Integrated Learning Maps

Writing Team Lesson Plan
Career Cluster: <u>Legal Field, and/or Marketing</u>

Writing to Justify Your Position: Day 3

What **Academic Skills** will the student know and be able to do?
Standard(s):
CCR W-5, W-8
CCR SL-5
DOK 1, 2, 3

What **Work Readiness Skills** will the student practice?
speaking with intention
active listening
computer research & applications

Learning Tasks

X Academic ☐ Work Readiness

Learning Target:

I can use the identify and integrate the steps for writing an argumentative essay.

Learning Steps:

DOK 1: Circle or Quick Write – Name some strategies to help you remember new ideas.

DOK 1: Introduce P.O.W.E.R. Prewrite, Organize, Write, Edit, Revise as a way to help students with the writing process

DOK 1: Choose a topic randomly to begin the argumentative writing process in café groups

DOK 2: Prewrite (brainstorm) in groups

DOK 2: Outline the argumentative essay in groups using essay maps

Methodology:

Circle/quick write, pneumonic, café

Resources: argumentative essay topics (below), essay map (http://www.readwritethink.org/files/resources/

☐ Academic X Work Readiness

Learning Target:

I can conduct Internet research and cite sources correctly

Learning Steps:

DOK 1-3: guest speaker librarian to teach about how to use credible sources (or handout below)

DOK 2: Research topic that was assigned in groups using computers and/or library resources

DOK 3: Compile at least 3 credible sources and record author, title, location, publisher, date, website

DOK 1: Circle: What does it mean to be credible?

Methodology:

Guest speaker (or reading), computer research

Resources:

Computers, librarian or worksheet

Demonstration of Mastery

How will student demonstrate mastery or proficiency of topic content?

Essay map

three credible sources

Next Steps??

For tomorrow, read resources and select evidence, write rough draft using essay map; Day 4: Editing, Revising, Focus: Punctuation

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 Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CCR W-8	Writing Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CCR SL-5	Speaking & Listening Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Learning Targets (Goals and Objectives)

Academic Target(s): Students will be able to identify and integrate the steps for writing an argumentative essay using the P.O.W.E.R. acronym.

Work Readiness Target(s): Students will be able to conduct Internet research and cite sources correctly.

Materials and Tools (Resources)

Learning Tasks (Procedures)
Activities and DOK (Depth of Knowledge)

Time	Procedure	DOK
5 min.	**Motivation/Anticipatory:** Circle or Quick Write – Ask students to name some strategies to help you remember new ideas. Examples to get things started: ABC song, PEMDAS acronym, how phone numbers might be memorized, etc.	1
5 min.	Introduce mnemonic P.O.W.E.R. for writing (Prewrite, Organize, Write, Edit, Revise) as a way to help students with the writing process	1
5 min.	Draw a writing topic at random, and model the metacognitive process of approaching the topic. Model a prewriting process of webbing, cluster, free-writing, or other graphic organizer. Allow students to contribute to ideas and write everything on the white board (no idea is bad).	2
20 min.	Form students into café groups. Select a class topic randomly to begin the argumentative writing process. With large tablet paper, have the prewriting process begin. Rotate groups to generate new ideas every 5 minutes using a bell or other method for transitions.	2
5 min.	Model an example outline using an essay map for the teacher topic chosen at the beginning. Explain the vocabulary assigned to each paragraph (introduction, body [claim, counter-claim, rebuttal], conclusion)	1
10 min.	In café groups, students create outlines based on their prewriting process.	2
10 min.	Break – brain gym, stretch, drink water	
20 min.	Introduce guest speaker librarian or pass out Choosing Credible Sources worksheet (below) to students. If no speaker available, ask students to read silently and write 3 questions about the worksheet then pass them to the front. The instructor should form three questions also. The instructor questions students to check comprehension.	1-3

20 min.	Using computers and/or library resources, have students research topic that was either assigned in groups or (for higher level students) a new topic selected at random. Compile at least 3 credible sources and record author, title, location, publisher, date, website. If students move quickly through this process, they should also select quotations to paraphrase.	3
	Paraphrase lesson: If things are moving quicker than you anticipated (especially if no guest speaker was available) model a paraphrasing technique. Read a referenced quotation one sentence at a time, select three words + other information – numbers and other statistics don't count as words – and write them down. Then they remove the original text from their eyesight and rewrite the sentences using the key words as reminders of the sentence's intention – this should be modeled to students if the class is moving faster than expected or if a group of students is ready for this information earlier. Then students can begin paraphrasing their evidence.	2
5 min.	Students complete essay maps for outlines of their assigned topics (or revise the outline they compiled in groups for lower-level students) Explain that sometimes the original outline changes based on the research found.	2
5 min.	**Reflection:** Circle: What does it mean to be credible? Do you have any questions about today's class?	1

Transitions: These lessons can easily be split into two days of classes. The suggested paraphrase lesson was not initially a part of this lesson plan, but it works well if students are progressing faster in their research than expected. In classrooms with only one computer, have students take turns conducting research online and looking at books.

Demonstration of Mastery: Students essay maps should show evidence of understanding of the vocabulary – introduction, body, claim, counter-claim, rebuttal, conclusion. A rubric is included below to assess the essay maps:

1	2	3	4
Incomplete or shows no understanding of vocabulary words	contains 4 or fewer vocabulary words in correct areas, lacks detail	contains all vocabulary words but less than 3 details in body	contains all vocabulary words and 3+ details for body paragraphs

Trouble shooting: When modeling the prewriting process it is best to choose a method that is most comfortable for the instructor as the model approach, but for prewriting ideas, go to http://faculty.ncwc.edu/lakirby/English%20090/prewriting_strategies.htm

For higher level students, begin the paraphrasing lesson is necessary. If there is no time for this, it should be done in a future lesson before the writing process begins. When students are new to Internet research, it is helpful to ask tutors or the guest speaker to help guide them in the process.

Reflection for Instructor: Right after the lesson ends, record the reactions. It is helpful to keep notes during the final circle where students express their confusion. Be sure to record ideas to revise the lesson for a future time.

Argumentative Essay Topics

(to cut and place into hat for random selection)

Is global climate change man-made?

Is the death penalty effective?

Is our election process fair?

Do colleges put too much stock in standardized test scores?

Is torture ever acceptable?

Should men get paternity leave from work?

Is a lottery a good idea?

Do we have a fair taxation system?

Do curfews keep teens out of trouble?

Is cheating out of control?

Are we too dependent on computers?

Are parents clueless about child predators on the Internet?

Should animals be used for research?

Should cigarette smoking be banned?

Are cell phones dangerous?

Are law enforcement cameras an invasion of privacy?

Are test scores a good indication of a school's competency?

Is child behavior better or worse than it was years ago?

Should companies market to children?

Should the government have a say in our diets?

For more essay topics, see http://homeworktips.about.com/od/essaywriting/a/argumenttopics.htm

Choosing Credible Sources (use if guest speaker librarian not available)

When a writer uses a book or published article as a source in a research paper, there are not many questions to ask about the credibility of that source. Many editors have gone through the evaluation process before publication. Using books and the library databases as your first line of research options is a good strategy.

The Web, however, is different. Anyone can put any information on the Web, and sometimes information looks more credible at first glance than it is on closer inspection. Ask yourself, "Is this source credible?" every time you choose a Web source. This is especially true of sources with no author or organizational affiliation. You will likely have to navigate to the homepage of the site to judge its credibility. From a single page within a site, it is difficult to determine much about it. Traveling to the home page will yield much more useful information.

One smart way to use the Web is to begin with sources you know are credible. For example, imagine an essay about blood donation. The writer could Google "blood donation," which would result in any number of pages with various degrees of credibility. Or, the writer could think about what organizations might have good information about the topic, such as the Red Cross, the Mayo Clinic, or the National Institutes of Health. The writer could travel to those Web sites and look for information there first without much fear of coming across poor quality information.

Ways to Determine Credibility

Home page

Always look at the home page, or main page, of any Web site. Look for a link that says "home" or enter the Web address only through the domain name. For example, if you were on the page http://www.amnesty.org/en/demand-dignity, you would delete the information from the end to result in http://www.amnesty.org. On the home page, you can find more information. Especially check out the "About Us" link, which will sometimes reveal the author or sponsor.

Author

Look for who the author is and what you can find out about that person or organization. What are the author's qualifications? If there is no author, think twice before using the source.

Sponsor

Look for who owns the site. Is it a reputable group or organization? If so, that is a good sign, even if no individual author is listed. If you cannot tell what group or individual developed the site, think twice before using the source.

Date

Is the information current? For many disciplines, the currency of information is vital.

Documentation

Does the source tell readers where its facts are from? If the source mentions many details or statistics with no documentation, be wary.

Type of site

Determine the type of site you are considering.

Is it a database or other site recommended by the library? Sources retrieved through Jacobs Library are credible.

Is this a blog or homepage owned by an individual person? If so, you want to avoid it unless you can verify the person's credentials.

Is it a wiki? A wiki is a Web site where any user can modify the information, and thus there is no way to verify authorship. Examples of wikis include Wikipedia, Wiktionary, and Wikiquotes. These sources may provide a general overview or lead to more credible sources, but avoid using them in an essay.

Is it an online periodical or online version of a print publication? Examples of online periodicals include Slate.com, Salon.com, and Wired.com, and examples of print publications on the Web include Nytimes.com and Newsweek.com. If you are using a periodical on the Web, you can feel more secure.

Ways *Not* to Determine Credibility

Search engine

Do not assume that the top results from a search engine list are necessarily credible. Search engines have different methods for organizing and ordering results. You are likely just looking at the most popular results, not the best ones.

.org or .edu

Do not rely on just the domain type to determine credibility. Anyone can begin their own .org Web site; the .org itself does not indicate the quality of the source. Many pages on .edu domains are created by students and are thus not the best sources to cite.

Credible Web Sites

The library has an excellent list of Web sites you might find helpful as you research.