VISUAL PROMPT
How can your perspective change when you look at a picture? What details do you notice in this image?

CHANGING PERSPECTIVES

We ask only that our story be told in fairness. We do not ask you to overlook what we did, but we do ask you to understand it.

—from “The First Americans” by Scott H. Peters
UNIT 3

Changing Perspectives

GOALS
- To analyze argumentative texts
- To practice nonfiction reading strategies
- To support a claim with reasons and evidence
- To engage effectively in a variety of collaborative discussions
- To write an argumentative letter
- To understand and use simple, compound, and complex sentence structures

ACADEMIC
controversy
argument
claim
reasons
evidence
research
citation
plagiarism
credible
relevant
sufficient

LITERARY
tone
formal style
rhetorical appeals
logos
pathos
logical fallacies

ACTIVITY CONTENTS

3.1 Previewing the Unit .................................................. 170
3.2 It Is Time to Argue and Convince .............................. 171
   Introducing the Strategy: Paraphrasing
3.3 Identifying Claims in an Argument ............................. 174
   Opinion Piece: “A Teacher’s Defense of Homework,” by Andrea Townsend
3.4 Creating Support with Reasons and Evidence ................ 179
   Opinion Piece: “A High School Student’s Perspective on Homework,” by Amedee Martella
   News Article: “Texas Teacher Implements No-Homework Policy, the Internet Rejoices,” by Ashley May
   Introducing the Strategy: Rereading
3.5 Do Your Research: Sources, Citation, and Credibility .......... 190
3.6 The Formality of It All: Style and Tone ......................... 196
   Language & Writer’s Craft: Formal Style
3.7 A Graphic Is Worth a Thousand Words ....................... 200
   Circle Graph: Figure 7. Proportion of daily computer, tablet, and smartphone use devoted to activities, among teens
   Table: Consumption, Communication, and Creation: Time spent using digital media daily, by activity
3.8 Debate It: Organizing and Communicating an Argument ......... 207
   News Article: “Social Networking’s Good and Bad Impacts on Kids,” from Science Daily
   Informational Text: “Are Social Networking Sites Good for Our Society?” by ProCon.org
   Introducing the Strategy: Metacognitive Markers

Embedded Assessment 1:
Researching and Debating a Controversy  ....................... 218
<table>
<thead>
<tr>
<th>Activity</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.9</td>
<td>Unpacking Embedded Assessment 2 ............ 220</td>
</tr>
<tr>
<td>3.10</td>
<td>Looking at a Model Argumentative Letter .... 222</td>
</tr>
<tr>
<td></td>
<td>Letter: Student Draft Letter</td>
</tr>
<tr>
<td>3.11</td>
<td>Facts and Feelings: Rhetorical Appeals in Argumentative Writing ....................... 228</td>
</tr>
<tr>
<td></td>
<td>Language Checkpoint:</td>
</tr>
<tr>
<td></td>
<td>Using Commas, Parentheses, and Dashes ............ 234</td>
</tr>
<tr>
<td>3.12</td>
<td>Citing Evidence .................................................. 236</td>
</tr>
<tr>
<td></td>
<td>Language &amp; Writer’s Craft: Using Appositives</td>
</tr>
<tr>
<td>3.13</td>
<td>Playing with Persuasive Diction: Appealing to Pathos ........................................... 239</td>
</tr>
<tr>
<td></td>
<td>Introducing the Strategy: Adding by Looping</td>
</tr>
<tr>
<td>3.14</td>
<td>Writing an Introduction and a Conclusion .... 242</td>
</tr>
<tr>
<td>3.15</td>
<td>Saying Too Much or Too Little? ............ 245</td>
</tr>
<tr>
<td></td>
<td>Language &amp; Writer’s Craft: Complex Sentences</td>
</tr>
<tr>
<td></td>
<td>Introducing the Strategy: Deleting</td>
</tr>
<tr>
<td>3.16</td>
<td>Preparing to Write an Argument .................. 250</td>
</tr>
<tr>
<td></td>
<td>Embedded Assessment 2</td>
</tr>
<tr>
<td></td>
<td>Writing an Argumentative Letter .................. 251</td>
</tr>
</tbody>
</table>

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Making Connections
In the last unit, you read a novel and other texts about the changes that occur throughout people's lives. You also looked at change from different perspectives: changes in your own life, changes in your community, and changes in the broader world. In this unit, you will examine arguments and how writers try to persuade others to agree with them on issues of controversy about which people may disagree.

Essential Questions
Based on your current knowledge, how would you answer these questions? Write your responses in your Reader/Writer Notebook.

1. Why do we have controversy in society?
2. How do we communicate in order to convince others?

Developing Vocabulary
Mark the Academic Vocabulary and Literary Terms using the QHT strategy.

Unpacking Embedded Assessment 1
Read the assignment for Embedded Assessment 1: Researching and Debating a Controversy.

Work collaboratively to research one side of a controversy that is affecting your school, your community, or society. Then participate in a modified debate in which you argue your position and incorporate a visual display with appropriate headings and labels and/or multimedia for support.

Mark the text for what you will need to know in order to complete this assessment successfully. With your class, create a graphic organizer to represent the skills and knowledge you will need to complete the tasks identified in the Embedded Assessment.
Introducing Argument

1. **Quickwrite**: Have you ever tried to change the mind of someone in your family? Were you successful, and if so, how did you convince the person?

2. Brainstorm all the meanings you know of the word *argument*. The concept of argumentation will become important during this unit.

3. Compare your brainstorm to the dictionary definition and thesaurus entry of the word *argument*. What other definitions can you find? What other words are associated with it?

4. What comes to mind when you hear the word *controversy*? Complete the Word Map graphic organizer to explore the meaning of the word.

<table>
<thead>
<tr>
<th>Definition in Own Words</th>
<th>Personal Associations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Visual Representation</th>
<th>Examples from Texts, Society, or History</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Introducing the Strategy: Paraphrasing**

Paraphrasing is putting a passage of text in your own words while maintaining its meaning. Paraphrased material is often, but not necessarily, shorter than the original passage, but it still has a logical order of information. Paraphrasing can help you understand what you are reading and provide support for claims in your writing. It is also a useful skill when you are listening to a speaker and taking notes about what the person is saying.

5. When you communicate your own argument about a controversy or an issue, it is essential to be able to paraphrase information. To practice paraphrasing, read and paraphrase the following quotes on controversy.

<table>
<thead>
<tr>
<th>Original</th>
<th>My Paraphrasing</th>
</tr>
</thead>
<tbody>
<tr>
<td>“If it matters, it produces controversy.”</td>
<td></td>
</tr>
<tr>
<td>— Jay Greene, retired NASA engineer</td>
<td></td>
</tr>
<tr>
<td>“A wise man has well reminded us, that ‘in any controversy, the instant we feel angry, we have already ceased striving for Truth, and begun striving for Ourselves.’”</td>
<td></td>
</tr>
<tr>
<td>— Thomas Carlyle</td>
<td></td>
</tr>
<tr>
<td>“When a thing ceases to be a subject of controversy, it ceases to be a subject of interest.”</td>
<td></td>
</tr>
<tr>
<td>— William Hazlitt</td>
<td></td>
</tr>
</tbody>
</table>

6. Quickwrite: Do you agree or disagree with any of the quotes? Explain.
7. Read the following list of claims relating to controversies from society today and place a check mark to indicate whether you agree or disagree with each one.

<table>
<thead>
<tr>
<th>Anticipation Guide: Exploring Hot Topics</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social networking should be banned at school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cell phones and other electronic devices should be banned at school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Banning homework would hurt a student’s education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certain books should be banned from school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junk food should be banned from schools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schools should ban peanut butter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kids should be banned from appearing on reality television.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plastic bags should be banned.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plastic water bottles should be banned.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skateboarding should be banned in public places.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dangerous sports such as motor racing and boxing should be banned.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pit bulls should be banned as pets.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exotic animals should be banned as pets.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Football should be banned in middle school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teenagers should be banned from playing violent video games.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. **Freewrite:** A controversial topic I feel strongly about is ____________________________________________

---

**Check Your Understanding**

Write your responses to the following in your Reader/Writer Notebook:

- three things you have learned about an argument
- two hot topics that interest you and why
- one thing you learned about paraphrasing
In argumentation, a writer makes a **claim** stating a position or opinion about a topic. To claim is to assert or maintain as a fact. A claim is the overall thesis describing the author’s position on an issue.

**VOCABULARY**

**VOCABULARY**

**ACTIVITY 3.3**

**What Is a Claim?**

In argumentative writing, the author’s position is known as a **claim**. The claim functions like a thesis statement. Identifying the author’s claim helps you understand the author’s opinion or point of view on a topic.

Often, an author’s claim appears in the opening paragraph. Sometimes the claim is in the middle of the text or even at the end. To identify a writer’s claim, look for a statement of position or opinion that reflects what the author is trying to say about a controversial topic. A claim will be a statement that is not fact, so the author should provide reasons that support the claim.

**Setting a Purpose for Reading**

- Highlight the sentence in the text where the author states her claim.
- Underline facts and details that support the author’s claim.
- Use the My Notes section to track words that are unfamiliar to you. Use context clues or a dictionary to write their definitions.

**Opinion Piece**

**A Teacher’s Defense of Homework**

*by Andrea Townsend, The Atlantic, Sept. 25, 2013*

1. I am a parent, and I struggle daily with making sure my daughter does her homework. I can certainly identify with the anxiety Karl Taro Greenfeld describes in his essay “My Daughter’s Homework Is Killing Me” (published in The Atlantic’s October 2013 issue). Here, however, I’d like to speak as a teacher rather than a parent. I’d like to explain why, in my **professional** opinion, American kids need homework.

2. I teach biology at the Charles School, a five-year early-college high school in Columbus, Ohio. I believe that my job is to prepare my students for college. In order to do that, I teach a wide variety of topics including cells, genetics, evolution, and ecology, using the National Science Standards. I teach each topic in depth so that the students understand and appreciate the information. I teach them about the scientific method, lab **procedures**, and scientific writing, all
skills they will need in college. It’s a lot to fit into one short year, and my class requires a lot of effort from my students.

3 I require my students to read one chapter out of their textbook each week, and to complete a short take-home quiz on the material. It helps to supplement the notes I give in class, so that I can spend more class time on labs and other hands-on activities. I learned in college that hands-on work is the best way for students to learn, and that’s certainly true. However, it’s definitely not the most efficient way. So, if I’m going to offer interactive activities in class, I need students to put in some time and effort studying outside of class as well.

4 A few times a year, I require students to write a scientific paper. We spend a significant amount of time on these assignments at school, but effort outside of class is required as well. And I think that’s great. Schoolwork prepares students for work-related tasks, financial planning, and any project that ends with the feeling of a job well done. Long-term planning, projects, and deadlines are a key part of adulthood.

5 Nevertheless, some parents think their kids are getting too much work. One argument, which Greenfeld uses, is to compare American students with those in other countries. In his article, Greenfeld cites the fact that students in many overseas countries are scoring higher than American children, while being assigned less homework. He uses Japan as an example. In 2011, Japan was ranked fourth in science scores in the Trends in International Mathematics and Science Study. But according to a study cited in Greenfeld’s article, Japanese students are actually assigned less homework by their teachers. Why, then, do they achieve more? The answer comes when you look at the differences in our cultures and our views on education. Japanese teachers may not be assigning much homework, but it turns out that Japanese kids are doing plenty of homework anyway.
I spoke with Chris Spackman, who is the English as a Second Language coordinator at my school. Chris taught for 13 years in Japan, and served on the Board of Education in the city of Kanazawa. I asked him why Japanese kids are scoring so high on achievement tests despite having relatively little homework. “Because Japanese kids go to juku,” he answered. He went on to explain that juku is a common after-school program that prepares Japanese kids for achievement testing. In Japan, senior high school is not required or guaranteed. Instead, students compete for spots at prestigious high schools by scoring high on achievement tests. “Some schools are for art, or college prep,” says Chris. “You have to study hard in junior high to get into the high school that you want.” In high school, Japanese kids continue to go to juku so that they can get into the college they want as well. So, Japanese kids do academic work outside of school, just not necessarily work assigned by their classroom teacher.

There is room for compromise on the homework debate. In their book Reforming Homework, Richard Walker and Mike Horsley state that while homework isn’t very beneficial for younger kids, it’s still beneficial for older students. I agree. I’ve learned, while preparing my students to start college early, that study skills become much more important than they were in primary school. It’s also important for teachers to assign work that’s high in quality, instead of quantity. The vast majority of teachers I know are careful to only assign work that’s important for student success. Remember, teachers have to grade all of these assignments – we wouldn’t want to spend extra time grading papers that have no value.

In the comments on Greenfeld’s article, some readers assume that teachers don’t have our students’ best interests at heart. But usually, teachers who aren’t incredibly devoted to their students don’t last in the profession. The teachers who do stay are committed to giving the best education to their students. We wouldn’t be assigning that homework, giving that test, or reading that book if we didn’t truly believe it was worthwhile. All we ask is that you trust us, just a little.
Returning to the Text
• Return to the text as you respond to the following questions. Use text evidence to support your responses.
• Write any additional questions you have about the editorial in your Reader/Writer Notebook.

1. Who is the intended audience of the article? Why did the author write the article?

2. How does the author strengthen her argument in paragraphs 5 and 6?

3. Why does the author say there is room for compromise in paragraph 7?

Working from the Text
4. Which of these statements from the article is the BEST example of a claim?
   A. I struggle daily with making sure my daughter does her homework.
   B. American kids need homework.
   C. I teach each topic in depth so that students understand and appreciate the information.

5. Explain the claim.

6. Explain why you agree or disagree with the claim. Then share your position with one or more classmates. Listen as your partner states their position and note whether you agree or disagree. Have a short discussion to determine how strongly you disagree and why. Practice speaking clearly and refer to evidence from the text to support your position.
Claims Are Debatable

A claim must be something that people could reasonably have differing opinions on. If your claim is something that is generally agreed upon or accepted as fact, then there is no reason to try to convince people.

**Example of a non-debatable claim:** *Air pollution is bad for the environment.* This claim is not debatable. First, the word *pollution* means that something is bad or negative in some way. Further, all studies agree that air pollution has a negative impact; they simply disagree on the specific impact it will have or the scope of the problem. No one could reasonably argue that air pollution is good.

**Example of a debatable claim:** *At least twenty-five percent of the federal budget should be spent on limiting air pollution.* This claim is debatable because reasonable people could disagree with it. Some people might think that this is how we should spend the nation’s money. Others might believe that this amount is too much to spend to limit air pollution. Still others could argue that corporations, not the government, should be paying to limit air pollution.

**Check Your Understanding**

**Quickwrite:** Briefly state a claim a writer could make to support the idea that students should not be assigned homework. Tell if the claim is debatable or not, and why.
ACTIVITY

Creating Support with Reasons and Evidence

Learning Targets

• Identify reasons and evidence in a text and analyze how they support claims.
• Participate in an effective debate by using evidence from texts, contributing ideas clearly, and responding to others’ ideas.

Reasons and Evidence

A claim should be backed up with support. A writer can support his or her viewpoint with reasons and evidence. Reasons are the points or opinions the writer gives to show why his or her claim should be accepted. In writing, each reason often acts as the topic sentence of a paragraph.

Evidence is a more specific type of support. Several kinds of evidence, such as facts, statistics, examples, observations, quotations, and expert opinions, can be used to support reasons. Sometimes people believe that their reasons should be sufficient to win an argument, but arguments without evidence are just personal opinions. Argumentative speakers and writers should attempt to use both reasons and evidence to be most effective.

Introducing the Strategy: Rereading

Good readers often reread a text as a way to make sure it makes sense and to find information they did not find during the first reading. Rereading a text two or three times may be needed to fully understand a text.

Revisiting an Argument

1. You will now go back and reread the editorial in Activity 3.3 to find reasons and evidence that support the author’s position. Use the Side A column in the graphic organizer below to identify the components of the argument.

<table>
<thead>
<tr>
<th>Side A</th>
<th>Side B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claim:</td>
<td>Claim:</td>
</tr>
<tr>
<td>Reason:</td>
<td>Reason:</td>
</tr>
<tr>
<td>Evidence:</td>
<td>Evidence:</td>
</tr>
<tr>
<td>Type of evidence:</td>
<td>Type of evidence:</td>
</tr>
</tbody>
</table>
Setting a Purpose for Reading
- As you read, underline reasons and evidence that the author uses to support her claim.
- Highlight words and phrases that indicate a formal tone.

About the Author
Amedee Marchand Martella (1993–) is a graduate student in the Department of Psychology at Carnegie Mellon University (CMU) and a fellow in CMU's Program in Interdisciplinary Education Research (PIER). She graduated from the University of Colorado Boulder with a double major in ecology & evolutionary biology and psychology. Her research interests center on improving K–16 student performance in STEM areas through the use of effective teaching practices.

Opinion Piece

A High School Student’s Perspective on Homework

by Amedee Martella, ASCD Website

1 For years I have never fully understood my parents’ celebrations of or concerns about my education. They have strong opinions about everything from the curricula used in my classes to how instruction is provided. My parents are both professors in the educational psychology and special education fields, so I have heard their views on education all my life.

2 One area that has prompted much discussion in our household surrounds the use of homework, particularly since I entered high school. Based on my own experiences, listening to my parents in their classes, and my research, I have come to the conclusion that homework could use some serious modification.

3 First, mastery can only be achieved by correct practice over time. My parents are advocates of explicit instruction; that is, teachers should show us what to do, give us opportunities to do it, and then give us a chance to show that we can do it on our own. Homework was designed to build on skills covered extensively in class. I should be able to complete an assignment with little to no confusion at home as long as it involves previously learned skills. I read Harris Cooper’s 1989 article “Synthesis of Research on Homework,” published in Educational Leadership, which is cited by many of the researchers
who have studied homework and its effects. Two recommendations stood out for me:

- “Homework will not be used to teach complex skills. It will generally focus on simple skills and material or on the integration of skills already possessed by the student.” (p. 90)
- “Parents will rarely be asked to play a formal instructional role in homework. Instead, they should be asked to create a home environment that facilitates student self-study.” (p. 90)

Many of the homework assignments I have received throughout my years of schooling have involved activities not previously practiced. When a teacher assigns homework incorporating information that was just recently taught or not taught at all, it puts a tremendous amount of stress on students. Worse yet, I think, it puts a great deal of stress on our parents. We rely on our parents to help us be successful. Our parents have to figure out how to do the assignment and then teach it to us. Many of the projects and activities are too difficult to be done without our parents’ help. Students who have no help at home, therefore, are at a total disadvantage and their grades might falter because of this lack of assistance…

Second, homework should not exceed two hours per night. Again, Cooper provides recommendations about the length of homework. He says the following (p. 90):

- Grades 1–3: 1–3 assignments a week, each lasting no more than 15 minutes.
- Grades 4–6: 2–4 assignments a week, each lasting 15–45 minutes.
- Grades 7–9: 3–5 assignments a week, each lasting 45–75 minutes.
- Grades 10–12: 4–5 assignments a week, each lasting 75–120 minutes.

Many high school students, like these Kingwood High School football players in Houston, Texas, have obligations after school that limit their homework time.
If we assume that we know how to do the homework we are assigned, we should be able to complete it in a reasonable amount of time. But consider the schedules of many high school students: we often wake up early in the morning; some of us have long bus rides; and many of us have sports practices, jobs, or other extracurricular activities before or after school. We have to make time to eat dinner and complete our chores. Now add on three or more hours of homework a night and you have instant stress, not only for students but also for their families. I have known my peers to stay up until midnight trying to finish their homework on top of everything else they have to do in their busy lives. These students are not always procrastinators—they just simply cannot do it all…

In summary, I enjoy school and appreciate the time my teachers take in providing feedback on homework assignments and in reviewing them in class. If teachers take the time to assign homework we can actually do within a reasonable amount of time, we will enjoy the experience much more, be less stressed, and have more time to spend with our families each evening.

Reference

Making Observations
• What is your first reaction to the author’s argument?
• What information stood out to you the most?

Focus on the Sentence
Write a question for each answer below based on the article.

Question: ____________________________________________________________________________

Answer: a maximum of two hours per night

Question: ____________________________________________________________________________

Answer: to practice and build on skills learned in class
Returning to the Text

• Return to the text as you respond to the following questions. Use text evidence to support your responses.
• Write any additional questions you have about the text in your Reader/Writer Notebook.

2. What is the author’s claim in this article? Who is the author’s intended audience? How do you know?

3. What makes the author an authority figure on homework?

4. In paragraph 3, which type of evidence does the author use to support her argument?

5. In paragraphs 3 and 5, why does the author use bullet points? How does this structure contribute to her purpose?

6. How does the author address the opposing viewpoint that students only have to stay up late doing homework because they are procrastinators?

Setting a Purpose for Reading

• As you read the news article, underline reasons and evidence that the subjects of the article use as support for their opinions.
• Use the My Notes section to describe any similarities or differences this article has with the previous two articles you have read about the homework debate.
News Article

Texas Teacher Implements No-Homework Policy, the Internet Rejoices

by Ashley May, USA Today, Aug. 24, 2016

1 A second grade teacher’s no-homework policy has gone viral, thanks to a student’s mother posting about it on Facebook.

2 Last week, mom Samantha Gallagher posted a note on Facebook from her daughter’s teacher reading: “After much research this summer, I’m trying something new. Homework will only consist of work that your student did not finish during the school day. There will be no formally assigned homework this year.”

3 Godley Elementary School teacher Brandy Young told parents research doesn’t prove homework improves performance. So, she said, time after school is best spent eating dinner as a family, reading together, playing outside and getting children to bed early.

4 It was a decision Young said she made with the support of her district.

5 “Our district, campus, and teaching teams are exactly the supportive environment you need if you’re going to break the mold and try something new,” Young said in an email. “We’re never really afraid to voice new opinions and ideas because our leadership is always so supportive, and our coworkers want what’s best for educating our students.”

6 Gallagher said her daughter is “loving her new teacher already!” The post has more than 67,400 shares on Facebook and started a healthy conversation on Reddit: I wish this was the homework policy when I was in school.

7 The response has been overwhelmingly “supportive and positive,” Gallagher said. “Many who have responded are educators themselves wanting info from Mrs. Young on how to go about implementing the policy themselves.”

8 Hosburgh said her daughter had about an hour of homework each night in first grade. “We plan on spending more time as a family unwinding and catching up in the evenings,” she said. “Also Brooke is interested in gymnastics and this will allow more time for that.”

9 The National PTA and the National Education Association recommends the maximum amount of homework (all subjects combined) should be 10 minutes or less per grade level per night. So, second grade students should have 20 minutes of homework per night.

10 Duke University Professor Harris M. Cooper, author of The Battle over Homework: Common Ground for Administrators, Teachers, and Parents, said short and simple homework assignments are necessary.
“A creative and thoughtful teacher can make reading with parents the homework assignment or go out and play, keep track of your batting average,” Cooper said.

No homework is a “bad idea,” he said, because homework creates good study habits and self-discipline.

He said it also allows parents to monitor their children’s progress.

“Homework is a lot like medication,” he said. “If you’re taking too much, it can kill you. If you take too little, it has no effect.”

Making Observations
- What event does this article tell about?
- What detail stood out to you?

Focus on the Sentence
Complete the following sentences about the article you just read.

Brandy Young stopped formally assigning homework because ____________________________

Brandy Young stopped formally assigning homework, but ____________________________
Returning to the Text

- Return to the text as you respond to the following questions. Use text evidence to support your responses.
- Write any additional questions you have about the news article in your Reader/Writer Notebook.

7. How did Brandy Young arrive at the decision to change the homework policy? Use text evidence to support your response.

8. In paragraph 5, why does the author include quotation marks?

9. Why does the author include paragraphs 9 and 10 in the article?

10. What is the author’s purpose for writing this article?

Working from the Text

11. Revisit the graphic organizer and identify the components of the argument you read in this activity.

12. Take a side in the homework argument, using the evidence you found in the texts. In the My Notes space, write why that evidence provides the most convincing support for your position. Then brainstorm other reasons and/or evidence that might strengthen either side of the argument.
Check Your Understanding

Quickwrite: Why is it important to identify reasons and evidence in an argumentative text? Why is it also necessary to analyze how the reasons and evidence support claims?

Debating the Issue

Should students be assigned homework?

Writing to Sources: Argument

In preparation for the class debate, you will now formulate a written response about your opinion on the question above. Read the question carefully and decide yes or no to answer the question. Then write about your opinion. Be sure to:

• Clearly state your opinion in your writing.
• Provide reasons and cite evidence from the texts to support your opinion.

Rules for Debate

For your debate, you will use a process called “Philosophical Chairs.” This process organizes the debate and does the following:

• Helps you become aware of your own position on a topic
• Helps you practice using reasons and evidence to support your position
• Exposes you to alternative perspectives (others’ positions) on a topic

Listen as your teacher describes how the debate will be done.

Rules of Engagement

• Listen carefully when others speak; seek to understand their position even if you don’t agree.
• Wait for the mediator to recognize you before you speak; only one person speaks at a time.
  Speak clearly and loudly enough to be heard by the audience. Explicitly refer to evidence from the texts as you offer new support or elaborate on a previous point.
• If you have spoken for a side, you must wait until three other people on your side speak before you speak again.
• If you are undecided, you may sit in the available “hot seats,” but for no longer than 4 minutes.
• Since this is not a team game, don’t cheer or jeer your classmates as they move.
### Your Final Argument

13. Complete the graphic organizer to show your final argument.

**Issue:** Should students be assigned homework?

**Claim:**

<table>
<thead>
<tr>
<th>Reason 1:</th>
<th>Evidence (facts, statistics, examples, observations, quotations, expert opinion):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Source:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reason 2:</th>
<th>Evidence (facts, statistics, examples, observations, quotations, expert opinion):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Source:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reason 3:</th>
<th>Evidence (facts, statistics, examples, observations, quotations, expert opinion):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Source:</td>
</tr>
</tbody>
</table>
### Check Your Understanding

How did you do in the debate? Complete the self-assessment and set at least one goal for improvement.

<table>
<thead>
<tr>
<th></th>
<th>Sometimes</th>
<th>Always</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I explicitly referred to evidence from the texts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I offered new support or elaborated on previous points.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I spoke clearly, slowly, and loudly enough to be heard by the audience.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY
3.5
Do Your Research: Sources, Citation, and Credibility

Learning Strategies
Quickwrite
Graphic Organizer
Note-taking

VOCABULARY

ACADEMIC
When you research (verb), you locate reliable information from a variety of sources. The word research (noun) also describes the information found from the search. Research is a process that involves planning, reading, asking questions, finding answers, synthesizing information, and drawing conclusions.

Learning Targets
• Learn to examine sources for reliability, credibility, and bias.
• Learn how to paraphrase and cite source materials to avoid plagiarism.
• Apply understanding of sources, citation, and credibility through discussion, note-taking, and research.

Preview
In this activity, you will learn how to cite sources ethically and evaluate a source’s credibility by looking for bias.

1. Read and think about the following quotes by Bernard M. Baruch, American financial expert and presidential advisor (1870–1965):
   “Every man has a right to his own opinion, but no man has a right to be wrong in his facts.”
   “If you get all the facts, your judgment can be right; if you don’t get all the facts, it can’t be right.”

Quickwrite: Based on the quotations, what is the role of research in presenting an argument?

2. Use the graphic organizer to review the research process and decide how comfortable you are with each step.

<table>
<thead>
<tr>
<th>The Research Process</th>
<th>Self-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Comfortable</td>
</tr>
<tr>
<td><strong>Step 1: Identify the topic, issue, or problem.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Step 2: Form a set of questions that can be answered through research.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Step 3: Gather evidence and refocus when necessary.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Step 4: Evaluate sources.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Step 5: Draw conclusions.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Step 6: Communicate findings.</strong></td>
<td></td>
</tr>
</tbody>
</table>
Sources, Citation, and Credibility

3. Take notes about sources, citation, and credibility on the graphic organizer. Above each word, write what you already know; below the word, add words or phrases as you read and discuss.

sources  

citation  

credibility

Sources

A source is any place you get valid information for your research. A source can be a document, a person, a film, a historical text, and so on. Sources are generally classified as primary or secondary.

• **Primary Source**: An account or document created by someone with firsthand knowledge or experience of an event. Letters, journal entries, blogs, eyewitness accounts, speeches, and interviews can all be all primary sources.

• **Secondary Source**: Documents supplied and compiled by people who do not have firsthand knowledge of an event. History textbooks, book reviews, documentary films, websites, and most magazine and newspaper articles are secondary sources.

4. Revisit the sources you have read in the unit. What kind of sources are they? When might it be effective to use primary sources to support your argument? When might it be effective to use secondary sources to support your argument?

ACADEMIC

When you cite or provide a citation, you are following the practice of quoting or referring to sources of textual evidence. The word *cite* comes from the Latin word meaning “to set in motion.” *Cite* has come to mean “to quote or refer to.”

VOCABULARY

**Etymology**

The word *blog* was first used in the late 1990s as a shortened form of *weblog*, a website in the form of a journal. *Blog* combines the sound and meaning of two words, *web* and *log*, a system of word invention used by author Lewis Carroll in *Through the Looking Glass*. The use of *blog* was picked up by Web companies and individual Internet users and led to other derivations such as the verb *blogging*, to write short, informal posts on a blog site.
Using Sources Ethically

When using someone else’s ideas in your writing, it is critical that you give proper credit to the person who first stated the idea. **Plagiarism** occurs when you use someone else’s writing in your own writing as if you came up with the idea. Properly citing your sources will help you avoid plagiarism.

To use sources ethically and avoid plagiarism, do the following:

- Properly quote and cite all language that is directly picked up from another source.
- Give proper credit to the originators of all ideas or concepts that you have paraphrased in your writing.

Citations

It is important to provide basic bibliographic information for sources. This practice helps you give credit to information that is not your own when you communicate your findings and thus avoid plagiarism. Basic bibliographic information includes author, title, source, date, and medium of publication.

The following models show the MLA standard format for citing basic bibliographic information for common types of sources.

- **Book**
  
  Last name, First name of author. *Title of Book*. City of Publication: Publisher, Year of Publication. Medium of Publication.
  

- **Film or Video Recording (DVD)**
  
  *Title of Film*. Director. Distributor, Release year. Medium.
  
  Example: *Star Wars Episode IV: A New Hope*. Dir. George Lucas. Twentieth Century Fox, 2006. DVD.

- **Personal Interview (Conducted by Researcher)**
  
  Last Name, First Name Middle Name of Person Interviewed. Personal, E-mail or Telephone interview. Day, Month (abbreviated), Year of Interview.
  
  Example: Jackson, Anne. Telephone interview. 6 Dec. 2012.

- **Internet Site**
  
  “Article or Specific Page Title.” *Title of Website*. Name of Site Sponsor (if available), Date posted or last updated, if available. Medium of Publication. Day, Month (abbreviated), Year Accessed.
  

- **Magazine or Newspaper Article**
  
  Last name, First name of author. “Title of Article.” *Title of Periodical*. Day Month Year: pages. Medium of publication.
  
5. Imagine you are researching whether it is ethical to keep animals in zoos. You have used the following sources. Write basic bibliographic information for each.

<table>
<thead>
<tr>
<th>Source</th>
<th>Bibliographic Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>You used information from a webpage titled <em>Classroom Magazine</em>. The copyright date is 2001. National Geographic hosts the site. The title of the article is “A Bear of a Job.” You visited the site on 1/20/13.</td>
<td></td>
</tr>
<tr>
<td>You conducted a phone interview with a zookeeper named Nancy Hawkes from Woodland Park Zoo in Seattle, Washington, on February 7, 2013.</td>
<td></td>
</tr>
</tbody>
</table>

**Reliability and Credibility**

Any source you use must be reliable and **credible**. Evaluating a source’s reliability and credibility will help you determine if you should use the information as part of your evidence when you communicate your findings. You can ask the following questions to determine if a source is reliable and credible:

- **Who is the author? Can the author be trusted?** Credible sources are written by authors respected in their fields of study. Reliable authors will cite their sources so that you can check the accuracy of and support for what they have written. (This is also a good way to find more sources for your own research.)

- **How recent is the source?** The choice to seek recent sources depends on your topic. While sources on the American Civil War may be decades old and still contain accurate information, sources on information technologies or other areas that are experiencing rapid changes need to be much more current.

- **What is the author’s purpose and who is the intended audience?** Is the author presenting an objective view of a topic, or does the author have a bias toward a certain point of view? Who is funding the research or writing of this source? What types of reader is the author trying to reach? When a source is written with a particular bias, its credibility could be called into question. The source may be credible; however, you need to be careful that your sources don’t limit your coverage of a topic to one side of a debate. When a source has a particular bias, you must find research from the opposing viewpoint in order to gain a whole picture of the topic.

**VOCABULARY**

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Internet Sites

Be especially careful when evaluating Internet sources! Be critical of websites where an author cannot be determined, unless the site is associated with a reputable institution such as a respected university, a credible media outlet, a government program or department, or a well-known organization. Beware of using sites such as Wikipedia, which are collaboratively developed by users. Because anyone can add or change content, the validity of information on such sites may not meet the standards for academic research.

Some Internet sites may contain more reliable and credible information than others. A credible Internet source is one that contains information that is well researched, a bibliography or list of resources, and a statement of the site’s purpose. One way to know whether a website is credible is through its domain suffix. The domain name is the Web address, or Internet identity. The domain suffix, typically the three letters that follow the “dot,” is the category in which that website falls.

<table>
<thead>
<tr>
<th>Domain Suffix</th>
<th>Definition/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>.com</td>
<td>Stands for “commercial.” Websites with this suffix are created to make a profit from their Internet services. Typically these websites sell goods or services.</td>
</tr>
<tr>
<td>.org</td>
<td>Stands for “organization.” Primarily used by nonprofit groups.</td>
</tr>
<tr>
<td>.net</td>
<td>Stands for “network.” Used by Internet service providers or Web-hosting companies.</td>
</tr>
<tr>
<td>.edu</td>
<td>Stands for “education.” Used by major universities or educational organizations and institutions.</td>
</tr>
<tr>
<td>.gov</td>
<td>Stands for “government.” Used by local, state, and federal government sites.</td>
</tr>
</tbody>
</table>

6. Which of the domain suffixes listed above would provide the most reliable and credible information for research on whether it is ethical to keep animals in a zoo? Why?

7. Which suffixes might provide the least reliable and credible information? Why?
**Check Your Understanding**

Go back to the Internet source for which you recorded basic bibliographic information. Based only on the information you are given for the website, would you consider information from this Internet source to be reliable and credible? Why or why not?

**Conducting Research**

Think about the controversial topic you felt strongly about at the beginning of the unit or one you feel strongly about now. Apply what you have learned about sources, citation, and credibility as you plan for and conduct initial research on the topic. Follow the prompts in the graphic organizer as a guide.

**Topic:**

**My current position:**

<table>
<thead>
<tr>
<th>Type of source:</th>
<th>Basic bibliographic information:</th>
<th>Is the source reliable and credible? Does the source have a bias? Explain.</th>
</tr>
</thead>
</table>

**Interesting information/Notes:**
Identifying Tone

1. Authors of argumentative texts use tone as a way of convincing you, the reader or listener, to adopt their viewpoint—to agree or disagree with their claim. Listen to your teacher read a line of dialogue, and choose a word from the Tone Word Bank to describe the attitude, or tone.

<table>
<thead>
<tr>
<th>Tone Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>angry</td>
</tr>
<tr>
<td>sharp</td>
</tr>
<tr>
<td>urgent</td>
</tr>
<tr>
<td>boring</td>
</tr>
<tr>
<td>afraid</td>
</tr>
<tr>
<td>apologetic</td>
</tr>
<tr>
<td>joyful</td>
</tr>
<tr>
<td>sarcastic</td>
</tr>
<tr>
<td>tired</td>
</tr>
<tr>
<td>giddy</td>
</tr>
</tbody>
</table>

2. When you are writing an argumentative text, you need to select a tone that is appropriate for your audience. Look back at the arguments you read in Activities 3.3 and 3.4. Who do you think was the intended audience for each argument? Why do you think so?
3. Think about the following situations (audience and purpose). Which would be most appropriate in each situation—**formal style** or informal style?

<table>
<thead>
<tr>
<th>Audience/Purpose</th>
<th>Appropriate Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are writing an essay for a school exam.</td>
<td></td>
</tr>
<tr>
<td>You are writing a caption for a picture you are posting on social media.</td>
<td></td>
</tr>
<tr>
<td>You are writing a letter to your principal to convince him or her to fund a new sports team.</td>
<td></td>
</tr>
</tbody>
</table>

**Formal versus Informal Style**

4. Look at the following examples of formal and informal style. What are the differences you notice? Try to write your own definitions of formal style and informal style below and check them against a dictionary or glossary. Then complete the chart by translating each sentence into the other style.

**Formal Style:**

**Informal Style:**

<table>
<thead>
<tr>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please refrain from talking.</td>
<td>Hey, quit talking.</td>
</tr>
<tr>
<td>Will you be attending the dance this evening?</td>
<td>Are you gonna go to the dance later?</td>
</tr>
<tr>
<td>Hello. How are you today?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Too much homework stinks.</td>
</tr>
<tr>
<td></td>
<td>That lunch made me gag.</td>
</tr>
<tr>
<td>He launched his bicycle off the ramp and flew through the air.</td>
<td></td>
</tr>
</tbody>
</table>
It is important to maintain consistency in style and tone so the reader can follow your ideas. Readers will be confused if your writing jumps back and forth between formal and informal style.

**Consistent Formal Style:** You must adhere to the guidelines. Your cooperation will be noted and appreciated.

**Inconsistent Formal Style:** You must adhere to the guidelines. It would be totally awesome if you’d do that.

**Consistent Informal Style:** The speaker says we should stop using plastic bags. She gave some good reasons for this.

**Inconsistent Informal Style:** The speaker suggests discontinuing the use of plastic bags. Her reasons were totally bogus.

Use the following list of characteristics of formal style to keep your writing style consistently formal.

<table>
<thead>
<tr>
<th>Formal Style</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DO:</strong></td>
</tr>
<tr>
<td>• Adhere to the rules of proper grammar and mechanics.</td>
</tr>
<tr>
<td>• Use precise, specific diction: Use diction that is specific to the topic and precise for the audience.</td>
</tr>
<tr>
<td><strong>Example:</strong> During the debate, the opponent provided several pieces of evidence to support her claim and refute her opponent’s argument. (The words evidence, claim, refute, and argument are specific words used when writing about argumentative tasks.)</td>
</tr>
<tr>
<td>• Establish your tone and utilize it throughout your writing.</td>
</tr>
<tr>
<td><strong>DO NOT:</strong></td>
</tr>
<tr>
<td>• Do not use contractions. They indicate an informal style.</td>
</tr>
<tr>
<td><strong>Contraction:</strong> Don’t be late.</td>
</tr>
<tr>
<td>• Do not use slang words. They indicate an informal style.</td>
</tr>
<tr>
<td><strong>Example:</strong> During the debate, the opponent was off the wall and said totally bogus things.</td>
</tr>
<tr>
<td>• Avoid non sequiturs. Non sequiturs are sentences that do not flow with the ideas being communicated by the rest of the paragraph.</td>
</tr>
<tr>
<td><strong>Example:</strong> Too much homework puts extra stress on students. It impacts them in all aspects of life. I like watching television. The stress will counteract any benefits gained from doing the homework.</td>
</tr>
<tr>
<td>• Avoid using texting and social media shorthand.</td>
</tr>
<tr>
<td><strong>Example:</strong> Id luv 2 go 2 the game. LOL!</td>
</tr>
</tbody>
</table>

**PRACTICE** In your notebook, rewrite the following paragraph to be consistent in formal style and tone.

Last month, this crazy guest speaker came to school. She presented several ideas for ways we could save water at home and at school. To be honest, I thought her ideas were way off the wall, and I didn’t think they would fly, anyway. But she asked us to implement at least two of her suggestions for one month, to journal about what we were doing, and then to ping her. My family okayed my proposal, so for one month we all took shorter showers, and we only ran the dishwasher and washing machine when they were full. We also cut the water when washing our hands and brushing our teeth. My dad recorded the water meter reading at the beginning and at the end of the month and compared them to the previous month. The results blew me away! We saved tons of water. I dropped her a note, and she got right back to me. Now I’m telling all of my friends to check out her website and get on her water-saving wagon.
Working from the Text

5. Use the graphic organizer to help you analyze the tone and style of “A Teacher’s Defense of Homework” in Activity 3.3. Provide evidence from the text of Townsend’s specific diction and use of precise nouns and verbs.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Examples of Formal Style</th>
</tr>
</thead>
</table>

6. What is Townsend’s tone? Is her tone appropriate for the audience and purpose? Why?

Check Your Understanding

Quickwrite: Why is it important to use a formal style and tone in argumentative writing? What happens to your argument when you don’t maintain a consistent formal style and tone? Use the My Notes section to jot down your thoughts.

Argumentative Writing Prompt

You are trying to convince your principal to change a school rule or policy (e.g., cell phone usage, school starting time). Work collaboratively to write two letters to experiment with tone and formal style. For Letter 1, write a short letter to your principal using informal style and a friendly tone. For Letter 2, transform your first letter to use formal style and a businesslike tone. Be sure to:

- State a clear claim and support it with clear reasons and relevant evidence using reliable and credible sources.
- Pay attention to style and tone.
- Provide a concluding statement that wraps up your argument.

Be prepared to share both letters with your peers.
Types of Graphics

Graphics can make arguments more persuasive. A visual representation of data can help viewers understand the evidence in a new way. Graphics can provide data, show images, or illustrate a process. Every graphic tells its own story. Common graphics include:

- **Line graphs** show change in quantities over time.
- **Bar graphs** often compare quantities within categories.
- **Pie graphs** or **circle graphs** show proportions by dividing a circle into different sections.
- **Flowcharts** show a sequence or steps.
- **Timelines** list events in chronological order.
- **Tables** use columns to present information in categories that are easy to compare.
- **Diagrams** are drawings that explain or show the parts of something.

1. Use the descriptions above to identify what type of graphic each of these is.

---

**Learning Targets**

- Evaluate the purpose of visual displays for communicating information.
- Create a visual display to support a claim.

**Preview**

In this activity, you will read data about the use of technology, and use the information to create a graphic of your own.
Reading Graphics

Graphics need to be read as closely as print texts. Here are some tips for reading graphics:

- **Read the title.** It tells you what the graphic is about.
- **Read the labels.** Headings, subheadings, and numbers tell you what the graphic is about and describe the specific information given for each category of the graphic.
- **Analyze other features.** Follow arrows and lines to understand the direction or order of events or steps. Read numbers carefully, noting how amounts or intervals of time increase or decrease. If there is a key, pay attention to why different colors are used.

Setting a Purpose for Reading

- Highlight statistics that surprise or interest you.
- Use the My Notes section to briefly summarize the information in each graphic.

Circle Graph

**Figure 7.** Proportion of daily computer, tablet, and smartphone use devoted to various activities, among U.S. teens. by Common Sense Media

Making Observations

- What are your first thoughts about the graphic?
- Are you surprised by any of the data presented in this graphic?
Returning to the Text

- Return to the graphic as you respond to the following questions. Use evidence to support your responses.
- Write any additional questions you have about the circle graph in your Reader/Writer Notebook.

2. What does this graphic show? Do not quote the title exactly.

3. What does the whole circle represent? What do the slices represent?

4. Why did the author choose to present this information in a circle graph?

5. How is the information arranged in the circle graph when compared to the key? Why do you think the author chose to organize the information this way?

6. Make a prediction about what each category means. What does the author mean by passive consumption, communication, interactive consumption, and creation?
## Table

**Consumption, Communication, and Creation: Time spent using digital media daily, by activity. by Common Sense Media**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Among Tweens</th>
<th>Among Teens</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Passive consumption</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watching online videos</td>
<td>:25</td>
<td>:35</td>
</tr>
<tr>
<td>Watching TV</td>
<td>:18</td>
<td>:22</td>
</tr>
<tr>
<td>Reading</td>
<td>:01</td>
<td>:05</td>
</tr>
<tr>
<td>Listening to music</td>
<td>:18</td>
<td>1:04</td>
</tr>
<tr>
<td><strong>Interactive consumption</strong></td>
<td>:56 (37%)</td>
<td>1:19 (25%)</td>
</tr>
<tr>
<td>Playing games</td>
<td>:44</td>
<td>:44</td>
</tr>
<tr>
<td>Browsing websites</td>
<td>:12</td>
<td>:36</td>
</tr>
<tr>
<td>Communication†</td>
<td>:22 (14%)</td>
<td>1:24 (26%)</td>
</tr>
<tr>
<td>Using social media‡</td>
<td>:16</td>
<td>1:11</td>
</tr>
<tr>
<td>Video-chatting</td>
<td>:06</td>
<td>:13</td>
</tr>
<tr>
<td><strong>Creation</strong></td>
<td>:05 (3%)</td>
<td>:09 (3%)</td>
</tr>
<tr>
<td>Making art or music</td>
<td>:04</td>
<td>:06</td>
</tr>
<tr>
<td>Writing</td>
<td>:01</td>
<td>:04</td>
</tr>
<tr>
<td>Other‡</td>
<td>:08 (5%)</td>
<td>:23 (7%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2:33</td>
<td>5:21</td>
</tr>
</tbody>
</table>

### Making Observations

- Based on your own experience, do you think the data in the graphic is accurate?
- What data surprised you in this graphic?
Returning to the Text

- Return to the graphic as you respond to the following questions. Use evidence to support your responses.
- Write any additional questions you have about the table in your Reader/Writer Notebook.

7. What does this graphic show? Do not quote the title exactly.

________________________________________________________________________

________________________________________________________________________

8. What do the numbers with colons represent? What do the percentages represent?

________________________________________________________________________

________________________________________________________________________

9. Who spends more time on devices each day, tweens or teens? How much time do they spend?

________________________________________________________________________

________________________________________________________________________

10. What two major things are being compared in this table? Why did the author choose to use a table?

________________________________________________________________________

________________________________________________________________________

11. What does the row at the bottom show? Why did the author include the last row?

________________________________________________________________________

________________________________________________________________________

12. Look back at the prediction you made for question 6. Was your prediction confirmed? If not, how can you revise your response?

________________________________________________________________________

________________________________________________________________________
Working from the Text

13. How is the content of the two graphics alike?

__________________________________________________________________________

__________________________________________________________________________

14. How is the content of the two graphics different?

__________________________________________________________________________

__________________________________________________________________________

15. What is the purpose of each graphic?

__________________________________________________________________________

__________________________________________________________________________

16. How does the information in the second graphic help you better understand the information in the first graphic?

__________________________________________________________________________

__________________________________________________________________________

17. Your teacher will now show you a video clip. What are the visuals used? Why are they used?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Work collaboratively to write a short argument supporting the following claim: *Teens spend too much time being passive consumers on their devices.* Be sure to:

- State your claim clearly at the beginning of your argument.
- Provide clear reasons and evidence from texts you’ve read to support your claim.
- Maintain a consistent formal style and tone.

Adding a Visual

After you write your argument, create a visual display to support the claim. Be creative but purposeful. Use one of the types of graphics described in this activity or create your own type of graphic. Make sure the visual display is clear and that it supports your argument.

Consider other visual displays or multimedia components (images, music, sound) that might be helpful for your display.

Presenting Your Argument

- State your claim clearly and speak at an appropriate rate with good volume and proper enunciation.
- Check that your reasons and evidence are researched properly and that they clearly support the claim.
- Use your visual to help the class understand your information in a new way.
- Use a formal style and a tone appropriate for the purpose and audience, which should include conventional academic language.
- Maintain eye contact and use natural gestures.

Check Your Understanding

Why are visual displays, such as charts or graphs, helpful in trying to convince an audience? Which of the visual displays that you viewed was most effective? Why?

**INDEPENDENT READING LINK**

**Read and Research**

Find two graphics that relate to the controversy you are reading about for your independent reading. In your Reader/Writer Notebook, briefly summarize the information presented in each and keep notes about how you might use the information in a debate.
Setting a Purpose for Reading

- As you read the following news article, use the metacognitive markers ? and ! (e.g., wow, surprising, I can relate, etc.).
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

Introducing the Strategy: Metacognitive Markers

Using metacognitive markers involves marking the text with symbols to reflect the thinking you are doing as you read. After reading, you can scan the text and use your markers to quickly find evidence when you are talking or writing about a text. Here are the markers:

- ? Use a question mark for questions you have about the text.
- ! Use an exclamation point for a reaction to what you are reading.
- * Use an asterisk for a comment about the text.
- _ Use an underline to identify a key idea or detail in the text.

News Article

Social Networking’s Good and Bad Impacts on Kids

1. Science Daily, Aug. 6, 2011—Social media present risks and benefits to children but parents who try to secretly monitor their kids’ activities online are wasting their time, according to a presentation at the 119th Annual Convention of the American Psychological Association.

2. “While nobody can deny that Facebook has altered the landscape of social interaction, particularly among young people, we are just now starting to see solid psychological research demonstrating both the positives and the negatives,” said Larry D. Rosen, PhD, professor of psychology at California State University, Dominguez Hills.
In a plenary talk entitled, “Poke Me: How Social Networks Can Both Help and Harm Our Kids,” Rosen discussed potential adverse effects, including:

- Teens who use Facebook more often show more narcissistic tendencies while young adults who have a strong Facebook presence show more signs of other psychological disorders, including antisocial behaviors, mania and aggressive tendencies.

- Daily overuse of media and technology has a negative effect on the health of all children, preteens and teenagers by making them more prone to anxiety, depression, and other psychological disorders, as well as by making them more susceptible to future health problems.

- Facebook can be distracting and can negatively impact learning. Studies found that middle school, high school and college students who checked Facebook at least once during a 15-minute study period achieved lower grades.

Rosen said new research has also found positive influences linked to social networking, including:

- Young adults who spend more time on Facebook are better at showing “virtual empathy” to their online friends.

- Online social networking can help introverted adolescents learn how to socialize behind the safety of various screens, ranging from a two-inch smartphone to a 17-inch laptop.

- Social networking can provide tools for teaching in compelling ways that engage young students.

For parents, Rosen offered guidance. “If you feel that you have to use some sort of computer program to surreptitiously monitor your child’s social networking, you are wasting your time. Your child will find a workaround in a matter of minutes,” he said.
Making Observations
• What are your first thoughts about the article?
• Which side of the debate are you on right now?
• Which points stood out to you?

Returning to the Text
• Return to the text as you respond to the following questions. Use text evidence to support your responses.
• Write any additional questions you have about the news article in your Reader/Writer Notebook.

1. Which adverse effect of social networking discussed in the text is supported by evidence? What is the evidence?

2. What is the meaning of the word *introverted* in the second bullet of paragraph 4? Use context clues to help you determine the meaning.

3. What does the advice from Dr. Rosen in the final paragraph tell you about the good and bad of social networking?

Working from the Text
4. Work collaboratively to examine the main idea of the news article. Use a graphic organizer similar to the one below. Write the positive effects of social networking according to the article on the left side and the negative effects on the right.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. **Group Discussion:** Do you agree or disagree with the statement that *social networking has a negative impact on kids*? Use the following protocol to discuss your ideas with your peers.

- One participant shares.
- The other participants take turns responding directly to the person who shared.
- The first participant responds to or builds on his or her peers’ comments (through reflecting and paraphrasing) and has “the last word.”

Follow the same pattern until all participants have shared. As you share and respond to the discussion, keep these points in mind:

- Listen actively to each speaker’s specific position and claims.
- Determine whether or not the speaker fully supports his or her claims with reasons and evidence.
- Ask questions if you need to clarify a point.
- Remember to support your own argument and claim with both reasons and clear, relevant evidence.
- Respond appropriately to any questions you are asked.

**Focus on the Sentence**

Write two statements based on information your peers shared during your discussion and then write two follow-up questions you asked or would like to ask.

**Statement 1:**

**Statement 2:**

**Question 1:**

**Question 2:**

**Setting a Purpose for Reading**

- As you read the following informational text, continue to use metacognitive markers to engage with the text and, as you gain more information, to support a position on the value of social networking.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

**Informational Text**

*Are Social Networking Sites Good for Our Society?*

*by ProCon.org*

**Introduction:** 76% of American adults online use social networking sites such as Facebook, Instagram, Twitter, LinkedIn, and Pinterest, as of July 2015, up from 26% in 2008. [26][189]. On social media sites like these, users may develop biographical profiles, communicate with friends and strangers, do research, and share thoughts, photos, music, links, and more.
Social Media and the Spread of Information

**Pro:** Social media spreads information faster than any other media.

**Evidence**
- 78.5% of traditional media reporters polled used social media to check for breaking news. [190]
- 59% of Twitter users and 31% of Facebook users polled followed breaking news on these sites. [191]
- Social media sites are one of the top news sources for 46% of Americans, compared to 66% for television, 26% for printed newspapers, and 23% for radio. [192]
- President Donald Trump said that the immediacy that Twitter affords him is the reason why he tweets, noting that press conferences and press releases take too long to reach the public. [271]

**Con:** Social media enables the spread of unreliable and false information.

**Evidence**
- 64% of people who use Twitter for news say that they have encountered something they “later discovered wasn’t true,” and 16% of Twitter news users say that they had retweeted or posted a tweet they later discovered to be false. [227]
- In the three months prior to the 2016 US residential election, false news stories about the two candidates were shared a total of 37.6 million times on Facebook. [269]
- A University of Michigan study found that even when false information is corrected, the numbers of people who see or share the correction via social media is lower than number who saw or shared the false information in the first place. [272]

Social Media and Education

**Pro:** Social media sites help students do better at school.

**Evidence**
- 59% of students with access to the Internet report that they use social media to discuss educational topics and 50% use the sites to talk about school assignments. [9]
- After George Middle School in Portland, Oregon, introduced a social media program to engage students, grades went up by 50%, chronic absenteeism went down by 33%, and 20% of students school-wide voluntarily completed extra-credit assignments. [10] [11]

**Con:** Students who are heavy social media users tend to have lower grades.

**Evidence**
- 31% of teens say that using social media during homework reduces the quality of their work. [235]
- Students who used social media while studying scored 20% lower on tests. [84]
- One study found that in schools which introduced a ban on cell phones, student performance improved 6.41%. [234]
- Another found that grades began a steady decline after secondary school students reached 30 minutes of daily screen time. After four hours, average GPAs dropped one full grade. [184]
Social Media and Relationships

**Pro:** Social media allows people to improve their relationships and make new friends.

**Evidence**
- 72% of all teens connect with friends via social media. [200]
- 83% of these teens report that social media helps them feel more connected to information about their friends’ lives, 70% report feeling more connected to their friends’ feelings, and 57% make new friends. [200]

**Con:** Social media can lead to stress and offline relationship problems.

**Evidence**
- 31% of teens who use social media have fought with a friend because of something that happened online. [236]
- One study found that the more Facebook friends a person has, the more stressful Facebook is to use. [87]

Social Media and Social Interaction

**Pro:** Social media facilitates face-to-face interaction.

**Evidence**
- People use social media to network at in-person events and get to know people before personal, business, and other meetings. [23]
- Pew Research Center’s Internet and American Life Project found that messaging on social media leads to face-to-face interactions when plans are made via the sites and social media users messaged close friends an average of 39 days each year while seeing close friends in person 210 days each year. [24]

**Con:** Social media causes people to spend less time interacting face-to-face.

**Evidence**
- A USC Annenberg School study found that the percentage of people reporting less face-to-face time with family in their homes rose from 8% in 2000 to 34% in 2011. [98]
- 32% reported using social media or texting during meals (47% of 18-34 year olds) [99] instead of talking with family and friends.

Footnotes & Sources

The background and pro and con arguments were written by ProCon.org staff based upon input from the following footnotes (directly referenced) and sources (used for general research and not directly referenced). To find the complete directory of sources, visit the ProCon.org website and search for Social Networking.

11. Elizabeth Delmatoff, “How Social Media Transformed Our School Community,” oregoned.org, Apr. 2010
Working from the Text

6. What are the four categories of pros and cons presented in the article?

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7. How is the evidence organized and presented?

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8. How does this organization help readers?

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9. Which evidence did you find most interesting? Why was the evidence interesting?

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10. Summarize three or four key ideas from the preceding text that support your position on whether social networking is good for society.

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11. Use the KWHL graphic organizer below to record information as you continue researching the topic of social networking. After reading the texts in this activity, what additional questions do you have? What reasons and evidence do you need to support your position?

<table>
<thead>
<tr>
<th>Claim:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K</strong></td>
</tr>
<tr>
<td>Paraphrase the ideas that stand out to you in relationship to your assigned side of the issue.</td>
</tr>
<tr>
<td><strong>W</strong></td>
</tr>
<tr>
<td>What further questions do you have?</td>
</tr>
<tr>
<td><strong>H</strong></td>
</tr>
<tr>
<td>Where could you find answers? What other reliable and credible resources could you access?</td>
</tr>
<tr>
<td><strong>L</strong></td>
</tr>
<tr>
<td>Add notes from your research.</td>
</tr>
</tbody>
</table>

**Check Your Understanding**

**Quickwrite:** Summarize the findings of your research.
Preparing to Debate

12. Consider all of the research you have done and complete the graphic organizer to prepare for the debate. Remember that the statement you are arguing is whether you agree or disagree that social networking has a negative impact on kids.

| Claim: |

<table>
<thead>
<tr>
<th>Reason 1:</th>
<th>Reason 2:</th>
<th>Reason 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence (facts, statistics, examples, observations, quotations, and expert opinion)</td>
<td>Evidence (facts, statistics, examples, observations, quotations, and expert opinion)</td>
<td>Evidence (facts, statistics, examples, observations, quotations, and expert opinion)</td>
</tr>
<tr>
<td>Source Citation:</td>
<td>Source Citation:</td>
<td>Source Citation:</td>
</tr>
</tbody>
</table>

Tone:

Language (words/phrases) to use to create a formal style:

13. After completing your research, create a visual display (e.g., a graph or chart) that will help support your claim.
Debating the Topic

During the debate, be sure to:

• State a clear claim.
• Support your claim with reasons and evidence; when necessary, offer new support or elaborate on a previous point.
• Maintain a formal style and appropriate tone that adheres to the conventions of language.
• Speak clearly, slowly, and loudly enough to be heard by the audience.
• Maintain comfortable eye contact with your audience and use natural gestures.
• Listen to other speakers’ claims, reasons, and evidence and distinguish between claims that are supported by credible evidence and those that are not.

Try using the following types of sentence starters when you respond to the ideas of others:

• You claim that ..., but have you considered ...?
• Even though you just said that ..., I believe that ...
• I agree with what you said about ..., but I think that ...
• You make a good point about ..., and I would add that ...

When you are in the outer circle, create and use a chart such as the one that follows to take notes on the comments made by the inner circle. Be prepared to share your observations.

<table>
<thead>
<tr>
<th>Argument FOR</th>
<th>Argument AGAINST</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After the debate: Was your position strengthened, weakened, or changed completely as a result of the discussion? Explain.
Check Your Understanding

Respond to the Essential Question: How do you effectively communicate in order to convince someone? Add your response to your Portfolio.

Independent Reading Checkpoint

In your Reader/Writer Notebook, write a few paragraphs describing a controversy at the center of your Independent Reading texts. Summarize the various sides of the argument. Then write a claim you would be able to support with reasons and evidence.
ASSIGNMENT

Work collaboratively to research one side of a controversy that is affecting your school, community, or society. Then participate in a modified debate in which you argue your position and incorporate a visual display with appropriate headings and labels and/or multimedia for support.

Planning and Prewriting:
Take time to make a plan for generating ideas and research questions.

- What is your issue, who does this issue affect, and what side will you be arguing?
- How can you state your position clearly as a claim?
- What questions will guide your research?

Researching: Gather information from a variety of credible sources.

- Where can you find sources, and how can you tell that the sources are reliable, credible, and useful?
- Which strategies will you use to help you understand informational texts?
- How will you take notes by paraphrasing reasons and evidence and recording bibliographic information?

Preparing and Creating:
Plan talking points and create a visual display.

- What kind of graphic organizer could help you select the best reasons and evidence from your research?
- How will you select talking points and create index cards for each point to support your claim? How can you ensure you are using your sources ethically? How can your notes help you use formal, conventional language?
- How will you create a visual that will enhance your talking points?
- How can the Scoring Guide help you evaluate how well you are prepared to meet the requirements of the assignment?

Speaking and Listening:
Actively participate in and observe the class debates.

- How will you ensure you use elements of good public speaking, such as speaking at an appropriate rate and volume with clear enunciation, and using eye contact and natural gestures?
- How will you be sure that you and the other speakers all have the opportunity to voice your opinions?
- How will you use your visual display to support your argument?
- How will you complete a viewing guide to ensure active listening as an audience member?

Reflection

After completing this Embedded Assessment, think about how you went about accomplishing this task and respond to the following:

- Did your position on the issue remain the same or change after the discussion? Explain your position and what caused it to remain the same or change.

- What part of preparing for the debate was your strongest (e.g., researching, organizing the argument, collaboration, creating the visual display)? Explain.

- What part of the debate was your strongest (e.g., explaining ideas, using formal language, speaking, listening)? Explain.
## SCORING GUIDE

<table>
<thead>
<tr>
<th>Scoring Criteria</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
<td>The argument • shows extensive evidence of the student’s ability to gather evidence, form questions to refocus inquiry, and evaluate the credibility of a variety of sources • avoids plagiarism by including properly cited bibliographic information.</td>
<td>The argument • provides sufficient evidence of the student’s ability to gather evidence, form questions to refocus inquiry, and evaluate the credibility of multiple sources • avoids plagiarism by including basic bibliographic information.</td>
<td>The argument • provides insufficient evidence of the student’s ability to gather evidence, form questions to refocus inquiry, and evaluate the credibility of multiple sources • includes partial or inaccurate bibliographic information.</td>
<td>The argument • provides little or no evidence of the student’s use of a research process • lacks bibliographic information or contains information that appears to have been plagiarized.</td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>The debater • sequences reasons and evidence to support a claim effectively • integrates visual or multimedia displays to enhance and clarify information • transitions smoothly between talking points; responds to others’ ideas by contributing relevant new support and elaboration.</td>
<td>The debater • sequences reasons and evidence to support a claim logically • uses an appropriate visual or multimedia display to clarify information • follows protocol to transition between talking points; avoids repetition when contributing new support or elaboration.</td>
<td>The debater • uses flawed sequencing; supports claim ineffectively • uses a weak or unclear visual or multimedia display • transitions between talking points inconsistently; contributes primarily unrelated and/or repetitive support and elaboration to the discussion.</td>
<td>The debater • does not support the claim • lacks a visual or multimedia display • does not follow rules for group discussion.</td>
</tr>
<tr>
<td><strong>Use of Language</strong></td>
<td>The debater • uses effective eye contact, gestures, volume, pacing, and enunciation • demonstrates command of the conventions of standard English grammar, usage, and language • maintains a consistently appropriate style and tone.</td>
<td>The debater • uses sufficient eye contact, gestures, volume, pacing, and enunciation • demonstrates adequate command of the conventions of standard English grammar, usage, and language • maintains a generally appropriate style and tone.</td>
<td>The debater • uses eye contact, gestures, volume, pacing, and enunciation unevenly • demonstrates partial command of the conventions of standard English grammar, usage, and language • maintains an inconsistently appropriate style and/or tone.</td>
<td>The debater • uses flawed or ineffective speaking skills • commits frequent errors in standard English grammar, usage, and language • uses an inappropriate style and/or tone.</td>
</tr>
</tbody>
</table>
Making Connections
In the first part of this unit, you learned about elements essential to argumentative writing: claims, reasons, and evidence. In this part of the unit, you will expand on your writing skills by writing an argumentative letter to persuade an audience to agree with your position on an issue.

Essential Questions
Reflect on your increased understanding of the Essential Questions. Based on your current understanding, how would you answer these questions now?

• Why do we have controversy in society?
• How do we communicate in order to convince others?

Developing Vocabulary
In your Reader/Writer Notebook, look at the new vocabulary you learned as you were introduced to argumentative writing in the first half of this unit. Re-sort the words in the graphic organizer, once again using the QHT strategy. Notice which words have moved from one column to another.

Learning Targets
• Analyze and summarize the skills and knowledge needed to complete Embedded Assessment 2 successfully.

Preview
In this activity, you will unpack Embedded Assessment 2 and preview the next half of the unit.

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<table>
<thead>
<tr>
<th>Academic Vocabulary</th>
<th>Literary Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>controversy</td>
<td>tone</td>
</tr>
<tr>
<td>argument</td>
<td>formal style</td>
</tr>
<tr>
<td>claim</td>
<td></td>
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<tr>
<td>reasons</td>
<td></td>
</tr>
<tr>
<td>evidence</td>
<td></td>
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<tr>
<td>research</td>
<td></td>
</tr>
<tr>
<td>citation</td>
<td></td>
</tr>
<tr>
<td>plagiarism</td>
<td></td>
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<tr>
<td>credible</td>
<td></td>
</tr>
</tbody>
</table>
Unpacking Embedded Assessment 2

Read the assignment for Embedded Assessment 2: Writing an Argumentative Letter.

Think about a topic (subject, event, idea, or controversy) that you truly care about and take a position on it. Write an argumentative letter to convince an audience to support your position on the topic.

In your own words, summarize what you will need to know to complete this assessment successfully. With your class, create a graphic organizer to represent the skills and knowledge you will need to complete the tasks identified in the Embedded Assessment.
Thinking about Persuasion

1. Think about times in the past when you tried to convince someone to believe or to do something. Were you successful? Write down at least four examples of times you tried to be persuasive and the outcome of each.

<table>
<thead>
<tr>
<th>Times I Was Persuasive</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

2. For each successful outcome listed above, write down the reasons that you gave that persuaded the other person. Try to list four or five examples of supporting reasons.

Learning Targets

- Explore rhetorical appeals used in argumentative writing.
- Read closely to identify claim, reasons, and evidence and how they support an author’s purpose.
- Generate ideas and apply an organizational pattern to compose an argumentative paragraph that supports a claim with sound reasons and evidence.

Preview

In this activity, you will explore argument and persuasion by reading an argumentative letter and doing research to draft an argumentative paragraph of your own.
3. Which of the examples given in step 2 were appeals to the emotions of your listener? Which were appeals to your listener’s logic—intellectual appeals?

4. With a group of classmates, discuss the examples you each recorded and whether those examples were appeals to emotion or to logic. Based on your examples, were emotional appeals or logical appeals more effective?

Setting a Purpose for Reading
- Before you read, mark the parts of the letter, including the salutation, body, and closing.
- As you read, pause after each paragraph to think about what new arguments or information the paragraph added.
- Write questions in the My Notes section if the writer’s arguments confuse you or raise more questions.

Letter

Student Draft Letter

Dear Legislator,

We live in the 21st century and see technology all around us. Americans have access to the Internet almost everywhere, at home, on cell phones, and even at school. For some students, school is the only access they have to the Internet. The web also provides many more learning opportunities and prepares us students for high school and the real world. Internet access for students in school libraries is crucial for our success.
Students need school access to the Internet because computers and the price for Internet service can sometimes be too costly for a family. Internet service providers, such as Quest, charge an average of fifty dollars a month. Many times teachers assign projects that students need access to computers to complete. Internet access in the school library is sometimes the only option for numerous pupils. If that only option is taken away, innocent students will be penalized for not being able to fulfill a school project.

When we get to high school, we will be getting prepared for the real-world that is coming to us sooner than we think. In the technology filled society that we are about to embark on, we will have to know many skills on how to best utilize a computer and the Internet. My cousin is a good example of someone who is utilizing the technology skills he learned as a teenager. He is in college and takes courses online. Taking online courses allows him to have a job and go to college at the same time. He says he spends close to 10 hours a week studying, mostly at night after his job. Knowing how to use the Internet is helping build a successful future. Students spend most of their time in school around adults that are here to teach them life skills. I believe that we can learn the most in preparation for the real world in school!

In conclusion, the best solution is to continue allowing school libraries to provide Internet access for students. For many, that provides the only access they have. It not only provides gateways for better learning experiences, but also readies us for the big journey that is ahead of us once we leave the comfort of middle and high school. Can you even imagine what kind of struggles would come our way if state legislators choose to terminate school Internet access?

Sincerely,

A Concerned Student

Making Observations
- What details from the letter stand out to you?
- Which words or phrases jump out to you?
- What opinions did you form as you read the letter?
Returning to the Text

• Return to the text as you respond to the following questions. Use text evidence to support your responses.
• Write any additional questions you have about the draft letter in your Reader/Writer Notebook.

5. What is the author’s main argument? Identify details from paragraphs 1 and 2 that help you determine the main idea.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

6. What does paragraph 2 say about students having access to the Internet from home instead of school?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

7. How is the “real world” similar to school where the Internet is concerned? Use evidence from the text in your response.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

8. How does the author use paragraphs 3 and 4 to develop and strengthen the argument? Use evidence from the text in your response.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Working from the Text

9. What is the writer’s purpose in writing the letter? Identify the claims in the letter and explain how they support the writer’s purpose.

10. Return to the letter to mark the text for formal style. Annotate the text to identify the author’s tone. In My Notes, write how the author’s formal style and tone help make the argument convincing or not. Support your response with examples from the letter.

11. With the guidance of your teacher, conduct research as needed and draft another body paragraph for this letter. You will return to this body paragraph to practice revision strategies and refine your writing skills. Follow the steps below to research and draft a paragraph.

Prewriting
Brainstorm evidence for the main idea (reason) of your new paragraph.

Research
• What questions will guide your research?
• Where will you gather evidence?
• What sources will you consult?

Drafting
After conducting initial research, generate an outline for the body paragraph and then write your draft. Remember that each body paragraph should consist of:
• A topic sentence: a sentence that consists of a subject and an opinion that works directly to support the claim (thesis)
• Transitions: words used to connect ideas (e.g., for example, for instance)
• Supporting information: specific evidence and details (What facts and details are most appropriate? Do you accurately synthesize information from a variety of sources?)
• Reflective commentary: sentences that explain how the information is relevant to the claim/thesis. (Use reflective commentary to also bring a sense of closure to the paragraph.)
12. Draft your body paragraph in the space below.

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Check Your Understanding

Create a Writer’s Checklist based on what you already know you should “be sure to” do to create a successful argument.
Rhetoric and Rhetorical Appeals

Rhetoric is the art of using words to persuade in writing and speaking. Writers use different types of rhetoric depending on their audience and purpose. Good arguments include sound reasoning and evidence and spur an audience to action or a change of mind. Writers who use logic that is backed up with evidence such as statistics and proven examples are using the rhetorical appeal known as **logos**.

Writers sometimes use language and examples that are meant to appeal to the audience's emotions and feelings. This rhetorical appeal is known as **pathos**.

Though it is a powerful and often necessary tool, pathos should be used sparingly in an argument because it typically does not include the relevant evidence that is required to support a claim. This can easily lead to **logical fallacies**. Logical fallacies are errors in reasoning, usually illegitimate arguments or irrelevant points. Some common logical fallacies include *slippery slope* (taking the cause-and-effect chain too far and concluding that if A happens, Z will happen too), *either/or* (oversimplifying the argument by making it only two sides or choices), and *circular reasoning* (restating the argument rather than actually proving it).

Setting a Purpose for Reading

- Before you read, jot down questions you have based on the title of the letter and the background information provided.
- Use two different highlighters to highlight appeals to logic and appeals to emotion.

About the Author

Scott H. Peters (of the Chippewa Tribe) was the president of the Grand Council Fire of American Indians, an organization that worked for better treatment of and policies toward American Indian populations and Native American tribes.

About the Letter

In 1927, William Hale Thompson, a political campaigner, used a slogan of “America First” to claim that history textbooks were biased in favor of the British. Thompson won reelection as the mayor of Chicago and demanded that the city’s textbooks be replaced with books that focused on the accomplishments of groups in the United States. Scott H. Peters wrote to the mayor on behalf of the Grand Council Fire of American Indians to describe how Native Americans, like other ethnic groups, were misrepresented in textbooks.
Letter

The First Americans

by Scott H. Peters, Grand Council Fire of American Indians

December 1, 1927

To the mayor of Chicago:

1. You tell all white men “America First.” We believe in that. We are the only ones, truly, that are one hundred percent. We therefore ask you, while you are teaching schoolchildren about America First, teach them truth about the First Americans.

2. We do not know if school histories are pro-British, but we do know that they are unjust to the life of our people—the American Indian. They call all white victories battles and all Indian victories massacres. The battle with Custer has been taught to schoolchildren as a fearful massacre on our part. We ask that this, as well as other incidents, be told fairly. If the Custer battle was a massacre, what was Wounded Knee?

3. History books teach that Indians were murderers—is it murder to fight in self-defense? Indians killed white men because white men took their lands, ruined their hunting grounds, burned their forests, destroyed their buffalo. White men penned our people on reservations, then took away the reservations. White men who rise to protect their property are called patriots—Indians who do the same are called murderers.

4. White men call Indians treacherous—but no mention is made of broken treaties on the part of the white man. White men say that Indians were always fighting. It was only our lack of skill in white man’s warfare that led to our defeat. An Indian mother prayed that her boy be a great medicine man rather than a great warrior. It is true that we had our own small battles, but in the main we were peace loving and home loving.

5. White men called Indians thieves—and yet we lived in frail skin lodges and needed no locks or iron bars. White men call Indians savages. What is civilization? Its marks are a noble religion and philosophy, original arts, stirring music, rich story and legend. We had these. Then we were not savages, but a civilized race.

6. We made blankets that were beautiful, that the white man with all his machinery has never been able to duplicate. We made baskets that were beautiful. We wove in beads and colored quills designs that were not just decorative motifs but were the outward expression of our very thoughts. We made pottery—pottery that was useful, and beautiful as well. Why not make schoolchildren acquainted with the beautiful handicrafts in which we were skilled? Put in every school Indian blankets, baskets, pottery.
We sang songs that carried in their melodies all the sounds of nature—the running of waters, the sighing of winds, and the calls of the animals. Teach these to your children that they may come to love nature as we love it.

We had our statesmen—and their oratory has never been equaled. Teach the children some of these speeches of our people, remarkable for their brilliant oratory.

We played games—games that brought good health and sound bodies. Why not put these in your schools? We told stories. Why not teach schoolchildren more of the wholesome proverbs and legends of our people? Tell them how we loved all that was beautiful. That we killed game only for food, not for fun. Indians think white men who kill for fun are murderers.

Tell your children of the friendly acts of Indians to the white people who first settled here. Tell them of our leaders and heroes and their deeds. Tell them of Indians such as Black Partridge, Shabbona, and others who many times saved the people of Chicago at great danger to themselves. Put in your history books the Indian’s part in the World War. Tell how the Indian fought for a country of which he was not a citizen, for a flag to which he had no claim, and for a people that have treated him unjustly.

The Indian has long been hurt by these unfair books. We ask only that our story be told in fairness. We do not ask you to overlook what we did, but we do ask you to understand it. A true program of America First will give a generous place to the culture and history of the American Indian.

We ask this, Chief, to keep sacred the memory of our people.
Making Observations
• What details from the letter stand out to you as surprising or memorable?
• What feelings did you experience while reading the letter?

Returning to the Text
• Return to the text as you respond to the following questions. Use text evidence to support your responses.
• Write any additional questions you have about the letter in your Reader/Writer Notebook.

1. What main idea is presented in paragraph 2? Use text evidence in your response.

2. What mood does the speaker set with his tone? What words or phrases in the opening paragraphs reflect this mood?

3. How are the words murderer and savage used to appeal to the reader? Are they a rhetorical device or a logical fallacy? Provide text evidence in your response.

4. In paragraphs 3–5, how does the author respond to negative perceptions of Native Americans?

5. What is the purpose of this letter, and how is it conveyed in the text?
Working from the Text

6. Reread the letter. Use the graphic organizer to record examples of the writer’s use of rhetorical appeals.

Title: *The First Americans*

<table>
<thead>
<tr>
<th>Appeals to Reason: logos (facts, statistics, examples, observations, quotations, and expert opinions)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appeals to Feelings: pathos (emotional language; mention of basic values)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples:</strong></td>
</tr>
</tbody>
</table>

7. **Group Discussion:** Choose one piece of evidence and discuss how it is *relevant*. Record your group’s responses below.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

8. Look at the author’s appeals to feelings. Are these appeals supported by relevant evidence, or are they possibly logical fallacies?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

9. Look at all of the evidence together. Is it *sufficient* to support the claim of the letter? Explain your answer.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
10. Revisit and reread another text you have previously read in this unit. Analyze that text for rhetorical appeals. Then, complete the graphic organizer below.

<table>
<thead>
<tr>
<th>Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Appeals to Reason: logos</strong> <em>(facts, statistics, examples, observations, quotations, and expert opinions)</em></td>
</tr>
<tr>
<td>Examples:</td>
</tr>
<tr>
<td><strong>Appeals to Feelings: pathos</strong> <em>(emotional language; mention of basic values)</em></td>
</tr>
<tr>
<td>Examples:</td>
</tr>
</tbody>
</table>

☑️ **Check Your Understanding**

**Quickwrite:** Which text do you find most convincing? How did that author incorporate rhetorical appeals to create the argument? Did the argument of that text use one kind of appeal—logos or pathos—more than the other? Did the argument seem to include any logical fallacies?
Identifying Necessary Information and Extra Information

Sentences are made up of many pieces of information. Some information is necessary for understanding the meaning of a sentence. Pieces of information that are necessary to a sentence are called restrictive (or essential) elements. For example, *The term logos names a rhetorical appeal that uses logical reasoning.*

Pieces of information that add extra (but unnecessary) detail to a sentence are called nonrestrictive (or nonessential) elements. Nonrestrictive elements need to be set off with punctuation. For example, *Logos, a term that comes from the Greek, names a rhetorical appeal that uses logical reasoning.*

1. Read the following sentences. Decide whether the bolded information is necessary to the sentence.
   If it is necessary, write “restrictive” on the line. If it is extra information, write “nonrestrictive.”
   a. Scott H. Peters, a Chippewa, was president of the council.
   b. The Chippewa Indian Scott H. Peters was president of the council.

2. Explain your answers to #1.

Punctuating Nonrestrictive Elements

Nonrestrictive elements are set off from a sentence by punctuation: commas, parentheses, or dashes. Each punctuation mark suggests something a little different.

Most of the time, a comma or a pair of commas sets off nonrestrictive elements.

Example: *Using rhetorical appeals,* Peters makes his case for inclusion.

Example: *Peters’s letter, which was written in 1927,* discusses Native American culture.

Parentheses suggest that the information inside them is less important than the information in the rest of the sentence. Parentheses are always used in pairs.

Example: *The term logos (from the Greek for “word” or “reason”) names a rhetorical appeal that uses logical reasoning.*

A dash or pair of dashes can be used to emphasize nonrestrictive elements.

Example: *We played games—games that brought good health and sound bodies.*

Example: *The sounds of nature—the running of water, the sighing of winds, and the calls of the animals*—were in Native American songs.

Remember that restrictive elements do not have to be set off with punctuation. Extra punctuation can make your sentences confusing.

3. For each of the following sentences, underline the nonrestrictive element and insert a comma or pair of commas to set it off.
   a. We ask that this as well as other incidents be told fairly.
   b. Teach the children some of these speeches remarkable for their brilliant oratory.
4. For each of the following sentences, underline the nonrestrictive element and insert parentheses to set it off.
   a. The Chippewa also called Ojibwe or Ojibwa live in North America.
   b. The “dreamcatcher” a handmade object with a wooden hoop and a loose net or web originated with the Objibwe.

5. For each of the following sentences, underline the nonrestrictive element and insert a dash or pair of dashes to set it off.
   a. Wounded Knee the site of a massacre of Lakota men, women, and children is in South Dakota.
   b. I have read several novels by the author Louise Erdrich one of many notable Objibwe.

6. For each of the following sentences, delete any unnecessary punctuation around restrictive elements.
   a. In history class yesterday, we learned that the word, wigwam, may come from the Objibwe word for “a dwelling.”
   b. Some Chippewa prefer to call themselves anishinaabe, a word, meaning “original people.”

Editing
Read this student summary of part of “The First Americans.” Work with a partner to check whether restrictive and nonrestrictive elements are punctuated correctly. Mark the text to correct the mistakes.


Check Your Understanding
Imagine you are editing a classmate’s writing and you notice this sentence:

The purpose of this letter which was written in 1927 was to tell the mayor, of Chicago, that the history and culture of Native Americans should be taught better.

Write a note to the writer describing why the original sentence was confusing. Then add a question to your Editor’s Checklist that will remind you to check for correct punctuation of nonrestrictive elements in your own writing.

Practice
Return to the answers you wrote in Activity 3.11 and check them for correct punctuation of restrictive elements. Be sure to:

- Underline any nonrestrictive elements and punctuate them correctly, using commas, parentheses, or dashes.
- Look at other points where you used commas, parentheses, or dashes and check to see whether they are used correctly.
Citing Evidence

Learning Targets

- Record information about credible sources, cite them accurately, and paraphrase relevant information.
- Use appositives to give specific information about sources.

Preview

In this activity, you will learn how to cite sources and make use of appositives, both of which are tools you can use when adding appeals to your argumentative letter.

Giving Credit Where Credit Is Due

1. What does it mean to “give credit” when writing an argumentative text? How does this help writers avoid plagiarism? What does “giving credit” have to do with logos?

Citing Sources

When using information gained from research, it is important to cite the sources of that information to avoid plagiarism. Remember that plagiarism is using someone else’s work without giving them credit. It is also important to represent sources accurately, without introducing any errors or misinterpretations.

For argumentative writing, citing sources also builds credibility with an audience and adds authority to evidence.

You can incorporate research material in your writing in two ways:

- **Direct quotations** are word-for-word quotes from the source. The source must be named. Direct quotations are usually short.

- **Paraphrasing** involves putting a passage from source material into your own words while maintaining its meaning. A paraphrase must also be attributed to the original source. Paraphrased material is usually shorter than the original passage, taking a somewhat broader portion of the source and condensing it slightly.

Tips for Citing Sources

Follow these tips for citing sources to avoid plagiarism and to improve the organization of your writing:

- Use a statement that credits the source; e.g., “According to Jonas Salk...”

- Put quotation marks around any unique words or phrases that you cannot or do not want to change; e.g., “‘savage inequalities’ exist throughout our educational system.”

- If you are having trouble paraphrasing, try writing your paraphrase of a text without looking at the original, relying only on your memory and notes.
• Check your paraphrase against the original text. Correct any errors in content accuracy and be sure to use quotation marks to set off any exact phrases from the original text. Check your paraphrase against sentence and paragraph structure, as copying those is also considered plagiarism.

**LANGUAGE & WRITER’S CRAFT: Using Appositives**

An appositive is a noun or noun phrase that gives more information about or explains another noun in the same sentence. An appositive can be a single word or a phrase. Appositives are usually set off by commas, parentheses, or dashes.

- **Single word with comma:** My best friend, Sean, is an expert on baseball.
- **Phrase with comma:** Mary Southard, director of volunteers at the children’s hospital, reports that over fifty new volunteers signed up this year.
- **Phrase with parentheses:** Louis (a forward on last year’s team) is coaching the junior varsity team this year.
- **Phrase with dashes:** I asked Sara—the only person in the class that I know—to be my lab partner.

When you cite sources in an argument, use appositives to give more precise information about a source. This information strengthens your appeal to logos.

**PRACTICE** Combine the following parts to create a sentence with an appositive phrase. Pay attention to your punctuation.

- president and publisher of HarperCollins Children’s books
- Susan Katz
- explains that teen fiction is “hot” right now to people who read e-books

**Focus on the Sentence**

Add appositives to the following sentences about “The First Americans.”

Scott H. Peters, ____________________________________________, wrote a letter to the mayor of Chicago to urge him to include fair and accurate information about Native Americans.

William Hale Thompson, ________________________________________, claimed that textbooks were biased in favor of the British.
2. Imagine you were the author of the letter “The First Americans” and you wanted to add some evidence of Native Americans’ contribution to World War I. Find a credible digital or print source of this information and paraphrase the information you find most relevant to include in the letter.

Revising to Add Appeals: Return to the body paragraph you wrote for the model argumentative letter in Activity 3.10. Mark the text for appeals to logos you used. Revise the paragraph as needed to add appeals to logos and strengthen your reasons and evidence. Be sure to:

- Support your claim with valid evidence (statistics, examples, quotations).
- Cite sources from your research as needed to strengthen the logic of your argument.
- Use at least one appositive phrase to give more precise information about a source.

Add this writing piece to your Portfolio.

Check Your Understanding
Explain the relationship between citing sources and appealing to logos. Then describe one revision you made to your letter and why you made it.

INDEPENDENT READING LINK
Read and Discuss
Discuss with a partner how the author of your independent reading book gives credit to his or her sources. If you wanted more information on one of the sources cited, discuss how you would know where to look. Record answers in your Reader/Writer Notebook.
What’s in a Word?
Consider how similar words can make you feel different ways. Would you rather be called *youthful* or *immature*? Would you rather be considered *curious* or *nosy*?

Word choice, or diction, is an important aspect of argumentative writing. Because words can carry an emotional impact, each one represents an opportunity for the writer to convince his or her audience.

Learning from Advertisements
1. As you skim through ads, record words that stand out for their emotional meaning (strong connotative diction).
2. Sort the adjectives and verbs you find by adding them to the following lists:

**Power Adjective List**
amazing, authentic
best
convenient, critical
dependable
easy
free
guaranteed
healthy
important, improved, instant
limited, lucky
new
powerful
secure
tested
unique, unlimited, unreal, unsurpassed
vital
wonderful

*My Notes*
**Power Verb List**
abolish, achieve, act, adopt, anticipate, apply, assess
boost, break, bridge, build
capture, change, choose, clarify, comprehend, create
decide, define, deliver, design, develop, discover, drive
eliminate, ensure, establish, evaluate, exploit, explore
filter, finalize, focus, foresee
gain, gather, generate, grasp
identify, improve, increase, innovate, inspire, intensify
lead, learn
manage, master, maximize, measure, mobilize, motivate
overcome
penetrate, persuade, plan, prepare, prevent
realize, reconsider, reduce, replace, resist, respond
save, simplify, solve, stop, succeed
train, transfer, transform
understand, unleash
win

**Introducing the Strategy: Adding by Looping**

**Looping** helps you add to your thoughts, clarify your thinking, or generate new ideas. With looping, you underline an important sentence or a particular word or phrase. You then write a few more sentences to add new ideas. Repeating the process with the new sentences allows you to keep adding ideas to your writing.

3. Imagine you have drafted the following note to your family trying to convince them where to go on vacation. Use looping to add an emotional appeal by underlining an important sentence, phrase, or word and then writing two more sentences on the next page. Be sure to use power adjectives and verbs in your new sentences.

Dear Family,

I would like to go to Colorado for our family vacation. We could go on a rafting trip there! I have heard that rafting is an exhilarating experience. My friend’s family went last summer, and she described plunging down rapids and paddling against intense currents. Going rafting together would be exciting and would probably make our family bond even stronger.

Thank you for considering it.

Your daughter
Your two new sentences:

a.

b.

Check Your Understanding

Respond to the following questions about the note you just revised.

• What is the relationship between persuasive diction and appealing to pathos?
• What power adjectives and verbs did you add that were especially effective?
• If you were going to improve the practice paragraph even more, what would you do? What do you notice is missing? Explain.

Revising for Persuasive Diction: Return to the body paragraph you wrote and revised for the model argumentative letter (Activity 3.11). Revise the paragraph for persuasive diction. To properly add pathos to the development of your argument, be sure to:

• Mark the text for appeals to pathos you may have already used.
• Add emotional appeals that support your logical appeals for a balance that fits your purpose and audience. Avoid accidentally creating a logical fallacy.
• Use looping to revise by adding new ideas and persuasive diction (power verbs and adjectives).

INDEPENDENT READING LINK

Read and Respond

Find at least five words or phrases that carry strong emotional meaning in your independent reading. Write them in your Reader/Writer Notebook and set a goal to use them in your own writing.
Timed Writing

On a separate piece of paper, write a response to one of the prompts below or to
one your teacher provides. Consider audience and purpose as you plan your draft.
Remember to apply your knowledge of how to write a claim and support it with
relevant reasons and evidence. If possible, use a word-processing program to
create your draft and develop your keyboarding skills. If writing by hand, double-
space your draft to provide room for revision.

Argumentative Writing Prompt:

• Convince a family member of something you would like to do over the summer.
• Convince your principal or a teacher to change a school rule or policy.
• Convince a friend of something you would like to do together over the weekend.

1. Now that you have drafted your letter, analyze the beginning and ending of your
text. Explain how you started and ended your letter.

Introductions and Conclusions

Review the guidelines below about writing an introduction and a conclusion. Mark
the text for new or important information as you read.

An introduction contains the following:

• A hook. Can you think of an event, a question, or a real-life story (called an
  anecdote) to hook your reader?
• A connection between the hook and the claim. How does your hook relate to
  your claim?
• The claim. Your viewpoint on an issue is important to you; what is it?
A conclusion contains the following:
- A summary of the most important reason for the argument
- A call to action restating what you want the reader to believe or do

It is important to end an argument in a convincing way. You might conclude your argument by summarizing your most important reason. However, an especially effective conclusion is a call to action in which you state for the last time what the reader should believe or do. It is also interesting and effective to revisit the idea in your hook at some point in your conclusion.

2. Return to the sample argumentative letter in Activity 3.10 and reread its introduction and conclusion. Mark the text for the components of an effective introduction and conclusion. Make notes about any revisions that you would consider to improve the beginning and ending of the letter.
Focus on the Sentence
Change the sentence fragments into complete sentences. Use correct capitalization and punctuation.

**introduction includes**

an event, a question, or a real-life story

includes a summary and

Revising Your Letter: Return to the letter you drafted for the timed writing in this activity and revise by looping, adding, deleting, and replacing to improve its introduction, body paragraphs, and conclusion. Be sure to:

- Inform your audience of the purpose and introduce your claim clearly in the introduction.
- Revise the body paragraphs to make your reasons and evidence stronger.
- Revise the ending to make sure your letter connects to the claim, reasons, and evidence in the argument you have presented.
- Check that words are spelled correctly and that you are using correct grammar and punctuation, specifically the correct use of commas, parentheses, and dashes.
Saying Too Much or Too Little?

Learning Targets
- Identify and use transitions to improve the coherence of writing.
- Revise writing by using transitions, deleting, and creating complex sentences to clarify claims, reasons, and evidence.

Preview
In this activity, you and a partner will experiment with giving coherent directions, and you will learn new strategies to improve these skills. Then you will revise your argumentative letter to make it more coherent.

Giving and Interpreting Directions
You will work in pairs to give directions and draw a picture. One person will give directions while the other person listens and follows the directions to draw a picture.

1. As the person giving directions, think about what you will say and the best way to communicate what is to be drawn by your partner. Write your notes to yourself below.

2. As the person following the directions, was your drawing successful? What did your partner say that helped you draw correctly? What additional information would have been helpful?

Revising for Coherence
As you learned in the preceding exercise, explaining clearly makes a difference in how well your audience understands your meaning. In Unit 1, you learned that the term coherence refers to the logical organization of an essay. A coherent essay ties ideas together to flow smoothly from one sentence to the next and from one paragraph to the next, making the essay easy to follow for the reader.

An effective way to revise for coherence is to use transitions, both within and between paragraphs. Transitions help you move from one sentence or thought to another.

Certain words and phrases in the English language are typical transitions. These transitions are outlined in the table on the next page. Read the information in the table and place a star (*) next to the words or phrases you used or heard in the drawing activity.
3. Return to the student sample argumentative text in Activity 3.10 and read it for organization and coherence. Mark the text for transitional words and phrases. Make notes about any revisions that you think would improve coherence.

Revising for Coherence: Return to the letter you drafted and revised for the timed writing prompt in Activity 3.14. Revise to improve its coherence. Be sure to:

- Use adding or replacing to incorporate transitional words and phrases that link ideas within each of your paragraphs and help the reader move from one paragraph to the next.
- Use words and/or phrases to clarify the relationships between your ideas, specifically your claims, reasons, and evidence.
- Read your revised piece to a peer for feedback on its coherence.
Introducing the Strategy: Deleting

When you revise by deleting, you identify irrelevant, repetitive, or meaningless words and remove them from your writing. When you delete a word, phrase, or sentence, reread the section aloud to make sure that it still makes sense after your deletion. Deleting sentences or parts of sentences can improve overall coherence in your writing.

Revising by Deleting

4. Revise the paragraph below. Identify words and sentences that are irrelevant, repetitive, or meaningless and delete them by drawing a line through them. Then write your new paragraph in the space below.

My family and I had a great time on our fun rafting trip. We went to Colorado. Colorado is called the Rocky Mountain State. The rafting was really very exciting and scary. The weather was a little cold, so we all got sick on our way home.

5. Why did you delete the words and/or sentences you did?

6. Return to the student sample argumentative letter from Activity 3.10. Reread it to see if any part is irrelevant, repetitive, or meaningless. Make notes about any sentences that you would consider deleting and why.

7. Return to the letter you revised for the timed writing in Activity 3.14. Read it for coherence and for possible sentences or ideas to delete. Be sure to:
   - Read for coherence to help you decide whether deleting (or adding) ideas would improve the flow of the letter.
   - Identify and remove irrelevant, repetitive, or meaningless ideas.
   - Check your letter for correct spelling, grammar, and punctuation.
   - Select a part of your letter that you revised by deleting. Read the “before” and “after” versions to a peer to get feedback.
Varying the types of sentences you use in your writing helps keep your audience interested, and it helps your writing to flow well. One way to create sentence variety is to create complex sentences.

A complex sentence is made up of a dependent clause and an independent clause. These two clauses show a close relationship between two ideas. Read this complex sentence: *I think we should help clean up the park on Saturday because we want a clean, safe place to hang out.* The first part of the sentence states an opinion, while the second part gives a reason.

**Independent Clause:** The independent clause can stand alone as a sentence. *I think we should help clean up the park on Saturday* is an independent clause.

**Dependent Clause:** A dependent clause cannot stand alone as a sentence. *Because we want a clean, safe place to hang out* cannot stand alone as a sentence.

A dependent clause usually starts with a “dependent marker,” such as after, although, as if, as though, because, before, in order that, provided that, since, unless, whereas, or while.

When writing a complex sentence, either clause can come first. Use a comma at the end of the dependent clause if it appears first in the sentence.

- **Independent Clause First:** *Tickets may sell out quickly because the movie is so popular.*
- **Dependent Clause First:** *Because the movie is so popular, tickets may sell out quickly.*

**PRACTICE** Add a dependent clause to this independent clause to create a complex sentence.

- *I would like our family to take a trip to the beach this summer*  

Add an independent clause to this dependent clause to create a complex sentence.

- *before we all get too busy to spend time together*
Revising by Creating Complex Sentences

8. Revise the paragraph below by combining sentences to create complex sentences. Use a dependent marker to connect the dependent and independent clauses.

We should go to the movies on Saturday. The weather will be lousy. The test we had today was tough. A movie will be a good way to unwind. The new *Hunger Games* installment is out. I know you’re a big fan of the books. This will convince you to see all the films in the series, too. I may be able get my brother to drive us. He wants to see it anyway.

---

_check your understanding_

Explain three ways you can revise your writing to improve its coherence.
Preventing to Write an Argument

Learning Strategies
- Graphic Organizer
- Paraphrasing

Learning Targets
- Reflect on personal argumentative writing skills.
- Assess strengths and weaknesses and plan how to address them in future writing.

Preview
In this activity, you will assess your argumentative writing strengths and weaknesses and devise a plan to improve weak points.

Final Preparations
1. Use the graphic organizer to help you reflect on what you have learned about argumentative writing and revising—and how you will use your knowledge to complete Embedded Assessment 2.

Argumentative Letter Reflection and Planning

<table>
<thead>
<tr>
<th>Scoring Criteria</th>
<th>Reflection</th>
<th>Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paraphrase the specific evaluation criteria from the Scoring Guide.</td>
<td>Self-assess by describing an area of strength and an area of weakness for you.</td>
<td>How can you use this information to help you write your argumentative letter? What do you plan to do? Be specific.</td>
</tr>
</tbody>
</table>

**Ideas**
- Strength:
- Weakness:

**Structure**
- Strength:
- Weakness:

**Use of Language** (including conventions)
- Strength:
- Weakness:

2. In order of importance, write the three areas you most need help with.

Independent Reading Checkpoint
Take a position in the controversy you have been reading about independently and prepare an organized oral presentation about it. Use reasons and evidence to support your position and convince the class that your side is the correct side to be on.
ASSIGNMENT

Think about a topic (subject, event, idea, or controversy) that you truly care about and take a position on it. Write an argumentative letter to convince an audience to support your position on the topic.

Planning and Prewriting:
Take time to make a plan for generating ideas and research questions.

- What is a relevant topic that you care about and can take a position on?
- How can you use a prewriting strategy such as prewriting or webbing to explore your ideas?
- What questions will guide your research?

Researching: Gather information from a variety of credible sources.

- Where can you find sources, and how can you tell that the sources are credible and useful?
- Which strategies will you use to help you understand informational texts?
- How will you take notes by paraphrasing reasons and evidence and recording bibliographic information?

Drafting: Write an argumentative letter that is appropriate for your task, purpose, and audience.

- How will you select the best reasons and evidence from your research?
- Who is the audience for your letter, and what would be an appropriate tone and style for this audience?

Evaluating and Revising the Draft: Create opportunities to review and revise your work.

- During the process of writing, when can you pause to share with and respond to others?
- What is your plan to add suggestions and revision ideas into your draft?
- How can you revise your draft to improve your diction and syntax?
- How can the Scoring Guide help you evaluate how well your draft meets the requirements of the assignment?

Checking and Editing for Publication: Confirm that your final draft is ready for publication.

- How will you check for grammatical and technical accuracy?
- How will you use technology to format and publish your writing?

Reflection

After completing this Embedded Assessment, think about how you went about accomplishing this task and respond to the following:

- What were the strongest elements of your argument?
- How did you use emotional appeals to connect with your audience?
# SCORING GUIDE

<table>
<thead>
<tr>
<th>Scoring Criteria</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
<td>The letter • supports a claim with compelling reasons, evidence, and commentary, including relevant facts, details, quotes, paraphrases, and rhetorical appeals (pathos, logos) • avoids plagiarism by including proper and thorough citations.</td>
<td>The letter • supports a claim with sufficient reasons, evidence, and commentary, including adequate facts, details, quotes, paraphrases, and rhetorical appeals (pathos, logos) • avoids plagiarism by including basic citations.</td>
<td>The letter • has an unclear or unfocused claim and/or insufficient support, such as unrelated, weak, or inadequate facts, details, quotes, paraphrases, and rhetorical appeals (pathos, logos) • includes partial or inaccurate citations.</td>
<td>The letter • has no obvious claim or provides minimal or inaccurate support • lacks citations and/or appears plagiarized.</td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>The letter • follows an effective organizational structure, including an engaging introduction and a thoughtful conclusion • uses a variety of effective transitional strategies to create coherence.</td>
<td>The letter • follows a logical organizational structure, including an introduction with a hook and a conclusion that follows from the argument presented • uses transitional strategies to clarify and link ideas.</td>
<td>The letter • follows a flawed or uneven organizational structure and may have a weak introduction and/or conclusion • uses basic transitional strategies ineffectively or inconsistently.</td>
<td>The letter • has little or no organizational structure • uses few or no transitional strategies.</td>
</tr>
<tr>
<td><strong>Use of Language</strong></td>
<td>The letter • uses persuasive and connotative diction • demonstrates command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage • maintains an engaging and appropriate style and tone.</td>
<td>The letter • uses some persuasive and/or connotative diction • demonstrates adequate command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage • maintains an appropriate style and tone.</td>
<td>The letter • uses basic or weak diction • demonstrates partial command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage • maintains an inconsistently appropriate style and/or tone.</td>
<td>The letter • uses confusing or vague diction • lacks command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage; frequent errors obscure meaning • has an inappropriate style and/or tone.</td>
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</tbody>
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