

Columbus City Schools
English Language Arts Curriculum
Writing

Course/Grade Writing Grade 12	Text Type Argument (8 days)
<p>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

Columbus City Schools
English Language Arts Curriculum
Writing

the 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.

Instructional Strategies

Brainstorming and Prewriting Activities

Day 1

- **Quickwrite/Newspaper Headline Activity:** In order to develop a variety of possible argumentation topics, students will first write about debatable issues that pertain to school and then they will broaden their perspective by researching online newspaper headlines concerning issues of national, state, and local concern. Begin by asking students to list three issues pertaining to school that impact their lives. Students choose one of the school issues and for two to three minutes write about why the selected issue is a problem which must be addressed, and how the school community deals with the issue. After completing the quickwrite, students read their response to a partner. Following a review of persuasive appeals, **ethos** (appeal to credibility/authority of the writer), **pathos** (emotional appeal), and **logos** (logical appeal), students find evidence of each of the appeals in their quickwrites. The class makes a list of school issues on a large piece of paper to save for later topic development. Note: Prentice Hall's *Literature: The British Tradition* (222, 444) provides definitions and examples of ethos, pathos, and logos.
- Students use the Infoho NewsBank to access state newspapers. After selecting a newspaper and issue, the NewsBank lists the headlines, making it easy for students to scan. Students select two headlines about important issues for each of the following categories: national, state, and local. They may use more than one state newspaper available in the NewsBank. After students complete selecting and recording their headlines, place them in groups of four. Each group then compiles a list of two national, state, and local headlines on a large piece of paper. The group selects one headline and takes a group position on the importance of the issue listed. They write and label three sentences about their issue that contain each of the persuasive appeals on large paper. Groups share their headlines and appeals with the entire group. For the duration of the assignment, if possible, display the large papers containing the list of school topics, the list of headlines, and the appeals. This allows students to see the possible essay topics for three days prior to selecting a topic.

Columbus City Schools
English Language Arts Curriculum
Writing

Day 2

- **Mini-lesson: Identifying and analyzing persuasive appeals and rhetorical devices in speeches:** Students will read Queen Elizabeth's "Speech Before Her Troops," Prentice Hall's *Literature: The British Tradition* (285-287) and an excerpt from Winston Churchill's "Wartime Speech," Prentice Hall's *Literature: The British Tradition* (1287-1290). Students are doing an in-depth explication of these speeches in which both leaders must convince people to risk their lives for a cause, so the appeals and rhetoric employed by the speakers must be strong arguments. Review the argumentation terms audience, purpose, and occasion before reading and analyzing each speech. Students read each speech to identify examples of the following rhetorical devices: **strong verbs**, **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), and **epistrophe** (the repetition of a phrase or clause at the end of a sentence). The listed rhetorical strategies provide a sound springboard for launching deeper instruction into rhetoric and composition. After identifying the rhetorical elements and discussing which are logical, ethical, or emotional appeals, students write two evaluative claim sentences, one for each speech, identifying a rhetorical device, explaining what type of an appeal it is, and evaluating whether it is effective or not. For example: Winston Churchill employs a parallel structure, "no officer or man, no brigade or division," to emphasize how critical the contribution of a single soldier in combat with the enemy is in winning the war. Ask several volunteers to read their claim sentences aloud.

Day 3

- **Mini-Lesson:** In this lesson, students will construct two graphic organizers using lined paper. Teachers should encourage students to design an organizer that will allow them to easily view the analysis points while writing the in-depth paragraph. This organizational skill is important for college as well as higher-level jobs because arranging information, synthesizing parts into a new product, and explaining how the information supports the writer's position is a critical skill. If the classroom setting permits, students could use computers to create their organizers.

Some musicians and painters use their medium to craft statements about social issues. The "protest" music of Woody Guthrie and Billie Holiday are a part of the Library of Congress collection and still resonate powerfully with listeners. Art works by artists Elijah Pierce and Elizabeth Olds are a part of the Schiller Collection located at the Columbus Museum of Art and are studied by people from around the world. In this lesson, students will analyze lyrics from two famous protest songs for language and sound features, such as alliteration and figurative language used to convey positions on critical social issues affecting a nation. Then, students will write an analytical paragraph for one of the songs, synthesizing examples from their graphic organizers, and explaining how the persuasive and figurative language relates to the social issue. Students also evaluate how the artists' positions could influence listeners. They will use a viewing process to examine two art pieces to provide analytical examples for a second paragraph.

- Display the lyrics of "This Land is Your Land" from http://www.woodyguthrie.org/Lyrics/This_Land.htm. Display the following analysis terms:
Sound elements: end rhyme; alliteration; repetition
Structural elements: vivid verbs; parallelism; polysyndeton
After student pairs have identified at least one example of each sound and structural element, each student composes an in-depth analysis paragraph. Student paragraphs should include a topic sentence featuring one sound and one structural element and the social issue emphasized in the song. At the conclusion of the paragraph, students evaluate whether the artist's use of the elements was successful. For example, students may write about Woody Guthrie's use of alliteration in "sparkling sands" and "diamond deserts" and that these images

Columbus City Schools

English Language Arts Curriculum

Writing

emphasize the beauty and worth of America. They could point out that the polysyndeton structure, “roamed and rambled, and I followed” conveys a sense of the vastness of our nation by using the rhetorical structure to expand the line. Students could also write about how Guthrie uses repetition in the last stanza, “Nobody living can” to take a strong position on individuals using the natural resources of our land for their own private gain.

- Display the lyrics for “Strange Fruit” from <http://www.pbs.org/independentlens/strangefruit/film.html> without the background information about the writer and Holiday’s efforts to record the song, which the teacher may include later during the discussion. Display the following analysis terms:

Sound elements: end rhyme; alliteration; repetition

Figurative language: metaphor; images which appeal to sound and smell; symbol

After student pairs have identified at least one example of each sound and figurative language element, each student composes an in-depth analysis paragraph. Student paragraphs should include a topic sentence featuring one sound and one figurative language element and the social issue emphasized in the song. At the conclusion of the paragraph, students evaluate whether the artist’s use of the elements was successful. For example, students may write about the power of the metaphor “strange fruit” and the impact on the listener when they realize it refers to the horrible image of murdered black Southerners and lynching. They might comment on the use of imagery appealing to smell with the examples of the “scent of magnolia” and the “smell of burning flesh” to emphasize the contrast between the magnolia, a beautiful symbol of the South, with the revolting image of a burned, hanging human being.

- After students have completed writing their in-depth analysis paragraphs, play sound clips of both of the songs featured at the sites and discuss the disparity between the beauty of the music or Billie Holiday’s voice with the messages revealed in the songs. Students share which sound, structure, or figurative language elements had the greatest impact on them. If students had heard these songs before, did their opinions of the songs change?

Day 4

- The art works by artists Elijah Pierce, *Martin Luther King Jr. and the Kennedy Brothers*, and Elizabeth Olds, *No Unemployment*, are a part of the Schiller Collection located at the Columbus Museum of Art www.columbusmuseum.org. Select “Collection” and then “Art and Social Issues.” For convenience, load the images into PowerPoint. After describing and interpreting the two paintings, students write an in-depth analysis paragraph evaluating the impact of the art. Students need a piece of paper to record notes for each painting.

First viewing: Students begin by discussing only what they see, the facts, without attaching meaning to the images, describing humans, objects, sizes, shapes, colors, lighting and textures. They begin to analyze by recording details about each art piece in simple illustrative terms the instructor lists on the board or overhead to facilitate: focal point of the artwork, figure-background contrast, relationship of images, and symbolic objects.

Second viewing: Underneath their notes analyzing the art pieces, 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. These comments do not need to be in complete sentences. Students also record details about their reactions to the art: how did image positioning, sizes, colors, lighting, or line shapes influence the students’ emotional response to the artwork? (At this point, the teacher may introduce

Columbus City Schools

English Language Arts Curriculum

Writing

background, contextual information about the artist or historical background information.) Each student composes an in-depth analysis paragraph. Student paragraphs should include a topic sentence featuring one art piece and an analysis of how the social issue is emphasized. At the conclusion of the paragraph, students evaluate whether the artist was successful.

- Students select one of their in-depth paragraphs to turn in for a grade.

Day 5

- Introduce students to the writing prompt.

Prompt: After analyzing headlines, songs, and art works about social issues that impact Americans, write an argumentative essay evaluating the community's response to a current social problem. L2 Synthesize evidence from current events, visual texts, or musical pieces to illustrate and clarify your position. L3 Be sure to acknowledge competing views.

After discussing the prompt, provide students with the argumentation rubric and discuss the paper requirements. Students write a claim statement, which is checked by the instructor. After the claim statement is approved by the teacher, the student begins a first draft.

Day 6

Writing Workshop

- Students continue to work on their drafts. For additional assistance in writing instruction, see Writing Workshop, Persuasion: Persuasive Essay, in Prentice Hall's *Literature: The British Tradition* (442-449) and *Writing and Grammar*, Chapter 11, (218-241).

Day 7

Peer Revision/Editing

- **Silent Debate Activity:** Student partners write one of their essay position points on a piece of paper and exchange it. Each partner counters the position with a rebuttal, even if they agree with the writer's point. The partners trade papers back and forth, writing responses and not speaking, until the counterpoints are exhausted. If partners finish quickly, ask them to select another position and begin again. Students should use the results of the activity to revise and clarify their discussion of opposing viewpoints.
- **Logical Fallacies:** Student partners edit for evidence of hasty generalizations, circular argument, either/or arguments, and moral equivalence. Definitions are available at: <http://owl.english.purdue.edu/owl/resource/659/03/>

Day 8

Publication Activity

- After students complete final drafts, they select a painting, drawing, or sculpture pictured online that depicts an element of the social issue they wrote about in the argumentation essay. They write a found poem about society's reaction to their social issue by using words, phrases, and sentences from their essays. Students read poems to the class with the art piece displayed.

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>
- **Songs:** http://www.woodyguthrie.org/Lyrics/This_Land.htm
<http://www.pbs.org/independentlens/strangefruit/film.html>
- **Art Works:** http://artandsocialissues.cmaohio.org/images/pierce_assassinated_pg.jpg
http://artandsocialissues.cmaohio.org/images/Olds_No-Unemp_pg.jpg

Integration of Knowledge and Ideas (Strategies for Diverse Learners)

- Lesson plan about World War II propaganda posters at: <http://www.readwritethink.org/classroom-resources/lesson-plans/argument-persuasion-propaganda-analyzing-829.html>
- **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.
- *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 Crombie - <http://www.ohiorc.org/adlit/inperspective/issue/2008-12/Article/vignette2.asp>

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