**Unit 2 Thinking about an Argument**

**Make sure that before you start this assignment that you have unpacked the Embedded Assessment (pages 169-70) and the rubric (including making a checklist or a web). Remember, circle verbs and underline nouns. Highlight the differences between the Proficient and Exemplary columns.**

**Steps 1-6 will aide you in general knowledge before you get to your specific topic of analysis.**

**Step 1:**

Start on pg. 138 at the bottom where it says: “Arguing for Justice.” Read this and follow the directions for questions 1 and 2 following it.

**Step 2:**

Turn to page 141 and read the section “Forms of Evidence” along with the Academic Vocabulary box.

**Step 3:**

Turn to page 146. Read “Reasoning and Evidence” and “Examples of Common Fallacies.”

**Step 4:**

Turn to page 149. Read “Language and Writer’s Craft: Outlining and Organizing an Argument” for a quick review on argumentative writing.

**Step 5:**

Review in your groups what the three types of appeals are: ethos, pathos, and logos. Use the internet and/or the index of your books for help if needed.

**Step 6:**

Please review Ms. Lavelle’s PPT on Rhetorical Devices on your phones. A link to this can be found on my website: clmjohnson.weebly.com. Print this tonight if you would like a hard copy for tomorrow. NOTE: Some of these work better when used in speeches. We are NOT doing a speech, so when asked to use these, make sure that the devices are appropriate for your tone.

**Step 7:**

Choose one of these interests to focus on in your groups or make a split group (must have at least 2 people in a group): A. Justice B. Protest C. Legal Issues

D. Hunger E. Truth & Responsibility

**Step 8:**

Follow instructions depending on which topic you choose.

\*\*For ALL activities you need to answer the Key Ideas and Details questions on a separate sheet of paper. **Every person** in your group needs to do each writing part of this.\*\*

1. **Justice:** Follow through Activity 2.13 (pg. 140-146) doing each section (starting with “Before Reading” and ending with the “Check Your Understanding”). Have your answers/notes clearly labeled. Identify the authors’ tones and intended audience with an explanation of your logic. AFTER completing the activity, write your own paragraph taking a side and making a claim on the issue. Make sure to use two different rhetorical devices in this paragraph and label them.
2. **Protest:** Follow through Activity 2.14 (pg. 147-149) doing each section (starting with “Before Reading”). Identify the author’s tone and intended audience with an explanation of your logic. For the writing prompt, write one full body paragraph and thoroughly outline the other. Make sure to use two different rhetorical devices in your writing and label them. Identify and explain two appeals that Gandhi uses. Explain how Gandhi either uses or avoids fallacies (be specific).
3. **Legal Issues:**  Follow through Activity 2.15 (pg. 150-152) doing each section (starting with “Before Reading” and ending with the “Check Your Understanding”). Identify the authors’ intended audience with an explanation of your logic. AFTER completing the activity, write your own paragraph taking a side and making a claim on the issue. Make sure to use two different rhetorical devices in this paragraph and label them. Next explain how Gandhi either uses or avoids fallacies (be specific).
4. **Hunger:**  Follow through Activity 2.16 (pg. 153-159) doing each section (starting with “Before Reading”). In the “After Reading” section, take notes on your discussion for #7. You may skip #8. Identify the authors’ tones and intended audience with an explanation of your logic. For the writing prompt, you have the option of adding further research. AFTER completing the activity, write your own paragraph taking a side and making a claim on the issue. Make sure to use two different rhetorical devices in this paragraph and label them. Next explain how the authors either use or avoids fallacies (be specific).
5. **Truth and Responsibility:** Follow through Activity 2.17 (pg. 160-165) doing each section (starting with “Before Reading”). For the guided reading you can either read on your own or take turns reading aloud in your groups. Skip the “After Reading.” Identify the authors’ tones and intended audience with an explanation of your logic. For the Writing Prompt: write one full body paragraph and thoroughly outline the other. Make sure to use two different rhetorical devices in your writing and label them. Explain how the authors either use or avoids fallacies (be specific). Either identify or use two appeals with explanations on their effectiveness.

**You will be able to work on all of this in class through Wednesday this week. If you cannot complete your tasks in that time, the rest is homework. We will be getting into research and your argumentative essay on Thursday.**