

Columbus City Schools
English Language Arts Curriculum
Writing

Course/Grade Writing Grade 11	Text Type Argument (7 days)
<p>Common Core Writing: Text types, responding to reading, and research</p> <p>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)</p>	
<p>Argument</p> <p>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)</p>	
<p>Expectations for Learning</p> <p>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.</p> <p>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)</p>	
<p>Strands/Topics Standard Statements</p> <p>Reading Informational Text/Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. 	

Columbus City Schools
English Language Arts Curriculum
Writing

Reading Informational Text/Craft and Structure

5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Reading Informational Text/Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

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.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

Writing/Production and Distribution of Writing

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Writing/Research to Build and Present Knowledge

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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 11-12 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 probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the

Columbus City Schools
English Language Arts Curriculum
Writing

task.

Language/Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.

Language/Vocabulary Acquisition and Use

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.

Columbus City Schools
English Language Arts Curriculum
Writing

Instructional Strategies

Day 1

Visual Text

- **Portrait analysis overview:** Students analyze two or three paintings of individuals or political figures. The first grouping of artists and artworks contains portraits of various individuals from the collection at the Columbus Museum of Art. The second grouping of presidential portraits is from the Smithsonian, and the last grouping contains contemporary interpretations of presidential portraits. Students analyze only the portraits from one particular grouping. For convenience, load the images into PowerPoint. Also, portraits from the Columbus museum and Smithsonian contain accompanying contextual information students should not have access to until the activity is completed.

Three sources for portraits:

- 1) Columbus Museum of Art: www.columbusmuseum.org. Select "Collection." Suggested portraits: Thomas Eakins: *Weda Cook*; Clarence Holbrook Carter: *Smoldering Fires*; Edward Hopper: *Morning Sun*; Jerome Liebling: *Butterfly Boy*; Emerson Burkhart: *The confused process of Becoming (Portrait of Roman Johnson)*
- 2) Smithsonian National Portrait Gallery: <http://npgportraits.si.edu/emuseumCAP/code/emuseum.asp>. Suggested portraits: Gilbert Stuart: *George Washington (Lansdowne Portrait)*; Joseph Burgess: *Calvin Coolidge*; Norman Rockwell: *Richard Nixon*
- 3) Contemporary artists: Google Images. (See links below.) Suggested portraits: Igor V. Babailov: *My Beloved Country G Washington*; Robbie Conal: *Ronald Reagan*; Shepard Fairey: *Hope*; Kurt Kauper: *Barack Obama*

Use the three column graphic organizer to record responses (9). First viewing: Students begin by describing only what they see without attaching meaning to the images. They record details about each portrait in simple illustrative terms describing humans, objects, sizes, shapes, colors, lighting, and textures. For example, in the portrait of President Washington, students could record the following details: the figure of Washington is in the center; he is dressed in formal, civilian clothing; he is holding a sword; the furnishings are red; a rainbow is visible through a window.

Second viewing: Students then record specific analytical elements, such as the focal point of the artwork, figure-background contrast, relationship of images, and possible symbolic objects. For example, students could record details about how Washington's figure dominates the portrait and his open hand emphasizes objects on the table. The sword, objects on the table, and rainbow are symbols.

Interpretation column: Students record details about their reactions to the portraits: how did image positioning, sizes, colors, lighting, or line shapes influence the students' emotional response to the artwork? How did knowledge of the president impact viewing? For example, students might comment about how President Washington dominates the portrait as they would expect a prominent person to be depicted, or how his solemn expression is befitting the task before him.

Students interpret the symbolic meanings of objects, as well as the positioning of images, relationship of images to the foreground or background, what is emphasized and how this emphasis is achieved. They may suggest that the sword is held with the tip pointing down, indicating a time of peace, yet a readiness to defend. They may notice the contrast between the expensive furniture and Washington's attire and conclude that this could show the separation between European monarchs and the new democracy.

Students then discuss the artist's interpretation and evaluate the quality and significance of the portrait. Was the artist successful? At this point,

Columbus City Schools

English Language Arts Curriculum

Writing

the teacher may introduce background, contextual information about the artist or historical background information. This may include published critiques of the portrait. Students may discuss how context information about the artist or the portrait lends to or detracts from the interpretation. Finally, as a whole class, they write a **claim statement** that expresses a point of view about the portrait, supporting that point of view with evidence from their interpreting portraits activity. Clarify for students that a claim (thesis) is a specific, clear and direct statement that announces your viewpoint. It is a statement that requires further clarification, explanation, and evidence. Note: This may be a good time to teach a mini-lesson on the development of thesis (claim) statements. See *Writing and Grammar*, Chapter 7, Shaping Your Writing (129).

Days 2 and 3

Print Text

Persuasive Appeals

- Students analyze the poem by Phillis Wheatley “To His Excellency, General Washington” from Prentice Hall’s *Literature: The American Experience* (124-126) and record examples of words and images referring to her portrayal of General Washington. Students construct a simple graphic organizer by dividing a paper into three columns and labeling each column as **ethos** (appeals to credibility/authority of the writer), **pathos** (emotional appeal), and **logos** (logical appeal). Students place each word, phrase, or image from the poem into the appropriate persuasive appeal column. To quickly familiarize students with the definitions refer to Prentice Hall’s *Literature: The American Experience: Communication Workshop: Evaluate Persuasive Speech* (196-197). Students may need assistance defining poetic devices and images and then labeling them as persuasive appeals. For example, record lines describing Washington, such as “famed for thy valor,” in the logical column because the General’s skill in leading in battle is well-documented. The line “thy ev’ry action let the goddess guide” could be placed in the pathos column because it is an emotional plea to the two protectors of freedom to join together. Students could compare and contrast Wheatley’s tribute with other poems which describe the accomplishments of famous and ordinary Americans in Prentice Hall’s *Literature: The American Experience*: “Lucinda Matlock” (646); “The Love Song of J. Alfred Prufrock” (708-712); “Frederick Douglass” (1066-1067).

Rhetorical Devices and Persuasive Appeals

- Students analyze Patrick Henry’s “Speech in the Virginia Convention” (100-103) from Prentice Hall’s *Literature: The American Experience* and contemporary presidents’ speeches about war located at <http://www.whitehouse.gov> and <http://www.whitehouse.gov/briefing-room> for either persuasive appeals or rhetorical devices. Besides ethos, pathos, and logos, students should be prepared to understand (and eventually use) other rhetorical devices/strategies including terms such as **repetition**, **parallelism**, **antithesis** (the balanced pairing of opposites for an effect), **hyperbole** (extreme exaggeration), **anaphora** (repetition of a phrase or clause at the beginning of a sentence), **epistrophe** (the repetition of a phrase or clause at the end of a sentence), **polysyndeton** (the use of multiple conjunctions for an effect), and **asyndeton** (the lack of conjunctions for an effect). In order for students to become effective interpreters and purveyors of language, they must be able to understand and use rhetoric in speech and writing. The above rhetorical strategies provide a sound springboard for launching deeper instruction into rhetoric and composition. Students work individually or in pairs to identify examples of each persuasive appeal and figurative language along with rhetorical devices.

Days 4 and 5

- Prior to beginning the argumentative essay, students complete the following mini-lessons in Prentice Hall’s *Writing and Grammar*: Considering Audience and Purpose (127), Gathering Evidence (128), Providing Elaboration (130), and Recognizing the Correct Use of Parallelism (504-507).
- Students write a rough draft based on one of the following argumentation prompts:

Columbus City Schools
English Language Arts Curriculum
Writing

Prompt #1: After researching Gilbert Stuart’s painting and Phillis Wheatley’s poem on George Washington, write an essay that discusses the portrayal of George Washington and evaluates the success of the works as fitting tributes to this former U.S. President. Be sure to support your position with evidence from the texts. L2 Include opposing viewpoints.

Prompt # 2: After analyzing the paintings and discussing the tension between the depiction of public figures and artistic expression, write an argumentative essay using one or more of the presidential portraits and argue whether the artist’s interpretation is valid or not. L2 You should acknowledge competing views. L3 Give examples from past or current events or issues to illustrate and clarify your position.

Prompt #3: After analyzing persuasive appeals and rhetorical devices in Patrick Henry’s “Speech in the Virginia Convention” and/or the speech of a contemporary president about the necessity of armed conflict, write an essay that argues your position about armed conflict as a resolution. L2 You should acknowledge competing views and use persuasive points from the speeches to clarify your position. L3 Give examples from past or current events or issues to illustrate and clarify your position.

Day 6

Peer Editing Activity

- Student partners read each other’s essay and record one example of each of the persuasive appeals: logical, emotional, and ethical. Then, they list five strong words or descriptive verbs. If all appeals are not present, partners discuss which points could be developed into an appeal. If the writer is not employing any strong or vivid words, partners use a thesaurus to enhance word choice.
- Students revise essays. Note: For additional support in revision, direct students to *Writing and Grammar*, Chapter 7, 131-135. Students may also use the rubric for self-assessment found in *Writing and Grammar*, Chapter 7, 137.

Day 7

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 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 grammatical structures.

Assessment

- See introduction to the writing portfolio guide on the curriculum guide website for the argumentation rubric or locate it on your yellow writing portfolio folder.

Columbus City Schools
English Language Arts Curriculum
Writing

Instructional Resources

- **Effective Persuasion PowerPoint:** <http://owl.english.purdue.edu/owl/resource/696/1>
- **Bias/fallacies:** <http://owl.english.purdue.edu/owl/resource/659/03/>
- **Parallel sentence structure:** <http://owl.english.purdue.edu/owl/resource/623/1/>
- **Ronald Reagan (painting)** <http://consortiumnews.com/wp-content/uploads/2012/02/CONTRA-DICTION-Reagan-1988-copy.jpg>
- **My Beloved Country G Washington (painting)**
http://www.google.com/imgres?imgurl=http://www.silverbrush.com/gallery/var/thumbs/lgor-Babailov/Plein%2520Air%2520St%2520Joseph%2520Caph.jpg%3Fm%3D1338808213&imgrefurl=http://www.silverbrush.com/gallery/index.php/lgor-Babailov%3Fpage%3D4&usq=__Pxddl6EKV2vI9gzVpZ_C1wjpAiw=&h=135&w=200&sz=11&hl=en&start=2&zoom=1&tbnid=eUfYEQTdoc0FRM:&tbnh=70&tbnw=104&ei=IGwaUbuOJerJygHkklDoAQ&prev=/search%3Fq%3Dbabailov%2Bmy%2Bbeloved%2Bcountry%26um%3D1%26hl%3Den%26safe%3Dactive%26gbv%3D2%26tbn%3Disch&um=1&itbs=1&sa=X&ved=0CCwQrQMwAQ
- **Hope (Faurey painting)** <http://www.carmichaelgallery.com/images/may72009b/hope.jpg>
- **Barack Obama (painting Kauper)** http://amygoodwin.typepad.com/amy_goodwin/2010/01/kurt-kauper-barack-obama-link.html

Integration of Knowledge and Ideas (Strategies for Diverse Learners)

Additional Argumentation Topics

- Students use the NewsBank from www.fohio.org to select two to three current articles about debatable topics from the Special Reports: Issues in the News section. The site offers current newspaper and news magazine articles on topical issues, such as dropout rates or videogame ratings, from twenty to one hundred different sources.

Prompt: After researching articles on debatable current issues from the Infohio NewsBank, select a topic and write an editorial that argues a position. Support your position with evidence from your research. L2 Be sure to acknowledge competing views. L3 Give examples from past or current events or issues to illustrate and clarify your position.

Career Readiness

- Students research typical and difficult interview questions, such as “describe your greatest fault,” at the U.S. Department of Labor: <http://www.careeronestop.org/ResumesInterviews/Interviews/SampleInterviewQuestions.aspx>. They choose three or four interview questions and research which answers will best satisfy prospective employers.

Prompt: Write an argumentative essay addressing three or four of the most difficult interview questions previously researched. In the essay, answer the interview questions and explain in detail how your response will convince an employer to hire you.

Editorial Cartoons

- Students view editorial cartoons available online. Websites contain lesson plans to assist students with analyzing editorial cartoons. Locally, the Billy Ireland Cartoon Library and Museum located on the campus of The Ohio State University contains many resources and links: <http://library.osu.edu/blogs/cartoons>. Editorial cartoons are furnished by the Association for American Editorial Cartoonists at

**Columbus City Schools
English Language Arts Curriculum
Writing**

<http://nieonline.com/aaec/cftc.cfm?cftcfeature=archive&sort=byheadline>. The site provides short, analytical lessons and a blank comic cartoon with each lesson for students to write captions. “Cartoons that make you think, not laugh,” and “Sarcasm, Satire, and Irony” cover cartoon editorial basics, while the collection also allows searching by current headlines for a wide range of topics.

Prompt: After analyzing two editorial cartoons for persuasive appeals, synthesize the information into an argumentative essay which utilizes the visual texts as support for a belief or value.

ACT Writing Test Prompts <http://www.actstudent.org/writing/sample/index.html>

Website example: Educators debate extending high school to five years because of increasing demands on students from employers and colleges to participate in extracurricular activities and community service in addition to having high grades. Some educators support extending high school to five years because they think students need more time to achieve all that is expected of them. Other educators do not support extending high school to five years because they think students would lose interest in school and attendance would drop in the fifth year. In your opinion, should high school be extended to five years? In your essay, take a position on this question. You may write about either one of the two points of view given, or you may present a different point of view on this question. Use specific reasons and examples to support your position.

- *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

Professional Articles

- “Almost Painless--A Strategy for Writing Argumentation” by Susan Dixon at <http://www.ohiorc.org/adlit/InPerspective/Issue/2008-12/Article/vignette1.aspx>
- “A Teacher Looks at Persuasive Writing: Two Vantage Points” by Kriston Combie at: <http://www.ohiorc.org/adlit/inperspective/issue/2008-12/Article/vignette2.aspx>

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

Columbus City Schools
English Language Arts Curriculum
Writing

Interpreting Paintings 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 painting 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