

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 8/Arguing Both Sides

Course Code: ELA

COURSE INTRODUCTION:

Eighth grade builds on 6th and 7th grade skills by providing both more complexity and independence in tasks and materials in order to prepare students for the rigor of high school and the 21st Century. Students will tackle works of exceptional craft across genres through wide and deep reading of literature and literary non-fiction of increasing complexity. Students will write in narrative, expository and persuasive modes while considering task, purpose and audience. They will explore a variety of structures and formats in order to create both on-demand and multiple draft writing. Students will have multiple opportunities to contribute appropriately and listen attentively to others as they participate in a variety of conversational modes: whole class, small group and partner. Students will develop more control over the conventions of standard English. Units in this course are designed to draw standards from all strands to emphasize the skills are interwoven in school and life.

UNIT DESCRIPTION:

Students will learn about argumentative writing by analyzing mentor texts and participating in collaborative discussions. They will choose a topic, gather relevant evidence through ethical research, and then follow the writing process to write an effective argumentative piece.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf>. Resources based on the Universal Design for Learning principles are available at www.cast.org.

[Provide Feedback](#)

SUGGESTED UNIT TIMELINE: 3-4 weeks

CLASS PERIOD (min.): 50 minutes

ESSENTIAL QUESTIONS:

1. What makes an argument convincing?
2. Why must a writer anticipate opposition to his/her argument?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER	DOK

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<p>1. Generate credible counterarguments for claims made in the fictional text, <i>May I Keep Him?</i></p>	<p>R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>R.1.H.8.c R.3.C.8.c</p>	<p>3.5</p>	<p>RL.8.1</p>		<p>2</p>
<p>2. Support personal opinions in informal writing and discussions.</p>	<p>W.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>W.3.A.8.a W.2.B.8.a</p> <p>L.2.A.8.a L.2.A.8.b</p>	<p>2.1</p>	<p>W.8.1.a W.8.1.b W.8.1.c W.8.1.d W.8.1.e</p> <p>SL.8.4</p>		<p>2</p>
<p>3. Use evidence to support both sides of an issue in speaking and writing.</p>	<p>W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SL.4 Present information, findings, and supporting evidence such that listeners</p>	<p>W.2.A.8.a W.2.A.8.b</p> <p>L.2.A.8.a</p>	<p>2.1</p>	<p>W.8.4</p> <p>SL.8.4</p>		<p>2 3</p>

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	can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.					
4. View multi-media and gather relevant information.	<p>SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	L.2.A.8.b	1.5	SL.8.2		2 3
5. Analyze informational texts to support a claim.	R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	R.3.C.8.I	3.5	RI.8.8		2 3
6. Using evidence from multi-media and text sources, participate in a role-play scenario to argue both sides of a topic.	<p>SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>R.8 Delineate and evaluate the argument and specific claims in a text, including the</p>	L.2.A.8.b R.3.C.8.I	3.5	SL.8.2 RI.8.8		2 3

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	<p>validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	L.1.B.8	2.1	<p>SL.8.1.a SL.8.1.b SL.8.1.c SL.8.1.d</p>		
7. Analyze and annotate an argumentative text.	R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	R.3.C.8.I	3.5	RI.8.8		<p>2 3</p>
8. Use domain-specific vocabulary when discussing and writing about argumentative writing.	L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence	<p>W.2.D.8.a W.2.D.8.b</p>	2.1	L.8.6		2

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	in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.					
9. Research a self-selected topic to gather information for an argumentative writing piece.	W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.			W.8.8		2 3
10. Using the writing process, write an argumentative piece on a topic of choice on the class wiki.	<p>W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.5 Develop and strengthen writing as needed by planning, revising, edition, rewriting, or trying a new approach.</p> <p>W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>W.3.A.8.a</p> <p>W.1.A.8.a W.1.A.8.b W.1.A.8.c W.1.A.8.d W.1.A.8.e</p> <p>l.1.B.8.b</p>		<p>W.8.1.a W.8.1.b W.8.1.c W.8.1.d W.8.1.e</p> <p>W.8.5</p> <p>W.8.6</p>		3 4
11. Participate in the revision and editing process of at least two classmates during the argumentative writing on the class wiki.	W.6 Use technology, including the Internet, to produce and publish writing and to interact and	l.1.B.8.a		W.8.6		2

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	collaborate with others.					
12. Cite evidence from sources in an argumentative writing piece.	W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		1.2	W.8.8		2
13. Edit written work for shifts in verb voice.	L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		2.2	L.8.1.d		2
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <p><u>Formative Assessments</u> Written responses to role-playing scenario- <i>Which arguments do you think were the strongest?</i> <i>Which arguments do you think were the weakest?</i> <i>What questions would you like to have the answers to on the topic?</i> Annotations on written argumentative texts Conferences with students during the writing process Students posts on the class wiki</p> <p><u>Summative Assessment</u> Argumentative paper on a topic of choice. Scoring Guide Link- http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELARubrics.pdf</p> <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
1	1. Teacher introduces the unit by reading aloud the picture book, <i>Can I Keep Him?</i> by Steven Kellogg. The main character, Arnold,					
2	keeps bringing home pets (some real, some imaginary) and asks his mother if he can keep them. His mother provides a reason for not					

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3	<p>keeping each one. After reading a few of the segments, stop, and point out that Arnold never offers a rebuttal to his mother. Ask them, in pairs, to come up with counterarguments Arnold could use to change his mother's thinking and share out with the class.</p> <p>2. Teacher gives student the following question to answer in pairs- "Would you rather be athletic or smart?" Give pairs a few minutes to discuss this question and support their thinking. Share out with class.</p> <p>3. Teacher places students into groups of four and gives each group one of the following questions to respond to in a quick write- Would you rather be able to fast forward life or to rewind it? Would you rather live in a world without cell phone or a world without computers? Would you rather be gossiped about or never talked about at all? Would you rather be smart or popular? Student groups should share their responses, which should generate some opposing stances and lively discussion. Groups share out with the class.</p> <p>4. Teacher gives students an Argument Topic Strip (see resources) to work with. Ask students to create a T chart and list reasons for and against the topic they received. The teacher models using one of the topic strips.</p> <p>After students complete the T Chart, the teacher assigns them a stance, based on the number of the topic strip, to either argue for or against the topic in a quick write. (Even numbered strips argue for the topic, odd numbered strips against) Share out with class.</p>
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1 2 3	<p>1. Students listen as the teacher reads aloud the picture book, <i>Can I Keep Him?</i> and in pairs offer counterarguments to the mother's reasoning. The pairs share out their counterarguments.</p> <p>2. In pairs, students answer the question, "Would you rather be athletic or smart?" They have some quiet think time before verbally giving their response and support.</p> <p>3. In groups of four, students respond in a quick write , using evidence ,to answer one teacher selected question below: Would you rather be able to fast forward life or to rewind it? Would you rather live in a world without cell phone or a world without computers? Would you rather be gossiped about or never talked about at all? Would you rather be smart or popular? Once students have finished writing, they share out with their small group, discussing both sides of the question. Groups share out with the rest of the class.</p> <p>4. Students create a T chart and list reasons for and against the topic the teacher gives them. After students complete the T Chart,</p>

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	they argue for or against the topic in a quick write, based on the directions given by the teacher. Share out with class.
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
4 5 6	<p>1. Show the following video clip (a home video of a football game where player is knocked out). Ask students to turn and talk about the video and then fill in the first section of the Concussions in Sports Organizer. http://www.youtube.com/watch?v=XQfAXIDH4K4</p> <p>Show the following news clip on concussions and football. Again ask students to turn and talk about what they are thinking and complete the second section of the organizer. http://www.youtube.com/watch?v=lolVZtYouYc</p> <p>Show the following news clip on concussions and girls' soccer. Again ask students to turn and talk about what they are thinking and complete the third section of the organizer. http://sports.yahoo.com/blogs/highschool-prep-rally/girls-soccer-not-hockey-second-most-concussions-dr-184921171.html</p> <p>2. Students need to work with two different partners for the next activity, a shoulder partner (person next to them) and a face partner (person across from them) (Kagan). Decide ahead of time how to arrange students in groups of four so they can easily move between their face and shoulder partner to complete the activity.</p> <p>Have students determine if they want to talk about concussions in boys' football or girls' soccer and then establish roles-face partners will have opposite roles (one will be a parent, the other a student) and shoulder partners will share the same role. (Each set of four will have two students and two parents)</p> <p>Give the following articles to the <u>students</u> in each group to read http://edis.ifas.ufl.edu/fy1001 http://www.medpagetoday.com/Pediatrics/GeneralPediatrics/12118</p> <p>Give the following articles to the <u>parents</u> in football groups http://articles.chicagotribune.com/2011-08-26/news/ct-met-youth-concussions-20110826_1_concussions-head-injuries-athletes http://www.nytimes.com/2010/10/21/sports/football/21helmets.html?pagewanted=all</p> <p>Give the following articles to the <u>parents</u> in soccer groups http://articles.ghananation.com/uk/15915-alarming-studies-show-girls-playing-soccer-suffer-nearly-twice-as-many-concussions-as-boys.html http://www.momsteam.com/health-safety/concussion-safety/news-studies/more-concussions-longer-recovery-for-girls</p>

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	<p>3. Explain the role playing scenario—The student wants to play high school football/soccer. The parent does not want the student to play because he/she is fearful of the student being injured and getting a concussion. Then have each person read the two articles (above) to help support his/her argument. Students should be encouraged to annotate the articles as they read, looking for evidence to support their argument.</p> <p>http://mrsthorpewiki.wikispaces.com/file/view/annotation+guidelines.pdf http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-student-annotation-constructing-1132.html</p> <p>4. After reading, shoulder partners (those having the same role) should pair up and plan their arguments using the evidence in the articles and the videos to support their stance and give examples. They may use the Two Column Organizer to gather their information.</p> <p>5. After pairs have had time to prepare their argument (2-4 minutes) have face partners argue their position. Partner one starts and has one minute to convince the other of his/her position. Inform partner two that he/she can only listen, not reply. When a minute or two is up, Partner two has the same amount of time to present his/her side. Remind partner one that he/she can only listen, not reply.</p> <p>6. Debrief by having groups discuss the following in regard to their arguments-</p> <p><i>Which arguments do you think were the strongest?</i> <i>Which arguments do you think were the weakest?</i> <i>What questions would you like to have the answers to on the topic?</i></p> <p>As a formative assessment, have students respond in writing to each of the questions above.</p> <p>7. As an extension, have shoulder partners switch roles so that now instead of arguing just one side, students must argue both sides. Encourage them to argue their new positions better than their partners did.</p>
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
4 5 6	<p>1. Students watch three short video clips. After viewing each clip, they turn and talk and share their thinking with a partner, making connections if possible. After sharing their thinking, they complete the Concussions in Sports Organizer to hold their thinking.</p> <p>2. In groups of four, students work with a face partner and a shoulder partner. Groups determine if they want to discuss concussions in boys’ football or girls’ soccer. They establish roles--face partners will role play a parent - student argument and shoulder partners will share the same role. (Each set of four will have two students and two parents)</p> <p><u>Students</u> in each group read two articles</p>

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	<p>http://edis.ifas.ufl.edu/fy1001 http://www.medpagetoday.com/Pediatrics/GeneralPediatrics/12118</p> <p>The <i>parents in football groups</i> read http://articles.chicagotribune.com/2011-08-26/news/ct-met-youth-concussions-20110826_1_concussions-head-injuries-athletes http://www.nytimes.com/2010/10/21/sports/football/21helmets.html?pagewanted=all</p> <p>The <i>parents in soccer groups</i> read http://articles.ghananation.com/uk/15915-alarming-studies-show-girls-playing-soccer-suffer-nearly-twice-as-many-concussions-as-boys.html http://www.momsteam.com/health-safety/concussion-safety/news-studies/more-concussions-longer-recovery-for-girls</p> <p>3. Groups then prepare for the role playing scenario—The student wants to play high school football/soccer. The parent does not want the student to play because he/she is fearful of the student being injured and getting a concussion. Students read the two articles to help support their argument and annotate, looking for evidence to support their argument.</p> <p>4. After reading, shoulder partners (those having the same role) pair up and plan their arguments using the evidence in the articles and the videos to support their stance and give examples, using the Two Column Organizer to gather their information.</p> <p>5. After pairs have had time to prepare their argument (2-4 minutes), face partners argue their position. Partner one starts and has one minute to convince the other of his/her position. Partner two can only listen, not reply. When a minute or two is up, partner two has the same amount of time to present his/her side. Partner one listens only.</p> <p>6. Groups debrief by discussing the following in regard to their arguments- <i>Which arguments do you think were the strongest?</i> <i>Which arguments do you think were the weakest?</i> <i>What questions would you like to have the answers to on the topic?</i> As a formative assessment, students respond in writing to each of the questions above.</p> <p>7. As an extension, shoulder partners switch roles so that now instead of arguing just one side, they must argue both sides, trying to argue their new positions better than their partners did.</p>
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
7	1. Teacher will present several mentor texts as examples of argumentative writing and through annotation and a think aloud lead
8	students through the structure of argumentative writing.

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	<p>http://mrsthorpewiki.wikispaces.com/file/view/annotation+guidelines.pdf http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-student-annotation-constructing-1132.html http://www.teachervision.fen.com/skill-builder/problem-solving/48546.html http://wvde.state.wv.us/strategybank/ThinkAloud.html</p> <p>The following site offers a plethora of texts- http://www.middledebate.com/topics/topicresearch.htm#animaltesting</p> <p>Teacher introduces domain specific vocabulary associated with argumentative writing-claim, counter or opposing claim, evidence, logic, etc. during the think aloud process.</p> <p>2. Teacher then assigns pairs of students to read an example of an argumentative text to annotate. Teacher instructs students to use different colored highlighters to identify the claim, the counter or opposing claims, evidence, etc. After these areas have been identified, student should post the text on chart paper and evaluate the claim, the relevance and amount of evidence through annotations. Confer with student pairs as they work to offer help.</p> <p>3. Teacher then sends all students on a gallery walk of the annotated texts and encourages them to add to the charts as they find additional information, offer support for weak evidence, etc.</p>
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
7 8	<p>1. Students participate in whole class instruction as the teacher models annotating argumentative mentor texts.</p> <p>2. Student pairs read and annotate an argumentative text using different colored highlighters for different parts of the argument. After identifying the required parts, pairs evaluate the claim, the relevance and amount of evidence by annotating the text on chart paper.</p> <p>3. Students participate in a gallery walk of all the annotated texts and comment on the annotations, adding to them as they find additional information or comments.</p>
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
9 10 11 12	<p>Teacher then moves students into writing an argumentative paper on the class wiki. Students will post their arguments and receive feedback from classmates during the writing process. Students will take ownership of their writing if given choice in their topic.</p> <p>http://owl.english.purdue.edu/owl/resource/685/05/</p>

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13	<p>Suggested topics to choose from can be found at this site http://www.middleschooldebate.com/topics/topicresearch.htm#animaltesting</p> <p>Teacher will need to provide time for students to research their topics. During this time mini-lessons around research should be given as needed on topics such as ethically gathering information, assessing the credibility and accuracy of sources, paraphrasing, citing, etc. http://owl.english.purdue.edu/owl/resource/588/02/ http://www.easybib.com/</p> <p>Throughout the writing process, mini-lessons on the following topics should be presented in a Think Aloud/Do Aloud process where the teacher is modeling an argumentative paper, just like the students. The teacher could model with the concussion topic as students will already be familiar with the content and can offer suggestions. Mini-lessons should include, but are not limited to – http://www.ttms.org/PDFs/05%20Writers%20Workshop%20v001%20(Full).pdf</p> <p>Prewriting</p> <ul style="list-style-type: none">• focusing the topic• clustering ideas together <p>Drafting</p> <ul style="list-style-type: none">• writing an introduction with a hook and a thesis statement• organization of the body paragraphs to show the writer's position, recognize the opposition and counter the opposition• writing an effective conclusion <p>http://klivingston.tripod.com/essay/thesis.html http://www.mcte.org/resources/laneleads.html http://www.angelfire.com/blues/writing/conclusion.html</p> <p>Revising</p> <ul style="list-style-type: none">• transitional words and phrases• sentence structure/fluency• word choice <p>http://jc-schools</p> <p>Editing</p> <ul style="list-style-type: none">• shifts in verb voice• punctuation <p>http://owl.english.purdue.edu/owl/owlprint/539/</p> <p>The teacher should confer with students throughout the entire process, in person and via the wiki, which will serve as formative</p>
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	assessment and support for students. http://emedia.leeward.hawaii.edu/writing/Conferencing.htm
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
9 10 11 12 13	Students select a topic and research it to write an argumentative paper using the writing process. They will post their drafts on the class wiki to receive feedback from peers and the teacher. In addition, they will provide feedback to peers on their drafts. They carefully editing for shifts in verb voice.
UNIT RESOURCES: (include internet addresses for linking)	
<p>Teacher Resources:</p> <p>Daniels, Harvey, and Nancy Steineke. <i>Texts and Lessons for Content-area Reading</i>. Portsmouth, NH: Heinemann, 2011. Print.</p> <p>Hillocks, George. <i>Teaching Argument Writing, Grades 6-12: Supporting Claims with Relevant Evidence and Clear Reasoning</i>. Portsmouth, NH: Heinemann, 2011. Print.</p>	

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