

# Reading Closely to Make Arguments

Lesson Plan (1 Day)



# Lesson Summary

In this lesson, students and teacher will analyze two images to discover how reasons and details can be used to build arguments. Rather than analyzing text for evidence students will attend to the details of a discussion-worthy photo and will respond to a prompt. Teacher will model and students will participate in large and small group collaboration. Finally, students will practice constructing a statement of the message of the photo (claim), a reason for making the claim, and details from the photo that support the reason (evidence)

- **Step 1: Set Purpose/Activate Prior Knowledge** - Students will complete an initial analysis of the first photo to activate prior knowledge of making arguments.
- **Step 2: I Do It/We Do It Together** - Teacher will model and then whole class will collaborate to find additional details to support an argument.
- **Step 3: You Do It Together** - Students will analyze a second photo in pairs or small groups. An activity handout will guide the analysis.
- **Step 4: Independent Application** - Students will use analysis from Step 3 to construct an argument using the provided graphic organizer.

## Objective

Students will select evidence to support their ideas about an image or photograph.

## Engagement Strategies

- **Turn and Talk:** Students will turn to a partner and collaborate through discussion
- **Collaborating to Find Evidence:** Students will work in pairs or small groups to find and evaluate evidence while practicing reasoning together

## Key Vocabulary

Claim

Argument

## Materials:

- Presentation: Reading Closely to Make Arguments
- Entrance Activity: "Analyze an Image"

- Activity: “Make an Argument about an Image”

## Standards Addressed in this Lesson

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-LITERACY.CCRA.W.1)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-LITERACY.CCRA.W.4)
- 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. (CCSS.ELA-LITERACY.CCRA.R.1)
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (CCSS.ELA-LITERACY.CCRA.R.2)

## Lesson Steps

### Step 1: Set Purpose/Activate Prior Knowledge

| Teacher Will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Students Will:                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <div data-bbox="168 1136 435 1203"> <p>What argument is the artist trying to make?</p> </div> <div data-bbox="521 1098 753 1394">  </div> <div data-bbox="672 1400 764 1423"> <p><small>DRAFT Material<br/>© ThinkCERCA 2018</small></p> </div> <p>Have students complete an image analysis activity to activate prior knowledge of making arguments.</p> <p>Project or pass out the photo of the Banksy piece “I Want Change.” (Slide 3)</p> <p>Pass out Entrance Activity “<a href="#">Analyze an Image</a>”</p> | <p>Examine the photo and answer the questions on the entrance activity.</p> |

Direct students to turn to a neighbor and discuss answers.

Students turn and discuss their answers to the activity.

## Step 2: I Do It/We Do It Together

### Teacher Will:

What argument is the artist trying to make?

"The man in the picture looks homeless, because he is on the ground holding a sign."



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Teacher will model the process of looking for details in order to make meaning. (Slide 4)

*"What is the artist trying to convey with this picture? I am going to do a think-aloud so you can hear how I look for details when I start making meaning."*

*"I am noticing the man in the picture looks homeless, because he is on the ground holding a sign." Can you help me find another detail that helps me understand the work of art?"*

### Students Will:

Students listen and watch teacher modeling.

Students examine a photo.  
Based on the teacher model, the class collaborates to find another piece of evidence.

What argument is the artist trying to make?

We Do It Together



(Slide 5)

Teacher calls on students in large group and asks students to make a claim about the argument that the artist is trying to make.

"What else do you see in this picture? What other details support this idea? Can you make a different argument about the artist's intent?"

Teacher asks students to support their answers using details from the photo and to explain how the detail suggests that meaning. Teacher will model the necessity of both the detail and the explanation.

Students examine a photo and reflect on details discussed.

Class collaborates to find another piece of evidence.

What argument is the artist trying to make?

For example: "The artist is arguing that the small efforts people make to help fix society's problems, like homelessness, aren't enough. In the picture, the man is seated on the ground and wrapped in blankets, suggesting that he is homeless. He has his cup out in front of him, asking for help. But his sign says "Keep Your Coins, I want change," which suggests that what he really wants is a change in society, and not people's pocket-change."



(Slide 6)

*Here is a complete argument about the image: "The artist is arguing that the small efforts people make to help fix society's problems, like homelessness, aren't enough. [This is the claim] In the picture, the man is seated on the ground and wrapped in blankets, suggesting that he is homeless. He*

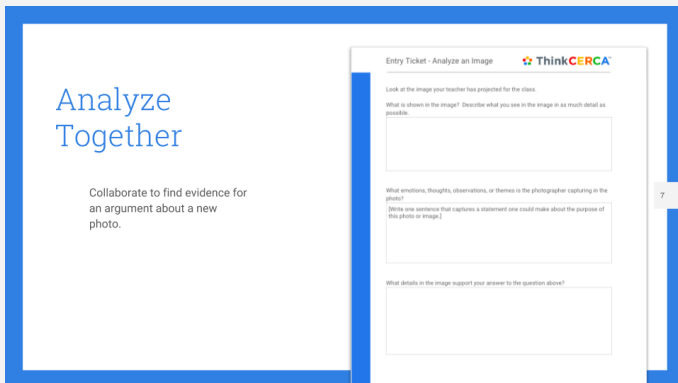
*has his cup out in front of him, asking for help. But his sign says “Keep Your Coins, I want change,” [these are details] which suggests that what he really wants is a change in society, and not people’s pocket-change. [Explanation]”*

## Step 3: You Do It Together

Teacher note: In step 3, students work together to analyze another image. The image used in the presentation is only one suggestion. Feel free to select an image to which your students will respond well. Images from current, local, or historical events are excellent choices. Those that offer a debatable interpretation are best.

### Teacher Will:

### Students Will:



(Slide 7)

Teacher distributes second handout and sets expectations for students to collaboratively analyze another photo.

Students collaborate to find evidence. Students work in pairs or small groups to complete the second image analysis handout.



(Slide 8)

Teacher displays or distributes image for analysis.

## Step 4: Independent Application

| Teacher Will:                                                                                                                                                                                                                                                                                                                    | Students Will:                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Teacher will instruct students to use sentence stems provided on the second page of handout to build an argument about the image: write a claim and support it with at least one reason and one piece of evidence.</p> <p>Teacher will circulate to support students, encouraging them to include evidence and reasoning.</p> | <p>Students will take a stance on what is depicted in the image, using their notes from the previous step.</p> <p>Students will complete sentence stems to build an argument based on the photo.</p> |

## Entry Ticket - Analyze an Image



Look at the image your teacher has projected for the class.

What is shown in the image? Describe what you see in the image in as much detail as possible.

What emotions, thoughts, observations, or themes is the photographer capturing in the photo?

[Write one sentence that captures a statement one could make about the purpose of this photo or image.]

Which details from the image support your answer to the question above?

## Activity - Make an Argument

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Look at the image.

What is shown in the image? Describe what you see in the image in as much detail as possible.

What emotions, thoughts, observations, or themes is the photographer capturing in the photo?

[Write one sentence that captures a statement one could make about the message of this photo or image.]

Which details from the image support your answer to the question above?

Use the sentence stems to create your argument in response to the prompt:

What is the argument of this photo?

From the previous page, write your one sentence that provides a statement of the message or purpose of the image. This is your claim.



\_\_\_\_\_

\_\_\_\_\_

Support your claim with one reason. Use your own words to complete the sentence stem.



One reason for this is \_\_\_\_\_

\_\_\_\_\_

Support your reason with details you found in the image.



In the image, we see \_\_\_\_\_

\_\_\_\_\_

Explain how the reason and evidence connect back to your claim.



These details show that \_\_\_\_\_

\_\_\_\_\_

# Introducing Highlighting and Annotating Text

Lesson Plan (1 Day)

# Summary

In this lesson, students and teacher will engage with a prompt and passage to identify evidence for and against a position on an argument. Students will learn why and how to take notes while reading, and how reading closely assists in the writing process.

- **Step 1: Set Purpose/Activate Prior Knowledge** - Students analyze a writing prompt to establish the purpose for reading the text provided within the lesson.
- **Step 2: I Do It/We Do It Together** - Using an excerpt, teacher models highlighting and annotating process.
- **Step 3: You Do It Together** - Students work together to highlight and annotate text with the purpose of supporting school uniform policies.
- **Step 4: Independent Application** - Students work individually to highlight and annotate text with the purpose of arguing against school uniform policies.

# Objective

Students will highlight and annotate a text to gather evidence in response to a prompt.

# Engagement Strategies

- **Turn and Talk:** Students will turn to a partner and collaborate through discussion.
- **Collaborating to Find Evidence:** Students will annotate a text in pairs or small groups to gather evidence that will help develop a response to a prompt.

# Key Vocabulary

- Annotate
- Highlight
- Claim
- Prove
- Focus

See bolded words and definitions throughout in lesson's text.

# Materials:

- Presentation: Introducing Highlighting and Annotating
- Entrance Ticket - Prompt Analysis

- Highlighting and Annotating Activity (Uniforms)

## Standards Addressed in this Lesson

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-LITERACY.CCRA.W.1)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-LITERACY.CCRA.W.4)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-LITERACY.CCRA.W.9)

## Lesson Steps

### Step 1: Set Purpose

| Teacher Will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Students Will:                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Teachers will have students complete a prompt analysis as an entrance activity. Then set the purpose by engaging students in a discussion about the prompt:</p> <p><i>An increasing number of schools are implementing uniform policies for students. Should there be a uniform policy at your school? Use specific details and examples to write an argument to convince others to support your position.</i></p> <p>Ask students to turn and talk to discuss how understanding the writing task can help establish a purpose for reading and engaging with text.</p> <p>Ask selected students to share their thoughts about reading with a purpose</p> | <p>Students will use the entrance activity handout to analyze a prompt:</p> <ul style="list-style-type: none"> <li>• What is the subject that I'll be writing about?</li> <li>• What is my purpose for writing?</li> <li>• What possible stances could I take?</li> <li>• What details will I look for as I read?</li> </ul> <p>Students turn and talk.</p> <p>Students engage in large group debrief.</p> |

## In this lesson you will learn...

- 1 why we take notes on texts
- 2 how to highlight and annotate
- 3 how these practices help you read, think, and write

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(Slide 3)

Teachers sets the purpose for the direct instruction by describing learning objectives for class.

*Today we're going to talk about engaging with text by highlighting and annotating as we read. We will learn why we take notes; one method of highlighting and annotating text; and how these practices help you read, think, and write.*

Teacher introduces the purpose for taking notes and highlights key vocabulary terms.

Students listed and respond as needed.

### Why do we take notes on text?

Engaging with text or other sources is the first step in the argumentative writing process.

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(Slide 4)

Sample script:

*Why do we take notes on text? Engaging with text or other sources is the first step in the argumentative writing process.*

*When you're making an argument, you're responding to something, whether it is a text, video, song—even someone else's argument.*

*In order for you to make a really good argument, you need to carefully examine what it is that you're arguing about.*

### Why do we take notes on text?

Analyzing text helps you gather evidence to support the **claim** you want to make.

The claim is the idea you are attempting to **prove** as you make an argument. Your claim should be the **focus** of your entire essay.

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(Slide 5)

*Analyzing text helps you gather evidence to support the claim you want to make. The claim is the idea you are attempting to prove as you make an argument. Your claim should be the focus of your entire essay.*

### One method of taking notes is **highlighting** and **annotating**.

**Highlighting** is marking the text in a way that calls attention to certain words, phrases, or sentences.

**Annotating** is making notes about why the highlighted text is important.

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(Slide 6)

*One method of taking notes is highlighting and annotating. What do I mean by this?*

*Highlighting is marking the text in a way that calls attention to certain words, phrases, or sentences that you think are important as you read.*

*What are some ways we can highlight text?*

Students suggest ways of highlighting (e.g.,

*When you highlight text, you should also annotate. Annotating is making notes about why the highlighted text is important. You do this so you can easily remember why you highlighted that part of the text in the first place.*

underlining, highlighting pens, sticky tabs)

### Why Annotate the Text?

Annotation helps you locate information quickly and determine key elements.



(Slide 7)

*Annotation helps you locate information quickly and determine key elements—without having to re-read the text every time.*

## Step 2: I Do It/We Do It Together

### Teacher Will:

Teacher explains the purpose and the steps for annotating a text.

Teacher explains to students that they are going to practice annotating a text in order to build an argument about whether school uniforms are a good or bad idea.

Teacher provides an excerpt from an article titled, "The Drawbacks of Uniforms."

### Students Will:

Students listen and watch teacher modeling.

## How to Annotate a Text

### **Before Reading, you should:**

- Review the title of the text.
- Review any pictures or visuals that accompany the text.
- Review an overview of the text, if provided.

These steps will help you understand what you're about to read.



(Slide 8) Teacher displays the “before reading” slide and reviews the steps students should take before reading the text:

*Before Reading, you should take a moment to*

- *read the title of the text.*
- *scan any pictures or visuals that accompany the text.*
- *read the overview of the text, if provided.*

*These three brief steps will help you understand what you're about to read.*

Teacher asks students to examine the title of the excerpt to get an understanding of what the text is going to be about.

Students examine the title of the text to predict what the text is going to be about.

Students think/pair/share their thoughts.

Students engage in large group debrief.

## How to Annotate a Text

### **During Reading, you should:**

- Read the text with your writing prompt in mind. Look for evidence that will help you write your argument.
- Underline or highlight parts of the text that stand out to you as important.
- Write notes about the highlights to keep track of what you're thinking. You can revisit these thoughts later.



(Slide 9)

Teacher displays the “during reading” slide and

Students listen and take notes.

reviews the steps students should take during the reading of the text:

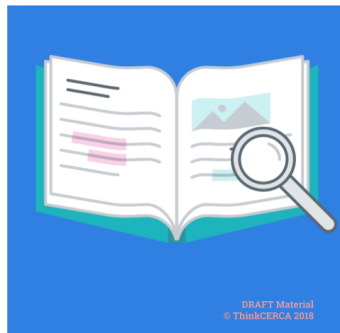
*There are things you can do while you're reading to help you pay close attention to details and to remember later what you read:*

- *Read the text with your writing prompt in mind. Look for evidence that will help you write your argument.*
- *Underline or highlight parts of the text that stand out to you as important.*
- *Write notes about the highlights to keep track of what you're thinking. You can revisit these thoughts later.*

### How to Annotate a Text

#### After Reading, you should

- reread your annotations
- use your annotations and notes when responding to the prompt on the text



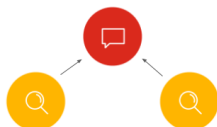
(Slide 10)

Teacher displays the “after reading” slide and explains:

*When you're finished reading, you should review what you've highlighted and the notes you took. Then use this information when you're preparing to respond to the writing prompt.*

How does  
note-taking  
help you  
write?

The evidence you find when reading a text can help support the argument you make in your writing.



(Slide 11)

### Teacher Continues

*How does note-taking while reading help you write? The evidence you find when reading can help support the argument you make in your writing.*

*For example, during the entrance activity, we looked at what the possible responses to the prompt might be. With those responses in mind, you can review your notes on the reading to help decide what position you can support—or argue against—with more detail from the text.*

Teacher reminds students that they are looking for evidence to determine whether uniforms are a good or bad idea:

*In the entrance activity we examined the writing prompt and discovered our purpose for reading. Can someone remind us of what that purpose was and what the possible stances we can take might be?*

Students contribute purpose and possible stances.

## Whole Group Model

Many schools encourage parents to support a school-wide uniform policy by claiming that uniforms reduce clothing costs and make providing clothing easier for parents. In actuality, the cost of school uniforms have been proven to be greater than the cost of regular clothes. Within a uniform policy, schools specify certain items of clothing and accessories that must be worn by all students. Often, these items are only available for purchase from particular stores or manufacturers. This lack of purchasing options makes it harder for parents to find competitive pricing and limits parents' choice of how much to spend on their children's clothing. Other times, uniforms are available only from online retailers, which presents extra challenges for parents without credit cards or for students living in temporary situations.

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12

(Slide 12)

Teacher reads aloud excerpt:

*Here's the excerpt:*

*Many schools encourage parents to support a school-wide uniform policy by claiming that uniforms reduce clothing costs and make providing clothing easier for parents. In actuality, the cost of school uniforms have been proven to be greater than the cost of regular clothes. Within a uniform policy, schools specify certain items of clothing and accessories that must be worn by all students. Often, these items are only available for purchase from particular stores or manufacturers. This lack of purchasing options makes it harder for parents to find competitive pricing and limits parents' choice of how much to spend on their children's clothing. Other times, uniforms are available only from online retailers, which presents extra challenges for parents without credit cards or for students living in temporary situations.*

Teachers thinks aloud:

*This paragraph explains a negative aspect of uniforms, which has to do with cost and accessibility, as we predicted from the title.*

*Now I am going to reread the text to underline*

Students read along as teacher reads aloud the excerpt.

Students read along with teacher and underline the details as the teacher models.

a detail that supports why uniforms are a bad idea. 'Schools specify the clothing and accessories that must be worn by all students' would be important because it explains that parents have to buy what the school tells them.

Teacher thinks aloud:

*Now that we have underlined a detail that we think is important, we need to take notes to remind us of our thinking and reason for underlining. Looking at what we underlined, I am going to write, "parents have to buy what they're told, no matter the cost." That will remind me of why I highlighted this detail.*

Teacher prompts class to find another key detail and explain their reason for highlighting the detail.

Students listen and watch teacher modeling.  
Students write notes on their text.

Based on the teacher model, the class collaborates to find another key detail from the text to underline that supports the claim.

### Step 3: You Do It Together

#### Teacher Will:

Teacher sets expectations for students to collaborate in a close reading and annotate the text to gather more evidence for their argument

#### How to Annotate a Text

##### Do:

- ✓ Read with a purpose, such as answering a question or responding to a prompt.
- ✓ Highlight a few words or phrases for each detail.
- ✓ Write your annotation as a quick note—fewer than two sentences.

##### Don't:

- ✗ Write only your reactions to the text.
- ✗ Highlight the entire text.
- ✗ Write a lengthy full response to a question.

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13

(Slide 13):

*In a moment we will read another text describing some more pros and cons of*

#### Students Will:

Students listen to the expectations as teacher explains them.

*school uniform policies. As you work together to read the text closely, there are some key rules to keep in mind:*

- *Do read with a purpose; know what you're looking for. Don't just read and react.*
- *Do highlight just the important details and Don't highlight the whole text. When you highlight too much, nothing stands out.*
- *Do write your annotations as quick notes—just enough that you'll understand your highlight. Don't write lengthy paragraphs.*

### You try it!

- Read the text about **School Uniforms** with a position in mind.
- **Step 1:** In pairs, highlight or underline evidence that supports the argument.
- Annotate your highlight, making a brief note as to how the evidence connects to your claim.
- **Step 2:** Independently, highlight or circle evidence that support the opposite position.
- Annotate your highlights, making brief notes on your response to the evidence.



Teacher distributes the Annotating Text Exercise and leads students (or prompts students to perform) an initial read of the brief text, “School Uniforms.”

Students read or follow along with the text as the teacher reads aloud.

After class read-aloud, teacher explains that students will work in pairs to annotate the text to gather evidence for an argument **in favor of school uniforms**.

Teacher circulates to support students by providing feedback on their annotations.

Students work collaboratively to annotate the text. When working in pairs, students will

1. reread the text about “School Uniforms”
2. highlight or **underline** evidence that supports the claim that school uniforms are a good policy
3. annotate the highlights, making brief notes as to how the evidence shows that uniforms are good

## Step 4: Independent Application

| Teacher Will:                                                                                                                                                                                                                                                                                                                                                                     | Students Will:                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>After students practice annotating the text in pairs, teacher explains that they will work independently to complete Step 2 of the exercise, reading the text with a different purpose and annotating to find evidence that supports an argument <b>against school uniforms</b>.</p> <p>Teacher circulates to support students by providing feedback on their annotations.</p> | <p>Students independently</p> <ol style="list-style-type: none"><li>1. highlight or <b>circle</b> evidence that supports the claim that school uniforms are a bad policy</li><li>2. annotate the highlights, making brief notes as to how the evidence shows that uniforms are a bad policy</li></ol> |

Understanding your purpose for reading can help you read more closely, looking for specific details.

In this lesson, you will be asked to read a text in order to respond to the following prompt:

An increasing number of schools are implementing uniform policies for students. Should there be a uniform policy at your school? Use specific details and examples to write an argument to convince others to support your position.

Analyze the writing prompt above to establish your purpose for reading the text to come.

| Ask                                                                                                                | Answer                         |
|--------------------------------------------------------------------------------------------------------------------|--------------------------------|
| What is the subject that I'll be writing about?                                                                    | <i>School Uniform Policies</i> |
| What is my purpose for writing? Look for action words like <i>explain</i> , <i>convince</i> , or <i>persuade</i> . |                                |
| What possible stances could I take?                                                                                |                                |
| What details will I look for as I read?                                                                            |                                |

In this exercise you will read a brief text about school uniform policies. In two steps, you will gather evidence to help you develop a response to the prompt:

An increasing number of schools are implementing uniform policies for students. Should there be a uniform policy at your school? Use specific details and examples to write an argument to convince others to support your position.

Step 1: With a partner

**Underline** evidence in the text that supports an argument **in favor of school uniform policies**. Make notes on how the evidence connects to your argument.

Step 2: Independently

**Circle** evidence in the text that supports an argument **against school uniform policies**. Make notes on your response to the evidence.

### School Uniforms

Is a school uniform a good thing? The answer to that question will vary widely depending on who is being asked. Some believe it is an economical choice that leads to safer schools. But some think uniforms impact on the student's well-being in other ways. Does a uniform enhance a sense of community and eliminate the appearance financial disparities among students, or does it leave students feeling stifled and self-conscious?

Supporters of school uniforms often cite the opportunity to foster school and community pride and to remove socio-economic barriers among students. A study by the Schoolwear Association found that 83% of teachers thought "a good school uniform . . . could prevent bullying based on appearance or economic background."<sup>1</sup> They argue that uniforms create consistency in students' appearance, which helps students see their shared community rather than their individual differences.

But not everyone feels the same. The American Civil Liberties Union of Nevada stated that clothing choices are "a crucial form of self-expression."<sup>2</sup> They argue that individual clothing choices can provide a non-disruptive medium for student self-expression that can actually enhance a student's learning experience. Giving students this most basic act of self-determination, they say, creates an environment of mutual trust important for learning.

School uniforms and their impact on students and schools is a topic that provokes conflicting opinions. Depending on the school or culture of the school, perceptions about the impact on freedom, identity, and community differ.

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<sup>1</sup> Printwear and Promotion, "Schoolwear Association Research Reveals Uniforms Can Be a Powerful Tool," [printwearandpromotion.co.uk](http://printwearandpromotion.co.uk), Sep. 13, 2017

<sup>2</sup> American Civil Liberties Union of Nevada, "Four Reasons Public Schools Should Think Twice Before Instituting School Uniform Policies," [aclunv.org](http://aclunv.org), Dec. 19, 2008

### The Drawbacks of Uniforms

Many schools encourage parents to support a school-wide uniform policy by claiming that uniforms reduce clothing costs and make providing clothing easier for parents. In actuality, the cost of school uniforms have been proven to be greater than the cost of regular clothes. Within a uniform policy, schools specify certain items of clothing and accessories that must be worn by all students. Often, these items are only available for purchase from particular stores or manufacturers. This lack of purchasing options makes it harder for parents to find competitive pricing and limits parents' choice of how much to spend on their children's clothing. Other times, uniforms are available only from online retailers, which presents extra challenges for parents without credit cards or for students living in temporary situations.

# Introducing Organization

Lesson Plan (1Day)



# Summary

In this lesson, students and teacher will encounter the basic organizational structure of an argumentative essay and will be introduced to the concept of transition words for enhancing organization. The lesson will begin with an entrance activity to activate prior knowledge, and then teacher will lead students through a presentation and multiple activities to reinforce the concepts.

- **Step 1: Set Purpose/Activate Prior Knowledge** - Students complete entrance activity to label parts of an argument, followed by teacher-led debrief.
- **Step 2: I Do It/We Do It Together** - Teacher presents basic organization concepts and reviews entrance activity.
- **Step 3: You Do It Together** - Working in groups, students again label parts of an argument's organization and identify argument components essential to effective organization.
- **Step 4: Independent Application** - Working individually, students read a prompt and text and build an outline of an argument in response.

# Objective

Students will understand the basic organizational structure of an argumentative essay and be able to outline an organized argument in response to a prompt.

# Engagement Strategies

- **Turn and Talk:** Students will turn to a partner and collaborate through discussion
- **Collaborating to Identify the Different Parts of an Argument:** Students will work in pairs or small groups to identify the different sections of an argument and the transition words or phrases used within it.

# Key Vocabulary

- Argument
- Introduction
- Body
- Conclusion
- Summary
- Claim
- Reasons
- Evidence

See bolded words and definitions throughout in lesson's text.

## Materials:

- Presentation: Introducing Organization
- Entrance Ticket: Organization
- Group Practice Activity: Organization
- Organizing Outline Activity

## Standards Addressed in this Lesson

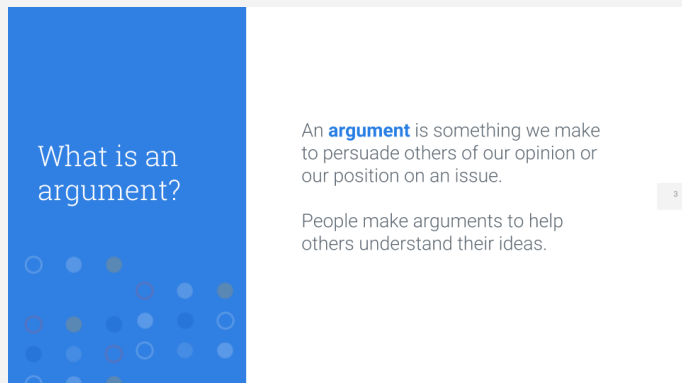
- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-LITERACY.CCRA.W.1)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-LITERACY.CCRA.W.4)

## Lesson Steps

### Step 1: Set Purpose

| Teacher Will:                                                                                                                                                                                                                                   | Students Will:                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| Teacher will have students complete an entrance activity to activate prior knowledge of basic organization concepts.<br><br><i>"Read the information at the top of the handout and then follow the instructions."</i>                           | Students will complete entrance ticket activity   |
| Teacher will ask students to turn and talk to discuss what they labeled each of the sections and why they chose each label.                                                                                                                     | Students will turn and talk.                      |
| In large group debrief, teacher will select students to share what labels they placed on each of the paragraphs and why they chose those labels; explain to students that they will find out if their labeling was correct later in the lesson. | Students will participate in large-group debrief. |

Teacher sets purpose for lesson by introducing definition of an argument and discussing the importance of organization within an argument.

A presentation slide titled "What is an argument?". The left side has a blue background with a pattern of small circles in various shades. The right side is white and contains two paragraphs of text. A small number "3" is in the bottom right corner.

What is an argument?

An **argument** is something we make to persuade others of our opinion or our position on an issue.

People make arguments to help others understand their ideas.

(Slide 3)

*"Today we're going to be discussing the basic organizational structure of an argumentative essay. An argument is a position we take on something and all of the details we include to support that position."*

*When we make arguments, we're trying to convince the reader to accept our position or take action. So we need to make sure that the argument is clear and well organized, in order for it to be effective.*

Students listen and take notes.

A presentation slide titled "Parts of an Argument". It features three numbered points, each with a colored circle (1: green, 2: blue, 3: orange) above it. A small number "4" is in the bottom right corner.

Parts of an Argument

- 1 Arguments start with an **introduction**, which should contain a **summary** and the **claim**.
- 2 The **body** of the argument contains **reasons** and **evidence** to support the claim.
- 3 The argument ends with a **conclusion**, which recaps the main points of the argument.

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(Slide 4)

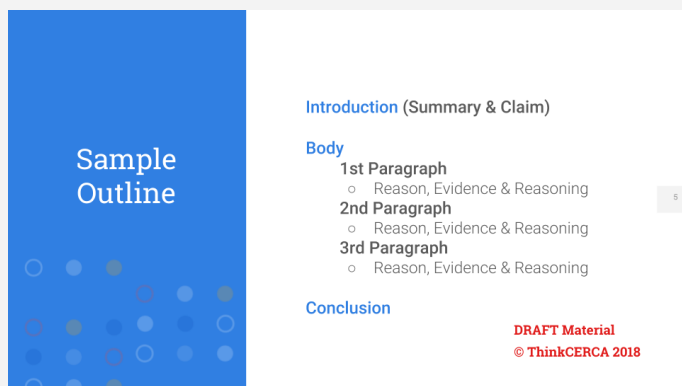
*There are three basic parts to an argument: the introduction, body, and conclusion.*

*Arguments start with an introduction, which should contain a summary and the claim. The summary sums up the issue that the you're*

going to discuss, and the claim is your specific stance on that issue.

Next, the body of the argument contains reasons and evidence to support the claim.

After you've presented your reasons and evidence in the body, the conclusion recaps the main points of the argument.



(Slide 5)

When you put these parts together into an outline, it looks something like this: The introduction comes first. Then come multiple body paragraphs, each focused on a reason supporting the claim. Finally the conclusion, which wraps up the argument.

## Step 2: I Do It/We Do It Together

### Teacher Will:

Teacher will look more closely at each part of the argument.

### Students Will:

Students will

- follow along with teacher.
- participate in class collaboration.
- make necessary corrections to their entrance activity.

## Parts of an Argument: Introduction

The **introduction** tells what your argument is about.

A strong **claim** should be included in the introduction. The rest of the argument will **focus** on the claim.

Including a **summary** of the "ongoing issue" helps show that you understand the topic.

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(Slide 6)

*Let's look more closely at each of these parts.*

*Your writing should begin with an introduction, which tells what your argument is about.*

*Your intro must contain your claim, which is your stance on the issue. The rest of your argument should remain focused on the claim.*

*The introduction might also contain a summary of the ongoing issue or other information to help your reader understand the issue and become interested in what you have to say.*

Teacher will ask students to share what paragraph from their entrance activity would be a part of the introduction.

*In the entrance activity, which paragraph is the introduction?*

*"Our school is considering buying the vacant lot next to the school. This lot should be used as a school garden." would be a part of the introduction in the argument. These sentences tell what the argument is about and introduces the writer's claim on the topic: "This lot should be used as a school garden."*

Teacher will present explanation of body section.

Students will

- follow along with teacher.

## Parts of an Argument: Body Paragraphs

Body paragraphs support the claim by presenting **reasons, evidence**, and an explanation of how the evidence connects to the claim. This explanation is your **reasoning**.

7

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(Slide 7)

*The body of your essay is the biggest part of the argument.*

*Every paragraph of the body should be focused on supporting the claim with reasons and evidence. In addition, each paragraph should include an explanation of how the reasons and evidence connect to the claim. This explanation is your reasoning.*

Teacher will ask students to share what paragraph from their entrance activity would be included in the body of an argumentative essay.

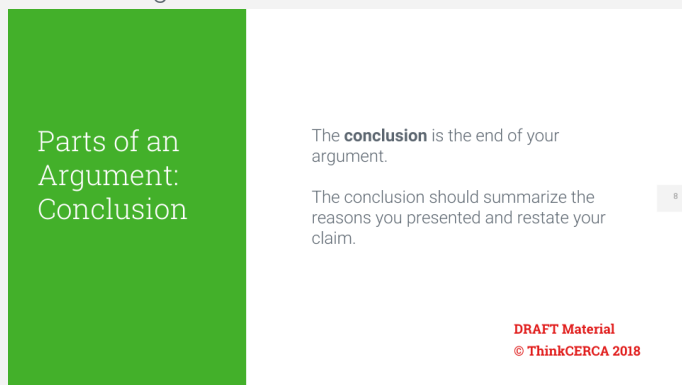
*Returning to the entrance activity, what paragraph would be part of the body of this argument?*

*"First of all, school gardens have been shown to improve students' eating habits. Also, teachers see an increase in learning when students can tend a garden."*

*These sentences are the reasons for the writer's claim that the vacant lot should be used for a school garden. A complete argument would contain evidence for each reason and reasoning to explain how it all connects together.*

- participate in class collaboration.
- make necessary corrections to their entrance activity.

Teacher will explain the elements of a conclusion within an argument:



Parts of an Argument: Conclusion

The **conclusion** is the end of your argument.

The conclusion should summarize the reasons you presented and restate your claim.

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(Slide 8)

*Finally, your conclusion ends the argument. In your conclusion you should summarize what you've already said and give a closing thought.*

Teacher will ask students to share what paragraph from their entrance activity would be a part of the conclusion.

*In the entrance activity, what's left to serve as the conclusion?*

*"For all these reasons, the vacant lot would be best used as a school garden. Please let the school board know that you support this option," would be a part of the conclusion in the argument.*

*These sentences sum up the information used in the argument and also includes a call for action for the audience.*

Students will

- follow along with teacher.
- participate in class collaboration.
- make necessary corrections to their entrance activity.

Teacher will introduce the concept of transition words to help with organization:

Students will

- follow along with teacher.
- participate in class collaboration.
- make necessary corrections to their entrance activity.

## Using Transition Words and Phrases

**Transitions** are word and phrases that help connect the ideas in your argument.

You can use **transition words and phrases** to make your ideas and organization clear to readers.

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9

(Slide 9)

*Within these brief paragraphs of the entrance activity, there were words and phrases to help make the organization clear to readers. For example, in the sentence "For all these reasons, the vacant lot would be best used as a school garden," For all these reasons signals a transition into the conclusion of the essay.*

### Transitions serve many purposes.

#### To show order

- First of all...
- Next...
- Finally...

#### To present evidence

- For example...
- According to...
- Specifically...

#### To show importance

- Above all...
- Mainly...
- More importantly...
- Surely...

#### To show an outcome

- Therefore...
- For these reasons...
- As a result...
- Subsequently...

#### To compare ideas

- At the same time...
- In the same way...
- Likewise...
- Similarly...

#### To contrast ideas

- Though...
- However...
- Instead...
- On the contrary...
- On the other hand...

10

(Slide 10)

*Transitions help connect ideas in your argument, and they can serve many purposes*

Teacher should refer to slide to offer examples of transition words.

Teacher will ask students to share the transition words or phrases that they underlined in their entrance activity.

*What transition words did you identify in the entrance activity? Did these words help you*

understand how the argument should be organized?

## Step 3: You Do It Together

### Teacher Will:

### Students Will:

Practice together!

Work together to identify the organization used in the model.

Organization Group Practice ThinkCERCA

Read the following argument, then follow the instructions.

- First, label in the left column, each part of the argument: Introduction, Body or Conclusion.
- In the introduction, circle the claim.
- In the body paragraphs, circle the reasons.
- Underline transition words or phrases throughout the text.

School Garden

| Part of the Argument |                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      | Our school is considering trying the vacant lot next to the school. This lot should be used as a school garden. School gardens increase both fruit and vegetable consumption as well as improve academic achievement.                                                                                                                                           |
|                      | First of all, school gardens have been shown to improve student eating habits. A recent survey found that 70% of the students who work in a school garden reported an increase in their consumption of fruits and vegetables. This shows that kids are more likely to eat fruits and vegetables if they help to garden them.                                    |
|                      | Also, teachers see an increase in learning when students tend to a garden. For example, the garden can be used to teach math concepts, such as measurement, geometry and data collection or to learn the science of how plants grow. Having a school garden provides different learning opportunities and enhances students' learning outside of the classroom. |
|                      | For all these reasons, the vacant lot would be best used as a school garden. Having a school garden benefits both the common and learning of students. Please let the school board know that you support this option.                                                                                                                                           |

(Slide 11)

Teacher will set expectations for students to collaboratively identify the different parts of a new argument and the transition words or phrases used within it.

Teacher will separate students into pairs or small groups and provide instructions:

*In your group, you will read the argument and then follow the instructions. You will be labelling each paragraph with Introduction, Body, or Conclusion. You'll circle the claim within the introduction and the reasons in the body. And you'll underline the transition words that connect everything together.*

Teacher will circulate to support students by providing feedback on their labeling of the text.

Teacher will reconvene class to debrief the group activity.

Students will work in groups to read text. To complete the activity, they will

- label the parts of the argument in the left-hand column
- circle the claim and reasons
- underline the transition words and phrases used.

Students will listen and participate as requested.

When asking students to describe transition words they found, teacher should ask students to describe purpose of each transition word. Re-display slide 1 if necessary.

## Step 4: Independent Application

### Teacher Will:

### Students Will:

Independent Practice!

Complete the activity to show how you would respond to the prompt.

Outline an Argument Activity **ThinkCERCA**

**Step 1: Analyze the prompt**  
In this lesson, you will be asked to read a text in order to respond to the following prompt:

**Universal Basic Income (UBI)** is a concept that has received renewed attention in recent years. Not everyone believes that a UBI would be good for society. Read the text and take a position on the question: *Would a UBI benefit society?* Use specific details and examples to convince others to support your position.

Analyze the writing prompt above to establish your purpose for reading the text to come.

| Ask                                                                                        | Answer                 |
|--------------------------------------------------------------------------------------------|------------------------|
| What is the subject that I'll be writing about?                                            | Universal Basic Income |
| What type of writing will I produce: an informational essay, argument or narrative?        |                        |
| What is my purpose for writing? Look for action words like explain, convince, or describe. |                        |
| What details will I look for as I read?                                                    |                        |

12

(Slide 12)

Teacher will distribute the outlining activity and will instruct students to independently plan an argument responding to the prompt: *Would a Universal Basic Income benefit society?*

*Now we're going to work independently to outline an argument in response to text and prompt. There are three steps to this activity.*

- *First, read the prompt and answer questions to make sure you understand.*
- *Next, read the text to gather information for your argument.*
- *Finally, build the outline for your argument.*

Students will

- establish purpose for reading the assigned text.
- read the text on the topic of *A Universal Basic Income* to gather information to respond to the prompt.
- use the outline below to plan an organized essay in response to the prompt.

*In your outline, you do not need to write complete sentences. Just indicate with a few words what you would include in each part of the argument. Imagine that you could later take this outline and use it as a guide to write your actual argumentative essay.*

Teacher will circulate to support students with the planning of their arguments.

An argumentative essay has three main parts.

- The **introduction** introduces the topic and provides the **claim** that will be the focus of the argument.
- **Body** paragraphs guide the argument with **reasons** and **evidence**.
- The **conclusion** reviews the main points of the argument.

Within each section, **transition words and phrases** show relationships between sentences, ideas, and parts of the argument.

Organize the sentences below to form a one-paragraph argument.

- **Label** the sections with **Introduction**, **Body**, and **Conclusion**.
- **Underline** transition words and phrases.

For these reasons, the vacant lot would be best used as a school garden. Please let the school board know that you support this option.

Our school is considering buying the vacant lot next to the school. This lot should be used as a school garden.

First of all, school gardens have been shown to improve students' eating habits. Also, teachers see an increase in learning when students can tend a garden.

Read the following argument, then follow the instructions.

- First, in the left column, label each part of the argument Introduction, Body, or Conclusion.
- In the introduction, circle the claim.
- In the body paragraphs, circle the reasons.
- Underline transition words or phrases throughout the text.

### School Garden

| Part of the Argument |                                                                                                                                                                                                                                                                                                                                                                |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      | Our school is considering buying the vacant lot next to the school. This lot should be used as a school garden. School gardens increase both fruit and vegetable consumption as well as improve academic achievement                                                                                                                                           |
|                      | First of all, school gardens have been shown to improve students' eating habits. A recent survey found that 73% of the students who work in a school garden reported an increase in their consumption of fruits and vegetables. This shows that kids are more likely to eat fruits and vegetables if they help to garden them.                                 |
|                      | Also, teachers see an increase in learning when students tend to a garden. For example, the gardens can be used to teach math concepts, such as measurement, geometry and data collection or to learn the science of how plants grow. Having a school garden provides different learning experiences and enhances students' learning outside of the classroom. |

|  |                                                                                                                                                                                                                                 |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>For all these reasons, the vacant lot would be best used as a school garden. Having a school garden benefits both the nutrition and learning of students. Please let the school board know that you support this option.</p> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Step 1: Analyze the prompt

In this lesson, you will be asked to read a text in order to respond to the following prompt:

A Universal Basic Income (UBI) is a concept that has received renewed attention in recent years. Not everyone believes that a UBI would be good for society. Read the text and take a position on the question Would a UBI benefit society? Use specific details and examples to convince others to support your position.

Analyze the writing prompt above to establish your purpose for reading the text to come.

| Ask                                                                                                                | Answer                        |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------|
| What is the subject that I'll be writing about?                                                                    | <i>Universal Basic Income</i> |
| What is my purpose for writing? Look for action words like <i>explain</i> , <i>convince</i> , or <i>persuade</i> . |                               |
| What possible stances could I take? List 2-3 answers.                                                              |                               |
| What details will I look for as I read?                                                                            |                               |

## Step 2: Read the Text

The idea of a universal basic income (UBI) is by no means new. A UBI is a system in which all adult citizens of a geographic region are given a basic yearly income by the government, regardless of their employment or financial situation. Discussions about whether such a model would work date back to the 16th century when Sir Thomas More mentioned the topic in his socio-political satire, *Utopia*. Though debated for centuries, a UBI policy has become particularly relevant in recent years. This is due to the rise of artificial intelligence and automation and their potential impact on many people's jobs.

Supporters of a UBI believe that the benefit of the model is simple: it would provide all citizens with a base level of income security. This is particularly important as rapid innovation and automation mean that more workers may be replaced by machines or computers. Though the risk varies depending on the industry and the skills needed, in 2016 a White House report estimated that individuals making less than \$20 an hour had an 83% chance of losing their jobs to automation<sup>3</sup>. For this reason, leaders in the technology industry have promoted the need for a UBI.

Challengers of a UBI argue that concerns about automation are exaggerated and that a UBI policy would do more harm than good. In fact, a recent report by the global consulting firm Accenture found that "the impact of AI technologies on business is projected to increase labor productivity by up to 40 percent and enable people to make more efficient use of their time."<sup>4</sup> Those opposed to a UBI claim that the greatest risk of such a policy would be to remove people's motivation to work and thus encourage idleness.

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<sup>3</sup>[https://obamawhitehouse.archives.gov/sites/default/files/docs/ERP\\_2016\\_Book\\_Complete%20JA.pdf](https://obamawhitehouse.archives.gov/sites/default/files/docs/ERP_2016_Book_Complete%20JA.pdf)

<sup>4</sup> <https://www.accenture.com/gb-en/insight-artificial-intelligence-future-growth>

### Step 3: Plan Your Essay

Use the outline below to plan an essay in response to the prompt. Use the left-hand column to label the parts of your outline (Introduction, Body, Conclusion), and use a few words to describe what you would write for each part.

| Part: | Description:                                                                  |
|-------|-------------------------------------------------------------------------------|
|       | [Should include the claim you will make on the issue]                         |
|       | [Provide 1-3 Reasons for your position]<br><br>1)<br><br><br>2)<br><br><br>3) |
|       | [Should restate your claim and conclude]                                      |