

## Stage 1: Student Exemplar Analysis

### Let's Argue!

**Day 1:** Introduction to One World: The Importance of Argument

**Day 2:** Argumentative Vocabulary

**Day 3:** Topic Exploration

<b>Day 1</b>	Introduction to One World: The Importance of Argument
<b>Common Core Standards</b>	RI.9-10.1,2 W.9-10.1,4 SL.9-10.1
<b>Learning Objectives</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Explain the importance of argumentative writing skills by answering a writing prompt</li> </ul>
<b>Lesson Resources</b>	Student Journal: <ul style="list-style-type: none"> <li>• Pages 3, 9</li> </ul> Digital Resources (available on One World website): <ul style="list-style-type: none"> <li>• Google Slides presentation</li> </ul>
<b>Do Now</b>	<b>Think-Pair-Share:</b> Think about a time when you argued with someone: <ul style="list-style-type: none"> <li>• <i>What did you argue about?</i></li> <li>• <i>How did you prove your point?</i></li> <li>• <i>Who “won” the argument? How did you know?</i></li> </ul>
<b>Lesson Introduction</b>	<ul style="list-style-type: none"> <li>• Share Do Now responses</li> <li>• Review class agenda</li> <li>• Pass out student journals</li> </ul>
<b>Direct Instruction</b>	<ul style="list-style-type: none"> <li>• Welcome students to the One World Unit (pg. 3) <ul style="list-style-type: none"> <li>○ One World is an argumentative writing program</li> <li>○ Students will choose a school-based issue they care about to research and then craft an argument to advocate for solutions</li> <li>○ Students will write an argumentative essay in class and have the potential to be nominated by the teacher to participate in an afterschool program</li> <li>○ After-school program takes place in the spring; students will transform their writing into an oral presentation to compete against students across the city for scholarships and prizes at the One World Challenge</li> </ul> </li> </ul>
<b>Guided Practice</b>	<ul style="list-style-type: none"> <li>• Introduce the video to students <ul style="list-style-type: none"> <li>○ This is a D.C. high school student just like them</li> <li>○ Students will watch a video of a One World presentation and make observations about what they see</li> <li>○ Review the observation questions: <ul style="list-style-type: none"> <li>▪ <i>What is the student’s argument?</i></li> <li>▪ <i>What do you notice about their presentation?</i></li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ <i>What do you wonder about their presentation?</i></li> <li>• Play the video</li> <li>• After viewing the video, allow students to discuss their observations with a partner or in a small group for 2 minutes</li> <li>• Go around the room, letting each group share an observation or question they discussed</li> </ul>
<b>Independent Practice</b>	<ul style="list-style-type: none"> <li>• Direct students to turn to pg. 9 and read the “Arguments Are Everywhere” section.</li> <li>• Students then answer the writing prompts: <ul style="list-style-type: none"> <li>○ <i>Why is it helpful to learn about the argumentative writing process?</i></li> <li>○ <i>In the future, when might these skills help you?</i></li> </ul> </li> </ul>
<b>Exit Ticket</b>	<p>Write answers to the following questions in complete sentences:</p> <ul style="list-style-type: none"> <li>• <i>If you could fix one problem in the world, what would it be? Why?</i></li> <li>• <i>What questions do you have about the One World program?</i></li> </ul>
<b>Differentiation Suggestions</b>	
<b>Virtual Learning</b>	<ul style="list-style-type: none"> <li>• Post the student video for students to watch independently. Then discuss their observations during a synchronous session.</li> <li>• Have students post a resource (an article, a picture, a video, etc.) that shows a current events issue they care about.</li> </ul>
<b>Extension</b>	<ul style="list-style-type: none"> <li>• Provide multiple exemplar videos for students to watch. Ask students to make observations about each video, then compare the videos for both content and style.</li> </ul>
<b>Student Support Tips</b>	<ul style="list-style-type: none"> <li>• Provide examples and sentence stems for video observations: <ul style="list-style-type: none"> <li>○ <i>I noticed that she spoke clearly into the microphone.</i></li> <li>○ I noticed that... / I saw that...</li> <li>○ <i>I wonder why she spoke so fast.</i></li> <li>○ I wonder why...</li> </ul> </li> <li>• Provide a writing frame for the activity on pg. 9: <ul style="list-style-type: none"> <li>○ Learning about argumentative writing will help me _____ because _____. For example, _____. In the future, I will need to know _____ because _____.</li> </ul> </li> </ul>

<b>Day 2</b>	Argumentative Vocabulary
<b>Common Core Standards</b>	RI.9-10.1,4 W.9-10.4 SL.9-10.1 L.9-10.6
<b>Learning Objectives</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Identify examples of argumentative vocabulary terms in order to label the parts of an exemplar paragraph</li> </ul>
<b>Lesson Resources</b>	Student Journal: <ul style="list-style-type: none"> <li>• Page 12</li> </ul>

	<p>Digital Resources (available on One World website):</p> <ul style="list-style-type: none"> <li>• Google Slides presentation</li> <li>• Vocabulary and Sample Paragraph</li> </ul>
<b>Do Now</b>	<p><b>Think-Pair-Share:</b> You want to get food after school with your friends. How would you convince your friends to go to your favorite place?</p> <ul style="list-style-type: none"> <li>• <i>What do you want your friends to do?</i></li> <li>• <i>How would you get them to agree with you?</i></li> <li>• <i>What would you do if they do not agree with you?</i></li> </ul>
<b>Lesson Introduction</b>	<ul style="list-style-type: none"> <li>• Share Do Now responses</li> <li>• Review class agenda</li> <li>• Pass out student journals</li> </ul>
<b>Direct Instruction</b>	<ul style="list-style-type: none"> <li>• Introduce the argumentative vocabulary on pg. 12. Review each vocabulary term and go over the definitions.</li> </ul>
<b>Guided Practice</b>	<ul style="list-style-type: none"> <li>• Introduce the <b>claim</b> example: Playing sports is the best way for students to spend their time after school. Explain that their claim is the main idea of their argument and contains both a problem and a solution. <ul style="list-style-type: none"> <li>○ <i>What is the problem? (What students should do after school)</i></li> <li>○ <i>What is the solution? (Students should play sports)</i></li> </ul> </li> <li>• Ask students who they might be trying to convince with that claim and what else they would need to convince that person - <b>reasons</b>. <b>Example:</b> After a long day at school, playing sports is fun and healthy. <ul style="list-style-type: none"> <li>○ <b>Think-Pair-Share:</b> What is a reason why students should play sports after school?</li> </ul> </li> <li>• Post the <b>evidence</b> example: “According to a Canadian study published in the Journal of Adolescent Health, students who play team sports in grades 8 through 12 have less stress and depression as young adults” (U.S. News &amp; World Report). <ul style="list-style-type: none"> <li>○ <b>Think-Pair-Share:</b> <ul style="list-style-type: none"> <li>▪ What part of an argument is this? How do you know?</li> <li>▪ Does this evidence support the claim? How do you know?</li> <li>▪ Why is evidence an important part of any argument?</li> </ul> </li> </ul> </li> <li>• Tell students they have a claim arguing for playing sports and evidence that shows sports reduce stress, now they need to clearly explain the connection between the elements with the <b>explanation</b>. <ul style="list-style-type: none"> <li>○ Ask students to write one sentence that explains how the evidence supports the claim.</li> </ul> </li> <li>• Ask students if they all agree with the claim. Explain that an opposing argument is a <b>counterclaim</b> and that thinking about counterclaims can help them make their argument even stronger. <b>Example:</b> Parents and teachers may think that doing homework after school is more important than playing sports. <ul style="list-style-type: none"> <li>○ <b>Think-Pair-Share:</b> What are some possible counterclaims for the argument that students should play sports after school?</li> </ul> </li> <li>• Explain that once students have identified a counterclaim, they will need to explain why the counterclaim is wrong or unimportant and re-establish why their claim is stronger. Post the</li> </ul>

	<p><b>rebuttal:</b> U.S. News &amp; World Report states, “Teens who play sports also gain confidence, critical thinking and judgment skills, as well as increased cognitive function.” Therefore, playing sports after school will actually help students do better on their homework.</p> <ul style="list-style-type: none"> <li>○ <b>Think-Pair-Share:</b> <ul style="list-style-type: none"> <li>▪ The rebuttal is made up of two components - what are they? (evidence + explanation)</li> <li>▪ How does this rebuttal strengthen the argument for playing sports after school?</li> </ul> </li> </ul>
<b>Independent Practice</b>	<ul style="list-style-type: none"> <li>• Direct students back to pg. 12 to look at the sample paragraph exercise. Have students read the sample paragraph and label each component with the correct argumentative vocabulary terms.</li> </ul>
<b>Exit Ticket</b>	<p>Read the claim and annotate the problem and solution(s):</p> <p><i>The United States should allow more immigrants to enter the country and should create more pathways for them to become citizens.</i></p>
<b>Differentiation Suggestions</b>	
<b>Virtual Learning</b>	<ul style="list-style-type: none"> <li>• Use a screencasting program to record yourself going through the examples in the slides for students to view independently. Then lead students through the discussion questions during a synchronous session.</li> <li>• In the Vocabulary and Sample Paragraph digital graphic organizer, have students color code the different elements of the paragraph and explain how they arrived at their answers.</li> </ul>
<b>Extension</b>	<ul style="list-style-type: none"> <li>• Have students work in small groups to label the sample paragraph exercise, with more advanced students acting as team leaders.</li> </ul>
<b>Student Support Tips</b>	<ul style="list-style-type: none"> <li>• Color code the vocabulary words. Use the color coding to guide students through the sample paragraph exercise on pg. 12. Point out textual clues and have students color code them accordingly (transition words, quotation marks, sentence starters, etc.)</li> </ul>

<b>Day 3</b>	Topic Exploration
<b>Common Core Standards</b>	RI.9-10.6 W.9-10.1,7 SL.9-10.1
<b>Learning Objectives</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop relevant reasons that support an example claim</li> <li>• Identify topics and specific problems of interest by using the resources on the One World website</li> </ul>
<b>Lesson Resources</b>	<p>Student Journal:</p> <ul style="list-style-type: none"> <li>• Pages 13-14</li> </ul>

	<p>Digital Resources (available on One World website):</p> <ul style="list-style-type: none"> <li>• Google Slides presentation</li> <li>• Student research resources</li> <li>• Research Topic Webquest</li> </ul>
<b>Do Now</b>	<p><b>Jot-Pair-Share:</b> Review the claim and identify at least 2 reasons that would support it.</p> <ul style="list-style-type: none"> <li>• <b>Claim:</b> Teenagers should have a say in how they are governed, therefore the government should lower the voting age to 16.</li> </ul>
<b>Lesson Introduction</b>	<ul style="list-style-type: none"> <li>• Share Do Now responses</li> <li>• Review class agenda</li> <li>• Pass out student journals</li> <li>• Introduce the lesson with a brief <b>Think-Pair-Share:</b> <ul style="list-style-type: none"> <li>○ <i>If you could fix a problem in the world, what would it be?</i></li> <li>○ <i>How would you change it?</i></li> <li>○ <i>How would you convince others to work towards that change?</i></li> </ul> </li> </ul>
<b>Direct Instruction</b>	<ul style="list-style-type: none"> <li>• Remind students that they are going to choose an issue that they care about, research the issue, and write to advocate for a solution. If they are interested in the topic and/or have a personal connection to the topic, they will be more motivated throughout the research and writing process.</li> <li>• Tell students that as they are thinking about what topic to choose, they will need to identify a specific problem related to that topic. Show the example and ask the class if they can identify any other problems that relate to immigration. <b>Example:</b> <ul style="list-style-type: none"> <li>○ <b>Topic:</b> Immigration</li> <li>○ <b>Problem:</b> The U.S. has dramatically reduced the number of refugees it admits into the country.</li> </ul> </li> <li>• Show students the resources available to them that will help them choose a topic. <b>Note:</b> Teachers can set whatever parameters around topics that they need to. <ul style="list-style-type: none"> <li>○ Students can review the topic lists on page 13.</li> <li>○ Students can navigate to the student resource page on the One World website to review the topics that have research resources.</li> <li>○ Students can navigate to the student writing page to review topics that other students have written about. <b>Note:</b> Tell students that their writing could be featured on this page in the future.</li> </ul> </li> </ul>
<b>Guided Practice</b>	<ul style="list-style-type: none"> <li>• Give students time to explore the different resources and note topics of interest.</li> <li>• Put students into small groups to discuss the topics that they looked at: <ul style="list-style-type: none"> <li>○ <i>What topics caught your eye? Why?</i></li> <li>○ <i>Who is impacted by the problem?</i></li> <li>○ <i>What would you like to change?</i></li> </ul> </li> </ul>
<b>Independent Practice</b>	<ul style="list-style-type: none"> <li>• Direct students to turn to page 14 of their journals.</li> <li>• Students will select their top 4 topics and identify a specific problem related to each topic.</li> </ul>
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>• What is the topic you are most interested in research and writing about? What is the specific</li> </ul>

	problem you want to focus on?
<b>Differentiation Suggestions</b>	
<b>Virtual Learning</b>	<ul style="list-style-type: none"> <li>• Create a shared Google Doc or Slides and ask students to find and add an image that shows the topic they are interested in and to explain the problem. This can be done synchronously or asynchronously to drive discussion.</li> </ul>
<b>Extension</b>	<ul style="list-style-type: none"> <li>• Ask students to read and summarize an article about the problem they chose.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• Provide a writing frame:             <ul style="list-style-type: none"> <li>○ I am interested in the topic of _____ because _____. I think there is a problem _____ because _____.</li> </ul> </li> </ul>