| **WR.1 ARGUMENT** | **Lesson 2 Argument Model** |

Introduction

In this lesson, students examine a second argument model and continue discussing what makes an argument effective, focusing in particular on purpose and audience. Student learning is assessed via participation in a pair or small group activity in which students brainstorm items for the class's Argument Writing Checklist. The whole class then works together to create a uniform checklist.

For homework, students respond briefly in writing to the following question: What might have been the prompt for the argument model "We Need the League"? Give three reasons to support your answer.

ⓘ Based on students' familiarity with arguments and argument writing, this lesson may extend beyond one class period.

Standards

Assessed Standard(s)	
SL.9-10.1.c, d	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.
	c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
Addressed Standard(s)	
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research.

| | b. | Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "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"). |

Assessment

Assessment(s)
Student learning is assessed via participation in a pair or small group activity in which students brainstorm items for the class's Argument Writing Checklist.
ⓘ If individual accountability is desired, consider having each student use a different colored marker when adding an item to the pair or group's chart paper.
High Performance Response(s)
A High Performance Response should: - Demonstrate participation in brainstorming for the pair's or group's Argument Writing Checklist (e.g., the student recorded an item on the pair's or group's chart paper).   - Record an item that is concise, specific, and actionable (e.g., Adapt content and language to my specific audience?).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
- adjudicating (v.) – settling judicially   - reservations (n.) – feelings of doubt or uncertainty about something   - demilitarize (v.) – to remove weapons and military forces from (an area)   - carnage (n.) – the slaughter of a great number of people, as in battle; butchery; massacre   - mobilize (v.) – to make (soldiers, an army, etc.) ready for war
Vocabulary to teach (may include direct word work and/or questions)
None.
Additional vocabulary to support English Language Learners (to provide directly)
participated (v.) – was involved with others in doing something; took part in an activity or event with others

- preservation (n.) – the act of keeping something safe from harm or loss

- ward off (v.) – to avoid being hit by (something)

- intervening (v.) – becoming involved in something (such as a conflict) in order to have an influence on what happens

- conscience (n.) – the part of the mind that makes you aware of your actions as being either morally right or wrong

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: SL.9-10.1.c, d, W.9-10.1, W.9-10.9.b	
• Text: "We Need the League" (argument model)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Reading and Discussion	3. 30%
4. Components of Effective Argument Writing	4. 20%
5. Group Assessment: Argument Writing Checklist	5. 10%
6. Class Discussion of Argument Writing Checklist	6. 15%
7. Closing	7. 5%

Materials

- Copies of argument model "We Need the League" for each student

- Student chart papers from WR.1 Lesson 1

- Markers of various colors (optional)

- Copies of the Argument Writing Checklist Template for each student

ⓘ Consider numbering the paragraphs of "We Need the League" before the lesson.

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	**Percentage indicates the percentage of lesson time each activity should take.**
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▶	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda   5%

Begin by reviewing the agenda. In this lesson, students read an argument model, discussing what makes the argument effective. Through instruction and discussion, students explore the components of successful argument writing and the importance of considering the specific purpose and audience. Students then continue to brainstorm items for a class-wide Argument Writing Checklist before coming together as a whole class to create a uniform checklist.

▶ Students look at the agenda.

Activity 2: Homework Accountability   15%

Instruct students take out their responses to the previous lesson's homework assignment. (Respond briefly in writing to the following question: What might have been the prompt for the argument model "Keep on Reading"? Give three reasons to support your answer.)

Instruct students to form pairs or small groups to discuss their responses.

💬 Student responses may include:

o The prompt may have been to make an argument for or against continuing the student's school's policy of ten minutes of silent reading every day.

o This may have been the prompt because the writer's central claim is that "[c]ontinuing to silent read for at least the first ten minutes of every class is a very good idea" (par. 1). Also, the writer gives examples of why silent reading is beneficial for students. Finally, the writer concludes by restating the central claim that silent reading is a good idea.

Display the actual prompt for the model "Keep on Reading":

File: WR.1 Lesson 2 **Date:** 6/30/15 **Classroom Use:** Starting 9/2015

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- Write an argument about whether or not the school should continue its program of ten minutes of daily silent reading.

Lead a brief whole-class discussion on whether or not "Keep on Reading" fulfilled the prompt.

Activity 3: Reading and Discussion   30%

Instruct students to remain in their pairs or small groups from the previous activity. Distribute a copy of the argument model "We Need the League" to each student. Inform students that this is a real, student-written argument. Explain to students that the model includes some typos and grammatical mistakes, but the goal of reading and discussing this model is to identify the effective elements of the argument.

ⓘ **Differentiation Consideration:** If necessary to support comprehension and fluency, consider using a masterful reading of the model for the lesson.

Provide students with the following definitions: *adjudicating* means "settling judicially," *reservations* means "feelings of doubt or uncertainty about something," *demilitarize* means "to remove weapons and military forces from (an area)," *carnage* means "the slaughter of a great number of people, as in battle; butchery; massacre," and *mobilize* means "to make (soldiers, an army, etc.) ready for war."

ⓘ Students may be familiar with these words. Consider asking students to volunteer the definitions before providing them to the class.

> Students write the definitions of *adjudicating*, *reservations, demilitarize, carnage*, and *mobilize* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration**: Consider providing students with the following definitions: *participated* means "was involved with others in doing something; took part in an activity or event with others," *preservation* means "the act of keeping something safe from harm or loss," *ward off* means "to avoid being hit by (something)," *intervening* means "becoming involved in something (such as a conflict) in order to have an influence on what happens," and *conscience* means "the part of the mind that makes you aware of your actions as being either morally right or wrong."

> Students write the definitions of *participated, preservation, ward off, intervening*, and *conscience* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ Consider informing students that the writer wrote this argument in the persona of a senator from North Dakota in 1919. The writer wrote this argument to be delivered as a speech during class.

ⓘ The following activity addresses the expectations of W.9-10.9.b.

Instruct students to read the model in their pairs or groups. Instruct students to annotate the model for items they find interesting and engaging, such as an unusual word choice, beautiful phrase, illuminating analysis, or surprising fact.

After students read and annotate the model, post or project the following set of questions for students to discuss before sharing out with the class. Instruct students to annotate the model for how the writer links his ideas together as they discuss each question, remembering to include short notes or labels to record their thinking.

ⓘ **Differentiation Consideration**: If the skill of annotation is new or challenging to students, consider posting or projecting the text and asking student volunteers to share their annotations for how the writer links his ideas together. Consider posting or projecting the volunteered annotations.

To whom does the writer address his argument?

💬 The writer addresses his argument to the "Great people of North Dakota" (par. 1).

ⓘ Consider informing students that the writer of the model is male, so during discussion, they may refer to the writer as "he."

What details does the writer include in the introduction of his argument?

💬 Student responses may include:

  o The writer identifies himself as "Senator" who "just participated in a debate" (par. 1).
  o The writer explains the topic of the argument and identifies the two sides of the issue: "whether or not America should sign the Treaty of Versailles, and in doing so, join the League of Nations" (par. 1).
  o The writer defines what the League of Nations "is designed to deal with" (par. 1).
  o The writer explains how he voted on the treaty, referencing the "interests" of the people in North Dakota (par. 2).

What is the writer's central claim?

💬 The writer explains, "[he] voted in favor of the treaty" (par. 2), which indicates that his central claim is that voting for the treaty was the correct decision for him to make.

What does the writer's central claim suggest about his purpose?

💬 Because the writer states that he "voted in favor of the treaty" (par. 2), and then makes supporting claims about the benefits of the treaty, the writer's purpose seems to be to convince the people of North Dakota that he made the correct decision in voting to accept the treaty.

Describe at least one example of how the writer develops and supports his central claim. Use the argument terms from Lesson 1 in your answer.

- 💬 Student responses may include:

    o In the body of the argument, the writer makes supporting claims about the benefits of the treaty. For example, in paragraph 3, the writer claims, "the Treaty and the League will control the use of new weapons." This claim shows that the treaty is beneficial, which advances his central claim that voting for the treaty was the best decision.

    o The writer uses evidence to develop this supporting claim. The quotation he includes in paragraph 3 from Article VII is directly related to the League's role in controlling weapons.

    o The writer uses reasoning to connect his evidence and supporting claim. The writer explains that the League's role in reducing weapons "will cause heavily armed countries to demilitarize and make it less possible for war to break out" (par. 3).

- ⓘ **Differentiation Consideration**: If students struggle, consider encouraging them to refer to the Argument Visual Handout (Lesson 1) to describe how the writer develops and supports his central claim.

Is the writer's argument logical, well-organized, and easy to understand? Why or why not?

- 💬 Student responses may include:

    o Although the writer explains that he already cast his vote on the treaty prior to writing this speech, he states, "If we join the League," as if the vote on the treaty has not yet happened (par. 6).

    o The writer concludes his argument by stating that "the Treaty of Versailles needs to be signed" as if he is trying to convince the people he is addressing to vote for the treaty (par. 7). His conclusion does not include a statement reinforcing the central claim that his decision to vote for the treaty was correct.

    o The way the writer creates this central claim seems a little strange, because he makes the claim by stating what he did (i.e., "I voted in favor of the treaty" (par. 2)) and then using the supporting claims and conclusion to clarify his central claim.

- ⓘ **Differentiation Consideration:** If necessary, inform students that *coherence* means "being logical, well-organized, and easy to understand."

    ▸ Students write the definition of *coherence* in the appropriate section of their vocabulary journals.

How does the writer appeal to his audience?

- 💬 Student responses may include:

- o The writer appeals to the memories and emotions of the people of North Dakota by reminding them of how "horrible … the Great War was" (par. 2) and warning them about possibilities of "another war" (par. 4).
- o In paragraph 3, the writer appeals to North Dakotans by sharing the language of the Treaty itself.
- o The writer appeals to the consciences of North Dakotans by asking, "How can you not intervene when 8 million people died in the last war?" (par. 6).

ⓘ Consider reminding students that appealing to the audience is a rhetorical strategy used to make an argument more persuasive.

Lead a brief whole-class discussion of student responses.

Activity 4: Components of Effective Argument Writing   20%

ⓘ The following activity addresses the expectations of W.9-10.1.

Remind students that that the purpose of writing an argument is to convince or persuade the audience to accept their perspectives.

Instruct students to Think, Pair, Share on the following question:

When crafting an argument, why is knowledge of the audience important?

- 💬 Student responses may include:

  Knowledge of the audience might help a writer:

  - o Make claims that are most important or meaningful to that audience
  - o Determine what evidence will be most convincing to that audience
  - o Think of counterclaims that his or her audience could make
  - o Use the most appropriate vocabulary and writing style for that audience

Explain that in order to effectively convince the audience of the writer's perspective, the writer must understand who the audience is. Knowing the audience allows the writer to adapt content and language to be the most appropriate for the particular audience.

Instruct students to Turn-and-Talk about the following questions:

Who is the writer's audience in "We Need the League"?

- 💬 The writer addresses his argument to the "[g]reat people of North Dakota" (par. 1) and mentions "the interests of the great state of North Dakota" (par. 2), which together suggest that his audience is made up of residents of North Dakota.

What is the relationship between the writer and his audience?

- 🗨 Because the writer identifies himself as "Senator McCumber," his specific audience may be voters or politically active residents of North Dakota (par. 1). As a senator, the writer is supposed to represent the interests of the residents of his state in the United States Senate.

- ⓘ **Differentiation Consideration:** If students are not familiar with the relationship between United States senators and the people who live in a state, consider explaining that a United States senator is an elected position, and the eligible voters in a state vote for two senators to represent their interests in the United States Senate, a legislative body that votes on laws.

Explain to students that different audiences have different knowledge levels about particular topics and different concerns about how topics are treated. Instruct students to Turn-and-Talk about the following questions:

Using evidence from the model, explain what the writer may have anticipated about his audience's knowledge level of the topic.

- 🗨 Student responses may include:

    - o In his introduction, the writer explains the connection between "sign[ing] the Treaty of Versailles" and "join[ing] the League of Nations" (par. 1). This explanation suggests that the writer anticipated that his audience has little to no knowledge of international politics.
    - o In his introduction, the writer gives a brief description of the purpose of the League of Nations: "The League is designed to deal with international issues, adjudicating differences between countries instead of them going directly to combat" (par. 1). This simple description suggests that the writer anticipated that his audience does not know, or perhaps misunderstands, what the League is supposed to do.
    - o In paragraph 2, the writer briefly explains why "the central powers" wanted to form the League of Nations. He explains that "the central powers composed the Treaty of Versailles to create the League of Nations in an attempt to ward off future conflicts" (par. 2), which suggests that the writer anticipated that his audience does not understand or know the primary reason for the League's creation.

- ⓘ **Differentiation Consideration**: If students struggle, encourage them to recall how they answered the following question during the Reading and Discussion Activity: What details does the writer include in the introduction of his argument?

Using evidence from the model, explain what the writer may have anticipated about his audience's concerns on the topic.

- 🗨 Student responses may include:

- The writer claims to have acted "in the interests of the great state of North Dakota" when he voted for the treaty (par. 2), which suggests that he anticipated that his audience is concerned about the welfare of the state in which they live.
  - The writer emphasizes throughout his argument that the League will "prevent future wars from breaking out" (par. 5), and he reminds his audience of "all that carnage" (par. 6) from the last war. The writer assures the audience that joining the League "will keep anything like the Great War from happening again" (par. 6). The writer's emphasis on preventing war and death, suggests that he anticipated that his audience is concerned about another war happening.

Lead a brief whole-class discussion of student responses. Explain to students that effective writers always take their audience's knowledge levels and concerns into account when they construct arguments.

ⓘ Students will learn more about how to take their audience's knowledge level and concerns into account when revising their arguments in Lesson B.

Activity 5: Group Assessment: Argument Writing Checklist   10%

ⓘ The following activity addresses the expectations of W.9-10.1.

Instruct students to form the same pairs or small groups they established for the group assessment in Lesson 1. Distribute each group's chart paper. Explain that the assessment for this lesson requires students to continue collaborating with the pairs or groups from the previous lesson to brainstorm, discuss, and decide on items that they believe should be included on the class's Argument Writing Checklist. Each pair or group adds their items to the existing list on a piece of chart paper. Instruct students to use this lesson's discussions about the argument model and the components of effective argument writing to inform their brainstorming. Explain to students that at the end of this activity, the whole class discusses each other's checklists to come to a consensus on which items should be included on the class's Argument Writing Checklist.

- ‣ Students work in pairs or small groups to brainstorm, discuss, and decide on items appropriate for the class's Argument Writing Checklist. Each student records an item on the chart paper.

- 💬 Student responses may include:

  - Adapt content and language to my specific audience?
  - Adapt style of writing to convince my audience of my central claim?

ⓘ If individual accountability is desired, consider having each student use a different colored marker when adding an item to the group's chart paper.

Activity 6: Class Discussion of Argument Writing Checklist   15%

ⓘ The following activity addresses the expectations of W.9-10.1.

Distribute a copy of the Argument Writing Checklist Template to each student. Inform students that for the remainder of the unit, everyone in the class will use one uniform Argument Writing Checklist composed of the suggestions from each pair or group. Explain that the checklist has rows for students to add each item after the class has decided together what will go on the checklist. The first rows of each section of the checklist are the categories and refer to the different types of items that students add to their checklists. Students write the item below the appropriate category, "Does my response …" In the second and third columns, there are checkboxes for students to mark whether or not the item was met.

▸ Students examine the Argument Writing Checklist Template.

Instruct students to examine the categories on the checklist. Ask students to Turn-and-Talk to discuss what they think each category requires students to demonstrate.

💬 Student responses may include:

- o "Command of Evidence and Reasoning" means that students must demonstrate that they have the ability to use facts, events, and ideas, as well as reasoning, to support their claims.
- o "Coherence, Organization, and Style" means that students must demonstrate that they have the ability to link ideas, arrange ideas logically, and express ideas in a certain way.
- o "Control of Conventions" means that students must demonstrate that they know proper English grammar, usage, capitalization, punctuation, and spelling.

ⓘ **Differentiation Consideration:** If necessary, provide the following definitions. Remind students that they learned the meaning of *coherence* during the Reading and Discussion activity in this lesson and the meanings of *style*, *evidence*, and *reasoning* in the previous lesson.

- o *Organization* means being arranged or planned in a particular way.
- o *Conventions* include grammar, usage, capitalization, punctuation, and spelling.

▸ Students write the definitions of *organization* and *conventions* in the appropriate section of their vocabulary journals.

Instruct each pair or group in turn to share what they think their most important items for the checklist are and in which category each item belongs. Each pair or group should try to avoid repeating items that another pair or group has already offered for the class's list, though students may offer suggestions to improve the wording of an existing item as well.

Lead a whole-class discussion and guide students toward a consensus on which items students want to add to the class's Argument Writing Checklist.

ⓘ **Differentiation Consideration**: If students struggle to determine the appropriate category for each of their suggested checklist items, consider explaining to students which items should be added to which category.

Record the items in a way that allows all students to read and copy the checklist on to their own templates. Explain to students that they will use columns 2 and 3 (the checkbox columns) when they are drafting, revising, and finalizing their drafts in Lessons 8–12.

▸ In turn, student pairs or groups offer suggestions for which items should be added to the class's Argument Writing Checklist and in which category. As the class builds the checklist together, students copy the checklist items on to their own Argument Writing Checklist Templates.

ⓘ If necessary, remind students to focus the discussion on what they have learned in this lesson and the previous lesson. Students will have the opportunity to add additional items in future lessons.

ⓘ Consider displaying an up-to-date copy of the Argument Writing Checklist in every class.

Activity 7: Closing   5%

Display and distribute the homework assignment. For homework, instruct students to respond briefly in writing to the following question:

What might have been the prompt for the argument model "We Need the League"? Give three reasons to support your answer.

▸ Students follow along.

Homework

Respond briefly in writing to the following question:

What might have been the prompt for the argument model "We Need the League"? Give three reasons to support your answer.

Argument Writing Checklist Template

Name:		Class:		Date:	

> **Directions:** Use this template to record the checklist items that convey the components of an effective argument established as a class.

Command of Evidence and Reasoning Does my response…	Drafting ✔	Finalization ✔
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐

Coherence, Organization, and Style Does my response…	Drafting ✔	Finalization ✔
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐

	Drafting	Finalization
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐

Control of Conventions Does my response…	Drafting ✔	Finalization ✔
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐

Model Argument Writing Checklist

Name:		Class:		Date:	

> **Directions:** Use this template to record the checklist items that convey the components of an effective argument established as a class.

Command of Evidence and Reasoning Does my response…	Drafting ✔	Finalization ✔
Use relevant and sufficient evidence to support my claims?*	☐	☐
Use valid reasoning to demonstrate clear relationships between claims and evidence?*	☐	☐
Develop counterclaims fairly?*	☐	☐

Coherence, Organization, and Style Does my response…	Drafting ✔	Finalization ✔
Introduce a precise central claim?*	☐	☐
Develop supporting claims that reinforce or advance the central claim?*	☐	☐
Adapt content and language to my specific audience?*	☐	☐
Adapt style of writing to convince my audience of my central claim?*	☐	☐

Control of Conventions Does my response…	Drafting ✔	Finalization ✔
	☐	☐
	☐	☐

*Asterisks indicate new items added in this lesson.