

Writing an Argument Part 3: Arguments

Goals:

Participants will gain a deeper understanding of the integration of the strands of the ELA/Literacy Common Core State Standards (CCSS) as it pertains to argumentation.

Participants will become familiar with tools and resources to support the teaching of argumentative writing.

Session Preparation:

During this session, participants will listen to an audio recording of Patrick Henry’s “Speech to the Second Virginia Convention” (1775). Before the start of the session be sure to open the link for the [speech](#) on the [Colonial Williamsburg Foundation website](#) to ensure the technology is supported. Note: the audio may be paused and then played when needed during the session.

An example of a [completed Hand-out 3.3: Argument Graphic Organizer](#) is provided. Participants will be using [Hand-out 3.3](#) to trace the argument in Patrick Henry’s speech. It is intended for Facilitator use. It provides answers that participants may offer during this session. They do not include all possible answers; therefore, the Facilitator should feel free to accept the range of responses offered by the participants.

Distribute to Participants:

- [Hand-out 3.1: Anchor Standards](#)
- [Hand-out 3.2: Patrick Henry’s Speech](#)
- [Hand-out 3.3: Argument Graphic Organizer](#)

Time required: 45 minutes

Activate and Connect (5 minutes)

Think-Pair-Share: Ask participants to take a minute to think about the different forms in which arguments are presented in the classroom and in the world. Have participants work with a partner to come up with a couple examples, and then share out. Share with participants that today they are going to take a closer look at some of formats used for arguments.

Facilitator Note: Participants may share ideas such as: a speech, a letter to the editor, a movie review, a literary analysis, an interview, a debate or oral presentation on social issue or school policy, etc. It may come out in discussion that arguments take many oral and written forms, but all have in common that they make and defend a claim.

Integrated Nature of the ELA/Literacy CCSS (10 minutes)

Explain to participants that today they are going to explore how other strands of the ELA/Literacy Common Core State Standards add to students' understanding of argumentation and support the teaching of argument writing. They will use examples from Grades 9 and 10.

- Distribute [Hand-out 3.1: Anchor Standards](#)
 - Have participants read through the CCR anchor standards related to argument in Writing, Reading & Speaking and Listening.
 - Ask them to underline nouns and noun phrases and circle verbs related to argumentation. Have them look for connections across the strands.
 - Share out several connections.

Facilitator Note: As indicated in the introduction to the CCSS, although the ELA/Literacy Common Core Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout both the anchor standards and the grade-specific standards.

Connection to the Reading and Speaking & Listening Strands (25 minutes)

Facilitator Note: The following speech by Patrick Henry highlights the integrated nature of the standards and the implications for teaching argument writing. By reading and listening to such models of argumentation, students not only gain insight into how to write logical arguments, they also broaden their understanding of argumentation through exposure to models that use rhetorical and persuasive techniques along with logical reasoning. This speech is one of the text exemplars listed in [Appendix B](#).

During this activity, participants are going to listen to a [Patrick Henry's "Speech to the Second Virginia Convention" \(1775\)](#).

- Distribute [Hand-out 3.2: Patrick Henry's speech](#) and [Hand-out 3.3: Argument Graphic Organizer](#) to participants.
 1. Explain to participants that they will read and listen to the speech in order to identify the claim, counterclaim(s), reasons and evidence presented by the speaker. Ask them to review the graphic organizer that they will use to record their thoughts.
 2. As participants read along, play the [audio of Patrick Henry's speech](#) from the Colonial Williamsburg Foundation site.
 3. At the end of the speech, provide participants with a few minutes to complete [Hand-out 3.3](#).
 4. Have participants turn and compare their graphic organizers with a partner.
 5. Ask participants to share out the claim, counterclaim(s) and some reasons and pieces of evidence that they identified from the speech as a large group.

Reflection (5 minutes)

- Ask participants to reflect on the implications of the integrated nature of the standards by responding on sticky notes to the question:

How might analyzing speeches such as the one by Patrick Henry impact students' understanding of and ability to write arguments?

- Share out a few responses.