Convince Me:
Argument and Persuasion at Hill Central Academy in the Content Areas

04/28/13
We are the opinions we hold

Do you want to be here?
Yes or No?

Why?
That’s What Today’s About

- 1:15 - 2:15 - Content Teachers (Now)
- 2:15 - 3:45 - Partner Stations
- 3:45 - 4:10 - Content Teachers
- 4:10 - 4:30 - Whole Group - All

**GOAL:** To provide multiple strategies for promoting argumentative/persuasive writing in your content area.
Argument is all up for Interpretation

Write a basic sentence:
(e.g., The dog chases the cat, The squirrel eats a nut, The boy flirts with the girl, The puddle gets my feet wet, My toenails need to be cut)
Grade 8
READING STANDARDS: INFORMATIONAL TEXT

Key Ideas and Details
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)

Craft and Structure
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas
7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8. Delineate 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.
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Range of Reading and Level of Text Complexity
10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
Why, According to Bry

- Students need to make claims
- Students need to provide evidence
- Students need to examine content
- Students need to write introductions
- Students need to organize ideas
- Students need to develop thoughts
- Students need to write for varied audiences
- Students need to follow writing processes
- Students need to use technology
- Students need to conduct research
- Students need to gather relevant information
- Students need to support their analysis
- Students need a range of discipline-specific tasks, purposes, and audiences for the work

and the CCSS
possibility one
possibility two

Listen to "Television".

What are 3 arguments the t.v. makes.

Todd Alcott
<table>
<thead>
<tr>
<th>Analytical/Expository</th>
<th></th>
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<tbody>
<tr>
<td>• Learning Log reflection</td>
<td>• Observational essay</td>
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<tr>
<td>• Single-paragraph analysis</td>
<td>• Interpretive essay</td>
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<tr>
<td>• Letter to the editor</td>
<td>• Controversial issue essay</td>
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<tr>
<td>• Editorial</td>
<td>• Speculation on causes and effects essay</td>
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<tr>
<td>• Speech</td>
<td>• Persuasive essay</td>
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<tr>
<td>• Book Review</td>
<td>• Evaluation essay</td>
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<tr>
<td>• Position Statement</td>
<td>• Reflective essay</td>
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<tr>
<td>• Movie/TV review</td>
<td>• I-search paper</td>
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<tr>
<td>• Application</td>
<td>• Research paper</td>
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<tr>
<td>• Grant proposal</td>
<td>• Commercials</td>
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<tr>
<td>• Comparison/Contrast essay</td>
<td></td>
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</tbody>
</table>
Rhetorical Devices
Let us try:
SELL ME THE TEACHING PROFESSION USING A RHETORICAL DEVICE

audience: college students
Howard Gardner Makes the Argument That We Learn In Multiple Ways

Fundamentals: Writing Units of Study
6-8 Persuasive Essay - Content Areas
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Let’s Talk About the Stations
Let’s make an argument together

- After you experienced the stations and activities, what might we have to say to your colleagues who weren’t with us?
- How might we persuade them of what it is we want to tell them?