



**Literacy Design  
Collaborative**

# Whose Earth Is It Anyway?

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This module is meant to be taught in conjunction with the Colorado Department of Education Instructional Unit Sample for High School Geography entitled, "Whose Earth is it Anyway", found at:

<http://www.cde.state.co.us/standardsandinstruction/instructionalunits-socialstudies>

This module focuses on energy resources and energy production at state, national, and global levels and considers the policies and implications of both non-renewable and sustainable forms of energy. The module begins with a focus on individual energy uses and fuel source usage; asking students to consider what, where, and how (much) energy they use. During the 6-8 weeks of the module, students will then examine state, national, and international efforts to develop, maintain, and sustain the dominant existing sources of energy (i.e., fossil and hydroelectric); examining both the economic and environmental factors and concerns connected with these efforts. From there, the module then moves on to parallel state, national and global policies and programs that incentivize the development of sustainable/renewable forms of energy; looking at both the conflicts and opportunities for cooperation inherent in these efforts. The learning experiences build to a performance assessment that asks students to take a position on a particular energy source in Colorado and to present that position/perspective to a U.S. Senate subcommittee hearing; making a compelling case for the development of and investment in this resource by writing a speech.

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GRADES

**9 - 12**

DISCIPLINE

 **Social Studies**

COURSE

 **World  
Geography**

## Section 1: What Task?

### Teaching Task

#### Task Template 1 - Argumentation

Is the pursuit of a given energy source ultimately beneficial or detrimental (to society, the environment, etc.)? After researching primary and secondary sources on natural resources, energy sources, and human interactions with those resources, write a speech to present to the U.S. Senate Committee on Energy and Natural Resources in which you argue whether or not the committee should invest in a particular energy source. Support your position with evidence from your research.

- D 1** Be sure to address competing views.
- D 8** Include references within your speech and a separate bibliography.
- D 6** Use rhetorical strategies such as ethos (credibility), logos (evidence), and pathos (emotion) to develop your work.

### Common Core State Standards

#### Reading Standards for Literacy in History/Social Studies 6—12

- RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- RH.11-12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.11-12.4** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RH.11-12.10** By the end of grade 12, read and comprehend history/social studies texts in the grades 11—CCR text complexity band independently and proficiently.

## ***Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6—12***

**WHST.11-12.1** Write arguments focused on discipline-specific content.

**WHST.11-12.1.e** Provide a concluding statement or section that follows from or supports the argument presented.

**WHST.11-12.1.d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**WHST.11-12.1.c** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

**WHST.11-12.1.b** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

**WHST.11-12.1.a** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

**WHST.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.11-12.5** 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.

**WHST.11-12.9** Draw evidence from informational texts to support analysis, reflection, and research.

**WHST.11-12.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### ***Additional Standards***

## Colorado

### Colorado Academic Standards for Social Studies

- CO** Analyze and present information using a variety of geographic tools and geographic findings in graphs, tables, charts, and thematic maps
- CO** Apply geography skills to help investigate issues and justify possible resolutions involving people, places, and environments. Topics to include but not limited to how people prepare for and respond to natural hazards
- CO** Explain how the uneven distribution of resources in the world can lead to conflict, competition, or cooperation among nations, regions, and cultural groups
- CO** Analyze the relationships between economic goals and the allocation of scarce resources
- CO** Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy
- CO** Discuss multiple perspectives on local issues and options for participating in civic life

## Texts

- 🔗 [Colorado's ranking for use of specific energy sources](#)
- 🔗 [Colorado State Profile and Energy Estimates](#)
- 🔗 [Colorado Energy Consumption](#)
- 🔗 [Background on different fuel sources and their usage](#)
- 🔗 [Article about the necessity of fossil fuel](#)
- 🔗 [FAQ about fracking](#)
- 🔗 [Article supporting fracking](#)
- 🔗 [Documenting the fracking debate](#)
- 🔗 [Clean coal technology](#)
- 🔗 [Article on the “myths” of clean coal](#)
- 🔗 [Resource availability and consumption maps](#)
- 🔗 [Article concerning Xcel’s opposition to future rooftop solar energy](#)

**LDC Student Work Rubric - Argumentation**

	<b>Not Yet</b>	<b>Approaches Expectations</b>	<b>Meets Expectations</b>	<b>Advanced</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Focus</b>	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately and establishes a position, but focus is uneven. D: Addresses additional demands superficially.	Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. D: Addresses additional demands sufficiently	Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. D: Addresses additional demands with thoroughness and makes a connection to claim.
<b>Controlling Idea</b>	Attempts to establish a claim, but lacks a clear purpose.	Establishes a claim.	Establishes a credible claim.	Establishes and maintains a substantive and credible claim or proposal.
<b>Reading/Research</b>	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.	Accurately and effectively presents important details from reading materials to develop argument or claim.
<b>Development</b>	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.	Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.	Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.	Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.
<b>Organization</b>	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.	Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
<b>Conventions</b>	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
<b>Content Understanding</b>	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

## ***Background for Students***

While this unit on energy resources focuses on maintenance/conservation and sustainability, all resources (including non-renewable) which are related to survival/existence that humans work on local, national, and global levels to maintain/manage and sustain are absolutely appropriate to the generalizations at the heart of the unit. Concerns and conflicts about water and air quality would fit nicely within this unit.

This module presumes students have a basic understanding of the purpose of Senate committee hearings (e.g., who participates, statement and question format, etc.). Additionally, students should have basic understandings of the elements of a successful argumentative speech.

## ***Extension***

Teachers may provide opportunities for students to present their speeches to an authentic audience such as the local school board or city council.

## *Section 2: What Skills?*

### ***Preparing for the Task***

**BRIDGING CONVERSATION > TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

**BRIDGING CONVERSATION > ACTIVATING PRIOR KNOWLEDGE:** Ask students to think about energy use in their own homes and connect to their understanding of where that energy comes from.

**TASK AND RUBRIC ANALYSIS > TASK ANALYSIS:** Ability to understand and explain the prompt and the requirements for the speech and/or expectations laid out in the rubric.

### ***Reading Process***

**PRE-READING > TEXT SELECTION:** Ability to identify appropriate texts.

**PRE-READING > PLANNING THE READING:** The ability to identify what students will need to learn throughout the active reading process.

**ACTIVE READING > NOTE-TAKING:** Ability to select important facts and passages for use in one's own writing.

**POST-READING > GATHERING EVIDENCE:** Gather data, interpret, make inferences and draw conclusions from maps, graphs, tables, and charts

### ***Transition to Writing***

**BRIDGING CONVERSATION > PREPARING FOR WRITING:** Ability to begin linking reading results to writing task.

### ***Writing Process***

**INITIATION OF TASK > ESTABLISHING THE CONTROLLING IDEA:** Ability to establish a claim and consolidate information relevant to task.

**PLANNING > PLANNING THE WRITING:** Ability to develop a line of thought and text structure appropriate to an argumentation task.

**PLANNING > OUTLINING THE WRITING:** Ability to organize ideas and thoughts in either a student generated or teacher generated outline

**DEVELOPMENT > INTRODUCTORY PARAGRAPH:** Introduces the topic, establishes the claim and generates interest in the reader.

**DEVELOPMENT > BODY PARAGRAPHS:** Develop body paragraphs that explain and support the claim. Use evidence and rhetorical techniques.

**DEVELOPMENT > CONCLUDING PARAGRAPH:** Develop an engaging conclusion that summarizes the claim and establishes a "call to action."

**REVISION, EDITING, AND COMPLETION > REVISION:** Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

**REVISION, EDITING, AND COMPLETION > FINAL DRAFT:** Ability to submit final piece that meets expectations.

## Section 3: What Instruction?

PACING SKILL AND DEFINITION PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<i>Preparing for the Task</i>		
<p><i>Not provided</i></p>	<p><b>BRIDGING CONVERSATION &gt; TASK ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p><b>CHALK TALK (LIST)</b> Silently read the essential question posted on the board. Think about it and silently add your thoughts/ideas as a part of a class list in response to the question.</p>
<p>Product meets expectations if students participate meaningfully by adding to the chalk talk.</p>	<p><b>NOTE:</b> Chalk Talk is a silent way to reflect, generate ideas, check on learning, develop projects, or solve problems. Because it is done completely in silence, it gives students a change of pace and encourages thoughtful contemplation about the word, question, artifact or picture presented.</p> <p><b>SET UP</b></p> <p>The teacher writes a word or the task's essential question on the board and circles it.</p> <p><b>LESSON</b></p> <p>Do Now: Silently journal about the essential question on the board. You might write: what it reminds you of, what questions you have, what you think the answer is, things you already know, etc.</p> <p>1 The teacher explains the norms and expectations of "chalk talk":</p> <ul style="list-style-type: none"> <li>* Silence in the room.</li> <li>*One person at the board at a time</li> <li>*If classroom culture permits, it can also be very effective to say nothing at all except to put finger to lips in a gesture of silence and simply begin with #2.</li> </ul> <p>3 The teacher either hands a piece of chalk to everyone or places many pieces of chalk at the board and hands several pieces to people at random.</p> <p>4 People write as they feel moved. There are likely to be long silences?that is natural, so allow plenty of wait time before deciding it is over.</p> <p>5 How the teacher chooses to interact with the Chalk Talk influences its outcome. The teacher can stand back and let it unfold or expand thinking by:</p> <ul style="list-style-type: none"> <li>* circling other interesting ideas, thereby inviting comments to broaden writing questions about a participant comment adding his/her own reflections or ideas</li> </ul>	



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<i>Not provided</i>	<p><b>BRIDGING CONVERSATION &gt; ACTIVATING PRIOR KNOWLEDGE:</b> Ask students to think about energy use in their own homes and connect to their understanding of where that energy comes from.</p>	<p><b>ENERGY USE JOURNAL</b></p> <p>Complete a week-long “energy use” journal documenting everything used in one week that requires some type of power or energy.</p> <p><b>OR</b></p> <p>Estimate and document the number of appliances/pieces of equipment in the home, use the online usage calculator, to determine the amount of energy used and cost associated with that energy usage for one month.</p>	Completion of mini-task	<p>Teacher may choose either prompt to activate prior knowledge. Share with students the attached resources for completion of the mini-task.</p> <p>Student responses may be used as the basis for a class discussion.</p>
Additional Attachments:				
<p><a href="#">🔗 Online energy usage calculator</a></p> <p><a href="#">🔗 Blank journal page for student energy log</a></p>				
<b>Reading Process</b>				
<i>10 mins</i>	<p><b>PRE-READING &gt; TEXT SELECTION:</b> Ability to identify appropriate texts.</p>	<p><b>LIST - WHAT WILL YOUR AUDIENCE NEED?</b></p> <p>What type of source is likely to convince a Senate Committee to agree with your position? Why?</p>	Not Scored	<p>Have students brainstorm ideas write them on the board and discuss as you go.</p> <p>Identify as a class which things from the list should be priorities?</p> <p>Possible - CRAP test (see attachment)</p>
Additional Attachments:				
<p><a href="#">🔗 CRAP test handout</a></p>				

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20 mins	<p><b>PRE-READING &gt; PLANNING THE READING:</b> The ability to identify what students will need to learn throughout the active reading process.</p>	<p><b>CLASS BRAINSTORM - WHAT TO LOOK FOR WHEN READING</b></p> <p>When you think about what you will need to accomplish with your speech, including audience, what information will you need to gather from your sources/texts?</p>	Not scored	<p>Engage students in thinking about the task and the purpose for reading a particular text (what are they looking to gain from the text?)</p> <p>Sample ideas:</p> <ol style="list-style-type: none"> <li>1. Advantages v.s. disadvantages of the energy source</li> <li>2. Specific data or facts in the text</li> <li>3. Identify author perspective/bias (objective/subjective tone)</li> <li>4. Determine thesis statement(s)</li> <li>5. Claims/counterclaims and evidence</li> <li>6. How authors use (quantitative) charts and data</li> </ol>

PACING SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES	
<p>50 mins</p>	<p><b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing.</p>	<p><b>DOUBLE ENTRY JOURNAL</b></p> <p>Students choose quotes from readings, videos, speakers, etc. to complete a double entry journal, reflecting on the significance of the quotes chosen in relation to their understandings of energy resources (maintenance, usages, and future sustainability).</p> <p><b>PRODUCT:</b> Completed journal with _____ [# of required responses] entries</p> <p><b>PROMPT:</b> In the first column, choose a quote or situation from the text that you can relate/react to. In the second column, record your thoughts or reaction.</p> <p><i>The thoughts/reactions that you record should make a connection between the text and yourself (text-to-self), another text (text-to-text), or the world (text-to-world).</i></p>	<ul style="list-style-type: none"> <li>Answers questions with credible response.</li> <li>Includes specific evidence from the text.</li> <li>Completes both columns of the journal.</li> </ul>	<ol style="list-style-type: none"> <li>Remind students of the three types of connections: Text-to-Self Connection, Text-to-Text Connection, and Text-to-World Connection. Explain how readers often make connections to a story to help them better understand the text.</li> <li>During and/or after the reading of a text, display a blank copy of the Double Entry Journal to demonstrate how to use this printout to make connections with the text.               <ul style="list-style-type: none"> <li>In the first column, students should choose a quote or situation from the text that they can relate/react to.</li> <li>In the second column, students should record their thoughts or reaction.</li> </ul> </li> <li>Reinforce the fact that the thoughts/reactions that students record should make a connection between the text and themselves (text-to-self), another text (text-to-text), or the world (text-to-world). Use chart paper or an overhead projector to model the process so that all students can see your reactions and reflections and follow along as you complete the Double Entry Journal.</li> <li>Review the Double Entry Journal Tips Handout with students.</li> <li>After students have had time to record their connections, ask students to share them aloud. Remind students to explain which of the three types of connections they are making, and also to make sure they are making connections that are productive and enhance their understanding of the text.</li> </ol> <p><i>Possible extensions:</i></p> <ul style="list-style-type: none"> <li>Ask students to reflect and respond to the following prompt on the back of their Double Entry Journal - Choose one connection and explain specifically how it helped you better understand what you were reading. You may wish to write this statement on the board or chart paper for students to see while writing their answers.</li> </ul> <p>*Works well when this is established as an ongoing routine.</p> <p><i>Middle School - Baldwin, NY/National Writing Project</i></p> <p><i>Common Core Standards:</i> RL1, RL 10, W9, W10</p> <p><i>Resources:</i> Tips on Keeping a Double Entry Log Handout</p> <p><i>Adapted from:</i> <a href="http://www.readwritethink.org/classroom-resources/printouts/double-entry-journal-30660.html">http://www.readwritethink.org/classroom-resources/printouts/double-entry-journal-30660.html</a></p>

Additional Attachments:



[Double Entry Journal Tips \(PDF\)](#)

[Double Entry Journal Tips \(Word Version\)](#)


[Double Entry Journal \(Word Version\)](#)



[Double Entry Journal \(PDF\)](#)

<p>1 hr</p>	<p><b>POST-READING &gt; GATHERING EVIDENCE:</b> Gather data, interpret, make inferences and draw conclusions from maps, graphs, tables, and charts</p>	<p><b>DIALOGUE BOXES</b> Using texts in which the authors make opposing claims about your topic or issue, fill out the organizer so that claims and counter-claims are listed in the same box.</p>	<p>Students meet expectations by being able to write counter-claims to the original claim and pull evidence from texts to support the claims and counter-claims.</p>	<p>Students collect opposing claims focused on a single issue of their topic. They fill these into an organizer set up so that there is a line for the topic, a box for a claim, and underneath another box for a counter claim.</p> <p>Box 1: Author A claims: (Student fills in a paraphrase of the author's claim)</p> <p>Textual Evidence: (Student pulls a quote that expresses this claim)</p> <p>Box 2: Author B counter-claims: (Student fills in a paraphrase of the author's claim)</p> <p>Textual Evidence: (Student pulls a quote that expresses this claim)</p> <p>The organizer may contain four such boxes.</p>
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Additional Attachments:



[Handout and student work: pg. 65-66](#)

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PACING SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES	
<p><i>Not provided</i></p>	<p><b>POST-READING &gt; GATHERING EVIDENCE:</b> Gather data, interpret, make inferences and draw conclusions from maps, graphs, tables, and charts</p>	<p><b>CER: CLAIM, EVIDENCE, AND REASONING (RESPONSES TO A DATA TABLE)</b> In complete sentences, write a claim that is backed up by evidence and supported by geographic data. Base your answer on your reading of a data table.</p>	<ul style="list-style-type: none"> <li>• Makes an defensible and complete claim.</li> <li>• Provides appropriate and sufficient evidence from the data to support the claim.</li> <li>• Provides reasoning that succinctly links evidence to the claim.</li> <li>• Includes appropriate and sufficient geographic principles.</li> </ul>	<p>(See attached Instructional Plan for details on how to use this CER mini-task in any course where students will form arguments from reading data.)</p> <ol style="list-style-type: none"> <li>1. Review definitions of "claim," "evidence," and "reasoning," and discuss how they are connected.</li> <li>2. Model how to construct a claim from a simple (and unrelated to target content) data set to help students learn this new skill. Then model how to write statements that support the claim using evidence and reasoning.</li> <li>3. Have students practice writing claims and evidence/reasoning statements using the same non-content-based data set. Have them pair-share their own claim/evidence/reasoning statements and/or share-out with whole class.</li> <li>4. Introduce the actual data set and prompt for the actual target content</li> <li>5. Have students work individually or in pairs to complete the full process with the target content. Share out or score all work, and repeat process if necessary.</li> </ol>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> <li>📄 <a href="#">CER Data Table Instructional Strategies.docx</a></li> <li>📄 <a href="#">CER Template.docx</a></li> <li>🗺️ <a href="#">(Resource availability and consumption maps)</a></li> <li>🗺️ <a href="#">An interactive map of fossil fuel reserves, by country</a></li> </ul>				
<p><i>Not provided</i></p>	<p><b>POST-READING &gt; GATHERING EVIDENCE:</b> Gather data, interpret, make inferences and draw conclusions from maps, graphs, tables, and charts</p>	<p><b>MAKING INFERENCES GRAPHIC ORGANIZER</b> Generate inferences (regarding energy use, resource depletion, country-by-country dependency on fossil fuels) and record on a graphic organizer based on the maps in the previous mini-task.</p>	<p>Completed inferences graphic organizer.</p>	<p>Once students have completed the CER, they will make inferences regarding energy use around the world.</p>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> <li>🗺️ <a href="#">Making inferences graphic organizer</a></li> </ul>				
<p><b>Transition to Writing</b></p>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<i>Not provided</i>	<p><b>BRIDGING CONVERSATION &gt; PREPARING FOR WRITING:</b> Ability to begin linking reading results to writing task.</p>	<p><b>SPONTANEOUS DEBATE (SPAR)</b> Is the pursuit of a given energy source ultimately either beneficial or detrimental?</p>	N/A	<p>Provide students with an opportunity to discuss their claim and supporting evidence prior to starting the writing process. Remind students that they should be prepared to discuss both sides of the debate.</p> <p>Prior to starting the debate, have each student complete the debate graphic organizer found in the resources section.</p> <ol style="list-style-type: none"> <li>1. Ask for two volunteers who have been studying the same energy source (e.g., solar, coal, etc).</li> <li>2. Students have 2 minutes to gather their notes/thoughts on their energy source, claim, and supporting evidence</li> <li>3. Students then debate the issue for 5 - 6 minutes.                             <ul style="list-style-type: none"> <li>● Each student has 1 - 2 minutes to present their position</li> <li>● After presentation of position, students have 1 - 2 minutes each to present a rebuttal</li> </ul> </li> <li>4. Class discussion:                             <ul style="list-style-type: none"> <li>● What were they missing?</li> <li>● What did they do well?</li> <li>● What might they consider adding?</li> <li>● Did the evidence presented support the claim?</li> </ul> </li> </ol>
<p>Additional Attachments:</p> <div style="display: flex; align-items: center;">  <p><b>Debate Graphic Organizer</b></p> </div>				
<p><b>Writing Process</b></p>				
<i>Not provided</i>	<p><b>INITIATION OF TASK &gt; ESTABLISHING THE CONTROLLING IDEA:</b> Ability to establish a claim and consolidate information relevant to task.</p>	<p><b>REFUTING COMPETING ARGUMENTS (SENTENCE PAIRS)</b> Write an argument that someone might bring up to attack your thesis. Explain why they are wrong.</p>	<ul style="list-style-type: none"> <li>● Identifies a believable counterargument</li> <li>● Presents a convincing response.</li> </ul>	<p>**See <b>attached</b> detailed teacher instructions.</p> <ol style="list-style-type: none"> <li>1. Explain importance</li> <li>2. Model creating a counterclaim using soda text.</li> <li>3. Have students create counterclaims using the soda text.</li> <li>4. Ask students to apply this to their culminating writing assignment.</li> </ol> <p>Additional Instructions:</p> <p>*This lesson should follow lesson about identifying counterclaim.</p>

Additional Attachments:

 **Refuting\_Competing\_Claims.doc**



 **Refuting\_Competing\_Claims.pdf**

 **counterargument2teacher.docx**

 **counterargument2.docx**

PACING SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<p>1 hr and 30 mins</p>	<p><b>PLANNING &gt; PLANNING THE WRITING:</b> Ability to develop a line of thought and text structure appropriate to an argumentation task.</p>	<p><b>STICKY NOTE ARGUMENT PLAN</b> Your challenge is to think through and record the pieces of your argument on individual sticky notes, then place them within an Argument Plan, so that you are sure you have all of the pieces of an effective argument.</p>	<p>Rubric Attached</p> <p><i>Overview:</i></p> <ol style="list-style-type: none"> <li>1. Established your claim (Statement) and your three Key Points.</li> <li>2. Use sticky notes to record and place the following pieces within your Argument Plan: <ul style="list-style-type: none"> <li>● Two (2) pieces of textual evidence that support each Key Points</li> <li>● One (1) piece of textual evidence that would provide opposing evidence for each Key Point.</li> </ul> </li> <li>3. For each piece of textual evidence you placed within your Argument Plan, record (on a sticky note) an explanation of how the evidence supports or opposes your Key Point, and place it in the Argument Plan.</li> </ol> <p><i>Details:</i></p> <p><b>Student Objectives:</b> (What will I know?)</p> <p>I will know that I have chosen and placed the best pieces of evidence and opposing evidence for my argument.</p> <p>I will also know how to connect my evidence to my claim (Statement).</p> <p>Why? I will be able to think about the best choices for evidence, and how they connect to my claim, before I need to think about how to draft them into paragraphs.</p> <p><b>WHY USE STICKY NOTES?</b></p> <p>Writing each piece of the argument on an individual sticky note will enable students to lift them off the Argument Plan and arrange them into an order in which they want to write them out. For instance, they might choose to begin with opposing evidence and follow with supporting; or they may choose to begin with an explanation and follow with a piece of evidence. They may even choose to place their Key Point at the end of a string of evidence/explanations. The sticky notes enable them to play with the structure of their argument in a flexible and kinesthetic way. <b>NOTE:</b> This effect can also be achieved electronically by typing within the boxes of the Argument Plan, and then using copy/paste onto another document to play with the organization of the pieces.</p> <p><b>MATERIALS NEEDED:</b></p> <ul style="list-style-type: none"> <li>● Large and small sticky notes</li> <li>● Responsibility and Key Points Powerpoint presentation (attached)</li> <li>● Argument Plan (attached) <ul style="list-style-type: none"> <li>○ You can also make this electronically accessible to students.</li> </ul> </li> <li>● Argument Plan Rubric (attached)</li> </ul>



PACING SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	PROCEDURAL INSTRUCTIONAL STRATEGIES
			<p>MODELING an example: Use the scenario of a school that wants to remove the soda machine from the cafeteria in an effort to support a healthy student population. Students choose which side of this decision they support. Who is responsible for student health choices? What data is available to support your stance?</p> <p>Teacher models the process of placing three sticky notes on a table or a board, and creating 3 Key Points, using the guiding questions on Key Points Powerpoint presentation.</p> <p>NOTE: Key Point is the reason (grounds or cause), Support is the evidence or backing.</p> <p>STUDENT WORK: (In small, collaborative groups, with each student producing their own plan)</p> <ol style="list-style-type: none"> <li>1. Tell students that they must select one Key Point they are using to support their claim.</li> <li>2. Ask students to begin their Argument Plan by thinking about what evidence they've collected to back their Key Points (reasons). <i>They write their choice of Energy Source in the Statement section at the top of the Argument Plan.</i></li> <li>3. Direct students to then use three (3) large sticky notes to establish their three Key Points, using the guiding questions on the Key Points Powerpoint presentation. <i>They place these sticky notes in each of the KEY POINT #1, #2, and #3 sections of the Argument Plan.</i></li> </ol> <p>NOTE: At this point, return to <b>MODELING</b> the soda machine example to model selection of best evidence, and how it supports or opposes Key Points.</p> <ol style="list-style-type: none"> <li>4. Direct student to review all of their notes from their sources, and also dig back into the sources to find specific pieces of textual evidence that support and oppose each Key Point. Tell students to write each piece of evidence (and the source name) on smaller sticky notes. <i>Students should then place each sticky note in an EVIDENCE or OPPOSING EVIDENCE box under each Key Point on the Argument Plan.</i></li> <li>5. For each piece of textual evidence, ask the students to write a clear explanation of how the evidence supports or opposes the Key Point. Use larger sticky notes for this step, since the explanation should be 1-2 sentences. (NOTE: This is not the draft, just "thinking on a sticky note" about what should be in that part of the argument.) <i>Students then place these sticky notes on their Argument plan, in the HOW IT PROVES my STATEMENT boxes, or the WHY IT IS NOT AS IMPORTANT as my other pieces of evidence box (under each Key Point).</i></li> </ol>

Whose Earth Is It Anyway?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	NOTE: To use the Instructional Strategies and the Argument Plan Rubric to rate the quality of their key points, evidence, and explanations. It is really helpful to have students exchange plans and use the rubric to assess each other.
<p><i>Not provided</i></p>	<p><b>PLANNING &gt; OUTLINING THE WRITING:</b> Ability to organize ideas and thoughts in either a student generated or teacher generated outline</p>	<p><b>ESSAY GRAPHIC ORGANIZER: DEFINING THE ESSAY STRUCTURE</b> Define the thesis sentence, topic sentences, and rhetorical strategy of your essay.</p>	<ul style="list-style-type: none"> <li>- Graphic organizer contains a thesis sentence</li> <li>- Graphic organizer contains topic sentences</li> <li>- Graphic organizer contains a rhetorical strategy</li> <li>- The sequence and content of topic sentences reflect the chosen rhetorical strategy</li> </ul>	<ol style="list-style-type: none"> <li>1. Post the writing task assignment on the board and distribute the attached graphic organizer.</li> <li>2. Ask for volunteers to read aloud the "Rhetorical Strategies and Organization Patterns" handout. As student follow along, they should annotate the document by (1) Circling key words and (2) Writing questions about confusing ideas in the margins.</li> <li>3. Fill out sample graphic organizers (using the board, overhead transparencies, or other media) for at least two possible rhetorical structures that students could use to design their essays, responding to a similar prompt. For example, demonstrate how to structure the essay using a chronological sequence of source texts and a second strategy that sequences the main points from weakest to strongest.</li> <li>3. Have each student fill out his or her graphic organizer using the thesis statement and list of main points already generated. First the students should list the rhetorical strategy he or she plans to use, then fill in the thesis statement plus topic sentences, and then respond to the question on how this strategy will effectively support the thesis.</li> <li>4. Have students sit in groups of three and take turns sharing their graphic organizers and receiving feedback from the other two students.</li> </ol> <p>Additional Instruction</p> <ol style="list-style-type: none"> <li>1. This mini-lesson follows one in which students have worked in groups to develop main points in support of each group member's thesis statement or claim.</li> <li>2. This particular mini-lesson is based on a cause-effect task assignment: Based on a close reading of the Emancipation Proclamation and at least two other contemporary sources, why did Lincoln choose to announce the Emancipation Proclamation when he did?</li> <li>3. The purpose of this lesson is for each student to articulate a structure for his or her essay depending on the type of essay and then organize the main points according to that structure.</li> <li>4. The possible structures should be related to the type of essay task that has been assigned: analysis, comparison, evaluation, etc.</li> </ol>


Additional Attachments:

 [minitask.sequence of points.doc](#)



 [Rhetorical Strategies and Organization Patterns.pdf](#)

# Whose Earth Is It Anyway?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
30 mins	<p><b>DEVELOPMENT &gt; INTRODUCTORY PARAGRAPH:</b> Introduces the topic, establishes the claim and generates interest in the reader.</p>	<p><b>INTRODUCTION PARAGRAPH</b> Develop an effective and engaging introduction paragraph for your essay incorporating a hook, explanation, and thesis.</p>	<p>Meets expectations if:</p> <ul style="list-style-type: none"> <li>● Hook is engaging and relevant</li> <li>● Explanation successfully bridges hook and argument.</li> <li>● Thesis is specific, well articulated, and the actual topic of the paper.</li> </ul>	<p>*This tool should be used with students who already know their thesis, <b>not</b> as a tool to develop one.</p> <ol style="list-style-type: none"> <li>1. Using the handout, do a think aloud in which you walk through the steps to develop an introduction paragraph. Think about several hooks, and chose the best one (emphasizing that the first idea isnt always the best).</li> <li>2. Allow students to complete the handout independently.</li> <li>3. Finish with a share, either class wide or between partners.</li> </ol>
<p>Additional Attachments:</p> <p> <b>Intro Handout</b></p>				
Not provided	<p><b>DEVELOPMENT &gt; BODY PARAGRAPHS:</b> Develop body paragraphs that explain and support the claim. Use evidence and rhetorical techniques.</p>	<p><b>INITIAL DRAFT (LDC PROTOTYPE)</b> Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.</p>	<ul style="list-style-type: none"> <li>● Provides complete draft with all parts.</li> <li>● Supports the opening in the later sections with evidence and citations.</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage students to re-read prompt partway through writing, to check that they are on track.</li> </ul>

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
40 mins	<p><b>REVISION, EDITING, AND COMPLETION &gt;</b>  <b>REVISION:</b> Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p><b>REVISING FOR TONE AND APPEALS (ETHOS, LOGOS, PATHOS)</b>                      One thing good writers do is they make sure their writing uses the correct tone and appeals for their audience. Your speech should have a formal tone and should appeal to your specific audience. Revise your speech to make sure it reads as formal. Identify the appeals used, adding more if needed.</p>	<p>Student meets expectations if:</p> <ul style="list-style-type: none"> <li>• At least five words are changed.</li> <li>• The replacement words are formal in tone.</li> <li>• Ethos, logos, and pathos are identified and are well balanced.</li> </ul>	<p>*Need dictionaries, thesauri, or the internet!</p> <ol style="list-style-type: none"> <li>1. Provide students with a definition of tone: the way a text (or voice) sounds. Today, we will think about two tones: <i>casual</i> and <i>formal</i>. Casual is how you talk with friends and family. Formal is how you talk when you are trying to get a job, or an A on an essay.</li> <li>2. Which is casual? Which is formal? Why?                      She walked to the store and got candy.                      She ambled to the corner market and purchased confections.                      Explain how a thesaurus works, invite students to try in the next step...</li> </ol> <p>**Be sure to remind students not to use words that they don't know!</p> <ol style="list-style-type: none"> <li>3. With a partner: Consider the following phrases, and try to rephrase them so they are formal using a thesaurus.                      I got football after class so I wont be catching the bus until late. --&gt;                      She always gets mad when I make a joke --&gt;</li> <li>4. When you made these phrases more formal, what changed? (how long they were, the vocabulary)</li> <li>5. Now, using the same tools, go back to your speech and make it more formal.</li> <li>6. Use three different color highlighters, use one color to identify where you've established your own credibility and have connected with your audience (ethos); use one color to identify the data used to support your claim (logos); and use another color to identify where you've attempted to incite emotion from your audience (pathos). NOTE: More logos than pathos should be highlighted in an argumentative speech.</li> <li>7. Anywhere you have the logos highlighted make sure you have the reference</li> <li>8. Make necessary changes to speech.</li> <li>9. End of class: share out your best revision.</li> </ol>

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<p>40 mins</p>	<p><b>REVISION, EDITING, AND COMPLETION &gt;</b>  <b>REVISION:</b> Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p><b>TRANSITIONS</b>            As you develop your speech, consider the following questions to guide your thinking:            Are you paragraphs glued together with the appropriate transitions? Do they communicate to the reader the relationship between the ideas?</p>	<p>Work meets expectations if students revise their writing to:</p> <ul style="list-style-type: none"> <li>• use transitions to indicate to the reader a strong relationship between ideas.</li> </ul>	<p>1. Provide student a poster in the classroom that says:  <b>Transitions</b> link ideas together. They include:</p> <p><i>The next point I'd like to make is...</i></p> <p><i>Moving right along...</i></p> <p><i>That brings us to..</i></p> <p><i>In fact,</i></p> <p><i>Not only,</i></p> <p><i>As you can see from these exmamples,</i></p> <p><i>Finally,</i></p> <p><i>Now that we have established...</i></p> <p><i>Keeping these points in mind,</i></p> <p><i>In the same way,</i></p> <p><i>Contrast that with...</i></p> <p><i>At the same time,</i></p> <p><i>Now let's consider,</i></p> <p><i>However,</i></p> <p><i>Nevertheless,</i></p> <p><i>Furthermore,</i></p> <p><i>Likewise,</i></p> <p><i>In addition,</i></p> <p><i>As well,</i></p> <p><i>This is because...</i></p> <p><i>In contrast,</i></p> <p><i>Similarly,</i></p> <p><i>To summarize,</i></p> <p><i>To conclude,</i></p> <p>2. Provide students with the following paragraph:</p> <p>I walked around the corner. I went down the stairs. I jogged down a long hallway. I got to my English class. It was a long walk.</p> <p>Ask students what transitions could be included, and how the paragraph sounds different once they are included.</p> <p>3. Give students time to add transitions to their own writing. Circulate. Pick a few exemplary revisions and have students share.</p>

## Whose Earth Is It Anyway?

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<i>Not provided</i>	<b>REVISION, EDITING, AND COMPLETION &gt; FINAL DRAFT:</b> Ability to submit final piece that meets expectations.	<b>FINAL PIECE (LDC PROTOTYPE)</b> Turn in your complete set of drafts, plus the final version of your piece.	<ul style="list-style-type: none"><li>Fits the “Meets Expectations” category in the rubric for the teaching task.</li></ul>	<i>None</i>

### *Instructional Resources*

No resources specified

## *Section 4: What Results?*

### ***Student Work Samples***

No resources specified

### ***Teacher Reflection***

Not provided