



# WEEK 7

9<sup>th</sup> Literature

# As you come in...

- Answer the following in THREE complete sentences in your “Day 3 Do Now” box:
  1. *What makes a strong argument?*
  2. *If you could write an argument about any topic, what would you choose?*

**\*Sentence starter:**

- A strong argument includes...*
- I would like to write an argument about...*



# Independent Reading

- 15 minutes
- DEAD QUIET...NO PHONES
- Reading Log:
  - *Date*
  - *Page #'s*
  - *1 sentence answer to choice question*



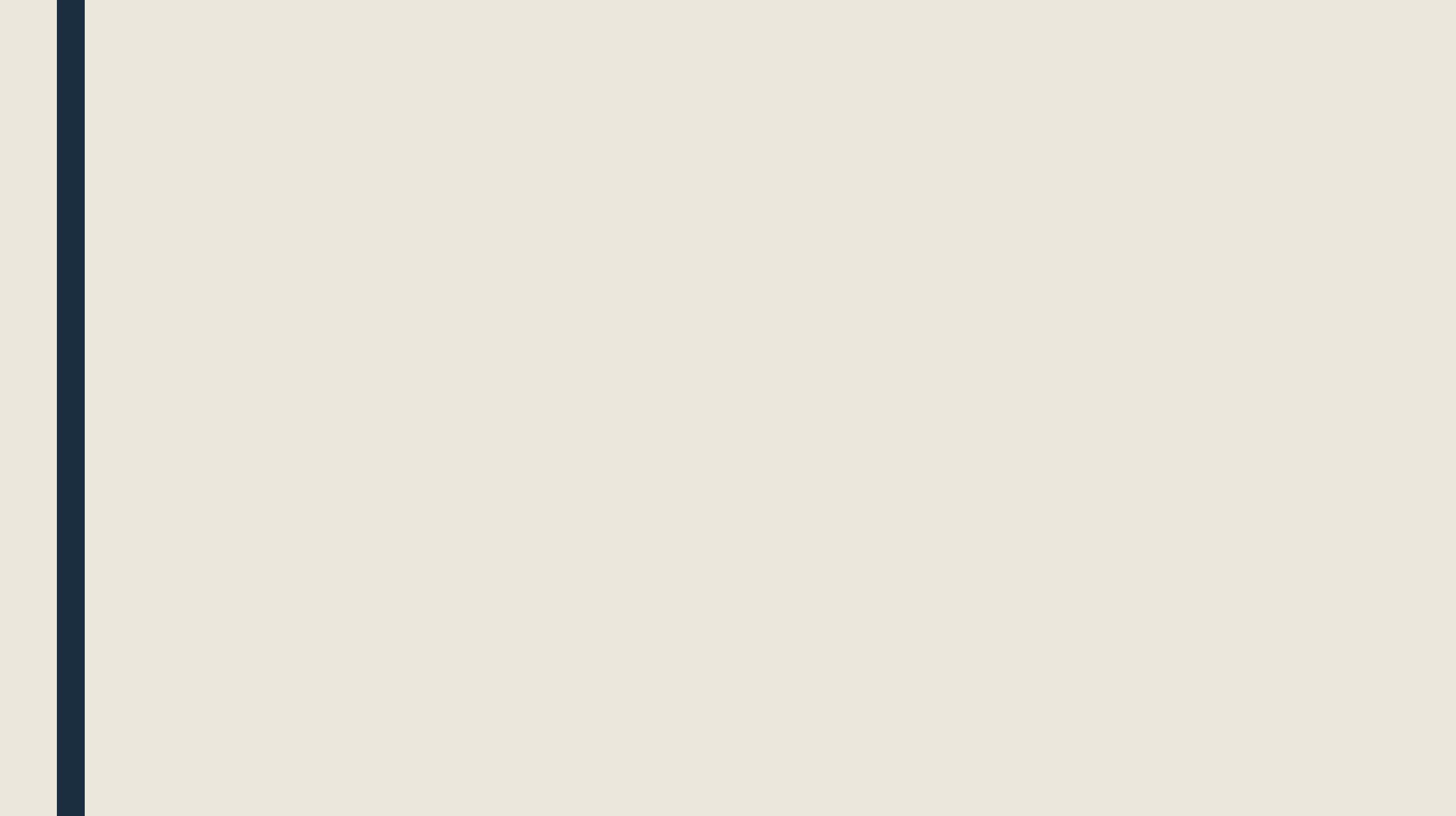
# Pick an Essay Topic

- Take the tally from the choice selection.
- If there is a SCHOOL APPROPRIATE topic that you would like to choose **ASK ME FIRST FOR APPROVAL**, then write it at the bottom of your sheet.
- Turn this into the bin when you are finished. **MAKE SURE YOU CAN REMEMBER WHAT YOUR ESSAY TOPIC IS...WRITE IT DOWN!**



# Independent Practice

- Continue annotating your article for the following:
  - Claim
  - Evidence
  - Counterclaim
- Answer the four multiple choice questions.
- Turn this in when you are finished.
- Transition into independent reading when you are finished



# As you come in...

■ Rewrite the following sentences to make them correct in your “Day 4 Do Now” box:

1. I seen a Turtle crawl down the hallway by miss Wiley’s classroom.
2. Im finna go to the bathroom outside since wheelers bathrooms ain’t working.



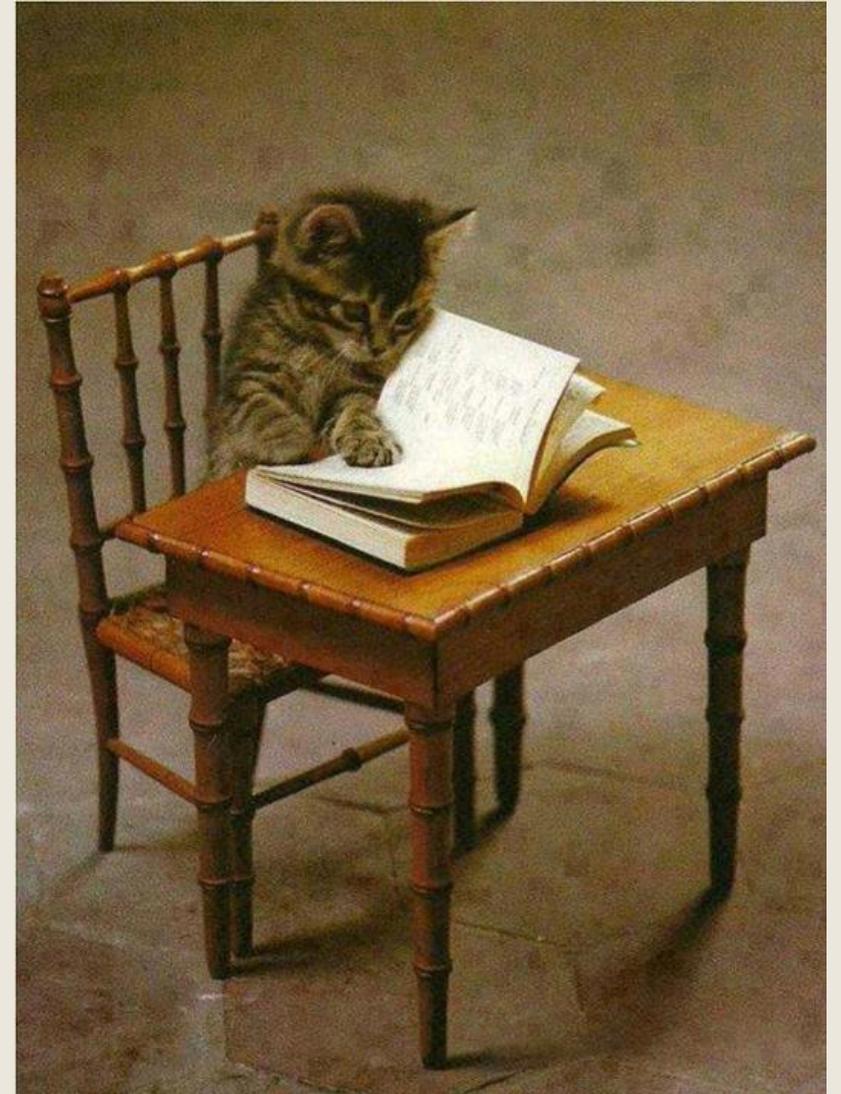
# Field Trip!

- We will be going to the library to...
  - *Renew your independent reading book*
  - *Select a new book if you finished your first one*
  - *Act like adults, not babies*



# Independent Reading

- 15 minutes
- DEAD QUIET...PHONES AWAY!
- Reading Log:
  - *Date*
  - *Page numbers*
  - *1-sentence summary*

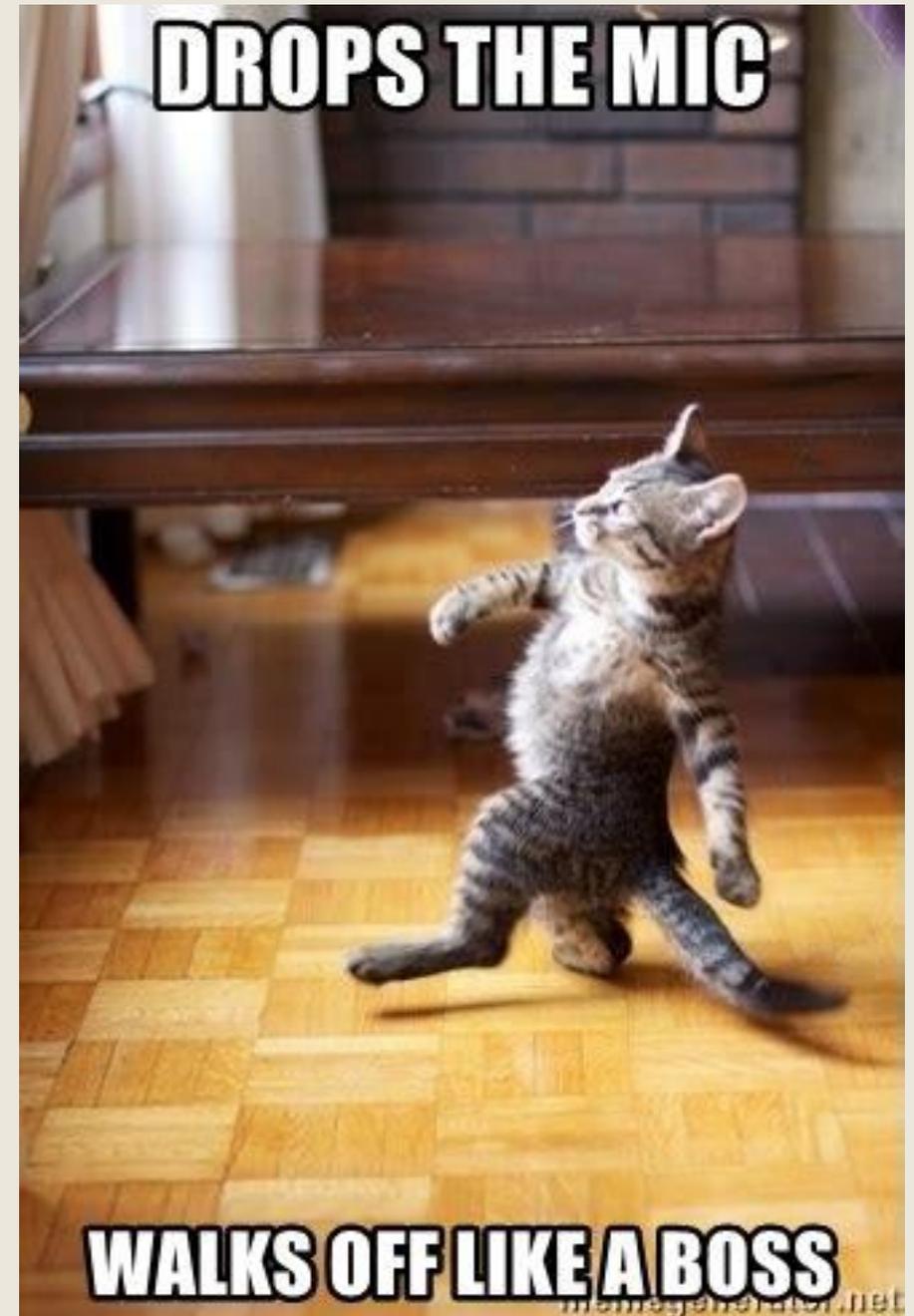


# QHT: New Vocabulary

- Questioning: I have never heard this word before, and I have no idea what it means.
- Heard it: I have heard this word before, and I somewhat know what it means.
- Teach it: I know this word so well that I could teach it!

# #GOALS

- Create a strong **claim**
- Back it up with **premises** and **evidence**
- Include a **counterclaim**
- Wrap it up with a “mic drop” **conclusion**
- Write an **argumentative essay** about a chosen topic



# Argumentative Paper Structure

- Paragraph 1 = Introduction/thesis statement
- Paragraph 2 = Premise 1 + 2 examples of evidence
- Paragraph 3 = Premise 2 + 2 examples of evidence
- Paragraph 4 = Counterclaim + Rebuttal
- Paragraph 5 = Conclusion/Call-to-action

***\*\*EACH PARAGRAPH MUST BE 5 SENTENCES LONG–AT LEAST!***

# Thesis Statement

- Write your chosen topic at the top.
  - Then, write your stance/opinion of the topic. This is your **CLAIM**.
  - For letters “a” and “b”:
    - Write two **PREMISES** (reasons *WHY*) you have this opinion to back up your **CLAIM**.
    - These two reasons should be backed by factual evidence.
  - At the bottom:
    - Develop a “hook” as your first sentence
    - Combine your claim statement with premises “a” and “b”
- \*\*RAISE YOUR HAND WHEN YOU ARE FINISHED FOR APPROVAL**

# What is a “hook”?

- An introductory sentence that “hooks” your reader into your essay.
- EX) *Imagine a world in which every business was run by a cold, emotionless robot instead of a human. For this reason, we must limit artificial intelligence in the work place.*
- **NOT A HOOK...DO NOT DO THIS IT SOUNDS TERRIBLE!!!:**
  - *I am going to discuss artificial intelligence today in this essay.*
  - *“BOOM” “CRASH” “BEEP, BEEP”...the robots are coming!*
  - *The topic I chose was artificial intelligence.*

# What your first paragraph should look like:

- Sentence 1 = Hook
- Sentence 2 = Your claim
- Sentence 3 = Premise A
- Sentence 4 = Premise B
- Sentence 5 = Transition into your next paragraph. (**Do not say “Next, I’m going to tell you the reasons why.”**)

# Paragraphs 2 & 3: Planning

- CEC Graphic Organizer (2: 1 for each premise)
- 2 examples of evidence for each paragraph (directly quoted from your articles)
- Commentary: You MUST include your OWN commentary after each quoted piece of evidence.
- You must properly cite each quote in-text:
- EX) *A recent journal published by America's Oceanographers Association states "1/3 of turtles are dying from plastic waste consumption" (Johnson 1). **Turtles see plastic waste and confuse it for food.***

# Counterargument/Counterclaim

- **Counterclaim** = an opposing argument
- State the counterargument as the first sentence
  - *“Many people argue that...”*
- Then, include your rebuttal (make a statement to prove them wrong!)
  - *“However,...”*
- Cite evidence to back up your rebuttal (make their argument look insufficient!)

# Conclusion AKA “The Mic Drop”

1. Wrap up your claim and two premises in one sentence.
2. Describe why this issue is important in 1-2 sentences.
3. Include a call-to-action (what is something that should be done to solve this issue?)
4. Concluding sentence (wrap it all up!)
  - *DO NOT SAY: “This is what I think about artificial intelligence.” OR “Thanks for reading my argument.”*



# Revision/Editing

- Re-read your ENTIRE ESSAY to yourself quietly OUT LOUD...YES YOU HAVE TO DO THIS!!!
- Read it slowly. Listen for sentences that do not make sense.
- Keep an eye out for spelling and grammar errors.
- Re-read it one more time!

# MLA: Proper In-Text Citations

- If there is an author and page number:
  - *“1/3 of all turtles are dying from plastic waste” (Johnson 12).*
- If there is no author, use the title of the article:
  - *“1/3 of all turtles are dying from plastic waste” (“Effects of Plastics on Turtles”).*
- Indirect quote:
  - *A large percentage of turtles are dying due to humans littering plastic (Johnson 12).*

# Computers

- Log in (student ID twice)
- Go to wheeler's website
- Click Office 365 Support on the left
- “Click here to sign in to Office 365”
- Click “Word”

# Setting Up Your Paper: MLA Format

- Double spaced, Times New Roman, 12-pt font
- Upper left corner:
  - *Name*
  - *Miss Mueller*
  - *9<sup>th</sup> Grade Literature*
  - *12 September 2018*
- Title:
  - *Topic: Description*
  - *EX) Human Cloning: Utopia or Dystopia?*

# After you finish typing your paper...

- Read over your paper OUT LOUD to yourself.
- Have 1 other person read over your paper.
- Check for grammar/spelling errors!
- Submit!