

Teacher's Name: Paula Lewis	Unit Name: Arguments Around the World
Lesson Title What is an Argument: Differences in the UAE vs. U.S.	Grade Level: 11th dual credit students, but can be used for on-level students with a longer time frame or modified for lower/upper-grade levels
Focus Skill: Argumentation and Analysis	Time Frame: 2 weeks (10 days) @ 80 minutes per class
Purpose: In this two-week lesson, students will work with primary and secondary sources to critically analyze the religion, culture, education, government, and progression in the United Arab Emirates (UAE). The students will use their evidence to create an outline, annotated bibliography, and a five-page argumentative essay.	
TEKS (Texas Essential Knowledge and Skills) 11.9 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student recursively uses the writing process to compose multiple legible texts and use appropriate conventions. The student is expected to: (A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing; (B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: (i) using strategic organizational structures appropriate to purpose, audience, topic, and context; and (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary; (C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences; (D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and (E) publish written work for appropriate audiences. 11.11 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (A) develop questions for formal and informal inquiry; (C) develop and revise a plan; (D) modify the major research question as necessary to refocus the research plan; (E) locate relevant sources; (F) synthesize information from a variety of sources; (G) examine sources for: (i) credibility, bias, and accuracy; and (ii) faulty reasoning such as post-hoc-ad hoc, circular reasoning, red herring, and assumptions; (H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and (I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	

PART 1—ESSENTIAL ELEMENTS

Essential Question	What is a good argument?
Objective 1	Students will know and understand the terms claim, data, warrant, and impact.
Objective 2	Students will be able to distinguish between claim, data, warrant, and impact.
Objective 3	Students will be able to construct arguments that include all four parts: Claim, Data, Warrant, Impact
Objective 4	Students will be able to create an argumentative essay outline.
Objective 5	Students will be able to formulate a well designed argumentative essay with secondary evidence to support their argument.

Overview of Lesson *(General summary of what will be covered):*

Students will learn:

- Explain basic elements of argumentation
- Define claim, data, warrant, and impact
- Analyze cultural differences in the United Arab Emirates versus the United States
- Create their own arguments using claim, data, warrant, and impact.

Vocabulary to Review

Claim: the point you are trying to prove that answers why your arguments are correct.

Data: the evidence and examples that support the point you are making.

Warrant: the connective tissue showing why the data proves the claim and argument

Impact: the reason this claim is important or significant

PART 2—THE LESSON

Detailed Step-by-Step Lesson *(be sure to include time allocation information):*

Day #	Time	Details of the Lesson
Day 1	5 minutes	<u>Define and Identify</u> Begin by asking students where they have heard the terms claim, data, warrant, and impact. Based on that, ask students what each word means.
	10-15 minutes	Have students read “Models of Argument”. Discuss the concepts and explanations of claim, data, warrant, and impact. Ask them how their understanding of these concepts is different after reading the handout.
	20-30 minutes	Students research definitions and give examples: <u>Claim:</u> the point you are trying to prove that answers why your arguments are correct. <u>Data:</u> the evidence and examples that support the point you are making <u>Warrant:</u> the connective tissue showing why the data proves the claim and argument <u>Impact:</u> the reason this claim is important or significant
	20-30 minutes	Have students watch the Chipotle Scarecrow commercial and then work with the students as a large group to determine how each of the elements fit the argument. [Note: under the overall argument, you will likely have multiple of each.]

		<p>Argument: Eat Chipotle</p> <p>Claim: Better treatment of animals</p> <p>Data: sad cows, shots in chickens to make them larger, assembly line vs. no mistreatment when main character makes his own food</p> <p>Warrant: having sad animals is bad, so better treatment of animals is good, and since no mistreatment by Chipotle, eat at Chipotle</p> <p>Impact: Better treatment of animals=fewer chemicals in food which is healthy</p> <p>Claim: Fresh ingredients are better</p> <p>Data: mistreatment and chemicals</p> <p>Warrant: having chemicals in food is bad, so fresh ingredients are healthy, so eat at Chipotle because they use fresh ingredients</p> <p>Impact: Fresher ingredients=more health and nutrients so important</p>
Day 2	20 minutes	<p>Review argumentative terms and students answers from the Chipotle Scarecrow commercial.</p>
	10-15 minutes	<p>Have students watch the Thai Giving commercial: and then have them get into partners and determine how each of the elements fits the argument. Talk through these with the students and guide them where necessary.</p>
	20-30 minutes	<p>Create Have students write down the overarching argument of the Thai Giving commercial. Then, work with them to create two sets of claim, data, warrant, and impact. [Note: feel free to do another example with students if you sense that they need additional support here.]</p> <p>Argument: Claim: Data: Warrant: Impact:</p>
	10-15 minutes	<p>Create Have students take their argument notes from the Thai Giving commercial and create a Toulmin Paragraph</p>
Day 3	10-15 minutes	<p>Review: Prezi over Argumentative Writing (This Prezi can be copied and modified)</p> <ul style="list-style-type: none"> • This Prezi will be reviewed over several days • Only review Overview, Choose a Topic, and Brainstorm
	30-35 minutes	<p>Intro to the UAE Prezi</p> <p>Research Have students choose a category to research and brainstorm an argument:</p> <ul style="list-style-type: none"> • UAE Religion • UAE Culture • UAE Education • UAE Government • UAE Expansion <p>Students will re-visit websites for secondary evidence to incorporate into their essays .</p>
	20-30 minutes	<p>Have students write down the overarching argument. Then, have students get into pairs and create two sets of claim, data, warrant, and impact.</p>

		<p>Possible arguments:</p> <ul style="list-style-type: none"> • How does religion affect UAE citizens' everyday lives and values? Do their beliefs make them radicals, or are they just a select few who go overboard? • Does the culture in the UAE protect women and children or treat them like slaves? Will women ever have equal rights? Do women want equal rights? • Should the United States stay out of the Middle East, or are they making a difference? • Are the United Nations fair in their dealings with the Middle East? • Is the ban on media something the government does to protect its citizens? • Wars shroud the history of the Middle East. How far back do these wars go? Have they all been necessary, or is it just a violent piece of the world? • Could civil unrest be prevented, or is it something humans must go through to move forward? • What makes terrorism different from other forms of violence? Judging by UAE's historical and current examples, to what extent is terrorism effective for groups or individuals to achieve political objectives, and why? • To what extent have U.S. counterterrorism policies effectively reduced the global terrorist threat? Why? <p>Students will diagram their arguments.</p>
Day 4	20-30 minutes	<p>Review: Prezi over Argumentative Writing (This Prezi can be copied and modified)</p> <ul style="list-style-type: none"> • This Prezi will be reviewed over several days • Only review Outline and Argumentative Essay Rubric
	40-50 minutes	<p>Create</p> <p>Student will begin to create their Argumentative Outline</p>
Day 5	20-30 minutes	<p>Review: Prezi over Argumentative Writing (This Prezi can be copied and modified)</p> <ul style="list-style-type: none"> • This Prezi will be reviewed over several days • Only Review Annotated Bibliography
	40-50 minutes	<p>Research Day</p> <p>Students will create ONE Annotation</p>
Day 6	80 minutes	<p>Research Day</p> <p>Students will create TWO Annotations</p>
Day 7	80 minutes	<p>Research Day</p> <p>Students will create THREE Annotations (Students should have 5 annotations in total)</p>
Day 8	20-30 minutes	<p>Review: Prezi over Argumentative Writing (This Prezi can be copied and modified)</p> <ul style="list-style-type: none"> • This Prezi will be reviewed over several days • Only review Introduction, Body Paragraphs, Counterargument, and Conclusion

	50 minutes	Create Students will begin writing their argumentative essays based on their Argumentative Essay Outline
Day 9	80 minutes	Create Students will continue writing their argumentative essays based on their Argumentative Essay Outline
Day 10	80 minutes	Peer Review/Editing Students will use a Peer Review Worksheet to assist a partner with their editing and revising of the Argumentative Essay (have students print the essay)

PART 3—ASSESSMENT EVIDENCE

Performance Task, Product, or Other Key Evidence of Learning (*How will students demonstrate a level of proficiency for this skill?*)

The teacher can identify areas where students need additional support and guidance by discussing what students create for each overarching argument.

[Diagramming an Argument](#)

[Toulmin Paragraph](#)

[Argumentative Essay Outline](#)

[Annotated Bibliography Directions](#)

[Argumentative Peer Review Worksheet](#)

Key criteria to measure Performance Task(s) or Key Evidence:

Examples: Rubric, Checklist, etc.

[Argumentative Essay Rubric](#)