

11.3.3 Lesson 9

Introduction

In this lesson, students continue to refine and revise their research papers. The instruction in this lesson focuses on editing for flow and the cohesiveness of the entire research paper. Students continue to provide peer feedback as well as conference with the teacher. Students use the 11.3.3 Rubric and Checklist to guide their peer review and make revisions to their research papers. Student learning is assessed via incorporation of peer and teacher feedback regarding overall cohesiveness and flow of their research-based argument paper.

For homework, students revise their introductions and conclusions.

Standards

Assessed Standard(s)	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Addressed Standard(s)	
W.11-12.1.a, c, 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> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>c. Use words, phrases, and clauses as well as varied syntax 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>
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
L.11-12.3.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. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>

Assessment

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Assessment(s)

Student learning is assessed via incorporation of peer and teacher feedback regarding overall cohesiveness and flow of their research-based argument paper.

High Performance Response(s)

A High Performance Response should:

- Demonstrate thoughtful consideration of feedback received in class.
- Edit the body of the paper to include transitional words and phrases to improve cohesion. For example:

- **Original:** Slobodan Milosevic who was also charged with crimes against humanity and genocide, died before his four-year ICC trial was completed because of drawn out delays (Edwards). A combat task force needs to be assembled and ready in order to stop genocide in its early stages.

Direct military intervention is necessary in situations that pose a threat of or early stage execution of genocide. To quickly stop genocide in the critical stages of “persecution and extermination” it is necessary to use military force (Stanton).

- **Revised:** Slobodan Milosevic, the former president of Serbia, who was also charged with crimes against humanity and genocide, died before his four-year ICC trial was completed because of drawn out delays (Edwards). These examples illustrate the futility of prosecuting genocidal leaders—how can bringing several men to justice make up for the thousands of murders and atrocities they already committed? While prosecuting genocidal leaders is important, it is not nearly as important as saving tens if not hundreds of thousands of lives by preventing genocide from occurring in the first place.

In order to prevent genocide, a combat task force needs to be assembled and ready in order to stop genocide in its early stages. While legal action via the ICC should still remain in place, direct military intervention is also necessary in situations that pose a threat of or early stage execution of genocide. In order to quickly stop genocide before it gets to the late bloody stages of “persecution and extermination,” it is necessary to use military force (Stanton, “The Ten Stages of Genocide”).

- Refer to the sample research paper in 11.3.3 Lesson 12 for further examples of cohesiveness and flow.

Vocabulary

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Vocabulary to provide directly (will not include extended instruction)
• None*
Vocabulary to teach (may include direct word work and/or questions)
• None*
Additional vocabulary to support English Language Learners (to provide directly)
• None*

*Students should be use their vocabulary journals to incorporate domain-specific vocabulary from Unit 11.3.2 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
Standards: <ul style="list-style-type: none"> Standards: W.11-12.4, W.11-12.1. a, c, e, SL.11-12.1, SL.11-12.4, L. 11-12.3.a 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Flow and Cohesiveness of the Argument-Based Research Paper 4. Peer Review and Teacher Conferences 5. Lesson Assessment 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 15% 3. 20% 4. 35% 5. 20% 6. 5%

Materials

- Student copies of the 11.3.3 Rubric and Checklist (Refer to 11.3.3 Lesson 3)

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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 introducing the agenda and assessed standard for this lesson: W.11-12.4. Inform students that in this lesson, they are focusing on revising for cohesiveness and flow for the entire research paper.

- Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to briefly Turn-and-Talk in pairs and discuss the revisions to their research paper based on the homework prompt from the previous lesson. (Review and revise your entire research paper to adhere to the conventions of argument writing. Refer to substandard W.11-12.1.d on the 11.3.3 Rubric and Checklist to guide your revisions.) Instruct students to use the W.11-12.1.d substandard on the 11.3.3 Rubric and Checklist to guide their discussion.

- Students Turn-and-Talk in pairs and discuss the revisions they completed for homework.

Activity 3: Flow and Cohesiveness of the Argument-Based Research Paper 20%

Inform students that they in this activity, they build on what they have already learned about how to give their research papers cohesion and *flow*. This work builds on their work in previous lessons to allow students to examine their paper as a whole.

Provide students the following definition: *flow* means “a logical, smooth progression of words and ideas to clearly communicate and support a central claim or idea.”

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

Remind students they have already learned about writing logically and using transitional words to aid cohesion. In this lesson, they look at their entire paper for cohesion as well as consistency between the introduction and conclusion. Explain to students that it is possible to use transitional words and phrases correctly, especially between paragraphs, but still not have a paper that flows well.

- Students listen.

Display the following example of one paragraph leading into another paragraph for students:

The Soviets continued to be opposed to a broader definition of genocide after the war, and they continued to oppose a permanent U.N. tribunal (Rothstein). Even though it was a chief architect of the Convention, the United States Senate failed to ratify the Convention for the next 40 years. Historians attribute this delay to several different reasons, among them threats to U.S. sovereignty, fear of accusations of genocide from southern lawmakers (specifically lynching and Ku Klux Klan activity), and retroactive accusations of Native American genocide.

However, the role of the international tribunals has been just as full of problems. Not only does the international community need to come to a broad consensus of what it means to commit genocide; it also needs to reinforce the power of institutions like the International Criminal Court (ICC) and other international tribunals, so they can administer justice appropriately.

- Students follow along and read the example.

Ask students:

What transitional word is used to connect the paragraphs in this example?

- However

Explain to students that even though these two paragraphs are linked by a transitional word, the ideas do not flow together. It is important that a paper's ideas flow together and that the cohesion goes beyond adding words that link paragraphs together. This can be achieved by reiterating a small portion of the idea expressed in the previous paragraph as a way of introducing and leading into the next paragraph. This is an example of a transitional phrase.

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Explain to students that transitional phrases help sub-claims work together and connect within the paper. It is important for the overall cohesion of the paper that these sub-claims strongly connect to support the central claim of the paper. Display the revised example for students:

The Soviets continued to be opposed to a broader definition of genocide after the war, and they continue to oppose a permanent U.N. tribunal (Rothstein). Even though it was a chief architect of the Convention, the United States Senate failed to ratify the Convention for the next 40 years. Historians attribute this delay to several different reasons, among them threats to U.S. sovereignty, fear of accusations of genocide from civil rights lawmakers (specifically in relation to lynching and Ku Klux Klan activity), and retroactive accusations of Native American genocide. Even though the Convention makes clear that prosecution of genocide cannot be retroactively enforced, American lawmakers continued to fear adoption for decades after its drafting (unlhumanrights.org).

As troubled as the Convention was, the role of the international tribunals has been just as full of problems. International tribunals are a type of international court of law created through treaties between nations, whose primary responsibility is to prosecute perpetrators of genocide, war crimes, and crimes against humanity. In recent years, tribunals have played an increasingly important role in prosecuting genocide.

- Students follow along and read the example.
- **Differentiation Consideration:** Consider providing students with more examples of effective cohesion from the pre-revision and post-revision in the High Performance Response in this lesson.

Explain to students that along with transitional phrases, students should also ensure they have a logical sequence of claims. The organizational sequence they developed on their outline may have changed, but students should make sure that their claims are logically ordered. Inform students the principle of organization may vary depending on the content of their research paper. One type of organizational structure is *climactic* order, which “builds so the strongest claim comes at the end to support the central claim.” Another type of organizational structure is *chronological* order, which “orders the information based on time.”

- Students follow along and write the definitions of *climactic* and *chronological* in their vocabulary journals.
- Remind students that they have done this thinking when they developed their outline and ordered their claims in a logical sequence.
- **Differentiation Consideration:** If students are struggling with the concepts of *climactic* and *chronological* order, consider reviewing the sample argument-based research paper in this unit as a strong example of *climactic* order.

Explain to students that to write a paper with cohesion and *flow*, they must also make certain the introduction and conclusion fit well together. Remind students that they have learned the structure of an introduction and conclusion in previous lessons in this unit. When they are reviewing, students should ensure that the central claim is present in both the introduction and conclusion. Students should ensure the introduction is interesting and engaging, and the conclusion offers a new way of thinking about the issue.

- Students follow along.

Explain to students that there are many things to consider when ensuring clarity in an argument text. It is important to consider flow, transitions, formal tone, and argumentative norms when editing their argument-based research paper. It may be helpful to take multiple editing passes through the paper, focusing on a different aspect of flow and cohesion each time.

- Students listen.

Activity 4: Peer Review and Teacher Conferences

35%

Inform students that during this part of the lesson, they continue to peer review and meet in conferences with the teacher. Review the individual assigned times to meet with students to provide feedback for their research paper. Instruct students to meet in their pre-established research teams when they are not in their conference, so they can engage in peer review. Instruct students to share their work with a peer in their pre-established research group and provide feedback. Remind students to refer to the W.11-12.1.c checklist in the 11.3.3 Rubric and Checklist to guide their peer review.

- Suggest to students that an effective strategy for review is to read a paper aloud as it will help highlight any areas that may not flow very well.
- This collaborative feedback and discussion supports students' engagement with SL.11-12.1, which addresses the structure of collaborative discussion as well as building on ideas and expressing their own clearly and persuasively.
- Encourage students to keep in mind the Module Performance Assessment as they practice the skills of SL.11-12.4, conveying a clear perspective through effective use of reasoning. Remind students that they will present their research orally at the end of the module and this activity provides an opportunity to begin preparing for the assessment presentation.

Transition to individual student-teacher conferences and peer review.

- Students who are scheduled for a teacher conference meet with the teacher to discuss their research papers.
- Students not participating in a conference continue to peer review each other's body paragraphs.

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- **Differentiation Consider:** Depending on class size, this could be a chance to continue peer review from the previous lesson or give the teacher a chance to meet with students a second time.

Activity 5: Lesson Assessment

20%

Instruct students to independently revise their drafts by focusing on the entire paper and using the W.11-12.1.c section of the 11.3.3 Rubric and Checklist. Students will be assessed on the flow and cohesiveness of their entire draft.

- The conventions established in previous modules, as well as in Lesson 4, will be used to evaluate students in this lesson. Students are expected to use the established protocols for hard-copy writing, editing, and drafting. Otherwise, students may use the track changes function on a digital version of their research paper.
- This assessment supports student engagement with L.11-12.3.a, which requires students to apply knowledge of language as well as vary syntax for cohesion and flow.
 - Students independently revise their drafts based on peer and teacher feedback.
 - 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 revise their introductions and conclusions based on feedback on the cohesion and consistency between their introduction and conclusion. Refer students to the W.11-12.1.a, e section in the 11.3.3 Rubric and Checklist to guide their revisions and review. Instruct students to come to class prepared to discuss the revisions to their paper.

- Students follow along.

Homework

Revise your introductions and conclusions based on feedback on the cohesion and consistency between the introduction and conclusion. Refer to the W.11-12.1.a, e checklists to guide your revisions. Be prepared to discuss your revisions in the following lesson.