

Changing Perspectives

Visual Prompt: How do you think the perspective of the single fish is different from the perspective of the rest of the fish?

Unit Overview

To change one's perspective is to change one's viewpoint, opinion, or position about something. How many times have you tried to change someone else's mind? How often do others try to change your mind? In this unit, you will learn about creating an argument and communicating to particular audiences. You will identify "hot topics" and take a stand on your opinion about one hot topic. Through analyzing informational and argumentative texts, you will see how others write and create argumentative texts. You will debate, and you will write your own argumentative text.



GOALS:

- To analyze informational 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 VOCABULARY

- controversy
- argument
- claim
- reasons
- evidence
- research
- citation
- textual evidence
- plagiarism
- credible
- relevant
- sufficient

Literary Terms

- editorial
- tone
- formal style
- rhetorical appeals
- logos
- pathos

Contents

Activities

3.1	Previewing the Unit	162
3.2	It Is Time to Argue and Convince	163
	>Introducing the Strategy: Paraphrasing	
3.3	Peanuts and Pennies: Identifying Claims in an Argument.....	166
	Editorial: “Don’t ban peanuts at school, but teach about the dangers,” by <i>Des Moines Register</i> Editorial Board	
	News Article: “Penny Problem: Not Worth Metal It’s Made Of,” by Yunji de Nies	
3.4	Support the Sport? Creating Support with Reasons and Evidence	170
	>Introducing the Strategy: Rereading	
	Online Article: “Should Dodge Ball Be Banned in Schools?” by Staff of <i>TIME for Kids</i>	
	News Article: “Most Dangerous ‘Sport’ of All May Be Cheerleading,” by Lisa Ling and Arash Ghadishah	
	News Article: “High School Football: Would a Pop Warner Ban Limit Concussions?” by Tina Akouris	
3.5	Do Your Research: Sources, Citation, and Credibility.....	182
3.6	The Formality of It All: Style and Tone.....	188
	Historical Document: Excerpt from “Letter on Thomas Jefferson,” by John Adams (1776)	
3.7	A Graphic Is Worth a Thousand Words	192
	News Article: “E-Readers Catch Younger Eyes and Go in Backpacks,” by Julie Bosman	
3.8	Debate It: Organizing and Communicating an Argument.....	197
	>Introducing the Strategy: Metacognitive Markers	
	Article: “Social Networking’s Good and Bad Impacts on Kids,” from <i>Science Daily</i>	
	Informational Text: “Pro & Con Arguments: ‘Are social networking sites good for our society?’”	



Embedded Assessment 1: Researching and Debating a Controversy..... 209

3.9 Previewing Embedded Assessment 2: Preparing for Argumentative Writing211

3.10 Looking at a Model Argumentative Letter214

3.11 Facts and Feelings: Rhetorical Appeals in Argumentative Writing217
Letter: “The First Americans,” by Scott H. Peters, Grand Council Fire of American Indians

3.12 Citing Evidence 222

3.13 Playing with Persuasive Diction: Appealing to *Pathos*225
>Introducing the Strategy: Adding by Looping

3.14 Writing an Introduction and a Conclusion 228

3.15 Saying Too Much or Too Little?..... 230
>Introducing the Strategy: Deleting

3.16 Preparing to Write an Argument..... 234

Embedded Assessment 2: Writing an Argumentative Letter235

Language and Writer’s Craft

- Formal Style (3.6)
- Using Appositives (3.12)
- Revising by Creating Complex Sentences (3.15)

Previewing the Unit



LEARNING STRATEGIES:

Activating Prior Knowledge, Skimming/Scanning, QHT, Marking the Text, Summarizing/Paraphrasing

ACADEMIC VOCABULARY

A **controversy** is a public debate or dispute concerning a matter of opinion. A **controversial** issue is debatable or an issue about which there can be disagreement.

My Notes

INDEPENDENT READING LINK

You will be researching and presenting an issue for Embedded Assessment 1. If you have an idea for an issue in which you are interested, you might start finding and reading informational material about the issue. If you do not yet have an issue, you might read news articles to help you identify potential issues.

Learning Targets

- Preview the big ideas and vocabulary for the unit.
- Identify and analyze the skills and knowledge needed to complete Embedded Assessment 1 successfully.

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?

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. Then, scan the Contents and find and mark a Wow activity (interesting or fun) and a Whoa activity (challenging).

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, 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.

It Is Time to Argue and Convince

pick up the

My Notes

Introducing the Strategy: Paraphrasing

To paraphrase is to put a passage of text in your own words. Paraphrased material is often, but not necessarily, shorter than the original passage. 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 you want to make notes about what the person is saying.

When you communicate your own argument about a controversy or an issue, it is essential to be able to paraphrase information. Paraphrasing involves putting a passage into your own words.

To practice paraphrasing, read and paraphrase the following quotes on controversy.

Original	My Paraphrasing
<p>“If it matters, it produces controversy.” —Jay Greene, retired NASA engineer</p>	
<p>“In a controversy the instant we feel anger we have already ceased striving for the truth, and have begun striving for ourselves.” —Buddha</p>	
<p>“When a thing ceases to be a subject of controversy, it ceases to be a subject of interest.” —William Hazlitt</p>	

4. **Quickwrite:** Do you agree or disagree with any of the quotes? Explain.

5. 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.

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

6. **Freewriting:** A controversial topic I feel strongly about is _____

Check Your Understanding

Write your answers to the following:

- three things you have learned about an argument
- two hot topics that interest you and why
- one thing you learned about paraphrasing

INDEPENDENT READING LINK
Are any controversial topics represented in your independent reading book? Write about them in your Reader/Writer Notebook. Share your opinion on the topics if you have formed one.

Peanuts and Pennies: Identifying Claims in an Argument

*pick up
the*

LEARNING STRATEGIES:

Chunking, Close Reading, Paraphrasing, Quickwrite, Marking the Text

ACADEMIC VOCABULARY

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.

Literary Terms

An **editorial** is a short essay in which someone speaking for a publication expresses an opinion or takes a stand on an issue. News sources—such as television, radio, magazines, newspapers, or online sources—often publish editorials for their readers.

My Notes

Learning Targets

- Identify a writer’s claim through writing and sharing.
- Identify reasons for or against a topic and write and share my own claim.

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 author states the claim in the middle of the text or even leaves it until the end. In this activity, you will read two texts for which you will identify or infer the writer’s claim.

Before Reading

1. Think about the different meanings of the word *claim*. Write the meanings below. For example, one meaning is “to request (claim) something.”

During Reading

2. To read actively, mark the text with an asterisk(*) next to anything you agree with and an X next to anything you disagree with.

Editorial

Don’t ban peanuts at school, but teach about the dangers

Des Moines Register Editorial Board

Chunk 1

1 Waukee school officials were considering banning peanut products for all students in kindergarten through seventh grade to try to protect children with peanut allergies. The public outcry made officials change their minds. Now the district is proposing a policy that would “strongly discourage” the products in schools.

2 Fine. “Strongly discouraging” may help raise awareness about the danger of nut products. Just a whiff can trigger a reaction in some people with severe allergies. Schools also can do more of what they’re already doing--such as having “peanut free” lunch tables.

3 And they can do what they do best: Educate. Schools should work with parents and students to help them learn about the life-threatening dangers nut products pose for some children. Schools also should provide a list of “safe” foods to send for classroom treats.

- 4 Banning peanut products would be unenforceable.
- 5 Are schools going to frisk a kindergartner or search the backpack of a second-grader to see if they're hiding candy with peanuts inside?

Chunk 2

6 A student at Johnston Middle School suffered an allergic reaction to a pretzel-and-cereal trail mix from the cafeteria. It didn't even contain nuts but was exposed to peanut oils in a factory that used them in other products. Are schools supposed to investigate where prepackaged foods are manufactured and ban them if there are also nuts in the factory?

7 A ban would not ensure a child with allergies isn't exposed to harmful products. Other children will eat peanut butter for breakfast. Kids may snack on foods manufactured in a plant with peanuts.

8 The larger world isn't peanut-free. It's important that children with peanut allergies learn to protect themselves at a young age, the same way all kids with illnesses should. Children with severe asthma may need to carry inhalers. Diabetic children need candy nearby in case their blood sugar dips too low. Children with peanut allergies should have immediate access to emergency medications to counteract an allergic reaction. School staff need to be aware of students' medical conditions and know what to do in the event of an emergency.

- 9 A ban would offer little beyond a false sense of security.

After Reading

- 3. Which of these sentences from the editorial is the BEST example of a claim?
 - a. Schools also should provide a list of "safe" foods to send for classroom treats. (Chunk 1)
 - b. A ban would offer little beyond a false sense of security. (Chunk 2)
 - c. Don't ban peanuts at school, but teach about the dangers. (Chunk 1, title)

4. Paraphrase the claim of this editorial:

5. **Quickwrite:** Explain why you agree or disagree with the claim. Then share your position with one or more classmates. Practice speaking clearly, and refer to evidence from the text to support your position.

My Notes

GRAMMAR & USAGE
Prepositions

A **preposition** links the noun or pronoun following it (its object) to another word in a sentence. The preposition, its object, and all words modifying the object make up a **prepositional phrase**. Prepositional phrases function as adjectives or adverbs. They show relationships of time, location, or direction and add specific or necessary detail in sentences. For example:

"student *at* Johnston Middle School" (adjective phrase modifies "student", provides detail)

"exposed *to* harmful products" (adverb phrase modifies "exposed", tells what)

Peanuts and Pennies: Identifying Claims in an Argument

*pick up
find*

My Notes

Before Reading

6. **Collaborative Discussion:** Why might some people feel that the penny should no longer be a form of currency?

During Reading

7. In the news article that follows, the author presents both sides of the issue. She describes reasons for keeping the penny and reasons against keeping the penny. As you read the text, mark the reasons for (F) and reasons against (A).

News Article

Penny Problem:

Not Worth Metal It's Made Of

by Yunji de Nies

Chunk 1

- 1 The saying goes, "See a penny, pick it up, all day long you'll have good luck."
- 2 But these days, the penny itself isn't having much luck. Not only is there nothing you can buy with a penny, it's literally not worth the metal it's made of.
- 3 With the rising cost of metals like copper and zinc, that one red cent is literally putting us in the red.
- 4 "It costs almost 1.7 cents to make a penny," said U.S. Mint director Ed Moy.
- 5 Each year, the U.S. Mint makes 8 billion pennies, at a cost of \$130 million. American taxpayers lose nearly \$50 million in the process.
- 6 The penny's not alone. It costs nearly 10 cents to make a nickel.
- 7 On Friday, Treasury Secretary Henry Paulson said he thought the penny should be eliminated, but he admitted that he didn't think it was "politically doable," and said he was not going to push the issue.
- 8 Congress held a hearing last week on a proposal to make both coins out of cheaper metals, even steel. They say it would save taxpayers more than \$100 million.
- 9 But for now, tossing the penny altogether is not under consideration.
- 10 "One reason there is a lasting attachment to those coins is because they are a part of our country's history," Moy said.
- 11 The penny has plenty of history. It was the first U.S. coin to feature a president: Abraham Lincoln.
- 12 Next year, the mint plans to issue a new penny commemorating the bicentennial of Lincoln's birth.
- 13 That means more pennies for us to pocket.

Support the Sport? Creating Support with Reasons and Evidence

LEARNING STRATEGIES:

Activating Prior Knowledge, Predicting, Diffusing, Rereading, Paraphrasing, Marking the Text

ACADEMIC VOCABULARY

Reasons are the points that explain why the author is making a certain claim. **Evidence** is more specifically the facts, details, and information that support the reasons for the claim.

My Notes

Learning Target

- Identify reasons and evidence to use as support for a position in a modified debate.

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.

Before Reading

1. What do you know about the terms *reasons* and *evidence*? How would you use reasons and evidence to convince an adult to let you go to a sports event?

2. Your teacher will share some images. Predict the controversy relating to each image. What do the images have in common? Share any personal associations or anything you have heard about these controversies.

	What I See	What the Controversy Might Be
Image 1	Dodge ball clip or image	
Image 2	Cheerleading clip or image	
Image 3	Football clip or image	

During Reading

- 3. Use different colors to mark the text for the reasons and evidence provided for both sides of the argument.
Color 1 = reasons and evidence that support the view that dodge ball SHOULD be banned.
Color 2 = reasons and evidence that support the view that dodge ball SHOULD NOT be banned.

Online Article

from the pages of



Should Dodge Ball Be Banned in Schools?

by Staff of *TIME for Kids*

- 1 For years, the old playground game of dodge ball has been taking a hit. Some say it is too violent. But others say it teaches kids important skills, such as quick decision-making.
- 2 School districts in states including Texas, Virginia, Maine and Massachusetts banned the game in 2001. Neil Williams, a professor of physical education at Eastern Connecticut State University, even created a P.E. Hall of Shame in which dodge ball is included. “The game allows the stronger kids to pick on and target the weaker kids,” he says.
- 3 There are other objections to dodge ball. A child who is hit by a ball in the first few seconds spends the remainder of the game sitting on a bench, watching others. Those who do remain in the game, according to critics, become human targets, which could lead to bullying.
- 4 There are, however, those who defend the game. Rick Hanetho, founder of the National Amateur Dodge ball Association, says the game allows kids who are not good athletes to participate in a team sport. He also argues that it teaches hand-eye coordination, concentration and the ability to think and draw quick conclusions.
- 5 What’s more, proponents of dodge ball say kids have a lot of fun, as long as the game is properly supervised. Gym teachers and coaches must be sure that kids follow the rules and don’t aim to hurt anyone. It also helps, say dodge ball supporters, to use a soft, squishy ball.

© 2014 College Board. All rights reserved.

My Notes

KEY IDEAS AND DETAILS
What are the claims of both sides of this issue?

Support the Sport? Creating Support with Reasons and Evidence

My Notes

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.

After Reading

4. Use the graphic organizer to identify the components of the argument. You will need to reread the article to find reasons and evidence that support your assigned position.

Side A	Side B
Claim:	Claim:
Reason:	Reason:
Evidence:	Evidence:
Type of evidence:	Type of evidence:

5. Brainstorm other reasons and/or evidence that might strengthen either side of the argument.

Before Reading

6. With a partner, use the diffusing strategy to find unfamiliar words and replace them with familiar ones. Remember, to diffuse a text:
- Skim and scan the text and circle any unfamiliar words.
 - Use context clues to determine each word's meaning.
 - Use other resources (dictionary, peer) to determine meaning.
 - Write a synonym or clue next to the word that will help you understand the word as you read.

During Reading

7. With a partner, read and mark the text in two colors for the reasons and evidence provided for both sides of the argument. Stop after each chunk to paraphrase the text.

News Article

Most Dangerous "Sport" of All May Be **CHEERLEADING**

by Lisa Ling and Arash Ghadishah

1 Two years ago, Patty Phommanyvong was a healthy 17-year-old. Now she will never walk or talk again. She was injured while cheerleading—an athletic activity some say is now among the most dangerous for young girls.

2 Phommanyvong had never done any gymnastics before she started cheering. After just two months, her parents say, Patty's cheering partners were throwing her as high as 16 feet in the air.

3 Then she suffered an accident that stopped her breathing. Her parents claim that her school's defibrillator¹ failed and the 45 minutes she went without oxygen left her with a brain injury that caused permanent paralysis². Today, Phommanyvong can only communicate by blinking.

4 One blink means yes. Twice means no. Maybe is multiple blinks.

5 Cheerleading has long been an iconic American pastime, and it is now more popular than ever. By one estimate, 3 million young people cheer, more than 400,000 at the high school level. And cheerleaders are no longer only on the sidelines—many cheer competitively.

6 The degree of difficulty of cheer stunts has exploded. So too has the number of accidents.

7 Cheerleading emergency room visits have increased almost sixfold over the past three decades. There were nearly 30,000 in 2008, according to the Consumer Product Safety Commission.

8 The numbers are all the more disturbing because some states don't even recognize cheerleading as a sport. That means there are no uniform safety measures and training methods.

9 Kori Johnson is the cheerleading coach at Costa Mesa High School in Southern California. She says the cheerleaders have had to step up the degree of difficulty over the years.

10 "The girls, they want to be the best," said Johnson. "They want to try harder stunts. So every year when we see new stunts we try them."

¹ **defibrillator**: a device used to apply an electric current to the heart

² **paralysis**: unable to move

My Notes

Support the Sport? Creating Support with Reasons and Evidence

My Notes

GRAMMAR & USAGE

Regular and Irregular Verbs

Regular verbs form the past tense and past participle by adding *-d* or *-ed*; for example: *look, looked, have looked*.

Irregular verbs do not follow this pattern. These verbs form the past tense and past participle in different ways; for example, *know, knew, have known*.

A number of irregular verbs appear in this text, such as *think, throw, and make*. Can you find other examples of irregular verbs? It is important to know the forms of irregular verbs so that you use them correctly. Review the forms of irregular verbs in the Grammar Handbook.

...

Cheerleading as Competition

- 11 Costa Mesa High boasts a championship cheer squad.
- 12 Squad members say people who don't think cheerleading is a sport should just try it.
- 13 "They should be open-minded about it," one cheerleader said. "We throw people.
- 14 Like our bases are lifting like people up in the air."
- 15 "It's like bench-pressing a person," a second cheerleader said.
- 16 A third cheerleader said not everyone could keep up.
- 17 "We had the water polo boys stunt with us last year and they like, quit, after like an hour," she said. "They said it was really intense."

'It's Scary. It's Scary.'

- 18 Johnson is an experienced coach with safety training and cheer certifications. She says the key to avoiding major injuries is teaching stunts step by step.
- 19 "I would never ask them to do a stunt that they're not capable of doing and trying," said Johnson. "So we make sure they have all the basic stunting and it's like stairs. We move up the ladder."
- 20 But as many parents already know, injuries are now simply a part of cheerleading.
- 21 "It's scary. It's scary," said Lynne Castro, the mother of a Costa Mesa cheerleader. But Castro said cheerleading was too important to her daughter to stop even after she suffered a serious injury. "You see other sports figures that have injuries and they just get on with it, you know. You fix it, you rehabilitate properly, and you move forward."
- 22 But there's no coming back from some of the injuries cheerleaders now risk. An injury is deemed catastrophic if it causes permanent spinal injury and paralysis. There were 73 of these injuries in cheerleading, including two deaths, between 1982 and 2008. In the same time period, there were only nine catastrophic injuries in gymnastics, four in basketball and two in soccer.

...

- 23 In 2008, 20-year-old Lauren Chang died during a cheer competition in Massachusetts when an accidental kick to the chest caused her lungs to collapse.
- 24 "Lauren died doing what she loved, cheering and being with her friends," said Nancy Chang, her mother, soon after the accident. "We hope her death will shed light on the inherent risks of cheerleading and we hope that additional safeguards are taken."
- 25 "It's a national epidemic," said Kimberly Archie, who started the National Cheer Safety Foundation to campaign for more safety practices in cheerleading. "I think we should be extremely concerned as a nation. ... [It's] a self-regulated industry that hasn't done a good job. If I was going to give them a report card, they'd get an F in safety."

26 Cheerleading is big business. Uniform sales alone are a multi-million-dollar industry. And there are thousands of cheer events all year across the nation, with competitors from ages 3 to 23. There are cheerleading all-star teams that do not cheer for any school but compete against one another.

27 “We don’t want the kids to be hurt. We want the kids to be safe,” said Tammy Van Vleet, who runs the Golden State Spirit Association, which trains cheerleading coaches and runs competitions in California. “It’s our priority to make sure we provide that environment. ... Since about 1999, the degree of difficulty in cheerleading has just exploded.

28 And we’re seeing elite-level gymnasts on these cheerleading squads. And not just one athlete on the floor but 35 at a time, and [the] acrobatics and stunts that they are doing, you know, have not been matched.”

29 That’s why Van Vleet keeps two EMTs on site at major cheerleading exhibitions. But there are no uniform regulations that require such safety measures.

...

‘What Is Safe?’

30 Jim Lord is executive director of the American Association of Cheerleading Coaches and Administrators, the largest cheerleading organization in the country. “Nightline” asked him whether cheerleading is safe.

31 “That’s a great question for any sport or athletics, is, ‘What is safe?’” Lord said. “There’s something that says, ‘Well, these are cheerleaders so they shouldn’t be hurt, they shouldn’t have any risks, they should be on the sidelines and they shouldn’t be doing anything’--when a lot of girls have selected this as their favorite athletic activity. And so I think there’s that stigma, I think that goes along with it, for some reason.”

32 Lord says that recognizing cheerleading as a sport would not increase safety and would only complicate managing an activity that is still not primarily competitive for most cheer squads.

33 “You can minimize the chance of having an injury, and what that comes down to [is] having a coach that’s qualified,” said Lord. “There’s always going to be risk there, our job is to minimize that risk, especially from the catastrophic type of injury.”

34 But Archie charges that the current system of recommended safety and training measures does not protect kids. Many cheer coaches only have to pass an open-book test to gain a safety certification.

35 Lord believes that cheerleading is not as dangerous as the injury statistics indicate. He says that cheerleading may look more dangerous than mainstream sports because there’s no cheering season. Many cheerleaders practice all year, which means extended exposure to injury.

36 Still, critics believe that until cheerleading is recognized as a sport, safety will suffer.

My Notes

Support the Sport? Creating Support with Reasons and Evidence

My Notes

37 If change is coming, it is too late for the Phommanyvongs. They are suing their daughter's school, claiming that the school did not respond properly to her injury. The school declined to comment for this story.

38 "Too far," said Patty Phommanyvong's father, Say Phommanyvong. "They went too far. They should do step-by-step."

39 "Maybe we can change," said her mother, Vilay. "So I don't want it to happen to another kid."

After Reading

8. Use the graphic organizer to analyze both sides of the issue. Reread if necessary.

Side A	Side B
Claim: Cheerleading IS a dangerous sport that needs to be regulated or banned.	Claim: Cheerleading IS NOT a dangerous sport and does NOT need to be regulated or banned.
Reason:	Reason:
Evidence:	Evidence:
Type of evidence:	Type of evidence:

9. Brainstorm other reasons and/or evidence that might strengthen either side of the argument.

Before Reading

10. With a partner, diffuse the text to determine meanings of unfamiliar words.

During Reading

11. Continue to mark the text for the reasons and evidence provided for both sides of the argument. Paraphrase the reasons and evidence.

News Article

High School Football: Would a Pop Warner Ban Limit Concussions?

by Tina Akouris

- 1 When Marv Levy first started playing football, “concussions” was a word he heard about as often as “face mask.”
- 2 The South Side native and NFL coaching legend wore a leather helmet and precious little padding. Those were the days when the Chicago Cardinals coexisted with the Bears and there was a youth football program for kids 12 and under called the Junior Bears and the Junior Cardinals.
- 3 As Levy matriculated through South Shore High School and Iowa’s Coe College, the equipment and attitudes toward football’s health hazards evolved little.
- 4 “You would get dinged up and just shake it off,” said Levy, who coached the Buffalo Bills to four consecutive Super Bowls. “We wore leather helmets with no face guards. You were a sissy if you drank water during practice back then.”
- 5 Levy is 86 years old. Pop Warner football, the self-proclaimed “largest youth football, cheerleading and dance program in the world,” is 83.
- 6 But, when it comes to full-contact hitting in football practices—official workouts begin Wednesday for the Illinois high school season—they might not be the old-fashioned ones.
- 7 In June, Pop Warner instituted rule changes designed to limit players’ exposure to concussions. The most significant change—limiting full-speed hitting to one-third of total practice time, when in the past there were no restrictions on full-speed hitting—was heartily endorsed by Levy.
- 8 “You don’t need to play tackle football until you’re 13 or 14, because you can learn other things about the game,” Levy said. “Part of [more awareness], in my opinion, is how players are more closely monitored and there are more medical people around. They are more cautious. I think in youth football you shouldn’t overdo the contact.”

My Notes

Support the Sport? Creating Support with Reasons and Evidence

My Notes

KEY IDEAS AND DETAILS

Why is it important for football players and other athletes to be aware of the potential for concussions?

9 Yet, a Herald-News poll of area football coaches revealed 89 percent of respondents had no plans to change the amount of hitting they'd allow in practice compared with a year ago, and more than half say the contact allowed is unchanged over the last five years.

Hyper-awareness

10 Lincoln-Way Central football coach Brett Hefner didn't necessarily disagree with Levy, but took a more diplomatic approach. Every kid, he said, is different.

11 "Some are ready to handle it and other kids are not," Hefner said. "The benefits of playing at a younger age are that they understand the game more as they get older, how to position their bodies better when they tackle."

12 But are there risks associated with playing at such a young age?

13 Certainly, the football world is hyper-aware of head injuries. Chronic Traumatic Encephalopathy, a condition brought on by repeated blows to the head, has been linked to the suicide deaths of three former NFL players in the past 18 months: ex-Bears safety Dave Duerson in February 2011, ex-Falcons safety Ray Easterling in April, and ex-Chargers linebacker Junior Seau on May 2.

14 That culture of hyper-awareness, Hefner said, has led to significant changes at Lincoln-Way Central, including the presence of an athletic trainer at every practice, coaches lecturing players on concussion signs, and baseline testing at the beginning of each season for every player. Hefner said those baseline tests are used later to determine if a player has suffered a concussion.

15 "I think 15, 20 years ago, no one wanted to say anything," Hefner said. "We've been fortunate. We did have a few players have concussions last year, but everyone recovers differently.

16 "We have a better understanding of how serious they are."

17 Dr. Eric Lee, of Oak Orthopedics in Frankfort, agreed with Hefner that every child is different, and that perhaps limiting contact in practice is the way to go to avoid more concussions.

18 "It's a very controversial topic and some will say that if they don't let their child play football, then they won't let them ride a skateboard or ride a bike," said Lee, who is a volunteer physician for Lincoln-Way North, Olivet Nazarene, and the U.S. Soccer Youth National teams. "And at the freshman level, you have some kids who haven't reached their physical maturity going up against those who have."

19 Dr. Robert Cantu, co-director of Boston University's Center for the Study of Traumatic Encephalopathy, studied Duerson's brain at his brain bank and wrote a book, "Concussions and Our Kids," due out Sept. 15. One chapter advocates children not playing football until high school. Cantu fully supports Levy's opinion.

20 "We also feel that children shouldn't play (full-contact) hockey until high school and heading should be taken out of soccer," Cantu said. "Kids have poorer equipment than varsity athletes and there is less medical supervision—if any—and coaches are not well-schooled in concussion issues."

- 21** Lee said he sees more high school players in the south suburbs suffering head injuries during practice because of the competitive nature of football in this part of the Chicago area. Lee said a lot of players are going all out during practices to win that coveted starting spot.
- 22** Thus, Lee said, he believes taking a lot of hits out of practice is one step toward reducing head trauma.
- 23** “The happy medium is what Pop Warner did, with limiting the practice of contact,” Lee said. “By doing that, you remove a ton of exposure to head injuries.”
- 24** Indeed, Dr. Julian Bailes, the chairman of Pop Warner’s Medical Advisory board and co-director of the NorthShore Neurological Institute, said his organization’s recommendations can cut concussions by two-thirds.
- 25** “We can reduce 60 to 70 percent of head impact because that’s what occurs at practices,” Bailes told the Sun-Times in July. “This is a first step to make it safer.”
- 26** At least one coach may take a step in another direction—perhaps not, for now, with his players, but with his 6-year-old son.
- 27** Reavis coach Tim Zasada said it’s important to teach the correct tackling technique at the high school level. Even though most coaches have the right idea in terms of how to teach players to hit, there are those at the youth football level who need to be more educated on tackling techniques.
- 28** And when it comes to his son, Zasada has an idea of what type of football future he wants to implement for his child and what other parents strongly should consider for their children.
- 29** “My son is 6 and is playing flag football and his friends are asking him if he will play padded football next year,” Zasada said. “I have no idea what I will do with my son, but flag football in my opinion is the way to go. I see kids competing and having fun and that’s what it should be about.”

After Reading

12. What is your opinion on a limit to full-speed hitting in youth football? Write your claim and reasoning in the My Notes section next to the most effective evidence in the text that supports it. Share your response in a collaborative group discussion.

My Notes

Support the Sport? Creating Support with Reasons and Evidence

My Notes

Debating the Issue

Should youths be banned from participating in sports such as dodge ball, cheerleading, and football?

13. **Freewrite:** Decide yes or no and write about your opinion. Be sure you have reasons and evidence marked in the texts that can support your opinion so that you are prepared for the debate.

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

How it works:

- Sit according to your position on a topic.
- Move about the room during the discussion; this symbolizes your willingness to adopt a different point of view, even if temporarily.
- Share reasons and evidence from the text to support what you say.

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.

No one acknowledges any move. This is not a team game.

Self-Assessment

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

	Sometimes	Always	Never
I explicitly referred to evidence from the texts.			
I offered new support or elaborated on previous points.			
I spoke clearly, slowly, and loudly enough to be heard by the audience.			

Check Your Understanding

Complete the graphic organizer to show your final argument.

Issue: Should youths be banned from participating in sports such as dodge ball, cheerleading, and football?	
Claim:	
Reason 1:	Evidence (facts, statistics, examples, observations, quotations, expert opinion): Source:
Reason 2:	Evidence (facts, statistics, examples, observations, quotations, expert opinion): Source:
Reason 3:	Evidence (facts, statistics, examples, observations, quotations, expert opinion): Source:

Do Your Research: Sources, Citation, and Credibility

LEARNING STRATEGIES:

Quickwrite, Graphic Organizer, Note-taking

My Notes

Learning Target

- Apply my understanding of sources, citation, and credibility through discussion and note-taking.

1. Read and respond to the following quotes by Bernard M. Baruch, American financial expert and presidential advisor (1870–1965):

“Every man has a right to his 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.”

2. **Quickwrite:** What is the role of **research** in presenting an argument?

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

The Research Process	Self-Assessment		
	Very Comfortable	Somewhat Comfortable	Not Comfortable
Step 1: Identify the topic, issue, or problem.			
Step 2: Form a set of questions that can be answered through research.			
Step 3: Gather evidence and refocus when necessary.			
Step 4: Evaluate sources.			
Step 5: Draw conclusions.			
Step 6: Communicate findings.			

ACADEMIC VOCABULARY

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.

Sources, Citation, and Credibility

4. Take notes 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
----------------	-----------------	--------------------

ACADEMIC VOCABULARY

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.”

My Notes

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 are 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.

5. 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?

Do Your Research: Sources, Citation, and Credibility

ACADEMIC VOCABULARY

By citing research you avoid the mistake of **plagiarism**, which is using or imitating another person's words or ideas without giving proper credit.

My Notes

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 a 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.

Example: Henley, Patricia. *The Hummingbird House*. Denver: MacMurray, 1999. Print.

- **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, Email 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.

Example: "Abraham Lincoln." *The White House*. Web. 16 Apr. 2013.

- **Magazine or Newspaper Article**

Last name, First name of author. "Title of Article." *Title of Periodical* Day Month (abbreviated) Year: pages. Medium of publication.

Example: Poniewozik, James. "TV Makes a Too-Close Call." *Time* 20 Nov. 2000: 70–71. Print.

6. Suppose you are conducting research on this debatable topic: Is it ethical to keep animals in zoos? Imagine that you have used the following sources. Practice writing the basic bibliographic information for each.

Source	Bibliographic Information
You read a book on animal treatment in zoos called <i>Animal Attractions: Nature on Display in American Zoos</i> , by Elizabeth Hanson. It was published in 2002 in New York. The publishing company is Princeton University Press.	
You used information from a Web page titled <i>National Geographic Explore: Classroom Magazine</i> . The Web page’s copyright date is 2001. The organization that hosts the site is National Geographic. The title of the article is “A Bear of a Job.” You visited the site on January 20, 2013.	
You conducted a phone interview with a zookeeper named Nancy Hawkes from Woodland Park Zoo in Seattle, Washington, on February 7, 2013.	

Credibility

Any source you use must be **credible**. Evaluating a source’s 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 credible:

- **Who is the author?** Credible sources are written by authors respected in their fields of study. Responsible, credible 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.

ACADEMIC VOCABULARY

To be **credible** is to be reliable, believable, and trustworthy. Evidence must be credible in order to be convincing. The **credibility** of research information and of the researchers is enhanced when sources of evidence are properly evaluated and cited.

My Notes

Do Your Research: Sources, Citation, and Credibility

My Notes

- **What is the author's purpose?** Is the author presenting a neutral, objective view of a topic? Or is the author advocating one specific view of a topic? Who is funding the research or writing of this source? A source written from a particular point of view *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.

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 like 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 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.

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

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

8. Which suffixes might provide the least credible information? Why?

9. 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 credible? Why or why not?

My Notes

Check Your Understanding

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 conduct initial research on the topic. Use the graphic organizer as a guide.

Topic:		
My current position:		
Type of source:	Basic bibliographic information:	Is the source credible? Explain.
Interesting information/Notes:		

The Formality of It All: Style and Tone

LEARNING STRATEGIES:

Close Reading, Marking the Text, Rereading, Graphic Organizer

Literary Terms

Tone is the attitude that a writer or speaker displays toward his or her subject.

My Notes

Literary Terms

Formal style is a style of writing or speaking that is appropriate for formal communication such as in academics or business.

Learning Targets

- Analyze the purpose of formal style and tone.
- Write an original text using a formal style and tone.

Identifying Tone

1. An author of an argumentative piece uses tone as a way of convincing you, the reader or listener, to adopt his or her viewpoint (to agree with his or her claim). Choose a word to describe the writer’s attitude, or **tone**:

Tone Word Bank

angry	dramatic	sarcastic
afraid	giddy	sentimental
apologetic	happy	serious
bitter	humorous	sharp
boring	joyful	shocking
childish	mocking	sweet
cold	peaceful	sympathetic
complimentary	poignant	tired
condescending	proud	upset
confused	sad	urgent

Language and Writer’s Craft: Formal Style

Part of communicating effectively is using language that fits your audience and purpose. **Style** is how an author or speaker uses words and phrases to form his or her ideas and to show his or her attitude toward the subject (tone). Most often in academic settings, you should use a **formal style**.

Decide which of the following statements uses formal and which uses informal style.

Please refrain from talking.

Please don’t talk.

Will you be attending the dance this evening?

Are you gonna go to the dance later?

You should follow the rules.

You must adhere to the guidelines.

The author of the editorial suggests discontinuing the use of plastic bags.

It says to stop using plastic bags.

What she said was totally bogus.

During the debate, the student did not provide enough evidence to support her claim.

LEARNING STRATEGIES:
Marking the Text

My Notes

Learning Targets

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

Reading Graphics

Graphics come in all forms. Some provide data, while others may be photos. Every graphic tells its own story. Following these tips for reading graphics.

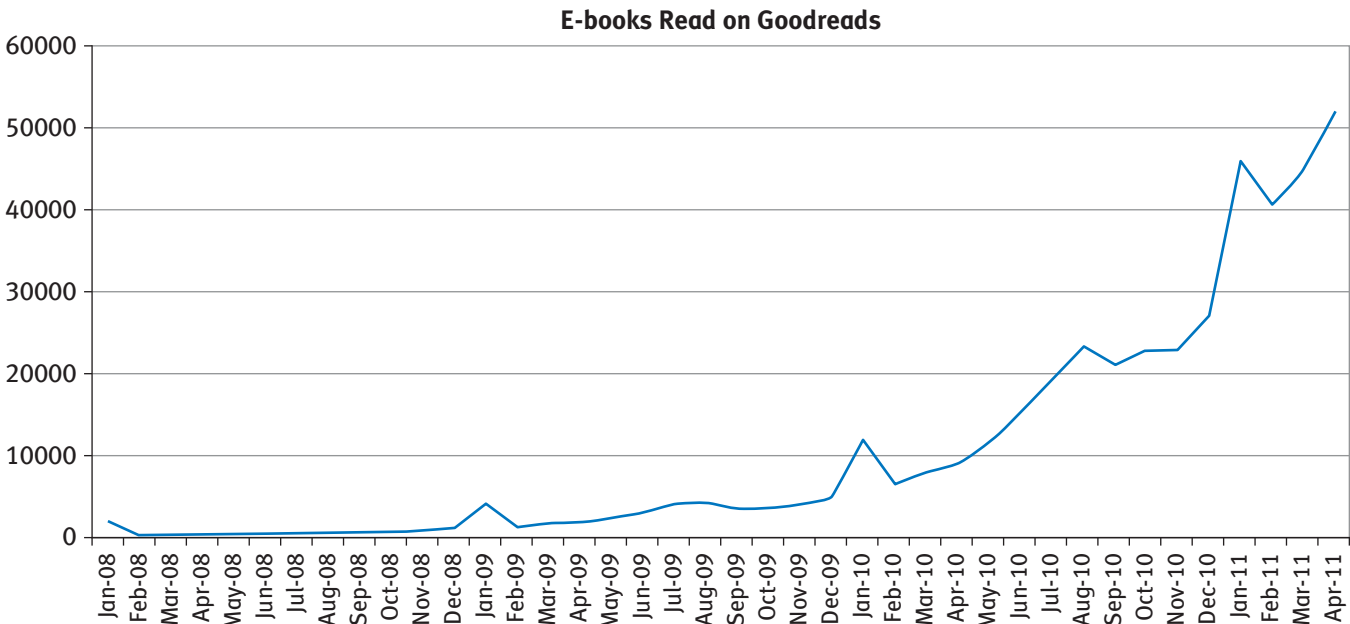
Tips for Reading Graphics:

- **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.

1. Analyze the use of visual displays you are shown. What types of visuals are used? For what purpose? Write comments in the My Notes space.

Before Reading

2. What conclusions can you draw from the following graph? What inferences can you make about why people are choosing to read ebooks?



The number of people who are reading e-books in 2011 went up **163%** over last year, and 36% up over the 4 months prior to 2011.

Source: Goodreads.com

During Reading

3. As you read the following text, mark the text by putting an asterisk (*) next to any information that you think could be represented in a graphic of some type.

News Article

E-Readers Catch Younger Eyes and Go in Backpacks

by Julie Bosman



1 Something extraordinary happened after Eliana Litos received an e-reader for a Hanukkah gift in December.

2 “Some weeks I completely forgot about TV,” said Eliana, 11. “I went two weeks with only watching one show, or no shows at all. I was just reading every day.”

3 Ever since the holidays, publishers have noticed that some unusual titles have spiked in ebook sales. The “Chronicles of Narnia” series. “Hush, Hush.” The “Dork Diaries” series.

4 At HarperCollins, for example, e-books made up 25 percent of all young-adult sales in January, up from about 6 percent a year before—a boom in sales that quickly got the attention of publishers there.

5 “Adult fiction is hot, hot, hot, in e-books,” said Susan Katz, the president and publisher of HarperCollins Children’s Books. “And now it seems that teen fiction is getting to be hot, hot, hot.”

6 In their infancy e-readers were adopted by an older generation that valued the devices for their convenience, portability and, in many cases, simply for their ability to enlarge text to a more legible size. Appetite for e-book editions of best sellers and adult genre fiction—romance, mysteries, thrillers—has seemed almost bottomless.

7 But now that e-readers are cheaper and more plentiful, they have gone mass market, reaching consumers across age and demographic groups, and enticing some members of the younger generation to pick them up for the first time.

8 “The kids have taken over the e-readers,” said Rita Threadgill of Harrison, N.Y., whose 11-year-old daughter requested a Kindle for Christmas.

9 In 2010 young-adult e-books made up about 6 percent of the total digital sales for titles published by St. Martin’s Press, but so far in 2011, the number is up to 20 percent, a spokeswoman for the publisher said.

10 At HarperCollins Children’s Books e-book sales jumped in recent weeks for titles like “Pretty Little Liars,” a teenage series by Sara Shepard; “I Am Number Four,” a paranormal romance by Pittacus Lore; and “Before I Fall,” a novel by Lauren Oliver. (Some sales, publishers noted, are from older people crossing over to young-adult fiction.)

My Notes**KEY IDEAS AND DETAILS**

Why are e-readers growing in popularity among teens?
Why might some parents be against them?

A Graphic Is Worth a Thousand Words

My Notes

KEY IDEAS AND DETAILS

How could information in this section be turned into a graphic representation?

11 Jon Anderson, the publisher of Simon & Schuster Children's Publishing, said some titles, like "Clockwork Angel" and books in the "Night World" series, nearly doubled their e-book sales in the four weeks after Christmas, compared with the four weeks before. *

12 "We had an instant reaction—'Boy, a lot of kids got e-readers for Christmas,'" Mr. Anderson said, adding that another significant bump in sales occurred over the three-day weekend that included Martin Luther King's Birthday. "If it follows the same trend as adults, it's the start of an upward curve."

13 Digital sales have typically represented only a small fraction of sales of middle-grade and young-adult books, a phenomenon usually explained partly by the observation that e-readers were too expensive for children and teenagers.

14 Another theory suggested that the members of the younger set who were first encouraged to read by the immensely popular Harry Potter books tended to prefer hardcover over any other edition, snapping up the books on the day of their release. And anecdotal evidence hinted that younger readers preferred print so that they could exchange books with their friends.

15 That scene may be slowly replaced by tweens and teenagers clustered in groups and reading their Nooks or Kindles together, wirelessly downloading new titles with the push of a button, studiously comparing the battery life of the devices and accessorizing them with Jonathan Adler and Kate Spade covers in hot pink, tangerine and lime green.

16 "The young adults and the teenagers are now the newest people who are beginning to experience e-readers," said Matthew Shear, the publisher of St. Martin's Press. "If they get hooked, it's great stuff for the business."

17 It is too soon to tell if younger people who have just picked up e-readers will stick to them in the long run, or grow bored and move on.

18 But Monica Vila, who runs the popular Web site The Online Mom and lectures frequently to parent groups about Internet safety, said that in recent months she had been bombarded with questions from parents about whether they should buy e-readers for their children.

19 In a speech last month at a parents' association meeting in Westchester County, Ms. Vila asked for a show of hands to indicate how many parents had bought e-readers for their children as holiday gifts.

20 About half the hands in the room shot up, she recalled.

21 "Kids are drawn to the devices, and there's a definite desire by parents to move books into this format," Ms. Vila said. "Now you're finding people who are saying: 'Let's use the platform. Let's use it as a way for kids to learn.'"

22 Some teachers have been encouraging, too, telling their students that they are allowed to bring e-readers to school for leisure reading during homeroom and English class, for example.

23 "I didn't buy it until I knew that the teachers in middle school were allowing kids to read their books on their e-readers," said Amy Mauer-Litos, Eliana's mother, adding, "I don't know whether it's the device itself that is appealing, or the easy access to the books, but I will tell you, we've had a lot of snow days lately, and 9 times out of 10, she's in the family room reading her Nook." *

24 Some younger readers have been exploring the classics, thanks to the availability of older ebooks that are in the public domain—and downloadable free.

25 After receiving a light gray Sony Reader from her grandparents for Christmas, Mia Garcia, a 12-year-old from Touchet, Wash., downloaded “Little Women,” a book she had not read before.

26 “It made me cry,” Mia said. “Then I read ‘Hunger Games,’” the best-selling dystopian novel, “and it also made me cry.”

27 Her 8-year-old brother, Tommy, was given an e-reader, too. “I like it because I have so many different books on it already,” he said, including “The Trouble Begins at 8,” a fast-paced biography of Mark Twain written for children in the middle grades.

28 Eryn Garcia, their mother, said the family used the local library—already stocked with more than 3,000 e-books—to download titles free, sparing her the usual chore of “lugging around 40 pounds of books.” *

29 “There’s something I’m not sure is entirely replaceable about having a stack of inviting books, just waiting for your kids to grab,” Ms. Garcia said. “But I’m an avid believer that you need to find what excites your child about reading. So I’m all for it.”

After Reading

4. Write a short summary of the main ideas in this text.

5. Collaborative Discussion: Discuss information that you marked. Revisit the visual at the beginning of the text. What information does the graph give you that the text does not?

Writing Prompt: Work collaboratively to write a short argument supporting the following claim: *Schools should provide all students with e-readers.* As part of your argument, create a visual display to support the claim. Be creative but purposeful. Your argument and your visual display should help the audience better understand how the reasons and evidence support the claim. Keep these pieces in your Portfolio. On the next page you will find examples of types of graphics to consider using in your display. For your written argument, be sure to:

- Provide clear reasons and evidence.
- Make a visual display that is clear and supports your argument.
- Use a formal writing style.

My Notes

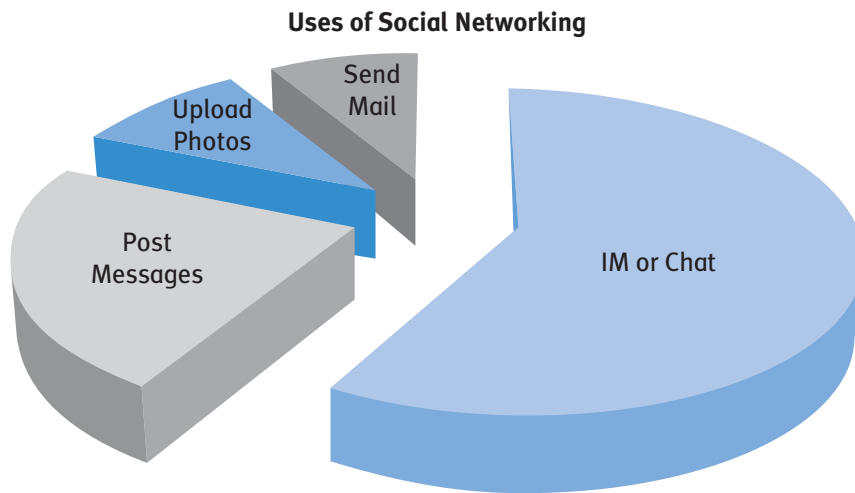
KEY IDEAS AND DETAILS
What are some of the advantages of e-readers for kids?

A Graphic Is Worth a Thousand Words

My Notes

Types of Graphics

- **Line graphs** show change in quantities over time; for example, the chart on page 192 is a line graph.
- **Bar graphs** are generally used to compare quantities within categories.
- **Pie graphs** or **circle graphs** show proportions by dividing a circle into different sections. (See the example below.)
- **Flowcharts** show a sequence or steps.
- **Time lines** list events in chronological order.
- **Tables** use columns to present information in categories that are easy to compare.



6. What other visual displays or multimedia components (images, music, sound) might be helpful for your display?
7. Present your argument and visual display to the class. Be sure to:
 - State the claim clearly.
 - Check that your reasons and evidence clearly support the claim.
 - Explain how the visual supports the claim with reasons and evidence.
 - Use a formal style and a tone appropriate for the purpose and audience.

Consider using these sentence starters when you present your explanation:

- As you can see, ...
- The ... shows that ...
- The ... represents ...

Check Your Understanding

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

Learning Targets

- Paraphrase to explain the main ideas of an article about the pros and cons of social networking.
- Plan my argument about social networking and present my position on the controversy in a debate.

1. What is online social networking?

2. Do you or someone you know use online social networking? Explain.

3. Look at the following chart. Be sure to use the tips you learned in the last lesson about reading graphics to understand the information provided. Do you relate to any of this data? Does anything surprise you?

How teens use social media sites

Based on teens who use social network sites or Twitter

Send instant messages or chat with a friend through the social network site	88%
Post comments on something a friend has posted	87
Post a status update	86
Post a photo or video	80
Send private messages to a friend within the social network site	76
Tag people in posts, photos, or videos	69
Play a game on a social network site	50
Median # of activities	6

Source: The Pew Research Center's Internet & American Life Teen-Parent survey, April 19–July 14, 2011. N = 799 for teens 12–17 and parents, including oversample of minority families. Interviews were conducted in English and Spanish.

LEARNING STRATEGIES:
Marking the Text,
Metacognitive Markers,
Graphic Organizer, Debate,
Paraphrasing

My Notes

Article

Social Networking's

GOOD and BAD**Impacts on Kids**

Science Daily (Aug. 7, 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.

"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.

My Notes

KEY IDEAS AND DETAIL
Which adverse effect seems most significant? Why?

Debate It: Organizing and Communicating an Argument



My Notes

After Reading

7. Use the graphic organizer below to record details from the article. Write the positive effects in the left column and the negative effects in the right column.

Positive	Negative

Paraphrase the main idea of the article.

8. Revisit your initial quickwrite response to the following prompt: Do you agree or disagree with the statement that **social networking has a negative impact on kids**? Has your position changed? Can you add any new thinking?

9. **Group Discussion:** 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/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 to each speaker's specific argument and claims.
- Determine whether the speaker supports his or her claims with reasons and evidence or does not clearly support claims.
- Remember to support your own argument and claim with both reasons and clear, relevant evidence.

My Notes

Debate It: Organizing and Communicating an Argument

*pick up
the*

My Notes

During Reading

10. Read the following informational text to gain information to support your position and prepare to debate with your peers. A debate is a structured argument that examines both sides of an issue. Continue to use metacognitive markers to engage with the text:

! for reactions (e.g., wow, surprising, I can relate, etc.)

? for questions (e.g., I wonder if, why, I am confused by, etc.)

Informational Text

Pro and Con Arguments:

“Are social networking sites good for our society?”

Did you know?

1. Social networking and blogging sites accounted for 17% (about one in every six minutes) of all time spent on the Internet in Aug. 2009, nearly three times as much as in 2008.
2. Twitter was so important to the Iranian protests after the Iranian presidential election in June 2009 that the US State Department asked Twitter to delay a scheduled network upgrade that would have taken the website offline at a busy time of day in Iran. Twitter complied and rescheduled the downtime to 1:30 am Tehran time.
3. On Nov. 3, 2008, the day before the US presidential election, Democratic presidential candidate Barack Obama had 2,379,102 Facebook supporters while Republican candidate John McCain had 620,359. Obama had 833,161 MySpace friends and McCain had 217,811. Obama had 384% more Facebook supporters and 383% more MySpace friends than McCain.
4. Russians spend more time on social networking sites than people in any other country, an average of 6.6 hours per month compared to the worldwide average of 3.7 hours per month.

PRO Social Networking Sites

1. Social networking sites allow people to create new relationships and reconnect with friends and family. Increased communication, even online, strengthens relationships.

CON Social Networking Sites

1. Teens growing up with these sites may not be aware that the information they post is public and that photos and text can be retrieved even after deletion. Consequences from over-sharing personal information include vulnerability to sexual or financial

PRO Social Networking Sites

2. Social networking sites allow for creative expression in a new medium. They provide free messaging, blogging, photo storage, games, event invitations, and many other services to anyone with access to a computer and the Internet.
3. Social networking sites bring people with common interests together, offer exposure to new ideas from around the world, and lower inhibitions to overcome social anxiety. People who have a difficulty communicating in person are more comfortable interacting via the Internet.
4. 60 million Americans received help with major life issues (changing jobs, finding a new place to live, buying a car, and caring for someone with an illness) from people in their social networks in 2006. These people said social networking sites helped them connect with friends and experts who assisted in their decisions.
5. 59% of students with access to the Internet report that they use social networking sites to discuss educational topics including career and college planning, and 50% use the sites to talk about school assignments. Some parents and teachers say that using these sites helps students improve their reading, writing, and conflict resolution skills, learn to express themselves more clearly, and meet new and different kinds of students from around the world.

CON Social Networking Sites

- predators and lost job opportunities from employers finding embarrassing photos or comments.
2. Social networking sites have no way to verify that people are who they claim to be, leaving people vulnerable to solicitations from online predators who are able to mask their true identities. Even if the sites agree to remove sex offenders, they cannot identify all of them or stop them from creating new accounts.
 3. Social networking sites make cyberbullying, a type of bullying that occurs online, easier and more public than bullying through other online activities such as email and instant messaging. A 2009 study found that 17.3% of middle school students have been victims of cyberbullying. Victims often experience a drop in grades, decreased self-esteem, and other symptoms of depression.
 4. The US Marine Corps banned the use of all social media sites on its networks because the sites are “a proven haven for malicious actors and content and are particularly high risk due to information exposure, user generated content and targeting by adversaries.” The entire Department of Defense is considering a ban on social networking sites because of concerns over security threats and potential computer viruses.
 5. The use of social networking sites can cause personality and brain disorders in children, such as the inability to have real conversations, limited attention spans, a need for instant gratification, Attention-Deficit Hyperactivity Disorder (ADHD),



WORD CONNECTIONS

Roots and Affixes

The word *predator* means “one who looks for others in order to harm them in some way.” The word comes from the Latin *praedari*, meaning “to rob” or to prey on someone or something.

KEY IDEAS AND DETAILS

Numbers 2 and 3 of the CON side convey the idea that social networks allow users to be anonymous. Why is that important to users of these networks?

My Notes

Debate It: Organizing and Communicating an Argument

*pick up
the*

My Notes

PRO Social Networking Sites

6. Social media helps low-income kids become more familiar with computers and related technology. One study showed that nearly three quarters of children from poor households have profiles on MySpace or Facebook. By using these websites, they have learned how to edit and upload photos and videos, and have become experienced in using html code to personalize their profile pages.
7. Studies have shown that being part of a social network has a positive impact, including increased quality of life and a reduction in the risk of health problems. They help improve stroke recovery, memory retention, and overall well-being.
8. Social media can be a powerful tool for social change and an alternative to more traditional methods of communication. During the protests of the Iranian election in June 2009, protestors used Twitter to circumvent government control over phones and the media. Twitter was so important that the US State Department asked Twitter to delay a network upgrade that would have taken the website offline at a busy time of day in Iran. Twitter complied

CON Social Networking Sites

- and self-centered personalities. The fast pace of the sites may rewire the brain with repeated exposure because parts of the brain used for traditional, offline activities become underused.
6. The hours per day of face-to-face socializing have declined as the use of social media has increased. People who use these sites frequently are prone to social isolation. Parents spend less time with their children and couples spend less time together even when they live in the same house, because they are using the Internet instead of interacting with each other.
 7. A 2007 study found that workers using Facebook in the office were costing Australian businesses up to \$4.5 billion (US) per year. A Feb. 2009 report stated that social networking sites were costing UK businesses an estimated \$12.5 billion (US) annually. Numbers for lost revenue from lower worker productivity when employees use social networking sites in the US are not available, but one study found that two-thirds of US workers with Facebook accounts access that site during work hours.
 8. A false sense of security may leave social networking site users vulnerable to security attacks such as hacking, leaking sensitive information, and sending viruses. People trust messages sent through social networking sites. However, social networks do not scan messages for

PRO Social Networking Sites

- and rescheduled the downtime to 1:30 am Tehran time. The ability to remain anonymous helped protect people who were spreading information in real time.
9. To make social networking sites safer for children, the sites have minimum age requirements and default settings based on the user's age to protect children. MySpace, for example, requires users to be at least 14 years old, and the profiles of all users under the age of 16 are automatically set to "private" so they cannot be found during a general search.
 10. Social media sites are expanding from general interest to more specific uses that benefit society. For example, sites have been created for medical purposes such as dealing with life altering diseases, alcoholism, drug addiction, weight loss, and autism. Social networking sites with a specific focus help introduce people to others who are dealing with similar issues and provide information, contacts, peer support, and encouragement.

CON Social Networking Sites

- viruses or phishing scams, while most email accounts do scan the messages for spam and viruses through antivirus software.
9. The public nature of online profiles creates security risks about which most users are unaware. Cybercriminals can gather information to be used for identity theft from social networking profiles, such as birthdays, pet names, mothers' maiden names, names of children, and other details often used in passwords and security questions.
 10. Social networking sites were created to make money, not to improve peoples' lives. These websites use networks of online friends to accumulate data about people for the purpose of selling advertising. The sites place cookies on the users' computers, gather information, and interests to show personalized ads.

My Notes

Debate It: Organizing and Communicating an Argument

pick up the

My Notes

After Reading

11. Summarize 3–4 key ideas from the preceding text that support your position on whether social networking is good for society.

12. 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?

Claim:			
K	W	H	L
Paraphrase the ideas that stand out to you in relationship to your assigned side of the issue.	What further questions do you have?	Where could you find answers? What other credible resources could you access?	Add notes from your research.

Preparing to Debate

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

Preparing an Argument	
Claim:	
Reason 1:	<p>Evidence: (<i>facts, statistics, examples, observations, quotations, and expert opinion</i>)</p> <p>Source Citation:</p>
Reason 2:	<p>Evidence: (<i>facts, statistics, examples, observations, quotations, and expert opinion</i>)</p> <p>Source Citation:</p>
Reason 3:	<p>Evidence: (<i>facts, statistics, examples, observations, quotations, and expert opinion</i>)</p> <p>Source Citation:</p>
Tone:	
Language (words/phrases) to use to create a formal style:	

Debate It: Organizing and Communicating an Argument

pick up the

My Notes

14. 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.
- Speak clearly, slowly, and loudly enough to be heard by the audience.
- 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:

- 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.

Argument FOR

Argument AGAINST

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.

Researching and Debating a Controversy

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 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 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 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.

My Notes

Technology TIP:

Use a slide presentation program such as PowerPoint or Prezi to create your visual display.

Researching and Debating a Controversy

SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging	Incomplete
Ideas	<p>The argument</p> <ul style="list-style-type: none"> 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. 	<p>The argument</p> <ul style="list-style-type: none"> 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. 	<p>The argument</p> <ul style="list-style-type: none"> 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. 	<p>The argument</p> <ul style="list-style-type: none"> provides little or no evidence of the student's use of a research process lacks bibliographic information and/or information that appears to have been plagiarized.
Structure	<p>The debater</p> <ul style="list-style-type: none"> 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. 	<p>The debater</p> <ul style="list-style-type: none"> 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. 	<p>The debater</p> <ul style="list-style-type: none"> 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. 	<p>The debater</p> <ul style="list-style-type: none"> does not support the claim lacks a visual or multimedia display does not follow rules for group discussion.
Use of Language	<p>The speaker</p> <ul style="list-style-type: none"> uses effective eye contact, volume, pacing, and clarity demonstrates command of the conventions of standard English grammar, usage, and language maintains a consistently appropriate style and tone. 	<p>The speaker</p> <ul style="list-style-type: none"> uses sufficient eye contact, volume, pacing, and clarity demonstrates adequate command of the conventions of standard English grammar, usage, and language maintains a generally appropriate style and tone. 	<p>The speaker</p> <ul style="list-style-type: none"> uses eye contact, volume, pacing, and clarity unevenly demonstrates partial command of the conventions of standard English grammar, usage, and language maintains an inconsistently appropriate style and/or tone. 	<p>The speaker</p> <ul style="list-style-type: none"> uses flawed or ineffective speaking skills commits frequent errors in standard English grammar, usage, and language uses an inappropriate style and/or tone.

Previewing Embedded Assessment 2: Preparing for Argumentative Writing

Learning Targets

- Analyze and summarize the skills and knowledge needed to complete Embedded Assessment 2 successfully.
- Explore rhetorical appeals used in argumentative writing.

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 below in the graphic organizer, once again using the QHT strategy. Notice which words have moved from one column to another.

Academic Vocabulary

controversy
argument
claim
reasons
evidence
research
citation
plagiarism
textual evidence
credible

Literary Terms

tone
formal style

LEARNING STRATEGIES:
Graphic Organizer,
Close Reading

My Notes

Q	H	T

Previewing Embedded Assessment 2: Preparing for Argumentative Writing

My Notes

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 4–5 examples of times you tried to be persuasive and the outcome of each.

Times I Was Persuasive	Outcome

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 STRATEGIES:
Marking the Text, Brainstorming,
Webbing, Writer’s Checklist

My Notes

Handwriting practice lines for notes.

KEY IDEAS AND DETAILS
What do you notice about the
formatting of this letter?

KEY IDEAS AND DETAILS
Where is the commentary in
paragraph number 3? What
does it do for the paragraph?

Handwriting practice lines for notes.

Learning Targets

- Read closely to identify claim, reasons, and evidence.
- Generate ideas and apply an organizational pattern to write an argumentative paragraph.

Before Reading

1. Unpack the prompt by underlining the sentence that is the “task.” What is the prompt asking you to do? Circle the verbs and highlight the nouns.

Argumentative Prompt: Some state legislators believe that school libraries should not provide Internet access for students. Decide whether you agree or disagree with this position. Write a letter to convince state legislators to support your position.

2. Scan the letter below and mark these parts of the letter: salutation, body, closing.

During Reading

3. Mark the text and take notes in the margin to identify the claim, reasoning, and evidence provided in the letter.

Draft

Student 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

After Reading

4. Return to the letter to mark the text for formal style. Annotate the text to identify the author's tone.
5. With the guidance of your teacher, conduct research as needed and draft another body paragraph as a new third paragraph. 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.

Drafting a body paragraph: Prewriting

Brainstorm evidence for the main idea (reason) of the 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, 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.)

My Notes

Facts and Feelings: Rhetorical Appeals in Argumentative Writing

My Notes

KEY IDEAS AND DETAILS

What is the speaker's tone?

KEY IDEAS AND DETAILS

What is the purpose of this speech? Who is the audience?

Letter

The First Americans

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

December 1, 1927

To the mayor of Chicago:

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.

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?

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.

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.

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.

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 oratory¹ 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.

After Reading

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

Title: *The First Americans*

Appeals to Reason: *logos* (facts, statistics, examples, observations, quotations, and expert opinion)

Examples:

My Notes

¹ **oratory:** skill in public speaking

Facts and Feelings: Rhetorical Appeals in Argumentative Writing

My Notes

Appeals to Feelings: pathos (*emotional language, mention of basic values*)

Examples:

ACADEMIC VOCABULARY

In order to be convincing, **evidence** must be both **relevant** or closely connected to the matter at hand, and **sufficient**, or enough for the purpose of supporting a claim or reason.

4. Choose one piece of **evidence** and discuss how it is both **relevant** and **sufficient** to support the claim of the letter.

5. Revisit and reread another text you have previously read in this unit. Analyze that text for rhetorical appeals. Then, complete the graphic organizer on the next page.

Title:

Appeals to Reason: logos (*facts, statistics, examples, observations, quotations, and expert opinion*)

Examples:

Appeals to Feelings: pathos (*emotional language, mention of basic values*)

Examples:

Check Your Understanding

Which text do you find most convincing? Explain how that author incorporated rhetorical appeals to create the argument. Did the argument of that text use one kind of appeal—*logos* or *pathos*—more than the other?

My Notes



LEARNING STRATEGIES:
Metacognitive Markers

My Notes

Learning Targets

- Record information about sources and cite them accurately.
- Use appositives to give specific information about sources.

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.

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. 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 Dr. Martin Luther King, Jr. ...”
- 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 and Writer's Craft: Using Appositives

An appositive is a noun—and any accompanying modifiers—that is placed close to another noun to identify it.

Example: My friend **Sean** is an expert on baseball.

In this sentence the appositive *Sean* identifies the noun “my friend.”

An appositive can be a single word, as in the example above, or a phrase. Appositive phrases are usually set off by commas, parentheses, or dashes.

Example: Mary Southard, **Director of Volunteers at the children’s hospital**, reports that over 50 new volunteers signed up this year.

This appositive phrase identifies Mary Southard as someone who has knowledge (and credibility) of the number of new volunteers.

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

2. 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 on e-books

3. Read the passage below from the last activity. Think about the main idea.

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.

—From “The First Americans”

My Notes

*pick up
the*

Citing Evidence

ACTIVITY 3.12
continued

My Notes

4. Now write a sentence that briefly summarizes the passage, including the name of the author (Scott H. Peters) and an appositive phrase to give more information about the author.

Revision Writing Prompt: Return to the body paragraph you wrote for the model argumentative letter in Activity 3.11. 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

How does the author of your independent reading book give credit to his or her sources? If you wanted more information on one of the sources cited, how would you know where to look? Record your answers in your Reader/Writer Notebook.

Playing with Persuasive Diction: Appealing to Pathos

ACTIVITY
3.13

Learning Targets

- Identify and analyze examples of persuasive diction.
- Use persuasive diction in writing.

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 list below:

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

LEARNING STRATEGIES:
Skimming, Marking the
Text, Looping

My Notes

Playing with Persuasive Diction: Appealing to Pathos

*pick up
fence*

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 is one way to add emotional appeal (pathos) to your writing. 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. Underline an important sentence, phrase, or word, and then write two more sentences on the next page. Be sure to appeal to pathos by using 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. _____

My Notes

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.

Revision Writing Prompt: Return to the body paragraph you wrote and revised for the model argumentative letter (Activity 3.11). Revise the paragraph for persuasive diction. Be sure to:

- Mark the text for appeals to pathos you may have already used.
- Add emotional appeals that support your logical appeals and that will work well for your audience.
- Use looping to revise by adding new ideas and persuasive diction (power verbs and adjectives).

**INDEPENDENT
READING LINK**

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

LEARNING STRATEGIES:
Marking the Text, Rereading

My Notes

Learning Targets

- Apply elements of argument in response to a writing prompt.
- Write effective introductions and conclusions to an argument.

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: Write a letter to argue for one of the following:

- 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.

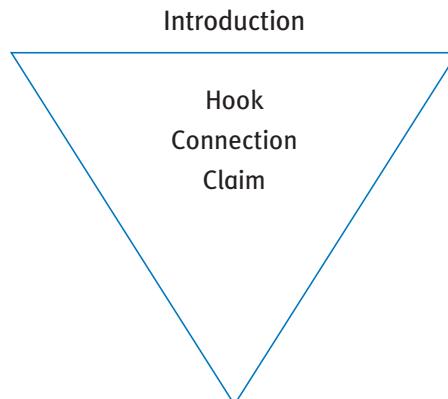
1. Now that you have drafted your letter, analyze the beginning and ending of your text. Explain how you started and ended your letter.

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:

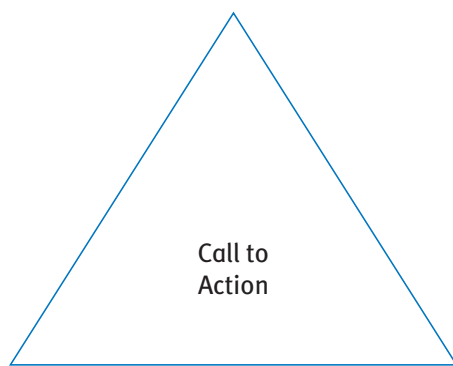
- **A hook.** Can you think of an event, a question, or a real-life story (called an anecdote) to hook your reader?
- **A connection between the hook and the claim.** How does your hook relate to your claim?
- **The claim.** Your viewpoint on an issue is important to you; what is it?



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.



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.

Revision Writing Prompt: 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.

Check Your Understanding

Complete the following statements.

An introduction **does** ...

An introduction **does not** ...

A conclusion **does** ...

A conclusion **does not** ...

My Notes



LEARNING STRATEGIES:

Visualizing, Rereading, Marking the Text, Adding, Replacing, Deleting

My Notes

Learning Targets

- Identify and use transitions to improve the coherence of writing.
- Revise writing by using transitions, deleting, and creating complex sentences.

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. Make any notes 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 **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.

Transitions That ...	Transitional Signal Words and Phrases
Add ideas	<i>in addition, furthermore, moreover, further, besides, too, also, and then, then too, again, next, secondly, equally important</i>
Compare or contrast	<i>similarly, likewise, in comparison, in a like manner, however, in contrast, conversely, on the other hand, but, nevertheless, and yet, even so, still</i>
Show examples	<i>for example, for instance</i>
Reinforce an idea	<i>indeed, in fact, as a matter of fact, to be sure, of course, in any event, by all means</i>
Indicate results	<i>as a result, as a consequence, consequently, therefore, thus, hence, accordingly</i>
Express a sequence of ideas	<i>first, second, soon after, then, previously, meanwhile, in the meantime, later, at length, after a while, immediately, next</i>
Show proximity	<i>here, nearby, at this spot, near at hand, in this area, on the opposite side, across from, not far from</i>
Conclude	<i>finally, in short, in other words, to sum up, in conclusion, in the end</i>

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.

Revision Writing Prompt: 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.
- 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.

My Notes

Does it Make Sense, or Did I Say Too Much?

*pick up
the*

My Notes

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.

Revision Writing Prompt: 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.

Language and Writer’s Craft: Revising by Creating Complex Sentences

Sentence variety is another important aspect of good writing. Varying the types of sentences you use helps keep your audience interested. One way to create sentence variety is by revising to create complex sentences.

A **complex sentence** shows a close relationship between two ideas. It is made up of a **dependent clause** and an **independent clause**.

- A dependent clause cannot stand alone as a sentence. For example, *because I feel strongly about this subject* is a dependent clause.
- An independent clause can stand alone as a sentence. For example, *I have decided to write a letter to share my thoughts* stands alone as a complete thought.
- A complex sentence combines a dependent and an independent clause. For example, *Because I feel strongly about this subject, I have decided to write a letter to share my thoughts.*

Dependent clauses are easy to identify because they almost always start with a dependent marker such as those in the list below.

after	as though	in order that	unless
although	because	provided that	whereas
as if	before	since	while

Check Your Understanding

Explain three ways you can revise your writing to improve its coherence.

My Notes



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.
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

Scoring Criteria	Reflection	Planning
Paraphrase the specific evaluation criteria from the Scoring Guide.	Self-assess by describing an area of strength and an area of weakness for you.	How can you use this information to help you write your argumentative letter? What do you plan to do? Be specific.
Ideas	Strength: Weakness:	
Structure	Strength: Weakness:	
Use of Language (including conventions)	Strength: Weakness:	

My Notes

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

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?

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?

My Notes

Technology TIP:

Use a word-processing program to help you format your letter correctly and to make it easy to make corrections for preparing a publishable draft.

SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging	Incomplete
Ideas	<p>The letter</p> <ul style="list-style-type: none"> • 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. 	<p>The letter</p> <ul style="list-style-type: none"> • 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. 	<p>The letter</p> <ul style="list-style-type: none"> • 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. 	<p>The letter</p> <ul style="list-style-type: none"> • has no obvious claim or provides minimal or inaccurate support • lacks citations and/or appears plagiarized.
Structure	<p>The letter</p> <ul style="list-style-type: none"> • follows an effective organizational structure, including an engaging introduction and a thoughtful conclusion • uses a variety of effective transitional strategies to create coherence. 	<p>The letter</p> <ul style="list-style-type: none"> • 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. 	<p>The letter</p> <ul style="list-style-type: none"> • follows a flawed or uneven organizational structure; may have a weak introduction and/or conclusion • uses basic transitional strategies ineffectively or inconsistently. 	<p>The letter</p> <ul style="list-style-type: none"> • has little or no organizational structure • uses few or no transitional strategies.
Use of Language	<p>The letter</p> <ul style="list-style-type: none"> • 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. 	<p>The letter</p> <ul style="list-style-type: none"> • 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. 	<p>The letter</p> <ul style="list-style-type: none"> • 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. 	<p>The letter</p> <ul style="list-style-type: none"> • 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.