

Stage 1: Student Exemplar Analysis	
Let's Argue!	
Day 1	Introduction to the One World Unit
Day 2	Let's Argue! / Introduction to Claims
Day 3	Importance of Argument / Introduction to Reasons
Day 4	Introduction to Evidence and Explanation
Day 5	Introduction to Counterclaim and Rebuttal

<b>Day 1</b>	Introduction to the One World Unit
<b>Common Core Standards</b>	RI.7-8.2 SL.7-8.1 L.7-8.6
<b>Learning Objectives</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Make observations about exemplar student presentations to understand the goals of the One World program</li> </ul>
<b>Lesson Resources</b>	Digital Resources (available on One World website): <ul style="list-style-type: none"> <li>• Google Slides presentation</li> </ul>
<b>Do Now</b>	<b>Think-Pair-Share:</b> <i>What do you want to change about schools?</i>
<b>Lesson Introduction</b>	<ul style="list-style-type: none"> <li>• Review class agenda</li> <li>• Pass out student journals</li> <li>• Welcome students to the One World Unit <ul style="list-style-type: none"> <li>○ One World is an argumentative writing program</li> <li>○ Students will choose a school-based issue they care about to research and then craft an argument to advocate for solutions</li> <li>○ Students will write an argumentative essay in class and have the potential to be nominated by the teacher to participate in an afterschool program</li> <li>○ After-school program takes place in the spring; students will transform their writing into an oral presentation to compete against students across the city for scholarships and prizes at the One World Challenge</li> </ul> </li> </ul>
<b>Direct Instruction</b>	<ul style="list-style-type: none"> <li>• Introduce video activity to students <ul style="list-style-type: none"> <li>○ These are D.C. middle school students just like them</li> <li>○ Students will watch three videos of One World presentations and make observations about what they see</li> <li>○ Project the reflection questions: <ul style="list-style-type: none"> <li>▪ <i>What did you notice?</i></li> <li>▪ <i>What do you wonder?</i></li> </ul> </li> </ul> </li> <li>• Play the first video and model making constructive observations <ul style="list-style-type: none"> <li>○ "I noticed that..."</li> <li>○ "I wonder why..."</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Ask students to contribute a few observations and create a short class checklist for making a strong, constructive observation</li> </ul>
<b>Guided Practice</b>	<ul style="list-style-type: none"> <li>Introduce the second video and ask students to watch and write down observations following the <i>What did you notice? / What do you wonder?</i> protocol</li> <li>After viewing the video, allow students to discuss with a partner or in a small group for two minutes</li> <li>Go around the room, letting each group share an observation or question they discussed</li> </ul>
<b>Independent Practice</b>	<ul style="list-style-type: none"> <li>Introduce the third video and ask students to follow the same observation protocol</li> <li>After viewing the video, allow students to discuss their observations with a partner or in a small group for 2 minutes</li> <li>Introduce the question: <i>Which student speech did you like the best? Why?</i></li> <li>Allow students time to discuss with a partner, drawing on the observations they noted to explain their answers</li> </ul>
<b>Exit Ticket</b>	<p>Write answers to the following questions in complete sentences:</p> <ul style="list-style-type: none"> <li><i>What did you notice the three videos had in common?</i></li> <li><i>What questions do you have about the One World unit?</i></li> </ul>
<b>Differentiation Suggestions</b>	
<b>Virtual Learning</b>	<ul style="list-style-type: none"> <li>Post the student video for students to watch independently. Then discuss their observations during a synchronous session.</li> </ul>
<b>Extension</b>	<ul style="list-style-type: none"> <li>Provide multiple exemplar videos for students to watch. Ask students to make observations about each video, then compare the videos for both content and style.</li> </ul>
<b>Student Support Tips</b>	<ul style="list-style-type: none"> <li>Provide examples and sentence stems for video observations: <ul style="list-style-type: none"> <li><i>I noticed that she spoke clearly into the microphone.</i></li> <li><i>I noticed that... / I saw that...</i></li> <li><i>I wonder why she spoke so fast.</i></li> <li><i>I wonder why...</i></li> </ul> </li> </ul>

<b>Day 2</b>	Let's Argue! Introduction to Claims
<b>Common Core Standards</b>	RI.7-8.2 SL.7-8.1 L.7-8.6
<b>Learning Objectives</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Construct a claim that includes a problem and a solution about a school issue</li> </ul>
<b>Lesson Resources</b>	<p>Student Journal</p> <ul style="list-style-type: none"> <li>Page 10, 13</li> </ul> <p>Digital Resources (available on One World website):</p> <ul style="list-style-type: none"> <li>Google Slides presentation</li> <li>Vocabulary log</li> </ul>
<b>Do Now</b>	<b>Quick Write:</b> <i>What is the difference between an opinion and an argument?</i> Write in complete sentences.

<p><b>Lesson Introduction</b></p>	<ul style="list-style-type: none"> <li>• Review Do Now question and answers</li> <li>• Review class agenda</li> </ul> <p><u>Introduction to Argumentative Topics activity</u></p> <ul style="list-style-type: none"> <li>• Before class, identify places in the room for students to stand for an agree/disagree activity</li> <li>• Remind students that they will be choosing a national or civic topic to research and write about</li> <li>• Explain that students will consider four issues and determine if they agree or disagree with each statement</li> <li>• Read each statement and ask students to move to the appropriate part of the room based on their opinion (agree/disagree) <ul style="list-style-type: none"> <li>○ <b>Parents should be allowed to have a say in what can be taught in classrooms.</b></li> <li>○ <b>Schools should have metal detectors to keep students safe in school.</b></li> <li>○ <b>D.C. should hire fewer police officers and more social workers.</b></li> <li>○ <b>The United States is doing enough to fight climate change.</b></li> </ul> </li> <li>• Allow time after each statement for students to discuss their opinion with a partner and then share with the class</li> <li>• <b>Quick Write:</b> You have 5 minutes to think and respond to the following questions. Write in complete sentences: <ul style="list-style-type: none"> <li>○ <i>Which topic do you feel the most strongly about?</i></li> <li>○ <i>What should the government do about this problem?</i></li> <li>○ <i>Why do you feel strongly about this topic?</i></li> <li>○ <i>What would happen if the government followed your solution?</i></li> </ul> </li> </ul>
<p><b>Direct Instruction</b></p>	<ul style="list-style-type: none"> <li>• Introduce the vocabulary term <b>claim</b> <ul style="list-style-type: none"> <li>○ A claim is a statement of what you are arguing for</li> <li>○ A claim contains a problem and a solution</li> </ul> </li> <li>• Model an example claim <ul style="list-style-type: none"> <li>○ Problem: Students have a lot of unstructured free time after school.</li> <li>○ Solution: Students should play sports after school.</li> <li>○ Claim → Playing sports is the best way for students to spend their free time after school.</li> </ul> </li> <li>• Review the <b>claim checklist:</b> <ul style="list-style-type: none"> <li>○ Arguable</li> <li>○ Contains a problem</li> <li>○ Contains a solution</li> <li>○ One sentence <ul style="list-style-type: none"> <li>▪ Proper capitalization</li> <li>▪ Appropriate punctuation</li> </ul> </li> </ul> </li> </ul>
<p><b>Guided Practice</b></p>	<ul style="list-style-type: none"> <li>• Provide a problem for students: Not enough people recycle.</li> <li>• Ask students to brainstorm possible solutions for this problem.</li> <li>• Have students practice combining the problem and solution into a claim.</li> <li>• Ask for volunteers to share their claims and critique as a class.</li> </ul>
<p><b>Independent Practice</b></p>	<ul style="list-style-type: none"> <li>• Ask students to review the issue they chose in their quick write and then write a claim that includes a problem and a solution.</li> </ul>
<p><b>Exit Ticket</b></p>	<p>Write a claim that contains a problem and solution for the following issue: <i>Women are not always paid the same as men for similar jobs.</i></p>

Differentiation Suggestions	
<b>Virtual Learning</b>	<ul style="list-style-type: none"> <li>Put the Agree/Disagree topics into a Google Slides presentation. Ask students to express their opinions in the chat box during a synchronous session.</li> <li>Record a screencast of the direct instruction, then do the practice activities during a synchronous session.</li> </ul>
<b>Extension</b>	<ul style="list-style-type: none"> <li>Have students post a resource (an article, a picture, a video, etc.) that shows a current events issue they care about.</li> </ul>
<b>Student Support Tips</b>	<ul style="list-style-type: none"> <li>Color code the vocabulary words. Use the color coding throughout the whole unit. Point out textual clues and have students color code them accordingly (transition words, quotation marks, sentence starters, etc.)</li> </ul>

<b>Day 3</b>	Importance of Argument / Introduction to Reasons
<b>Learning Objectives</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify reasons for a problem in order to support a claim</li> <li>Summarize reasons why it is important to be able to write a strong argument</li> </ul>
<b>Lesson Resources</b>	<p>Student Journal</p> <ul style="list-style-type: none"> <li>Page 9, 13</li> </ul> <p>Digital Resources (available on One World website):</p> <ul style="list-style-type: none"> <li>Google Slides presentation</li> <li>Vocabulary log</li> </ul>
<b>Do Now</b>	<b>Jot-Pair-Share:</b> In a complete sentence, write a claim that includes the following problem: Students have a lot of energy and it is hard for them to sit still in class.
<b>Lesson Introduction</b>	<ul style="list-style-type: none"> <li>Review the do now activity</li> <li>Review class agenda</li> <li>Direct students to pg. 9 of the student journal</li> <li>Read the “Arguments are Everywhere” section</li> <li><b>Turn &amp; Talk:</b> <ul style="list-style-type: none"> <li>Why is it important to be able to argue?</li> <li>What is the purpose of argument?</li> <li>Why is it a valuable skill to be able to explain your argument in writing?</li> <li>What issues in schools are worth arguing about?</li> </ul> </li> </ul>
<b>Direct Instruction</b>	<ul style="list-style-type: none"> <li>Review the elements of a claim that students learned in the previous lesson</li> <li>Introduce the vocabulary word <b>reason</b> <ul style="list-style-type: none"> <li>Explains why an issue is a problem OR</li> <li>Explains why a solution would work</li> </ul> </li> <li>Model an example <b>claim</b> and <b>reason</b> <ul style="list-style-type: none"> <li>Claim: Students forget what they have learned over the summer break, so summer vacation should be shorter.</li> <li>Reason #1: Students do worse on ELA and Math exams after summer vacation.</li> <li>Reason #2: Students get into better colleges when they have shorter summer vacations.</li> </ul> </li> </ul>

<b>Guided Practice</b>	<ul style="list-style-type: none"> <li>Provide students with a problem <ul style="list-style-type: none"> <li><i>Immigration laws are very strict in the United States.</i></li> </ul> </li> <li><b>Think-Pair-Share:</b> <ul style="list-style-type: none"> <li><i>What are some possible solutions to this problem?</i></li> <li><i>What is a <b>claim</b> you can make about this issue?</i></li> <li><i>What are 2 <b>reasons</b> why this is a problem?</i></li> </ul> </li> </ul>
<b>Independent Practice</b>	<ul style="list-style-type: none"> <li>Ask students to review the topic they chose for their free write in the previous lesson</li> <li>Students practice creating reasons that support their claim: <ul style="list-style-type: none"> <li><i>Why is the issue a problem?</i></li> <li><i>Why would your solution work to fix the problem?</i></li> </ul> </li> </ul>
<b>Exit Ticket</b>	<b>Quick Write:</b> Turn to pg. 9 in the Student Journal and answer the questions in complete sentences.
<b>Differentiation Suggestions</b>	
<b>Virtual Learning</b>	<ul style="list-style-type: none"> <li>Record a screencast of the direct instruction, then do the practice activities during a synchronous session.</li> </ul>
<b>Extension</b>	<ul style="list-style-type: none"> <li>Have students post a resource (an article, a picture, a video, etc.) that shows a current events issue they care about.</li> </ul>
<b>Student Support Tips</b>	<ul style="list-style-type: none"> <li>Color code the vocabulary words. Use the color coding throughout the whole unit. Point out textual clues and have students color code them accordingly (transition words, quotation marks, sentence starters, etc.)</li> <li>Provide a writing frame for the activity on pg. 9: Learning about argumentative writing will help me _____ because _____. For example, _____. In the future, I will need to know _____ because _____.</li> </ul>

<b>Day 4</b>	Introduction to Evidence & Explanation
<b>Learning Objectives</b>	Students will be able to: <ul style="list-style-type: none"> <li>Identify evidence that supports a claim and explain the reasoning for their choice</li> </ul>
<b>Lesson Resources</b>	Student Journal <ul style="list-style-type: none"> <li>Page 13</li> </ul> Digital Resources (available on One World website): <ul style="list-style-type: none"> <li>Google Slides presentation</li> <li>Vocabulary log</li> </ul>
<b>Do Now</b>	<b>Jot-Pair-Share:</b> Identify at least 2 reasons that support the following claim: Cell phones in the classroom are a distraction, so schools should require cell phones to be kept in lockers.
<b>Lesson Introduction</b>	<ul style="list-style-type: none"> <li>Review the warm up activity</li> <li>Review class agenda</li> </ul>
<b>Direct Instruction</b>	<ul style="list-style-type: none"> <li>Introduce the vocabulary words <b>evidence</b> and <b>explanation</b> <ul style="list-style-type: none"> <li>Evidence comes from your research. It might be data, like a percentage or number, or a quote from an expert on the topic.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ The explanation explains why the evidence is important and how it connects back to your claim.</li> </ul>
<b>Guided Practice</b>	<ul style="list-style-type: none"> <li>• Post the <b>evidence</b> example: “According to a Canadian study published in the Journal of Adolescent Health, students who play team sports in grades 8 through 12 have less stress and depression as young adults” (U.S. News &amp; World Report). <ul style="list-style-type: none"> <li>○ <b>Think-Pair-Share:</b> <ul style="list-style-type: none"> <li>▪ What part of an argument is this? How do you know?</li> <li>▪ Does this evidence support the claim? How do you know?</li> <li>▪ Why is evidence an important part of any argument?</li> </ul> </li> </ul> </li> <li>• Tell students they want to argue that students should play sports and evidence that shows sports reduce stress, now they need to clearly explain the connection between the elements with the <b>explanation</b>. <ul style="list-style-type: none"> <li>○ Ask students to write one sentence that explains how the evidence supports the claim.</li> </ul> </li> <li>• Go over possible answers.</li> </ul>
<b>Exit Ticket</b>	<p>Choose the evidence that best supports the claim and explain your choice:</p> <p><b>Claim:</b> Students should be assigned 1-2 hours of homework every night to prepare them for college.</p> <p><b>Evidence 1:</b> Students would prefer to do other activities like sports.</p> <p><b>Evidence 2:</b> Studies show that assigning homework helps students build time management skills.</p>
<b>Differentiation Suggestions</b>	
<b>Virtual Learning</b>	<ul style="list-style-type: none"> <li>• Record a screencast of the direct instruction, using a screencasting app like Screencastify then do the practice activities during a synchronous session.</li> </ul>
<b>Extension</b>	<ul style="list-style-type: none"> <li>• Challenge students to find examples of evidence in other texts.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• Color code the vocabulary words. Use the color coding throughout the whole unit. Point out textual clues and have students color code them accordingly (transition words, quotation marks, sentence starters, etc.)</li> </ul>

<b>Day 5</b>	Introduction to Counterclaim & Rebuttal
<b>Learning Objectives</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify examples of counterclaims to an argument</li> </ul>
<b>Lesson Resources</b>	<p>Student Journal</p> <ul style="list-style-type: none"> <li>• Page 13</li> </ul> <p>Digital Resources (available on One World website):</p> <ul style="list-style-type: none"> <li>• Google Slides presentation</li> <li>• Vocabulary log</li> </ul>
<b>Do Now</b>	<p><b>Jot-Pair-Share:</b> Review the claim, then provide 2 reasons for why you agree or disagree with it.</p> <p><b>Claim:</b> School administrators should monitor what students write on social media (Facebook, Instagram, etc.) to prevent bullying.</p>
<b>Lesson Introduction</b>	<ul style="list-style-type: none"> <li>• Review the do now activity</li> <li>• Review class agenda</li> </ul>

	<ul style="list-style-type: none"> <li>Tell students that they are going to learn about counterclaim and rebuttal today, but that it will be optional for their final essay.</li> </ul>
<b>Direct Instruction</b>	<ul style="list-style-type: none"> <li>Post the do now claim again: School administrators should monitor what students write on social media (Facebook, Instagram, etc.) to prevent bullying.</li> <li>Ask students if they all agree with the claim. Explain that an opposing argument is a <b>counterclaim</b> and that thinking about counterclaims can help them make their argument even stronger. Elicit an example from the students' do now to talk about. <ul style="list-style-type: none"> <li><b>Think-Pair-Share:</b> What are some other possible counterclaims for this argument?</li> </ul> </li> <li>Explain that once students have identified a counterclaim, they will need to explain why the counterclaim is wrong or unimportant and re-establish why their claim is stronger. Post the <b>rebuttal</b>: Government experts recommend that school staff be trained to recognize signs of bullying because it can threaten the health and safety of students (stopbullying.gov). Since online bullying impacts students at school, the school staff has to be responsible for monitoring social media for bullying.</li> <li><b>Think-Pair-Share:</b> <ul style="list-style-type: none"> <li>The rebuttal is made up of two components - what are they? (Evidence + Explanation)</li> </ul> </li> </ul>
<b>Guided Practice</b>	<ul style="list-style-type: none"> <li>Post 3 different claims on chart paper around the room: <ul style="list-style-type: none"> <li>All schools should have counselors to help with student mental health.</li> <li>The government should create stricter gun laws to reduce the amount of deaths from gun violence in the United States.</li> <li>The United States needs to invest in the sale of electric vehicles to help fight climate change.</li> </ul> </li> <li>Have students review each claim and write a counterclaim on a sticky note. When they have written a counterclaim, they should put it on the appropriate chart.</li> <li>Review some of the responses as a class, using the student responses to address any misperceptions.</li> </ul>
<b>Exit Ticket</b>	Write a counterclaim for the following claim: <b>Claim:</b> Parents should not allow kids to have cell phones until they are 16 to prevent bullying.

Differentiation Suggestions	
<b>Virtual Learning</b>	<ul style="list-style-type: none"> <li>Record a screencast of the direct instruction, then do the practice activities during a synchronous session.</li> </ul>
<b>Student Support Tips</b>	<ul style="list-style-type: none"> <li>Color code the vocabulary words. Use the color coding throughout the whole unit. Point out textual clues and have students color code them accordingly (transition words, quotation marks, sentence starters, etc.)</li> </ul>