medical use or research, or “processed and sold for profit and become such items as bone putty and collagen” (Josefson 303). So, even though dying patients donate or give consent for their tissues to be used in research, they probably do not realize they are also giving consent for donated tissues to be sold for profit. Also, “tissue banking is big business and the law is readily side-stepped by invoking ‘processing and handling fees’ so that the tissue itself is not officially sold” (Josefson 303). So, donated tissue is often sold through unofficial “fees” without any consequences. These examples demonstrate that the line between donation and sale can be complicated and often blurred for the purpose of making money. In order to both protect a patient’s rights and ensure that choices are made with the advancement of medical understanding, it is better to prevent any sale or profit resulting from tissue donated during surgery or any medical situation.

In addition to the problems surrounding the sale of tissue, granting researchers legal ownership of others’ genes, cells, or tissues infringes on individuals’ rights to privacy and control over their unique genetic information, as “individuals can be identified by genetic sequences numbering just 75 base pairs of DNA” (Schmidt). A large section of the population objects to the patenting of their genetic information. Despite these objections, the possible financial incentives are enough to encourage many for-profit companies to patent genetic codes aggressively. Researchers from universities are also incentivized to misuse and exploit individuals’ rights and privacy through their tissue and genetic

information. Profits and personal gain should not take precedent over an individual's right to privacy, especially in relation to the unique genetic make-up of one's own body.

**Commented [R1\_10]:** I think you need to add evidence from your sources to support these ideas.

Furthermore, the sale or resale of human tissue is dehumanizing and exacts a psychological toll on the patient or the patient's family. In a similar situation to Henrietta Lacks, a patient named John Moore also had his tissue removed, and his doctor created a cell line, all the while lying to Moore about what he was doing with the tissue. Andrews states, "When Moore found out that he was Patent No. 4,438,032, he felt that his integrity had been violated, his body exploited and his tissue turned into a product." According to Catalona, "patients have grown increasingly worried that genetic information extracted from tissues could somehow be used against them." He states that, "insurance companies...might refuse coverage to the donors or their children on the basis of inherited disease susceptibility" (Schmidt 1175). Even when confronted with standard tissue donation practices, like donating the tissues of a deceased relative, the majority of the population is against the sale of these tissues: "73 percent of the U.S. families asked to donate tissue from deceased relatives say that it is "not acceptable for donated tissue to be bought and sold, for any purpose" (Andrews). Although it seems like a good idea, the sale of tissue is harmful to the individual on a personal level.

**Commented [R1\_11]:** You may want to include a counterclaim here: Using human tissue is important for research.

Some might argue that all tissue should be available for an individual to sell if it does not endanger the individual's life and would improve his or her financial situation. An often cited claim is that compensation is necessary to meet the demand for donated tissues: "With about 114,000 people waiting for organs in the U.S. alone on any given day, and only 3,300 donors, the urgent medical need runs up against moral standards of the value of human life" (Park). A monetary incentive could be extremely affective and allow those without financial means to use their body as a resource for an income as Truog, Kesselheim, and Joffe reference in the case of Ted Slavin who had valuable blood and

**Commented [R3\_12]:** Spelling. Should be "effective."

was able to sell a serum for as much as \$10,000 per liter (37). Even if there is not a large sum to be made, there are other types of incentives that carry social benefits and would promote donation, such as the type cited in the Catalona decision: “a voucher that can be applied to things such as scholarships, education, housing or a donation to a charity” (Park). Though these incentives would convince a lot of people to donate samples, it would certainly be dangerous and skew donations towards those who might be thinking of earning some money quickly rather than thinking of their overall health. It is also important to keep in mind that “few individuals will contribute tissues that generate financial blockbusters” (Truog, Kesselheim, and Joffe 38). Without the ability to profit from specific tissues, doctors may also be more willing to reveal when tissues are valuable, and this would allow patients to decide how generous they want to be with their donations.

Tissue is removed every day during surgical procedures such as liposuction, amputations, mastectomies, and even biopsies of healthy tissue. In every cell of a person’s body is a mirror of the human within whose body the cell began. As humans learn more about genetics and heredity, the mirror can reflect that donors children and parents, stretching farther back and forward in time, connecting biology to information that can support groundbreaking research or provide valuable capital that can be used in positive or negative ways. Because of the problems that are inherent in the selling of tissue, the dangers of turning a system that saves lives into a for-profit business, and the infringement on individual’s rights and liberties, it is clear that changes must be made to the way we handle tissue sale and ownership. In order to protect the rights of patients and the privacy and dignity of individual human beings, neither researchers nor patients should have rights to sell their tissue. Money and science should not mix, for the good of humanity.

**Commented [R3\_13]:** Should be donors’

**Commented [R3\_14]:** Spelling: should be capital

**10.3.3****Lesson 11****Introduction**

In this last lesson of the unit, students work in class to finalize the research-based argument papers (End-of-Unit Assessment), editing, polishing, and rewriting as necessary. Students are evaluated on the final draft's alignment to the criteria of the 10.3.3 Rubric and Checklist. The final draft should present a precise claim that is supported by relevant and sufficient evidence and valid reasoning. The draft should be well-organized, distinguishing claims from alternate and opposing claims and using language that clearly links the major sections of the text and clarifies relationships among the claims, counterclaims, evidence, and reasoning. Finally, the draft should show control of the conventions of written language and maintain a formal style and objective tone. For homework, students listen to and assess a podcast in preparation for the Module Performance Assessment.

**Standards**

Assessed Standard(s)	
W.9-10.1.a–e	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>



L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.3.a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Addressed Standard(s)</b>	
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
L.9-10.1.a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.
L.9-10.2.a–c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.

## Assessment

Assessment(s)
End-of-Unit Assessment: Student learning in this lesson is assessed via the research-based argument paper.
① This assessment is evaluated using the 10.3.3 Rubric.
High Performance Response(s)
A High Performance Response should:
<ul style="list-style-type: none"> <li>Adhere to the criteria in the 10.3.3 Rubric and Checklist.</li> </ul>
① See attached model research-based argument paper.

## Vocabulary

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

\*Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 10.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards:</b> <ul style="list-style-type: none"> <li>Standards: W.9-10.1.a–e, L.9-10.1, L.9-10.2, L.9-10.3.a, L.9-10.6, W.9-10.4, W.9-10.8, W.9-10.9, L.9-10.1.a, L.9-10.2.a–c</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>10.3.3 End-of-Unit Assessment: Final Research-Based Argument Paper</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>80%</li> <li>5%</li> </ol>

## Materials

- Student copies of the 10.3.3 Rubric and Checklist (refer to 10.3.3 Lesson 3)
- Copies of the 10.3.3 End-of-Unit Assessment for each student
- Copies of the Speaking and Listening Rubric for standards SL.9-10.4, SL.9-10.5, and SL.9-10.6 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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 introducing the lesson agenda and assessed standards in this lesson: W.9-10.1.a-e, L.9-10.1, L.9-10.2, L.9-10.3.a, and L.9-10.6. In this lesson, students complete their final draft of their research-based argument paper to be evaluated for the 10.3.3 End-of-Unit Assessment. Students work independently and hand in the final product at the end of class.

- 💬 Students look at the agenda.

### Activity 2: Homework Accountability

10%

Ask student volunteers to briefly share one or two edits they made for homework based on the peer review session and to explain their decisions by referencing the corresponding checklist(s) in their 10.3.3 Rubric and Checklist.

- ▶ Students share one or two edits made for homework.
- 💬 Student responses will vary by individual research paper.

### Activity 3: 10.3.3 End-of-Unit Assessment: Final Research-Based Argument Paper

80%

Instruct students to spend the remaining portion of the class completing the final draft of their research-based argument papers. Inform students that they may use their Research Portfolios, all checklists and rubrics used in this unit, and previous versions of their research-based argument papers with peer comments to guide the creation of the final draft. Advise students they should use this time to edit, polish, and/or rewrite as they see fit, using all the skills they have learned over the course of this unit. Students should also finalize their Works Cited page and format their paper according to MLA citation. Remind students that the final draft will be assessed using the 10.3.3 Rubric, and evaluated based on its alignment to the conventions of an argument text, including reference to citations as well as proof that the evidence-based central claim has developed from research and is supported by sufficient evidence.

- ▶ Students work independently to finalize their research-based argument papers.
- ① If necessary, consider reviewing the components of W.9-10.4, which include producing clear, coherent writing that employs organization and style appropriate to the task, purpose, and audience.
- ① Remind students to use textual evidence to support their analysis as explained in W.9-10.9.
- ① Remind students to consider the instruction on semicolons, colons, and parallel structure (L.9-10.1.a and L.9-10.2.a, b, c) when finalizing their drafts.
- ① Remind students to cite sources properly as detailed in W.9-10.8.

### Activity 4: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to prepare for the module performance task by listening to a podcast featuring Rebecca Skloot, author of *The Immortal Life of Henrietta Lacks*. Explain that the homework has a twofold purpose: It serves as an exemplar for the module performance assessment, and it introduces a new Speaking and Listening Rubric for standards SL.9-10.4, SL.9-10.5, and SL.9-10.6 that will be used to evaluate students' podcasts in the module Performance Assessment.

Distribute the Speaking and Listening Rubric for standards SL.9-10.4, SL.9-10.5, and SL.9-10.6. Instruct students to use this rubric to assess Rebecca Skloot's podcast. Review the rubric with students and answer any questions students may have about it.

- ▶ Students examine the Speaking and Listening Rubric for standards SL.9-10.4, SL.9-10.5, and SL.9-10.6 and ask clarifying questions.
- ① Inform students that this rubric is similar to the Speaking and Listening Rubric for SL.9-10.1 to which they were introduced in Module 10.1.

- ① Completion of this homework is necessary to ensure students are prepared for the module Performance Assessment.

## Homework

Listen to the first 22 minutes, 7 seconds of the *Science Weekly* podcast featuring an interview with Rebecca Skloot, author of *The Immortal Life of Henrietta Lacks*. Use the Speaking and Listening Rubric to assess the podcast for standards SL.9-10.4, SL.9-10.5, and SL.9-10.6. The podcast may be found at the following link: <http://www.theguardian.com/science/blog/audio/2010/jun/21/science-weekly-podcast-henrietta-lacks-rebecca-skloot>.

## 10.3.3 End-of-Unit Assessment

### Final Research-Based Argument Paper

**Your Task:** Rely on the evidence you have gathered to write the final draft of your research-based argument paper. In crafting your paper, include a precise central claim that is derived from your research and supported by relevant and sufficient evidence and valid reasoning. Be sure to use evidence from at least five of your identified sources, distinguishing claims from alternate and opposing claims. Use specific and objective language that clearly links the major sections of the text and clarifies relationships among the claims, counterclaims, evidence, and reasoning. Use your Research Portfolios, checklists and rubrics, and previous versions of your research-based argument paper with peer comments to guide the creation of your final draft.

#### Guidelines

**Be sure to:**

- Review your writing for alignment with all components of W.9-10.1.a–e.
- Establish your precise central claim about the problem-based question.
- Distinguish your central claim from alternate or opposing claims.
- Establish and organize the central claim, supporting claims, counterclaims, reasoning, and evidence.
- Develop supporting claims and counterclaims equally while explaining the strengths and limitations of both.
- Use relevant and sufficient evidence and valid reasoning from at least five of the sources to develop your argument.
- Identify the sources that you reference in MLA format.
- Organize your ideas in a cohesive and coherent manner that clarifies the relationships between supporting claims and reasoning, between reasoning and evidence, and between supporting claims and counterclaims.
- Maintain a formal and objective style of writing while attending to the norms and conventions of argument writing.
- Follow the conventions of standard written English.
- Accurately use general academic and domain-specific words and phrases appropriate to the subject of the research-based argument paper.

**CCRS: W.9-10.1.a–e****Commentary on the Task:**

This task measures W.9-10.1.a–e 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.
- 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.
- 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.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

This task measures L.9-10.1 and L.9-10.2 because it demands that students:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

This task measures L.9-10.3.a and L.9-10.6 because it demands that students:

- Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Model Final Research-Based Argument Paper

Grave-robbers, body snatchers, reanimated monsters: this is the stuff of horror films and nightmares. In the real world, human tissue can be removed from a body without consent and used to develop a cell line or genetic map. Not quite a horror movie, but a nightmare when it happened to Henrietta Lacks and her family: in 1951, doctors removed some of Henrietta's cells without asking and grew the first line of immortal cells. The Lacks family was in the dark for decades about Henrietta's cells, and what they learned over time was incomplete and misleading information that did nothing to help them understand what had been done to Henrietta and why. It is this fear of the unknown and a lack of understanding concerning medicine and science—that is, how human tissues are used or what can be created from them—that fuels a fear of mad scientists like those in horror films. Care must be taken to protect patients and their families from psychological trauma when tissues are removed from the body and used without consent for research or profit. But how much protection is enough? Who should own tissue, or profit from tissue after it has been surgically removed from a patient's body? Based on the complications inherent in profiting from tissues, granting anyone the rights to sell human tissue is morally and ethically questionable; neither researchers nor patients should have rights to sell any human tissue.

What the law tells people about ownership of tissue is already complicated and confusing. Even patients granting permission to a research institution to use donated tissue can confuse who actually owns the donated tissue. According to Schmidt, “As it stands now, tissue banks appear to have de facto ownership over sample inventories and the right to use them as they wish” (1174). Consent forms, or forms that patients complete and sign before or after surgery, can be overly complicated and written in legal language that is difficult to understand. As a result, patients may not comprehend what they are



agreeing to regarding their donated tissue. According to Wayne Grody, MD, quoted in Schmidt, “patient ownership could lead to the advent of daunting informed consent forms that might deter some individuals from donating samples” (1175). However, even if permission to use tissue is granted through consent forms, these forms may not clearly define who gets final ownership of donated tissues, thus affecting who can profit from the tissues if the tissues are sold. In the case of Dr. Catalona, tissue was collected by one researcher using a consent form provided by the university where he worked and when he moved to another university, many of his patients moved with him. However, the consent form did not provide enough information to make it clear that ownership of the tissue would be retained by the original university, forcing him to leave all the tissue samples behind, against the wishes of many of his patients (Hing). This is a clear example of how many legal consent forms do not cover the complex issues involving patient’s permission and transfer of legal ownership. And, if there is not a clear idea of ownership, then selling tissues can be even more confusing.

It is easy to understand how the problem of selling one’s own tissue becomes even more complicated due to the differences of what tissue is legal and illegal to sell. It is legal to sell cells from: eggs, sperm, plasma, blood, breast milk, and hair (Park; Truog, Kesselheim, and Joffe 38). While it is currently illegal to sell, but legal to donate, internal organs, skin, corneas, bone, and bone marrow, it is legal to sell bone marrow extracted through peripheral apheresis, a method that draws marrow through the blood (Park). This extraction process shows that “marrow cells should be considered a fluid like blood,” and therefore legal to sell (Park). As new technologies like these emerge, the issue of tissue ownership, sale, and donation grows more complicated because there are more distinctions being made about what kinds of tissues can be bought and sold. In order to have clear and concise guidelines, regardless of the technology involved, it should not be legal to sell any human tissue for profit.

The legal issues that deal with patients' rights to tissue removed during surgery need to be clearly defined because doctors and researchers can profit from tissue taken during surgery. Patients cannot claim ownership of tissue removed during surgery because of hazardous waste laws, so patients cannot make a profit from their removed tissues. For example, a patient cannot legally take his or her appendix home after an appendectomy (Schmidt 1174). However, patients must grant consent for residual tissues to be used in research (Truog, Kesselheim, and Joffe 37–38). This current system does not offer enough protection for the patient, as when a patient passes away, donated tissues can be banked for medical use or research, or “processed and sold for profit and become such items as bone putty and collagen” (Josefson 303). So, even though dying patients donate or give consent for their tissues to be used in research, they probably do not realize they are also giving consent for donated tissues to be sold for profit. Additionally, although the National Organ Transplant Act of 1984 prohibits trafficking of organs tissue, tissue banks routinely make a profit through use of legal loopholes: “tissue banking is big business and the law is readily side-stepped by invoking ‘processing and handling fees’ so that the tissue itself is not officially sold” (Josefson 303). So, donated tissue is often sold through unofficial “fees” without any consequences. These examples demonstrate that the line between donation and sale can be complicated and often blurred for the purpose of making money. In order to both protect a patient's rights and ensure that choices are made with the advancement of medical understanding, it is better to prevent any sale or profit resulting from tissue donated during surgery or any medical situation.

In addition to the problems surrounding the sale of tissue, granting researchers legal ownership of others' genes, cells, or tissues infringes on individuals' rights to privacy and control over their unique genetic information, as “individuals can be identified by genetic sequences numbering just 75 base pairs of DNA” (Schmidt). Consequently, a large section of the population objects to the patenting of their

genetic information: “In a study of potential tissue donors, 32 percent said they would be offended by the patenting of products of research with their DNA” (Andrews). Despite these objections, the possible financial incentives are enough to encourage many for-profit companies to patent genetic codes aggressively: “If a biotech company could identify the sequence of a gene from your body, as Myriad Genetics did with the BRCA1 and BRCA2 breast cancer genes, it then had a 20-year monopoly where it could charge whatever it wanted for anyone to look at the gene's sequence” (Andrews). Researchers from universities are also incentivized to misuse and exploit individuals’ rights and privacy through their tissue and genetic information. Such is the case of the Havasupai Indian tribe from Arizona who are suing Arizona State University over a damaging misuse of their genetic information: “tissues they had donated to Arizona State University for diabetes research were also used in what they viewed as potentially stigmatizing studies of schizophrenia, inbreeding, and population migration” (Schmidt 1175). Profits and personal gain should not take precedent over an individual’s right to privacy, especially in relation to the unique genetic make-up of one’s own body.

Furthermore, the sale or resale of human tissue is dehumanizing and exacts a psychological toll on the patient or the patient’s family. In a similar situation to Henrietta Lacks, a patient named John Moore also had his tissue removed, and his doctor created a cell line, all the while lying to Moore about what he was doing with the tissue. Andrews states, “When Moore found out that he was Patent No. 4,438,032, he felt that his integrity had been violated, his body exploited and his tissue turned into a product.” According to Catalona, “patients have grown increasingly worried that genetic information extracted from tissues could somehow be used against them” (Schmidt 1175). He states that, “insurance companies . . . might refuse coverage to the donors or their children on the basis of inherited disease susceptibility” (Schmidt 1175). Even when confronted with standard tissue donation practices, like

donating the tissues of a deceased relative, the majority of the population is against the sale of these tissues: “73 percent of the U.S. families asked to donate tissue from deceased relatives say that it is “not acceptable for donated tissue to be bought and sold, for any purpose” (Andrews). Although it is important to support scientific advancement and provide viable tissues for research and to aid people who need transplants or other procedures, it is also important to recognize the rights and dignity of both the patient and the patient’s families. It is clear that at the very least, the sale of tissue is harmful to the individual on a personal level.

Some might argue that all tissue should be available for an individual to sell if it does not endanger the individual’s life and would improve his or her financial situation. An often cited claim is that compensation is necessary to meet the demand for donated tissues: “With about 114,000 people waiting for organs in the U.S. alone on any given day, and only 3,300 donors, the urgent medical need runs up against moral standards of the value of human life” (Park). A monetary incentive could be extremely effective and allow those without financial means to use their body as a resource for an income as Truog, Kesselheim, and Joffe reference in the case of Ted Slavin who had valuable blood and was able to sell a serum for as much as \$10,000 per liter (37). Even if there is not a large sum to be made, there are other types of incentives that carry social benefits and would promote donation, such as the type cited in the Catalona decision: “a voucher that can be applied to things such as scholarships, education, housing or a donation to a charity” (Park). Though these incentives would convince a lot of people to donate samples, it would certainly be dangerous and skew donations towards those who might be thinking of earning some money quickly rather than thinking of their overall health. It is also important to keep in mind that “few individuals will contribute tissues that generate financial blockbusters” (Truog, Kesselheim, and Joffe 38). Without the ability to profit from specific tissues,

doctors may also be more willing to reveal when tissues are valuable, and this would allow patients to decide how generous they want to be with their donations.

Tissue is removed every day during surgical procedures such as liposuction, amputations, mastectomies, and even biopsies of healthy tissue. In every cell of a person's body is a mirror of the human within whose body the cell began. As humans learn more about genetics and heredity, the mirror can reflect that donor's children and parents, stretching farther back and forward in time, connecting biology to information that can support groundbreaking research or provide valuable capital that can be used in positive or negative ways. Because of the problems that are inherent in the selling of tissue, the dangers of turning a system that saves lives into a for-profit business, and the infringement on individual's rights and liberties, it is clear that changes must be made to the way we handle tissue sale and ownership. In order to protect the rights of patients and the privacy and dignity of individual human beings, neither researchers nor patients should have rights to sell their tissue. Money and science should not mix, for the good of humanity.

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## Speaking and Listening Rubric

**Assessed Standards: SL.9-10.4, SL.9-10.5, SL.9-10.6**

### *Presentation of Knowledge and Ideas*

	<b>2-Point Participation</b>	<b>1-Point Participation</b>	<b>0-Point Participation</b>
<b>Clarity SL.9-10.4</b>	Presents information with a high level of clarity, conciseness, and logic, such that listeners can follow the line of reasoning. The organization, development, substance, and style of the presentation are effectively appropriate to the purpose, audience, and task.	Presents information with a clarity, conciseness, and logic, such that listeners can follow the line of reasoning. The organization, development, substance, and style of the presentation are appropriate to the purpose, audience, and task.	Presents information without clarity, conciseness, and logic, making it difficult for listeners to follow the line of reasoning. The organization, development, substance, and style of the presentation are inappropriate for the purpose, audience, and task.
<b>Media Utilization SL.9-10.5</b>	Skillfully and strategically uses digital media in presentations to add interest and to enhance understanding of findings, reasoning, and evidence.	Makes effective use of digital media in presentations to add some interest and to enhance some understanding of findings, reasoning, and evidence.	Makes little or ineffective use of digital media in presentations to add interest or to enhance understanding of findings, reasoning, and evidence.
<b>Speech SL.9-10.6</b>	Effectively demonstrates a strong command of formal English and the ability to adapt speech to the task and context of the presentation.	Demonstrates a command of formal English and the ability to adapt speech to the task and context of the presentation.	Demonstrates some command of formal English and some ability to adapt speech to the task and context of the presentation.

## Speaking and Listening Checklist

**Assessed Standards: SL.9-10.4, SL.9-10.5, SL.9-10.6**

*Presentation of Knowledge and Ideas*

	Did I...	✓
<b>Clarity</b>	Prepare my podcast in a manner that ensures it is presented clearly, concisely, and logically so that my audience will be able to follow my line of reasoning?	<input type="checkbox"/>
	Ensure that my podcast's organization, development, substance, and style are appropriate for my purpose, audience, and task?	<input type="checkbox"/>
<b>Media Utilization</b>	Make strategic use of digital media to add interest to my podcast?	<input type="checkbox"/>
	Use the technology to enhance my findings, reasoning, and evidence?	<input type="checkbox"/>
<b>Speech</b>	Demonstrate a command of formal English?	<input type="checkbox"/>
	Understand my assignment and adapt my speech accordingly to the task and the context of using podcast technology?	<input type="checkbox"/>