

## 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.11-12.1,2 W.11-12.1,4 SL.11-12.1
<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> <li>• Student presentation videos</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> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ <i>What do you notice about their presentation?</i></li> <li>▪ <i>What do you wonder about their presentation?</i></li> </ul> <ul style="list-style-type: none"> <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>What does it mean to be college and career ready?</i></li> <li>○ <i>Why is college and career readiness important?</i></li> <li>○ <i>How will learning argumentative techniques help you in the future? Give specific examples based on your future plans.</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>Language Development</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>I noticed that... / I saw that...</i></li> <li>○ <i>I wonder why she spoke so fast.</i></li> <li>○ <i>I wonder why...</i></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.11-12.1,4 W.11-12.4 SL.11-12.1 L.11-12.6
<b>Learning Objectives</b>	<p>Students will be able to:</p> <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>

<p><b>Lesson Resources</b></p>	<p>Student Journal:</p> <ul style="list-style-type: none"> <li>• Pages 12-13</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>
<p><b>Do Now</b></p>	<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>
<p><b>Lesson Introduction</b></p>	<ul style="list-style-type: none"> <li>• Share Do Now responses</li> <li>• Review class agenda</li> <li>• Pass out student journals</li> </ul>
<p><b>Direct Instruction</b></p>	<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>
<p><b>Guided Practice</b></p>	<ul style="list-style-type: none"> <li>• Introduce the <b>claim</b> example: College athletes should get paid for practices and games while working for a college team. 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? (College athletes aren't paid )</i></li> <li>○ <i>What is the solution? (Colleges should pay their athletes)</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> College athletes train like professional athletes. <ul style="list-style-type: none"> <li>○ <b>Think-Pair-Share:</b> What is a reason why college athletes should get paid?</li> </ul> </li> <li>• Post the <b>evidence</b> example: “According to an article by the Huffington Post, Athletes earn their schools hundreds of thousands of dollars, increase enrollment, and if they do well, provide a recruiting piece for generations.” (The Huffington Post). <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 paying college athletes and evidence that shows why athletes should be paid, now they need to clearly explain the connection between the elements with the <b>warrant</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> Some people think that college athletes don't need to be paid because they're earning scholarships. <ul style="list-style-type: none"> <li>○ <b>Think-Pair-Share:</b> What are some possible counterclaims for the argument that college athletes should be paid?</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 <b>rebuttal:</b> According to NPR, “The NCAA has reported annual revenues topping \$1 billion, largely on the strength of TV rights and marketing fees connected with its most prominent sports and events, such as the highly lucrative Division 1 men's basketball tournament.”</li> </ul>

	<p>Therefore, college athletes deserve to be compensated for their efforts in creating those revenues.</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 + warrant)</li> <li>▪ How does this rebuttal strengthen the argument for paying college athletes?</li> </ul> </li> </ul>
<b>Independent Practice</b>	<ul style="list-style-type: none"> <li>• Direct students to page 13 to look at the sample paragraph exercise. Have students read the 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, solution(s) and reasons:  <i>Men and women should be paid equally for equal work because women also support families, it hurts men, and the law requires equity for all.</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>Language Development</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.11-12.6 W.11-12.1,7 SL.11-12.1
<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 14-15</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> To set students up for financial success, schools should require students to take at least one financial literacy class in order to graduate.</li> </ul>

<p><b>Lesson Introduction</b></p>	<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>
<p><b>Direct Instruction</b></p>	<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 and start thinking about possible solutions. Show the example and ask the class if they can identify any other problems or solutions that relate to the wage gap. <b>Example</b>: <ul style="list-style-type: none"> <li>○ <b>Topic</b>: The wage gap</li> <li>○ <b>Problem</b>: Men and women still are not paid equally for equal work.</li> <li>○ <b>Solution</b>: The government should do a better job enforcing the law.</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 14.</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>
<p><b>Guided Practice</b></p>	<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>
<p><b>Independent Practice</b></p>	<ul style="list-style-type: none"> <li>• Direct students to turn to page 15 of their journals.</li> <li>• Students will select their top 4 topics and identify a specific problem related to each topic.</li> </ul>
<p><b>Exit Ticket</b></p>	<ul style="list-style-type: none"> <li>• What is the topic you are most interested in research and writing about? What is the specific problem you want to focus on?</li> </ul>
<p><b>Differentiation Suggestions</b></p>	
<p><b>Virtual Learning</b></p>	<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>
<p><b>Extension</b></p>	<ul style="list-style-type: none"> <li>• Ask students to read and summarize an article about the problem they chose.</li> </ul>
<p><b>Language Development</b></p>	<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>