

## McCay Lesson Plans

Content: Language Arts Grade Level: 11 Class Period: 5	Date: 1-24-17 Unit of Study: Unit 3: American Forums: The Marketplace of Ideas Lesson: Refuting an Argument
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**Unit Standards:** W.11-12.1a: Introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence. W.11-12.2a: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension. W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.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. W.11-12.10: Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. SL.11-12.1a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SL.11-12.1b: Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

**Unit Learning Goals:** To analyze and create editorial and opinion pieces. To identify and analyze fallacious reasoning in a text. To analyze how writers use logic, evidence, and rhetoric to advance opinions. To define and apply the appeals and devices of rhetoric. To analyze and apply satirical techniques. To examine and apply syntactic structures in the written and spoken word.

<b>Academic Vocabulary:</b>	Editorial Fallacies Parody Caricature	<b>Literary Terms:</b>	Satire Horatian Satire Juvenalian Satire Persona Objective Tone Subjective Tone
Reasoning Evidence Bias		Target Audience Secondary Audience Concession Refutation Slanters	

Block Day	Lesson: Refuting an Argument
Lesson Standards	RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes

	points clear, convincing, and engaging. RI.11-12.10: 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.
Learning Targets	Analyze how concessions and refutations can be used to refute an opposing argument. Apply strategies of refutation to a set of persuasive elements.
Essential Question	How do published authors use concessions and refutations to refute arguments? How can this skill help me master my personal learning goals?
Learning Strategies	Quick Write, Skimming/Scanning, Annotation, Discussion Groups, Graphic Organizer, Reflection-Writing
Differentiation/ Remediation Plans	As needed, the instructor should be prepared to pull students as individuals or small groups and provide direct instruction on setting individual goals for the unit and for each lesson. New students and students with attendance problems may have missed this skill and will need added support to set their goals the first time. When students write their reflections at the end of the lesson, instructors should offer the choice of hand-writing the reflection to accommodate slower process-thinkers. The hand writing will allow slower thinkers more wait time and alleviate their frustration.
Class Setting/ Environment	This lesson will take place entirely in a cooperative group setting with 5 students at each table. The students were grouped at the beginning of the unit based on their performance on the pre-test to ensure that they were ability-grouped as closely as possible. They have assigned groups prior to this lesson. All learning activities, including independent activities like the focus journal, will occur in the cooperative group setting. The instructor will float between groups, critically questioning and supporting each group.
Class Rules	Show respect to instructors, visitors, and fellow students at all times. Come on time, and be ready to focus on learning goals. Always meet the school's expectations.
Cooperative Group Rules	Listen to and respect the opinions of others. Always do your part for the group. Ensure your talking is about learning goals. We are responsible to help one another learn.
Discipline Plan	The established discipline for this class is direct communication when expectations are not met AS WELL AS direct communication when expectations are met well. If a student needs redirection, the instructor says, "That does not meet my expectations. Can you change that behavior?" The students are already used to this form of discipline. If students need redirection a second time for the same issue, the teacher takes them to the hall and explains that they had agreed to change the

	<p>behavior and still have not done so. The instructor asks the student to change the behavior again and then reminds the student that a third problem will result in an office referral. This second warning rarely happens, and the third warning has only happened once this year for this class.</p>
<p>Activities/ Agenda</p>	<ol style="list-style-type: none"> <li>1. (8 minutes) <b>Curiosity</b>—<b>These personal, daily ME newspapers only send the students digital news they’re interested in, and they’ve already started having really good conversations about whether or not that’s a good thing.</b> Focus Journal on Your Personalized Newspaper in Google Classroom</li> <li>2. (5 minutes) <b>Connection</b>—<b>Connecting prior learning to new learning and explaining how the day’s activities will help us achieve our goals.</b> Overview of Learning Objectives and Agenda for Lesson--Reminder to focus learning on independent goals, as well.</li> <li>3. (8 minutes) <b>Context</b>—<b>helping students see where this information will matter eventually and where else they will use it. Also COHERENCE because it’s helping them synthesize this information with their focus journal and REFLECT back on that journal.</b> Real-World Relevance One: Introduction to the text for this lesson includes a quick review of the importance of media to a democracy from the previous lesson and how American media has begun to fail democracy. <b>REFLECTION OPPORTUNITY ONE:</b> The instructor should at this point call on students to discuss this issue and even relate it back to the “personal newspaper” from the focus journal. <b>COHERENCE: A good way to help students synthesize information is to ask them to refute information and explain why they do not agree:</b> The instructor should also call on students to elaborate or refute what previous students have shared. This discussion should be framed as a preparation for the real world, when students must navigate media without support. Feedback Opportunity One: During this discussion, the instructor should also provide clear feedback on thoughtful responses and on any responses that demonstrate clear references back to the students’ learning objective and/or personal learning goals for the lesson.</li> <li>4. (15 minutes) <b>CONCENTRATION: This activity asks students to process information alone, with peers, and with the guidance of their teacher. They will reflect each step of the way using an advanced organizer, so almost every five minutes they will also be REFLECTING.</b> Read and Annotate “The Newspaper is Dying--Hooray for Democracy” as individuals or pairs (differentiation as needed) with instructor working the room to check understanding, provide additional directions, etc. <b>STUDENT CHOICE OPTION:</b> At this point, students can choose which annotation strategy they</li> </ol>

think will help them during the lesson. They may choose from 3-Read Strategy, General Annotation, Annotation for Argumentative Elements, SQRRR graphic organizer, or SOAPStone organizer, all of which they have used and have templates for in the Google Drives. Feedback Opportunity Two: As the instructor “works the room” while students read, she should provide feedback on wise selections, which help students analyze the text and focus their reading on their own individual learning goals; she should critically question students about their choices, which are not intentional and guide their reading/analysis back to their learning goals for the lesson.

5. (7 minutes) **Reflection Opportunity Two: Reviewing What was just learned and clarifying confusion:** Feedback Opportunity Three: Identify parts of argument in shared Google Doc as table teams with instructor facilitating, questioning, talking with groups (This is column one of the Google Doc). Call upon teams to share out parts of an argument identified and feedback--call on students, who haven't interacted, yet. This is a good opportunity in the lesson to “cold call” certain students about how their completion of the argument column is building their mastery of the learning objectives.
6. (8 minutes) **COACHING: Explaining directly how to do something and also explaining again why practicing the Cornell Notes is important:** Refuting an Argument mini-lecture with note-taking in Cornell Notes. Real World Relevance Two: At this point the instructor should remind students about the efficacy of using Cornell Notes and how they help with faster mastery and faster studying in college when time will be even tighter.
7. (10 minutes) **COACHING: Working with the groups and providing specific, corrective feedback as they practice the new skill for the first time.** Feedback Opportunity Four: Refuting an Argument Chart as table teams (this is column two of the Google Doc).
8. (7 minutes) **REFLECTION OPPORTUNITY 3: Students will be able to reflect back on how they created their refutation and how it compares to other groups' choices. The instructor should take the time to guide feedback in this direction to ensure that good reflection is taking place.** Group Share-Outs: Call upon teams to share out their refutations for each part of the argument--again, call on different students to ensure all students have interacted by end of lesson. This group of students are now used to “cold call” as a strategy and know to be ready with a solid answer--if every student is engaged by the end of the lesson, then even without the group interactions during work time, each student should have been engaged individually by the end of the lesson.

	<p>9. (15 minutes) <b>CONCENTRATION AND REFLECTION:</b> <b>Concentration often includes good reflection at the “alone” stage, and here at the end of the activity, students have ample time to write and reflect on their learning.</b> Writing Reflection as Individuals--How do I refute an existing argument to be most persuasive with my own audience? How will this skill help me master my learning objectives for this unit? Reflection should be assigned as ticket out the door. If needed, could be modified to homework. If students ask to alter the writing prompt, the instructor should ask what they’re thinking, consider the change, and if it still documents growth toward the learning objectives, accept the change for differentiation. As students finish their reflections, the instructor should take time to interact with any other students, who’ve been missed during the hour. <b>CONTEXT: This moment late in the hour is a great time to give early finishers another moment of context by asking how the information connects back to their daily lives.</b> Ask what they’re writing, how it connects back to their daily lives, how it could help them in another class.</p> <p>10. (5 minutes) <b>CONNECTION:</b> <b>Allowing students to end the hour by connecting their new learning back to their prior knowledge and even to look forward to tomorrow will help them make strong learning connections.</b> Proficiency Scale Check: When students are done with their reflection, they should read over their unit proficiency scale and check off any skills they have mastered at a new level because of today’s lesson. They can also cross off any of their bullet-journal items, which they’ve completed and add any for tomorrow, which might help them continually focus their efforts toward mastery.</p> <p>11. (60 minutes) <b>COACHING:</b> <b>Grading should happen, at the latest, the night of the lesson to ensure that students receive their feedback by the beginning of the next lesson.</b> Feedback Opportunity Five: The instructor should grade the reflections quickly and provide timely, written feedback on the students’ formative growth toward their learning objectives. This is a great opportunity to individualize the feedback by tying the work to the students’ individual objectives, as well.</p>
Assessment/ Demonstration of Learning	Team note-taking guide Independent Writing Reflection
Homework	If the writing prompt is not finished by the end of the hour, students need to complete the assignment for homework.

Absent Students	Absent students need to read the article “The Newspaper is Dying--Hooray for Democracy” in the Google Classroom and annotate the text. Next, absent students need to complete the graphic organizer in the Google Classroom--identifying the parts of an argument in the text and then writing out a plan to refute each part of the argument--use the shared Cornell Notes in the Google Classroom to review how to refute an argument. Finally, absent students need to answer the reflection paragraph: How do I refute an existing argument to be most persuasive with my own audience? Consider which forms of refutation might work best on the academic audience as well as the forms, which work best on you.
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