

# Argument Research Essay

## Stage 1 Desired Results

### ESTABLISHED GOALS

(CCSS)

--- *Emphasized standards (as all standards will be addressed in each unit)*

Reading Standards for Literature: 4 and 5.

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Reading Standards for Informational Texts: 7 & 10.

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standard 1, 5, 8, 9b, and 10.

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

### Transfer

**Students will be able to independently use their learning to...**

Research, write and document an argumentative essay using MLA formatting and documentation rules. Revision and presentation will also be a part of the final product.

### Meaning

#### UNDERSTANDINGS

**Students will understand ...**

- That topic choice and brainstorming will help sort out ideas and outline key information for a rough draft.
- That making a claim and then writing towards the desired audience improves the quality of a paper.
- That researching scholarly sources help to back up their own claims with proof and evidence.
- That continual revision, rewriting, and peer editing improves the focus of their paper.

#### ESSENTIAL QUESTIONS:

- What topic will make an effective paper and what side should I take?
- How can I show both sides of my topic (both my side and the opposing side) while still staying on my side?
- Who is the desired audience in my paper, and who is the realistic audience?
- How does my audience effect how I will write my paper?
- What type of introduction can be used to capture a reader's attention?
- What kind of information could help to strengthen my paper?
- Where can I find research information for my paper?
- How do I evaluate sources?
- What is the correct format for my essay?
- How can I constructively critique my peers?
- What tools can I use from the writing process in order to review, edit, critique, and polish my work?

### Acquisition

**Students will know...**

- The difference between a draft and a final product.
- How to develop an argument.
- How to brainstorm ideas.
- How to evaluate a resource.
- Who their audience is.

**Students will be skilled at...**

- Capturing their audience with a strong introductory thesis and argument.
- Researching reliable sources of information.
- Revising their own work productively.
- Critiquing their peer's work constructively.
- Presenting their findings and argument to their peers.

<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>9b. Apply <i>grades 11-12 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]").</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>-How to use MLA formatting and documentation rules.</p>	<p>- Producing a polished essay that uses MLA formatting and documentation rules.</p>
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<p>Speaking and Listening Standard: 4 and 6.</p> <p>4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>		
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**Stage 2 – Evidence**

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>			
<b>PERFORMANCE TASKS</b>	<p><b>CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS):</b>            Students will research, edit, document and compose an extensive argument essay. Students will follow MLA formatting and documentation rules to create a polished final draft that include multiple sources. Students will then present their findings to their peers and lead their peers in a brief discussion regarding their project.</p>			
	<p><b>OTHER EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>- Daily practice activities</li> <li>- Quizzes and Tests</li> <li>- Small group peer editing.</li> <li>- Graded rough drafts: Works Cited page, introduction, outline, etc.</li> </ul>			
<b>CLAIMS</b>	<b><u>CLAIM 1</u></b>	<b><u>CLAIM 2</u></b>	<b><u>CLAIM 3</u></b>	<b><u>CLAIM 4</u></b>
<b>DEPTH OF KNOWLEDGE LEVELS</b>	<b><u>DOK 1</u></b>	<b><u>DOK2</u></b>	<b><u>DOK 3</u></b>	<b><u>DOK4</u></b>
<b>ACHIEVEMENT LEVEL DESCRIPTORS</b>	<b><u>ALD 1</u></b>	<b><u>ALD 2</u></b>	<b><u>ALD 3</u></b>	<b><u>ALD 4</u></b>
<b>Stage 3 – Learning Plan</b>				

<p><b>Summary of Key Learning Events and Instruction</b></p>	<ul style="list-style-type: none"> <li>- Study will include a variety of research based readings: <ul style="list-style-type: none"> <li>o Database</li> <li>o Website</li> <li>o Books, Magazines, Newspapers, etc.</li> </ul> </li> <li>- Students will receive a variety of handouts/lessons on MLA rules Assessment <ul style="list-style-type: none"> <li>o Content quizzes</li> <li>o Daily practice assignments</li> <li>o Graded Rough Drafts</li> <li>o Presentation</li> </ul> </li> <li>- Final assessment: Students will submit final essay. Students will present topic and research to the class and lead a discussion on their topic.</li> </ul>
<p><b>Materials/Resources</b></p>	<p><b>Variety of handouts covering MLA documentation and formatting rules; Sample essays; Access to school online database subscriptions; MLA citation websites.</b></p> <p><b>Additional Resource Links:</b></p> <p><b>Purdue University Writing Lab on Argument Essay:</b>  <a href="https://owl.english.purdue.edu/owl/resource/724/1/">https://owl.english.purdue.edu/owl/resource/724/1/</a>  <a href="https://owl.english.purdue.edu/owl/resource/685/05/">https://owl.english.purdue.edu/owl/resource/685/05/</a></p> <p><b>MLA Citation Maker:</b>  <a href="http://www.bibme.org/">http://www.bibme.org/</a></p> <p><b>Evaluating Website Sources:</b>  <a href="http://ios.lib.csufresno.edu/arc/frewebsources">http://ios.lib.csufresno.edu/arc/frewebsources</a></p>