**Argumentative Writing Lesson**

**Name:** Katelyn Rosevear **Time Allotted:** 60 minutes

**Grade Level:** 8th Grade **Subject:** Language Arts/Writing

**Materials Required:**

* Graphic organizer (http://www.creativewriting-prompts.com/support-files/persuasionmap2reason3facts.pdf)
* Copy of article *Should all field trips be educational?* (One for every student)

Iasevoli, B. (2013). Should all field trips be educational? *Time for Kids*. Retrieved from http://www.timeforkids.com/node/116446/print

* Sticky notes

**Common Core Standard:**

**CCSS.ELA-Literacy.W.8.1b**Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

**Objective(s): A specific, measurable portion of a GLCE or HSCE (may more clearly state with Bloom’s taxonomy verb) including the level of proficiency. –** *The student will {Bloom’s taxonomy verb}…{level of Bloom’s taxonomy learning}… so that they demonstrate 80% proficiency on the end of lesson assessment.*

**The student will support a claim with logical reasoning and relevant evidence** by completing a graphic organizer containing the claim with two reasons and three pieces of evidence for each reason. (Evaluation)

**Assessment:**

Informal Formative- During the Numbered Heads Together, teacher will listen to the response from each group as a check for students’ understanding.

Formal Summative- Students will complete a graphic organizer for their chosen topic. It must include at least two reasons to support the claim and a minimum of three examples of evidence to back-up the reasoning.

**Instructional Procedure: What information do students need to accomplish the objective?**

1. **Anticipatory Set:**
	* “Who in the class thinks they can win an argument? Today we will see how good your debating skills are.”
2. **State Purpose and Objective of Lesson:**
	* “We will be learning how to support our claims with reasoning and evidence to back them up.”
	* “We want to be able to do this because reasoning and evidence will make our claims stronger”
3. **Instructional Input/Direct Instruction:**
	* A claim is an author’s statement of what they believe. In argumentative writing, the author tries to convince the reader to also believe the claim is true.
	* To make a claim stronger, the author adds reasons with evidence to support their claim.
	* To convince the principle that this is the best class in the school, I tell him *why* I think this is true. I give reason such as: this class has very smart students and they respect one another. I can make my reasons even stronger by giving specific examples or evidence. The class is smart because they all got an A on their last math test and they have the highest grades of any 8th grade class in the school.
	* Draw a line on the board; on one end of the line write “agree” and on the other write “disagree”. Students will come up to the board and place a sticky note with their name on a line in relation to how they feel about each statement. (If they agree place on the agree side, if they disagree on the disagree side, or somewhere in the middle if they cannot decide.)
		+ 1. Television is a bad influence
			2. Schools should stop teaching cursive
			3. Schools should ban junk food
	* Students will share on reason why they agree or disagree with the claim.
4. **Modeling:**
	* Demonstrate how to support a claim with reasons and evidence.
	* Fill out graphic organizer on board with claim and reasons with evidence.
		1. Claim- Schools should ban junk food
		2. Reason 1- Junk food is unhealthy
			1. Evidence- It is filled with fats and sugar, which can lead to disease
		3. Reason 2- It would effect students’ concentration
			1. Evidence- Studies prove you are affect by what you eat. Sugar affects brain activity.
5. **Guided Practice:**
	* **Strategy 4.1 Numbered Heads Together**

Number students off to form groups of 4-5 students. Have class think of another reason to support the claim “Schools should ban junk food” along with evidence to support the reason. Have groups share their answers with the whole class and add additional reasons to the graphic organizer on the board.

* Students will read article *Should all field trips be educational?*
* **Strategy 5.5 Informal Outline**

As they read the article, students will make an informal outline with the main points and supporting details of the article.

* With a partner students will fill out the graphic organizer with two reasons supporting the claim and three examples for each reason.
1. **Independent Practice:**
* Students will fill out a graphic organizer with a claim supported by reasons and evidence for a topic of their choice. (In a future lesson students will develop an argumentative essay from the information on their graphic organizer.)
1. **Differentiated Consideration**
* Provide students who are having a difficult time picking a topic with a list of choices. (http://www.tutorvista.com/english/debate-topics-for-middle-school)
1. **Closure:**
* Review objectives- thumbs-up for understanding
* Ask students- “How can we make a claim more convincing? How can we strengthen our reasoning?”
1. **References:**

Iasevoli, B. (2013, October 22). News Should all field trips be educational?. *Time For Kids*. Retrieved November 6, 2013, from http://www.timeforkids.com/news/debate/116446

Persuasive Essay Graphic Organizer. (n.d.). *Creative Writing Prompts*. Retrieved November 6, 2013, from http://www.creativewriting-prompts.com/persuasive-essay-graphic- organizer.html

**Explanation of Identified Instructional Strategies**

4.1 Numbered Heads Together

* This strategy works well in this lesson, because it allows students to share their ideas with one another. Collaboration provides students with the opportunity to learn from their peers and finalize their own thinking. Also it gives students a chance to move around the classroom, which may be beneficial to kinesthetic learners.
* Using this strategy is beneficial, as it does not create an interruption to the flow of the lesson. It is a quick strategy that allows students to have a discussion with their classmates and collaborate with their peers.
* A possible con to using this strategy could be the engagement of all students. If some students are more hesitant to share and others dominate the conversation, not all students will be able to equally share. Combat this issue through modeling and practicing the strategy together, explaining procedures for respectfully adding to the conversation. If necessary, add a leader to each group, who can ask students who have not yet shared what their opinion is.

5.5 Informal Outline

* Using this strategy allows students to take simple notes on the article they read. I chose to use this strategy, because of its simplicity and usefulness in helping students to recall the most important information from what they have read.
* This form of note taking (unlike many others) does not take a long time, which is important because this activity is not the focus of the lesson but is used to support students’ learning.
* A possible problem with using this strategy could result from students taking insufficient notes on the article they read. If students’ notes do not include the main points of the article or are missing key supporting evidence, they will not be helpful to the student, when they fill in the writing graphic organizer.