Columbus City Schools
English Language Arts Curriculum
Writing

Course/Grade	**Text Type**
Writing Grade 10	Argument (8 days)

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the reading-writing connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document. (CCSS, Introduction, 8)

Argument

Arguments are used for many purposes—to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. In English Language Arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. (CCSS, Appendix A, 23)

Expectations for Learning

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout the Common Core State Standards document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understanding are embedded throughout the Standards rather than treated in a separate section. (CCSS, Introduction, 4)

Strands/Topics
Standard Statements

Reading Informational Text/Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Reading Informational Text/Craft and Structure

3. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g.,

a section or chapter).
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Reading Informational Text/Integration of Knowledge and Ideas

8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Writing/Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
   c. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
   d. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Writing/Research to Build and Present Knowledge

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   b. Apply *grades 9-10 Reading standards* to literary nonfiction (e.g., Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.)

Speaking and Listening/Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.
   c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
   d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Language/Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Use parallel structure.
   b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Language/Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Instructional Strategies

Day 1
Big Question concept formation: Can Anyone Be a Hero?
Categorizing Types of Heroes:
In this part of the lesson, students identify types of heroes, analyze the character traits, actions, and values of heroes, and write a claim statement using evidence from the activities and class discussions.

- **Identifying Types Activity:** Give students three minutes to brainstorm a list of heroes, which may contain any combination of real life and fictional persons. Place students in groups of four and assign roles: director (keeps group on task), scribe (records ideas), mediator (resolves differences), and spokesperson (reports to class). Provide each group with a piece of paper large enough for students across the classroom to read. The groups then choose ten to twelve heroes from each of their lists. Have each group create at least three different categories to describe the group's list of heroes. Encourage creative labeling. Groups should begin with titles that are very specific and include traits or behaviors of the heroes and then move to titles that are more succinct. For example, a fictional category could be first labeled "superheroes who can fly" and then shortened to just "superheroes." Firefighters could be first placed in a category "courageous individuals with dangerous jobs" and shortened to "everyday heroes." The scribe from each group records the shortened category titles on a projected Word document or another large piece of paper. Groups discuss their findings.

- **Four Corner Activity:** Place four large pieces of paper with the following descriptors in each corner of the classroom:
    1. people who care for others on a daily basis
    2. people with physically dangerous jobs
    3. people who do volunteer work every week
    4. people who risk their lives for others during disasters

  Ask students to walk to the descriptor which best describes the type of hero whom they most admire. Ask each group to discuss the reasons for their choice while still standing in the area.

- **Claim (thesis) Statement Practice:** Have students return to seats and choose a specific **national** or **personal hero** and write a claim statement **explaining** three characteristics or actions which constitute heroism. This claim statement serves as a practice example for writing a claim statement in response to the argumentative essay prompt. Clarify for students that a claim is a specific, clear and direct statement that announces your viewpoint. **Example: Jimmy Carter, the thirty-ninth President of the United States, is a national hero who demonstrates unselfish concern for others, works with communities to make people's lives better, and seeks to enhance freedom and democracy world-wide.**

Day 2
Visual Text Analysis
- Use three visuals to further the analysis of heroism. The example visuals show a group of well-dressed black women protesting for civil rights, the man who stopped the tank in Tiananmen Square, and firefighters rescuing people on 9/11 at the World Trade Center. The first image is located at: http://www.blackhistory.noaa.gov/civilrights.html. Retrieve the other photographs from Google Images of the "tank man" of Tiananmen Square, and the firefighters working in New York on 9/11 at the World Trade Center site.

- **First viewing**: Students should complete the viewing process for one of the visuals before beginning the second. Ask students to refrain from discussing any background context of the photographs. Students will use the three column **Interpreting Photographs** graphic organizer (8). They begin by describing only what they see without attaching meaning to the images. In the first column, they record details about each photograph in simple illustrative terms describing humans, objects, sizes, shapes, colors, and lighting.
- **Second viewing**: In the second column, students record specific analytical elements, such as the focal point of the artwork, figure-background contrast, positioning and relationship of images, and possible symbolic objects. After completing both viewings for all three photographs, students interpret for meaning, still without historical context.
- **Third viewing**: In the third column of the graphic organizer, students interpret the literal and symbolic meanings of elements that they recorded in the two viewings. They should consider what is emphasized and how this emphasis is achieved. After completing the graphic organizer, discuss findings. Continue the discussion by asking students to articulate their reactions. How did image positioning, sizes, colors, lighting, or line shapes influence the students' emotional response to the photograph? How did knowledge of the Civil Rights Movement, 9/11, or Tiananmen Square impact viewing? Students may discuss how context information about the photographer or the photograph lend to or detract from the interpretation, and what the photographer wishes to convey about his or her subject.
- Review the concepts of **ethos** (appeals to the credibility/authority of the photographer), **pathos** (emotional appeal), and **logos** (logical appeal) and identify one example of each from any of the three photographs. For example, in the civil rights photograph, one woman displays a sign which reads: "We demand decent housing now" (logos). It would be easy to research the availability of decent housing for minorities in 1963. The image of the man, tiny in comparison to the tank, suggests a man versus mountain scenario, and some viewers will fear for his safety and want to know what happened to the man (pathos). What did the photographers of the civil rights demonstrations and the lone man in China wish to accomplish by publishing their images (ethos)?

Day 3

Print Text Analysis

- Students review the basic plot in previously read selection *Sundiata* in Prentice Hall's *Literature: Language and Literacy* pp. 1095- 1105. Introduce the terms audience, purpose, and occasion and unpack how they shape the author's message.
    - **Audience**: Who was this written for originally? *Sundiata's* first audience would be the Malinke of West Africa, nearly 1000 years ago. The story was translated from oral historians, griots, and from scholar, D.T. Niane, who produced a written account in the last century.
    - **Purpose**: What was the author's goal? The purpose for telling the story of the leader Sundiata is to showcase the heroic efforts of Mari Djata (Sundiata).
    - **Occasion**: What event/issue prompted the author to write this in the first place? The occasion could be to tell the account of a heroic leader, to pay tribute to his efforts for his people, or to teach about heroism.
- After discussing the epic in terms of audience, purpose, and occasion, students will complete a graphic organizer (9) detailing the difficulties Sundiata had to overcome, his reactions to those difficulties and subsequent actions, and in a final column, students are to evaluate and explain if his actions qualify as heroic. After discussing the examples from the graphic organizer, students will write a second practice claim statement about Sundiata's heroic acts and what these acts reveal about the beliefs or values of the Mali culture. **Example: Due to his desire to protect his mother from scorn, Sundiata overcame a physical disability showing that determination and courage in the face of physical infirmity are valued by the Mali people.**

Day 4

- Teacher provides the scoring rubric for argumentation and students review rubric requirements. Be certain to emphasize the differences between "Approaches Expectations" and "Advanced," as well as the requirements for the categories "Controlling Idea," "Reading/Research," and "Development." The argumentative essay requires students to develop claims and counterclaims of plausible opposition to their arguments as well. Supporting evidence not only illuminates the argument and develops claims, but students must also offer an in-depth analysis of the support for the claim, which adds to the development of reasoning and logic. This concept can be reinforced with a quick activity. Provide a scenario in which the student must try to change a parent's opinion, such as when she wants to be friends with someone who her parents feel is a bad influence. Students record one reason that they should be allowed to have a relationship with the disliked friend, and write a quick paragraph explaining every aspect of their reason in detail. Two or three students share their paragraphs with the class while students in the audience assume the parental role and provide objections to refute the argument.
- Prior to beginning the argumentative essay, students complete two mini-lessons in Prentice Hall's *Literature: Language and Literacy*: simple and compound sentences p.1088 and complex and compound sentences p.1118.

Day 5

- Students are introduced to the prompt and create a claim sentence. After a discussion of the prompt requirements, students construct a draft of their claim statements using the previously completed graphic organizers, class lists, and practice claim sentences. Ask at least five students to write their claim statements on the board or in a Word document displayed for the class. The class edits and discusses the claim statements. Each student turns in his or her claim statement for teacher sign-off before beginning the essay.

  Prompt: After categorizing the types of heroes and analyzing the characteristics and qualifications of heroism from discussions, visual texts, and print texts, write an essay that identifies and describes a national hero or a personal hero, and argue for three characteristics or qualifications that constitute heroism. Support your discussion with evidence from your prewriting activities. L2 Include opposing viewpoints. L3 What implications does this analysis of heroism reveal about the beliefs and values of contemporary United States culture?

  Topics to consider for discussion about what beliefs and values reveal:
  - Celebrity heroes
  - The relationship between heroes and socioeconomic status
  - Why does our culture need heroes?
  - Do social media define heroic characteristics or inform the creation of contemporary heroes?
  - Superheroes and violence
  - Is there a responsibility to be a hero?

Day 6

Peer Editing Activity/Parallel Structures

- Students are provided with three different light-colored markers. They could also complete this activity on the computer using three different colors to highlight. Use one color to underline the reasons for their claim, first in the claim statement itself, and then in the body of the essay. Use the second marker to highlight the counterclaims (students may include opposing views within or after body paragraphs containing evidence or in one

rebuttal paragraph). Use the third to highlight transitional words and phrases. Student writers exchange essays and record answers to the following questions: Did the writer's claim convince you? Which supporting reason is the strongest and why? List three to five transitions. Is the rebuttal argument complete? After reading the essays and answering the editing questions, students discuss their responses with their partners.

- Students work individually to complete parallelism exercise in Prentice Hall's *Literature: Language and Literacy*. Page R22 has a definition of parallelism within the rhetorical devices heading. Complete the activity on page 609 - "Revising to Create Parallelism." Students return to their own essay and create a new sentence containing a parallel structure or combine sentences to form one. Partners may assist one another, and when the pairs have completed the assignment, several students share their examples.

Day 7

- Students continue to work towards a final draft of their essays. Teachers are encouraged to assist students as needed—individually or in small group settings. Final drafts are due tomorrow. **Note**: It need be, reserve your school's computer lab for today's writing session.

Day 8

Publication Activity

- After students complete final drafts, they copy their claim statements and their strongest support paragraph into a new document without their names. Students' claim statements and paragraphs are displayed in a manner that allows multiple readers to respond in one to two sentence critiques. Student claims could be displayed on sections of big paper then affixed to the walls. The claims could be displayed on tables or desks with a blank paper next to them for responses. They could be displayed electronically. Students should respond to at least three of their classmates' claims, and unlike the claim author, include their names next to their response sentences. The critical response sentences need to be specific and reflect upon the claim writer's viewpoint, selection of support example, the strength or validity of his or her arguments, or the writer's use of parallel grammatical structures.

Assessment

- See Introduction for Argumentation Rubric.

Instructional Resources

- http://www.usa.gov/Topics/Graphics.shtml
- Photograph – Civil Rights http://www.blackhistory.noaa.gov/images/civil-rights-pickets.jpg
- Photograph – Tiananmen Square Tank Man http://0.tqn.com/d/asianhistory/1/0/1/1/-/-/030.JPG
- Photograph – Firefighters 9/11 http://news.nationalgeographic.com/news/2011/09/pictures/110908-about-911-september-9-11-twin-world-trade-center-towers-indelible/#/september-9-11-attacks-anniversary-ground-zero-world-trade-center-pentagon-flight-93-firefighters-rescuing_40008_600x450.jpg
- Argumentative prompts: http://professionals.collegeboard.com/testing/sat-reasoning/prep/essay-prompts

Strategies for Diverse Learners

- *Use of logical fallacies* – adaptation of "Love is a Fallacy" by Max Schulman (video 13:44) – http://www.youtube.com/watch?v=eK_tb7ob8Kg
- *Logos, pathos, ethos* – animated PowerPoint with voice over (5:40) – http://teachertube.com/viewVideo.php?video_id=41007
- Prentice Hall's *Writing and Grammar:* Chapter 7 "Persuasion"

Professional Articles

- "A Teacher Looks at Persuasive Writing: Two Vantage Points" by Kriston Crombie - http://www.ohiorc.org/adlit/inperspective/issue/2008-12/Article/vignette2.asp
- "Teaching Argument for Critical Thinking and Writing: An Introduction" by George Hillocks Jr. – http://ncte.org/library/nctefiles/ej0996focus.pdf

English Language Arts Connections

Reading	Language	Speaking and Listening
Incorporate Reading (Literary or Informational Texts) standards as students complete research to build and present knowledge. http://www.corestandards.org	Incorporate Language standards as students construct writing in terms of writing conventions, knowledge of language, and acquisition and use of vocabulary. http://www.corestandards.org	Incorporate Speaking and Listening standards as students integrate and evaluate information presented in diverse media and formats. http://www.corestandards.org

Interpreting Photographs Graphic Organizer		
First viewing: Complete the viewing process for one of the visuals before beginning the second. Describe only what you see without attaching meaning to the images. Record details about each photograph in simple illustrative terms describing humans, objects, sizes, shapes, colors, and lighting. **Second viewing**: Record specific analytical elements, such as the focal point of the artwork, figure-background contrast, positioning and relationship of images, and possible symbolic objects. After completing both viewings, interpret for meaning. In the third column of the graphic organizer, interpret the literal and symbolic meanings of elements that you recorded in the two viewings. Consider what is emphasized and how this emphasis is achieved.		
First Viewing: Describe	**Second Viewing: Analyze**	**Interpretation: Explain**

Sundiata Graphic Organizer		
Record Sundiata's physical and emotional difficulties in the first column. Include how other characters react to him and treat him. In the middle column record his resulting reactions and actions. In the last column, evaluate whether his actions are heroic or not and explain your reasoning.		
Sundiata's Difficulties	**Reactions/Actions**	**Evaluate**