

Lesson 7: Outline (1-2 60 minute blocks)	
Objectives	<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> • Synthesize research and assess their personal connection to the topic in order to plan an engaging introduction and strong conclusion. • Organize reasons and evidence to support their claim into an outline of supporting paragraphs.
Materials	<p>One World Journal, pg. 6, 31-33, 43-46, 52-56 Board or chart paper and markers Projector or SMART board</p>
Central Questions	<ul style="list-style-type: none"> • How do I convince my audience that my point of view is correct? • How do I construct a strong and engaging argument? • What evidence best supports my claim? • How do I use an outline to organize my ideas?
Do Now	<ol style="list-style-type: none"> 1. Direct students to “Presentation Breakdown,” OWJ, pg. 43. Tell students to review the topic they chose and their personal connection. 2. Tell students to prepare a 60-second pitch by answering questions for “Pitch #3,” OWJ, pgs. 44-45. 3. Review “The 5 Ps of Presentation,” OWJ, pg. 43. 4. Place students in small groups and set a timer for 60 seconds. Students take turns making their pitch and providing feedback using “Presentation Peer Review,” OWJ, pg. 46. <p>If time allows, have volunteers present to the whole class and provide additional feedback.</p>
Lesson	<p>Exercise 1: Planning an Introduction</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Tell students they will begin to organize their research into an outline that will clearly develop their argument. Explain that an outline helps to organize the main idea and supporting details of their argument before they start to write. 2. Direct students to Think-Pair-Share why creating an outline is an important step in the writing process. 3. Direct students to “Argumentative Essay Outline,” OWJ, pg. 31. As a class, read the prompts under Introduction. 4. Explain that there are many ways to begin an argument, but they want their essay to immediately engage the reader. Tell students they will want to consider the hook style that best suits their personality as the author, as well as the topic they are writing about. On a piece of chart paper, post the following hook techniques for students to consider: <ul style="list-style-type: none"> • A story brings the audience into the issue. It captures their emotions. • A question places the audience in a position to think about how the issue connects to them. • A claim/argument directly states your position to the audience.

	<ul style="list-style-type: none"> • <i>A significant data point shocks or startles the audience.</i> <ol style="list-style-type: none"> 5. Provide or elicit examples of each type, connecting them to the “Rhetorical Techniques,” OWJ, pg. 6. 6. Direct students to re-read the introduction of the student exemplar and identify the hook technique the author used. 7. Provide students with time to draft the elements of their introduction. Remind students that the draft does not need to be perfect—this is the first step to writing their essay and they will have opportunities to revise based on feedback. 8. As students finish, place them in pairs to review their introduction outline and provide feedback on clarity and cohesion: <ul style="list-style-type: none"> • <i>Does the introduction make sense?</i> • <i>What information should be added?</i> • <i>What information could be deleted?</i> <p>Exercise 2: Supporting Paragraphs Outline</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Explain that the body of the Argumentative Reflection will contain supporting paragraphs that lay out the evidence that supports their claim. 2. Review a supporting paragraph from the student exemplar, modeling each component with a think aloud. 3. Direct students to begin drafting their three body paragraphs outline “Argumentative Essay Outline” OWJ, pgs. 31-32. Circulate and provide support. 4. Repeat for the counterclaim paragraph outline OWJ, pg. 32. <p>Exercise 3: Planning a Conclusion</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. As a class, read the components of the conclusion “Argumentative Essay Outline” OWJ, pg. 33. Direct students to re-read the student exemplar conclusion and identify each component. 2. Provide time for students to outline their conclusion paragraph. Circulate and provide support. 3. As students finish, direct them to find a partner who will review their conclusion outline: <ul style="list-style-type: none"> • <i>Does the outline have all of the necessary components?</i> • <i>What information could be added?</i> • <i>What information could be clarified or deleted?</i>
Differentiation	
Extend	<ul style="list-style-type: none"> • Have students write hooks using each technique and then present them for feedback.

Language Development	<ul style="list-style-type: none">• Color code an example outline with annotations for students to reference.• Direct students to use the more structured outline in Appendix C: Scaffolded Argumentative Essay Outline, OWJ, pgs. 52-56.
----------------------	--

Lesson Reflection	
What worked well	What to change for next time