

## PART 2

# ANALYZING ARGUMENTS

**“The drugs are illegal, they’re harmful, and they’re cheating.”**

### OBJECTIVE:

Students delineate and analyze the position, premises, reasoning, evidence and perspective of arguments.



## ACTIVITIES

### 1- UNDERSTANDING ARGUMENTATIVE POSITION

The teacher introduces the concept of an argumentative position through a discussion of the unit’s issue.

### 2- IDENTIFYING ELEMENTS OF AN ARGUMENT

The teacher leads an exploration of the elements of argumentation in an everyday context.

### 3- DELINEATING ARGUMENTATION

Student teams read and delineate arguments.

### 4- UNDERSTANDING PERSPECTIVE

The teacher leads an exploration of the concept of perspective in an everyday context.

### 5- COMPARING PERSPECTIVES

Students analyze and compare perspectives in argumentative texts.

### 6- DELINEATING ADDITIONAL ARGUMENTS

*As needed*, students read and analyze additional arguments related to the unit’s issue.

### 7 - WRITING TO ANALYZE ARGUMENTS

Students write short essays analyzing an argument.

### MATERIALS:

Text Sets 3-5  
Forming EBC Tool  
Delineating Arguments Tool  
Model Arguments  
TCD Checklist  
EBA Terms



## ALIGNMENT TO CCSS

### TARGETED STANDARDS:

**RI.7.6:** Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. **RI.7.8:** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

**RI.7.9:** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**W.7.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### SUPPORTING STANDARDS:

**RI.7.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.7.2:** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. **RI.7.3:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). **RI.7.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

**SL.7.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**W.7.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

# ACTIVITY 1: UNDERSTANDING ARGUMENTATIVE POSITION

The teacher introduces the concept of an argumentative position through a discussion of the unit's issue.

## INSTRUCTIONAL NOTES

In Part 2 discussion and instruction shifts from the previous focus on understanding the background and nature of the unit's issue to a focus on the various controversies, or differences of opinion, that have surrounded the issue historically and/or currently, and have led to various positions and arguments.

### CLASS BRAINSTORM

- As a class, brainstorm a list of questions that highlight various points of controversy or debate within the issue. If applicable, this can be related to the initial prior-knowledge/KWL activity.
- *If performance-enhancing drugs have been used for thousands of years, why are we suddenly caring so much about their usage in sports?*

The questions might address the current realm for debate related to performance-enhancing drugs, e.g.:

- *How should the world of sports deal with performance-enhancing drugs?*

They can also examine aspects of the topic that are more peripheral to the central debate, but may still be very relevant, e.g.:

- *What policies should be in place high school students and those even younger?*

### INTRODUCE CONCEPT OF POSITION

All questions, however, should be framed in a manner that suggests multiple ways of responding, that prepares students to examine various perspectives from which an answer could come as well as various positions that might be taken in response to the topic and question.

- Discuss with students how each of these questions can be responded to in various ways.
- Introduce the term *position*, which can be defined as *someone's stance on what to do or think about a clearly defined issue based on their perspective and understanding of it. When writing argumentative essays, one's position may be expressed as a thesis.*
- Discuss how the term relates to points of controversy in the issue.

### CARTOON ANALYSIS

- Distribute Text Set #3, a set of political cartoons related to the unit's issue. Use one example to model how the cartoon can be seen as expressing a *position* on the issue.
- As a class discuss the various "positions" expressed in the cartoons. Discuss how argumentative essays develop arguments to support positions. Ask if students see the beginnings of any basic arguments to support the position in the visual details of the cartoons, and discuss the evidence they identify.

## TEXT SET #3: TEXTUAL NOTES

### TEXT 3.1: "WHY THE USE OF PERFORMANCE-ENHANCING DRUGS BY GREAT ATHLETES STILL BOTHERS US"

**Author:** J. Gordon Hylton; **Source/Publisher:** Marquette University Law School Blog; **Date:** NA

### TEXT 3.2: "CARTOONISTS ON BASEBALL AND STEROIDS"

**Authors:** Several cartoonists' work are shown; **Source/Publisher:** Newsday; **Date:** August 6, 2013

**Text Notes:** The first site provided is a political cartoon from the Marquette University Law School Blog. The second is a site from Newsday that contains 19 political cartoons mostly related to baseball. The teacher (and/or students) can browse either or both of these sources and find cartoons that relate to the unit's focus, the problem-based question, and the set of debatable questions generated in Activity 1. Teachers are encouraged to conduct their own web searches in order to include the most current political cartoons, or cartoons appropriate for the specific classroom context.

## ACTIVITY 1: UNDERSTANDING ARGUMENTATIVE POSITION (CONT'D)

### TEXT SET #3: TEXTUAL NOTES

Once cartoons are selected, students should “read” them closely by visually scanning for key details and presentation techniques, considering also any text that may be presented with the cartoon. Ideally a cartoon set will provide examples that come from several different perspectives and take several different positions as they communicate political commentary through their imagery and words. Model how one can “read” a cartoon and its details to determine the point or commentary communicated by the cartoon, and thus determine its *position* (which may or may not be stated). Finally, model how a cartoon artist presents visual details as *evidence* that establishes and supports the cartoon’s position.

Following this modeling and some guided practice, students might then work in teams with a cartoon set. The questioning and analysis sequence might begin with a general text question(s) from the *Reading Closely for Details: Guiding Questions* handout, such as:

*Which key details stand out to me as I scan the cartoon/text? How are these details keys to understanding the cartoonist’s/author’s perspective? What does the cartoon/text seem to be saying about the topic – what is its commentary or position?*

## ACTIVITY 2: IDENTIFYING ELEMENTS OF ARGUMENTATION

The teacher introduces and the class explores the elements of argumentation in a familiar context.

### INSTRUCTIONAL NOTES

#### INTRODUCE ARGUMENT TERMS

Once students have a good understanding of the concept of a *position* on an *issue* and the idea that positions are supported with argumentation, instruction can shift to the specific argumentative elements authors use to explain and defend their positions. The objective of this activity is for students to have a solid conceptual understanding of the elements of an argument and to be able to use a set of terms to identify and analyze them. The **terms for elements of argumentation used in this unit** are *issue, relationship to issue, perspective, position, implications, premise, reasoning, evidence, and chain of reasoning*. Teachers may have already worked with students using different nomenclature and might elect to use that terminology instead. For instance, some might call a *position* a *thesis* or a *premise* a *supporting claim*. This unit is based on a view that *claims* used in the context of *argumentation* are called *premises*. Whatever nomenclature a teacher chooses, it should be used consistently so students develop an understanding and facility with the terminology.

Introduce and describe how authors explain and defend their positions with a series of linked *premises*

(*claims*), developed through a chain of *reasoning*, and supported by *evidence*. When introducing these concepts, it is best to model and practice their use with topics from students’ personal experiences and everyday life that do not require background information.

#### PRACTICE USING ARGUMENTATION TERMS

A *Delineating Arguments* tool can be used as an instructional strategy.

For this activity focus on the terms *position, premise, evidence* and *reasoning*.

- Begin by showing students a basic model of the *Delineating Arguments* tool. NOTE: If using the *Delineating Arguments* tool, teachers can use one of the included models or develop their own that would work better with their students. Talk about each element and its relationship to the other elements as you read the model aloud.
- Have students identify alternative premises and evidence to defend the same position and the reasoning that would connect them.

## ACTIVITY 2: IDENTIFYING ELEMENTS OF ARGUMENTATION (CONT'D)

### INSTRUCTIONAL NOTES (CONT'D)

- In reading teams have students work with blank tools to develop a different position and argument on the “issue.”
- Have reading teams present their positions and arguments explaining each element. As a class, discuss the way the reading teams applied each element.
- Encourage the students to use the vocabulary terms they have learned. Write the new vocabulary on the board so they can use the words as references for discussion.
- Once students have some facility with the elements, explain to students that they will be using the terminology to analyze and compare various arguments related to the unit’s issue.

## ACTIVITY 3: DELINEATING ARGUMENTS

Student teams read and delineate arguments.

### INSTRUCTIONAL NOTES

Students next read and analyze Text 4.1, an accessible, foundational argument related to the unit’s issue. Use text-dependent questions to help students attend to key details related to the argument’s position, premises/claims, structure and reasoning, and supporting evidence. Emphasize that at this point students are reading to *delineate* and not yet *evaluate* the argument.

- Students first read the argument independently, considering general guiding questions such as: “What is the author thinking and saying about the issue or problem?” [Guiding Questions Handout]
- Introduce a set of text-based questions to drive a closer reading and analysis of the text’s argument; then have students follow along as the text is read aloud/presented to them.
- In reading teams, students discuss the text-based questions and search for relevant details, highlighting and labeling their text where they identify the various elements of argumentation.
- Teachers/students might also choose to use a blank *Delineating Arguments* tool to structure and capture their delineation.
- Assign each team one or more of the elements of the argument (position, premises, reasoning, evidence) and have them prepare a short presentation for the class about what they have discovered through their analysis of the argument. Emphasize that each team will need to cite specific evidence from the text that supports their analysis.
- As a class delineate the article’s argument by identifying its position, premises, reasoning, and evidence.
- Model the writing of a claim about **how** the author has presented and developed one element of the argument (e.g., its position). Then have students individually write a claim about the author’s use of the element their team studied.

### TEXT SET #4: TEXTUAL NOTES

#### TEXT 4.1: “CONGRESSMAN ELIJAH E. CUMMINGS URGES THE NATIONAL BASKETBALL ASSOCIATION TO ADOPT A ZERO-TOLERANCE DRUG POLICY”

**Author:** Rep. Elijah Cummings; **Source/Publisher:** Congressman Elijah E. Cummings House of Representatives site; **Date:** May 19, 2005

**Complexity Level:** This press release measures at 1330L, due mostly to some longer sentences. However, the text is short and is chunked into 1-2 sentence paragraphs, which makes for an easier read than the measure might suggest. In addition, this argument is clearly structured to communicate and substantiate a position

## ACTIVITY 3: DELINEATING ARGUMENTS (CONT'D)

### TEXT SET #4: TEXTUAL NOTES

through a set of linked and supported premises, which should make it an accessible argument to begin with for most students.

**Text Notes:** This Press Release from Representative Cummings is included as the first sample argument in the set because it represents a clear example of a deductively organized argument, where the *perspective* is clear from his first sentence, the *position* is communicated early in the text, and the argument is developed through a series of linked claims or *premises*, each of which is backed by *evidence*. Thus, the text should provide good initial practice (and modeling) for students as they study how arguments are constructed. Cummings supports his position throughout the release ultimately calling for the National Basketball Association to enact tougher rules to police the usage of performance-enhancing drugs.

**Sample Text-Dependent Questions** (to drive closer reading and discussion):

1. What does the first line of Cummings' release ("...steroid abuse in professional sports is no game.") imply about his view on performance-enhancing drugs?
2. Why does Cummings use Major League Baseball in his argument aimed at the National Basketball Association?
3. What evidence does Cummings use to support his claim that youth are receiving "destructive messages" about performance-enhancing drugs?
4. Which sentences – taken together – best communicate Cummings' position about performance-enhancing drugs in sports?
5. Cummings establishes a series of evidence-based premises in favor of his position. How does one of these premises relate to his overall argument, and what specific evidence does he provide to support the premise?
6. In the concluding paragraphs to his argument, Cummings says, "As the old adage goes, it is wrong to hope when you can have." Why does Cummings use this line?
7. What argumentative premises and evidence does this text provide that influence your understanding of performance-enhancing drugs in sports?
8. What evidence does this text provide that influences your understanding of the issue/problem of performance-enhancing drugs in the US?

## ACTIVITY 4: UNDERSTANDING PERSPECTIVE

The teacher leads an exploration of the concept of perspective.

### INSTRUCTIONAL NOTES

- Introduce the terms *relationship to issue* and *perspective* to the class. *Relationship to issue* can be defined in this context as a person's particular personal involvement with an issue, given his or her experience, education, occupation, socio-economic-geographical status, interests, or other characteristics. *Perspective* can be defined as how someone understands and views an issue based on his/her current relationship to it and analysis of the issue. Spend some time to explore the various meanings of perspective and how they might relate to how the term is used here.
- Compare the author's perspective to an iceberg, where the author's particular argument or position is clearly seen, but his or her personal relationship and perspective on the issue may or may not be

## ACTIVITY 4: UNDERSTANDING PERSPECTIVE (CONT'D)

### INSTRUCTIONAL NOTES (CONT'D)

explicitly revealed in the text. Without this perspective, however, the author's position would not be possible; the author's perspective influences how he or she approaches and ultimately defines an issue and eventually a particular position on it.

Revisit the everyday argumentative contexts that the class explored in Activity 2. Discuss the various perspectives of the actors in those situations. Discuss how the actors' personal relationship to the issue influences their perspective. And how their perspective influences their understanding of the issue and their position.

NOTE: Teachers might choose to BEGIN the exploration of perspective by having students refer back to this activity. Teachers could use a Socratic discussion model to lead students to an understanding of perspective by having them explore the various positions and the reasons why the various actors might hold those positions. After students have come to an initial understanding of perspective, teachers could then introduce the terms and their definitions.

## ACTIVITY 5: COMPARING PERSPECTIVES

Students analyze and compare perspective in argumentative texts.

### INSTRUCTIONAL NOTES

Students revisit Text #4.1 after developing an understanding of how perspective helps shape an author's position and argument.

- The teacher models a claim that analyzes how an author's position on the issue is directly influenced by his or her relationship to it. The teacher can use the argument from Activity 2 to model this claim.
- In reading teams, students write their own claims on how the perspective of Text #4.1's author influences his or her position on the issue.

The remaining texts in Text Set 4 present students with different perspectives, positions, and arguments for students to read and analyze. Students will use these texts to move from guided to independent practice of the close reading skills associated with analyzing an argument.

- Students first read the argument independently, considering general guiding questions such as: "What is the author thinking and saying about the issue or problem?" "What do the author's language and approach suggest about his/her relationship to and perspective on the issue or problem?" "How does the author's relationship to the issue help shape his/her position?" [Guiding Questions Handout]

- Introduce a set of text-based questions to drive a closer reading and analysis of the text's argument; then have students follow along as the text is read aloud/presented to them.
- In reading teams, students discuss the text-based questions and search for relevant details, highlighting and annotating them.
- Students might use a *Delineating Arguments* tool to delineate the author's argument.
- Discuss as a class the author's position, argument, and perspective.
- Model developing an evidence-based claim comparing how the authors have used one of the elements of argumentation differently, as influenced by their perspectives. Then have students individually develop their own comparative EBCs. Note: These evidence-based claims can be developed orally, on paper, or using an *Organizing EBC* tool.
- Teachers may also choose to discuss the various ways authors structure the logical reasoning of arguments.



## ACTIVITY 5: COMPARING PERSPECTIVES (CONT'D)

### TEXT SET #4: TEXTUAL NOTES

Texts 4.2 and 4.3 are two very different arguments about the issue of performance-enhancing drugs in sports, which take very different positions and come from very distinct perspectives (based a great deal on each author's personal relationship to the issue). Either, or both, can provide an interesting text for students to use in analyzing and comparing perspectives.

Text 4.4 also takes a definite perspective on the issue of performance-enhancing drugs and develop a strong position from that perspective. It can be used as alternatives to Texts 4.2 and 4.3, or as additional reading for students.

#### TEXT 4.2: SPEECH BY DR. JACQUES ROGGE PRESIDENT, INTERNATIONAL OLYMPIC COMMITTEE TO WORLD CONFERENCE ON DOPING IN SPORT

**Author:** Dr. Jacques Rogge; **Source/Publisher:** Olympic International Committee; **Date:** November 15, 2007

**Complexity Level:** 1220L. This text measures just above middle school complexity band, and is written in a direct, accessible style, but it also presents a nuanced and emergent argument, and may therefore prove to be challenging reading for some students. At this point in the text sequence, students will be supported by vocabulary and ideas they have learned from earlier texts and will transfer to this argument.

**Text Notes:** Dr. Jacques Rogge, President of the International Olympic Committee (IOC) presented this speech to the World Conference on doping in 2007. The organization of his argument is strong and one that students should spend time understanding because it is a common format for organizing speeches or written arguments. He starts by sharing the "why" or as he calls it "the importance of our efforts". He then moves into the successes of the IOC followed by the opportunities ahead and the challenges they face moving forward. He concludes by expressing his and the IOC's commitment to working together and continuing the battle.

The questioning and analysis sequence might begin with a general text question(s) from the *Reading Closely for Details: Guiding Questions* handout, such as:

*What is the author's personal relationship to the topic? How does this influence the author's perspective?*

**Sample Text-Dependent Questions** (to drive closer reading and discussion):

1. In paragraph 2, Rogge refers to an ongoing investigation into doping in Spain. What do Rogge's comments about it suggest is likely to be his perspective on performance-enhancing drugs in sports?
2. What do the final four lines of page 1 reveal about the organization of Rogge's speech and position?
3. In building support for his argument, Rogge claims that "The fight against doping involves however much more than elite sport alone." What other groups does Rogge use as support for his claim?
4. How is Rogge's line of reasoning and development of his argument different from the arguments of Cummings (Text IV.1)?
5. What argumentative claims and evidence does this text provide that influence your understanding of performance-enhancing drugs in sports?
6. What evidence does this text provide that influences your understanding of the issue/problem of performance-enhancing drugs in the US?

## ACTIVITY 5: COMPARING PERSPECTIVES (CONT'D)

### TEXT SET #4: TEXTUAL NOTES

#### TEXT 4.3: "WHY IT'S TIME TO LEGALIZE STEROIDS IN PROFESSIONAL SPORTS"

**Author:** Chris Smith; **Source/Publisher:** Forbes; **Date:** August 24, 2012

**Complexity Level:** The text measures at 1450L, and is a complex text for advanced 7th grade readers to use. There is some advanced vocabulary (illicit and scourge) that while not important to understand Smith's argument, could distract students.

**Text Notes:** In this Forbes article, staff writer Chris Smith states his argument that PEDs should be legalized in the title and first paragraph. He then uses the remainder of the article to explain the intent for why PEDs have been banned in sports, deflects counterpoints, and provides several examples to support his position on why PEDs should be legalized.

Students' questioning and analysis sequence might begin with a general text question(s) from the *Reading Closely for Details: Guiding Questions* handout, such as: *What is the author's personal relationship to the topic? How does this influence the author's perspective?*

**Sample Text-Dependent Questions** (to drive closer reading and discussion):

1. What is Smith's perspective on the problem of performance-enhancing drugs in sports, and how does his language convey that perspective?
2. While Smith makes a number of claims in his argument. Which claims does he support with evidence and which does he not?
3. Which details and evidence that Smith cites seem solid and convincing? Which ones seem more questionable?
4. Smith says, "The primary reason why performance enhancing drugs (PEDs) are outlawed in professional sports is that give users an unfair advantages over the rest of the field." How does this claim compare with ideas presented by Cummings and Rogge?
5. What argumentative claims and evidence does this text provide that influence your understanding of performance-enhancing drugs in sports?
6. What evidence does this text provide that influences your understanding of the issue/problem of performance-enhancing drugs in the US?

#### TEXT 4.4: "CONFESSIONS OF A DOPER: LANCE ARMSTRONG'S FORMER TEAMMATE JONATHAN VAUGHTERS TALKS ABOUT WHY SOME ATHLETES USE STEROIDS"

**Author:** Jonathan Vaughters; **Source/Publisher:** New York Times; **Date:** August 11, 2012

**Complexity Level:** Measures at 1010L.

**Text Notes:** This New York Times article was also used earlier as a background text for students to learn more about the topic of performance-enhancing drugs. It is returned to here because it provides a strong argument from a person with a different perspective, someone who used PEDs and felt the pressures of winning at all costs.

**Sample Text-Dependent Questions** (to drive closer reading and discussion):

1. What is Vaughter's perspective on the use of performance-enhancing drugs in sports, and how does his language convey that perspective?
2. What claims does Vaughters make about why athletes turn to performance-enhancing drugs?
3. What "message" is Vaughters referring to when he says, "If the message I was given had been different, but more important, if the reality of sport then had been different, perhaps I could have lived my dream without killing my soul."?



## ACTIVITY 5: COMPARING PERSPECTIVES (CONT'D)

### TEXTUAL NOTES

4. According to Vaughters, what are the perspectives and positions that athletes faced in the past compared to those that he hopes future athletes will face? Which sentence(s) in the speeches most clearly present those perspectives and positions?
5. How does the support used by Cummings, Rogge, and Smith for their arguments compare to Vaughters?
6. What argumentative claims and evidence do these texts provide that influence your understanding of performance-enhancing drugs in sports?
7. What evidence does this text provide that influences your understanding of the issue/problem of performance-enhancing drugs in the US?

## ACTIVITY 6: DELINEATING ADDITIONAL ARGUMENTS

As needed, teachers may choose to have students read and delineate additional arguments related to the unit's issue.

### INSTRUCTIONAL NOTES

To more fully understand the issue, students may need to explore additional arguments. Possibilities related to the unit's issue are listed in the text set, but teachers and students are also encouraged to find additional texts themselves. (NOTE: this is the point in the unit at which students might embark on further research, guided by the *Researching to Deepen Understanding* unit's activities and resources.)

For each argument read, students might complete a *Delineating Arguments* tool and write an evidence-based-claim about the author's perspective. To broaden the class's access to many arguments, students might work in "expert" teams focused on one or more of the arguments, then "jigsaw" to share their team's findings with students from other teams.

### TEXT SET #5: TEXTUAL NOTES

#### TEXT SET 5 – ADDITIONAL ARGUMENTS:

Students should now be familiar with background information and some seminal arguments about performance-enhancing drugs in sports. They should now be prepared to examine the issues surrounding performance-enhancing drugs as they are currently being discussed, debated, and responded to. The unit's text set lists five examples of such arguments - current as of fall 2013, including articles that represent many perspectives on how the world of sports should deal with the problem of performance-enhancing drugs.

It is anticipated that as the issues and problems associated with performance-enhancing drugs in sports evolve, the nature of contemporary arguments and speeches will also change. Therefore, teachers and students are encouraged to look beyond the listed examples and search for more current texts that reflect what pundits, columnists, commentators, and the public are saying about immigration in the US at any given moment in current history.

## ACTIVITY 7: WRITING TO ANALYZE ARGUMENTS

Students write short essays analyzing an argument.

### INSTRUCTIONAL NOTES

Students use their notes, annotations, and tools to write short essays analyzing one of the arguments they have read thus far in the unit. In their essays, students:

- state the author's position
- identify the elements of the argument (premises, reasoning, evidence, perspective)
- make an evidence-based claim about how the author's perspective shapes the position and/or argumentation
- use evidence from the text to support their analysis.

## ASSESSMENT OPPORTUNITIES

Part 2 presents many opportunities for formative assessment. The two most important proficiencies to assess here are a student's:

1. understanding of and facility with the concepts for analyzing arguments; and
2. ability to analyze and write about other authors' arguments

Teachers can use the tools, claims, and conversations from Activities 2 and 4 to assess emerging proficiency with the analytic concepts without the interference of additional reading comprehension loads. These activities have been designed for development and assessment of these core literacy proficiencies in all students (including ELL and students reading below grade level).

The claims and conversation from Activities 3, 5, and 6 add the opportunity to assess the proficiency in analyzing and writing about other arguments.

The short essay from Activity 7 provides a mid-unit formative assessment on both proficiencies and the ability to link and develop analysis across several paragraphs.

As a formative assessment of the text-centered discussions that have led to their claims, students might complete two *TDC Checklists*, one that rates their team's overall performance and one that represents a self-assessment of their own participation.