

# WR.1 ARGUMENT

## Lesson 9 Drafting: Introduction

### Introduction

In this lesson, students learn to craft an introduction that establishes the topic and central claim of their argument. Students participate in a jigsaw activity to examine introductions from the articles they read in Lessons 3–5 and discuss the components that make these introductions effective. Then, students work individually to draft their argument introductions. Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Argument Writing Checklist.

For homework, students review and revise their introductions, focusing on how effectively they engage the reader’s attention and establish the topic and central claim. Students attempt 2–3 different ways of opening their arguments and prepare to share their attempts with peers.

### Standards

Assessed Standard(s)	
W.9-10.1.a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Addressed Standard(s)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

## Assessment

Assessment(s)
Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Argument Writing Checklist.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Engage the reader’s attention and interest (e.g., Wandering the halls like zombies glued to their smart phones, these young minds are scattered and distracted. The number of people unable to focus on any one thing for an extended period of time is growing due to technology.).</li> <li>Establish the topic and the central claim of the argument (e.g., Distracted by the constant need to check their e-mail or texts, chained to Facebook, Instagram, and Twitter, and neglecting homework in order to play the latest and greatest version of Grand Theft Auto, it is painfully obvious that today’s teenagers cannot live without their screens. In order to promote a healthier lifestyle and more face-to-face interactions in the face of these challenges, [name of school here] should participate in “Shut Down Your Screen Week.”).</li> </ul> <p><i>i</i> The above responses are taken from the introduction of the model argument in Lesson 10. This model is a complete response to the WR.1 argument prompt. Consult the model argument for context for this introduction.</p>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p><b>Standards &amp; Texts:</b></p> <ul style="list-style-type: none"> <li>Standards: W.9-10.1.a, W.9-10.5, W.9-10.6</li> <li>Texts: “Social Media as Community” by Keith Hampton, “Kids Still Getting Too Much ‘Screen Time’: CDC” by Amy Norton, “Education 2.0: Never Memorize Again?” by Sarah Perez, and “Attached to Technology and Paying a Price” by Matt Richtel</li> </ul>	

Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Writing Instruction: Effective Introductions	3. 30%
4. Drafting an Introduction	4. 45%
5. Closing	5. 5%

## Materials

- Student copies of “Social Media as Community” by Keith Hampton, “Kids Still Getting Too Much ‘Screen Time’: CDC” by Amy Norton, “Education 2.0: Never Memorize Again?” by Sarah Perez, and “Attached to Technology and Paying a Price” by Matt Richtel (refer to WR.1 Lessons 3–5)
- Student copies of the up-to-date Argument Writing Checklist (refer to WR.1 Lesson 8 Model Argument Writing Checklist)

## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
▶	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 participate in a jigsaw activity to identify elements of effective introductions in the articles they read in Lessons 3–5. Students then draft their own introductions, focusing on engaging the reader’s interest and introducing the topic and central claim of the argument.

- ▶ Students look at the agenda.

## Activity 2: Homework Accountability

15%

Instruct students to take out their responses to the previous lesson’s homework assignment. (Continue drafting your body paragraphs, focusing on clearly stating your claims and effectively supporting them with evidence and reasoning.)

Instruct students to form pairs or small groups to briefly look over the paragraphs they drafted for homework. Instruct students to share an example of how their body paragraphs work together to support their central claim.

💬 Student responses may include:

- The supporting claim in this paragraph is well supported by evidence and follows from the central claim.
- The topic is explored in this first body paragraph, and the second body paragraph continues to explore the connected ideas of the claim by expanding on it with new evidence.

Ask for a student volunteer to share a paragraph with the class. Lead a brief whole-class discussion about what makes the paragraph effective and how it might be improved.

## Activity 3: Writing Instruction: Effective Introductions

30%

Transition to a jigsaw discussion by creating “home” groups of 4 students each. Instruct students to take out their copies of the articles they read in Lessons 3–5. Instruct student groups to decide among themselves which group member is responsible for which of the following sections from previously examined articles:

- “Social Media as Community” paragraphs 1 and 2
- “Kids Still Getting Too Much ‘Screen Time’: CDC” paragraphs 1 and 2
- “Education 2.0: Never Memorize Again?” paragraphs 1 and 2
- “Attached to Technology and Paying a Price” section 1, paragraphs 1 and 2

Instruct students to leave their home groups to form “expert” groups based on the text for which each student is responsible (e.g., all students responsible for paragraph 1 and 2 of “Social Media as Community” now form one group). Explain that “expert” groups are those that read, analyze, and become class experts on their article’s introduction so that they can share with their “home” groups their understanding of what makes the introduction effective.

Instruct students to read the introduction and note any previous annotations they made. Post or project the following questions for each expert group to discuss.

**How does the introduction effectively engage the reader’s attention?**

Student responses may include:

- In the introduction of “Social Media as Community,” the author references two authors, “Dominique Browning and Eric Klinenberg” (par. 1), who have both written positively about living alone, but goes on to say that their work has not stopped others from claiming that living alone and increased social media use have led to “social isolation.” By introducing a controversy at the beginning of his argument, Hampton is able to engage the reader.
- By immediately citing the experts who wrote a “government study” in the introduction to “Kids Still Getting Too Much ‘Screen Time’: CDC” Norton engages the reader’s attention by establishing that the problem is serious and being researched by experts. Norton uses words like “still” and “despite” to show that children’s technology habits are not what they should be.
- In the introduction to “Education 2.0: Never Memorize Again?” the author leads with a compelling and controversial first sentence: “Memorization is a waste of time when Google is only a few clicks away” (par. 1). This sentence helps capture the reader’s attention by stating that memorization is not as important as people think it is.
- In the introduction to “Attached to Technology and Paying a Price,” the author begins by telling a compelling human story about the dangers of technology. The author relates the story of businessman Kord Campbell, who overlooked a huge business deal because of his attachment to technology. This story illustrates the dangers of the overuse of technology and helps the reader to connect with the potential real-life dangers of technology addiction.

**How does the author introduce the topic and central claim and begin to develop his or her claim in the introduction?**

Student responses may include:

- In the introduction of “Social Media as Community,” the author discusses authors who make positive claims about living alone but states that despite these arguments, others still claim that social media is “responsible” for “social isolation,” which is how he introduces the topic of the argument (par. 1). The author then connects these ideas by stating his central claim: “Neither living alone nor using social media is socially isolating” (par. 2). The author supports this claim with evidence in the form of a survey. In this introduction, the author provides the reader with a large amount of important information, and presents the reader with his topic and purpose.
- In the introduction of “Kids Still Getting Too Much ‘Screen Time’: CDC,” the author introduces the topic and establishes a precise central claim: “U.S. teenagers are still spending hours in front of the TV and computer every day—despite years of expert advice that kids’ ‘screen time’ should be limited, a new government study finds” (par. 1). The author then immediately supports this claim by citing the evidence of two CDC surveys that

- demonstrate the large amount of potentially dangerous time that children spend in front of screens. The author presents a significant amount of evidence to support the claim early in the text.
- In the introduction to “Education 2.0: Never Memorize Again?” the author introduces the topic and a central claim of her article by summarizing the views of Don Tapscott, whose opinion is that “memorization is a waste of time when Google is only a few clicks away” (par. 1). Tapscott’s claim that “rote memorization is no longer a necessary part of education” is one of Norton’s central claims (par. 2). She describes Tapscott as a “leading commentator on our Internet Age,” and explains how he thinks students should be taught differently to develop her central claim (par. 1).
  - In the introduction to “Attached to Technology and Paying a Price,” the author does not introduce a precise central claim, but instead begins with a story about how Kord Campbell missed “one of the most important emails” (sec.1, par. 1) of his life. Opening this way engages the reader and suggests that the article will be about the dangers of attachment to technology without saying so explicitly.

Circulate and support as necessary.

When expert groups complete their analysis of their section of text, instruct students to return to their home group in which each member has explored the introduction of a different article. Each student should present the analysis from the expert group to his or her home group members for discussion of what makes the introductions effective. If time remains, encourage students to pose questions to their peers about the introductions.

- ▶ Students form their home groups and share their analyses from their expert groups.

Lead a brief whole-class discussion of student responses, calling on each group to share their analysis of their specific article. Then, explain to students that there are different methods for creating an interesting introduction, but regardless of approach, an effective introduction not only grabs a reader’s attention but also makes clear the writer’s topic, claim, and purpose. An introduction should also provide context for the content of the argument, which can involve distinguishing the central claim from opposing claims. Writers can frame an introduction by describing a problem, posing a question, or piquing readers’ curiosity with interesting facts associated with the topic. Writers may also use an interesting story found while collecting evidence for their arguments to grab readers’ attention.

- ① **Differentiation Consideration:** Consider transitioning into pairs or small groups and have them brainstorm interesting opening sentences to introduce their arguments. Instruct each student to write a sample first sentence, and then instruct students to engage in a round-robin style discussion wherein each student passes his or her sample to a member of the group. The group then discusses each sample, how interesting or engaging it is, and why. Consider leading a whole-class discussion of student responses.

- ① For homework, students will experiment with different ways of opening their arguments.
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Instruct students to take out their copies of the Argument Writing Checklist.

- ① Consider posting or projecting the Argument Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

**Based on this lesson’s writing instruction, what items should the class add to the Argument Writing Checklist? In which categories do these items belong and why?**

- 💬 Student responses will vary but should include points that address the following:
- Have an introduction that captures the reader’s attention and interest? This item belongs in the Coherence, Organization, and Style category, because an interesting introduction is an aspect of a writer’s style.
  - Have an introduction that establishes the topic and central claim of my argument? This item belongs in the Coherence, Organization, and Style category, because establishing the topic and central claim is an aspect of organization and will contribute to coherence.

- ① Students likely added the item “Introduce a precise central claim?” to the Coherence, Organization, and Style category of the Argument Writing Checklist in Lesson 2.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Argument Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Argument Writing Checklist.

- ▶ Students add new items in the appropriate categories to their copies of the Argument Writing Checklist.

- ① Consider adding the new items in the appropriate categories to the displayed copy of the Argument Writing Checklist.

## Activity 4: Drafting an Introduction

45%

Explain that in this activity, students draft an introduction for their arguments, paying specific attention to engaging the reader’s attention, establishing the topic, and stating a clear central claim. The central claim may be the last sentence of the introduction. Explain to students that although they should mention their strongest supporting claims in the introduction, all of the evidence and reasoning that supports the claims belong in the body of the argument. Students should reference their annotated articles, notes, prewrites, Pros and Cons charts, and outlines while drafting the introduction.

Inform students that they will self-assess the drafts of their introductions via annotations to their drafts corresponding to the applicable items on the Argument Writing Checklist.

Instruct students to take out and read their copies of the Argument Writing Checklist. Instruct students to Think, Pair, Share about the following question:

**Which checklist items are applicable to drafting an introduction?**

💬 Student responses should include:

- Have an introduction that captures the reader’s attention and interest?
- Have an introduction that establishes the topic and central claim of my argument?
- Introduce a precise central claim?
- Adapt content and language to my specific audience?

Lead a brief whole-class discussion of student responses.

Explain to students that this is a first draft, and while they should focus on the conventions established for an effective introduction, they will edit and refine their writing in later lessons.

Transition to individual drafting.

- ▶ Students independently draft the introduction for their argument.

💬 See the High Performance Response at the beginning of this lesson.

① **Differentiation Consideration:** If students need additional support, consider allowing them to draft with each other or as a class to ensure that they understand how to effectively write an introduction.

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After students finish drafting, instruct students to annotate their drafts for elements of the Argument Writing Checklist that appear in their introductions. Inform students that their annotations serve as the self-assessment of their draft’s alignment to the Argument Writing Checklist.

- ▶ Students annotate their drafts for elements of the Argument Writing Checklist that are applicable to their introductions.

① Student learning is self-assessed via annotations to their drafts. In order to ensure that students can continue to work effectively on their arguments, the draft introduction should not be collected unless teachers need to assess students’ abilities to write an introduction and students are unable to use the online writing community.



## Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to review and revise their introductions, paying close attention to how effectively they engage the reader's attention and establish their topic and central claim. Instruct students to attempt 2–3 different ways of opening their arguments and prepare to share their attempts with peers.

- ▶ Students follow along.
- ① If an online writing community has been established for the class, instruct students to post their revised introductions for sharing with peers and/or assessment. Remind peer reviewers to consider how effectively their peers have engaged the reader's attention and established the topic and central claim. (Students' use of the online writing community addresses the expectations of W.9–10.6.)

## Homework

Review and revise your introduction, paying close attention to how effectively you engage the reader's attention and establish your topic and central claim. Attempt 2–3 different ways of opening your argument and prepare to share your attempts with peers.

## Model Argument Writing Checklist

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

<b>Command of Evidence and Reasoning</b>	<b>Drafting</b>	<b>Finalization</b>
<b>Does my response...</b>	✓	✓
Use relevant and sufficient evidence to support my claims?	<input type="checkbox"/>	<input type="checkbox"/>
Use valid reasoning to demonstrate clear relationships between claims and evidence?	<input type="checkbox"/>	<input type="checkbox"/>
Develop counterclaims fairly?	<input type="checkbox"/>	<input type="checkbox"/>

<b>Coherence, Organization, and Style</b>	<b>Drafting</b>	<b>Finalization</b>
<b>Does my response...</b>	✓	✓
Introduce a precise central claim?	<input type="checkbox"/>	<input type="checkbox"/>
Develop supporting claims that reinforce or advance the central claim?	<input type="checkbox"/>	<input type="checkbox"/>
Adapt content and language to my specific audience?	<input type="checkbox"/>	<input type="checkbox"/>
Adapt style of writing to convince my audience of my central claim?	<input type="checkbox"/>	<input type="checkbox"/>
Arrange claims, counterclaims, evidence, and reasoning to create clear relationships among all the components of the argument?	<input type="checkbox"/>	<input type="checkbox"/>
Have an introduction that captures the readers' attention and interest?*	<input type="checkbox"/>	<input type="checkbox"/>
Have an introduction that establishes the topic and central claim of my argument?*	<input type="checkbox"/>	<input type="checkbox"/>

<b>Control of Conventions</b>	<b>Drafting</b>	<b>Finalization</b>
<b>Does my response...</b>	✓	✓
	<input type="checkbox"/>	<input type="checkbox"/>

\*Asterisks indicate new items added in this lesson.