

PART 2

ANALYZING ARGUMENTS

“Immigration reform is our best chance to increase America's economic dynamism.”

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.8.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. **RI.8.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. **RI.8.9:** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. **W.8.2:** 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.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **RI.8.2:** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. **RI.8.3:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). **RI.8.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **SL.8.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. **W.8.9:** 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.
- *In the late nineteenth and early twentieth centuries, should the US have enacted laws that restricted immigration, particularly for certain nationalities or ethnic groups? Why or why not?*

The questions might address the current realm for debate related to US immigration policy, e.g.:

- *Should illegal immigrants currently residing in the US be offered a path to amnesty and eventual citizenship? If so, under what conditions?*

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

- *Should all immigrants to the US be required to learn and speak English?*

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 SET #3: HISTORICAL CARTOONS; IMMIGRATION CARTOONS

Source/Publisher: UC Davis History Project; US News (respectively)

Text Notes: Provided are two sites that are repositories of political cartoons, from the UC Davis History Project (for historical cartoons related to immigration) and US News (for more contemporary cartoons). 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. If the unit is examining immigration from a historical perspective (and using Texts IV.3 and IV.4), then it is a good idea to select several cartoons from each of these repositories. 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: “THE EASY PROBLEM”

Author: David Brooks; **Source/Publisher:** The New York Times; **Date:** January 31, 2013

Complexity Level: This newspaper column measures at 1240L, due mostly to some longer sentences. However, David Brooks’ style, particularly in this column, is conversational in nature, and makes for an easier read than the measure might suggest. In addition, this argument is clearly structured to communicate and substantiate a position through a set of linked and supported premises, which should make it an accessible argument to begin with for most students.

ACTIVITY 3: DELINEATING ARGUMENTS (CONT'D)

TEXT SET #4: TEXTUAL NOTES

Text Notes: This NY Times column by David Brooks 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 the 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.

Though Brooks does not directly state his position in a single sentence, he strongly implies it within the first two paragraphs and restates it in the penultimate paragraph (#14) when he says, “immigration reform is our best chance to increase America’s economic dynamism.” With this as his central point, Brooks also makes evidence-based claims that respond to concerns about immigrants taking jobs, not assimilating, being a social disruption, draining the federal budget, and lowering wages. Students should be able to identify each of these premises of his argument, to discuss the adequacy of the evidence provided by Brooks to support them, and to see how the claims are linked as a series of premises that build his argument to its somewhat cynical conclusion: that “we really are a pathetic basket case of a nation” if we can not enact meaningful immigration reform.

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

1. What does Brooks’ initial use of the words “punditry” and “pundit” imply about his view of himself relative to his topic? Is he serious or joking?
2. Brooks chooses not to “make the humanitarian case that immigration reform would be a great victory for human dignity.” Why do you think he makes this choice in building his argument?
3. Which sentences – taken together – best communicate Brooks’ position about immigration?
4. Brooks 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?
5. In an argument mostly neutral in tone, Brooks concludes by saying, “if we can’t pass a law this year, given the overwhelming strength of the evidence, then we really are a pathetic basket case of a nation.” Why might his tone shift to a more cynical one in this final sentence?
6. What argumentative premises and evidence does this text provide that influence your understanding of or perspective on the issue/problem of immigration and immigration policy 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 issues of immigration and immigration policy reform, 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.

Texts 4.4 and 4.5 present excerpts from three historical speeches, and also take a definite perspective on the issue of immigration and develop a strong position from that perspective.

TEXT 4.2: "IMMIGRATION POLICY SHOULD BE OVERHAULED TO TAKE NATIONAL IDENTITY SERIOUSLY"

Author: Amy Chua; **Source/Publisher:** Seattle Times; **Date:** 2008

Complexity Level: 1190L. This text measures within the eighth grade 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.

Text Notes: Amy Chua, herself a member of an immigrant Chinese family and a professor at Yale Law School, presents a complex argument in response to a controversial thesis previously argued by political scientist Samuel Huntington:

"The persistent inflow of Hispanic immigrants threatens to divide the United States into two peoples, two cultures, and two languages. Unlike past immigrant groups, Mexicans and other Latinos have not assimilated into mainstream U.S. culture, forming instead their own political and linguistic enclaves—from Los Angeles to Miami—and rejecting the Anglo-Protestant values that built the American dream. The United States ignores this challenge at its peril."
Samuel Huntington, "The Hispanic Challenge," Foreign Policy

In response, Chua develops an interesting and nuanced position about the assimilation of immigrants, a position that emerges as her text progresses. For this reason, students may need some guidance and modeling to identify the thesis of her argument, the place in the text where she most clearly states her position. Chua's argument is featured in the text set for this reason, and also because the author presents an argument that is neither purely "pro" nor "con" in relationship to the subject of immigration in the US, made more interesting because her perspective is shaped by her own family's history, her gender, and her role as an academic and professor of law. The text should stimulate lively discussion and also model for students that arguments are not always structured as directly as the previous Brooks piece (or the following argument from Pat Buchanan).

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 5, Chua summarizes her own family's history as Chinese immigrants. What does this information about her personal relationship to the issue suggest is likely to be her perspective on immigration and immigration policy?
2. In the previous paragraph 4, Chua quotes Huntington's alarmist argument about the US becoming "a loose confederation of ethnic, racial, cultural and political groups, with little or nothing in common apart from their location in the territory of what had been the United States of America." Based on her background and personal relationship to the issue, we would expect her perspective to be strongly

ACTIVITY 5: COMPARING PERSPECTIVES (CONT'D)

TEXT SET #4: TEXTUAL NOTES

- opposed to Huntington's argument, but Chua instead says, "I think Huntington has a point." What reasons and evidence does she provide to back this surprising claim?
3. Chua, however, also takes issue with the "anti-immigrant camp." What claims does she make about "mistakes" made by anti-immigration arguments, and what evidence does she provide to support her counter-claims?
 4. In the middle of her text, Chua most clearly states her position, introducing it by saying, "The right thing for the United States to do..." What is Chua's middle-ground position about immigration? What are her "five suggestions" to respond to the problems of immigration and assimilation in the US? What evidence does she provide to support these suggestions?
 5. How is Chua's line of reasoning and development of her argument somewhat different from either the arguments of Brooks (Text IV.1) or Buchanan (Text V.2)?
 6. What argumentative claims and evidence does this text provide that influence your understanding of or perspective on the issue/problem of immigration and immigration policy in the US? In what ways?

TEXT 4.3: "IS THIS OUR AMERICA ANYMORE?"

Author: Pat Buchanan; **Source/Publisher:** Buchanan.org; **Date:** December 10, 2010

Complexity Level: The text measures at 1250L, mostly due to some of its language choices. But it is formatted for a general audience in a series of very short paragraphs, which should make it more accessible to most eighth grade students.

Text Notes: Conservative commentator Pat Buchanan takes a fairly incendiary position about the topic of immigration and immigration reform. His argument presents an opposed position to Brooks' column (Text #4.1), but, like Brooks' argument, it is also developed with a straightforward, point-by-point line of reasoning. Regardless of readers' support of Buchanan's thesis, his argument presents a good exercise in analysis for students, because it explains a distinct perspective on immigration and builds its argument through a series of evidence-based claims.

Students might first read, annotate, and analyze the piece looking for the charged language that communicates Buchanan's perspective – which is apparent immediately with his use of such phrases as "social dynamite" and "rage." Then students might look beyond his rhetoric and identify Buchanan's premises, as well as the evidence he cites to support them. In an extended research assignment, students could "fact check" Buchanan's statistics, which might be a good exercise for the Brooks and Chua arguments as well.

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 Buchanan's perspective on the problem of immigration, and how does his language convey that perspective?
2. While Buchanan makes a number of claims in his argument that he supports with statistical evidence, he also makes statements such as "Their parents, almost all are poor or working class, rarely pay any state or federal income tax." How does this unsupported premise compare to some of Buchanan's more supported statements in terms of its convincingness?

ACTIVITY 5: COMPARING PERSPECTIVES (CONT'D)

TEXT SET #4: TEXTUAL NOTES

3. Which details and evidence that Buchanan cites seem solid and convincing? Which ones seem more questionable?
4. What does Buchanan imply when he says, "The border will disappear, and America will be a geographical expression, not a country anymore"? How does this claim compare with ideas presented by Brooks and Chua?
5. What argumentative claims and evidence does this text provide that influence your understanding of or perspective on the issue/problem of immigration and immigration policy in the US?

TEXT 4.4: "REMARKS AT THE SIGNING OF THE 1965 IMMIGRATION BILL"

Author: President Lyndon Baines Johnson; **Publisher:** LBJ Library; **Dates:** October 3, 1965

TEXTS 4.5: "SHUT THE DOOR" AND "AN UN-AMERICAN BILL"

Authors: Senator Ellison Durant Smith (D) and Representative Robert H. Clancy (R);

Source/Publisher: History Matters; **Dates:** April 9, 1924; and April 8, 1924 (respectively)

Complexity Level: The Johnson speech measures at 1170L and should be a very accessible text for most students, especially if they have a bit of historical background about the 1965 Immigration Reform Act. The Smith and Clancy speeches are much more complex at 1400L, but provide background regarding the attitudes toward immigration in the US when the restrictive laws were enacted in the 1920's that Johnson references in his speech.

Text Notes: These three relatively short speech texts are included in the set for teachers and students who want to view immigration controversies from a historical perspective. Johnson's landmark 1965 speech, delivered at Liberty Island in New York, served as his dedication of and argument for the law that repealed many restrictions on immigration first enacted in the 1920's. The Smith and Clancy speech excerpts demonstrate what the arguments were at the time those restrictive laws were considered and enacted, with Smith (a southern Democrat) presenting a highly restrictive position summed up by his call to "shut the door" (a position reminiscent of Buchanan's in 2012), and Clancy (a northern Republican) taking a more compassionate and appreciative position about America's immigrant heritage.

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

1. What is the "simple test" President Johnson refers to in paragraph 6, and why does Johnson suggest it is also a "fair test" that "corrects a cruel and enduring wrong in the conduct of the American Nation"?
2. What claims does Johnson make about why the previously restrictive immigration laws needed to be changed?
3. What claims does Johnson make about how the 1965 Immigration Act is consistent with America's history and traditions?
4. What are the two opposed perspectives and positions that Senator Smith and Representative Clancy took in 1924? Which sentence(s) in the speeches most clearly present those perspectives and positions? What evidence does each speaker cite?
5. How do the Smith and Clancy arguments compare with more contemporary positions taken by President Johnson, David Brooks, Pat Buchanan, and others?
6. What argumentative claims and evidence do these texts provide that influence your understanding of or perspective on immigration and immigration policy in the US? In what ways?

≡ 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 – CONTEMPORARY ARGUMENTS:

Students should now be familiar with background information and some seminal arguments about immigration and immigration policy in the US. They should now be prepared to examine the issues surrounding immigration as they are currently being discussed, debated, and responded to. The unit's text set lists five examples of such arguments - current as of spring 2013, including speeches by: Arizona Governor Jan Brewer, NYC Mayor Michael Bloomberg, President Obama, and Florida Senator Marco Rubio, as well as some recent evidence from the US House of Representatives about how "debate" concerning the issue is currently being carried out.

It is anticipated that as the issues and problems associated with immigration, and US immigration laws/policies, 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.