

PART 2

ANALYZING ARGUMENTS

“They [terrorists] are usually clever enough to cloak their motives by hijacking the popular will of an oppressed people, but their wrath is not appeased when they acquire what they say they want.”

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.9-10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **RI.9-10.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. **RI.9-10.9:** Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

SUPPORTING STANDARDS:

RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.9-10.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. **SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

W.9-10.9: 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.
- *How do we arrive at a definition of what is a terrorist attack? Does it come down to whether or how people are killed? Or does the definition rely more on what the motives are behind the attack, successful or not?*

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

- *How was 9/11 a different type of terrorist attack from others that had occurred before? How did it change American’s view of terrorism, if it changed at all?*

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

- *Why do we or don’t we need to attempt to understand why terrorists carry out their attacks?*

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: “POLITICAL CARTOONS: THE HUMAN ASPECT OF MODERN CONFLICT”

Source/Publisher: College of Education at The University of Texas - Austin

Text Notes: Provided is a site with political cartoons from the University of Texas. The teacher (and/or students) can browse this source 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.

PRATICE 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: “OSAMA BIN LADEN’S DECLARATION OF JIHAD AGAINST AMERICANS”

Author: Osama bin Laden; **Source/Publisher:** Salem Press; **Date:** August, 1996

Complexity Level: Measures at 1550L. It is a challenging text, but a necessary one for exploring the events of 9/11. Students can be supported in their reading of bin Laden’s declaration by the explanatory text supplied by the Salem Press in this edition.

ACTIVITY 3: DELINEATING ARGUMENTS (CONT'D)

TEXT SET #4: TEXTUAL NOTES

Text Notes: This document published by the Salem Press includes a rich overview and timeline of the life of Osama bin Laden and the political context in which he lived. It also includes a detailed, paragraph level analysis of the Bin Laden’s declaration. While the primary document of interest is his declaration, the teacher may also include any parts of the text to increase students’ understanding of the historical and religious context surrounding Bin Laden’s career as a terrorist. The declaration itself [found on page 11 of the text] is laden with religious language, historical references, and argumentation that “people of Islam realized that they were the fundamental target of the hostility of the Judeo-Crusader alliance.” He focuses largely on the Judeo-Christian “occupation” of Saudi Arabia, Bin Laden’s native country, and that all Muslims work to boycott American goods and to “raise the banner of jihad up high against the Judeo-American alliance that has occupied the holy places of Islam.”

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

1. How does Bin Laden incorporate religion into his declaration? What specific words and phrases are notable?
2. What specific accusations does Bin Laden make against the “Judeo-Christian” world? How does he define who his enemies are – which countries is he talking about? Which country does Bin Laden cite the most when talking about said occupation?
3. Which sentences – taken together – best communicate Bin Laden’s argument against the United States? Which sentences best communicate a solution?
4. To whom is Bin Laden speaking? Who will his argument appeal to?
5. Bin Laden 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?

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

TEXT 4.2: "BUSH'S FIRST OFFICIAL RESPONSE TO 9/11 FROM THE OVAL OFFICE"

Author: President George W. Bush; **Source/Publisher:** Yale Law School - Avalon Project; CNN/Youtube.com
Date: September 11, 2001

Complexity Level: This text measures at 950L and should be accessible for 9th graders.

Text Notes: In his first appearance in the Oval Office after the 9/11 attacks, President Bush addresses the nation to define what happened and inform the public of the next moves the government will take. He immediately takes a clear position, first by directly labeling the attacks as terrorist attacks and describing why America has been attacked, and proclaiming that the US' resolves remains undented. Of particular interest, Bush, like Bin Laden, invokes religion in this time of chaos and struggle. As the President, Bush clearly has a particular perspective towards the attacks, which can be explored by analyzing what details he chooses to address in one of the most important speeches in his presidency. The piece is relatively short, but contains rich language and clear messages. This speech can also be viewed on YouTube.

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. What significance does the word "steel" have for President Bush's position?
2. What is significant about "making the distinction between the terrorists and those who harbor them"?
3. In what ways does President Bush use religious language in his speech? For what purpose does he use it and how does this compare to Bin Laden's religious tones?
4. The President's argument is full of values. What sorts of values does he use and how do these appeal to his audience?
5. What image does the President give of the government? What words does he use in order to establish this image? What lines demonstrate his role in the government?
6. Which sentences – taken together – best communicate President Bush's argument? Which sentences best communicate a solution?
7. What argumentative premises and evidence does this text provide that influence your understanding of or perspective on the issue/problem of terrorism?

ACTIVITY 5: COMPARING PERSPECTIVES (CONT'D)

TEXT SET #4: TEXTUAL NOTES

TEXT 4.3: "A PLACE OF PEACE: FOR A 9/11 VICTIM'S WIDOW, REVENGE IS NOT THE ANSWER"

Author: Laura Frohne; **Source/Publisher:** The Boston Globe; **Date:** September 4, 2011

Text Notes: In a video by The Boston Globe, Andrea Leblanc, wife of a victim of 9/11, speaks about the decision to go to war after the attacks. Her opinion is radically different from that of President Bush's, as well as Bin Laden's in that she argues against the use of force as a just means for retaliation. Her position is of particular interest given her strong perspective on the issue: Andrea Leblanc's husband was on one of the planes that crashed on 9/11. The video raises interesting questions about how individuals who were impacted directly actually feel about government responses to the attacks, and how their loved ones who were victims might have responded.

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 Leblanc's perspective on the response to the attacks of 9/11? How does her perspective help shape her position? How does her perspective differ from that of President Bush's?
2. Why does Leblanc feel a "personal responsibility" for the government's actions?
3. What is Leblanc's primary argument? What evidence does she give to support her opinion?
4. Leblanc talks about a "frightening patriotism" that followed 9/11. How does she describe this idea? How does this sentiment fit into her overall argument?
5. What argumentative premises and evidence does this text provide that influence your understanding of or perspective on the issue/problem of terrorism?

ADDITIONAL TEXTS

Included in the unit's text set are three additional seminal arguments that further expose students to more positions and perspectives surrounding the issue of terrorism and the United States' response to the terrorist attacks of 9/11. In "Joint Resolution: Joint Resolution to authorize the use of United States Armed Forces against those responsible for the recent attacks launched against the United States," the 107th Congress invokes the right of self-defense against attacks on the United States and its civilians and gives President Bush war-time powers. In a PBS News Hour interview in the days after 9/11, Deputy Secretary of Defense Paul Wolfowitz discusses a shift towards a new kind of war given the recent terrorist attacks. In an article entitled "U.S. Response to Terrorism: A Strategic Analysis of the Afghanistan Campaign," author Valentina Taddeo examines certain facets of the United States' response to global terrorism in general, and Afghanistan in particular.

≡ 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 terrorism and responses to terrorist attacks. They should now be prepared to examine the issues surrounding terrorism 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 the concept of terrorism and appropriate responses to terrorism.

It is anticipated that as the issues and problems associated with terrorism and the United States' response to terrorist attacks and terrorist groups, 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.