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Units *&* Lessons

ENGLISH LANGUAGE ARTS

English I

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Lesson 6: Delineate and Evaluate an Argument Practice

Focus Standard(s): RI.9.8

Additional Standard(s): RI. 9.6

Estimated Time: 1-2 days

Text(s): Paragraphs 1-43 [“We’re On Our Way,” Speech](#) (September 1964) by Fannie Lou Hamer

Resources and Materials:

- Handout 5.1: Argument Visual Display
- Handout 5.3: Argument Delineation and Evaluation Tool
- Handout 3.1: Rhetorical Tracking Tool
- [Audio of "We're On Our Way"](#)
- [Audio of "Segregation Now..."](#)

Lesson Target(s):

- Delineate arguments in text.
- Evaluate arguments:
 - Evaluate the validity, relevance, sufficiency in reasoning and evidence.
 - Identify false or fallacious reasoning and facts in a speech.

Guiding Question(s):

- What is the argument?
- How valid is the reasoning?
- How relevant is the evidence?
- Is the evidence sufficient?

Vocabulary	
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Delineate • Fallacious reasoning • Reasoning • Relevance • Sufficient • Valid 	<p>Instructional Strategies for Academic Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Students act out the words or attach movements to the words
<p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> • Before students read the text, have them choose words that they do not know and choose strategies from the “Instructional Strategies for Direct Instruction” Text Vocabulary list to the right to help them understand the word. 	<p>Instructional Strategies for Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words <input type="checkbox"/>
Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<p>Anticipatory Set/Introduction to the Lesson</p> <p>Have students choose one rhetorical device, such as anecdote, from their lists and write an explanation of how they do or could use that device in their life outside of school. Have students share ideas with a partner.</p>	

Cold call on students to read their response.

Understanding Lesson Purpose and Student Outcomes

Tell students that in this lesson, they will analyze the argument presented in Paragraphs 36-41 of “We’re on our Way” and analyze the strength of the argument, just as they did with the speech in the previous lesson. Also, students will continue to analyze the text through the lens of rhetoric and determine if the rhetoric in the speech is effective in helping the author advance her purpose.

Review the agenda with the students and cold call on a student to explain the posted standard, RI.9.8. Tell students that they will work in groups today and they should keep in mind the group rules. Tell students that they will need to use all the information that they have obtained during this lesson.

Activity 1: Homework Accountability

Tell students to take out the **Handout 3.1: Rhetorical Tracking Tool** they completed on Paragraphs 19-35 of “We’re on our Way.” Have students share their responses with a partner and then with the whole group.

Tell students that this is a timed assessment based on their homework assignment last night to read Paragraphs 19-36. Students will have 10 minutes to write a response to the question: How does the author use rhetoric to advance her purpose and point of view in Paragraphs 19-35? Support your answer with evidence from the text.

Note: Expect students to respond that the device used is anecdote, and explain how they know it is an anecdote. Some responses may include *Holy War*.

Activity 2: Skillful Read

Tell students they will listen to Chapters 36-43 of the text. Students should follow along and read and annotate the text as they listen. Review with students the annotation skills we have used during this unit:

Annotation Strategies

- Unfamiliar Words – Highlight words you don’t know! It makes identifying words later easier. Look these up in the dictionary. If you don’t know what a word means, you might miss something important in the text.
- Important Information – Underline a sentence you think is really important to the text.
- Literary Terms/Rhetorical Devices – Underline the text and in the margins write what technique is being used.
- Things You Really Like – Draw stars around your favorite parts of the text. Typically this is just a sentence or two.

- Questions About the Text – Draw a question mark next to the section of text. In the white space, at the bottom or top of the page, write your question!
- Extra Information – Sometimes you might have too much to write and not enough space. When this happens, see if the book has any blank pages. Write a number next to the text and then on the blank page write the same number with your thoughts.

Have students add information to their **Handout 3.1: Rhetorical Tracking Tool**.

Activity 4: Individual Practice

Provide students with **Handout 5.3: Argument Delineation and Evaluation Tool**. Have students individually complete the same delineation and evaluation activities with Hamer’s “We’re On Our Way” speech.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Refer students to the model provided in the previous section.
- Work with a small group, remodeling the steps and guiding them through with the think-aloud questions from the previous lesson.

Activity 5: Quick Write

Instruct students to use the information that they documented on the **Handout 5.3: Argument Delineation and Evaluation Tool** for Hamer’s “We’re On Our Way” speech and write a response to the following prompt: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, identifying false statements and fallacious reasoning.

Remind students that they will be completing an activity similar to this with a different speech without teacher or peer support in the final lesson, so they need to ask questions and make mental notes or physical study notes of their process they use so that they can apply it to a new text.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Provide students with a model example about a different text.
- Provide students with an anchor chart or list of sentence starters.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Have students write the analysis discussing terms from a more extensive list of logical fallacies.

Activity 6: Individualized Conventions of Standard English Revision Mini-Lesson

View students' written products. Determine specific areas of need for errors in Standard English or general improvements (such as adding a colon) to their conventions, provide feedback on the most pressing area of need, and provide students with the opportunity (perhaps through videos on the internet) to view a tutorial to help them understand the convention concepts and skills they need to improve upon. Tell students that they will view a tutorial about a particular skill so that they can demonstrate command of a specific Standard English grammar, capitalization, punctuation, or spelling skill and concept they need to improve upon. Tell students that if the tutorial is not helping, they will need to ask for assistance.

Note: Look for common areas of need amongst students' writing and group students based on areas of need.

Have students write a short summary of what they learned with examples. Students should then apply what they have learned to their writing from Activity 4. Have students attach their summary to their revised writing and submit for a grade, if desired.

- ✓ Check to see if students have demonstrated command of the specific Standard English grammar, capitalization, punctuation, or spelling skills and concepts they focused on during their revisions.

Reflection and Closing:

Provide students with their reflection and closing activity from the previous lessons. Have students revise their reflections on how well they think they mastered the RI.9.8 and R.9.6 standard by rating themselves. Have students add any information to their study guide (started in previous lessons) to writing about how to write an analysis evaluating an author's argument and an author's use of rhetoric to advance his/her purpose and point of view.

Homework

Students should locate a real-life argument (a political ad, a courtroom reality show, a clip from a T.V. show, a political debate, a conversation between family members, etc.) and use **Handout 5.3: Argument Delineation and Evaluation Tool** to delineate and evaluate the argument.

For training or questions regarding this unit,
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