

## 12.3.2 Lesson 4

### Introduction

In this lesson, students begin writing their research-based argument papers. The lesson begins with a peer review of the in-text citations students inserted in their outlines. 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 is assessed via the first draft of the introduction for the research-based argument paper at the end of the lesson.

For homework, students draft the first two body paragraphs of their research-based argument papers, using their outlines to guide their writing and remembering to use complete sentences and properly formatted in-text citations.

File: 12.3.2 Lesson 4 Date: 4/3/15 Classroom Use: Starting 4/2015

© 2015 Public Consulting Group. This work is licensed under a  
Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

## 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           | <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> |
| 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.   |

## Assessment

File: 12.3.2 Lesson 4 Date: 4/3/15 Classroom Use: Starting 4/2015

© 2015 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

**Assessment(s)**

Student learning is assessed via the first draft of the introduction for the research-based argument paper at the end of the lesson.

- This draft will be assessed using the W.11-12.1.a portion of the 12.3.2 Rubric.

**High Performance Response(s)**

A High Performance Response should:

- Introduce readers to the issue in an engaging manner (e.g., Nearly half of the globe lives on less than \$2.50 per day and “[a]t least 80% of humanity lives on less than \$10 a day” (Shah). In the U.S. alone, nearly 50 million people live below the poverty line (Fessler).).
- Effectively communicate the writer’s precise and knowledgeable central claim and establish its significance (e.g., We are thus faced with an important question: What is the best way for developing nations to increase their economic prosperity? The most effective way for developing nations to become more prosperous is to invest in human capital by providing quality education and technology to all citizens, regardless of gender or race.).
- Distinguish the central claim from alternative or opposing claims (e.g., It is a complex question with no single, one-size-fits-all solution).
- See the model introduction from the Sample Student Research-Based Argument Paper in 12.3.2 Lesson 11.

## Vocabulary

**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 incorporate relevant academic and/or domain-specific vocabulary from 12.3.1 into their research-based argument papers.

File: 12.3.2 Lesson 4 Date: 4/3/15 Classroom Use: Starting 4/2015

© 2015 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

## Lesson Agenda/Overview

| Student-Facing Agenda   | % of Lesson   |
|---|---|
| <b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: W.11-12.4, W.11-12.1.a, L.11-12.6</li> <li>Text: “The Case for Universal Basic Education for the World’s Poorest Boys and Girls” by Gene B. Sperling, paragraph 1</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. Drafting an Introduction</li> <li>4. Analyzing Effective Introductions</li> <li>5. Lesson Assessment</li> <li>6. Closing</li> </ol> | <ol style="list-style-type: none"> <li>1. 10%</li> <li>2. 10%</li> <li>3. 30%</li> <li>4. 20%</li> <li>5. 25%</li> <li>6. 5%</li> </ol> |

## Materials

- Student copies of the 12.3 Common Core Learning Standards Tool (refer to 12.3.1 Lesson 3) (optional)
- Student copies of the MLA Citation Handout (refer to 12.3.2 Lesson 3)
- Student copies of the 12.3.2 Rubric and Checklist (refer to 12.3.2 Lesson 1)

File: 12.3.2 Lesson 4 Date: 4/3/15 Classroom Use: Starting 4/2015

© 2015 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

## 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 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.
- **Differentiation Consideration:** If students are using the 12.3 Common Core Learning Standards Tool, instruct them to refer to it for this portion of the lesson introduction.

Post or project 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.
- Students have gathered domain-specific language during their research throughout Module 12.3. 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 papers.

File: 12.3.2 Lesson 4 Date: 4/3/15 Classroom Use: Starting 4/2015

© 2015 Public Consulting Group. This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

## Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson's homework assignment. (Insert in-text citations for each source of evidence listed on your outline from 12.3.2 Lessons 1 and 2.) Instruct students to form pairs, exchange outlines with their peer, and examine their peer's use of in-text citations, identifying any formatting problems and inconsistencies.

- Student responses vary according to their individual sources.
- It may be necessary for students to refer to the [MLA Citation Handout from 12.3.2 Lesson 3](#) for the 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 are ready to 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 enough to catch the reader's attention, provide context for the content of the paper, include the central claim, and distinguish this central claim from opposing claims. An effective introduction should be 1-2 paragraphs long and be written in a clear, organized fashion that begins to establish clear relationships among claims, counterclaims, reasons, and evidence. Inform students that they do not need to discuss all of the paper's claims, counterclaims, reasons, and evidence in the introduction. Students' introductions should include their central claim(s), which may be the last sentence of the introduction, but all of their evidence and reasoning should be included in the body paragraphs of their papers.

- Students listen.

Ask students to discuss the following question in pairs.

**How is an introduction different from 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 should 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 claims and counterclaims found in the body of the paper.

File: 12.3.2 Lesson 4 Date: 4/3/15 Classroom Use: Starting 4/2015

© 2015 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

Display W.11-12.1.a and the exemplar introduction from the article “The Case for Universal Basic Education for the World’s Poorest Boys and Girls” by Gene B. Sperling. Instruct students to read the substandard and consider its components as they review the exemplar introduction. (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.)

- Students read W.11-12.1.a and the exemplar introduction.
- Students were introduced to W.11-12.1.a in 12.3.1 Lesson 26.

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: “We also know that the cost of that cure ... is minuscule compared with the enormous benefits such education would bring for health, economics, women’s empowerment, and basic human dignity” (par. 1).
  - The author establishes the significance of the claim: “One of the silent killers attacking the developing world is the lack of quality basic education for large numbers of the poorest children in the world’s poorest countries—particularly girls” (par. 1).
  - The author anticipates an opposing claim in the opening paragraph: “We also know that the cost of that cure—perhaps \$7.5 billion to \$10 billion per year—is minuscule compared with the enormous benefits such education would bring for health, economics, women’s empowerment, and basic human dignity” (par. 1). The author is anticipating that someone will argue that education is too costly an endeavor.

---

Explain that there are different methods for creating an interesting introduction. 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. Regardless of the approach, an effective introduction not only grabs a reader’s attention, but also makes clear the writer’s purpose. Remind students that Jared Diamond begins *Guns, Germs, and Steel* with a story: He begins the book with an anecdote from a visit to New Guinea in which his friend Yali asks a simple question. This simple question serves as a springboard for the entire book.

File: 12.3.2 Lesson 4 Date: 4/3/15 Classroom Use: Starting 4/2015

© 2015 Public Consulting Group. This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

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

**What method does the writer use to get the attention of the reader? Is this an effective method?**

- The writer begins with evocative and descriptive language such as “silent killers,” “grievous ailments,” “disease,” and “known cure.” This method of capturing the reader’s attention is effective because it takes the broad and abstract problem of a lack of basic education for the world’s poorest boys and girls and makes it concrete, tangible, and personal. If the reader feels there is a “disease,” the reader also wants to know the “known cure.”
- **Differentiation Consideration:** Consider transitioning students into their 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 how interesting or engaging each sample is and why.

## Activity 4: Analyzing Effective Introductions

20%

Explain to students that in this activity they review two additional introductions with similar content. 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 compare both introductions.
- **Differentiation Consideration:** If more structure is necessary to support student 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).

### Introduction #1:

Nearly half of the globe lives on less than \$2.50 per day, and “[a]t least 80% of humanity lives on less than \$10 a day” (Shah). In the U.S. alone, nearly 50 million people live below the poverty line (Fessler). While people all over the globe suffer as a result of poverty from income disparity, it is particularly devastating for developing nations. We are thus faced with an important question: What is the best way for developing nations to increase their economic prosperity? It is a complex question with no single, one-size-fits-all solution, but the

File: 12.3.2 Lesson 4 Date: 4/3/15 Classroom Use: Starting 4/2015

© 2015 Public Consulting Group. This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License



most effective way for developing nations to become more prosperous is to invest in human capital by providing quality education and technology to all citizens, regardless of gender or race.

### Introduction #2:

Listen, lots of people are poor and I know why, and also how to fix it. There is one and only one way to fix the economy of developing nations, which is to invest only in education and technology. Most people would disagree with this statement, but in the research it is shown to be true. “At least 80% of humanity lives on less than \$10 a day” (Shah). In the U.S. alone, nearly 50 million people live below the poverty line (Fessler). Even in our major cities and also in rural areas there is poverty in the U.S. What makes a nation “developing”?

Instruct students to briefly discuss the two introductions, focusing on what makes them effective or ineffective.

- Students briefly compare the introductions.

Lead a whole-class discussion of the following questions:

### What makes the first introduction effective or ineffective?

- Student responses may include:
  - The first introduction is effective because it grabs the reader’s attention by describing that a large portion of the world’s population is living in poverty. These statistics are surprising and horrible.
  - The claim is strong and knowledgeable: “[T]he most effective way for developing nations to become more prosperous is to invest in human capital by providing quality education and technology to all citizens, regardless of gender or race.”
  - The introduction clearly builds to the central claim: “While people all over the globe suffer as a result of poverty from income disparity, it is particularly devastating for developing nations. We are thus faced with an important question: What is the best way for developing nations to increase their economic prosperity?” The central claim succinctly responds to this question in a way that prepares readers for the rest of the paper.

### What makes the second introduction effective or 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. Instead, the author is abrasive, writing "Listen," to get the reader's attention.
- 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 is convoluted and confusing because the language is so informal, the author is not offering a clear direction for the paper, and the author does not seem confident in his or her tone.
- The evidence does not clearly support any claim in the paragraph.
- The paragraph ends with a tangential question not directly related to the central claim.

## 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 focus 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 assessed using W.11-12.1.a on the 12.3.2 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 papers.
- See the High Performance Response at the beginning of this lesson.
- Remind students that they should work to incorporate into their introductions the domain-specific words and phrases they have acquired through their research.
- 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 (e.g., Dropbox, Google Drive) that allows each student to write and track changes using a word processing program (e.g., Microsoft Word). If technological resources are not

File: 12.3.2 Lesson 4 Date: 4/3/15 Classroom Use: Starting 4/2015

© 2015 Public Consulting Group. This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

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 two body paragraphs of their research-based argument papers, using their outlines to guide their writing. Remind students that although the first two body paragraphs are first drafts, they should be writing full paragraphs using complete sentences and properly formatted in-text citations.

- Inform students that they will receive instruction on crafting strong body paragraphs in subsequent lessons.
- **Differentiation Consideration:** Consider also having students select one of their sources and, using the Connecting Ideas Handout, circle or highlight the transitional words and phrases that link sections of the text together. Instruct students to look specifically for transitional words and phrases that link claims, evidence, and reasoning. Additionally, instruct students to prepare to explain how the highlighted transitions help to delineate the author's argument. The Connecting Ideas Handout is located in 12.3.2 Lesson 5.
  - Students follow along.

## Homework

Draft the first two body paragraphs of your research-based argument paper, using your outline to guide your writing. Remember to use complete sentences and properly formatted in-text citations.