

To what extent is rebellion a requirement for society to progress?

Over the course of this unit, we've looked at loud rebellions, silent rebellions, and even the absence of rebellion. We've seen both the necessity and consequences of standing up for what one believes to be right. Based on your reading, discussions, and other work over the past few weeks, the time has come for you to give your fullest and most confident response to the Essential Question:

To what extent is rebellion a requirement for society to progress?

To answer this question, it's expected that you will do the following:

- Compose an original, arguable claim that responds to the EQ.
- Provide relevant and sufficient evidence to back up that claim.
- Utilize multiple body paragraphs to organize your argument.
- Express yourself clearly and directly through careful use of writer's craft.

WRITING WEEK BREAKDOWN:

Day 1: Prompt & Claim

Homework: Write your claim statement & submit on Padlet.

NOTES:

Day 2: Evidence Collection

Homework: Add all evidence to your outline.

Day 3: Outline Begins

Homework: Add as much to your outline as you can.

Day 4: Outline Finish/Writing begins

Homework: Continue essay writing.

Day 5: Finish essay & submit party!

Homework: None! You're done!

SYNTHESIS ESSAY RUBRIC

CLAIM

Distinguished (5)	Basic (3)	Below Basic (1)
Establishes an argumentative line of reasoning with layers of complexity	Argumentative line of reasoning is established	Does not establish an argumentative line of reasoning; does not address the prompt

EVIDENCE

Distinguished (5)	Proficient (4)	Basic (3)	Below Basic (2)
Evidence is specific to the claim & contextually aligned with the argument	Evidence is sufficient, but lacks specificity and contextual alignment	Evidence is present and generally connects to claim	Does not provide adequate evidence or connections to the claim

COMMENTARY

Thoughtful discussion of the evidence and provides a sophisticated connection to the argument as a whole	Adequate discussion of the evidence and provides a connection to the argument as a whole	Brief discussion of the evidence and/or provides a connection to the argument as a whole	Summarizes evidence and does not provide further commentary
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WRITER'S CRAFT

Distinguished (5)	Basic (3)	Below Basic (2)
Writing is presented with authentic voice and purposeful diction The argument is precisely dictated and mechanics that are used with sophistication to enhance the overall argument.	Writing is functional and at times diction choices are purposeful The argument is clear; mechanical errors do not distract from the overall meaning.	The mechanical errors make this unreadable and detract from the argument.

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DAY ONE - CLAIM WRITING:

Let's start by reviewing the rubric:

CLAIM		
Distinguished (5)	Basic (3)	Below Basic (1)
Establishes an argumentative line of reasoning <u>with layers of complexity</u>	Argumentative <u>line of reasoning is established</u>	Does not establish an argumentative line of reasoning; does not address the prompt
<i>This claim will take a clear position, but also acknowledge some of the complications or complexities that are involved.</i>	<i>This claim will simply state "yes" or "no" to the question at hand. The claim may oversimplify the argument.</i>	

Claim Drafting:

Draft 1	Draft 2	Draft 3

Submit your favorite draft to our class [Padlet](#) before 10pm tonight! This is your chance to get immediate feedback!

Final Draft Claim: _____

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DAYS 2-4: THE OUTLINE

Day 2: Fill in claim, subclaims, and evidence

Day 3: Fill in context & commentary

Day 4: Fill in the remaining areas and start writing!

PARAGRAPH ONE: Introduction	<input type="checkbox"/>
Hook: Background: Claim:	
PARAGRAPH TWO: Subclaim One	<input type="checkbox"/>
Subclaim: Context: Evidence: Commentary: Context: Evidence: Commentary:	
PARAGRAPH THREE: Subclaim Two	<input type="checkbox"/>
Subclaim: Context: Evidence: Commentary: Context: Evidence: Commentary:	
PARAGRAPH FOUR: Subclaim Three	<input type="checkbox"/>
Subclaim: Context: Evidence: Commentary: Context: Evidence: Commentary:	
PARAGRAPH FIVE: Subclaim Four	<input type="checkbox"/>
Subclaim: Context: Evidence:	

Commentary: Context: Evidence: Commentary:	
PARAGRAPH SIX: CONCLUSION Final answer -- combination of <i>novel title</i> and personal experiences.	<input type="checkbox"/>

TEACHER NOTES:

Variations on the outline:

There are a lot of other ways the outline can look depending on what students have read. Here is another idea for organizing the synthesis essay:

Paragraph One: Introduction

Paragraph Two: Answer according to *core text* / *lit circle text* / *independent choice text*

Paragraph Three: Answer according to *other source*

Paragraph Four: Answer according to *personal experience*

Paragraph Five: Conclusion

For an even higher level synthesis, have students organize paragraphs by argument and let the evidence sources blend together. Another option would be to require a counterargument: for beginners, this could be its own paragraph toward the end, or for more advanced writers, something built into the body paragraphs.

Using Padlet for Claim Drafting:

On Day 2, all of your students should have submitted their claims to you via Padlet. Here's how I use them to teach the next day and give feedback during the writing process: [Using Padlet for Claim Statements](#)

Grading the Essays

1. Make sure EVERY STUDENT hits submit on Friday. Even if they're not done. I assure students that all essays that are submitted on time are eligible for revision. Everyone has different policies with "0" marks, and that aside, getting every essay on the same day is critical for feedback and support.
2. Score EVERY ESSAY OVER THE WEEKEND. Plan accordingly. And when I say "score", I mean "circle the rubric". I do NOT mean write all over and leave tons of personalized comments. Nope. I read a paper (2-4 min), score on the rubric, and go to the next paper. As I go, I will mark on a sticky note the common errors that I'm noticing. Grading all at once is a POWERFUL tool for you as an instructor -- seeing all student responses back to back in one sitting gives you the most accurate feel for where students are succeeding and where students are struggling as a class. This is much harder to do grading one essay here, ten there, another three at midnight, and eventually getting to the rest.
3. When I'm finished scoring, I write my lesson plan for Monday: a common errors and revision lesson. Everyone gets their scores back. Then everyone gets a 1-2 day lesson on the big picture errors and revision suggestions that I teach. Teaching revision is so much more powerful than writing tons of comments. For students that struggle beyond the scope of what a lesson can remedy, make space for 1:1 writing conferences with those students.
4. For a breakdown of these ideas and helpful guides, read my post [here!](#)