Grade 8
Argument Writing – Words Matter: Solving Problems Through the Power of Persuasion

Instructional Unit Resource for the
South Carolina College- and Career-Ready Standards for English Language Arts

Grade 8: Argument Writing:
Words Matter: Solving Problems Through the Power of Persuasion

Unit Rationale/Overview:

The three lessons on argument writing from sixth through eighth grade are scaffolded in increasing complexity. The Public Service Announcement format is appropriate for the final eighth grade assessment because of its emphasis on individual accountability and its inclusions of the characteristics noted in South Carolina's Profile of the South Carolina Graduate (http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf) especially creativity and innovation, critical thinking and problem solving, collaboration and teamwork, communication, information and media technology, and self-direction.

Estimated time frame: three-four weeks.

Standards and Indicators

Targeted implies that these standards are the focus of the unit.

Embedded implies that these standards will be naturally integrated throughout the units.

Targeted Standards/Indicators

Writing

8.W.1   Write arguments to support claims with clear reasons and relevant evidence.

8.W.1.1   Write arguments that:

a. introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically;

b. use relevant information from multiple print and multimedia sources;

c. support claims with valid reasoning and variety of relevant evidence, from accurate, verifiable sources,

d. use an organizational structure that provides unity and clarity among claims, counterclaims, reasons, and evidence;

e. develop the claim and counterclaims, providing credible evidence and data for each;

f. develop and strengthen writing as needed by planning, revising, editing, rewriting;

g. paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation;

h. establish and maintain a formal style and objective tone; and

i. provide a concluding statement or section that follows from and supports the argument.

Reading- Informational Text

8.RI.8.1   Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.

8.RI.11.2   Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced

Communication

8.C.1   Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

8.C.1.1   Prepare for and engage in conversations to explore complex concepts, ideas, and texts; build coherent lines of thinking.

8.C.1.2   Participate in discussions; share evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations.

8.C.1.3   Apply effective communication techniques based on a variety of contexts and tasks.

8.C.1.5   Consider new ideas and diverse perspectives of others when forming opinions; qualify or justify views based on evidence presented regarding a topic, text, or issue.

8.C.2   Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

8.C.2.1   Gather relevant information from diverse print and multimedia sources to develop ideas, claims, or perspectives emphasizing salient points in a coherent, concise, logical manner with relevant evidence and well-chosen details.

8.C.2.2   Analyze and evaluate credibility of information and accuracy of findings.

8.C.2.3   Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

8.C.3   Communicate information through strategic use of multiple modalities, visual displays, and multimedia to enrich understanding when presenting ideas and information.

8.C.3.2   Utilize multimedia to clarify information and emphasize salient points.

8.C.4   Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

8.C.4.1   Determine the effectiveness of a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

8.C.4.3:	Analyze the presentation to determine how the speaker: a. articulates a clear message; b. monitors audience awareness; c. addresses possible misconceptions or objections; d. chooses appropriate media; and e. uses an appropriate style for the audience.
8.C.5	**Incorporate craft techniques to engage and impact audience and convey messages.**
8.C.5.2	Select and employ a variety of craft techniques to convey a message and impact the audience.

Embedded Standards/Indicators

Inquiry-Based Literacy

8.I.1	**Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.**
8.I.1.1	Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding.
8.I.2	**Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.**
8.I.2.1	Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives.

Reading- Informational Text

8.RI.4	**Read with sufficient accuracy and fluency to support comprehension.**
8.RI.5	**Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**
8.RI.5.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
8.RI.7	**Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.**
8.RI.8	**Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.**
8.RI.8.2	Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic.
8. RI.11	**Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.**
8.RI.11.2	Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Clarifying Notes and "I Can" Statements

Because the English language arts standards spiral between the grades, the unit begins with an examination of the shifts in standards from seventh grade argument writing to eighth grade. The unit contains similar, and in some instances, repeated, lessons in each grade level. This repetition provides students an opportunity to review, extend, and refine the knowledge they gained in seventh grade and incorporate it into a new context in this unit. Complexity and rigor can be added to these lessons by the teacher's choice of text, topic, and method/duration of presentation.

The work done in the seventh grade became the guide used to determine this unit's overarching essential question, which focus on eliciting audience response. This larger question was then broken into guiding questions for each lesson, which are meant to prompt reflection. One way to incorporate the guiding questions may be through bell ringers and/or closings. Teachers may find it useful to have students respond to the questions before and after the lesson in order to note any changes in their thinking.

The unit's "I can" statements were written after determining the guiding questions, then put in order according to the steps of how to craft an argument. Each "I can" statement is specifically focused on the standards. The overarching "I can" statement is the goal for the entire unit; the remaining statements comprise the steps of writing an argument essay. They can be further parsed by the teacher, depending on his/her and the students' needs. For example, in the lessons on ethos, pathos, and logos, the teacher could parse the learning target into one strategy for each lesson (i.e. "I can use the craft technique of ethos to effectively communicate to my target audience").

The lesson format is that of gradual release. The Gradual Release Model is when a teacher models for students as a whole group, has them practice in a small group, and then work independently (Levy, 2007). The modeling portion (I do) is a mini-lesson shown by the teacher and should emphasize how to *think through* the process while demonstrating it. The guided practice (we do) might include teacher and students' working together, students' working in small groups, or both. It is recommended, but not required, that students complete the independent practice (you do) on their own to determine their individual mastery of the "I can" statement (and standard). This format is not required, and teachers who choose to use the included lessons or structure should determine which suggestions fit best within the gradual release components (or other instructional method) based on their teacher knowledge of students.

Overarching "I Can" Statement for the Entire Unit

I can formulate a well-researched argument claim that defines a clearly worded problem/concern at my school, offers a solution to the problem, and counters potential arguments against my claim and/or solution.

Individual Lesson "I Can" Statements

- I can identify and analyze effective characteristics and rhetorical devices in public service announcements. (8.RI.11.2; 8.C.4.1)
- I can use craft techniques such as ethos, logos, and pathos to effectively communicate to my target audience. (8.C.5.2, E1.C.5.3)
- I can organize a public service campaign to logically communicate my reasons and evidence in support of my argument/claim. (8.W.8.1-d; 8.C.1.3; 8.C.3.2)
- I can support my claim/position through relevant and credible facts, details, and evidence based on research of reliable sources and collaborating with peers. (8.W.8.1-b, c, e; 8.C.1.2; 8.C.2.1; 8.C.2.2)
- I can use a standard format for citation to avoid plagiarism. (8.W.8.1-g; 8.C.2.3)
- I can acknowledge and refute a counterclaim. (8.W.8.1-e; 8.C.1.5; 8.C.4.1)
- I can engage in the writing process to plan, revise, and edit my public service announcement to fix errors and ensure it maintains a formal style and objective tone. (8.W.8.1-f, h; 8.C.5.2)
- I can analyze the effectiveness of a public service campaign. (8.RI.8.1; 8.RI.11.2; 8.C.4.1; 8.C.4.3)

Essential Question

This is a **suggested** essential question that will help guide student inquiry.

How can argument writing be crafted so it motivates and influences a reaction from its audience?

Academic Vocabulary

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. The ideal time to deliver explicit instruction for the terms would be during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers. For example, Johnny should be able to say, "My **claim** is that schools should be required to recycle food waste. My **reasons** for this include…"

claim
reason
counterclaim/opposing claim
refutation
relevant evidence
credible source
unity
clarity
plagiarism
citation
bibliography/references
formal style
rhetorical device
ethos (based on teacher discretion of inclusion in unit)
pathos (based on teacher discretion of inclusion in unit)
logos (based on teacher discretion of inclusion in unit)

Prior Knowledge

Students will need to know:

- the definition of claim
- the definition of opposing/counterclaim
- the definition of rebuttal/refutation
- how to discern fact from opinion and be able to use specific evidence to logically support a claim
- how to analyze a source for reliability
- organizational text structures (compare/contrast, cause/effect, problem/solution, chronological, etc.)
- paragraph structure (topic sentence, elaboration, etc.)
- transition words
- the definition of paraphrase, summarize, and quotation
- the definition of plagiarism
- the definition of objective tone
- revision and editing techniques (editing marks, definition of revise and edit)

Subsequent Knowledge
In 9th grade students will be asked to expand upon the pieces of an argument piece by • writing a precise claim that differentiates between the claim and counterclaims • assessing the credibility and accuracy of each source • using an organizational structure that logically sequences to establish clear relationships among claims, counterclaims, reasons, and evidence • accurately interpreting data to develop and delineate the strengths and limitations of claims and counterclaims without bias • quote and paraphrase the data and conclusions of others without plagiarizing • avoid logical fallacies while writing objectively
Potential Instructional Strategies
PSA Units and Resources: Draw from these ready-made units to help guide your students towards creating professional campaigns about their causes. ReadWriteThink http://www.readwritethink.org/parent-afterschool-resources/activities-projects/mytube-make-video-public-30157.html?main-tab=2#activity2 Scholastic - this unit is part of an annual PSA contest. http://www.scholastic.com/browse/lessonplan.jsp?id=1504 Rock Your World: Student-created public service announcements. Search by cause (children's rights, bullying, discrimination, etc.), subject (English, social studies, fine arts, etc.), medium (video, art, music, etc.), or grade. http://rock-your-world.org/category/making-films/ Center for Digital Education- a website dedicated to helping students "become stewards of and advocates for social change" http://www.centerdigitaled.com/artsandhumanities/How-to-Create-the-Perfect-Public-Service-Announcement.html **Note:** The first two lessons could be combined into one lesson, depending on your students' prior knowledge. For example, if the students used SOAPSTone previously, it might increase the rigor of the lesson to include identifying and possibly analyzing rhetorical devices simultaneously.

Learning Target: I can identify effective characteristics and rhetorical devices in public service announcements. (8.RI.11.2, 8.C.4.1)

Guiding Questions: What is a public service announcement? What makes a public service announcement effective?

- Model (I do): Show students an example of a public service announcement. Conduct a think aloud of identifying the speaker, occasion, audience, purpose, subject and tone. Conduct another think aloud of observations of rhetorical devices such as, repetition, rhetorical questions, connotations, etc. The SOAPSTone (Speaker/Occasion/Audience/Purpose/Subject/Tone) strategy would be helpful in the analysis. Create an anchor chart with students about the characteristics of an effective PSA.

- Guided Practice: (We do): In small groups, students can watch various PSAs and analyze them, using SOAPSTone to identify rhetorical devices such as repetition, rhetorical questions and connotations.

- Independent Practice (You do): Students can complete the PSA Activity and Questions sheet found in Read Write Think and begin thinking about their own PSA campaign.

SOAPSTone- this is a PDF of the SOAPSTone strategies students can use to analyze texts
http://teacherweb.com/LA/MandevilleHighSchool/Hooker/soapstone-reading-strategy.pdf

PSAs
PSA Central
https://www.psacentral.org/home

Rock Your World- Student-created public service announcements. Search by cause (children's rights, bullying, discrimination, etc.), subject (English, social studies, fine arts, etc.), medium (video, art, music, etc.), or grade.
http://rock-your-world.org/student-projects/

Commercials:
TV Commercial Directory
https://www.ispot.tv/browse

Learning Target: I can identify and analyze the use of rhetorical devices in public service announcements. (8.RI.11.2; 8.C.4.1)

Guiding Questions: What are rhetorical devices? How are they used to make an effective public service announcement?

- Model (I do): Show students an example of a public service announcement (it can be a new PSA or one used previously). Model a think aloud of observations of rhetorical devices, such as repetition, rhetorical questions, connotations, etc.

- Guided Practice: (We do): In small groups, students can watch various PSAs and analyze the use of rhetorical devices such as repetition, rhetorical questions, and connotation using the graphic organizer.

- Independent Practice (You do): Students can continue working on the graphic organizer individually.

Sample Graphic Organizer:

Rhetorical Device	Text Evidence	Effect on the Audience
Repetition		
Rhetorical Questions		
Connotation		

Learning Target: I can organize a public service announcement to logically communicate my reasons and evidence in support of my argument/claim. (8.W.8.1-d, 8.C.1.3, 8.C.3.2)

Guiding Question: How does a writer logically organize an argument to effectively persuade an audience?

- Model (I do): Create an anchor chart labeled "Hooks/Leads" and "Call to Action." Brainstorm with students ways of "hooking" in an audience. Refer back to the PSAs watched previously and/or include viewing more PSAs to generate ideas. Possible "hooks" are startling facts, anecdotes, questions, quotes, information, or powerful images. Brainstorm with students types of "calls to actions," referring to previously viewed PSAs, such as contacting a government official, buying a product, changing a habit, calling for help, raising awareness, etc.

- Guided Practice (We do): In small groups, students will watch a PSA and create a different hook and call to action on the same topic. Students can share with others.

- Independent Practice (You do): At this point, students can choose their topic for their PSA and begin brainstorming hooks and calls to action.

Note:
See Appendix for sample Introductions PowerPoint and Conclusions PowerPoint.

Specific Call to Action Strategies
http://www.wordstream.com/blog/ws/2014/10/09/call-to-action

Learning Target: I can use craft techniques such as ethos, logos, and pathos, to effectively communicate to my target audience. (8.C.5.2, E1.C.5.3)
Guiding Question: What are effective language techniques to persuade target audiences?

Note:
This lesson uses rhetorical techniques not introduced until the ninth grade. Teachers may choose to include this lesson in order to preview the following year's standards or scaffold high performing students/classes in order to add to the rigor of the unit and to the sophistication of the final product. This lesson could also be used later in the unit when students are preparing to revise as a scaffold for those who have performed well and would benefit from enrichment.

- Model (I do): Have students create a Give One/Get One chart. In 1 min. Students will brainstorm what they know about persuasive techniques/language. For another minute, students will circulate around the room and share what their peers wrote down in the "get one" column as they "give one" to other students. Create an anchor chart based on their discussion and add things to access their prior knowledge, such as Bandwagon, celebrities, glittering generalities, etc. Categorize these items as they are recorded and label the groups: Ethos, Logos, and Pathos. Show the video on the use of ethos, logos, and pathos. Video Link: http://www.teachertube.com/video/persuasive-appeals-ethos-logos-pathos-41007

- Guided Practice (We do): In small groups or pairs, students can view a PSA and identify the ethos, logos, and pathos used. Hold a class discussion on their findings and the effectiveness of each appeal.

- Independent Practice (You do): Students can write examples of ethos, logos, and pathos to be used in their PSAs.

Give One/Get One Strategy Instruction
Strategy Directions
http://www.pendercountyschools.org/UserFiles/Servers/Server_3727387/File/Give_One_Get_One.pdf

Blank Strategy Sheet
http://woub.org/downanddirty/pdf/worksheet-2.pdf

Persuasive Appeals Ethos, Logos, Pathos Videos
Bgood
http://www.teachertube.com/video/persuasive-appeals-ethos-logos-pathos-4100

Shmoop
https://www.youtube.com/watch?v=gf81d0YS58E

Ethos Logos Pathos Resources
Prezi
https://prezi.com/1iladdbm4-mn/ethos-pathos-logos/

Purdue OWL
https://owl.english.purdue.edu/owl/resource/625/03/

Persuasive Techniques in Advertising Handout
http://www.readwritethink.org/files/resources/lesson_images/lesson1166/PersuasiveTechniques.pdf

Learning Target: I can support my claim through relevant facts, details, and evidence based on research of reliable sources and collaborating with peers. (8.W.8.1-b, c, e, 8.C.2.1, 8.C.2.2)

Guiding Question: How does an author incorporate reliable evidence into a speech in order to effectively support a claim?

- Model (I do): Using a PSA, use the Think-Aloud strategy to identify where the developer must have done research. Discuss the importance of supporting an argument. Use another PSA that lacks research as a non-example, and think-aloud forming questions the writer leaves unanswered.

- Guided Practice (We do): In small groups or pairs, the students will analyze the non-example PSA and find research in support of the argument. Students will compare what they have found with the findings of other groups and choose the most effective support.

- Independent Practice (You do): Students will find research for their own PSA, using online databases for reliable resources

Research Sites
ProCon.org: a website that offers two sides of popular topics; entries are not always written by professionals. It is recommended that you preview content)
www.procon.org

SCDISCUS is an online learning database accessible for free from any school, library or from a private connection via password
http://scdiscus.org/

Newsela is a database of current events where articles can be customized by various Lexile levels; quizzes are also provided for some articles
https://newsela.com/

New York Times: Room for Debate
http://www.nytimes.com/roomfordebate

Debate.org
http://www.debate.org/

Learning Target: I can support my claim through relevant facts, details, and evidence based on research of reliable sources and collaborating with peers. (8.W.8.1-b, c, e, 8.C.2.1, 8.C.2.2)

Guiding Question: How can a reader determine if a website is reliable?

Note:

Before modeling, students will need to learn or review the terms used to determine website reliability. You might also choose to use the prior or subsequent lesson to teach and model how to perform effective internet and database searches.

- Model (I do): Choose a method of determining a website's credibility (i.e. ABCD - authority, bias, currency, documentation; ABCD - author, bias, content, date; or CRAAP - currency, relevancy, authority, accuracy, purpose) and model examining a reliable website and an unreliable website using the method. It might be simpler for the students to fill in a chart with each piece. This activity is the same as the one in the seventh grade lesson. To add rigor, use grade-level appropriate texts and/or incorporate multimedia sources.

- Guided (We do): Assign student pairs possible websites to analyze for reliability. Have them analyze the sites using the same method you used.

- Independent (You do): Students perform the search for the information they want to use in their speeches, evaluating each website with the designated method to ensure its credibility.

Website Credibility Sites

ABCD - Authority, Bias, Currency, Documentation

http://files.campus.edublogs.org/weblog.packer.edu/dist/3/28/files/2012/04/ABCD-Web-Evaluation-Guide-wik473.pdf

ABCD - Author, Bias, Content, Date

http://nova.campusguides.com/evaluate/abcd

CRAAP - Currency, Relevancy, Authority, Accuracy, Purpose

http://nova.campusguides.com/evaluate

Purdue OWL PPT on Evaluating Internet Sources

users.ipfw.edu/wellerw/Internet.ppt

Learning Target: I can acknowledge and refute a counterclaim. (8.W.8.1-e; 8.C.1.5; 8.C.4.1)
Guiding Question: What separates argument writing from persuasive writing? (The inclusion of an opposing claim and a focus on fact and credibility, logos and ethos)

- Model (I do): After introducing the terms opposing claim and counterclaim, model how to write each one. Show students a claim statement, and model your thinking process to make it a counterclaim. You might choose to include the phrase "some people believe" to introduce the opposing claim, or wait until it is time to write their scripts. See the Counterclaim and Rebuttal PowerPoint the Appendix for practice ideas.

- Guided Practice (We do): Students practice by going through the presentation or with teacher-created claims.

- Independent Practice (You do): Students determine what an opposing claim to their topic might be.

- Model (I do): Repeat the same process as above, except this time with a rebuttal statement. Explain how a rebuttal is the re-BUT-tal of the opposing claim. You may choose to introduce it in terms of "some people believe" (the opposing claim), BUT (here is why they are mistaken). See the Appendix for the Counterclaim and Rebuttal PowerPoint in for rebuttal types and practice ideas.

- Guided Practice (We do): Students practice by going through the PPT or with teacher-created claims and opposing claims.

- Independent Practice (You do): Students write a rebuttal statement to their previously chosen opposing claim. Emphasize that their rebuttal should be able to be supported with textual evidence that will NOT repeat what information already included as evidence.

- Model (I do): Model the correct way for students to format a counterclaim and rebuttal that include an opposing claim, rebuttal, and counter evidence (evidence for the rebuttal). Provide recommendations for transitions to begin the opposing claim (such as "some people believe" or something that clearly indicates this opinion is not theirs), rebuttal (such as "however," "this may be true, but," etc.), and counter evidence (such as "in fact," or "research shows," etc.).

- Guided Practice (We do): For further practice, students might write a counterclaim paragraph or script for a PSA segment similar to the model essay you are working from as further practice before writing their own.

- Independent Practice (You do): Students should use the opposing claim and rebuttal statements they created earlier and combine them in a paragraph for their PSAs that includes evidence for the rebuttal.

See Appendix for an Counterclaim and Rebuttal PowerPoint as well as a Counterclaim Paragraph Song PowerPoint. The song can be sung to the tune of "Dem Bones" (https://www.youtube.com/watch?v=fF3tXXlLFMQ).

Counterclaim/Refutation Sites
Counterclaim/Refutation Writing Handout - Provides the parts of the paragraph with recommendations for transition words to use between the parts.
http://astoreva.weebly.com/uploads/1/6/8/5/16859320/counterarguments_refutation_and_conclusion.doc

Writing Refutations Handout - the most valuable pages for introducing a counterargument (rebuttal)are likely the ones with the transition words on them.
bogglesworldesl.com/files/refutinganargument.doc

Learning Target: I can use a standardized citation format to avoid plagiarism (i.e., MLA, APA). (8.W.8.1-g; 8.C.2.3)
Guiding Questions: Why is it important to include a list of citations at the end of a piece? Why is it important for your reference list to follow a standardized format?

Notes:
Even though students will be delivering a speech, they should include all of the references and practice citing their sources. Check with your district to see if there is a requirement that you use a specific citation format (i.e. MLA, APA).

- Model (I do): Pull up a resource that you have used for modeling. Show students how to format the page properly, with title, double spacing, and hanging indent (or other formatting, as required for the style you are using). If technology is available, teach students how to use bibme.org or easybib.com to find their source, fill in the missing information, and copy and paste the created citation by maintaining the formatting (pressing ctrl+V in a web-based program such as Google docs or ctrl+alt+V in Microsoft Word [select unformatted text] will paste the material and format it to match the formatting of the document). If technology is not available, consider printing your students the In-Text Citations Cheat Sheet for MLA Format (see Appendix) citation cheat sheet such as a color-coded one from the University of Illinois

(http://www.library.illinois.edu/learn/intro/citing_source.html) or information from the Purdue OWL website (https://owl.english.purdue.edu/owl/).

- Guided Practice (We do): Give students a list of references to cite. You might only include the type of sources they will be using for their editorials, or a mixture of source types, depending on your time and needs.

- Independent Practice (You do): Students cite the sources used for their editorials on a separate reference page.

Automatic Citation Generators

Bibme.org lets you choose your citation format, enter the website or source title, and matches to their database, leaving you to just fill in the blanks
www.bibme.org

Easybib.com lets you choose your citation format, enter the website or source title, and matches to their database, leaving you to just fill in the blanks
www.easysbib.com

Microsoft Word has resources for creating parenthetical citations and a reference list as you write. Instructions for creating a bibliography and using these features can be found on their support page
https://support.office.com/en-us/article/Create-a-bibliography-3403c027-96c8-40d3-a386-bfd5c413ddbb

Citation Style Resources

University of Illinois- under the Quick Help box on the right, choose the format your students will be using (MLA, APA, etc.) to open a color-coded citation resource.
http://www.library.illinois.edu/learn/intro/citing_source.html

The Purdue Online Writing Lab (OWL) is a useful resource for any citation question for parenthetical and reference citations
https://owl.english.purdue.edu/owl/

Learning Target: I can engage in the writing process to plan, revise, and edit my PSA to fix errors and ensure it maintains a formal style and objective tone. (8.W.8.1-f,h; 8.C.5.2)

Guiding Question: How do authors effectively use the writing process?

- Model (I do): Model using the activities and writings in the unit to draft a script for a public service announcement. Model revision strategy STAR. STAR revision strategy: (Substitute, Take out, Add, Rearrange) based on Kelly Gallagher's Writings. http://barrylangarts.wikispaces.com/file/view/STAR+Revision+System.pdf

- Guided Practice (We do): In pairs, students will peer conference and revise their PSA scripts, using STAR.

- Independent Practice (You do): Students will continue to revise and edit their PSA scripts. Teacher conferences will also be held.

- Another Peer Revision/Editing Strategy: SWANS
    - S-Strengths
    - W-Weaknesses
    - ANS-And Next Steps

Note:

This strategy would be effective either before, during, or after drafting. It could also be used as students practice their PSA scripts to provide constructive feedback on their presentation and delivery techniques.

Revision Resources

STAR Revision

http://barrylangarts.wikispaces.com/file/view/STAR+Revision+System.pdf

Teacher Conferences

Purdue OWL, Meeting 1:1 with Students

https://owl.english.purdue.edu/owl/resource/663/01/

Learning Target: I can analyze the effectiveness of a public service campaign. (8.RI.8.1; 8.RI.11.2; 8.C.4.1; 8.C.4.3)

Guiding Question: How does a viewer analyze the effectiveness of a public service announcement?

- Model (I do): Review effective persuasion techniques; rhetorical appeals and language. Model think aloud with weak PSA and strong PSA examples

- Guided Practice (We do): In pairs students will share their PSAs and analyze for effectiveness in terms of rhetorical devices, target audience, hook, conclusion, etc.

- Independent Practice (You do): Students will complete a reflection

Analyzing PSAs

Rock Your World

http://rock-your-world.org/making-films/creating-psas/how-to-study-public-service-announcements-psas/

Ways to integrate with other contents

An easy integration strategy would be to work with your science or social studies department and align your informational texts and topics with a topic or standard they are currently covering, have covered, or will be covering. This strategy may be slightly more difficult for a public service announcement geared towards a problem/solution at the school, but conceptual ties can still be made, and the assignment could be adjusted to fit the needs of any argument topic.

- For example, eighth grade social studies standards require students to study American history. Tie-ins could be made with most social studies units where students might be given opposing perspectives, such as Loyalists versus Patriots. Students must determine the nature of the problem and create a PSA that defines the problem, addresses the counterclaim, and offers a viable solution.

As another example, eighth grade science standards cover earthquakes. As an extension of the science curriculum on the geological study of earthquakes, the ELA class could conduct research on earthquake prevention and create a PSA for an earthquake-prone region, such as California or Japan. The PSA would define the problem, address a counterclaim, and offer a solution for early warning systems, building construction, or another earthquake related concern for that region.

Potential Assessment Tasks

The suggested performance task for this lesson can be completed independently or as a group. Students should be provided with an authentic audience of the school's students, parents, faculty, staff, administration, district office personnel, and/or even board members for this task.

The independent practice "I do" components of each lesson may serve as formative checks of students' understanding of the standard. Additional practices may be included as necessary.

The suggested culminating performance task (summative assessment) (8.W.1 a-i) will be an argument public service announcement (PSA) on a controversial topic within the student's school. It will be delivered to the students, parents, faculty, staff, administration, district office, or school board. See Appendix for the Words Matter Assessment Handout and Rubric.

Adaptations to the task and audience could include creating a PSA for a broader audience on a current topic (consider the PSA examples from Rock Your World (http://rock-your-world.org/student-projects/), aligning a PSA to a unit of study for a novel.(see an example from a dystopian unit study from The Hunger Games: https://www.youtube.com/watch?v=BRE2d-JVl50), or creating historically-based PSAs to align with another subject's content and standards. Within their PSAs, it students will be expected to integrate persuasive rhetoric that appeals to their target audience. Wevideo (www.wevideo.com) and PowToons (www.powtoons.com) are recommended platforms for creation of the PSAs. Both are user-friendly and require no video editing experience for students to use.

Resources

PSA Units and Resources
ReadWriteThink
http://www.readwritethink.org/parent-afterschool-resources/activities-projects/mytube-make-video-public-30157.html?main-tab=2#activity2

Scholastic - this unit is part of an annual PSA contest.
http://www.scholastic.com/browse/lessonplan.jsp?id=1504

Rock Your World: Student-created public service announcements. Search by cause (children's rights, bullying, discrimination, etc.), subject (English, social studies, fine arts, etc.), medium (video, art, music, etc.), or grade.
http://rock-your-world.org/category/making-films/

Center for Digital Education- a website dedicated to helping students "become stewards of and advocates for social change"
http://www.centerdigitaled.com/artsandhumanities/How-to-Create-the-Perfect-Public-Service-Announcement.html

SOAPStone

SOAPSTone- this is a PDF of the SOAPSTone strategies students can use to analyze texts

http://teacherweb.com/LA/MandevilleHighSchool/Hooker/soapstone-reading-strategy.pdf

PSAs

PSA Central

https://www.psacentral.org/home

Rock Your World- Student-created public service announcements. Search by cause (children's rights, bullying, discrimination, etc.), subject (English, social studies, fine arts, etc.), medium (video, art, music, etc.), or grade.

http://rock-your-world.org/student-projects/

Commercials

TV Commercial Directory

https://www.ispot.tv/browse

Call to Action

Specific Call to Action Strategies

http://www.wordstream.com/blog/ws/2014/10/09/call-to-action

Give One/Get One Strategy Instruction

Strategy Directions

http://www.pendercountyschools.org/UserFiles/Servers/Server_3727387/File/Give_One_Get_One.pdf

Blank Strategy Sheet

http://woub.org/downanddirty/pdf/worksheet-2.pdf

Persuasive Appeals Ethos, Logos, Pathos Videos

Bgood

http://www.teachertube.com/video/persuasive-appeals-ethos-logos-pathos-4100

Shmoop
https://www.youtube.com/watch?v=gf81d0YS58E

Ethos Logos Pathos Resources
Prezi
https://prezi.com/1iladdbm4-mn/ethos-pathos-logos/

Purdue OWL
https://owl.english.purdue.edu/owl/resource/625/03/

Persuasive Techniques in Advertising Handout
http://www.readwritethink.org/files/resources/lesson_images/lesson1166/PersuasiveTechniques.pdf

Research Sites
ProCon.org: a website that offers two sides of popular topics; not always written by professionals (recommended that you preview content)
www.procon.org

SCDISCUS is an online learning database accessible for free from any school, library or from a private connection via password
http://scdiscus.org/

Newsela is a database of current events where articles can be customized by various Lexile levels; quizzes are also provided for some articles
https://newsela.com/

New York Times: Room for Debate
http://www.nytimes.com/roomfordebate

Debate.org
http://www.debate.org/

Website Credibility Sites

ABCD - Authority, Bias, Currency, Documentation

http://files.campus.edublogs.org/weblog.packer.edu/dist/3/28/files/2012/04/ABCD-Web-Evaluation-Guide-wik473.pdf

ABCD - Author, Bias, Content, Date

http://nova.campusguides.com/evaluate/abcd

CRAAP - Currency, Relevancy, Authority, Accuracy, Purpose

http://nova.campusguides.com/evaluate

Purdue OWL PPT on Evaluating Internet Sources

users.ipfw.edu/wellerw/Internet.ppt

Counterclaim/Refutation Writing Handout - Provides the parts of the paragraph with recommendations for transition words to use between the parts.

http://astoreva.weebly.com/uploads/1/6/8/5/16859320/counterarguments_refutation_and_conclusion.doc

Writing Refutations Handout - the most valuable pages are likely the ones with the transition words on them for introducing a counterargument (rebuttal)

bogglesworldesl.com/files/refutinganargument.doc

Automatic Citation Generators

Bibme.org lets you choose your citation format, enter the website or source title, and matches to their database, leaving you to just fill in the blanks

www.bibme.org

Easybib.com lets you choose your citation format, enter the website or source title, and matches to their database, leaving you to just fill in the blanks

www.easysbib.com

Microsoft Word has resources for creating parenthetical citations as you write and a reference list. Instructions for creating a bibliography and using these features can be found on their support page
https://support.office.com/en-us/article/Create-a-bibliography-3403c027-96c8-40d3-a386-bfd5c413ddbb

Citation Style Resources
University of Illinois- under the Quick Help box on the right, choose the format your students will be using (MLA, APA, etc.) to open a color-coded citation resource.
http://www.library.illinois.edu/learn/intro/citing_source.html

The Purdue Online Writing Lab (OWL) is a great resource for any citation question for parenthetical and reference citations
https://owl.english.purdue.edu/owl/

Revision Resources
STAR Revision
http://barrylangarts.wikispaces.com/file/view/STAR+Revision+System.pdf

Teacher Conferences
Purdue OWL, Meeting 1:1 with Students
https://owl.english.purdue.edu/owl/resource/663/01/

Analyzing PSAs
Rock Your World
http://rock-your-world.org/making-films/creating-psas/how-to-study-public-service-announcements-psas/

Words Matter: Solving Problems Through the Power of Persuasion

Have you ever considered that *you* have a message for a wider audience? That you can *effectively* convey that message to your audience? Well, you do, and you can! And a public service announcement (PSA) is often a persuasive, engaging format to use to effectively convey your message to a specific target audience.

For this assignment, you will create a public service announcement in the form of a 30-60 second commercial. For this assignment, you will need to

1. select a controversial issue that affects your community, school, state or nation
2. form an opinion (claim); either pro (for) or con (against) about the issue
3. gather relevant support for your claim
4. acknowledge the opposing claim
5. determine which rhetorical strategies will best hook your audience and incorporate them effectively
6. call the listener to action
7. use effective media techniques to present your information
8. include a properly formatted reference list as the closing credits

To effectively convince your audience of your position, ensure you include the following in your public service announcement:

Begin by Grabbing the Audience's Attention:
● Startle your reader
● Connect with them
● Provide a powerful image
● Introduce the issue and your reasons

Establish the Need:
● Convince the audience there is a problem
● Support your reasons with relevant evidence
● Explain, using well planned rhetorical devices, how your evidence proves your opinion is true
● Acknowledge and refute opposing claims

Satisfy the Need:
● Provide your audience with a solution they might agree with
● Discuss facts
● Present your audience with action steps to take or what to believe

Visualize the Future:
- Bring your audience into the future with your beliefs and ideas

Adapted from: ***Monroe's Motivated Sequence: Perfecting the Call to Act*. (2016).** *Mindtools.com*.
Retrieved 3 June 2016, from
https://www.mindtools.com/pages/article/MonroeMotivatedSequence.htm

Expectations for the Production of your PSA include:
- Commercial must be approximately 30-60 seconds in length.
- Commercial must include appropriate music, graphics, and text without violating copyright laws.
- Commercial must be edited so that it runs smoothly from shot to shot.
- All graphics, backgrounds, and props must be appropriate and reinforce key points/messages in the commercial.
- Final production must be professional in quality.

	Exceeds	Meets	Approaches	Below	TOTAL SCORE
Topic Focus	Appropriately focused topic with a clearly communicated understanding of the purpose for the PSA and its target audience	Focused topic with partially demonstrated understanding of the purpose for the PSA and its target audience	Somewhat focused topic or a vague sense of the purpose for the PSA, which require the audience to make assumptions	A lack of focus or confused purpose, which result in confusion on the part of the audience	
Evidence and Explanation for the Claim	Clear and convincing command of facts and information with insightful explanations that help to illustrate the author's ideas and arguments; all details and information directly support the purpose	Clear use of facts and information with partially developed explanations in support of the author's ideas or arguments; most details and information directly support the purpose	Partially clear use of facts and information with limited or incomplete explanations to support the author's ideas or arguments; some details and information directly support the purpose	Confusing or incomplete facts with little and/or confusing explanations as to how the facts support the author's ideas or arguments; few details and information directly support the purpose	
Evidence and Explanation for the Counterclaim	Clear use of facts and information to develop the counterclaim with insightful rebuttal that help to illustrate the superiority of the author's ideas and arguments; all details and information directly support the purpose	Use of facts and information to develop the counterclaim and/or partially developed rebuttal attempting to support the superiority of the author's ideas or arguments; most details and information directly support the purpose	Partial use of facts and information to develop and/or limited or incomplete rebuttal attempting to support the author's ideas or arguments; some details and information directly support the purpose	Confusing or incomplete facts given for counterclaim and/or rebuttal; few details and information directly support the purpose	

Grade 8 Words Matter Unit
Assessment Handout and Rubric

	Exceeds	Meets	Approaches	Below	TOTAL SCORE
Inclusion of Rhetoric		Multiple rhetorical devices effectively emphasize the author's claim and create a strong, clear impact on the PSA's meaning and tone	Some rhetorical devices are included and attempt to emphasize the author's claim and/or create a strong, clear impact on the PSA's meaning and tone	Either no rhetorical devices are included or those included are inadequate or inappropriate	
Conventions	Written and/or spoken work contain no errors in conventions or grammar	Written or spoken work contain no distracting errors in conventions or grammar	Written or spoken work contain some noticeable or distracting errors in conventions or grammar	Written or spoken work contains multiple errors in conventions or grammar that greatly distract the viewer from the content	
Presentation of Voice & Sound	- Spoken and/or video-recorded work contains clear, confident speaking and posture with no verbal tics, issues with body language, etc. - Use of sound and volume are appropriate throughout video - Audience is informed and does not notice errors	- Spoken and/or video-recorded work contains mostly clear, confident speaking. There may be minor issues with volume, verbal tics, body language, etc. - Sound and volume are appropriate throughout most of the video and do not distract from the content - Audience is informed but occasionally distracted	- Spoken and/or video-recorded work contains sometimes clear, confident speaking. There may be major issues in one area of volume, verbal tics, body language, etc. - Sound and volume sometimes distract from the content - Audience is informed but slightly distracted; audience may miss some information	- Spoken and/or video-recorded work lacks clear, confident speaking. There may be several or major issues with volume, verbal tics, body language, etc. - Sound and/or volume often distract and irritate the viewer - Audience is distracted, uninformed, and/or irritated because of the errors	

Grade 8 Words Matter Unit
Assessment Handout and Rubric

	Exceeds	Meets	Approaches	Below	TOTAL SCORE
Presentation of Editing	- Video is edited and runs smoothly from shot to shot - Shots work well together and content is in a logical order	- Video was edited but lacks some smooth transitions - Shots work well together and content appears in a logical order	- Video was not edited as well as it should have been; video/shots may be choppy - Some shots do not work well together or are illogically ordered	- Video shows little evidence of being edited - Most or all shots do not work well together and/or are illogically ordered	
Presentation of Graphics	- Graphics, props, and/or backgrounds are appropriate and explain and reinforce key points in the video	- Graphics, props, and/or backgrounds are mostly appropriate and explain key points in the video	- Graphics, props, and/or backgrounds are sometimes inappropriate and/or sometimes fail to explain key points in the video	- Graphics, props, and/or backgrounds are inappropriate and/or missing when necessary	

	Book	Magazine or Newspaper	Encyclopedia	Website
One Author	**Author's last name & page number**	**Author's last name & page number**	**Author's last name & page number**	**Author's last name only** Tulips are indeed popular; they are "the world's third most popular flower after the rose and chrysanthemum" (Jirage)**.**
	Tulips will alternate between opening and closing as the day progresses (Remes 26)**.**			
No Author	**Title of book & page number** Tulips seem to be very strong flowers as they "come back stronger every year" (<u>Tulip Talk</u> 78)**.** **(Not likely to happen)**	**Title of article & page number** Tulips seem to be very strong flowers because they come back in greater numbers annually ("The Comeback Kids" 123-24)**.**	**Title of main entry & page number** Tulips seem to be very strong flowers as they "come back stronger every year" ("Tulips" 634)**.**	**Title of article only** Tulips, like roses, are symbolic of love, so they would be perfect gifts for Valentine's Day ("Tulips")**.**
Two or three authors	**Last names of <u>all</u> authors and page number (if a print source)** *Print Source:* Tulips can help you in the kitchen as well; "tulip bulbs are a good replacement for onions in cooking" (Richardson and Grouse 73)**.** **OR** *Web Source:* You can substitute tulips for onions when cooking as well (Richardson, Taylor, and Grouse)**.**			
More than three authors	**Last name of first author followed by the phrase *et al.* and page number (if a print source)** *Print source:* You can substitute tulips for onions when cooking (Richardson et al. 73)**.** **OR** *Web source:* You can substitute tulips for onions when cooking (Richardson et al.).			

Each in-text citation should directly match one entry of your Works Cited list. If you cite it in the text, you should credit the entire source in your Works Cited. (This works oppositely as well—if you did <u>not</u> cite the work in the text, it should <u>not</u> appear in your Works Cited list.)

Grade 8 Words Matter Unit
In-Text Citations "Cheat Sheet" for MLA Format

Quoting, Paraphrasing, & Using In-Text Citations: General Rules

- An in-text citation is used after you use ANY of an author's <u>ideas</u> in your own writing. It does not matter whether you have quoted the author or summarized/paraphrased the information.

- The citation comes at the end of the sentence that contains information you used from a particular source. If you write a paragraph using information from multiple sources, your citations (as many citations as sources used) will come DIRECTLY AFTER the information written about EACH SOURCE.
    - **Example—one sentence from one source, followed by information from another:**
      It is no longer just schools requiring students pull up their pants—in Florida, it is now a law (Stone)! The Floridian government passed the law requiring teens to pull up their pants past their boxers two months ago, and it will be implemented in schools this school year (Reid 78).

- Place the in-text citation:
    - where a pause would naturally occur (at the end of a sentence or before a comma)
    - as near as possible to the material documented
    - **BEFORE** your punctuation (i.e. comma or period)
        - *Bad (punctuation incorrect):* Pyramids were constructed "thousands of years ago**.**" (22)**.**
        - *Good (punctuation correct):* Pyramids were constructed "thousands of years ago" (22)**.**

- You can also cite <u>within</u> your sentence. You have two choices:
    - *Choice 1—full citation at end: Travelers to Egypt can see over 80 pyramids, used as tombs for kings and queens, constructed "thousands of years ago" (Malak 22).*
    - *Choice 2—author mentioned in sentence:* According to Malak, Egyptian pyramids that were constructed "thousands of years ago" can be seen all over the country (22)**.**

- NO stand-alone quotes! Each quote must be connected to your original writing.
    - *Bad (stand alone quote): "The nation of Egypt has more than 80 pyramids that were built thousands of years ago" (Malak 22).*
    - *Better (combined with original writing): Travelers to Egypt can see over 80 pyramids, used as tombs for kings and queens, constructed "thousands of years ago" (Malak 22).*

- Make sure the quote makes sense with what you are writing. Don't include an irrelevant quote just to put one in your writing!

- Double and triple check that you've copied the words correctly when quoting. You don't want to quote incorrectly.

- Double and triple check that you've <u>changed the sentences completely</u> when paraphrasing. You don't want to accidently plagiarize by mimicking the original source!

To open the PowerPoint:
1. Click on the image below
2. Select Presentation Object
3. Open

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To open the PowerPoint:
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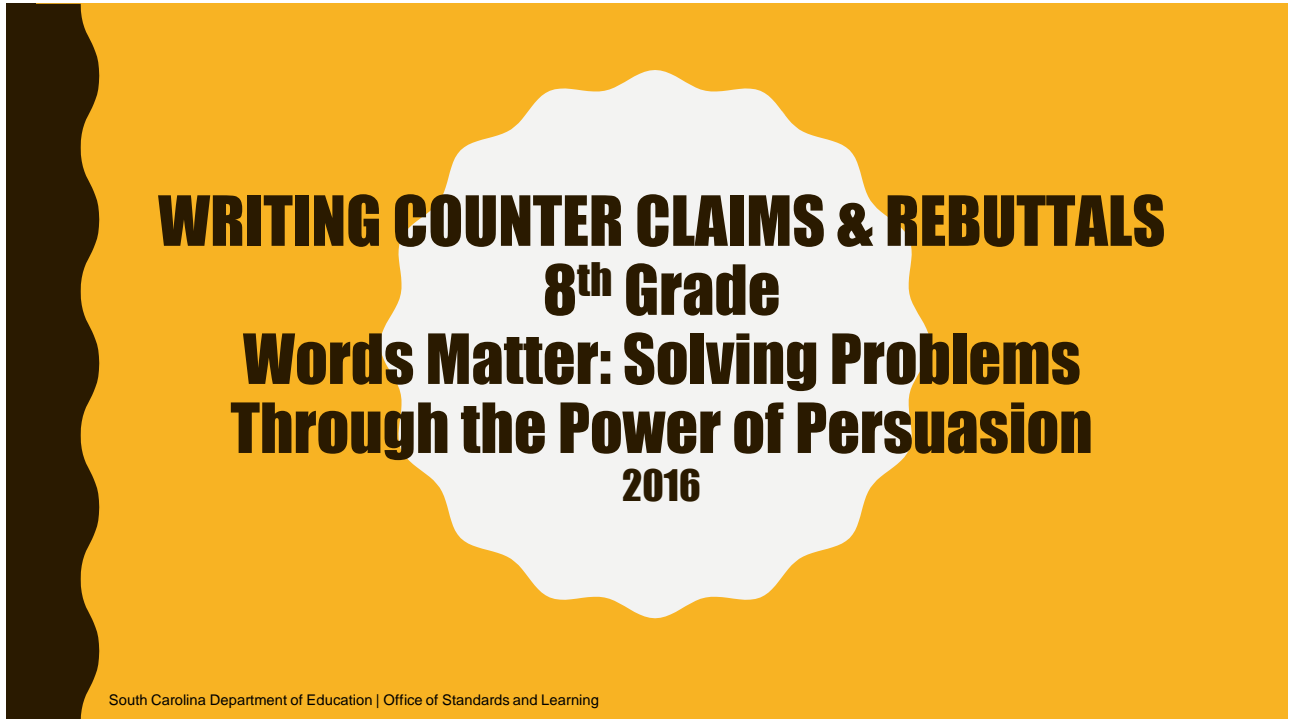3. Open

WRITING COUNTER CLAIMS & REBUTTALS
8th Grade
Words Matter: Solving Problems
Through the Power of Persuasion
2016

South Carolina Department of Education | Office of Standards and Learning

To open the PowerPoint:
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The Counterclaim Paragraph Song

An easy way to set up your counter claim paragraph
Sung to the tune of "Dem Bones: The Skeleton Dance"

8t^h Grade

Words Matter: Solving Problems Through the Power of Persuasion

South Carolina Department of Education | Office of Standards and Learning
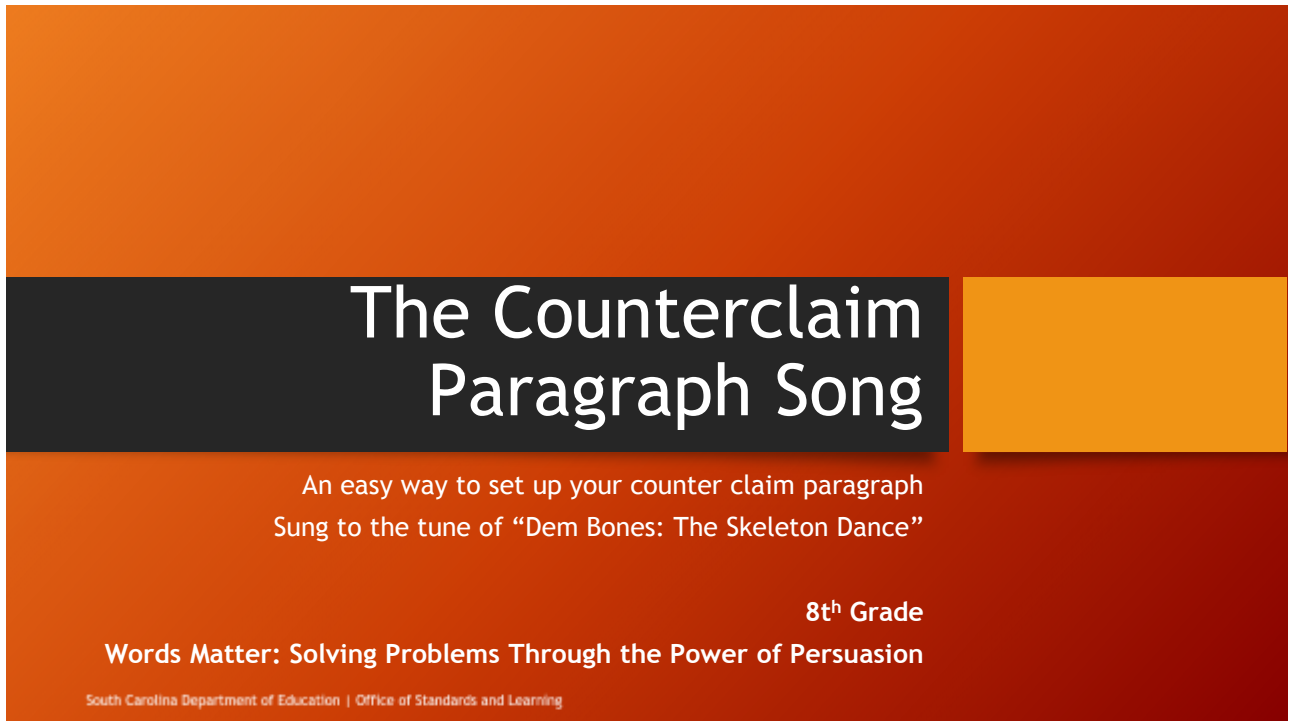
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Introductions

Grade 8

Words Matter: Solving
Problems Through the Power
of Persuasion

2016

South Carolina Department of Education | Office of Standards and Learning

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