

# Motivated to Inspire

Unit Cover Page

Unit Title: **Motivated to Inspire** Grade Levels: **6<sup>th</sup>**

Topic/Subject Areas: **English Language Arts: Argumentative Writing**

Key Words: **Inspire, Determination, Motivate, Perseverance, Resilience**

Designed By: **Sheneska Jackson**

Time Frame: **5 weeks**

School District: **LAUSD**

School: **Orville Wright STEAM Magnet**

Brief Summary of Unit (including curricular context and unit goals):

**In this unit on Argumentative writing**, students will write and film a confessional video that examines their lives and provides examples of life defining moments that exemplify who they are as human beings. Students will then use these life experiences to motivate and inspire others to persevere and reach their goals. Students will read the life stories of everyday people as well as famous celebrities to discover the various ways in which people overcome adversity. Students will analyze motivational speeches to uncover the rhetorical techniques of argumentation and understand how those techniques are used to effectively persuade an audience.

**In the culminating performance task**, students will write an argumentative essay in which they use experiences from their own lives as well as the life experiences of those whom they have studied to inspire others to never give up and be resilient. Finally, they will present their essays in the form of a motivational speech to the entire class in order to encourage them to be resilient and persevere towards their dreams.

Unit design status:  Completed template pages – stages 1, 2, 3

Completed blueprint for each performance task  Completed rubrics

Directions to students *and* teacher  Materials and resources listed

Suggested accommodations  Suggested extensions

Status:  Initial draft date: January 2, 2015  Revised draft (date: \_\_\_\_\_)

Peer Reviewed  Content Reviewed  Field Tested  Validated  Anchored

## Stage 1 – Identify Desired Results

Established Goals:

**CCSS Anchor: W1**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**CCSS Anchor: W4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCSS Anchor: SL6**

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

What understandings are desired?

*Students will understand that:*

- Writers use a variety of rhetorical devices and techniques to engage and persuade readers
- Encouragement can lead to change
- Effective Communicators know their audience

What essential questions will be considered?

- How do effective writers hook, hold, and inspire their audience?
- How might the effectiveness of inspiration be measured?
- What impact might sharing personal anecdotes have on an audience?

What key knowledge and skills will students acquire as a result of this unit?

*Students will know...*

- The techniques of effective argumentative writing: logos, ethos, repetition, etc.
- The audience and purpose of a text influences stylistic choices.
- The structure of an argumentative essay.

*Students will be able to...*

- Write an effective argumentative essay
- Deliver an effective speech
- Support claims with evidence
- Address opposing arguments

## Stage 2 – Determine acceptable Evidence

What evidence will show that students understand?

Performance Tasks\* (Summary in GRASPS form):

You are a successful professional who has made it to the top of your field (i.e. Principal, CEO, Producer). You have been asked to return to your former middle school to give a speech to a group of youth who are on the verge of dropping out of school and lack plans for their future. Your goal is to inspire these students to be resilient and persevere. You need to convince the skeptics in the audience, who may have completely given up on their education that they are capable of becoming a success. The challenge involves motivating these students to believe that they can overcome any adversity they may face. You must write a draft of the speech in the form of an argumentative essay. Then, develop that essay into a motivational speech in order to inspire this group of students to never give up. Your performance must include an anecdote from your own life struggles, evidence and support from the texts that you have read and analyzed about other overcomers, and a rebuttal that addresses the opposing views of those students in the audience who may have been through so much hardship that they no longer believe that they can achieve success in life.

*\*Complete a Performance Tasks Blueprint for each task (next page)*

Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples)

- Quiz: The Academic Language of Argumentation – Vocabulary, Devices, and Techniques
- Check For Understanding: Exit Slip – The Format of a Basic Argumentative Essay
- Check For Understanding: SQ3R Worksheet for Never Say Die, Part #1
- Check For Understanding: Context Clue Exercise
- Prompt: After listening to the motivational song, – What is your favorite verse? What does that verse mean to you?
- Work Sample: Argumentative Essay – 1<sup>st</sup> Draft
- Work Sample: Argumentative Essay – 2<sup>nd</sup> Draft

Student Self-Assessment and Reflection:

- Journal Reflection: Who Am I?
- Journal Reflection: The Greatest Challenge I've Overcome
- Journal Reflection: What Motivates Me?
- Journal Reflection: Who Inspires Me?
- Self-Assessment: Argumentative Essay – 1<sup>st</sup> Draft

## Performance Task Blueprint

What understandings and goals will be assessed through this task?

- Use of Rhetorical Devices and Techniques.
- Inspirational words can help people overcome adversity.
- Effective arguments are tailored to a specific audience.

- The use of valid reasoning and relevant and sufficient evidence.
- The clarity and coherence of the writing.
- Command of Standard Academic English
- Appropriateness to audience.

What criteria are implied in the standards and understandings *regardless* of the task specifics?  
What qualities must student work demonstrate to signify that standards were met?

- Argumentative writing should cause the audience to *consider* changing their minds.
- Argumentative writing is based on logic, fact and evidence.

- Essay must be properly structured, clear and coherent.
- Speech must be delivered eloquently and cause doubters to rethink their position.

Through what authentic performance task will students demonstrate understanding?

Because of your success in your chosen field, the Principal of your former Middle School has asked you to return to the school in order to give a speech to the students that will inspire them to not give up on school and to follow their goals and dreams towards success. Using an anecdote from your Video Confession, as well as the other inspirational stories you've studied in class, you will write an effective argumentative essay that persuades the students to persevere despite their challenges. Using this speech as the foundation, you will give a motivational speech that encourages students to be resilient and causes even the most hardened of them to stay in school and be a success. Your speech should employ effective rhetorical devices and persuasive techniques. Also, your speech must include a unique inspirational slogan or phrase that you leave as final words of wisdom for your audience.

What student products and performances will provide evidence of desired understanding?

Argumentative Essay

Inspirational Speech

By what criteria will student products and performances be evaluated?

- Essay employs the proper argumentative structure.
- Essay addresses the opposition
- Essay is supported by logical and factual evidence.

- Speech will be delivered with sophistication and use of Standard Academic English.
- Speech will employ a unique inspirational slogan.

### Stage 3 – Plan Learning Experiences and Instruction

Consider the WHERETO elements

1. Present Michael Jordan Nike Commercial on failure. **Resource (H)**
2. QW Prompt: Who are you? A Survivor or a Quitter? Explain. **Journal Writing, p 205 (E,O)**
3. In groups of 4, students share Journal Responses. **Think-Pair-Share, p. 157 (E,O)**
4. Class Discussion: Who Am I? **Merry-Go-Round, p. 157 (E,O)**
5. Reveal and Discuss Essential Questions. **Handout (W)**
6. End class by showing another inspirational video clip. **Resource (H)**
7. HW: QW--What's the value of an inspirational word? **Journal Writing, p 205 (E,O)**
8. In groups of 4, students share HW Journal Responses. **Think-Pair-Share, p. 157 (E,O)**
9. Class Discussion: The Value of an inspirational word. **Merry-Go-Round, p. 157 (E,O)**
10. Give students Overview of the Argumentation Unit, including Performance Task. **Handout (W)**
11. Introduce Key Vocabulary. **Personal Dictionary, p. 107 Handout (E)**
12. Introduce Foundational text: Never Say Die **(E)**
13. View video of Trailer for 127 Hours. **Resource (H)**
14. Make Predictions about the text. **Handout (E)**
15. View Clip of 127 Hours. **Resource (H)**
16. Text: Chapter 1. **Teacher Reads Aloud, p. 190. Personal Thesaurus, p. 105 (E)**
17. **Context Clues Exercise, p. 104. Handout (E)**
18. Text: Chapter 2. **Train Reading, p. 190. Personal Thesaurus, p. 105 (E)**
19. Check for Understanding: **SQ3R, p. 197 Handout (E)**
20. View Clip of 127 Hours. **Resource (H)**
21. Text: Chapter 3. **Teacher Reads Aloud, p. 190. Personal Thesaurus, p. 105 (E)**
22. **Context Clues Exercise, p. 104. Handout (E)**
23. Text: Chapter 4. **Fade In and Fade Out, p. 191. Personal Thesaurus, p. 105 (E)**
24. Check for Understanding: **Handout: SQ3R, p. 197 (E)**
25. View Clip of 127 Hours. **Resource (H)**
26. Text: Chapter 5. **Teacher Reads Aloud, p. 190. Personal Thesaurus, p. 105 (E)**
27. **Context Clues Exercise, p. 104. Handout (E)**
28. Check for Understanding: **Handout: SQ3R, p. 197 (E)**
29. Introduce Video Confession Assignment. **Handout (E)**
30. Motivational Speech Clip. **Resource (H)**
31. QW Prompt: The Greatest Challenge I've Overcome. Explain. **Journal Writing, p 205 (E,O)**
32. In groups of 4, students share Journal Responses. **Think-Pair-Share, p. 157 (E,O)**
33. Class Discussion: My Greatest Challenge. **Merry-Go-Round, p. 157 (E,O)**
34. Distribute a Sample of an Argumentative Essay. **Handout (E)**
35. Analyze Structure of Essay. Define Rhetorical Devices and Techniques. **Handout. (E)**
36. Distribute Argumentative Sample #2. **Handout (E)**
37. In groups of 4, students find examples of Rhetorical Devices and Techniques. **Handout (E)**
38. Motivational Speech Clip. **Resource (H)**
39. QW Prompt: What Motivates Me? Explain. **Journal Writing, p 205 (E,O)**
40. In groups of 4, students share their Journal responses. **Think-Pair-Share, p. 157 (E,O)**
41. Class Discussion: My Motivation. **Merry-Go-Round, p. 157 (E,O)**

### Stage 3 – Plan Learning Experiences and Instruction

Consider the WHERETO elements

42. View Clip of Touching the Void [Resource](#) (H)
43. Text: Chapter 6. [Teacher Reads Aloud](#), p. 190. [Personal Thesaurus](#), p. 105 (E)
44. [Context Clues Exercise](#), p. 104. [Handout](#) (E)
45. Text: Chapter 7. [Train Reading](#), p. 190. [Personal Thesaurus](#), p. 105 (E)
46. Check for Understanding: [Handout: SQ3R](#), p. 197 (E)
47. HW: Review Key Vocabulary, Rhetorical Devices, and Techniques. (R)
48. View Clip of Touching the Void. [Resource](#) (H)
49. Text: Chapter 8. [Teacher Reads Aloud](#), p. 190. [Personal Thesaurus](#), p. 105 (E)
50. [Context Clues Exercise](#), p. 104. [Handout](#) (E)
51. Text: Chapter 9. [Fade In and Fade Out](#), p. 191. [Personal Thesaurus](#), p. 105 (E)
52. Check for Understanding: [Handout: SQ3R](#), p. 197 (E)
53. HW: Check for Understanding – Essay Format. [Handout](#) (E)
54. View Clip of Touching the Void. [Resource](#) (H)
55. Text: Chapter 10. [Teacher Reads Aloud](#), p. 190. [Personal Thesaurus](#), p. 105 (E)
56. [Context Clues Exercise](#), p. 104. [Handout](#) (E)
57. Text: Chapter 11. [Train Reading](#), p. 190. [Personal Thesaurus](#), p. 105 (E)
58. Check for Understanding: [Handout: SQ3R](#), p. 197 (E)
59. HW: Review Key Vocabulary, Rhetorical Devices, and Techniques. (R)
60. Video Confessions are Due! (T)
61. Quiz: Key Vocabulary, Rhetorical Devices and Techniques. [Handout](#) (E2)
62. Teacher Models Writing Paragraph #2 (E,O)
63. HW: Paragraph #2 Writing. [Handout](#) (E,O)
64. Peer Review of HW Paragraph #2. [Handout](#) (E2,O)
65. Paragraph #2 Rewrite. (E2,O)
66. Motivational Speech Clip. [Resource](#) (H)
67. QW Prompt: Who Inspires Me? Explain. [Journal Writing](#), p 205 (E,O)
68. In groups of 4, students share Journal Responses. [Think-Pair-Share](#), p. 157 (E,O)
69. Class Discussion: My Inspiration. [Merry-Go-Round](#), p. 157 (E,O)
70. Teacher Models Writing Paragraph #3 (E,O)
71. Students Write Paragraph #3. (E,O) [Handout](#)
72. Peer Review of Paragraph #3. [Handout](#) (E2,O)
73. Paragraph #3 Rewrite (E2,O)
74. Teacher models writing paragraph #4, featuring the Counter-Claim and the Rebuttal. (E,O)
75. Students write Paragraph #4. [Handout](#) (E,O)
76. Peer Review of Paragraph #4. [Handout](#) (E2,O)
77. Teacher models writing an effective Introduction and Conclusion. (E,O)
78. Students write their Introductions and Conclusions. [Handout](#) (E,O )
79. Peer Review of Introductions and Conclusions. [Handout](#) (E2,O)

### Stage 3 – Plan Learning Experiences and Instruction

Consider the WHERETO elements

- 78.** Putting it all together. Teacher models and analyzes draft of Argumentative Essay. **(E,O)**
- 79.** Students put it all together. **(E,O)**
- 80.** HW: Complete 1<sup>st</sup> Draft of Essay. **(E,O)**
- 81.** Peer Review of 1<sup>st</sup> Draft. **Handout (E2,O)**
- 82.** Students rewrite 1<sup>st</sup> Draft **(E,O)**
- 83.** Self-Assessment of 1<sup>st</sup> Draft. **(E2,O)**
- 84.** HW: Write Final Draft of Essay. **(E,O)**
- 85.** Listen to motivational song. **Resource (H)**
- 86.** QW Prompt: What is your favorite verse of the song and why? **Journal Writing, p 205 (E,O)**
- 87.** In groups of 4, students share Journal Responses. **Think-Pair-Share, p. 157 (E,O)**
- 88.** Class Discussion: My Favorite Verse and Why. **Merry-Go-Round, p. 157 (E,O)**
- 89.** View Clip of Motivational Speech. **Resource (H)**
- 90.** Introduce 7 Keys to Effective Public Speaking. **Resource (E)**
- 91.** In Groups of 2, rehearse Delivery of Motivational Speech. **Handout (R)**
- 92.** HW: Rehearse Speech. **(R)**
- 93.** In Groups of 2, rehearse Delivery of Motivational Speech. **Handout (R)**
- 94.** HW: Rehearse Speech. **(R)**
- 95.** Group 1 Speeches **(T)**
- 96.** Full Screen of the movie, 127 Hours **(H)**

## WEEK 1

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><b>1</b></p> <ul style="list-style-type: none"> <li>•Present Michael Jordan Nike Commercial on failure. <a href="#">Resource</a></li> <li>•QW Prompt: Who are you? A Survivor or a Quitter? Explain. <a href="#">Journal Writing, p 205</a></li> <li>•In groups of 4, students share Journal Responses. <a href="#">Think-Pair-Share, p. 157</a></li> <li>•Class Discussion: Who Am I? <a href="#">Merry-Go-Round, p. 157</a></li> <li>•Reveal and Discuss Essential Questions. <a href="#">Handout</a></li> <li>•End class by showing another inspirational video clip. <a href="#">Resource</a></li> </ul> <p>HW: QW--What's the value of an inspirational word? <a href="#">Journal Writing, p 205</a></p>	<p><b>2</b></p> <ul style="list-style-type: none"> <li>•In groups of 4, students share HW Journal Responses. <a href="#">Think-Pair-Share, p. 157</a></li> <li>•Class Discussion: The Value of an inspirational word. <a href="#">Merry-Go-Round, p. 157</a></li> <li>•Give students an Overview of the Argumentation Unit. <a href="#">Handout</a></li> <li>•Introduce Key Vocabulary. <a href="#">***Personal Dictionary, p. 107 Handout</a></li> <li>•Introduce Foundational text: Never Say Die</li> <li>•View video of Trailer for 127 Hours. <a href="#">Resource</a></li> <li>•Make Predictions on the text. <a href="#">Handout</a></li> </ul> <p><a href="#">***Use of Personal Dictionary and Personal Thesaurus are ongoing, as needed for each individual student.</a></p>	<p><b>3</b></p> <ul style="list-style-type: none"> <li>•View Clip of 127 Hours. <a href="#">Resource</a></li> <li>•Text: Chapter 1. <a href="#">Teacher Reads Aloud, p. 190.</a></li> <li><a href="#">***Personal Thesaurus, p. 105</a></li> <li>•<a href="#">Context Clues Exercise, p. 104. Handout</a></li> <li>•Text: Chapter 2. <a href="#">Train Reading, p. 190</a></li> <li>•Check for Understanding: <a href="#">Handout: SQ3R, p. 197</a></li> </ul> <p><a href="#">***Use of Personal Dictionary and Personal Thesaurus are ongoing, as needed for each individual student.</a></p>	<p><b>4</b></p> <ul style="list-style-type: none"> <li>•View Clip of 127 Hours. <a href="#">Resource</a></li> <li>•Text: Chapter 3. <a href="#">Teacher Reads Aloud, p. 190</a></li> <li>•<a href="#">Context Clues Exercise, p. 104. Handout</a></li> <li>•Text: Chapter 4. <a href="#">Fade In and Fade Out, p. 191</a></li> <li>Check for Understanding: <a href="#">Handout: SQ3R, p. 197</a></li> </ul>	<p><b>5</b></p> <ul style="list-style-type: none"> <li>•View Clip of 127 Hours. <a href="#">Resource</a></li> <li>•Text: Chapter 5. <a href="#">Teacher Reads Aloud, p. 190</a></li> <li>•<a href="#">Context Clues Exercise, p. 104. Handout</a></li> <li>•Check for Understanding: <a href="#">Handout: SQ3R, p. 197</a></li> <li>•Introduce Video Confession Assignment. <a href="#">Handout</a></li> </ul>



## WEEK 2

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><b>6</b></p> <ul style="list-style-type: none"> <li>•Motivational Speech Clip. <a href="#">Resource</a></li> <li>•QW Prompt: The Greatest Challenge I've Overcome. Explain. <a href="#">Journal Writing, p 205</a></li> <li>•In groups of 4, students share Journal Responses. <a href="#">Think-Pair-Share, p. 157</a></li> <li>•Class Discussion: My Greatest Challenge. <a href="#">Merry-Go-Round, p. 157</a></li> <li>•Distribute a Sample of an Argumentative Essay. <a href="#">Handout</a></li> <li>•Analyze Structure of Essay. Define Rhetorical Devices and Techniques. <a href="#">Handout.</a></li> </ul>	<p><b>7</b></p> <ul style="list-style-type: none"> <li>•Distribute Argumentative Sample #2. <a href="#">Handout</a></li> <li>•In groups of 4, students work together to find examples of Rhetorical Devices and Techniques. <a href="#">Handout</a></li> <li>•Motivational Speech Clip. <a href="#">Resource</a></li> <li>•QW Prompt: What Motivates Me? Explain. <a href="#">Journal Writing, p 205</a></li> <li>•In groups of 4, students share their Journal responses. <a href="#">Think-Pair-Share, p. 157</a></li> <li>•Class Discussion: My Motivation. <a href="#">Merry-Go-Round, p. 157</a></li> </ul>	<p><b>8</b></p> <ul style="list-style-type: none"> <li>•View Clip of Touching the Void. <a href="#">Resource</a></li> <li>• Text: Chapter 6. <a href="#">Teacher Reads Aloud, p. 190</a></li> <li>•<a href="#">Context Clues Exercise, p. 104.</a> <a href="#">Handout</a></li> <li>•Text: Chapter 7. <a href="#">Train Reading, p. 190</a></li> <li>•Check for Understanding: <a href="#">Handout: SQ3R, p. 197</a></li> <li>•HW: Review Key Vocabulary, Rhetorical Devices, and Techniques.</li> </ul>	<p><b>9</b></p> <ul style="list-style-type: none"> <li>•View Clip of Touching the Void. <a href="#">Resource</a></li> <li>•Text: Chapter 8. <a href="#">Teacher Reads Aloud, p. 190</a></li> <li>•<a href="#">Context Clues Exercise, p. 104.</a> <a href="#">Handout</a></li> <li>•Text: Chapter 9. <a href="#">Fade In and Fade Out, p. 191</a></li> <li>•Check for Understanding: <a href="#">Handout: SQ3R, p. 197</a></li> <li>•HW: Check for Understanding – Essay Format. <a href="#">Handout</a></li> </ul>	<p><b>10</b></p> <ul style="list-style-type: none"> <li>•View Clip of Touching the Void. <a href="#">Resource</a></li> <li>•Text: Chapter 10. <a href="#">Teacher Reads Aloud, p. 190</a></li> <li>•<a href="#">Context Clues Exercise, p. 104.</a> <a href="#">Handout</a></li> <li>•Text: Chapter 11. <a href="#">Train Reading, p. 190</a></li> <li>•Check for Understanding: <a href="#">Handout: SQ3R, p. 197</a></li> <li>•HW: Review Key Vocabulary, Rhetorical Devices, and Techniques.</li> </ul>

## WEEK 3

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><b>11</b></p> <ul style="list-style-type: none"> <li>•Video Confessions are Due!</li> <li>•Quiz: Key Vocabulary, Rhetorical Devices and Techniques. <a href="#">Handout</a></li> <li>•Introduce Paragraph Structure. <a href="#">Handout</a></li> <li>HW: Paragraph Writing. <a href="#">Handout</a></li> </ul>	<p><b>12</b></p> <ul style="list-style-type: none"> <li>•Peer Review of HW Paragraph. <a href="#">Handout</a></li> <li>•Paragraph Rewrite.</li> <li>•Motivational Speech Clip. <a href="#">Resource</a></li> <li>•QW Prompt: Who Inspires Me? Explain. <a href="#">Journal Writing, p 205</a></li> <li>•In groups of 4, students share Journal Responses. <a href="#">Think-Pair-Share, p. 157</a></li> <li>•Class Discussion: My Inspiration. <a href="#">Merry-Go-Round, p. 157</a></li> </ul>	<p><b>13</b></p> <ul style="list-style-type: none"> <li>•Using the Paragraph format, write paragraph #2 of your Argumentative essay. <a href="#">Handout</a></li> <li>•Peer Review of Paragraph #2 <a href="#">Handout</a></li> <li>•Paragraph #2 Rewrite.</li> <li>•HW: Using the Paragraph format, Write Paragraph #3 of your Argumentative Essay. <a href="#">Handout</a></li> </ul>	<p><b>14</b></p> <ul style="list-style-type: none"> <li>•Peer Review of Paragraph #3. <a href="#">Handout</a></li> <li>•Paragraph #3 Rewrite</li> <li>•Teacher models writing paragraph #4, featuring the Counter-Claim and the Rebuttal.</li> <li>•Students write Paragraph #4. <a href="#">Handout</a></li> <li>•Peer Review of Paragraph #4. <a href="#">Handout</a></li> </ul>	<p><b>15</b></p> <ul style="list-style-type: none"> <li>•Teacher models writing an effective Introduction and Conclusion.</li> <li>•Students write their Introductions and Conclusions. <a href="#">Handout</a></li> <li>•Peer Review of Introductions and Conclusions. <a href="#">Handout</a></li> </ul>

# WEEK 4

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><b>16</b></p> <ul style="list-style-type: none"> <li>•Putting it all together. Teacher models and analyzes a complete draft of Argumentative Essay. <a href="#">Handout</a></li> <li>•Students put it all together.</li> <li>•HW: Complete 1<sup>st</sup> Draft of Essay.</li> </ul>	<p><b>17</b></p> <ul style="list-style-type: none"> <li>•Peer Review of 1<sup>st</sup> Draft. <a href="#">Handout</a></li> <li>•Students rewrite 1<sup>st</sup> Draft</li> <li>•Self-Assessment of 1<sup>st</sup> Draft.</li> <li>•HW: Write Final Draft of Essay</li> </ul>	<p><b>18</b></p> <ul style="list-style-type: none"> <li>•Listen to motivational song. <a href="#">Resource</a></li> <li>•QW Prompt: What is your favorite verse of the song and why? <a href="#">Journal Writing, p 205</a></li> <li>•In groups of 4, students share Journal Responses. <a href="#">Think-Pair-Share, p. 157</a></li> <li>•Class Discussion: My Favorite Verse and Why. <a href="#">Merry-Go-Round, p. 157</a></li> <li>•View Clip of Motivational Speech. <a href="#">Resource</a></li> <li>•Review 7 Keys to Effective Public Speaking. <a href="#">Resource</a></li> </ul>	<p><b>19</b></p> <ul style="list-style-type: none"> <li>•In Groups of 2, rehearse Delivery of Motivational Speech. <a href="#">Handout</a></li> <li>•HW: Rehearse Speech.</li> </ul>	<p><b>20</b></p> <ul style="list-style-type: none"> <li>•In Groups of 2, rehearse Delivery of Motivational Speech. <a href="#">Handout</a></li> <li>•HW: Rehearse Speech.</li> <li>•Divide Students into groups for the presentation of Motivational Speeches.</li> </ul>

# WEEK 5

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>21</b> <ul style="list-style-type: none"><li>•Group 1 Speeches</li><li>•<a href="#">Handout</a></li><li>•127 Hours</li></ul>	<b>22</b> <ul style="list-style-type: none"><li>•Group 2 Speeches</li><li>•<a href="#">Handout</a></li><li>•127 Hours</li></ul>	<b>23</b> <ul style="list-style-type: none"><li>•Group 3 Speeches</li><li>•<a href="#">Handout</a></li><li>•127 Hours</li></ul>	<b>24</b> <ul style="list-style-type: none"><li>•Group 4 Speeches</li><li>•<a href="#">Handout</a></li><li>•127 Hours</li></ul>	<b>25</b> <ul style="list-style-type: none"><li>•Group 5 Speeches</li><li>•<a href="#">Handout</a></li><li>•127 Hours</li></ul>

# RESOURCES

# Resources

Below you will find a list of resources used in the Lesson, **Motivated to Inspire**. There are links to **Motivational and Inspirational Speeches, Public Speaking Guidelines, Music, Commercial, and Movie selections**, all of which are included in the **Motivated to Inspire Lesson**.

Resource Links	
<a href="http://www.happyandinspired.com/top-10-inspirational-speeches.html">http://www.happyandinspired.com/top-10-inspirational-speeches.html</a>	<ul style="list-style-type: none"> <li>•Martin Luther King – I have a Dream</li> <li>•Al Pacino –Any Given Sunday</li> <li>•Sylvester Stallone –Rocky Balboa</li> <li>•Steve Jobs – Commencement Speech</li> <li>•Anthony Robbins – Motivational Speech</li> <li>•Baz Luhrmann - Free To Wear Sunscreen</li> <li>•<b>Football Coach – I am a Champion*</b></li> <li>•Randy Pausch – Commencement Address</li> <li>•Les Brown – Negative People</li> <li>•<b>Art Williams – Leadership is Everything*</b></li> <li>•J.K. Rowling – Harvard Commencement</li> <li>•Jimmy Valvano – ESPY Awards</li> </ul> <p style="text-align: right;"><b>*Highly Recommended</b></p>
<a href="https://www.youtube.com/watch?v=eWynt87PaJ0">https://www.youtube.com/watch?v=eWynt87PaJ0</a>	Barack Obama – 2004 DNC Keynote Speech
<a href="http://www.forbes.com/sites/carminegallos/2012/01/09/joel-osteen-7-keys-to-successful-public-speaking/">http://www.forbes.com/sites/carminegallos/2012/01/09/joel-osteen-7-keys-to-successful-public-speaking/</a>	Joel Osteen: 7 Keys to Successful Public Speaking
<a href="https://www.youtube.com/watch?v=GrRhBzN7its">https://www.youtube.com/watch?v=GrRhBzN7its</a>	T.D. Jakes Sermon Excerpt Ray Lewis “Effort”
<a href="https://www.youtube.com/watch?v=JA7G7AV-LT8">https://www.youtube.com/watch?v=JA7G7AV-LT8</a>	<b>*Highly Recommended</b> Michael Jordan Nike Commercial:

	Failure
Link to 127 Coming Soon	
Link to Touching the Void Coming Soon	

# Handouts

Below is the listing of Handouts that are used in the Lesson, Motivated to Inspire. Each handout is numbered according to the list.

1.	Motivated to Inspire Journal Cover Sheet <ul style="list-style-type: none"> <li>•Who Are You?</li> <li>•The Value of an Inspirational Word</li> <li>•The Greatest Challenge</li> <li>•What Motivates Me?</li> <li>•Who Inspires Me?</li> <li>•Imagine Me</li> </ul>
2.	Essential Questions
3.	Overview of Argumentation Unit
4.	The Academic Language of Argumentation
5.	Making Predictions
6.	Context Clues Exercise
7.	SQ3R
8.	Video Confession
9.	Argumentative Essay Format
10.	Argumentative Essay Sample
11.	Find the Rhetorical Devices and Techniques
12.	Argumentative Essay 2
13.	Find the Rhetorical Devices and Techniques
14.	HW: Check for Understanding – Essay Format <ul style="list-style-type: none"> <li>•Answer Key</li> </ul>
15.	Academic Language Quiz <ul style="list-style-type: none"> <li>•Answer Key</li> </ul>
16.	Paragraph #2 Format Handout
17.	Paragraph #3 Format Handout
18.	Paragraph #4 Format Handout
19.	Introduction Format Handout
20.	Conclusion Format Handout
21.	Paragraph Peer Review
22.	Self-Editing Checklist
23.	Peer Editing Checklist
24.	Speech Evaluation Form
25.	Essay Rubric
26.	Speech Rubric
<b>A</b>	Here's the Evidence (Additional Resource)
<b>B</b>	Argument Activity (Additional Resource)



# Motivated to Inspire Journal



Name: \_\_\_\_\_

Class: \_\_\_\_\_

Name: \_\_\_\_\_



Prompt: Who are you? A survivor or a quitter? Provide evidence.

---

---

---

---

---

---

---

---

---

---

---











Name: \_\_\_\_\_



Prompt: What motivates me to be successful? Provide evidence.

---

---

---

---

---

---

---

---

---

---













## Essential Questions

1. What is the value of an Inspirational Word?
2. How do effective writers and speakers hook, hold and inspire their audiences?
3. How can a writer or speaker ensure that their words of inspiration are well received?
4. How does sharing a personal anecdote affect an audience?



# Argumentation Unit Overview

**A**rgumentation is the presentation of conclusions that are reached through logical reasoning. When you make an argument, you build up your side of the story by giving examples and stating facts that are backed up by evidence. For instance, if I wanted to make an argument for why you should fail the class, I must not only state my claim that you should fail, but I must also back my claim up by showing all the tests that you've failed throughout the semester. A major purpose of argumentation is to get your audience to see things the way you see them. Argumentation convinces others that you are right by logically laying out your side of the story and supporting your claims through valid evidence. Effective argumentation employs specific techniques known as rhetorical devices to ensure that your point is well made. It also takes the audience into consideration and tailors the argument in such a way that the audience gets it.

**W**hy is argumentation important? Because it gets you what you want! You make arguments all the time, everyday! When you try to convince your mom to buy you the new Jordan's, you're making an argument. When you try to get your teacher to give you extra time to turn in your project? You're making an argument. You are stating your claim and backing it up with evidence. If you don't make a good argument, you won't get what you want.

**C**ulminating Task:

You are a successful professional who has made it to the top of your field (i.e. Principal, CEO, Producer, etc.). Because of your success, the Principal of your former Middle School has asked you to return to the school in order to give a speech to a group of youth who are on the verge of dropping out of school. **Your goal** is to inspire these students to be resilient and persevere. You need to convince the skeptics in the audience, who are near giving up and convince them that they are capable of being a success. The challenge involves motivating these students to believe that they can overcome the adversity they are facing.

**Your task** is to write a draft of the speech in the form of an **argumentative essay**. **Next, you will also** develop that essay into a **motivational speech** in order to inspire this group of students to never give up. Your performance must include an anecdote from your own life struggles, evidence and support from the texts that you've analyzed about other overcomers, and a rebuttal that addresses the opposing views of those students in the audience who have been through so much hardship that they no longer believe that they can achieve success in life.



## The Academic Vocabulary of Argumentation (4)

- **Argument** = a series of statements designed to express your side of a story and convince others to see things your way.
- **Claim** = what the writer (or speaker) wants to prove. Also known as an assertion or position. *It's black.*
- **Counter-Claim** = an opinion that goes against the claim. It is the opposite opinion of the claim. *No, it's white.*
- **Rebuttal** = An attack on the counter-claim. It provides more evidence to prove the claim. *Sorry, but it's black because it's the darkest color that I've ever seen.*
- **Rhetorical Device** = A stylistic choice that an author or speaker uses to effectively get his or her point across, such as, **repetition**: repeating a word or phrase for emphasis.
- **Appeal to Emotion (Pathos)** = an argument aimed at the reader's heart. *Recycling stops the ocean from being polluted with garbage that kills the teeny-weeny innocent fishes who do not deserve to die!*
- **Appeal to Logic (Logos)** = an argument aimed at the reader's sense of logic. *Recycling is a good idea because it reduces the amount of garbage we produce, which in turn, reduces the amount of contamination in our oceans.*
- **Appeal to Ethics (Ethos)** = An argument aimed at the reader's sense of right and wrong. Sometimes used by throwing in the name of an ethical person. *By recycling, we help save our planet's precious resources and make the world a better place in which to live. Or, President Obama says, "Recycle!"*
- **Audience** = the people the writer wants to persuade.
- **Tone** = the writer's attitude toward the subject and the audience.
- **Elaboration** = adding information in the form of details.
- **Commentary** = your personal thoughts on an issue.
- **Call to Action** = a statement that directly tells the reader what you want them to do.
- **Rhetorical Question** = a question designed to make you think, not to be answered.
- **Anecdote** = A personal story.
- **Evidence** = specific information that proves your claim. Evidence comes in many forms, such as *Use of Statistics* and *References to well-known events*
- **Credibility** = the believability of an argument

Name \_\_\_\_\_ (5)

# Making Predictions

I Think...	Because.....	Confirmed?
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Yes? No?
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Yes? No?
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Yes? No?

Name: \_\_\_\_\_ (6)

## Context Clues Exercise

Page Number	Target Word in Context	This is what I think it means	What clues in the text helped you guess the meaning?	My New Word for the target word
15	It was an <b>ambitious</b> plan for an ordinary tourist.			
18	Skilled hikers like Ralston think of them as <b>obstacle</b> courses.			
21	But the boulder <b>lurched</b> to the other wall and crushed his right hand.			
26	He quickly pushed the <b>bizarre</b> thought out of his mind.			
30	He studied the giant chockstone he had tried to <b>descend</b> ten hours earlier.			
43	He had just <b>amputated</b> his own hand, and yet he felt as though he had been reborn.			
62	Simpson and Yates wanted to descend by an easier <b>route</b> than the one they had climbed.			
73	But through the pain came a glimmer of hope: Yates was not going to <b>desert</b> him.			
80	High above Simpson, Yates struggled with his own <b>dilemma</b> .			
93	Simpson turned his <b>ordeal</b> into a contest.			
	I <b>persevered</b> and kept on going despite the pain.			

Name: \_\_\_\_\_

## SQ3R (7)

1. **S**urvey: Preview a section of the text.
2. **Q**uestion: Read the question for that section.
3. **R**ead: As you read the section, think of an answer for the question.
4. **R**ecite: Share your answer with your group or elbow partner.
5. **R**eview: Review your answer by writing it down on paper.

### Escape From Blue John Canyon

1. Since Blue John Canyon is not a prison, why did Aron Ralston need to escape?

---

---

---

### Into the Desert

2. What big mistake did Aron make when he decided to go on this mountain climb?

---

---

---

### Trapped!

3. What was Aron's biggest concern after his hand was trapped between the boulders?

---

---

---

Every Way but Loose

4. What gruesome task did Aron contemplate in order to free himself?

---

---

---

Breaking Free

5. What genius idea did Aron come up with that made it possible for him to free himself?

---

---

---

Rescue

6. Why couldn't Aron cry when he finally got out of the canyon?

---

---

---

Name: \_\_\_\_\_

# SQ3R

1. **S**urvey: Preview a section of the text.
2. **Q**uestion: Read the question for that section.
3. **R**ead: As you read the section, think of an answer for the question.
4. **R**ecite: Share your answer with your group or elbow partner.
5. **R**evision: Review your answer by writing it down on paper.

## Beyond the Brink

1. What tragedy happened to Joe Simpson after he reached the top of Siula Grande?

---

---

---

## On Top of the World

2. What made Siula Grande special?

---

---

---

## Over the Edge

3. After Simpson had fallen, what did Yates do? Why was it important?

---

---

---

Cut Loose

4. What dilemma was Yates faced with after Simpson slid down the mountain and dangled over the edge?

---

---

---

Into the Depths

5. What choice did Simpson make after he fell down into the crevasse?

---

---

---

The Long Crawl

6. What did Simpson do in order to help himself make it through his ordeal?

---

---

---

Race Against Death

7. What did Simpson want to make sure of?

---

---

---

Name: \_\_\_\_\_(8)

# Video Confession

**T**ask: Using your cell phone, tablet, or any other technology device, record yourself as you confess the answers to the questions below. This task should be done exactly like a Video Confession that you would see on a Reality TV Show. You should record yourself in a small room or closet. The background should be dark and you must answer the confession questions as truthfully as possible.

**Q**uestions:

1. What one word best describes who you are?
2. How do you think others see you? Are they wrong or right? Why?
3. What's the biggest ordeal that you've been through in life?
4. What did you learn from that ordeal?
5. What does success mean to you?
6. How can you achieve success?
7. What is most important to you in life?
8. What motivates you?
9. Who inspires you?
10. Can you be an inspiration to someone else? Explain.

**D**ue Date: \_\_\_\_\_



# Argumentative Essay Format

This is the format you will use to write your essay.

1. Introduction Paragraph
  - a. Attention Grabber
  - b. Claim
2. Body Paragraph – Argument #1
  1. Topic Sentence
  2. Concrete Detail
  3. Commentary: Evidence, Elaboration, Example
  4. Commentary: Evidence, Elaboration, Example
  5. Closing
3. Body Paragraph – Argument #2
  1. Topic Sentence
  2. Concrete Detail
  3. Commentary: Evidence, Elaboration, Example
  4. Commentary: Evidence, Elaboration, Example
  5. Closing
4. Body Paragraph – Counter-Claim & Rebuttal
  1. Counter-Claim
  2. Concrete Detail
  3. Rebuttal: Attack the Counter-Claim
  4. Rebuttal: Attack the Counter-Claim
  5. Closing
5. Conclusion Paragraph
  1. Restate the Claim
  2. Call to Action

Turn Off the Cell  
Argumentative Essay Example

Is a phone conversation worth your life? I doubt it. Yet, everyday people lose their lives in car crashes as a result of drivers who are distracted by their cell phones. This is ridiculous. I firmly believe that in order to save people from getting injured or killed, using cell phones while driving should be banned.

Driving while using a cell phone is just as dangerous as driving while intoxicated. According to the article, "Cell Phone Use Ages Drivers," David Strayer, a psychology professor from the University of Utah, conducted a study that showed, "motorists who talk on cell phones are more impaired than drivers with blood alcohol levels exceeding .08." This evidence shows that cell phone users drive worse than those who are drunk. This information solidly supports my belief that the use of cell phones while driving should be banned in order to increase the safety of all those on the road.

Additionally, despite popular belief, talking on a hands-free device is just as bad as actually holding the phone while driving. According to the article, "Hands-free Phone Talk Can Distract Drivers," a report from the University of Utah showed that, "calling and driving poses a danger to motorists regardless of what type of phone they use." This evidence shows that talking on a cell phone puts lives in danger even if the user is talking on a hands-free device. The bottom line is evident - cell phones should be banned while driving.

Those who may disagree with my position may say that more proof is needed to support the fact that cell phone use while driving is harmful. For instance, in the article, "Hands-free Phone Talk Can Distract Drivers," Tom Wheeler, the president of the Cellular Telecommunications and Internet Association says that, "the reality of the situation from the current crash data available is that wireless phones aren't contributing to a significant number of crashes." However, we know just by looking at the news that more and more people are losing their lives because people are texting and talking on the phone when they should be focused on the road. The data may not be available now, but it's only a matter of time before the numbers show what we already know - cell phone usage while driving kills!

In conclusion, if we do not ban cell phone usage while driving, more and more people will lose their lives. No phone call or text message is worth dying over. That's why we must put down the cell phone and pay attention to the road. Our lives depend on it!

Name: \_\_\_\_\_(11)

# Rhetorical Devices and Techniques

## Find the Parts

Task: Read the Essay Sample, Turn Off the Cell. Find examples of the Devices and Techniques listed below.

1. Attention Grabber

---

2. Claim

---

3. Counter-Claim

---

4. Rebuttal

---

5. Call to Action

---

6. Pathos

---

7. Ethos

---

8. Logos

---

## Argumentative Essay Example 2

### Hang Up and Drive

You see it every day, especially in freeway traffic. A car is weaving back and forth, speeding up then slowing down, or suddenly stopping. No, it's not a drunk driver. It's a cell-phone driver. Cell phones are used everywhere, but on the road they are a dangerous distraction to drivers and should be prohibited.

*The New England Journal of Medicine* reported that "motorists using a cell phone were four times more likely to have an accident than those not using a phone." The major problem is that the driver is not focused on the road, but on his or her conversation. Cell-phone drivers are very unpredictable: they weave, tailgate, drive too fast or too slow, make improper turns, run red lights, and even stop at green ones. It's not only annoying; it's hazardous. Cell-phone-related accidents include rear-ending vehicles; running off a road and crashing into trees, fences, and buildings; flipping over; and having head-on collisions. Many of these accidents result in fatalities. In October at the California Traffic Safety Summit, experts testified that "cell phones used by drivers lead to at least 1,000 deaths per year in California." These are the same problems that occur with drunk driving, which is strictly outlawed and harshly enforced. For the same reasons, California needs laws that restrict the use of cell phones in cars.

Until we take action to pass new laws, drivers at least need to be more responsible when using cell phones. The American Automobile Association recommends that drivers pull off the road before using a cell phone, have a passenger use it for them, or use voice mail to answer calls. Another suggestion is to keep the phone off while moving or simply not use it in the car. Before using a cell phone, drivers should think to themselves, "Is this call really *that* important?"

Cell phones can be a vital link in emergencies, but drivers need to use them wisely. As professional NASCAR racer John Andretti says, "Driving safely is your first responsibility." The best road to safety is to just hang up and drive.

Name: \_\_\_\_\_(13)

# Rhetorical Devices and Techniques

## Find the Parts

Task: Read Essay sample #2. Find examples of the Devices and Techniques listed below.

1. Attention Grabber

---

2. Claim

---

3. Counter-Claim

---

4. Rebuttal

---

5. Call to Action

---

6. Pathos

---

7. Ethos

---

8. Logos

---

Name: \_\_\_\_\_(14)

## Check For Understanding HW: Argumentative Essay Format

Fill in the outline with the appropriate format

1. \_\_\_\_\_ Paragraph

a. \_\_\_\_\_

b. \_\_\_\_\_

2. Body Paragraph – \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

3. Body Paragraph – \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

4. Body Paragraph – \_\_\_\_\_ & \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

5. \_\_\_\_\_ Paragraph

a. \_\_\_\_\_

b. \_\_\_\_\_

## Answer Key

1. Introduction Paragraph
  - a. Attention Grabber
  - b. Claim
2. Body Paragraph – Argument #1
  - a. Topic Sentence
  - b. Concrete Detail
  - c. Commentary: Evidence, Elaboration, Example
  - d. Commentary: Evidence, Elaboration, Example
  - e. Closing
3. Body Paragraph – Argument #2
  - a. Topic Sentence
  - b. Concrete Detail
  - c. Commentary: Evidence, Elaboration, Example
  - d. Commentary: Evidence, Elaboration, Example
  - e. Closing
4. Body Paragraph – Counter-Claim & Rebuttal
  - a. Counter-Claim
  - b. Concrete Detail
  - c. Rebuttal: Attack the Counter-Claim
  - d. Rebuttal: Attack the Counter-Claim
  - e. Closing
5. Conclusion Paragraph
  - a. Restate the Claim
  - b. Call to Action

Name: \_\_\_\_\_(15)

## QUIZ

### The Academic Language of Argumentation Vocabulary, Devices, and Techniques

1)An Appeal to Logic

- a)Ethos
- b)Logos
- c)Pathos

2)An Emotional Appeal

- a)Ethos
- b)Logos
- c)Pathos

3)An Appeal to Ethics

- a)Ethos
- b)Logos
- c)Pathos

4) What those who oppose your argument might say

- a)Rebuttal
- b)Attention Grabber
- c)Call to Action

5) Specifically and Directly telling the audience what to do.

- a)Rebuttal
- b)Attention Grabber
- c)Call to Action

6) What you want to prove

- a)Counter-Claim
- b)Call to Action
- c)Claim

7) An attack on the Counter-Claim

- a)Rebuttal
- b)Claim
- c)Call to Action



# QUIZ Answer Key

## The Academic Language of Argumentation Vocabulary, Devices, and Techniques

1. An Appeal to Logic
  - a. Ethos
  - b. Logos**
  - c. Pathos
2. An Emotional Appeal
  - a. Ethos
  - b. Logos
  - c. Pathos**
3. An Appeal to Ethics
  - a. Ethos**
  - b. Logos
  - c. Pathos
4. What those who oppose your argument might say
  - a. Rebuttal
  - b. Counter-Claim**
  - c. Call to Action
5. Specifically and Directly telling the audience what to do.
  - a. Rebuttal
  - b. Attention Grabber
  - c. Call to Action**
6. What you want to prove
  - a. Counter-Claim
  - b. Call to Action
  - c. Claim**
7. An attack on the Counter-Claim
  - a. Rebuttal**
  - b. Claim
  - c. Call to Action

Name: \_\_\_\_\_(16)

1. Introduction Paragraph
  - a. Attention Grabber
  - b. Claim
2. Body Paragraph – Argument #1
  - a. Topic Sentence
  - b. Concrete Detail
  - c. Commentary: Evidence, Elaboration, Example
  - d. Commentary: Evidence, Elaboration, Example
  - e. Closing
3. Body Paragraph – Argument #2
  - a. Topic Sentence
  - b. Concrete Detail
  - c. Commentary: Evidence, Elaboration, Example
  - d. Commentary: Evidence, Elaboration, Example
  - e. Closing
4. Body Paragraph – Counter-Claim & Rebuttal
  - a. Counter-Claim
  - b. Concrete Detail
  - c. Rebuttal: Attack the Counter-Claim
  - d. Rebuttal: Attack the Counter-Claim
  - e. Closing
5. Conclusion Paragraph
  - a. Restate the Claim
  - b. Call to Action

## PARAGRAPH #2

---

---

---

---

---

---

---

---

---

---

Name: \_\_\_\_\_(17)

- 1. Introduction Paragraph
  - a. Attention Grabber
  - b. Claim
- 2. Body Paragraph – Argument #1
  - a. Topic Sentence
  - b. Concrete Detail
  - c. Commentary: Evidence, Elaboration, Example
  - d. Commentary: Evidence, Elaboration, Example
  - e. Closing
- 3. Body Paragraph – Argument #2
  - a. Topic Sentence
  - b. Concrete Detail
  - c. Commentary: Evidence, Elaboration, Example
  - d. Commentary: Evidence, Elaboration, Example
  - e. Closing
- 4. Body Paragraph – Counter-Claim & Rebuttal
  - a. Counter-Claim
  - b. Concrete Detail
  - c. Rebuttal: Attack the Counter-Claim
  - d. Rebuttal: Attack the Counter-Claim
  - e. Closing
- 5. Conclusion Paragraph
  - a. Restate the Claim
  - b. Call to Action

## PARAGRAPH #3

---

---

---

---

---

---

---

---

---

Name: \_\_\_\_\_(18)

- 1. Introduction Paragraph
  - a. Attention Grabber
  - b. Claim
- 2. Body Paragraph – Argument #1
  - a. Topic Sentence
  - b. Concrete Detail
  - c. Commentary: Evidence, Elaboration, Example
  - d. Commentary: Evidence, Elaboration, Example
  - e. Closing
- 3. Body Paragraph – Argument #2
  - a. Topic Sentence
  - b. Concrete Detail
  - c. Commentary: Evidence, Elaboration, Example
  - d. Commentary: Evidence, Elaboration, Example
  - e. Closing
- 4. Body Paragraph – Counter-Claim & Rebuttal
  - a. Counter-Claim
  - b. Concrete Detail
  - c. Rebuttal: Attack the Counter-Claim
  - d. Rebuttal: Attack the Counter-Claim
  - e. Closing
- 5. Conclusion Paragraph
  - a. Restate the Claim
  - b. Call to Action

## PARAGRAPH #4

---

---

---

---

---

---

---

---

---

---

Name: \_\_\_\_\_(19)

1. Introduction Paragraph
  - a. Attention Grabber
  - b. Claim
2. Body Paragraph – Argument #1
  - a. Topic Sentence
  - b. Concrete Detail
  - c. Commentary: Evidence, Elaboration, Example
  - d. Commentary: Evidence, Elaboration, Example
  - e. Closing
3. Body Paragraph – Argument #2
  - a. Topic Sentence
  - b. Concrete Detail
  - c. Commentary: Evidence, Elaboration, Example
  - d. Commentary: Evidence, Elaboration, Example
  - e. Closing
4. Body Paragraph – Counter-Claim & Rebuttal
  - a. Counter-Claim
  - b. Concrete Detail
  - c. Rebuttal: Attack the Counter-Claim
  - d. Rebuttal: Attack the Counter-Claim
  - e. Closing
5. Conclusion Paragraph
  - a. Restate the Claim
  - b. Call to Action

## PARAGRAPH #1

---

---

---

---

---

---

---

---

---

---

Name: \_\_\_\_\_(20)

1. Introduction Paragraph
  - a. Attention Grabber
  - b. Claim
2. Body Paragraph – Argument #1
  - a. Topic Sentence
  - b. Concrete Detail
  - c. Commentary: Evidence, Elaboration, Example
  - d. Commentary: Evidence, Elaboration, Example
  - e. Closing
3. Body Paragraph – Argument #2
  - a. Topic Sentence
  - b. Concrete Detail
  - c. Commentary: Evidence, Elaboration, Example
  - d. Commentary: Evidence, Elaboration, Example
  - e. Closing
4. Body Paragraph – Counter-Claim & Rebuttal
  - a. Counter-Claim
  - b. Concrete Detail
  - c. Rebuttal: Attack the Counter-Claim
  - d. Rebuttal: Attack the Counter-Claim
  - e. Closing
5. Conclusion Paragraph
  - a. Restate the Claim
  - b. Call to Action

## PARAGRAPH #5

---

---

---

---

---

---

---

---

---

---

## Paragraph Peer Review (21)

*Please follow ALL directions and answer ALL questions with specific feedback.*

My Name: \_\_\_\_\_ Essay Author: \_\_\_\_\_

Mark the following ON THE ESSAY:

- In the introduction, underline the **Attention Grabber**.
- In the introduction, highlight the **Claim**.
  
- In Body Paragraphs #2 & #3,
  - Underline the **TOPIC SENTENCE**.
  - Circle the **CONCRETE DETAIL**.
  - Highlight the **COMMENTARY**.
  
- In Body Paragraph #4,
  - Underline the **COUNTER-CLAIM**.
  - Circle the **REBUTTAL 1**.
  - Highlight the **REBUTTAL 2**.
  
- In the Conclusion, highlight the **RESTATEMENT OF THE CLAIM**.
- In the Conclusion, underline the **CALL TO ACTION**.

*Proofread for Spelling and Grammar.*

Check the essay for the following things:

- Each sentence ends with the correct punctuation mark
- Each sentence begins with a capital letter
- Check for proper use of There/Their/They're
- Check for proper use of To/Too/Two
- Check for proper use of Wear/Where
- Check for proper use of Aloud/Allowed
- Check for proper use of Your/You're

I like how you...

I suggest...

One question I have is...

## Self-Editing Checklist-Argumentative Essay Writing (22)

Self-Edited by:	Yes/No Comments
Did I include an interesting hook to grab the reader's attention?	
Is my claim clear and focused?	
Did I provide enough information in the introduction so that the reader understands where I'm going with this?	
Did I make a clear point in paragraphs #2 & #3?	
Did I analyze my evidence by EXPLAINING, ELABORATING OR GIVING EXAMPLES to support my argument?	
Did I include a counterclaim, with evidence from opposing view, and then REBUT it with more evidence, which supports my point of view?	
Did I restate the claim in the conclusion?	
Did I give a call to action?	
Is every word spelled correctly and does every sentence make sense?	



## Peer Editing Checklist-Argumentative Essay Writing (23)

Peer Editor: Essay Writer:	Yes/No & Comments
Did the writer include an interesting hook to grab the reader's attention?	
Did the writer state a clear claim that argues only one point?	
Did the writer provide enough introductory information so that the reader is clear about the issue at hand?	
Did the writer use make a clear point in Paragraph #2 & #3?	
Did the writer analyze the evidence by EXPLAINING what it means, ELABORATING on detail or giving EXAMPLES to support the argument?	
Did the writer include a COUNTER-CLAIM, with evidence from opposing view, and then REBUT it with more evidence?	
Did the writer RESTATE THE CLAIM in the conclusion??	
Did the writer provide a CALL to ACTION?	
Did the writer check for and correct SPELLING and GRAMMAR?	

## Speech Evaluation Form (24)

Speaker: \_\_\_\_\_

Slogan: \_\_\_\_\_

Technique	Rating 1-5	Comments
<b>Impact</b> Educate Motivate Entertain Audience Appropriate		
<b>Opening</b> Approach Hook Clear intent		
<b>Structure</b> Logical Support Examples		
<b>Closing</b> Summary Memorable		
<b>Technique</b> Enthusiasm Humor Credible		
<b>Physical</b> Posture Gestures Hands Eyes		
<b>Voice</b> Volume Pace Pauses		
<b>Words</b> Articulation Grammar Rhetorical Devices		

## Culminating Assignment Essay (25)

### Rubric

#### Writing Task:

Write a well-organized Argumentative essay that authoritatively states and defends your position on the issue that you have chosen. Support your statements with appropriate commentary. Be sure to address a Counter-Claim, make a Rebuttal and provide a Call To Action.

#### An “A” Essay:

- ✓ States and maintains a clear position supported by precise and relevant evidence from at least 2 separate sources.
- ✓ Opens with an attention-grabbing statement.
- ✓ Clearly states a Claim, Counter-Claim, Rebuttal, and Call to Action.
- ✓ Provides accurate facts and backs them up with appropriate Elaboration, Examples, and Evidence.
- ✓ Demonstrates a consistent tone and sense of audience.
- ✓ Clearly states a Claim, Counter-Claim, Rebuttal, and Call to Action.
- ✓ Contains very few, if any, errors in spelling, grammar, or punctuation. Errors do not hinder the understanding of the writing.

#### A “B” Essay:

- ✓ Demonstrates all the qualities of an A Essay, except...
- ✓ May contain some errors in spelling, grammar, or punctuation. The majority of the errors do not hinder the understanding of the writing.

#### A “C” Essay:

- ✓ Forms a vague position, which is supported by weak evidence.
- ✓ Does not grab the reader’s attention.
- ✓ Contains vague and/or inaccurate reference information.
- ✓ Contains a weak Counter-Claim, Rebuttal or Call To Action.
- ✓ Contains an inconsistent tone and lacks a sense of a specific audience.
- ✓ Contains many sentences that are elementary and lacking detail.
- ✓ Contains several errors in spelling, grammar, or punctuation. Errors make it difficult for the writing to be understood.

#### A “D” Essay:

- ✓ Fails to form a position or support it with evidence.
- ✓ Does not grab the reader’s attention.
- ✓ Contains reference information that is vague or inaccurate.
- ✓ Is missing one or more of the following: Counter-Claim, Rebuttal, or Call To Action.
- ✓ Contains an inconsistent tone and lacks a sense of a specific audience.
- ✓ Contains many sentences that are elementary and lacking detail.
- ✓ Contains several errors in spelling, grammar, or punctuation. Errors make it difficult for the writing to be understood.

#### An “F” Essay:

- ✓ Is unintelligible and therefore unable to be scored, or, is non-responsive to the writing task.

S P E E C H ( 2 6 )  
P R E S E N T A T I O N R U B R I C

	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Above Standard</b> ✓
<b>Explanation of Ideas &amp; Information</b>	<ul style="list-style-type: none"> <li>uses too few, inappropriate, or irrelevant descriptions, facts, details, or examples to support ideas</li> </ul>	<ul style="list-style-type: none"> <li>uses some descriptions, facts, details, and examples that support ideas, but there may not be enough, or some are irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>uses relevant, well-chosen descriptions, facts, details, and examples to support claims, findings, arguments, or an answer to a Driving Question (CC 6-8.SL.4)</li> </ul>	
<b>Organization</b>	<ul style="list-style-type: none"> <li>does not include important parts required in the presentation</li> <li>does not have a main idea or presents ideas in an order that does not make sense</li> <li>does not have an introduction and/or conclusion</li> <li>uses time poorly; the whole presentation, or a part of it, is too short or too long</li> </ul>	<ul style="list-style-type: none"> <li>includes almost everything required in the presentation</li> <li>moves from one idea to the next, but main idea may not be clear or some ideas may be in the wrong order</li> <li>has an introduction and conclusion, but they are not effective</li> <li>generally times presentation well, but may spend too much or too little time on a topic, a/v aid, or idea</li> </ul>	<ul style="list-style-type: none"> <li>includes everything required in the presentation</li> <li>states main idea and moves from one idea to the next in a logical order, emphasizing main points in a focused, coherent manner (CC 6-8.SL.4)</li> <li>has an effective introduction and conclusion</li> <li>organizes time well; no part of the presentation is rushed, too short or too long</li> </ul>	
<b>Eyes &amp; Body</b>	<ul style="list-style-type: none"> <li>does not look at audience; reads notes or slides</li> <li>does not use gestures or movements</li> <li>lacks poise and confidence (fidgets, slouches, appears nervous)</li> </ul>	<ul style="list-style-type: none"> <li>makes infrequent eye contact; reads notes or slides most of the time</li> <li>uses a few gestures or movements but they do not look natural</li> <li>shows some poise and confidence (only a little fidgeting)</li> </ul>	<ul style="list-style-type: none"> <li>keeps eye contact with audience most of the time; only glances at notes or slides (CC 6-8.SL.4)</li> <li>uses natural gestures and movements</li> <li>looks poised and confident</li> <li>wears clothing appropriate for the occasion</li> </ul>	

# HERE'S THE EVIDENCE

## Debatable Claim

Year-round school improves students' academic achievement

## Evidence

Personal experience, Reasons, Confirmed Facts, Statistics, Expert Research

**#1 Personal Experience** - any actual experience with the topic that you, your family and friends have had.

**Example:** I forgot fewer of my math skills over the summer because my summer break was so short thanks to year-round school.

**#2 Reasons** - logical reasons that support the opinion made in the claim.

**Example:** Because students have multiple breaks throughout the year students tend to experience less academic burnout. They have frequent opportunities to refresh and restart their learning experience.

**#3 Confirmed Facts** - facts that have been found in reliable/credible sources.

**Example:** A review of 39 studies confirmed summertime learning loss: test scores drop over summer vacation (Cooper, 1996) ---- This is the name of the expert who did the review and the year it was done.

**#4 Statistics** - numbers and percentages that are relevant to the topic and come from reliable/credible sources.

**Example:** Year-round schools have lower drop out rates (2%) than traditional schools (5%).

**#5 Research by Experts** - research that is done by professors, researchers, or doctors who have a deep knowledge of the topic; always found in credible/reliable sources.

**Example:** One study of six elementary schools, three on traditional calendars and three on year schedules, found positive effects of year-round education. The sample of students in the year-round schools posted overall test-scores that were higher than students at the schools with traditional calendars (Education Week)

## Argument Activity

### How to Take a Stand; Form an Opinion

1. Clear space in the classroom so that students may stand anywhere from one side to the other. Label one side of the classroom “strongly agree”, label the other side “strongly

2. Hold up a sentence strip or card with a statement such as the ones listed below:

Children should not be able to eat sugary breakfast cereals.

Dogs should be kept on leashes

The school should offer more lunch choices

People should not be allowed to own guns.

If you get caught cheating on a test, you should fail the class.

If you misbehave in school, your parent should have to attend class with you.

Children should get paid for doing chores at home.

In order to reduce air pollution, people should ride buses rather than driving cars

People who own cats should keep them indoors.

3. After you read the statement, have students SILENTLY move their positions along a line in the classroom to show where they stand on the issue. Students may strongly agree/disagree and be at either side of the room, or may have more neutral or contradictory feelings about the statement.

4. Supply students with language frames to state their position such as:

- I strongly agree/disagree with the statement because I think....
- I agree/disagree somewhat with the statement because I feel.... On the other hand I also
- I want to convince you to agree/disagree with the statement because I think....
- An important reason to consider my point of view is....

5. Have students take turns orally explaining their position out loud to the class. After each student makes a statement, others may move to join or move away from that student based on their argument.

6. Continue this process until you think that as many of the arguments have been heard as possible. Chart these as the students share them on the white board for reference.

\*Use this activity as a pre-writing warm-up for any Opinion/Argument writing piece.