

# Integrated Learning Map Lesson Plan

## Writing Team Lesson Plan

Career Cluster: Legal Field, and/or Marketing

### Writing to Justify Your Position: Day 2 of 4

What **Academic Skills** will the student know and be able to do?

Standard(s):

CCR W-5

CCR SL-1, SL-2, SL-5

DOK 1, 2, 3, 4

What **Work Readiness Skills** will the student practice?

speaking with intention

active listening

computer research & applications

### Learning Tasks

Academic

Work Readiness

**Learning Target:**

I can understand the organization of the argumentative essay

**Learning Steps:**

DOK 2: Circle or Quick Write – Describe the ad you found that includes argumentation (bring extra)

DOK 1: Watch Youtube video about argumentation writing

DOK 2: essay puzzle – in café groups, put together the essay (5 paragraphs cut into strips)

DOK 3: in groups, analyze the organization

DOK 1: Identify introduction, thesis statement, body paragraphs, arguments (2), counter-argument (2), citations, and conclusion

**Methodology:**

Circle/quick write, manipulatives, café

**Resources:** sample ads (below), Youtube link:

<http://www.youtube.com/watch?v=-lzGy5gizKg>

“Fixing what isn’t broken” (below)

Academic

Work Readiness

**Learning Target:**

I can create a Powerpoint outline of an argumentation essay body paragraph

**Learning Steps:**

DOK 1: Research political ads on Internet

DOK 1: Introduce T.E.A. acronym for paragraphs (topic, evidence, analysis)

DOK 2: Demonstrate how the political ads include TEA (see ads below for examples)

DOK 4: Create Powerpoint outlines of T.E.A. about an issue that interests you

DOK 1: Circle: Share outlines with class

**Methodology:**

Computer research, Powerpoint

**Resources:**

Computers, journals, example PP outline

### Demonstration of Mastery

How will student demonstrate mastery or proficiency of topic content?

presentation of café

PowerPoint Outline

### Next Steps??

For tomorrow, journal about what you learned; Day 3: Collaborative essay

# Expanded Integrated Learning Map Lesson Plan

## Lesson Description

Unit Name (Title)

Lesson Title and Lesson #

CCR (College and Career Readiness) Standards (include full wording):

CCR W-5	Writing 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCR SL-1, 2, 5	Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.

### Learning Targets (Goals and Objectives)

Academic Target(s): I can understand the organization of the argumentative essay

Work Readiness Target(s): I can create a Powerpoint outline of an argumentation essay body paragraph

### Materials and Tools (Resources)

### Learning Tasks (Procedures)

Activities and DOK (Webb's Depth of Knowledge)

Time	Procedure	DOK
5 min.	Circle or quick write: share or describe the ad that you brought that includes argumentation (be sure to have extra on a table for students).	1
5 min.	Watch Youtube video about argumentation writing ( <a href="http://www.youtube.com/watch?v=-IzGy5gizKg">http://www.youtube.com/watch?v=-IzGy5gizKg</a> )	1
15 min.	Essay puzzle: students form café groups of 4-5 students each (smaller classrooms may have 2 per group). Pass out argumentative essay cut into paragraphs, ask groups to put it together. Each 5 minutes, rotate café groups.	2
5 min.	In café groups analyze and diagram the organization of the essay.	3
5 min.	Ask students to identify the parts of the essay: introduction, thesis statement, body paragraphs, arguments (2), counter-argument (2), citations, and conclusion	1
5 min.	One student from each group will present café findings to class.	1
10 min.	Break with brain gym	
10 min.	With guidance, have students research and print political ads off the Internet.	1
5 min.	As a group, teach the T.E.A. concept for paragraph organization: topic, evidence, analysis	1
5 min.	Model identification of the topic, evidence and analysis in a political ad (see below)	2
10 min.	Ask students to stand in to lines facing a partner, one side begins by explaining their political ad to the other side, the first side rotates while the other stays, and the process is repeated until students have shared their ads with 4 other students.	2
15 min.	Using PowerPoint, ask students to create three-slide demonstrations of T.E.A. about a topic of interest. Use Internet research techniques and avoid plagiarism by including citation and paraphrase techniques as outlined in previous lesson.	4
5 min.	Closing circle: have students share PowerPoint demonstrations with class	1

**Transitions:** The lines where students face rotating partners ensure that each student faces a different student for some time. They get to have more interaction with other students one-on-one, even if it is only for a brief time. It also helps with repetition of the material.

**Demonstration of Mastery:**

The mastery can be demonstrated by placement of the essay paragraphs into correct order. This puzzle may be given as an assessment at the end of class to demonstrate learning. Simply create the essay out of order and have students place numbers to indicate which paragraph comes first, second, etc. The PowerPoint printouts can be kept in student portfolios as evidence of understanding of T.E.A. paragraphs.

**Trouble shooting:**

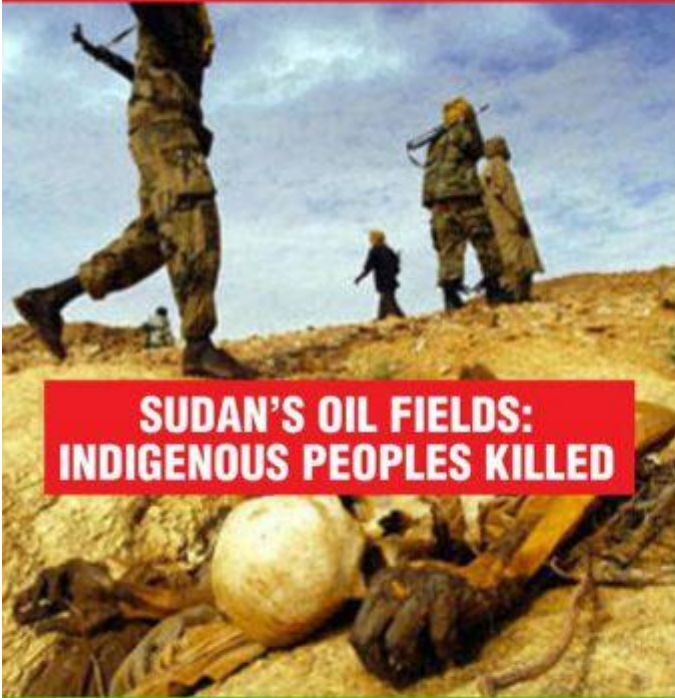
PowerPoint basics should be covered in the front-end orientation, but [here](#) is a helpful free tutorial for students. An example presentation is helpful as a model. I included the outline of one below.

**Reflection for Instructor:**

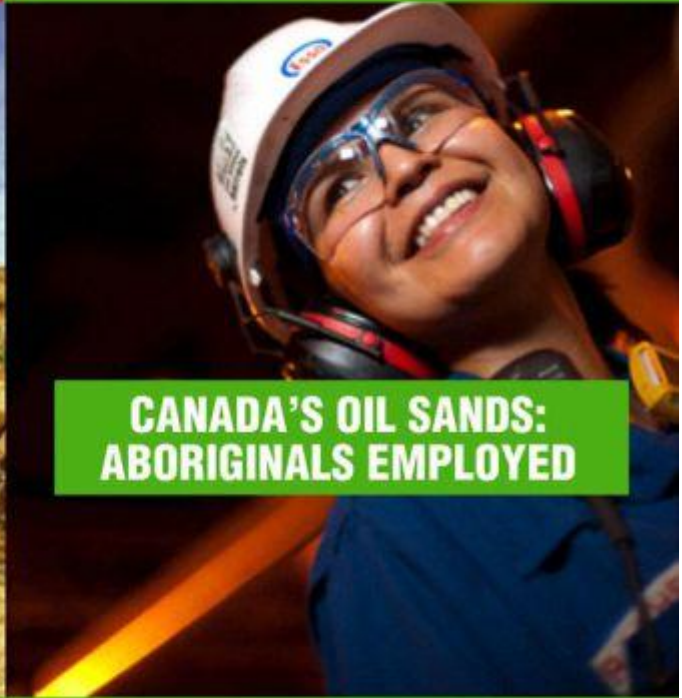
It's helpful to write reflection as soon as class ends.

# CONFLICT OIL

# ETHICAL OIL



**SUDAN'S OIL FIELDS:  
INDIGENOUS PEOPLES KILLED**



**CANADA'S OIL SANDS:  
ABORIGINALS EMPLOYED**

**ETHICAL OIL. A CHOICE WE HAVE TO MAKE.**

Enter the site to learn more about Ethical Oil from Canada >> [EthicalOil.org](http://EthicalOil.org)

Topic: Invest in Canada's oil; Evidence: photographs; Analysis: investing in Canada will be an ethical decision because they employ aboriginals while Sudan kills them.

# LABOUR ISN'T WORKING.



**BRITAIN'S BETTER OFF WITH THE CONSERVATIVES.**

Topic: Vote for conservatives; Evidence: The long lines at the unemployment office; Analysis: The current Labour party is not solving unemployment, but the Conservative party can solve this issue

The following is a sample argumentative essay. The essay has been edited by Mollie Steinke for educational purposes (July 2014). The original: <http://spot.pcc.edu/~dramirez/GreatEssays/argumentessay.html>

### "Fixing" What Isn't Broken

Every pet owner knows that there are enormous responsibilities that go along with having a cat or dog. It must be fed and exercised, and it must be given love, attention, and protection. There's another responsibility that not all pet owners think about, however: spaying or neutering, or "fixing." What does "fixing" a pet mean? It's a quick, cheap surgery that will prevent a pet from ever becoming a mother or father. This surgery solves problems that pet owners know about, and some that they might not have considered before. In fact, all pet owners should be required to have their pets fixed because failure to do so overburdens shelters, causes pain and suffering to unwanted pets, and increases the health risks of pets and owners alike.

Everybody loves a cute new puppy or kitten. However, those cute babies soon get bigger, and right now, there simply aren't enough homes for them all. Some unwanted animals go to shelters, but these shelters have limited funds and limited space, and they cannot keep all the animals they collect. (Esmonde). If a cat or dog is not adopted within a certain time period, that animal is euthanized. What happens to a homeless animal left out on the street? They are susceptible to common illnesses—which can then spread to other animals, including pets. They may attack other animals or people. By not "fixing" one's own animal, a pet owner will almost certainly be adding to this problem.

Of course, some people will not agree. "I don't want to give my animal an unnecessary surgery," they will say. "Surgery is risky, too, and it's certainly expensive." That idea shows ignorance. Spaying or neutering should be done as soon as you get your pet—when he or she is young and healthy—and it is almost 100% safe. Your animal is in much more danger if not fixed, for the urge to run away from home will put your pet in extremely dangerous situations. And almost all cities have a fund to help pay for the surgery. Ask a vet or the local Humane Society. The cost can be as low as 15 dollars ("I have an animal").

Others might feel that this surgery will change their pet's personality. They might think that a "fixed" dog might not be a good watchdog, for example. Or they may simply say "I like my pet the way he/she is" (Rita\_alabama). This shows a basic misunderstanding of what the effects of spaying or neutering are. A pet's personality, like a human's personality, is his or her own, and it won't change after a "fixing." Some behaviors will change. A pet won't want to mark objects with urine as much, and females won't go into heat every few months ("I have an animal"). A watchdog will still be vigilant, but it probably won't want to fight as much. This simple surgery solves many behavior problems that can frustrate pet owners. The best solution is simply to get your pet "fixed" as soon as you get it home, as young as possible so that fewer bad habits will form.

There's really no valid reason not to spay or neuter your pet. Whether considering the potential suffering of unborn animals, the health and comfort of one's own pet, or the convenience as a pet owner, the facts all show that spaying or neutering is the way to go. It's not only the convenient choice, but also the morally right choice, and one that all pet owners should make.

#### Works Cited

- Esmonde, Donn. "Getting Pets 'fixed' Can End Slaughter." *Buffalo News.com*. Buffalo News, 6 Feb. 2012. Web. 13 Feb 2009.
- "I have an animal: spaying and neutering." *Seattlehumane.org*. Seattle Humane Society of King County, n.d. Web. 13 Feb. 2012.
- Rita\_alabama. "Should I neuter my dog?" *Yahoo Answers*. Yahoo Groups, 15 Sep. 2007. Web. 13 Feb. 2012.

**PowerPoint Model T.E.A. (Copy and paste to create a model T.E.A. paragraph on PowerPoint.)**

**Slide 1**

**Topic:**

**Students should not be given letter grades for their work.**



**Slide 2**

**Evidence:**

**According to Chris Couch (2013), grades remove motivation and give little communication about how the student is doing. In addition, grades tend to label students as either a success ("A") or a failure ("F").**

**[http://www.huffingtonpost.com/chris-couch/grades-do-more-harm-than-\\_b\\_4190907.html](http://www.huffingtonpost.com/chris-couch/grades-do-more-harm-than-_b_4190907.html)**



**Slide 3**

**Analysis:**

**In order to remove the labeling of students and allow for better communication, a new method of assessing student growth is necessary.**

