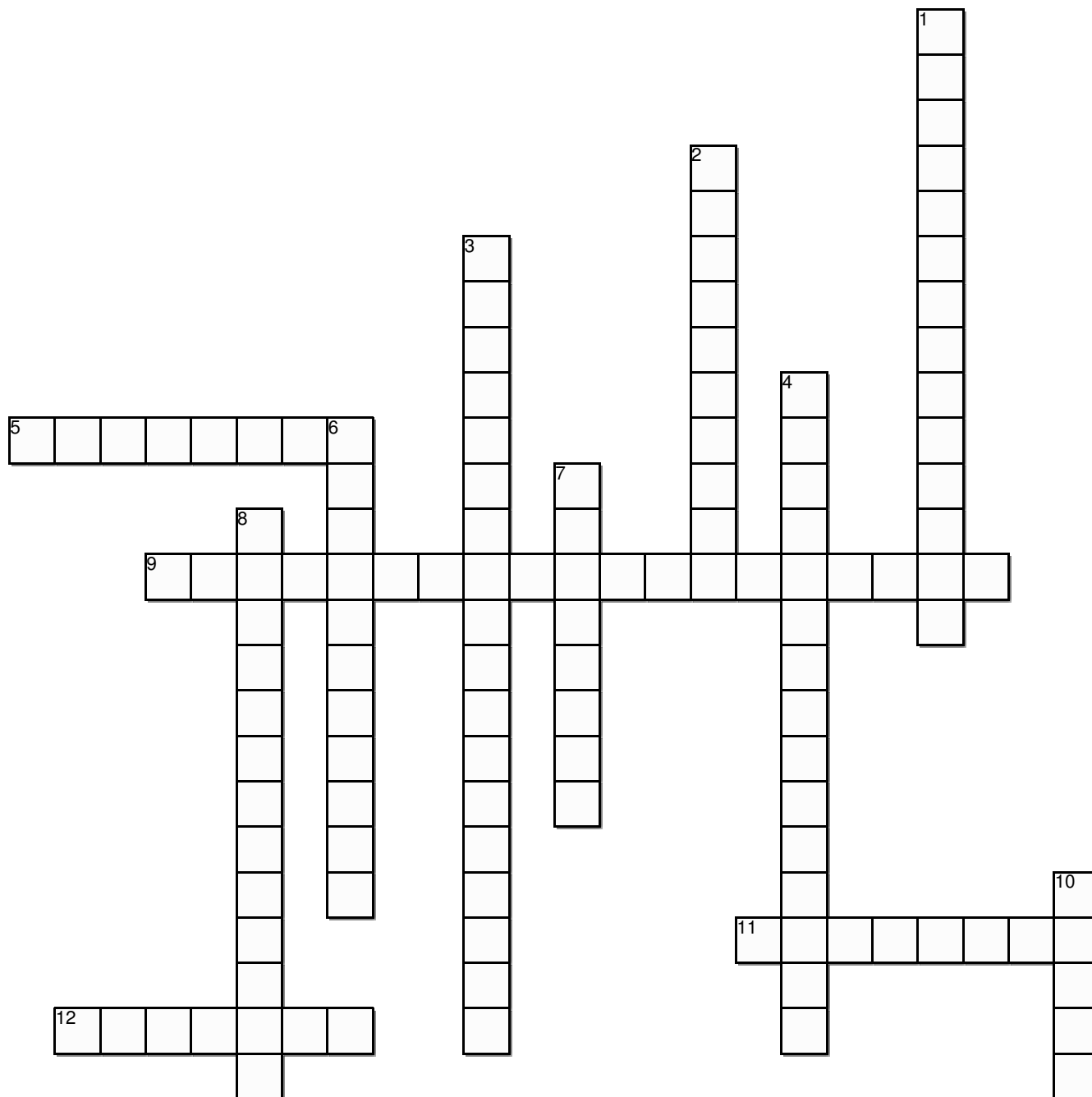


Name: _____

Discovering The Vocabulary In The World of Writing

Complete the crossword below



Created on TheTeachersCorner.net Crossword Maker

Horizontal

- 5. proof from the readings to support your answer
- 9. logically ends the writing
- 11. explains why the counterargument is not the best answer
- 12. explains how the evidence supports your answer

Vertical

- 1. answers the writing prompt and narrows the subject of the paragraph to a single idea
- 2. attempts to convince someone to the writer's opinion
- 3. provides examples and explanation to support the topic sentence
- 4. opposing view of your claim
- 6. explains how something works or how to do something
- 7. presents evidence to support a position on a topic
- 8. tells what something is
- 10. your answer to the question (topic sentence or thesis statement)

Argument, Persuasion, or Propaganda?

	Argument	Persuasion	Propaganda
Goal	Discover the “truth”	Promote an opinion on a particular position that is rooted in truth	Offer “political advertising” for a particular position that may distort the truth or include false information
General Technique	Offers good reasoning and evidence to persuade an audience to accept a “truth”	Uses personal, emotional, or moral appeal to convince an audience to adopt a particular point of view	Relies on emotions and values to persuade an audience to accept a particular position
Methods	<p>Considers other perspectives on the issue</p> <p>Offers facts that support the reasons (in other words, provides evidence)</p> <p>Predicts and evaluates the consequences of accepting the argument</p>	<p>May considers other perspectives on the issue</p> <p>Blends facts and emotion to make its case, relying often on opinion</p> <p>May predict the results of accepting the position, especially if the information will help convince the reader to adopt the opinion</p>	<p>Focuses on its own message, without considering other positions</p> <p>Relies on biases and assumptions and may distort or alter evidence to make the case</p> <p>Ignores the consequence of accepting a particular position</p>

 ARGUMENT WRITING VOCABULARY

<u>Term</u>	<u>Meaning & Points to Remember</u>
Claim	<ul style="list-style-type: none"> ▪ Clearly identifies a topic ▪ States what point is being made (argued) ▪ Contains a position on the topic ▪ Creates a roadmap for the writing – “what am I trying to prove?” ▪ Usually positioned in the introduction <p>A claim must be</p> <ul style="list-style-type: none"> – Debatable: Reasonable people could disagree – Narrow: Not too big (in scope) to deal with – Valid: Evidence is available to support the claim
Evidence	<p>Supports the claim; NOT <i>personal</i> opinions but information from reliable sources that may include:</p> <ul style="list-style-type: none"> ▪ Facts or statistics ▪ Expert opinions ▪ Concrete example
Warrant	<p>Explains the pieces of evidence (arguments) and connects them to the claim</p> <p>A Warrant</p> <ul style="list-style-type: none"> • Is logical • Is reasonable • Does not assume
Counterclaim	<ul style="list-style-type: none"> ▪ Disagrees with the claim ▪ Reasonable people can disagree with a specific claim <ul style="list-style-type: none"> – What do they think? (their claim) – What is their evidence?
Rebuttal	<ul style="list-style-type: none"> ▪ Explains why the counterclaim is wrong ▪ A person can reasonably disagree with the counterclaim <ul style="list-style-type: none"> – Why is the counterclaim wrong? (e.g. faulty logic) – What evidence supports why a counterclaim is wrong or less effective?

Directions: Based on both passages on pages 568 and 569, write a response to the prompt on page 569. This task may take up to 45 minutes to complete.

Passage A: Why Physical Education Should No Longer Be a Requirement for Graduation

This is the text of Councilwoman Juanita Sanchez's speech at last week's school board meeting.

The job market is increasingly competitive. Because of this, we must ensure that our students' education fully prepares them to succeed in the future. A limited budget and limited time during the school day force us to make difficult decisions concerning what we teach. We must be willing to make these decisions with the best interests of our students at heart. With these goals in mind, I support the proposal to eliminate physical education as a core requirement for high school graduation in our district.

Time spent completing physical education requirements is time away from more productive educational pursuits. While our state's standardized test scores have continued to rise in past years, we are still seeing results that are below average in both mathematics and reading. Added instructional time is necessary to see our test scores meet the standards set for us. This additional time spent on core subjects will also better prepare students for a pursuit of higher education after high school graduation.

No one is suggesting that physical education and fitness classes be completely eliminated from our curriculum. Physical education is a worthwhile pursuit and should be provided for those students who are interested. But it should be an elective, or optional, course in the same way that music, art, and theater classes are offered as electives. Thus, this outdated requirement will no longer get in the way of more academically important pursuits.

Passage B: Physical Education Is an Important Requirement for Students

Letter from concerned parent published in the City Journal newspaper

No one would disagree that preparing our students for a successful future is essential. Changes need to be made in order to help our children compete for college scholarships and career advancement. But as we make these changes, we have to be careful not to cause more harm than good. The current proposal places us in danger of damaging successful programs in our efforts to make improvements.

Having a healthy lifestyle is at least as important to a happy and successful future as mathematics and reading skills are. We currently are in the middle of an epidemic of health problems caused by lack of physical fitness among the children in our community. In our state, almost 20% of children between the ages of 12 and 18 are classified as obese. And obesity is linked to a number of life threatening health problems including diabetes and heart disease. Thus, this is a trend that we must make every effort to reverse.

Programs to offer healthier lunch choices for students have already been introduced. It would be ridiculous to now eliminate requirements that teach our children about other aspects of healthy living. What good is longer time spent in so-called core classes if students aren't healthy enough to fully participate?

I understand that the School Board members have students' best interests at heart. And I agree that it is important to find ways to improve the math and reading scores of our students. Unfortunately, the current plan to eliminate physical education will do much more harm than good. There is a reason P.E. has been a part of our school curriculum for so many years!

Write an Extended Response to Both Passages

While Councilwoman Sanchez makes her case for the benefits of eliminating physical education from the required curriculum, the editorial response identifies the drawbacks of this proposal.

In your response, analyze both the speech and the editorial. Explain which position you believe is best supported by its advocate. Use relevant and specific evidence from both sources to support your response.

Type your response on a computer, if one is available. If one is not available, write your response neatly on paper. This task may require approximately 45 minutes to complete.

Use the Reasoning Through Language Arts Extended Response Scoring Guide on page 724 to evaluate your response.

You may take a 10-minute break before proceeding.

ARGUMENT WRITING GRAPHIC ORGANIZER

The Question:	
Your Claim:	
Your Evidence	Your Reasoning
Counterclaims/Rebuttals:	
Summary of Your Argument:	