

11.3.3 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 understanding of how to write an effective introduction. Student learning in this lesson is assessed via the first draft of the introduction for the research-based argument paper. For homework, students draft the first body paragraph of their research-based argument papers.

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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	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, 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.
L.11-12.6	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 the first draft of the introduction for the research-based argument paper.

- This assessment will be evaluated using the W.11-12.1.a portion of the 11.3.3 Rubric.

High Performance Response(s)

A High Performance Response should:

- Introduce readers to the topic in an engaging manner (e.g., Throughout history, genocide has raged on every continent, ravaging peoples by the thousands, hundreds of thousands, millions.).
- Effectively communicate the writer's precise and knowledgeable central claim and establish its significance (e.g., The international community must be unified in the fight against genocide and must ensure that they have the power and resources to prevent future genocides.).
- Distinguish the central claim from alternative or opposing claims (e.g., While the international response to preventing genocide has grown stronger over the years, there is still much work to be done to stop genocide before it starts. The United Nations has played a major role both in introducing the concept of genocide to the world, and in helping to set up criminal tribunals to punish those who commit acts of genocide.).
- Establish a path for the paper's organization of supporting claims, evidence, counterclaims, and reasoning (e.g., However, the role of the U.N. is a complex one, and the international governing body has at times shown itself incapable of intervening and responding to mass acts of killing. Recent history has shown that what is most needed is a task force independent of the U.N. charged with preventing genocide—one equipped with the means to effectively intervene before mass catastrophes develop.).
- 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 11.3.3 Lesson 12.

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.*

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Additional vocabulary to support English Language Learners (to provide directly)

- None.*

* Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 11.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: W.11-12.4, W.11-12.1.a, L.11-12.6 Text: “When the U.N. Fails, We All Do” by Fareed Zakaria 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Drafting an Introduction 4. Analyzing Effective Introductions 5. Lesson Assessment 6. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 10% 3. 30% 4. 20% 5. 25% 6. 5%

Materials

- Student copies of the 11.3 Common Core Learning Standards Tool (refer to 11.3.1 Lesson 2)
- Student copies of the 11.3.3 Rubric and Checklist (refer to 11.3.3 Lesson 3)
- Student copies of the Outline Tool (refer to 11.3.3 Lesson 1)
- Student copies of the MLA Citation Handout (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

10%

Begin by reviewing the lesson agenda and the assessed standard for this lesson: W.11-12.4. 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.

Instruct students to take out their copies of the 11.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: L.11-12.6. This standard is part of the 11.3.3 Rubric and Checklist. Instruct 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 L.11-12.6.

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

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

- Students have done significant work to gather domain-specific language in their vocabulary journals throughout this module. The introduction of this standard will 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 responses to 11.3.3 Lesson 3's homework assignment. (Using your Outline Tool from 11.3.3 Lessons 1 and 2, insert in-text citation information for each piece of evidence you have listed.) Instruct students to form pairs, exchange Outline Tools with their peer, and examine their peer'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 vary by individual sources.
- It may be necessary for students to refer to the MLA Citation Handout from 11.3.3 Lesson 3 for correct citation format.
- **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 the content of the research-based argument paper, include the central claim and distinguish this central claim 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.

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- Students listen.

Display W.11-12.1.a and the exemplar introduction from the article “When the U.N. Fails, We All Do,” by Fareed Zakaria. Instruct students to read the substandard and consider its components (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.) as they review the exemplar introduction.

- W.11-12.1.a was introduced in 11.3.1. Lesson 4.

- Students read W.11-12.1.a and the exemplar introduction.

Instruct students to Turn-and-Talk in pairs about how this introduction effectively exemplifies the components of W.11-12.1.a.

- Student responses may include:
 - The author introduces his precise, knowledgeable claim in this sentence: “The United Nations failed in Rwanda because we failed” (par. 3). The knowledge of this claim is demonstrated by his frank, bold statements about what happened in Rwanda: “In the 100 days beginning April 6, 1994, Hutu gangs, aided by the Hutu Army, killed almost one million Tutsis and moderate Hutus—the fastest genocide in human history.”
 - He establishes clear relationships among claims, reasons, and evidence throughout the introduction, and then he references those connections in the statement, “Rwanda was a failure at almost every level, but certainly it was a failure of the United Nations. But let us be clear what we mean by that. It was the major powers—the United States, Britain, France—that determined the exact nature of the peacekeeping mission. It was they who insisted that the force stay neutral” (par. 3).
 - He does not distinguish his claim from an alternate or opposing claim early in the text. However, in paragraph 5 the author makes a concession, saying that the U.N. has functioned well in certain interventions: “It has some remarkable successes to its credit—Mozambique, East Timor, El Salvador.” Paragraph 6 refutes this counterclaim, returning to the central claim that the United Nations is not strong enough to do real good, as the U.S. would be able to: “But real reform means realistic reform, not more fantasies. U.N. peacekeeping in particular needs fundamental rethinking.”

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

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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 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 begin 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 described the true story (retold in the movie, *Hotel Rwanda*) of Paul Rusesabagina who saved more than 1,200 people during the Rwandan genocide. He describes the “herculean effort” of Rusesabagina, and then follows by describing the international community’s failure to act, saying “the world does nothing” or “worse than nothing.” This is a very effective method because of the stark contrast between the heroism of one man and the lack of heroism of the U.N., a body that represents the entire world.
- **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.
- Encourage students to keep in mind the Module Performance Assessment as they discuss and analyze effective introductions. Remind students that they will present their research orally at the end of the module and grabbing a listener’s attention is just as important as grabbing a reader’s attention. This activity provides an opportunity to begin preparing for the assessment presentation.

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 compare the two introductions. Remind students to keep the components of W.11-12.1.a in mind as they compare the introductions.

- Students read and contrast both introductions.
- **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:

Throughout history, genocide has raged on every continent, ravaging peoples by the thousands, hundreds of thousands, millions. While the international response to preventing genocide has grown stronger over the years, there is still much work to be done to stop genocide before it starts. The United Nations has played a major role both in introducing the concept of genocide to the world, and in helping to set up criminal tribunals to punish those who commit acts of genocide. However, the role of the U.N. is a complex one, and the international governing body has at times shown itself incapable of intervening and responding to mass acts of killing. Recent history has shown that what is most needed is a task force independent of the U.N. charged with preventing genocide—one equipped with the means to effectively intervene before mass catastrophes develop. The international community must be unified in the fight against genocide and must ensure that they have the power and resources to prevent future genocides.

Ineffective Introduction:

Genocide is a terrible plight of many people every day, and something needs to be done about it. The international community does not effectively enforce R2P protocols, and as a result, many people die. The United Nations was created to deal with international problems like genocide, but usually it does nothing. While sometimes dictators are punished, most of the time the U.N. is simply ineffective at intervening when things get out of control. The international community needs to be united to fight genocide, including agreeing on one definition of what genocide is. If we give enough power and resources to the international community, it will fix things, but it will not make everything better. Genocide must be stopped, and in order to do so it will take the international community intervening according to the definition put forth by R2P.

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 grabbing the reader's attention by describing the horrors of genocide. The introduction captures the interest of a general audience and provides context for what will be covered in the paper by connecting the role of the international community as a protector from the horror of genocide described in the first sentence.
 - The claim is strong and knowledgeable: "the international community needs to be unified in the fight against genocide and needs to ensure that they have the power and resources to prevent future genocides."
 - It also touches on relationships between claims, counterclaims, reasoning, and evidence. ("The United Nations has played a major role both in introducing the concept of genocide to the world, and in helping to set up criminal tribunals to punish those who commit acts of genocide. However, the role of the U.N. is a complex one, and the international governing body has at times shown itself incapable of intervening and responding to mass acts of killing. Recent history has shown that what is most needed is a task force independent of the U.N. charged with preventing genocide—one equipped with the means to effectively intervene before mass catastrophes develop."), without providing details that will be presented later in the paper.

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- It clearly leads up to the central claim: “In addition, the international community needs to be unified in the fight against genocide and needs to ensure that they have the power and resources to prevent future genocides.”

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 introductory statement.
 - It does not provide a clear context for what will be discussed in the paper and uses terms that the reader is likely unfamiliar with, like R2P.
 - It is difficult to determine the claims, counterclaims, reasoning, and evidence that will be provided in the paper.
 - The ideas appear out of order and the transitions do not help the reader follow what is happening.
 - The central claim appears to be convoluted, partly defining genocide and partly referencing the power international agencies should wield. The author appears to be contradicting him/herself as well in this introduction: “If we give enough power and resources to the international community, it will fix things, but it will not make everything better.”

Activity 5: Lesson 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.11-12.1.a on the 11.3.3 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.

- 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.
- Remind students to refer to their copies of the MLA Citation Handout as they draft their introductions.
- 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 (Microsoft 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. 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 your Outline Tool) and include properly formatted in-text citations when referencing evidence.