

## PART 2

# ANALYZING ARGUMENTS

“The man who dies thus rich dies disgraced.”

### 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.11-12.6:** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

**RI.11-12.8:** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

**RI.11-12.9:** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

**W.11-12.2:** 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.11-12.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **RI.11-12.2:** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. **RI.11-12.3:** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **RI.11-12.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**SL.11-12.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**W.11-12.9:** 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.
- *With such great suffering and need in the world – historically, currently, and likely into the future – why do you think we have yet to effectively solve these social problems?*

The questions might address the effectiveness of contemporary solutions to global poverty, e.g.:

- *What arguments compel you to believe there is (or is not) a moral duty to help others?*

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

- *In what ways do circumstances like proximity, relation, or even the effectiveness of one’s actions influence social responsibility to others?*

### 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 AND IMAGE ANALYSIS

- Distribute Text Set #3, a set of political cartoons, images, and videos related to the unit’s issue. Use one example to model how it can be seen as expressing a *position* on the issue.
- As a class discuss the various “positions” expressed. 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 and discuss the evidence they identify.

## TEXT SET #3: TEXTUAL NOTES

### TEXT SET 3: A VARIETY OF SATIRICAL, COMEDIC, AND POIGNANT IMAGES AND VIDEOS FROM DIVERSE RESOURCES ADDRESSING SOCIAL RESPONSIBILITY

**Text Notes:** Provided are various cartoons, images and a video from the Colbert Report that address different aspects of poverty that relate to the unit’s focus, the problem-based question, and the set of debatable questions generated in Activity 1. Teachers are encouraged conduct their own web searches in order to include the most current political cartoons, or images appropriate for the specific classroom context.

Once the “texts” are selected, students should “read” them closely by visually scanning for key details and presentation techniques. Ideally a cartoon/image 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

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

## TEXT SET #3: TEXTUAL NOTES

commentary communicated by the cartoon/image, and thus determine its *position* (which may or may not be stated). Finally, model how an artist presents visual details as *evidence* that establishes and supports the position.

Following this modeling and some guided practice, students might then work in teams with a cartoon/image 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.

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

### INSTRUCTIONAL NOTES (CONT'D)

- Have students identify alternative premises and evidence to defend the same position and the reasoning that would connect them.
- 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.

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

### TEXT SET #4: TEXTUAL NOTES

#### TEXT 4.1: "THE WHY AND HOW OF EFFECTIVE ALTRUISM"

**Author:** Peter Singer; **Source/Publisher:** TED talks; **Date:** March 2013

**Complexity Level:** This video-seminar measures at 1470 due to Singer's use of academic vocabulary. The video is highly visual, however, which will help students follow Singer's argument. A transcript is also available on the Ted site so students may follow along as they view the video.

**Text Notes:** World-renowned ethicist, Peter Singer argues that people have a moral obligation to give as many resources as possible to as many suffering people as possible in order to effect the most change for the good. In the same sense that one should (and would) do as much as humanly possible to assist an injured child directly in front of us, so ought one do as much as possible to help a starving child in abject poverty – and in some circumstances, we ought to do more for the child who is not directly in front of us. He further contends that this assistance should not only be increased in volume but also in effectiveness – here, he coins the phrase "effective altruism." In typical utilitarian sequence, Singer compares dilemmas in which good can be maximized for the greatest number – *provide one American blind person with a \$40K seeing-eye dog, or cure up to 2,000 people of blindness in a developing country with a procedure that costs no more than \$50 per person.* "I think it's clear what's the better thing to do." It is advisable that the teacher distribute the transcript so students can annotate as they listen to the talk.

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

1. How does Singer's example of two-year-old, Wang Yue, set the stage for his argument? How does this help Singer set up the question of what is "morally relevant"?
2. What evidence does Singer present to support his claim that it is better to spend your resources helping others than on non-essential material goods? How does he organize his evidence?
3. How does Singer's appeal to reason and logic support effective altruism?
4. Singer points out a phrase on the Bill and Melinda Gates Foundation website: "All lives have equal value." How does Singer incorporate values into his argument? To whom will they appeal?
5. 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

Text set 4 presents different arguments about social responsibility, which take very different positions and come from very distinct perspectives (based a great deal on each author's personal relationship to the issue). They provide interesting texts for students to use in analyzing and comparing perspectives.

### TEXT 4.2: "GOSPEL OF WEALTH"

**Author:** Andrew Carnegie; **Source/Publisher:** North American Review (Swarthmore); **Date:** June 1889

**Complexity Level:** The text measures at 1410, mostly due to sentence length, punctuation, and vocabulary. The text might be broken up between students and then jig-sawed between student discussion groups.

**Text Notes:** Considered one of the wealthiest and most charitable people in history, Andrew Carnegie retired in 1901 at age 66 with a net worth of nearly ten times that of Bill Gates. By the end of his life, he had given 90% of his wealth. In this seminal argument, Carnegie proposes that the philanthropy of ultra rich should be a thoughtful and careful redistribution of their wealth. He admonishes bequests to heirs because it does not serve neither the poor nor the person receiving the unearned wealth, while at the same time contending that taxing the rich for the purposes of the poor simply keeps the poor in their condition and robs the wealthy from their duty and privilege to make a difference in the world with their wealth.

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. How does Carnegie argue that socio-economic improvements for the rich have improved the lot of the poor? How have they harmed it?
2. How does paragraph 7 help establish a background for Carnegie's argument? What does the paragraph tell the reader about Carnegie's own perspective? To what economic system does he apply the word "civilization"?
3. Describe the three modes wealth can be disposed of. Which of these does Carnegie propose as "a reign of harmony?"
4. How does Carnegie's view "indiscriminate charity" support his position for wise philanthropy? How does this view support his claim that "the best means of benefiting the community is to place within its reach the ladders upon which the aspiring can rise."
5. 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?

### TEXT 4.3: "THE AMERICAN WELFARE STATE: HOW WE SPEND NEARLY \$1 TRILLION A YEAR FIGHTING POVERTY - AND FAIL"

**Author:** Michael Tanner; **Source/Publisher:** Cato Institute; **Date:** April 11, 2012

**Complexity Level:** 1430L. The text measures high due mainly due to figures and names of institutes. Otherwise, it is an accessible text to twelfth graders.

**Text Notes:** This study written by Michael Tanner of the Cato Institute strongly argues that the welfare spending by local and federal governments has largely failed to pull Americans out of poverty. Tanner backs up his claim with an array of graphs and figures that compare poverty rates to government spending. He ultimately argues "the vast majority of current programs are focused on making poverty more comfortable."

# ACTIVITY 5: COMPARING PERSPECTIVES

## (CONT'D)

### TEXT SET #4: TEXTUAL NOTES

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. To what does Tanner compare the size of the welfare spending in the US in the introduction? What is the intended effect of making such a comparison?
2. What information is portrayed in Figure 1? How do these bar graphs help the reader to understand Tanner's argument?
3. What evidence does Tanner offer to back up his claim that "the vast majority of current programs are focused on making poverty more comfortable"?
4. Which details and evidence that Tanner cites seem solid and convincing? Which ones seem more questionable?
5. 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?

#### TEXT 4.4: "POVERTY SPEECH"

**Author:** Nelson Mandela; **Source/Publisher:** BBC; **Date:** February 3, 2005

**Complexity Level:** Measures at 950L.

**Text Notes:** Nobel Peace Prize recipient, global social justice visionary, and former President of South Africa, Nelson Mandela spent nearly three decades in prison on a life sentence for conspiracy to overthrow the state. In this speech to end world poverty, he equates poverty and inequality to slavery and apartheid – labeling them all as manmade "social evils."

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

1. Mandela claims that the poorest people in the world are trapped in a "prison of poverty." Why does he use this metaphor and what does he mean by it?
2. Why is helping the poorest people out of poverty not a matter of charity but social justice? Why is this distinction important?
3. What are the steps and call to action he proposes to end global poverty?
4. 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?

#### TEXT 4.5: "GOSPEL OF LUKE," CHAPTER 6

**Author:** Luke; **Source/Publisher:** Holy Bible; **Date:** circa 60CE

**Complexity Level:** Measures at 1110L.

**Text Notes:** While the authorship of the Luke Gospel is uncertain, there is no doubt that this synoptic gospel is one of the most influential pieces of scripture ever written. Purported as the "historical gospel," Luke chronicles many stories not found in any other gospel (e.g., Good Samaritan, the rich man and Lazarus, the lost coin, prodigal son, and Zacchaeus, among others). In Chapter 6, the author greatly touches on the public ministry of Jesus of Nazareth. The chapter employs various literary devices and touches on issues ranging from labor and law to justice and love.

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

### TEXTUAL NOTES

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

1. In his responses to the Pharisees' comments about the lawfulness of his and the disciples' actions, to what does Jesus appeal to lay the foundation of his response? Give the context, why is this important?
2. Who are the various people Jesus helps in this chapter? In what ways does he help them and what are their commonalities?
3. Describe the various social justice/charitable acts and behaviors Jesus exhorts his listeners to do?
4. Who are positioned as the "bad guys" in this chapter? What do they share in common?
5. To whom does Jesus ultimately appeal for final authority on his teachings?
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 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 Social Responsibility. They should now be prepared to examine the issues surrounding Social Responsibility 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 what social responsibility means and how to reduce poverty.

It is anticipated that as the issues and problems associated with Social Responsibility, 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.