



Unit Planner: Argumentative Writing Unit #2

Englsh 6

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Argumentative Writing Unit #2

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Big Ideas / Enduring Understandings

The "examined life" (according to Socrates) allows the examiner to self reflect and give purpose and meaning to one's life.

Critical thinking skills (the same skills used in critical analysis writing) are skills that are needed to embark on an "examined life."

Plato's Socrates invented the Socratic method, a method that allows the critical thinker to teach themselves through self reflection and inquiry.

A healthy and stable childhood requires attention int the development of emotional, physical, and social aspects of a child's upbringing.

Memoir writing is an exercise of someone living an "examined life."

Being self-aware of ones own circumstances and role in society/family can help one determine the difference between what one wants and what one needs.

Essential Questions

What is an "examined life" and why is it useful?

What is required to live an "examined life"?

Why was Plato and Socrates important figures that influenced history?

What is the difference between one's wants and one's needs?

Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 11-12

Reading: Literature

Key Ideas and Details

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.

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

1e. Provide a concluding statement or section that follows from and supports the argument presented.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Language

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

- *thesis*

- *Claims*
- *Counter claims*
- *Refutation*

Skills / Strategies

- Create and formulate a position/thesis
- Use evidence to support Claims for thesis
- multiple draft writing

- *difference between what one wants and what is a necessity*

Key Terms / Vocabulary

Healthy Stable Childhood

- Position
- refutation
- analyze
- counterclaim
- Topic
- Audience
- Purpose
- 30 SAT Words List Review

Learning Plan & Activities

Please include Theatre Modalities when appropriate

- Create a personal timeline with important historical and personal events.
Use personal examples to model
- List all the roles they have in life now, assigned and unassigned. List of goals for the future, and create a purpose statement for their life.
- Describe a person that lives an unexamined life.
- Create claims based on what Antwone Fisher expressed he wanted during his childhood
- Create claims based on what students infer Antwone needed to create a healthy stable childhood
- Formulate a position/thesis statement
- Determine relevant information to support thesis
- Utilize Graphic Organize to outline essay
- Begin first draft
- Revise, self edit, peer edit, re-write
- Complete final draft for submission
- Revise second draft for final grade
- 3 reading Quizes (Finding Fish, memoir)
- 3 SAT Vocabulary Quizes

ELL Modifications

1. Extended time for assessment and assignments.
2. The Frayer Model
3. Use of Bilingual dictionary
4. Simplified assessments: True/False, Multiple choice (only two choices) matching, decreased number of questions.
5. Students seat near the front of the class for easier monitoring by teacher.
6. Students receive visual and graphic organizers
7. Vocabulary words are introduced and tested prior to introduction of new material
8. Student are paired with another student for peer tutoring
9. Teachers repeat and rephrase often

Assessments

Depth of Knowledge (DOK) Levels

Argumentative Essay

Formative: DOK 4 Extended Thinking: Written: Essay

Essay Question: Choose on of the two:

- 1) Does the author of the memoir you are reading demonstrate the author being aware of the difference between what s/he wants and what s/he actually needs?
- 2) Is the the question "Does the author of the memoir you are reading demonstrate the author being aware of the difference between what s/he wants and what s/he actually needs?" irrelevant?

Multiple Journal entry and reflection writings based on Memoir

Formative: DOK 4 Extended Thinking: Test: Common

Students will use writing prompts as well as active reading strategies to develop inferences and opinions about their reading. Such entries will be used for classroom debate and discussion as well as small group work.

3 Vocabulary Tests

Formative: DOK 3 Strategic Thinking: Test: Common

3 tests exams that test students understanding of definitions, the use of the words in a sentence, and their relationships in analogies

10. Physical activity is used: Model, role play, act out
11. Length of reading passages is modify, with extended time to complete them
12. Teachers accept Verbal responses in lieu of written work(Beginners)

Resources

Texts Used (fiction, non-fiction, on-line, media, etc...)

Text _

Choice of 4 different memoirs

When I was Puerto Rican by Esmeralda Santiago

Finding Fish by Antwone Fisher

Incidents in the Life of a Slave Girl

Finny in Farsi by Firoozeh Dumas

Graphic organizer for Outlining Argumentative Essay

New Rubric For Argumentative Essay

Focus

- Small group



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