

# 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  
plagiarism  
credible  
relevant  
sufficient

**Literary Terms**

editorial  
tone  
formal style  
rhetorical appeals  
logos  
pathos

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# Previewing the Unit

**LEARNING STRATEGIES:**

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

**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

**Learning Targets**

- Preview the big ideas and academic vocabulary and literacy terms for the unit.
- Gain specific understanding of the academic vocabulary word *controversy* and its relevance in the unit.
- Identify and analyze the skills and knowledge needed to complete Embedded Assessment 1 writing assignment 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?

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2. How do we communicate in order to convince others?

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**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, your community, or society, and then participate in a modified debate where you argue your position and incorporate a visual display 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.



**INDEPENDENT READING LINK**

**Read and Research**

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

- Infer the meanings of and explain the denotations and connotations of vocabulary words central to the unit, including the academic vocabulary word *argument*.
- Practice paraphrasing to support reading, listening, and writing skills.
- Generate a controversial topic of interest.

1. **Quickwrite:** Have you ever tried to change the mind of someone in your family? Were you successful, and if so, how did you convince the person?

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2. Brainstorm all the meanings you know of the word **argument**. The concept of argumentation will become important during this unit.

Check your brainstorming in a dictionary, thesaurus, or online reference. What other definitions can you find for the word *argument*? Write them in the My Notes space.

3. What comes to mind when you hear the word *controversy*? Complete the word map graphic organizer to explore the meaning of the word.

Definition in Own Words	Personal Associations
Visual Representation	Examples from Texts, Society, or History

**LEARNING STRATEGIES:**  
Think-Pair-Share, Close Reading, Marking the Text, Paraphrasing, Brainstorming, Quickwrite, Freewriting

### ACADEMIC VOCABULARY

In formal speech or writing, an **argument** is a set of reasons given with the aim of persuading others that an action or idea is right or wrong. **Argumentation** is the act of formally engaging in an argument about a debatable issue.

### My Notes

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# It Is Time to Argue and Convince

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

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

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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. **Freewrite:** A controversial topic I feel strongly about is \_\_\_\_\_

\_\_\_\_\_

### Check Your Understanding

Write your answers to the following in your Reader/Writer Notebook:

- 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

Read and Respond

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 yet.



# Peanuts and Pennies: Identifying Claims in an Argument

**LEARNING STRATEGIES:**

Chunking the Text, 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.

**ban:** to not allow

**My Notes**

**discourage:** attempt to stop an action

**unenforceable:** unable to make happen

**Learning Targets**

- Identify a writer’s claim and explain the reasons presented for or against a topic.
- Write a claim stating a position or opinion about a topic.

**What Is a Claim?**

In argumentative writing, the author’s position is known as a **claim**. The claim functions like a thesis statement in explanatory writing. 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. To identify a writer’s claim, look for a statement of position or opinion that reflects what the author is trying to say about a controversial topic. A claim will be a statement that is not fact, so the author should provide reasons that support the claim.

**Preview**

In this activity, you will read an **editorial** and a news article and think about the claims in an argument.

**Setting a Purpose for Reading**

- As you read the following editorial, mark the text with an asterisk (\*) next to anything you agree with and an X next to anything you disagree with.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

**Editorial**

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

*Des Moines Register* Editorial Board

**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?

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.

## Second Read

- Reread the editorial to answer these text-dependent questions.
  - Write any additional questions you have about the text in your Reader/Writer Notebook.
1. **Craft and Structure:** How is the point of view that banning peanuts is unenforceable supported in the text?
  2. **Key Ideas and Details:** Cite evidence in paragraphs 1–5 of the text that shows the editorial writer understands the dangers of peanuts at school.
  3. **Craft and Structure:** What is the meaning of the word *exposed* in the second sentence of paragraph 6? Use context clues to help you determine the meaning.
  4. **Key Ideas and Details:** Cite examples in the text that show an opinion about banning peanuts in school.

### GRAMMAR & USAGE Prepositions and Prepositional Phrases

Look at the first sentence in paragraph 6. The phrase *a student at Johnson Middle School* is a **prepositional phrase**. *At* is the **preposition**, and it is linking the object of the sentence *a student with Johnson Middle School*, the object's location. Prepositional phrases show relationships of time, location, or direction and add specific or necessary detail in sentences. Additionally, they can function as either adjectives or adverbs depending on what is being modified—the noun or verb in a sentence. In this example, *a student* is a noun so the prepositional phrase functions as an adjective. Now take a look at the first sentence in paragraph 7. The prepositional phrase *to harmful products* modifies the verb *exposed*; *to* is the preposition. This is an example of a prepositional phrase functioning as an adverb. As you read, notice how the writer uses prepositions and prepositional phrases to give details and clarify the text.

### My Notes

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# Peanuts and Pennies: Identifying Claims in an Argument

## My Notes

### Working from the Text

5. 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. (Paragraph 3)
  - b. A ban would offer little beyond a false sense of security. (Paragraph 9)
  - c. Don’t ban peanuts at school, but teach about the dangers. (title)

6. Paraphrase the claim of this editorial:

7. **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.

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### Check Your Understanding

Look back at the reasons the writer presented to support the claim. Which reason do you feel best supported the writer’s claim? Why do you think so?

### Setting a Purpose for Reading

- The following news article presents both sides of an issue about the future of the penny. As you read, mark the reasons for (F) keeping the penny and reasons against (A) keeping the penny.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

#### ABOUT THE AUTHOR

Yunji de Nies is a journalist who has worked as a reporter, news producer, and television news anchor. While working at a TV station in New Orleans, she reported on events as Hurricane Katrina struck the area. She has also worked as a White House correspondent for ABC News. De Nies grew up in Hawaii and now works as an anchor at a local television station there.

## News Article

**Penny Problem:  
Not Worth Metal It's Made Of**

by Yunji de Nies

- 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.

**Second Read**

- Reread the news article to answer these text-dependent questions.
  - Write any additional questions you have about the text in your Reader/Writer Notebook.
8. **Craft and Structure:** What is the meaning of the word *commemorating* in paragraph 12? Use context clues to help you determine the meaning.

## My Notes

**process:** series of steps that lead to a result

**politics:** related to government and its structure

# Peanuts and Pennies: Identifying Claims in an Argument

## My Notes

9. **Key Ideas and Details:** What support does the author provide for the idea that eliminating the penny is not likely to happen? Cite evidence in the text.

10. **Craft and Structure:** What is the author’s purpose in including paragraph 6?

11. **Knowledge and Ideas:** In terms of presenting an argument and making a claim, how does this article differ from the editorial on peanuts in school?

### Working from the Text

12. If you could turn this news article into an argument like an editorial, what position would you choose? Would you be for or against keeping the penny? Circle one.

FOR (PRO)

AGAINST (CON)

13. Collaboratively paraphrase a part of the text that matches your position.

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14. Collaboratively write the claim for your editorial.

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## Claims Are Debatable

A claim must be something that people could reasonably have differing opinions on. If your claim is something that is generally agreed upon or accepted as fact, then there is no reason to try to convince people.

**Example of a non-debatable claim:** *Air pollution is bad for the environment.* This claim is not debatable. First, the word *pollution* means that something is bad or negative in some way. Further, all studies agree that air pollution is a problem; they simply disagree on the impact it will have or the scope of the problem. No one could reasonably argue that air pollution is good.

**Example of a debatable claim:** *At least twenty-five percent of the federal budget should be spent on limiting air pollution.* This claim is debatable because reasonable people could disagree with it. Some people might think that this is how we should spend the nation’s money. Others might feel that this amount is too much to spend to limit air pollution. Still others could argue that corporations, not the government, should be paying to limit air pollution.

15. Does your claim clearly state your topic and opinion? Is your claim debatable? Share your claim with the class. Practice speaking loud enough to be heard.

## Check Your Understanding

**Quickwrite:** Briefly state a claim a writer could make to support the idea that pennies should no longer be produced. Tell if the claim is debatable or non-debatable, and why.

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# 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

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## WORD CONNECTIONS

**Cognates**  
The Spanish cognate for *violent* is *violento*.

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## Learning Targets

- Identify reasons and evidence in a text and analyze how they support claims.
- Participate in an effective debate by using evidence from texts, contributing ideas clearly, and responding to others' ideas.

## 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.

## Preview

In this activity, you will read three news articles on sports safety and analyze the arguments in them.

## Setting a Purpose for Reading

- As you read the following news article, use different colors to mark the text for the reasons and evidence provided for both sides of the argument.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

## Online Article



# 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.

**objection:** disagreement or disapproval

**coordination:** the ability of different body parts to work together smoothly

### 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.

### Second Read

- Reread the article to answer these text-dependent questions.
  - Write any additional questions you have about the text in your Reader/Writer Notebook.
1. **Craft and Structure:** What context clues help you determine the meanings of *critics* in paragraph 3 and *proponents* in paragraph 5?
  
  2. **Key Ideas and Details:** Summarize the claims of both sides of the issue, providing details from the text.

### My Notes

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# Support the Sport? Creating Support with Reasons and Evidence

My Notes

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3. **Key Ideas and Details:** According to the article, what are some ways to minimize the violence of dodge ball?

### Working from the Text

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 each position.

Side A	Side B
<b>Claim:</b>	<b>Claim:</b>
<b>Reason:</b>	<b>Reason:</b>
<b>Evidence:</b>	<b>Evidence:</b>
<b>Type of evidence:</b>	<b>Type of evidence:</b>

5. Take a side in the dodge ball argument, using the evidence you found in the text for either claim. Be sure you quote the evidence accurately, and don't misinterpret the information. Write why that evidence, in the context of the article, provides the most convincing support for whether dodge ball should be banned in school. Then brainstorm other reasons and/or evidence that might strengthen either side of the argument.

### Setting a Purpose for Reading

- The following news article presents both sides of an argument on the safety of cheerleading. As you read, mark the text in two colors for the reasons and evidence provided for both sides of the argument.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.



# Support the Sport? Creating Support with Reasons and Evidence

## My Notes

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**intense:** extreme; having great force

### GRAMMAR & USAGE

#### Regular and Irregular Verbs

**Regular verbs** form the past tense and past participle by adding *-d* or *-ed*. Look at paragraph 1. The past tense verb *injured* is formed by adding *-d* to the present tense verb, *injure*. In paragraph 2, the past tense verb *started* is formed by adding *-ed* to the present tense verb *start*.

**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*. The irregular verbs *think*, *throw*, and *make* appear in this text. Their past tense and past participle forms are: *thought*, *have thought*; *thrown*, *have thrown*; and *made*, *have made*. Look at the irregular verb *say* in paragraph 12. Can you find the corresponding irregular past tense verb in sentence 13?

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.

**epidemic:** spreading and affecting many people

### 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.



# Support the Sport? Creating Support with Reasons and Evidence

## My Notes

### Second Read

- Reread the article to answer these text-dependent questions.
  - Write any additional questions you have about the text in your Reader/Writer Notebook.
6. **Craft and Structure:** What kinds of evidence do the authors use in the beginning of this article to convey the idea that cheerleading is dangerous?
7. **Key Ideas and Details:** How do the comments from cheerleaders in paragraphs 13–17 contribute to the idea that cheerleading should have uniform safety and training standards?
8. **Craft and Structure:** What context clues in paragraph 21 help you determine what *rehabilitate* means? What context clues in paragraph 22 help you know that a *catastrophic* injury cannot be rehabilitated?



# Support the Sport? Creating Support with Reasons and Evidence

## My Notes

**concussion:** injury to the brain caused by a hard blow



### Cognates

The Spanish cognate for *native* is *nativo*.

**self-proclaimed:** a title a person gives to oneself or a group to itself

**diplomatic:** sensitive to other positions or feelings

## 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.”
- 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.

My Notes

Handwritten notes area with horizontal lines.

**covet:** want very much

Handwritten notes area with horizontal lines.

# Support the Sport? Creating Support with Reasons and Evidence

**implement:** make happen

## My Notes

**28** 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."

## Second Read

- Reread the article to answer these text-dependent questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

**11. Craft and Structure:** What is the meaning of the word *hazards* in paragraph 3? Use context clues to help you determine the meaning.

**12. Key Ideas and Details:** How would you summarize the first section of the article? What is the main idea that Marv Levy and Pop Warner football support? Cite evidence to support your answer.

**13. Key Ideas and Details:** Based on the information in paragraph 13 about the suicide deaths of the NFL players, what can you infer about the nature of concussions?

**14. Key Ideas and Details:** Why is it important for children playing football and other sports to be aware of the potential for concussions? Cite evidence in the text that supports your answer.

### Working from the Text

15. 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.

### Check Your Understanding

**Quickwrite:** Why is it important to identify reasons and evidence in an argumentative text? Why is it also necessary to analyze how the reasons and evidence support claims?

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### Debating the Issue

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

### Writing to Sources: Argumentative Text

In preparation for the class debate, you will now formulate a written response about your opinion to the question above. Read the question carefully and decide yes or no to answer the question. Then write about your opinion. Be sure to:

- Clearly state your opinion in your writing.
- Provide reasons and evidence to support your opinion.
- Cite specific examples from the texts to support reasons and evidence.

### 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

### My Notes

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# Support the Sport? Creating Support with Reasons and Evidence

## My Notes

### 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.

### Your Final Argument

16. Complete the graphic organizer to show your final argument.

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

### Self-Assessment

17. 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.			

#### My Notes

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# Do Your Research: Sources, Citation, and Credibility

**LEARNING STRATEGIES:**

Quickwrite, Graphic Organizer, Note-taking

My Notes

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**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.

**Learning Targets**

- Understand the process of research, including the importance of using credible sources and citing sources to avoid plagiarism.
- Apply understanding of sources, citation, and credibility through discussion, note-taking, and research.

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.”*

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

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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
<b>Step 1:</b> Identify the topic, issue, or problem.			
<b>Step 2:</b> Form a set of questions that can be answered through research.			
<b>Step 3:</b> Gather evidence and refocus when necessary.			
<b>Step 4:</b> Evaluate sources.			
<b>Step 5:</b> Draw conclusions.			
<b>Step 6:</b> Communicate findings.			

## 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

### 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?

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#### 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

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# 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, E-mail 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 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 webpage titled <i>National Geographic Explore: Classroom Magazine</i> . The webpage’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.
- **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.

#### 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

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# Do Your Research: Sources, Citation, and Credibility

## My Notes

### 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 Web site falls.

Domain Suffix	Definition/Description
.com	Stands for "commercial." Web sites with this suffix are created to make a profit from their Internet services. Typically these Web sites 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?

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

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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?

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My Notes

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**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**

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**Literary Terms**

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

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**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 way of convincing you, the reader or listener, to adopt his or her viewpoint (to agree with his or her claim). Listen to your teacher read a line of dialogue, and choose a word from the Tone Word Bank below to describe the attitude, or tone.

**Tone Word Bank**

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

**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.

**Formal Style:** *Please refrain from talking.*

**Informal Style:** *Hey, quit talking.*

**Formal Style:** *Will you be attending the dance this evening?*

**Informal Style:** *Are you gonna go to the dance later?*

It is important to maintain consistency in style and tone so the reader can follow your ideas and so that the piece flows well.

**Consistent Formal Style:** *You must adhere to the guidelines. Your cooperation will be noted and appreciated.*

**Inconsistent Formal Style:** *You must adhere to the guidelines. It would be totally awesome if you’d do that.*

**Consistent Informal Style:** *The speaker says we should stop using plastic bags. She gave some good reasons for this.*

**Inconsistent Informal Style:** *The speaker suggests discontinuing the use of plastic bags. Her reasons were totally bogus.*

Use the following list of characteristics of formal style to inform your writing.

### Formal Style

#### DO:

- **Use precise nouns and pronouns.**  
Be specific—use the exact, correct pronoun reference.  
**Example:** The **author** of the editorial suggests discontinuing the use of plastic **bags**. (“Author” and “bags” are clear, precise nouns.)
- **Use active verbs:** Use active verbs that give a clear image to the reader.  
**Example:** Please **arrive** on time for the lecture. (“Arrive” is an active verb.)
- **Use precise, specific diction:** Use diction that is specific to the topic and precise for the audience.  
**Example:** During the debate, the opponent provided several pieces of **evidence** to support her **claim** and **refute** her opponent’s **argument**. (The words “evidence,” “claim,” “refute,” and “argument” are specific words used when writing about argumentative tasks.)

#### DO NOT:

- **Do not use vague pronoun references.** Vague pronoun references are unclear and confusing.  
**Example:** *He says to stop using them.* (Who is “he”? What is “them?”)
- **Do not use contractions.** They indicate an informal style.  
**Contraction:** *Don’t* be late.
- **Do not use slang words.** They indicate an informal style.  
**Example:** During the debate, the opponent *was off the wall* and said *totally bogus* things.

**PRACTICE** Revise the following paragraph to be consistent in formal style and tone.

Last month this crazy guest speaker came to school. She presented several ideas for ways we could save water at home and at school. To be honest, I thought her ideas were way off the wall, and I didn’t think they would fly, anyway. But she asked us to implement at least two of her suggestions for one month, to journal about what we were doing, and then to ping her. My family okayed my proposal, so for one month we all took shorter showers, and we only ran the dishwasher and washing machine when they were full. We also cut the water when washing our hands and brushing our teeth. My dad recorded the water meter reading at the beginning and at the end of the month, and compared them to the previous month. The results blew me away! We saved tons of water. I dropped her a note and she got right back to me. Now I’m telling all of my friends to check out her website and get on her water-saving wagon.

### My Notes

# The Formality of It All: Style and Tone



## WORD CONNECTIONS

### Content Connections

The Declaration of Independence was adopted by the Second Continental Congress in Philadelphia, Pennsylvania on July 4, 1776, more than a year into the American Revolutionary War. It declared that the thirteen American colonies were no longer a part of the British Empire and explained the reasoning for this. The document's most famous words are its second sentence: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."

### My Notes

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**convenient:** serving a need without difficulty  
**reputation:** general opinion regarding a person or thing  
**felicity:** pleasing and well chosen

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## Preview

In this activity, you will read a historical letter to analyze its style and tone, and experiment with style and tone in your own writing.

## Setting a Purpose for Reading

- As you read the following letter, mark the text for precise nouns, active verbs, and diction specific to the topic and audience.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

### ABOUT THE AUTHOR

John Adams was a member of the committee appointed to draft the Declaration of Independence. Along with Lincoln's Second Inaugural Address, the Declaration of Independence stands as one of the greatest of America's official documents. Thomas Jefferson was 33 years old when he wrote the Declaration of Independence in 1776. In 1822, John Adams wrote a letter to Timothy Pickering, a politician from Massachusetts at the time, responding to Pickering's questions about the writing of the Declaration of Independence.

## Historical Document

### Excerpt from "Letter on *Thomas Jefferson*"

by John Adams

1 You inquire why so young a man as Mr. Jefferson was placed at the head of the committee for preparing a Declaration of Independence? I answer: It was the Frankfort advice, to place Virginia at the head of everything. Mr. Richard Henry Lee might be gone to Virginia, to his sick family, for aught I know, but that was not the reason of Mr. Jefferson's appointment. There were three committees appointed at the same time, one for the Declaration of Independence, another for preparing articles of confederation, and another for preparing a treaty to be proposed to France. Mr. Lee was chosen for the Committee of Confederation, and it was not thought **convenient** that the same person should be upon both. Mr. Jefferson came into Congress in June, 1775, and brought with him a **reputation** for literature, science, and a happy talent of composition. Writings of his were handed about, remarkable for the peculiar **felicity** of expression. Though a silent member in Congress, he was so prompt, frank, explicit, and decisive upon committees and in conversation—not even Samuel Adams was more so—that he soon seized upon my heart; and upon this occasion I gave him my vote, and did all in my power to procure the votes of others. I think he had one more vote than any other, and that placed him at the head of the committee. I had the next highest number, and that placed me the second. The committee met, discussed the subject, and then appointed Mr. Jefferson and me to make the draft, I suppose because we were the two first on the list.





# The Formality of It All: Style and Tone

## My Notes

### Working from the Text

5. Use the graphic organizer to help you analyze the tone and style of Adams’s letter. Provide evidence from the text of Adams’s specific diction and use of precise nouns and verbs.

Purpose	Examples of Formal Style

6. What is Adams’s **tone**? Is his tone appropriate for the audience and purpose? Why?

### Check Your Understanding

**Quickwrite:** Why is it important use a formal style and tone in argumentative writing? What happens to your argument when you don’t maintain a consistent formal style and tone?



#### INDEPENDENT READING LINK

##### Read and Connect

Look for examples of formal and informal styles used in your independent reading book. In what context is each style used? Who is the speaker? Who is the audience? What is the subject under discussion? How does the tone compare to that of “Letter on Thomas Jefferson”? Record the examples and the answers to these questions in your Reader/Writer Notebook.

### Argument Writing Prompt

You are trying to convince your principal to change a school rule or policy (e.g., cell phone usage, school starting time). Work collaboratively to write two letters to experiment with tone and formal style. For Letter 1, write a short letter to your principal using informal style and an inappropriate tone for the audience and purpose (refer to the “DO NOT” list). For Letter 2, transform your first letter to use formal style and an appropriate tone. Be sure to:

- State a clear claim and support it with clear reasons and relevant evidence using credible sources.
- Pay attention to style and tone.
- Provide a concluding statement that wraps up your argument.

Be prepared to share both letters with your peers.

## Learning Targets

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

## Preview

In this activity, you will read a news article and apply visual information to ideas in it.

## Setting a Purpose for Reading

- As you read the following news article, mark the text by putting an asterisk (\*) next to any information that you think could be represented visually.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

### ABOUT THE AUTHOR

Stephen Ornes has been a contributing writer for *Science News for Students* since 2008. He has written on topics such as, self-driving cars, the science of tsunamis, wearable electronic devices, people who cook with crickets and clothes that clean themselves. In 2015, he won an AAAS/Kavli Gold Award for his *SNS* story, “Where will lightning strike?” In addition to writing for *SNS*, Ornes has published many books, as well, as numerous articles for *New Scientist*, *Scientific American*, *Discover*, *Physics World*, and *Cancer Today*.

## News Article

### Print Almost Anything

From *Science News for Students*

by Stephen Ornes

*3-D printers allow people to build almost anything they can imagine—from toys to food, buildings to space gear*

**1** Imagine having a printer hooked up to your computer that could make anything. Tired of your toothbrush? No problem. Print a new one. Want a chocolate treat? Print it. Need a new dress, new shoes or maybe just new cleats for soccer? Just choose a style and size. Then print, print and print some more.

**2** And why stop there? You might print a fake dinosaur bone. You might also print out a life-size copy of your own head. You could print another printer for a friend. And if your printer was big enough, it could print out the body of a car or even a new house. No one machine can make all of these things, but three-dimensional printers are getting very close.

**3** Traditional printers work by putting ink (or toner) on paper. Not 3-D printers. They work with plastic, metal, ceramic or other materials, including food. The printers lay down these novel “inks,” thin layer after thin layer, starting from the bottom up. Eventually a solid object emerges. 3-D printing is an exciting, new technology. It is also taking the **manufacturing** world by storm.

### Dawn of a new technology

**4** Until recently, 3-D printers were so expensive that only large companies could afford them. In just the last year or two, their cost has dropped dramatically. Today,

LEARNING STRATEGIES:  
Marking the Text

### My Notes

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**manufacturing:** the making of things, usually on a large scale

# A Graphic Is Worth a Thousand Words



## Cognates

The Spanish cognate for *potential* is *potencial*.

## My Notes

**virtual:** existing or occurring on computers or on the Internet

you can buy a 3-D printer for as little as \$300. The technology offers the potential to print anything at home, when you want it, without having to buy it in a store or order it from a factory.

5 Of course, there’s a catch. It has to do with the word “potential.”

6 Not all 3-D printers are created equal. Low-cost models cannot always make high-quality objects. They may not be very precise, and they run on cheaper materials, such as plastic (and sometimes food, but more about that later). More expensive printers may use exotic metal or ceramic powders.

7 The more affordable printers “are not the greatest printers ever. Some of them are not even reliable,” says Jennifer Lewis. An engineer at Harvard University, Lewis has led the development of new kinds of materials that can be used as ink in 3-D printers.

8 Even the sometimes poor quality of low-cost printers may change, and soon. 3-D printing for the do-it-yourself community is just getting started, Lewis points out. The technology has a long way to grow, as did personal computers when they debuted 40 years ago.

9 “When desktop computers first came out, they couldn’t do very much,” Lewis says. Now, even an inexpensive desktop computer can be as powerful as the first supercomputers.

10 Computing power has made 3-D printing possible. A person with an idea can easily design a 3-D object using computer software, or even from a digital copy of an existing object with a 3-D scanner. The process is fairly easy. And that is why 3-D printing could drastically change the world of manufacturing a few years from now.

11 Already, creative people around the world —known as “makers”—have formed **virtual** communities around 3-D printing. They share design ideas over the Internet, swap files and even improve upon each other’s work. Together, these makers are generating ideas (and real objects) that would have been hard to imagine even a few years ago.

12 Recent magazine and newspaper articles have called 3-D printing the “next industrial revolution.” Like the original Industrial Revolution that began in the mid-1700s, this modern revolution could lead to major changes in how things are made. In fact, in his 2013 State of the Union address, President Barack Obama said 3-D printing “has the potential to revolutionize the way we make almost everything.”

## Layer by layer

13 According to legend, the French sculptor Auguste Rodin was once asked about his work. “I choose a block of marble and chop off whatever I don’t need,” he replied. In other words, he used subtraction to create. 3-D printing is the opposite: It’s all about addition.

14 To understand how 3-D printers work, imagine you want to sculpt a loaf of bread from clay. Only you don’t just mold a single, large lump of clay into a loaf shape. Instead, you start by shaping a single slice out of clay, and laying it down. Then you form the next slice — and place it on top. Keep going until you have a neat stack of thin layers of clay that together resemble a bread loaf, standing on end.

15 That is sort of the idea behind 3-D printers. Except machines print and assemble the object. A person’s job is to use computer software to describe the thing she wants the printer to print.

**16** This blueprint includes the size and shape (and sometimes color) of the object. Next, a computer program digitally “slices” the object described in that file, chopping it up into layers. It then feeds that information to the printer, and the printer tackles each layer, one by one.

**17** The printer moves back and forth, side to side and up and down. A small nozzle deposits a single, thin layer of heated liquid material that hardens as it cools. (It’s a little like letting wet sand dribble out of your fingers when building a drip castle.) Once the bottom layer is in place and solid, the printer “prints” the next layer on top of it. And so on. Each layer adds to the object. This process gives 3-D printing another name: additive manufacturing.

**18** Key to 3-D printing are the “inks” used — and no, they don’t include bread (though some do use sand). The simplest inks consist of plastics that flow when heated, but harden when cooled. More complex printers use powdered metals or ceramics that can be heated and fused, in a process called **sintering**. Some scientists are even figuring out how to create biological inks that contain cells. These inks could be used to print new living tissues.

**19** 3-D printing can be fun too. For Valentine’s Day this year, a Japanese company used a 3-D printer to make chocolate copies of people’s faces. (Talk about a chocolately chip off the old block!) Meanwhile, researchers at Cornell University in Ithaca, N.Y., have been refining the use of edible inks — liquids made from finely ground foods. For example, they have printed out miniature, gourmet space shuttles using ink made from scallops and cheese. They have also made cookies with secret messages hidden inside.

**20** At the recent Fashion Week in Paris, a yearly fashion event, 3-D printing turned stylish too. A Dutch fashion designer named Iris van Herpen worked with architects and artists to design and print clothes. They included a dress, skirt and cape. The dress is made from plastic fibers fused together with a laser within a 3-D printer. The skirt and cape both combine soft and hard materials, again produced using a 3-D printer. The clothes were made for show, and not necessarily everyday use. But that could soon change. Van Herpen believes “it will only be a matter of time before we see the clothing we wear today produced with this technology.”

### The future

**21** For now, 3-D printing is still in its infancy. But it has the potential to mature very quickly.

**22** As exciting as today’s projects are, they may pale in comparison to those on the horizon—and beyond.

**23** Perhaps the most radical idea is to take 3-D printing to space. In February, the European Space Agency (ESA) announced it was teaming up with architects to design a printed moon base. The idea is to send a large 3-D printer to the moon. Once there, it would use lunar soil and other ingredients for ink. This “ink” would be laid over an inflatable dome — building a stony covering, layer by layer.

**24** NASA, the American space agency, is also interested in 3-D printing, and not just for bases on the moon, but also for those on Mars and asteroids too.

**25** Imagine life on such a base. Astronauts could print their own meals, clothes and tools. They could print replacement parts for their spacecraft or even all the components needed to build a brand-new **rover**.

### My Notes

**sintering:** using heat to turn a powder material into a solid

**rover:** a vehicle for exploring the surface of an extraterrestrial body (as the moon or Mars)

# A Graphic Is Worth a Thousand Words

## My Notes

**26** These futuristic scenarios, right now, are ideas communicated using words. While traditional printers can put those words on paper, 3-D printers can turn those ideas into reality. And as these machines grow in sophistication (and shrink in price), they will allow many more people to realize ever more complicated ideas.

**27** So what's yours?

## Second Read

- Reread the news article to answer these text-dependent questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

1. **Key Ideas and Details:** Which details support the inference that 3-D printing will change the daily lives of individuals?

2. **Craft and Structure:** What is the meaning of the word *potential* in paragraph 4? Use context clues to help you determine the meaning?

3. **Key Ideas and Details:** Summarize the central idea of the section titled "Dawn of a new technology."

4. **Craft and Structure:** How is paragraph 14 connected to the section titled "Layer by Layer"? How does the author's use of the analogy of sculpting a loaf of bread help the reader understand the process of 3-D printing?

5. **Craft and Structure:** What is the author's purpose in writing about 3-D printers? How do you know?

6. **Knowledge and Ideas:** What evidence does the author provide to support the idea that 3-D printers are capable of supporting our exploration of space?

## Working from the Text

### Reading Graphics

Graphics come in all forms. Some provide data, while others may be photos. Every graphic tells its own story. Follow 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 describes 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.

7. 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.

8. **Group Discussion:** Look at the following diagram and answer the questions that follow. Record your group’s responses in your Reader/Writer Notebook.

### My Notes

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## The Future of Printing

A new wave of companies is aiming to bring smaller personal-sized 3-D printers into the home.

### Inside a typical desktop printer:

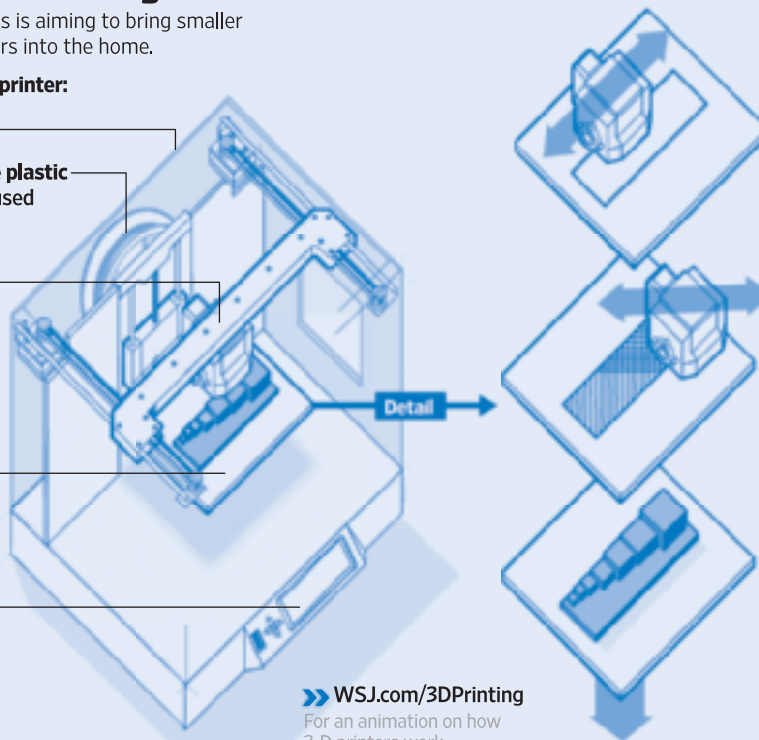
#### Outer box

Corn-derived, renewable plastic or synthetic material is used for printing objects.

Robotic print head and extruder print objects by layering plastic on a surface like a hot-glue gun.

Mobile build plate moves vertically as each layer of object is printed.

Local controls finalize object size and print settings before printing.



WSJ.com/3DPrinting  
For an animation on how 3-D printers work

### Printing a 3-D object:

1. First the print head makes an **outline** of the object on the surface of the build plate.

2. After the outline is made, the shape is filled in with a **cross-hatch pattern**.

3. The build plate moves down as **new layers** are outlined and filled, until the full object is completed.

The Wall Street Journal

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Source: MakerBot

- Which features of this diagram are important to look at when analyzing its content?
- Using the diagram, explain the process of 3-D printing.
- Review the article, “Print Almost Anything.” Which section of the article would have benefitted from a diagram such as this one?



# A Graphic Is Worth a Thousand Words

## My Notes

### Writing to Sources: Argument

Work collaboratively to write a short argument supporting the following claim: 3-D printers are the next industrial revolution. Be sure to:

- State your claim clearly at the beginning of your argument.
- Provide clear reasons and evidence to support your claim.
- Maintain a consistent formal style and tone.

### Types of Graphics

After you write your argument, create a visual display to support the claim. Be creative but purposeful. Use one of the types of graphics described below, or create your own type of graphic. Make sure the visual display is clear and that it supports your argument.

- **Line graphs** show change in quantities over time.
- **Bar graphs** are generally used to compare quantities within categories.
- **Pie graphs** or **circle graphs** show proportions by dividing a circle into different sections.
- **Flowcharts** show a sequence or steps.
- **Timelines** list events in chronological order.
- **Tables** use columns to present information in categories that are easy to compare.
- **Diagrams** are drawings that explains or shows the parts of something.

9. What other visual displays or multimedia components (images, music, sound) might be helpful for your display?

10. 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.

### Check Your Understanding

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



## Learning Targets

- Summarize the key ideas of an article about the pros and cons of social networking.
- Plan an argument about social networking by writing reasons and evidence that support a position.
- Present a position on the controversy in a debate using evidence from research, and contributing ideas clearly and responding to others' ideas.

1. 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? Evaluate the effectiveness of this graphic. In what other ways could the information be shown?

### 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

## Introducing the Strategy: Metacognitive Markers

Using metacognitive markers involves marking the text with symbols to reflect the thinking you are doing as you read. After reading, you can scan the text and use your metacognitive markers to quickly find evidence when you are talking or writing about a text. Here are the markers:

- ? Use a question mark for questions you have about the text.
- ! Use an exclamation point for a reaction to what you are reading.
- \* Use an asterisk for a comment about the text.
- \_ Use an underline to identify a key idea or detail in the text.

# Debate It: Organizing and Communicating an Argument

## My Notes

### Preview

In this activity, you will read two articles on the effects of social networking and plan an argument and participate in a debate on the subject.

### Setting a Purpose for Reading

- Read the following article to explore the topic of social networking and youth. As you read, use the metacognitive markers ? (e.g., I wonder if, why, I am confused by, etc.) and ! (e.g., wow, surprising, I can relate, etc.).
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

### Article

## Social Networking’s

# GOOD and BAD

## Impacts on Kids

**1** Science Daily (Aug. 6, 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.

**2** “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.

**3** 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.

**4** Rosen said new research has also found positive influences linked to social networking, including:

**deny:** to state that something isn’t true

**adverse:** not good, causing harm

**tendency:** a likelihood that a person will think or act a certain way

**anxiety:** a nervous mental state caused by feelings of worry, fear, and/or uncertainty

- 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.

5 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.

### Second Read

- Reread the article to answer these text-dependent questions.
  - Write any additional questions you have about the text in your Reader/Writer Notebook.
2. **Knowledge and Ideas:** Which adverse effect of social networking discussed in the text is supported by evidence? What is the evidence?
  
  3. **Craft and Structure:** What is the meaning of the word *introverted* in the second bullet of paragraph 4? Use context clues to help you determine the meaning.
  
  4. **Craft and Structure:** What does the advice from Dr. Rosen in the final paragraph tell you about the good and bad of social networking?

**empathy:** ability to understand and share another person’s feelings

**surreptitious:** secret

### My Notes

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# Debate It: Organizing and Communicating an Argument

## My Notes

### Working from the Text

5. Work collaboratively to examine the the main idea of the article. Use a graphic organizer similar to the one below. Write the positive effects of social networking according to the article on the left side and the negative effects on the right.

Positive	Negative

6. **Group Discussion:** Do you agree or disagree with the statement that *social networking has a negative impact on kids*? 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.

### Check Your Understanding

After listening to your peers' ideas about social networking, write a summary of someone else's argument, including commentary about one piece of their supporting evidence.

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## Setting a Purpose for Reading

- As you read the following informational text, continue to use metacognitive markers to engage with the text and, as you gain more information, to support a position on the value of social networking.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.



### WORD CONNECTIONS

#### Etymology

The word *blog* was first used in the late 1990s as a shortened form of *weblog*, a website in the form of a journal. *Blog* combines the sound and meaning of two words, *web* and *log*, a system of word invention used by author Lewis Carroll in *Through the Looking Glass*. The use of *blog* was picked up by Web companies and individual Internet users and led to other derivations such as the verb *blogging*, to write short, informal posts on a blog site.

## 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.

**upgrade:** an improvement, to a next level

#### 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

#### My Notes

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# Debate It: Organizing and Communicating an Argument



## WORD CONNECTIONS

### Cognates

The Spanish cognate for *predator* is *depredador*.

**solicitation:** a request from someone, often unwelcome

**inhibition:** unwillingness to act or express freely

### My Notes

#### 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),

**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. [3]
- 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. [12] A Feb. 2009 report stated that social networking sites were costing UK businesses an estimated \$12.5 billion (US) annually. [13] 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

**My Notes**

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**circumvent:** avoid, by getting around

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# Debate It: Organizing and Communicating an Argument

**phishing:** trick used to obtain personal information from an email account

## My Notes

**cookie:** file added by a Web site to a personal computer containing information about the user

### 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.







14. 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.

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### Check Your Understanding

**Quickwrite:** Summarize the findings of your research.

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### My Notes

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# Debate It: Organizing and Communicating an Argument

## Preparing to Debate

15. 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	
<b>Claim:</b>	
<b>Reason 1:</b>	<b>Evidence</b> ( <i>facts, statistics, examples, observations, quotations, and expert opinion</i> )  <b>Source Citation:</b>
<b>Reason 2:</b>	<b>Evidence</b> ( <i>facts, statistics, examples, observations, quotations, and expert opinion</i> )  <b>Source Citation:</b>
<b>Reason 3:</b>	<b>Evidence</b> ( <i>facts, statistics, examples, observations, quotations, and expert opinion</i> )  <b>Source Citation:</b>
<b>Tone:</b>	
<b>Language (words/phrases) to use to create a formal style:</b>	



# 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?

### Technology Tip

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

### 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.

## SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging	Incomplete
<b>Ideas</b>	<p>The argument</p> <ul style="list-style-type: none"> <li>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</li> <li>avoids plagiarism by including properly cited bibliographic information.</li> </ul>	<p>The argument</p> <ul style="list-style-type: none"> <li>provides sufficient evidence of the student’s ability to gather evidence, form questions to refocus inquiry, and evaluate the credibility of multiple sources</li> <li>avoids plagiarism by including basic bibliographic information.</li> </ul>	<p>The argument</p> <ul style="list-style-type: none"> <li>provides insufficient evidence of the student’s ability to gather evidence, form questions to refocus inquiry, and evaluate the credibility of multiple sources</li> <li>includes partial or inaccurate bibliographic information.</li> </ul>	<p>The argument</p> <ul style="list-style-type: none"> <li>provides little or no evidence of the student’s use of a research process</li> <li>lacks bibliographic information and/or information that appears to have been plagiarized.</li> </ul>
<b>Structure</b>	<p>The debater</p> <ul style="list-style-type: none"> <li>sequences reasons and evidence to support a claim effectively</li> <li>integrates visual or multimedia displays to enhance and clarify information</li> <li>transitions smoothly between talking points; responds to others’ ideas by contributing relevant new support and elaboration.</li> </ul>	<p>The debater</p> <ul style="list-style-type: none"> <li>sequences reasons and evidence to support a claim logically</li> <li>uses an appropriate visual or multimedia display to clarify information</li> <li>follows protocol to transition between talking points; avoids repetition when contributing new support or elaboration.</li> </ul>	<p>The debater</p> <ul style="list-style-type: none"> <li>uses flawed sequencing; supports claim ineffectively</li> <li>uses a weak or unclear visual or multimedia display</li> <li>transitions between talking points inconsistently; contributes primarily unrelated and/or repetitive support and elaboration to the discussion.</li> </ul>	<p>The debater</p> <ul style="list-style-type: none"> <li>does not support the claim</li> <li>lacks a visual or multimedia display</li> <li>does not follow rules for group discussion.</li> </ul>
<b>Use of Language</b>	<p>The speaker</p> <ul style="list-style-type: none"> <li>uses effective eye contact, volume, pacing, and clarity</li> <li>demonstrates command of the conventions of standard English grammar, usage, and language</li> <li>maintains a consistently appropriate style and tone.</li> </ul>	<p>The speaker</p> <ul style="list-style-type: none"> <li>uses sufficient eye contact, volume, pacing, and clarity</li> <li>demonstrates adequate command of the conventions of standard English grammar, usage, and language</li> <li>maintains a generally appropriate style and tone.</li> </ul>	<p>The speaker</p> <ul style="list-style-type: none"> <li>uses eye contact, volume, pacing, and clarity unevenly</li> <li>demonstrates partial command of the conventions of standard English grammar, usage, and language</li> <li>maintains an inconsistently appropriate style and/or tone.</li> </ul>	<p>The speaker</p> <ul style="list-style-type: none"> <li>uses flawed or ineffective speaking skills</li> <li>commits frequent errors in standard English grammar, usage, and language</li> <li>uses an inappropriate style and/or tone.</li> </ul>

# Previewing Embedded Assessment 2: Preparing for Argumentative Writing

**LEARNING STRATEGIES:**

Graphic Organizer,  
Close Reading

My Notes

### 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 the other.

**Academic Vocabulary**

controversy  
argument  
claim  
reasons  
evidence  
research  
plagiarism  
credible

**Literary Terms**

tone  
formal style

Q	H	T



## 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 four to five 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.

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#### My Notes

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# Previewing Embedded Assessment 2: Preparing for Argumentative Writing



## INDEPENDENT READING LINK

### Read and Research

To support your learning in the second half of the unit, research and read a book, magazine articles, or news articles that explore a current “hot topic” or controversial issue.

### My Notes

3. Which of the examples given in 2 above were appeals to the emotions of your listener? Which were appeals to your listener’s logic—intellectual appeals?

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4. With a group of classmates, discuss the examples you each recorded and whether those examples were appeals to emotion or to logic. Based on your examples, were emotional appeals or logical appeals more effective?

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## Learning Targets

- Read closely to identify claim, reasons, and evidence and how they support an author's purpose.
- Generate ideas and apply an organizational pattern to write an argumentative paragraph that supports a claim with sound reasons and evidence.

## Preview

In this activity, you will read a student letter written in response to the argumentative prompt below and analyze and extend the argument it proposes.

**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.

## Setting a Purpose for Reading

- As you read the student letter, mark the text and take notes in the margin to identify the claim, reasoning, and evidence provided.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.
- Mark these parts of the letter: salutation, body, closing.

Draft

## *Student Letter*

Dear Legislator,

**1** We live in the 21<sup>st</sup> 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.

**2** 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.

### LEARNING STRATEGIES:

Marking the Text,  
Brainstorming, Webbing,  
Writer's Checklist

### My Notes

# Looking at a Model Argumentative Letter

## My Notes

3 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!

4 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

## Second Read

- Reread the letter to answer these text-dependent questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

1. **Craft and Structure:** Why does the writer believe access to the Internet is important in school? Use evidence from paragraphs 1 and 2 to describe the writer's point of view.

2. **Craft and Structure:** How does the student writer develop the argument in paragraph 3 and 4 of the letter? Use evidence from the text in your response.

## Working from the Text

3. What is the writer's purpose in writing the letter? Identify the claims in the letter and explain how they support the writer's purpose.

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4. Return to the letter to mark the text for formal style. Annotate the text to identify the author's tone. In My Notes, write how the author's formal style and tone help make the argument convincing, or not. Support your response with examples from the letter.
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 your new 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.)

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# Looking at a Model Argumentative Letter

## My Notes

6. Draft your body paragraph in the space below.

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## Check Your Understanding

Create a Writer’s Checklist based on what you already know you should “be sure to” do to create a successful argument.

# Facts and Feelings: Rhetorical Appeals in Argumentative Writing

ACTIVITY  
3.11

## Learning Targets

- Identify logos and pathos used in an argument.
- Explain how evidence is relevant and sufficient to support a claim.

## Rhetoric and Rhetorical Appeals

Rhetoric is the art of using words to persuade in writing and speaking. Writers use different types of rhetoric depending on their purpose and audience. Writers of argumentative texts appeal to their audience using sound reasoning and evidence. Writers who use logical thinking that makes sense and is backed up with valid evidence (such as statistics, examples) are appealing to reason. This **rhetorical appeal** is known as **logos**. At times, writers of argumentative texts also use evidence that appeals to feelings. When appealing to feelings, a writer uses emotional language or talks about basic values such as kindness, justice, and responsibility. This rhetorical appeal is known as **pathos**. Pathos should be used sparingly in an argument since relevant evidence is required to support a claim but an emotional appeal typically does not include evidence.

## Preview

In this activity, you will read a letter and analyze how rhetorical appeals are used to support an argument.

## Setting a Purpose for Reading

- As you read the letter that follows, highlight the claim. Mark the text for specific evidence that appeals to logic (logos, L) and to emotion (pathos, P).
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

### ABOUT THE AUTHOR

The Grand Council Fire of American Indians was a Native American organization whose members came from many different tribes. The organization worked for better treatment of and policies for the American Indian populations. In 1927 a political campaigner (William Hale Thompson of Chicago) used a slogan of “America First” to claim that the history taught in textbooks was biased in favor of the British. Thompson won re-election as the mayor of Chicago, and he then demanded that the city’s textbooks be replaced with books that focused on the accomplishments of the ethnic groups in the United States. Members of the Grand Council Fire of American Indians used the “America First” program as an opportunity to describe how Native Americans also were misrepresented in textbooks. The president of the Council, Scott H. Peters (of the Chippewa Tribe), wrote the following letter to Chicago’s newly elected mayor asking that the contributions and accomplishments of Native Americans also be included in the textbooks.

**LEARNING STRATEGIES:**  
Marking the Text, Rereading,  
Graphic Organizer

### Literary Terms

**Rhetorical appeals**, or persuasive strategies, are used in arguments to support claims.

**Logos** is a rhetorical appeal that uses logical reasoning and evidence.

**Pathos** is a rhetorical appeal to feelings.

### My Notes

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# Facts and Feelings: Rhetorical Appeals in Argumentative Writing

## My Notes

### Letter

## The First Americans

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

December 1, 1927

To the mayor of Chicago:

**1** 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.

**2** 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?

**3** 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.

**4** 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.

**5** 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.

**6** 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.

**7** 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.

**reservation:** land in the U.S. set aside for use by Native Americans

**treacherous:** not to be trusted





# Facts and Feelings: Rhetorical Appeals in Argumentative Writing

## My Notes

### Second Read

- Reread the letter to answer these text-dependent questions.
  - Write any additional questions you have about the text in your Reader/Writer Notebook.
1. **Craft and Structure:** What is the speaker’s tone? What words or phrases in the opening paragraphs reflect this tone?
  2. **Craft and Structure:** How does the author use the words “murderer” and “savage” to appeal to both the logic and emotions of the reader? Provide text evidence in your response.
  3. **Key Ideas and Details:** In paragraphs 3–5, how does the author respond to negative perceptions of Indians?
  4. **Key Ideas and Details:** What evidence does the author include to show that Native Americans are a civilized race?
  5. **Craft and Structure:** What is the purpose of this letter, and how is it conveyed in the text?

## Working from the Text

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

<b>Title:</b> <i>The First Americans</i>
<b>Appeals to Reason—logos</b> ( <i>facts, statistics, examples, observations, quotations, and expert opinions</i> )
<b>Examples:</b>          
<b>Appeals to Feelings—pathos</b> ( <i>emotional language; mention of basic values</i> )
<b>Examples:</b>          

7. **Group Discussion:** Choose one piece of evidence and discuss how it is **relevant**. Record your group’s responses below.

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8. Look at all of the evidence together. Is it **sufficient** to support the claim of the letter? Explain your answer.

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### My Notes

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#### 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.

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# Facts and Feelings: Rhetorical Appeals in Argumentative Writing

## My Notes

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

**Title:**

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

**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?

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### Learning Targets

- Identify which elements are essential to a sentence and which elements are not.
- Use commas, parentheses, and dashes to set off nonessential elements correctly.
- Use punctuation correctly when writing and revising.

### Identifying Necessary Information and Extra Information

Sentences are made up of many pieces of information. Some information is necessary for understanding the meaning of a sentence.

Pieces of information that are necessary to a sentence are called restrictive (or essential) elements.

Example: The term *logos* names a rhetorical appeal that uses logical reasoning.

Pieces of information that add extra (but unnecessary) detail to a sentence are called nonrestrictive (or nonessential) elements. Nonrestrictive elements need to be set off with punctuation.

Example: *Logos*, a term that comes from the Greek, names a rhetorical appeal that uses logical reasoning.

1. Read the following sentences. Decide whether the bolded information is necessary to the sentence. If it is necessary, write “restrictive” on the line. If it is extra information, write “nonrestrictive.”
  - a. Scott H. Peters, **a Chippewa**, was president of the council. \_\_\_\_\_
  - b. The Chippewa Indian **Scott H. Peters** was president of the council. \_\_\_\_\_
2. Explain your answers to #1.

### Punctuating Nonrestrictive Elements

Nonrestrictive elements are set off from a sentence by punctuation: commas, parentheses, or dashes. Each punctuation mark suggests something a little different.

Most of the time, a **comma or a pair of commas** sets off nonrestrictive elements.

Example: **Using rhetorical appeals**, Peters makes his case for inclusion.

Example: Peters’ letter, **which was written in 1927**, discusses Native American culture.

**Parentheses** suggest that the information inside them is less important than the information in the rest of the sentence. Parentheses are always used in pairs.

Example: The term *logos* (**from the Greek for “word” or “reason”**) names a rhetorical appeal that uses logical reasoning.

A **dash or pair of dashes** can be used to emphasize nonrestrictive elements.

Example: We played games—**games that brought good health and sound bodies**.

Example: The sounds of nature—**the running of water, the sighing of winds, and the calls of the animals**—were in Native American songs.

Remember that restrictive elements do **not** have to be set off with punctuation. Extra punctuation can make your sentences confusing.

3. For each of the following sentences, underline the nonrestrictive element and insert a comma or pair of commas to set it off.
  - a. We ask that this as well as other incidents be told fairly.
  - b. Teach the children some of these speeches remarkable for their brilliant oratory.

# Language Checkpoint: Using Commas, Parentheses, and Dashes

4. For each of the following sentences, underline the nonrestrictive element and insert parentheses to set it off.
  - a. The Chippewa also called Ojibwe or Ojibwa live in North America.
  - b. The “dreamcatcher” a handmade object with a wooden hoop and a loose net or web originated with the Objibwe.
5. For each of the following sentences, underline the nonrestrictive element and insert a dash or pair of dashes to set it off.
  - a. Wounded Knee the site of a massacre of Lakota men, women, and children is in South Dakota.
  - b. I have read several novels by the author Louise Erdrich one of many notable Ojibwe.
6. For each of the following sentences, delete any unnecessary punctuation around restrictive elements.
  - a. In history class yesterday, we learned that the word, *wigwam*, may come from the Objibwe word for “a dwelling.”
  - b. Some Chippewa prefer to call themselves *anishinaabe*, a word, meaning “original people.”

## Revising

Read this student summary of part of “The First Americans.” Work with a partner to check whether restrictive and nonrestrictive elements are punctuated correctly. Mark the text to correct the mistakes.

[1] The letter “The First Americans” was written in 1927. [2] Scott H. Peters the president of the Grand Council Fire of American Indians sent it to the mayor of Chicago William Hale Thompson. [3] In the letter, Peters uses rhetorical appeals both logos and pathos to make his case. [4] He asks that, textbook makers acknowledge Native American arts and teachings woven blankets and baskets, pottery, songs, oratory, and games.

## Check Your Understanding

Imagine you are editing a classmate’s writing, and you notice this sentence:

The purpose of this letter which was written in 1927 was to tell the mayor, of Chicago, that the history and culture of Native Americans should be taught better.

Write a note to the writer describing why the original sentence was confusing. Then add a question to your Editor’s Checklist that will remind you to check for correct punctuation of nonrestrictive elements in your own writing.

## Practice

Return to the answers you wrote in Activity 3.11 and check them for correct punctuation of restrictive elements. Be sure to:

- Underline any nonrestrictive elements and punctuate them correctly, using commas, parentheses, or dashes.
- Look at other points where you used commas, parentheses, or dashes and check to see whether they are used correctly.

## Learning Targets

- Record information about credible sources, cite them accurately, and paraphrase relevant information.
- 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?

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## 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. It is also important to represent sources accurately, without introducing any errors or misinterpretations.

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.

**LEARNING STRATEGIES:**  
Metacognitive Markers

### My Notes

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# Citing Evidence

## My Notes

### Language and Writer's Craft: Using Appositives

An appositive is a noun and any accompanying modifiers that are placed close to another noun to identify it. The appositive gives more information about the noun that it identifies. An appositive can be a single word or a phrase. Appositives are usually set off by commas, parentheses, or dashes.

**Single word with comma:** *My friend, **Sean**, is an expert on baseball.*

**Phrase with comma:** *Mary Southard, **director of volunteers at the children's hospital**, reports that over fifty new volunteers signed up this year.*

**Phrase with parentheses:** *Louis (**a forward on last year's team**) is coaching the junior varsity team this year.*

**Phrase with dashes:** *I asked Sara **–the only person in the class that I know–** to be my lab partner.*

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.

**PRACTICE** 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 e-books

2. 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*

3. 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.



4. Imagine you were the author of the letter *The First Americans* and you wanted to add some evidence of Native Americans' contribution to World War I. Find a credible digital or print source of this information and paraphrase the information you find most relevant to include in the letter.

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**Revising to Add Appeals:** Return to the body paragraph you wrote for the model argumentative letter in Activity 3.10. 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.

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**My Notes**

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#### INDEPENDENT READING LINK

**Read and Discuss**  
Discuss with a partner how the author of your independent reading book gives credit to his or her sources. If you wanted more information on one of the sources cited, discuss how would you know where to look. Record answers in your Reader/Writer Notebook.

# Playing with Persuasive Diction: Appealing to Pathos

**LEARNING STRATEGIES:**

Skimming, Marking the Text, Looping

My Notes

**Learning Targets**

- Identify and analyze examples of persuasive diction.
- Match style and purpose in writing by applying looping and persuasive diction to add pathos.

**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 lists 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

**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

My Notes

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# Playing with Persuasive Diction: Appealing to Pathos

## My Notes

Your two new sentences:

a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 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.

**Revising for Persuasive Diction:** Return to the body paragraph you wrote and revised for the model argumentative letter (Activity 3.11). Revise the paragraph for persuasive diction. To properly add pathos to the development of your argument, be sure to:

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



### INDEPENDENT READING LINK

#### Read and Respond

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 Targets

- Write an argument to support a claim with clear reasons and evidence.
- 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.

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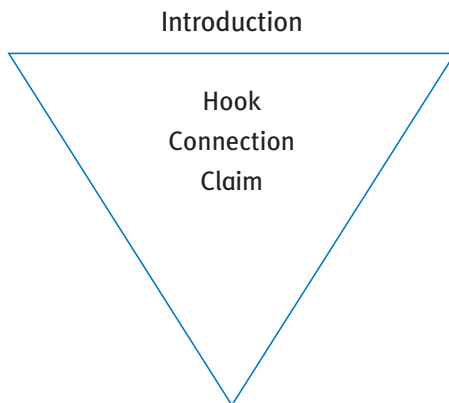
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## Introductions and Conclusions

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?



**LEARNING STRATEGIES:**  
Marking the Text, Rereading

### My Notes

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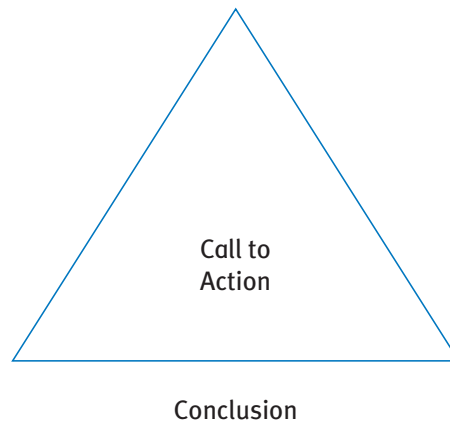
# Writing an Introduction and a Conclusion

## My Notes

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.



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.

**Revising Your Letter:** 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, specifically the correct use of commas, parentheses, and dashes.

## Check Your Understanding

Complete the following statements.

An introduction **does** ...

An introduction **does not** ...

A conclusion **does** ...

A conclusion **does not** ...

## Learning Targets

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

## 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.

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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 the term **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.

**LEARNING STRATEGIES:**  
Visualizing, Rereading, Marking the Text, Adding, Replacing, Deleting

### My Notes

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# Saying Too Much or Too Little?

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>

## My Notes

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.

**Revising for Coherence:** 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.



### 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?

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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.

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7. 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.

### My Notes

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# Saying Too Much or Too Little?

## My Notes

### Language and Writer's Craft: Revising by Creating Complex Sentences

Varying the types of sentences you use in your writing helps keep your audience interested, and it helps your writing to flow well. One way to create sentence variety is to create complex sentences.

A complex sentence is made up of a dependent clause and an independent clause. These two clauses show a close relationship between two ideas. Read this complex sentence: *I think we should help clean up the park on Saturday because we want a clean, safe place to hang out.* The first part of the sentence states an opinion, while the second part gives a reason.

**Independent Clause:** The independent clause can stand alone as a sentence. *I think we should help clean up the park on Saturday* is an independent clause.

**Dependent Clause:** A dependent clause cannot stand alone as a sentence. *Because we want a clean, safe place to hang out* cannot stand alone as a sentence.

A dependent clause usually starts with a “dependent marker” such as: *after, although, as if, as though, because, before, in order that, provided that, since, unless, whereas, or while.*

When writing a complex sentence, either clause can come first. Use a comma at the end of the dependent clause if it appears first in the sentence.

**Independent Clause First:** *Tickets may sell out quickly because the movie is so popular.*

**Dependent Clause First:** *Because the movie is so popular, tickets may sell out quickly.*

**PRACTICE** Add a dependent clause to this independent clause to create a complex sentence.

*I would like our family to take a trip to the beach this summer*

Add an independent clause to this dependent clause to create a complex sentence.

*before we all get too busy to spend time together*

## Revising by Creating Complex Sentences

8. Revise the paragraph below by combining sentences to create complex sentences. Use a dependent marker to connect the dependent and independent clauses.

We should go to the movies on Saturday. The weather will be lousy. The test we had today was tough. A movie will be a good way to unwind. The new *Hunger Games* installment is out. I know you're a big fan of the books. This will convince you to see all the films in the series, too. I may be able get my brother to drive us. He wants to see it anyway.

## Check Your Understanding

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

### My Notes

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# Preparing to Write an Argument

**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
<b>Paraphrase</b> 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.
<b>Ideas</b>	Strength:  Weakness:	
<b>Structure</b>	Strength:  Weakness:	
<b>Use of Language</b> (including conventions)	Strength:  Weakness:	

My Notes

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

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### Independent Reading Checkpoint

Make a short oral presentation about a character or person in your Independent Reading text who was able to successfully convince others of something. Include how the person was successful in convincing others. Did he make an argument using reasons and evidence, or communicate in a different way?

## 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?

## 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.

# Writing an Argumentative Letter

## SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging	Incomplete
<b>Ideas</b>	<p>The letter</p> <ul style="list-style-type: none"> <li>• supports a claim with compelling reasons, evidence, and commentary, including relevant facts, details, quotes, paraphrases, and rhetorical appeals (pathos, logos)</li> <li>• avoids plagiarism by including proper and thorough citations.</li> </ul>	<p>The letter</p> <ul style="list-style-type: none"> <li>• supports a claim with sufficient reasons, evidence, and commentary, including adequate facts, details, quotes, paraphrases, and rhetorical appeals (pathos, logos)</li> <li>• avoids plagiarism by including basic citations.</li> </ul>	<p>The letter</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• includes partial or inaccurate citations.</li> </ul>	<p>The letter</p> <ul style="list-style-type: none"> <li>• has no obvious claim or provides minimal or inaccurate support</li> <li>• lacks citations and/or appears plagiarized.</li> </ul>
<b>Structure</b>	<p>The letter</p> <ul style="list-style-type: none"> <li>• follows an effective organizational structure, including an engaging introduction and a thoughtful conclusion</li> <li>• uses a variety of effective transitional strategies to create coherence.</li> </ul>	<p>The letter</p> <ul style="list-style-type: none"> <li>• follows a logical organizational structure, including an introduction with a hook and a conclusion that follows from the argument presented</li> <li>• uses transitional strategies to clarify and link ideas.</li> </ul>	<p>The letter</p> <ul style="list-style-type: none"> <li>• follows a flawed or uneven organizational structure; may have a weak introduction and/or conclusion</li> <li>• uses basic transitional strategies ineffectively or inconsistently.</li> </ul>	<p>The letter</p> <ul style="list-style-type: none"> <li>• has little or no organizational structure</li> <li>• uses few or no transitional strategies.</li> </ul>
<b>Use of Language</b>	<p>The letter</p> <ul style="list-style-type: none"> <li>• uses persuasive and connotative diction</li> <li>• demonstrates command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage</li> <li>• maintains an engaging and appropriate style and tone.</li> </ul>	<p>The letter</p> <ul style="list-style-type: none"> <li>• uses some persuasive and/or connotative diction</li> <li>• demonstrates adequate command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage</li> <li>• maintains an appropriate style and tone.</li> </ul>	<p>The letter</p> <ul style="list-style-type: none"> <li>• uses basic or weak diction</li> <li>• demonstrates partial command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage</li> <li>• maintains an inconsistently appropriate style and/or tone.</li> </ul>	<p>The letter</p> <ul style="list-style-type: none"> <li>• uses confusing or vague diction</li> <li>• lacks command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage; frequent errors obscure meaning</li> <li>• has an inappropriate style and/or tone.</li> </ul>