

Lesson 2: Close Read: Argumentative Essay Student Exemplar (1 45-60 minute block)	
Objectives	<p>By the end of this lesson, students will be able to:</p> <ul style="list-style-type: none"> Identify examples of three rhetorical techniques (ethos, pathos, and logos) using a student exemplar to assess how the techniques support an argument. Analyze a student exemplar essay using guiding questions and peer discussion to reflect on how the author makes an argument.
Materials	<p>One World Journal, pgs. 6-10 Chart paper and markers Projector or SMART board Timer</p>
Central Questions	<ul style="list-style-type: none"> What makes a strong argument? How do authors connect their claims to evidence with reasoning? How do authors use rhetorical techniques to structure and support their claims?
Do Now	<ol style="list-style-type: none"> Post these examples of ethos, pathos, and logos: <ol style="list-style-type: none"> <i>If you do not work out and eat healthy, you are at a greater risk of a heart attack!</i> (Answer: pathos) <i>A Snickers bar has 215 calories, 11 grams of fat, and 20 grams of sugar, so it is not a healthy snack.</i> (Answer: logos) <i>Colgate is the #1 toothpaste recommended by dental professionals.</i> (Answer: ethos) Ask students to read the definition of each rhetorical technique in OWJ, pg. 6, and discuss with a partner: What technique is being used to appeal to the audience? Have students record the examples in the chart and create an anchor chart with each technique for students to reference. Call on students to share their ideas. Ask: What are the strengths and weaknesses of each technique?
Lesson	<p>Note: The close read can be conducted as a single lesson or broken into smaller chunks that better address your timing needs.</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> Direct students to “Close Read: Argumentative Essay Student Exemplar”, OWJ, pg. 6. Explain that the exemplar was written by an adult student like them and will serve as a reference for them as they research and write their essays. Explain that the essay has been broken down to help students understand and analyze it. Tell students that they will read the exemplar at least two times: 1) Questions to help students understand the text; 2) Questions to help students analyze and discuss the argumentative techniques and overall effectiveness of the argument. Post the following reading strategies on the board: <ol style="list-style-type: none"> <i>Stop & Jot (S&J): write the answer down</i> <i>Jot & Talk (J&T): write the answer down, then share with a partner</i> <i>Think-Pair-Share (TPS): think about the answer, then share with a partner</i> <i>Turn & Talk (T&T): discuss the answer with a partner or small group</i>

	<p>4. Model the activity with a think aloud of the first paragraph:</p> <ol style="list-style-type: none"> Read the paragraph aloud and annotate: ✓ = I already knew this; ! = surprising or important information; ? = I don't understand. Read the questions in the Understand the Text column. With students' help, answer the questions. Release students to follow the same steps for paragraphs 2-5. Monitor student progress and support as needed. <p>5. Tell students that they are going to read the text again, using the Analyze & Discuss column to analyze the author's argument, considering how she makes her argument and how effective it is.</p> <ol style="list-style-type: none"> Read the question prompts for paragraph 1. Set a timer for 3-5 minutes. Direct students to review the paragraph and think about an answer to the question. Set a time for 2-3 minutes. Direct students to share their ideas with a partner or in a small group. Ask for volunteers to share what they talked about. Repeat for paragraphs 2-5. <p>Assessment: "Understand the Text" and "Analyze and Discuss" responses, OWJ, pgs. 6-10.</p>
Differentiation	
Extend	<ul style="list-style-type: none"> Find a speech given by a prominent person to read and/or listen to. Ask students to analyze the effectiveness of the argument using the same question prompts from the student exemplar.
Language Development	<ul style="list-style-type: none"> Show advertisements representing rhetorical techniques or ask students to find their own and explain the technique the ad is using to make its argument. Provide sentence stems for students to use in discussion: <ul style="list-style-type: none"> ○ I think the claim is... ○ The author supports his or her claim by... ○ The author uses (ethos/pathos/logos) when...

Lesson Reflection	
What worked well?	What would you change for next time?