**Writing**

**Day 1: A Vocabulary for Writing Arguments**

Daily Lesson Plan

# Lesson Summary

In this lesson, students and teachers uncover the basic process and vocabulary for making an argument supported by evidence.

* **Step 1: Set Purpose/Activate Prior Knowledge—**Students will complete Entry Ticket analyzing an image to describe details and make a claim about ideas in the image.
* **Step 2: I Do It/We Do It Together—**Teacher and students will describe terms for parts of an argument, then apply those terms to the Entry Ticket.
* **Step 3: You Do It Together—**Following teacher model on Step 2, students will collaborate to examine another image and respond to a simple prompt. Students use details from the image to support response using graphic organizer labelled with parts of an argument.
* **Step 4: Independent Application—**Students will work independently to find additional details in the image to further support the same claim or a different claim using the graphic organizer.

# Objective

Students will understand a common vocabulary for creating and discussing arguments and for application of the rubric to student writing.

# Engagement Strategies

* **Pair and Share:** Students will turn to a partner to collaborate through discussion. See also, [Remote Engagement: Pair and Share](https://drive.google.com/a/solaspartners.com/open?id=13YojDJMRe3GUwP-bxWRBu-Q9Vpk54ez21OHnmVNs-XA).
* **Collaborating to Find Evidence:** Students will work in pairs or small groups to find and evaluate evidence while practicing reasoning together. See also, [Remote Engagement: Small Groups](https://drive.google.com/a/solaspartners.com/open?id=10COa_ICCimOodmjq0LBrYu1rL-kjXLeitPYyvgwRDl4).

Links to information for remote learning are also provided in the lesson steps below. A complete list can be found in [Appendix B](#_heading=h.36x6emh4aqn5).

**Scaffolding Strategies**

The scaffolding strategies listed below are optional supports included in the lesson’s activities. These tools may be used or ignored based on students’ needs.

* **Vocabulary Bank:** Students, particularly students who are also English Learners, can use or even translate these words to note specific details in the images.
* **Sentence Stem Bank:** Students can use sentence stems to articulate their critical thinking about key aspects of the image.
* **Thinking Critically**: Students can use the organizer to deliberately record their thinking about each image or detail they plan to discuss.
* **Issues Bank:** Students can identify issues that might be raised in the issue, selecting from key words provided.

# Remote Learning Strategies

With careful advanced planning, Topeka lessons can be easily moved to a remote modality. Links to specific engagement strategies are included throughout this lesson plan. See Topeka’s professional learning resource [Remote Learning with Topeka](https://docs.google.com/document/d/1Ac-9A_gbQkTo_fxgXERCwTHZ9fLhWPzi8u0W0YMXf5k/edit?ts=5f08d359#) for additional suggestions for each stage of the typical Topeka lesson.

# Key Vocabulary

* Claim
* Reasons
* Evidence
* Reasoning
* Counterargument
* Audience
* Focus
* Style

See bolded words and definitions throughout the lesson's text.

# Materials

* [Presentation—A Vocabulary for Writing Arguments](https://projecttopeka.com/-/media/Topeka/Resources/Resource-Materials/Writing-Unit/Writing-1/WRT_D1_PresentationOptB.pptx)
* [Entry Ticket—Analyze an Image](https://projecttopeka.com/-/media/Topeka/Resources/Resource-Materials/Writing-Unit/Writing-1/WRT_D1_EntryTicketOptB.docx)
* [Activity—Write about an Image](https://projecttopeka.com/-/media/Topeka/Resources/Resource-Materials/Writing-Unit/Writing-1/WRT_D1_DetailsTextActivity.docx)

# Standards Addressed in this Lesson

* Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-LITERACY.CCRA.W.1)
* Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-LITERACY.CCRA.W.9)

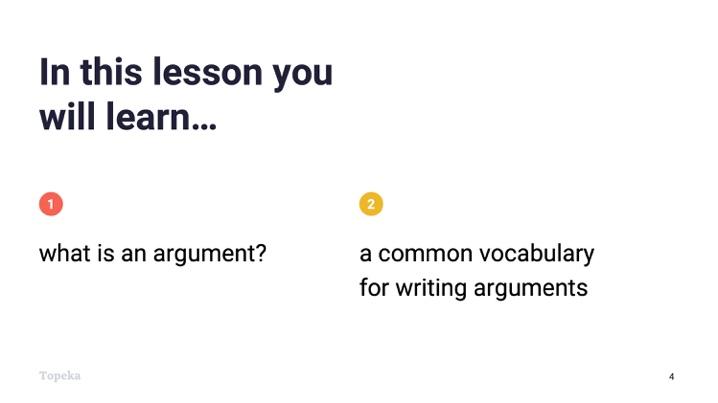
# Lesson Steps

## **Step 1:** Set Purpose/Activate Prior Knowledge



Slide 3

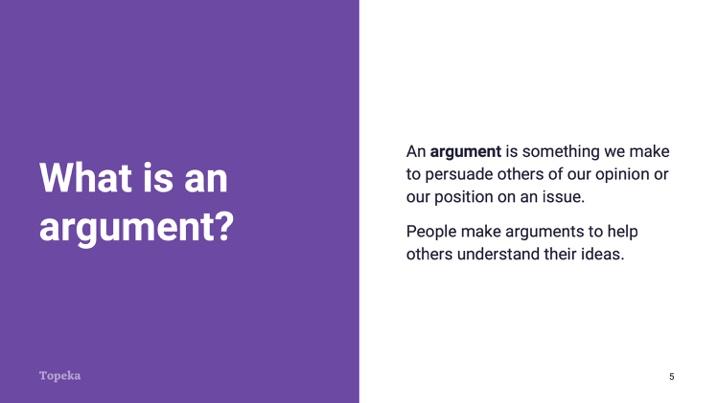
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| **Teacher** | **Students** |
| Teacher has students complete an image analysis activity to activate prior knowledge of making arguments.  Teacher projects or passes out the photo “Elizabeth Eckford on her first day of school.”  Teacher passes out Entry Ticket “Analyze an Image” | Students examine the photo and answer the questions on the Entry Ticket. |
| Upon completion, teacher invites students to Pair and Share with a classmate to discuss answers.  For information on implementing Pair and Share via remote learning, see [Remote Engagement: Pair and Share](https://projecttopeka.com/-/media/Topeka/Resources/Resource-Materials/Remote/PairShare.pdf) or the guide to [Remote Learning with Topeka](https://projecttopeka.com/-/media/Topeka/Resources/Resource-Materials/Remote/RemoteLearning.pdf).  Discuss your answers with your neighbor. If you disagree, explain in greater detail how you came up with your answers. Using specific details from the image can make your answers more powerful. Remember, your interpretation is your own. | Students turn to a neighbor and compare answers. |



Slide 4

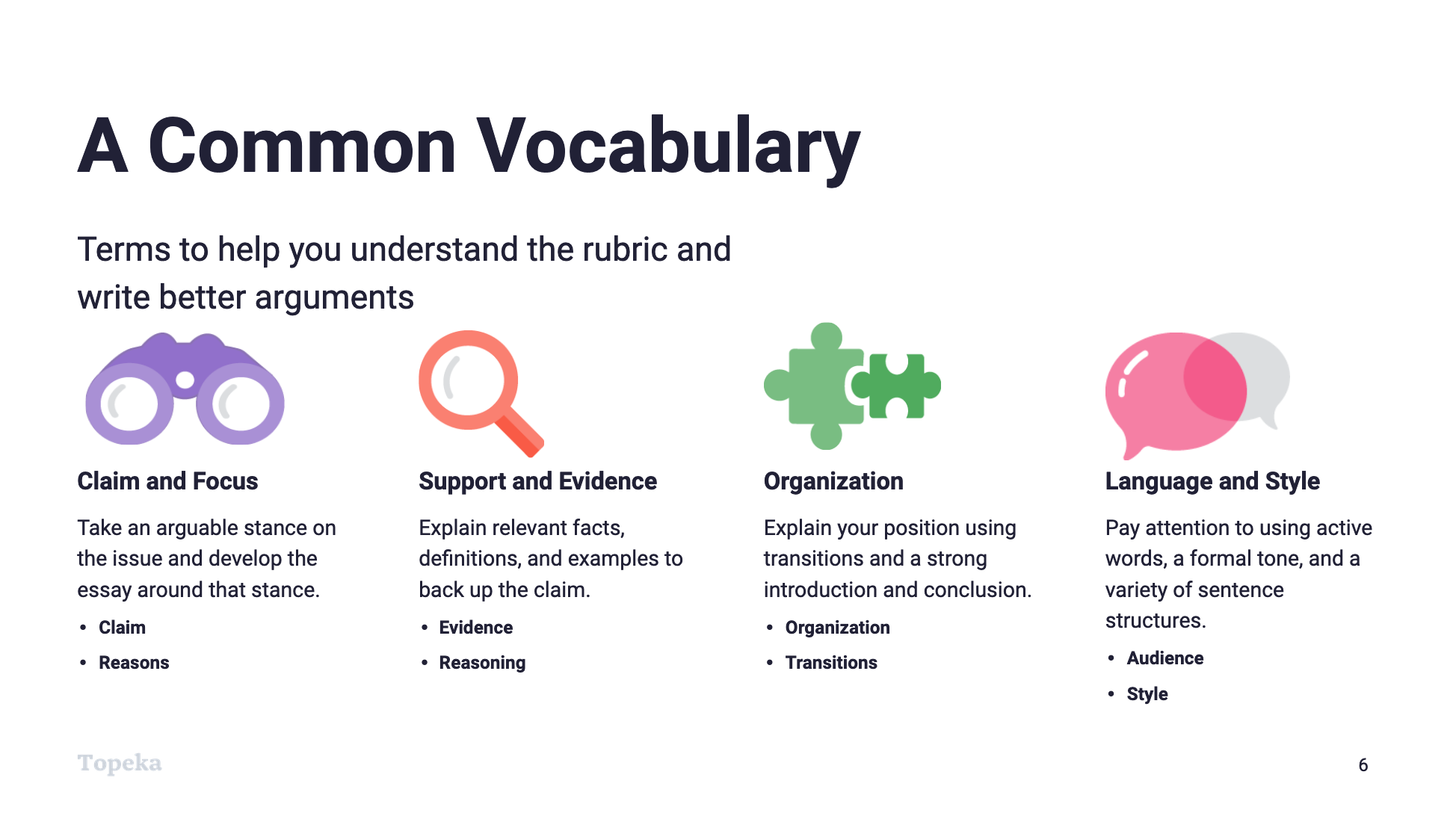
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| **Teacher** | **Students** |
| Teacher sets the purpose for the day by describing what will be covered.  The activity you just completed is going to help you make an argument about the photograph. In order to make a good argument, it’s helpful to understand some key terms for the components of an argument. So today, we’re going to learn first, what an argument is, and second, a common vocabulary for creating and discussing arguments. | Students listen and take notes. |

## **Step 2:** I Do It/We Do It Together



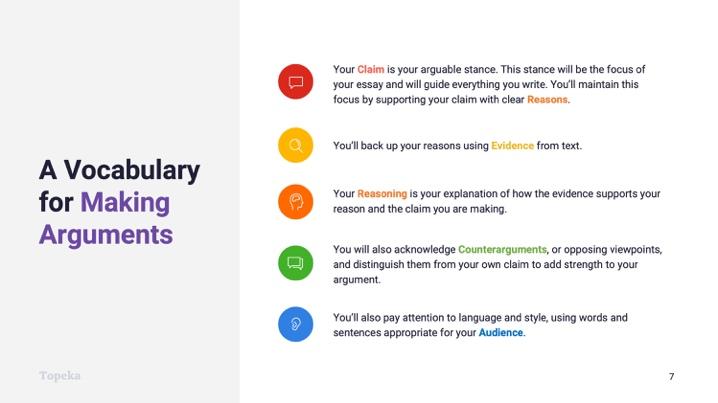
Slide 5

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| **Teacher** | **Students** |
| Teacher presents concepts in the context of a review of the Entry Ticket.  Consider pre-recording this portion of the lesson for remote delivery. See the guide to [Remote Learning with Topeka](https://projecttopeka.com/-/media/Topeka/Resources/Resource-Materials/Remote/RemoteLearning.pdf) for more details.  In the Entry Ticket you answered a few questions about an image. The first question simply asked you to summarize what you saw. We’ll come back to that.  The second question asked you to interpret what you saw and to make a statement describing the “emotions, thoughts, observations, or themes” in the photo. Your response to this question is an argument: you have interpreted the photo one way, but someone else might interpret it another way.  An argument is something we make—it could be an essay, a video, a song, a picture, etc.—to persuade or convince others of our position on an issue. In this case, the “issue” is the meaning of the photograph. We make an argument to help others understand our ideas. | Students listen and participate as appropriate. |



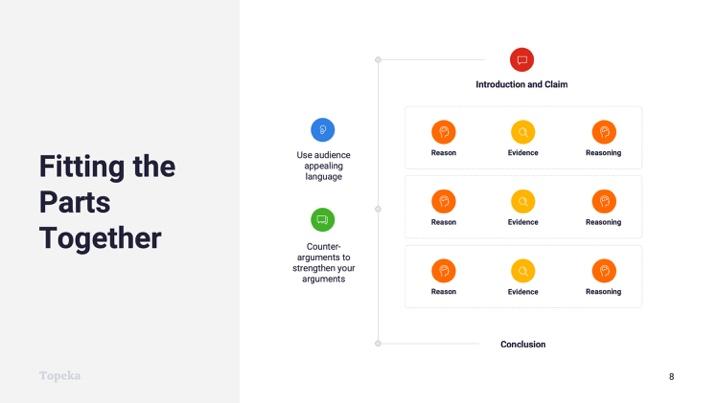
Slide 6

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| **Teacher** | **Students** |
| Teacher connects argumentation vocabulary words to rubric categories used for Revision Assistant automated scoring.  There are terms you can learn to help you think about and describe arguments that you want to make, and these same terms will help you understand the rubric that we’re working with for our argumentative essays. For example   * for the Claim and Focus rubric category, you need to understand what a Claim is and what Reasons are in order to understand how reasons help us maintain focus on our claim. * for the Support and Evidence category, you need to understand what Evidence is and how Reasoning is used along with evidence to prove your reasons.   This kind of vocabulary will also help you better understand organization and language and style. We will touch on these concepts today and explore them in greater depth later in the unit. | Students will listen and participate as appropriate. |



Slide 7

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| **Teacher** | **Students** |
| Teacher continues.  There is a helpful acronym that you can use to think about your arguments: CERCA, which stands for Claim, Evidence, Reasoning, Counterargument, and Audience. Think of these terms as your vocabulary for making arguments.  Teacher describes CERCA components using Slide 7 contents. | Students listen and take notes. |



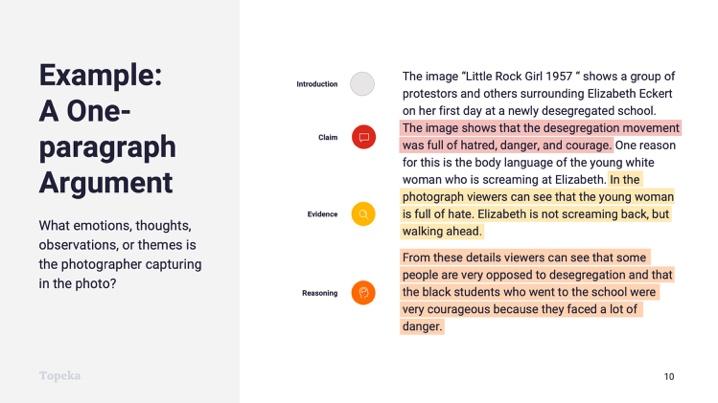
Slide 8

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| **Teacher** | **Students** |
| Teacher continues.  These parts fit together to create an argument, as you see here. A strong argument begins with an introduction and claim, is supported by multiple reasons, each with evidence and reasoning, and ends with a conclusion. Knowing our audience helps us use appropriate language and style, and acknowledging counterarguments throughout our essay helps make our argument stronger. | Students listen and take notes. |



Slide 9

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| **Teacher** | **Students** |
| Teacher returns to the Entry Ticket to label the parts of the argument applied to the image.  Let’s go back to the Entry Ticket and discuss the answers you found.  First, who can share their answer to the first question? What is shown in the image?  Teacher elicits for contributions describing factual details from the image, details that don’t require interpretation. | Students listen and watch teacher modeling.  Students contribute to the discussion with answers from their Entry Ticket. |
| Teacher continues.  Now let’s look at the second question: “What emotions, thoughts, observations, or themes is the photographer capturing in the photo?” Who would like to share their “one statement”?  Teacher calls on student or teacher models making a claim about the photo. For example, “The image shows that different people had different reactions to desegregation.”  This statement is the claim. Your claim is your arguable stance that you’ll support with details from the image. Others might disagree or make a different claim.  Let’s see if we can support this claim with a reason: “The people in the crowd show different emotions.” One reason I think this is that while some people are showing anger on their screaming faces, others look silent. They are not expressing emotion. What other evidence can we point to in the photo to support this reason? | Students contribute to the discussion with answers from their Entry Ticket. |
| Teacher models or calls on students to describe details in the photo to support the reason. For example,   * The young white woman is screaming at Elizabeth who says nothing back. * The other men and women are walking with the crowd. Some are smiling, but it is harder to see what the others are thinking. * Elizabeth’s eyes are covered with sunglasses, so it is hard to tell what her emotions are. | Students contribute to the discussion with details noticed in the image. |
| Teacher models or calls on students to provide reasoning to explain how details (evidence) support reason and claim.  From these details we can see that people are reacting differently to this extremely intense moment. | Students contribute to the discussion with reasoning connecting details to the claim. |



Slide 10

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| **Teacher** | **Students** |
| Teacher shows one-paragraph argument based on image to show how claim, reason, evidence, and reasoning fit together.  Let’s look at this example again. This paragraph introduces the photo with a summary of the image. The sentence highlighted in red makes the claim. The claim is supported by one reason. The details, highlighted in yellow, are the evidence, and the orange reasoning is an explanation of how the evidence connects to the claim. |  |
| Teacher calls on students in large group and asks students to make a different claim about the photograph, either new or from the Entry Ticket.  Can you make a different argument about the emotion conveyed in this image?  Teacher asks students to support the new claim using details from the photo and to explain how the details suggest that meaning. | Students examine the photo again or return to Entry Ticket.  Class collaborates to find additional evidence to support the new claim. |

## **Step 3:** You Do It Together



Slide 11

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| **Teacher** | **Students** |
| Teacher distributes activity and divides students into pairs or groups.  For information on implementing Small Group Collaboration via remote learning, see [Remote Engagement: Small Groups](https://projecttopeka.com/-/media/Topeka/Resources/Resource-Materials/Remote/SmallGroup.pdf) or the guide to [Remote Learning with Topeka](https://projecttopeka.com/-/media/Topeka/Resources/Resource-Materials/Remote/RemoteLearning.pdf).  Teacher explains the activity.  Now we will do the same thing in groups using another image. In the first step you’ll do the image analysis, and in the second step you’ll work together to write a one-paragraph argument.  Teacher circulates to support students. | Students will complete Steps 1 and 2 of the activity.  In Step 1 they examine the new image.  In Step 2 they build a one-paragraph argument using details from the text. |

## **Step 4:** Independent Application



Slide 12

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| **Teacher** | **Students** |
| Teacher will direct students to work individually to write another paragraph.  Now that you’ve carefully analyzed the details in the image, find another reason that supports your claim and provide evidence. Or make a different claim about the image, and support it with a new reason and evidence.  Teacher circulates to support students. | Students will complete Step 3 of the activity, in which they write another paragraph, using either the same claim with new reason and evidence or a new claim. |

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# Appendix A: Sample Responses

## A Vocabulary for Writing Arguments–Entry Ticket

Look at the image. What does it show?

Describe what you see in the image in as much detail as possible.

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| A young Black woman wearing dark sunglasses is walking with books. The expression on her face is tense. The crowd of White people around her is hostile. The woman directly behind her appears to be yelling at her, while others are smiling as if they are at a sporting event or some other recreational gathering of young and old. They all appear to be walking toward something. The young woman is clearly alone in the hostile crowd. |

Vocabulary Bank: Black woman, White people, crowd, walking, facial expression,

sunglasses, shouting, smiling, old, young, man, woman

What emotions, thoughts, observations, or themes is the photographer capturing in the image?

Write one sentence that captures a statement one could make about the purpose of this photo or image.

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| Using the image of Elizabeth Eckford, the journalist captures the hostility Black children had to face as they exercised their right to go to the same schools as their White neighbors. |

Sentence Stem Bank:

In the photo of \_\_\_\_\_\_\_\_\_\_\_\_, the people appear to \_\_\_\_\_\_\_\_\_\_\_\_ suggesting \_\_\_\_\_\_\_\_\_\_\_\_.

Using the image of \_\_\_\_\_\_\_\_\_\_\_\_, the journalist captures \_\_\_\_\_\_\_\_\_\_\_\_.

Looking back through an historical lens, this image documents \_\_\_\_\_\_\_\_\_\_\_\_, because in the picture that shows \_\_\_\_\_\_\_\_\_\_\_\_.

Though some might see \_\_\_\_\_\_\_\_\_\_\_\_, another way to look at it is \_\_\_\_\_\_\_\_\_\_\_\_.

This is a famous photo because \_\_\_\_\_\_\_\_\_\_\_\_.

Which details from the image support your answer to the question above?

Use the organizer to connect your thinking to your background knowledge and experiences. For every detail that you list, briefly describe the thought, feeling, or idea the detail has prompted for you as a viewer.

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| Thinking Critically | |
| I saw...  A young Black woman wearing dark sunglasses is walking with books.  The expression on her face is tense.  The crowd of White people around her is hostile. The woman directly behind her appears to be yelling at her, while others are smiling as if they are at a sporting event or some other recreational gathering of young and old. | Which made me think…  She is like any other student just trying to get an education.  She looks intense, but it is hard to tell if she is afraid, determined, or angry. She isn’t showing it.  The people surrounding her are hateful. They are adults and they are screaming at her and intimidating her. She is controlling herself in a terrifying situation, but they are not able to control themselves. |

Share your findings with a partner and develop a shared claim about the text. Record it here.

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| The photo of Elizabeth Eckford shows the moral difference between the courageous students who were trying to exercise their rights and the cowardice and hatefulness of those who feared these students being treated as equals. | |

## A Vocabulary for Writing Arguments–Activity

### Step 1: Analyze the Image

**What is shown in the image?** Describe what you see in the image in as much detail as possible.

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| A group of children are protesting in front of a store. They hold up signs about the Grape Boycott to let shoppers know that they, the children, are the victims of the labor problems they are protesting. They are asking shoppers not to buy grapes. The children are dressed warmly, so it must be cold outside. The children are from different age groups. The children are smiling. |

Vocabulary Bank: Children, signs, protest, grape boycott, and storefront.

**What emotions, thoughts, observations, or themes is the photographer capturing in the image?** Write one sentence that makes a statement about the purpose of this image.

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| Using the image of child boycotters, the journalist captures the true injustice faced by the families who work on the farms. |

Sentence Stem Bank:

In the photo of \_\_\_\_\_\_\_\_\_\_\_\_, the children \_\_\_\_\_\_\_\_\_\_\_\_.

Using the image of \_\_\_\_\_\_\_\_\_\_\_\_, the journalist captures \_\_\_\_\_\_\_\_\_\_\_\_.

Looking back through an historical lens, this image documents \_\_\_\_\_\_\_\_\_\_\_\_, because the picture shows \_\_\_\_\_\_\_\_\_\_\_\_.

The image is particularly powerful because \_\_\_\_\_\_\_\_\_\_\_\_.

Issues Bank:

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| --- | --- |
| **Child Labor** | The exploitation of children for cheap labor |
| **Inequity** | Unequal and unfair advantages or disadvantages |
| **Privilege** | A special right available only to some |

**Which details from the image support your answer to the question above?** Use the organizer to connect your thinking to your background knowledge and experiences. For every detail that you list, briefly describe the thought, feeling, or idea the detail has prompted for you as a viewer.

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| Thinking Critically | |
| I saw...  Children who are standing in front of a store with protest signs.  It is a black and white photo and the protest is about grapes.  One of the signs says “Don’t buy California grapes. Another says, “Every grape you buy keeps a child hungry.”  The kids are dressed warmly and are smiling. | Which made me think…  The children are representing the farm workers as part of the famous grape boycott.  The children are activists.  The fact that a child is holding the sign might make the shoppers feel more empathy.  The kids are outside on a cold day, but they are positive. |

**Share your findings with a partner and develop a shared claim about the text.** Record it here.

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| The photo shows how children can be powerful advocates for a cause that affects their community. | |

### Step 2: Write an Argument Together

Write a claim to respond to the prompt.

**What is the argument of the photo?**

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|  | The photo shows the power of kids in a protest that impacts families in a community. |

Support your claim with one reason.

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|  | The kids are standing right in front of the stores where shoppers might go, asking those shoppers to boycott products. |

Support your reason with details you found in the image.

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|  | The signs are reminders that the shoppers have an impact on these children’s lives, like the one that says “Every grape you buy keeps a child hungry.” |

For each piece of evidence presented, provide an explanation of how it supports your claim. This is your reasoning. Don’t assume everyone interprets the evidence as you do. Make your thinking visible to others.

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|  | The shopper is the “you” in the sign, and shoppers have to walk past these children who are farmworkers or allies supporting the farmworkers, which makes it harder to ignore than a news headline or even an adult. |

### Step 3: Independent Application

Make a new argument or support the same argument with another reason and evidence.

Write your claim.

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| --- | --- |
|  | The photo shows how children can be powerful advocates for a cause that affects their community. |

Support the claim with a new reason.

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| --- | --- |
|  | The various ages of the children involved in the boycott is powerful. |

Support your reason with details you found in the image.

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| --- | --- |
|  | Some of the kids in the photo are really young, like the little one who is holding up the sign that says “Don’t buy California grapes.” |

For each piece of evidence presented, provide an explanation of how it supports your claim. This is your reasoning. Again, make your thinking visible to others.

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|  | Using small children to share this message highlights how vulnerable the kids are who are impacted by the mistreatment of farmworkers. Shoppers may be more likely to act because they can connect this child’s face to the message about farm workers being exploited. |

# Appendix B: Engagement Strategies Via Remote Learning

The following links provide useful information for implementing this lesson through remote learning:

* [Remote Learning with Topeka](https://projecttopeka.com/-/media/Topeka/Resources/Resource-Materials/Remote/RemoteLearning.pdf)
* [Remote Engagement: Pair and Share](https://projecttopeka.com/-/media/Topeka/Resources/Resource-Materials/Remote/PairShare.pdf)
* [Remote Engagement: Small Groups](https://projecttopeka.com/-/media/Topeka/Resources/Resource-Materials/Remote/SmallGroup.pdf)