

Overview

In this unit, titled “Joining the Conversation,” students will engage in argumentative essay writing. The unit will span a month and half and will result in research, community involvement, an argumentative essay, and final outreach product on the students’ part.

This packet is organized into several sections, an outline of the standards to be covered, an outline of the tasks students will complete, the introduction to the project that students will receive, the tasks themselves and the rubrics for assessment.

Standards

Common Core Standards

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.8 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.

W. 9-10.1 Write **arguments to support claims** in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce a precise claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.

b. Develop claim(s) and counterclaim(s) 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.

c. Use words, phrases and clauses 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 counterclaim(s).

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 form and supports the argument presented.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Process Skill Standards

Cooperative Skills: The student communicated by expressing ideas clearly and effectively

Cooperative Skills: The student was considerate of the people and environment with which they were working

Information Literacy Skills: W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Tasks

Research

3 ToPCEA Charts for articles*

Annotated Sources (3 academic - 2 for, 1 against, 1 community resource)*

Annotated Bibliography**

Writing

Claim Practice*

Counterclaim/Rebuttal Practice*

Pre-writing (Outline)*

Rough Draft (Printed and on Google Classroom)**

Final Draft (Turnitin.com)**

Community Outreach

Product such as petition, drive, letter, youtube video, podcast, etc.**

*Formative Assessment

**Summative Assessment

Joining the Conversation Project

“Joining the conversation” means having a say and taking a stand on topics that are important to you. However, when you express your opinion and stand up for it, you need to be informed on the topic you’re speaking about. This means researching support for your opinion as well as understanding where people who disagree with you might be coming from.

Part 1: Academic Research

For this project you need at least THREE academic sources. TWO will support your side. ONE will support the other side.

Due Date: TBD

Part 2: Community Involvement

For this project your fourth source will come from community involvement. Think of how you can help people affected by the topic you’ve chosen. Your community involvement may be completed through volunteering or conducting interviews, for example. Your community involvement should take at least two hours, this includes the planning and reflection process.

Once you have done your community involvement, you will write down what you heard/saw/learned and this will serve as another source to support your side of the argument.

Due Date: TBD

Part 3: Argumentative Essay

Once you have done research on your topic, you will write an argumentative essay arguing why people should agree with your stance/act on your words about your chosen topic.

Due Date: TBD

Part 4: Final Product

When you want to take action for a cause, it is imperative that you are informed on the topic you are arguing for. Now that you have completed your research and organized it in an essay, it is time to spark a change through an action. Think of a way, other than your essay, that you can get your message out to the community. Will you create a petition? A video clip? A drive? Your final product should be something that can be physically shared with the community.

Due Date: TBD