

12 EXT**Lesson 14****Introduction**

In this lesson, students continue their analysis of the article “Broken Windows” by George L. Kelling and James Q. Wilson. Students track the authors’ claims and evidence and then examine the authors’ use of counterclaims. Students also analyze how the authors use rhetorical strategies to clarify their points and persuade their audience. Student learning is assessed via a Quick Write at the end of the lesson, in which students respond to one of the following prompts: What is the strongest evidence the authors use to support their central claim? How is that evidence strengthened through its delivery? Or: Analyze how style and content contribute to the persuasiveness of the article.

For homework, students review and expand their notes, annotations, and tools in preparation for the 12 EXT Mid-Unit Assessment.

Standards

Assessed Standard(s)	
RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
Addressed Standard(s)	
None.	

Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students respond to one of the following prompts, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> What is the strongest evidence the authors use to support their central claim? How is that evidence strengthened through its delivery? <p>OR</p> <ul style="list-style-type: none"> Analyze how style and content contribute to the persuasiveness of the article.

Vocabulary

Vocabulary Students May Identify
<ul style="list-style-type: none"> None.*

*See 12 EXT Lesson 13 for vocabulary from “Broken Windows.”

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standard & Text: <ul style="list-style-type: none"> Standard: RI.11-12.6 Text: “Broken Windows” by George L. Kelling and James Q. Wilson 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Delineation of the Argument Analysis of Rhetoric Quick Write Closing 	<ol style="list-style-type: none"> 5% 0% 40% 40% 10% 5%

Materials

- Chart paper
- Markers
- Student copies of the Short Response Rubric and Checklist (refer to 12 EXT Lesson 1) (optional)

Learning Sequence

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

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda. In this lesson, students track the authors' claims and evidence and then examine the authors' use of counterclaims. Students also analyze how the authors use rhetorical strategies to clarify their points and persuade their audience.

- Students look at the agenda.

Activity 2: Homework Accountability

0%

- ❗ Students will be held accountable for their homework in Activities 3 and 4: Delineation of the Argument and Analysis of Rhetoric.

Activity 3: Delineation of the Argument

40%

Instruct students to form pairs or small groups. Post or project the questions below. Instruct students to draw on their homework to answer the following questions:

What supporting claims do Kelling and Wilson use? How do these claims connect to the central claim?

What evidence do Kelling and Wilson use to support their claims?

Transition students to a whole-class discussion. Post the chart paper and ask two student volunteers to record the claims and evidence as the class discusses the structure and content of Kelling and Wilson's argument. Lead a whole-class discussion of the supporting claims and evidence in the article, asking students to clarify the order in which the student volunteers should record each component.

After students finish delineating the claims and evidence, post or project the question below for students to discuss in pairs or small groups. Instruct students to identify and annotate evidence to support their responses.

What counterclaims do Kelling and Wilson use in their argument? How do these counterclaims relate to the central or supporting claims?

Lead a brief whole-class discussion of student responses.

Lead a whole-class discussion about the question below and ask the student volunteers to add counterclaims to the chart paper.

How do Kelling and Wilson's use of counterclaims strengthen their central or supporting claims?**Activity 4: Analysis of Rhetoric****40%**

Instruct students to return to their pairs or small groups from the previous activity. Post or project the question below. Instruct students to discuss the following question:

Based on your understanding of Kelling and Wilson's argument, what is their purpose in writing the article?

Lead a brief whole-class discussion of student responses.

Instruct students to share and discuss their annotations from the previous lesson's homework assignment. (Annotate the article for examples of the authors' use of rhetoric to explain their points and persuade their audience.) Instruct student pairs or groups to choose two examples of rhetoric and explain how these examples advance the author's purpose and contribute to the persuasiveness of the piece.

Lead a whole-class discussion of student responses, calling on each group to share their examples. Encourage students to clarify, verify, and/or challenge each other's responses.

Activity 5: Quick Write**10%**

Instruct students to respond briefly in writing to one of the following prompts:

What is the strongest evidence the authors use to support their central claim? How is that evidence strengthened through its delivery?

OR

Analyze how style and content contribute to the persuasiveness of the article.

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

Transition to the independent Quick Write.

► Students independently answer one of the prompts using evidence from the text.

① Consider using the Short Response Rubric to assess students' writing. Students may use the Short Response Rubric and Checklist to guide their written responses.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to review their notes, annotations, and tools to prepare for the 12 EXT Mid-Unit Assessment.

Introduce students to the Mid-Unit Assessment prompts:

Compare the authors' claims in *The New Jim Crow* and "Broken Windows." How does each author develop these claims?

How do the authors of *The New Jim Crow* and "Broken Windows" use similar rhetorical techniques to advance their arguments and persuade their readers?

► Students follow along.

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

① For the Mid-Unit Assessment, consider randomly assigning each student one of the prompts, choosing one for the whole class to answer, or allowing students to choose:

Homework

Review and expand your notes, annotations, and tools to prepare for the 12 EXT Mid-Unit Assessment.