

Integrated Learning Map Writing Team Lesson Plan

Career Cluster: Legal Services

Title: Writing to Justify Your Position: Day 1 of 4

What **Academic Skills** will the student know and be able to do?
Standard(s):
CCR RI-2
CCR W-2
DOK: 1, 2, 3, 4

What **Work Readiness Skills and Social Capital Skills** will the student practice?
Speaking with intention
Active listening
Computer skills

Learning Tasks

Academic Work Readiness

Learning Target:

I can distinguish between persuasion & argumentation

Learning Steps:

Circle or Quick Write: How do advertisers persuade you? How does a lawyer argue a case? What is different/similar?

Read two sample essays in café groups

Use highlighters to find claim & counter claims

Compare/Contrast the two essays

Synthesize the worksheet info and café info

Methodology:

Circle/quick write, reading, café groups

Resources:

Sample essays and T-chart, highlighters, large paper

Learning Tasks

Academic Work Readiness

Learning Target:

I can Identify careers that utilize arguments to make claims

Learning Steps:

Research careers online

Quick write about how the career utilizes argumentation

Circle: What will I remember from today's lesson? What is still confusing for me?

Methodology:

Individual research. quick write. circle

Resources:

Computers, journals or quick write paper

Demonstration of Mastery

How will student demonstrate mastery or proficiency of topic content?

Presentation of café true/false quiz

Explanatory writing

Next Steps:

Ask students to find an ad that utilizes arguments for tomorrow; record any points that still confuse students and be sure to address them in future lesson, make note of student interests that come up for incorporation

Sample Expanded Integrated Learning Map Lesson Plan

Lesson Description

Unit Name (Title) Justifying Your Position
Lesson Title and Lesson # Lesson 1: What is argumentation?
Time: 90 minutes (two class periods plus break time or two separate class periods)
CCR (College and Career Readiness) Standards:

CCR RI-2	Reading for Information Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCR SL-1	Speaking & Listening Anchor 1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCR W-7	Writing Anchor 7: Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.

Learning Targets (Goals and Objectives)

Academic Target(s):

Students will be able to distinguish between persuasion and argumentation.

Work Readiness Target(s):

Students will be able to use computer research to identify careers that utilize arguments to justify claims

Materials and Tools (Resources)

Sample essays (see below), highlighters, café paper, markers, talking stick for circle, computers

Learning Tasks (Procedures)

Activities and DOK (Depth of Knowledge)

Begin with Motivation/Anticipatory Set

(get students thinking about the lesson, can be circle, quick write, realia, etc.)

End with Reflection

(allow student to reflect on what they learned, can be circle, quick write, journal, or have students suggest future spin-off topics for lessons)

Time	Procedure	DOK
5 min.	(Anticipatory Set) Students form a circle and pass the talking stick clockwise while answering the questions: How do advertisers persuade you? How does a lawyer argue a case? What is different/similar? (Alternatively, use questions for a quick write – five minutes of writing as students settle in seats, then ask some students to share.)	2
20 min.	Create café groups of 3-4 student and ask students to select a host, recorder, and reader. Hand out the sample essays (one per group) Ask each group to compare and contrast the essays. Rotate groups after 5 minutes (host stays and others join different groups). In small classes, create café groups of 2 students.	3
1 min.	Once students have had time at each café group, explain the terminology: claim vs. counter-claim. (Claim reflects the argument the writer wants to	1

	convince the reader to align with; counter-claim is the opposing argument.)	
9 min.	Ask students to use two different colors of highlighters to highlight the claim and counter-claim in the sample essays in café groups. Teacher rotates around room checking group work.	2
10 min.	Pass out chart of differences between persuasive writing and argumentative writing, ask students to synthesize all info onto large paper. Each café group then chooses one student to present their ideas to class.	4
5 min.	Give true/false quiz (students work individually before break)	1
10 min.	Break – encourage students to drink water and do brain gym	
15 min.	Have students work at computers to research careers using careertech.org or occupations.careers.org	1
25 min.	Ask students to write 1-5 paragraphs (level of writing can vary depending on the level of students). Topic: How does this career utilize argumentation? Remind students to restate the information in their own words and include a website for citation. Encourage students to use word processors for writing with teacher guidance where needed. If possible, instruct students to e-mail paragraphs as attachments (with guidance). Use of a rubric is encouraged, but students should be aware of the criteria (see below).	3
5 min.	Reflection: Closing circle (counterclockwise): What will I remember from today's lesson? What is one thing that I am confused about?	3
	Write homework assignment on board: bring in an ad that utilizes argumentation techniques to class tomorrow.	

Transitions:

Be sure students move for circle and café. The café groupings should be at different tables prepared with markers and large paper. If individual computers are not available for students, a collaborative research on one computer can work. Writing in this case could be done on the large paper as a draft before typing. Make break time mandatory to give students time to reset, do a brain gym, or take a walk.

Demonstration of Mastery:

Presentation of café with correct claim/counter-claim highlights should be recorded. Students who did not understand this should be given extra help.

Paragraph writing should demonstrate understanding of career tasks that may require argumentation without plagiarizing Internet material. Good writing includes evidence of research and synthesis. A rubric is included below. It should be explained to students prior to assigning the writing.

0	1	2	3	4
No website citation	Used website and citation, but copied info directly	Used quotation marks to copy info found on website and included site for notation	Able to paraphrase some information from website (with some evidence of simple word swap) and included website citation	Excellent paraphrasing with website citation
No link to argumentation	Weak link to argumentation but no clear explanation	Weak link to argumentation with some explanation	Strong link to argumentation with some explanation	Strong link to argumentation with clear and precise explanation

A true/false quiz is included to give an assessment that can show statistical information. The questions can also be reconfigured to be a pretest in order to demonstrate learning.

Next Steps

Take notes of what students were still confused about as well as other topics that students found interesting that may have led the class astray if followed in today's lesson. Be sure to the homework on the board. Students should be reminded that their ad should include two sides of an issue to be able to demonstrate argumentation. Political ads may work well.

Trouble Shooting:

Some students do not have e-mail accounts or may not use them regularly. Encourage those students to come early to each class and get into the habit of logging in regularly.

It's good to remind students of the turn-taking rules in circle. Only the person with the talking piece is permitted to talk. All other students should practice active listening. This reminder may be necessary at each circle. A poster with these rules in the classroom may be helpful. Another poster can include the roles for café so that they are clear to each student.

Reflection for Instructor:

Try to reflect on the lesson as soon as it ends in order to have the freshest perspective.

Persuasive Essay:

Gym Membership is Essential

In today's society, many people have jobs that keep them less mobile. They may sit at a desk all day at work, sit with friends during breaks, and later come home to sit on a couch while watching television. More than ever, people should pay to become members at local fitness gyms because it is convenient, motivational, and necessary.

It is easy to join a local gym. There are for-profits or community recreational facilities in many cities. It is likely that a rec. center is located along the commute to work. Signing up is quick and easy, and the employees will give tours to introduce you to the equipment.

Once you begin the convenient process of joining, you can start to see the benefits of your membership. Paying a monthly fee can motivate reluctant people to continue to reap these benefits month after month. Getting in shape will keep you coming back for more and keeping up the membership.

With the obesity rate in our nation rising, gym membership becomes more and more essential to a healthy lifestyle. Exercise is important to maintain energy, stay heart-healthy, and stimulate the brain. Having gym membership is one step in the direction to a longer life.

It is obvious that gym membership is important for people's health. The convenience, motivation, and health benefits are clear. Everyone should join a gym and get in shape.

Argumentative Essay:

Gym Membership is Essential

The prevalence of obesity in the United States is significant. To combat this societal problem, gym membership can allow citizens to work out and get into shape. Some may argue that gym membership is costly and unnecessary, there are clearly more advantages than disadvantages.

Joining a gym is convenient. According to "Gym Membership Statistics," there are 30,500 health gyms in the United States alone. This means it isn't hard to find one in a location that is just right. Gym membership is also motivational. On average, members go twice a week.

Many people argue that gym membership is too expensive. However, the average gym membership is only \$58 per month. ("Gym Membership Statistics") This translates to less than \$2 per day or half the cost of a Starbucks latte.

Another claim for not joining a health gym is that it is easier to just work out at home. People say that working out at home is more convenient than transportation to and from the gym. They also say that the privacy of the home workout is a good reason not to join a gym. While these reasons are commonly spouted, they have no validity. When working out at home, it can be difficult to stay motivated. There are always distractions: other family members, dirty dishes, laundry, etc. There are also no trained professionals willing to help you find the right equipment to assist you in your workout at home. (Pascasio, 2010).

Exercise is necessary in today's society. Gone are the days of working in farms using physical labor. We need to take extra time out of our busy schedules and work out. Gym membership is the key to a healthier lifestyle.

Felisilda, Pascasio, JR. "Exercise – Working Out at Home Versus Working Out at a Gym" May 19, 2010. www.ezinearticles.com Accessed July 22, 2014

Statistic Brain "Gym Membership Statistics" July 13, 2014 International Health, Racquet & Sportsclub Association, Mint, Bureau of Labor Statistics, Club Industry, Club Manager Central. www.statisticbrain.com Accessed July 22, 2014.

Centers for Disease Control and Prevention. Trends in the Prevalence of Extreme Obesity Among US Preschool-Aged Children Living in Low-Income Families, 1998-2010. JAMA. 2012; 308 (24): 2563-2565

With a highlighter, highlight the claim (my side, the "right" side) and counterclaim (the "other" side, the "wrong" side)



= claim



= counterclaim

Persuasive Essay:

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In today's society, many people have jobs that keep them less mobile. They may sit at a desk all day at work, sit with friends during breaks, and later come home to sit on a couch while watching television. More than ever, people should pay to become members at local fitness gyms because it is convenient, motivational, and necessary.

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Once you begin the convenient process of joining, you can start to see the benefits of your membership. Paying a monthly fee can motivate reluctant people to continue to reap these benefits month after month. Getting in shape will keep you coming back for more and keeping up the membership.

With the obesity rate in our nation rising, gym membership becomes more and more essential to a healthy lifestyle. Exercise is important to maintain energy, stay heart-healthy, and stimulate the brain. Having gym membership is one step in the direction to a longer life.

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Differences between Persuasive and Argumentative Writing

Add any new information from this chart to your café presentation.

Persuasive Writing	Argumentative Writing
Objective: get the reader to agree with you	Objective: convince the reader that your claim is more valid than the counterclaim
Technique: blend fact and emotion to convince the reader you are “right”	Technique: offer relevant reasons, credible facts, and researched evidence to prove claim
First thing: identify a topic and your side	First thing: research a topic and then choose a side
Perspective: single-minded goal of persuading the reader that one way is the only way to see things. Only one claim is presented – the writer’s claim. (Persuasive writing may include ONE opposing point, but it is then quickly dismissed or refuted.)	Perspective: Acknowledge the opposing viewpoint (counterclaim) to be fair, but counter these views with facts to show why your claim is superior. Multiple perspectives given, but clearly proves one is the best.
Audience: Needs an intended audience. Knowing what they believe, they can attempt to persuade better with emotions.	Audience: Needs no intended audience to convince. Simply puts the argument out there for all to see.
Attitude: Writer wants to gain a customer/vote/friend. They “go after” readers aggressively. It’s more personal, passionate, and emotional.	Attitude: Gets reader to consider your claim or idea as worthy of attention. The writer shares a conviction and has no stake in whether the audience agrees or not. Impersonal and factual.

True or False?

Name: _____

- _____ 1. A claim is an argument that the writer wants to prove is valid.
- _____ 2. The first step in persuasive writing is research.
- _____ 3. Persuasive writing is more factual than argumentative writing.
- _____ 4. The goal of argumentative writing is to acknowledge that your claim is worthy of consideration.
- _____ 5. The argumentative essay's technique is to offer facts and data.
- _____ 6. Both persuasive and argumentative writing can include the opposing point of view (counterargument).
- _____ 7. Persuasive writing is opinionated, personal, and passionate.
- _____ 8. Argumentative essays need an intended audience.
- _____ 9. Multiple perspectives are presented in persuasive essays.
- _____ 10. The counterclaim is the argument that the writer aligns with.

Key True or False?

Name: _____

- _____ T _____ 1. A claim is an argument that the writer wants to prove is valid.
- _____ F _____ 2. The first step in persuasive writing is research.
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