Assignment #9

Visual Learning the Classroom

Shaw

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Lesson Plan Argumentative Essay

Lesson Plan: Argumentative Essay-AVID 10 CROFCHECK

*AVID WICOR Check List*

*Writing\_\_\_\_\_ Inquiry\_\_\_\_\_ Collaboration\_\_\_\_ Organization\_\_\_\_\_\_ Reading\_\_\_\_\_*

Objective: For students to understand and utilize the components of an argumentative essay to create unique research project with a controversial topic in education.

Standards:

**9-10.W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**10-COLL.A8** Acknowledge new information expressed by others, and when warranted, modify one’s own views

**10-WRI.B5** Support arguments and claims of evidence using textual sources

**10-WRI.C2** Develop and strengthen writing through the creation of an argumentative essay

Essential Question 1: How does one write an excellent argumentative essay

Essential Question 2: “What educational issues are relevant to me?”

Audience: AVID 10

Materials: Crook County High School Writing Guide

Owl Purdue Website

AVID 10 Lesson Plan Day from avid.org

White Paper, Whiteboards or Sticky Notes

Colored Pencils and Hi-liters

Chromebooks

Google Classroom Code

Rubric

Peer Edit Sheets

Day 1: Pre-test of knowledge: Students will create a web document by using webbing as a way to identify all essential parts of an argumentative essay. Students will hang onto this piece of paper to add additional materials as we progress like note taking.

Day 2: Webbing Activity of items in an argumentative essay

* Students will draw a box in the middle of a horizontal page “ARGUMENTATIVE ESSAY”
* In random order around the page or sticky notes students will write all tasks, words or ideas they can think of that we have learned, on how to write an argumentative essay
* Group together by a like category by moving them around the page in areas that can be labeled according to the groups
* Identify and keep or throw out the outliers
* Color Code or Symbol Code like terms on their paper.

Students will take Cornell Notes on how to write an excellent argumentative essay by following our AVID guidelines for argumentative essay.

Students will research their educational topic by looking up information on the internet of topics that can be argued for both sides. They will not be able to duplicate another student’s topic so they will need approval from the teacher before beginning.

Day 3: Students will put together a thesis statement for their topic and update their Argumentative Essay Web to add additional parts of the essay they can identify. They will create this in a Google Doc and share with the instructor.

Continue to take Cornell Notes on the Argumentative Essay and Hand out AVID guidelines for argumentative essay. Students need to take notes from the document in the Cornell Note taking system and begin working on Paragraphs 2-5.

Day 4: Finish up all paragraphs for the argumentative essay.

Day 5: Peer edit form -self edit first and then have a peer edit the document for spelling, grammar, format and academic vocabulary and use of dead words.

Day 6: Mrs. Crofcheck will lead students through the citation process and make sure all sources are identified and cited according to MLA format.

Day 7: Complete the essay, share the essay in Google Classroom with Mrs. Crofcheck

Review the grading rubric.

Summative Assessment 1:

Using the individual complete and color coded web, student will create a step by step instruction sheet on how to write an excellent argumentative essay. They can ONLY use information off their completed web. They can write it in bullet format or in a schematic graphic organizer, but they CANNOT write it in essay format.

Summative Assessment 2: Students will write a 2-3 sentence reflection answering the following question. Based on your Assessment 1: How well do you think you wrote your essay, what did you do exceptionally well and what do you think you need to improve on for your next essay.

Reflection 2: In your School Video Recorder for Chromebook you must record your response to the following question. It needs to be no less than one minute and no more than 2. Share it in the Google Classroom.

What did you learn from your research, do you still stand on the same side of the issue and how well do you think you can explain your argument?

Alternative Assignment and Modifications

TAG: Create Level 2 and Level 3 questions on the Cornell Notes

Create an additional graphic organizer for Argumentative Essay

LD/IEP: Vocabulary List to use for graphic organizer

Scaffolded Essay Template

Peer Tutor can type what the student verbally says

Assistance with citations and reading or writing and directed by their plan

ELD: Add a scaffolded note taking template

Vocabulary List in both languages

Graphic Organizer using pictures rather than words