



BOSTON DEBATE LEAGUE

Transforming School Culture Through Debate

Debate and Evidence Based Argumentation A BPS Curriculum



Created by the Boston Debate League
With Support from Boston After School and Beyond

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Debate and Evidence Based Argumentation

Course Description:

This course is designed to help students develop the basic skills of analyzing competing claims from multiple sources in order to construct a reasoned argument founded on evidence, and to defend that argument orally and in writing. These are foundational skills that are essential for students to be successful in college, the workplace, and in life, and are at the heart of the Common Core State Standards.

The curriculum focuses on developing these skills by working them through the Boston Debate League's Evidence Based Argumentation scaffolded five-skill progression. Students begin with a very simple task: making a claim and supporting it. They then explore various methods of strengthening their basic argument, including differentiating strong arguments from weak ones, adding textual evidence, and refuting counterarguments. Finally, they practice weaving all these skills together in multifaceted yet clearly structured complex arguments. Students who master this set of skills will have the tools to define and defend a controversial position on virtually any topic.

This course is not content specific. Teachers can bring in content from any content area – math, science, literature, history, current events, or others – to use with the curriculum.

Evidence Based Argumentation:

Evidence-Based Argumentation (EBA) is an instructional tool developed by the Boston Debate League in conjunction with Boston Public Schools to equip teachers in all disciplines to create classroom environments where students regularly practice essential academic skills. Inspired by the success of after-school debate programs in improving students' reading, writing, and critical thinking capacities, Evidence-Based Argumentation is founded on the notion that student-generated arguments are an engaging and effective method for learning any subject matter while simultaneously building the most important skills that students need to be ready for college and careers.

EBA classrooms prioritize:

- Making oral and written arguments. Students should be regularly asked to make and defend controversial claims. Giving students the opportunity to advocate for something rather than memorize or explain what they have learned engages them in the lesson content while building genuine excitement about the class. Of course, all arguments are not created equal, and instructors will have to shape the questions and prompts students respond to in order to achieve particular goals. However, prioritizing student voice in the classroom, especially in the form of regular oral argumentation, is vital for creating an environment where students own their education and begin to think of themselves as intellectuals.
- Using text as evidence. When making arguments, students should cite supporting evidence to bolster their interpretation of a text. To use texts effectively, students must first read them



closely to determine their key points. They then draw connections to the argument they are trying to build, identifying key quotations from the text that will be most useful. Finally, they clearly explain the reasons they chose particular quotations to demonstrate their relevance to the overall argument. In addition to performing these tasks themselves, students also analyze how their peers and outside authors use text as evidence. Thus, while fairly straightforward in theory, successfully using textual evidence engages multiple critical academic skills in practice. When students master this ability, they stop being passive receptacles of other peoples' ideas and instead become active participants in creating knowledge.

- Peer engagement. Often students develop the habit of focusing on what they know and ignoring what they do not. Likewise, they struggle to understand ideas that run contrary to their own. This is apparent when students ignore reading passages on tests that are challenging at first glance. Argumentation forces students to develop the habit of tackling what is initially difficult. When students engage peer ideas they internalize strategies needed for multifaceted thinking. In debate, students' competitive nature forces them to think fully about complex topics or texts in order to win, requiring them to balance potentially contradictory ideas. Naturally, untoward aggression must be kept in check, but as teachers begin to regularly use these techniques, students learn how to engage each other in academic discourse and see their peers as meaningful resources.
- Student-centered learning: At their core, argumentation activities place students in the driver's seat of their own learning. Student-centered classrooms are substantially different than teacher-centered approaches, where the instructor directly transmits information that students must memorize via lectures, worksheets, or textbook comprehension activities. Instead, in EBA classrooms, students become advocates, taking a perspective and defending it against other possible interpretations. The teacher sets the basic structure of the lesson, but students are free to take their exploration of class content in any direction they choose, building authentic engagement along the way. Of course, the more students are excited about what they learn in school, the better they will internalize those lessons for the future.
- Differentiated instruction: The best lessons are comprehensible and appropriately challenging to all students, no matter the skills they have when entering the classroom. Teachers struggling with appropriately differentiating their instruction relish the opportunity to give all students the same basic task instead of having to create different assignments for different student needs. The flexibility of argumentation activities allows students to push themselves and advance their core academic skills no matter their starting point. All students develop evidence-based arguments from the same prompt, but the lack of an objectively correct response means that students have room to create arguments of various levels of sophistication. A student who is less skilled will be challenged in reading the text to create a basic argument while a more advanced student can take the same task but develop a far more sophisticated defense of his position. The activity will thus challenge both students and help develop their critical reading and thinking skills.

Through Evidence-Based Argumentation, students are trained to be intellectuals. Unscripted explorations of a course's content empower students to develop a set of tools to reflect on what they read, connect it to preexisting interests, and deploy that knowledge in new arenas. Students are given the confidence to struggle with difficult texts. Students are exposed to the power of their words, whether delivered to a live audience or recorded on the page. Students understand how interpreting the thoughts of others can bolster their personal voice. In sum, Evidence-Based Argumentation allows teachers to channel the innate abilities and curiosities that every student possesses to build learners who are prepared both for required local assessments and a lifetime of academic exploration.

Course Structure:

The Course is organized into four main units and a three week supplemental debate unit. For those schools with a debate team who are interested in incorporating debate tournament participation into the class, the supplemental debate units can be taught at anytime. We suggest splitting it up into three weeks of instruction, with one week happening before each of the first three tournaments.

Assessments

Included in this curriculum are formative assessments for each unit that are aligned to both the Common Core and the BPS argumentative writing rubric. The BDL can also provide baseline pre and post assessments for each skill. Teachers are encouraged to create their own formative assessments for each unit, and suggestions for those are included in the unit guides.

Texts and Content:

There is no content based curriculum for this course, or official texts. Teachers are encouraged to use content from any academic subject, current events, or other materials. They can provide some, and are encouraged to incorporate student research to provide others.

What is important is that teachers use EBA activities to teach the scaffolded skill progression. The BDL has many materials that can be made available to any BPS teacher to help them teach this course. These materials include

- **An EBA Textbook.** This textbook explains how to use different EBA activities in order to help students master the scaffolded skill progression that is at the heart of this curriculum.
- **Assessments.** In addition to the assessments included in this curriculum, the BDL has many additional assessments teachers can use for each of the skills outlined in this curriculum.
- **Graphic Organizers and templates.** There are graphic organizers that can be used for each of the 15 different activities in the EBA text.
- **Lesson Plans.** There are hundreds of lesson plans covering almost any academic subject
- **Tailored Units.** There are two sample units, with 20 lesson plans each, that were designed specifically for this course. One was designed for middle school teachers, the other for high school teachers.



Unit 1: Making a Basic Argument & Making a Strong Argument (EBA Skills 1 and 2)

Unit Length: 4 weeks

This unit aims for students to master skills one and two in the EBA skills progression

Skill One

Students understand the building blocks of an argument: a claim and a warrant. The claim states the basic and controversial premise of the argument; the warrant provides a reason to believe the claim.

While the language here may be new to students, the basic concept should not be. Students make claims every day, ranging from “we get too much homework” to “my shoes are cooler than yours.” The trick is having students understand that simply making an assertion is not the same as making a complete argument. Put simply, a warrant is a “because” statement explaining why the claim is true. So, “we get too much homework” is not a complete argument, but “we get too much homework because I never have time to finish it and also get enough sleep” certainly is. Though the warrant itself might not be terribly persuasive, the statement as a whole is a complete argument.

Skill Two

Students are able to support an argument with persuasive warrants and identify why some warrants are more effective than others.

This skill is more of an art than the previous one. It asks students to use their judgment to determine the strongest reasons to believe a particular claim. In some cases, the relative strength of one warrant over another is obvious (“we get too much homework because I never have time to sleep” versus “we get too much homework because I never have time to pursue my quest to beat every videogame ever invented”). Here, students should have a fairly easy time explaining why one warrant effectively supports the claim (sleep is probably pretty important for effective learning) and one is irrelevant (ensuring students have time to play excessive amounts of videogames is not a goal of the education system). In other cases, however, warrants may be equally supportive of the claim (“schools should teach art regularly because taking a break from academic study helps students learn better” versus “schools should teach art regularly because most colleges want creative students”). In this instance, students can still reasonably suggest that either warrant is persuasive.

It is also important to note that different types of warrants strengthen different types of claims and persuade different types of audiences. In some cases statistics are most effective; in other situations logic, arguments from authority, personal testimony, or appeals to emotion might work best. In weighing such considerations, students learn not only to argue but also to communicate—to adapt their arguments to various audiences and contexts.



Unit One Overview

Students Will Be Able To:	Suggested EBA Activities:
Skill 1: <ul style="list-style-type: none">a) Identify & define the necessary components of a basic argumentb) Construct a basic argumentc) Distinguish between a simple assertion and a complete argumentd) Use text marking and annotating strategies while active readinge) Identify the claim of a text and evidence used to support it Skill 2: <ul style="list-style-type: none">a) Identify and define the necessary components of a strong argumentb) Identify the types of persuasive warrants & Classify persuasive warrants by typec) Identify the strongest warrant and justify why its strongestd) Construct a strong argumente) Evaluate the strength of the author's reasoning in a text	<ul style="list-style-type: none">• Four corners• Soapbox• Identifying Evidence in a Text• Evidence Scavenger Hunt• Claim Warrant Game• Table Debates• Round-Robin Debates• Choosing the best warrant mini-debates• Choosing the best warrant writing exercise• Multiple Perspective Debate
BPS Theatre Standards Addressed:	
<ol style="list-style-type: none">1. Teachers and students will create a safe environment in which all may participate in the creative process.2. Acting: The discipline of Acting will develop the tools of the actor; Voice, Body and Imagination.3. Directing: The discipline of Directing will include the planning, organization of rehearsals, casting, creative development and constructive critiquing of improvised and scripted formal and non-formal performance.4. Scriptwriting: Scriptwriting will engage students in creating a written or recorded dramatic work.5. History/Literature/Multi-culturalism: Students will compare and connect the relationships among history, literature and culture through the dramatic form.	



Unit 1 Assessments

Baseline Assessments:

- Skill 1 Baseline assessment
- Skill 2 Baseline assessment
- Identifying author's claim

Formative Assessments:

- Assessment for each element outlined in each skill

Summative Assessments:

- Skill 1 Post Assessment
- Skill 2 Post Assessment
- Identifying author's claim
- Speaking and Listening Unit Assessment (Soapbox recommended, see handout)
- Reading Unit Assessment (see handout)
- Writing Unit Assessment (see handout)



Unit 1 Formative Assessment Examples

Skill 1-A: Identify & define the necessary components of a basic argument → Have students identify & define the necessary components of a basic argument (claim and warrant)

Skill 1-b: Construct a basic argument → Have students create their own complete arguments with claims and multiple warrants supporting those claims.

Skill 1-c: Distinguish between a simple assertion and a complete argument → Have students determine whether each argument (of a series of arguments) is complete.

Skill 1-d: Using text marking and annotating & Skill 1-e: Identify claim and evidence of a text → Have students use text marking and annotating strategies with a third source, including identifying the author's claim and evidence.

Skill 2-a: Identify & define the necessary components of a strong argument → Have students create their own strong arguments with claims and multiple warrants supporting those claims. Have students label each part of the argument.

Skill 2-b: Identify the types of persuasive warrants & Classify persuasive warrants by type → Have students create their own strong arguments with claims and multiple persuasive warrants of different types (at least 3) to support those claims. Have students label the type of warrant used.

Skill 2-c: Identify the strongest warrant and justify why its strongest → Have students create their own strong arguments with claims and multiple persuasive warrants of different types (at least 3) to support those claims. Have students label the strongest warrant and explain why it is strongest.

Skill 2-d: Construct a strong argument → Have students create their own strong arguments with claims and multiple strong persuasive warrants of different types (at least 3) to support those claims.

Skill 2-e: Evaluate the strength of the author's reasoning in a text → Have students use an assigned text to evaluate the author's argument: Be sure to answer the following questions in evaluation. (Be sure to use your own words and quotation marks on quotes) (1) What is the author's claim? (2) What evidence does he or she use to support it? (3) How do the warrants the author uses support his or her claim? (4) Do you think the author sufficiently defends his or her argument? (5) What are the most persuasive warrants? (6) What are the least persuasive warrants? (7) What could they add to improve?



MA Literacy Framework 2011/Common Core Standards Addressed in Unit 1:

Writing:

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

[1-a. Introduce precise, knowledgeable claim(s), establish the significance of the claim]

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Reading:

1. Read closely to determine what the text says explicitly and to make logical inferences from it;

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

10. Read and comprehend complex literary and informational texts independently and proficiently.

Speaking & Listening:

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Language:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



Unit 1 Speaking and Listening Assessment

You will have time to prepare your speech before you give your “soapbox” speech for your speaking assessment. Your teacher might give you a topic or question to respond to in your speech. Be sure to review the rubric by which you will be assessed and will help assess other speakers.

Your speech should:

- Include a clear, precise claim appropriate to assignment
- Provides ample, varied persuasive warrants supporting the claim
- Be organized, focused on task, and clearly establish relationships between claim and warrants

1) Claim

2) Warrant(s)



Unit 1 Speaking and Listening Assessment (Cont.)

Rubric for Speaking and Listening Assessment for Skills 1 & 2				
	<i>Exemplary Performance</i>	<i>Meeting Expectations</i>	<i>Needs Attention</i>	<i>Critical Area for Improvement</i>
<i>Claim (W.9-10.1a)</i>	The speaker introduces precise, <i>compelling</i> claim appropriate to assignment	The speaker introduces <i>credible</i> claim appropriate to assignment	The speaker introduces <i>weak</i> claim that may not be appropriate to assignment	The speaker introduces <i>no</i> clear claim.
<i>Warrants (W.9-10.1b)</i>	The speaker strongly develops his or her claim by supplying <i>ample, varied</i> warrants supporting it.	The speaker develops his or her claim by supplying <i>sufficient</i> warrants supporting it.	The speaker attempts to develop his or her claim by supplying <i>unclear</i> warrants.	The speaker does not attempt to develop his or her claim by supplying <i>no</i> warrants.
<i>Organization (W.9-10.1a)</i>	The speaker creates <i>purposeful logical</i> organization that establishes clear relationships among claim, reasoning, and evidence.	The speaker creates <i>sufficient logical</i> organization that establishes clear relationships among claim, reasoning, and evidence.	The speaker creates <i>inconsistent logical</i> organization that attempts to establish clear relationships among claim, reasoning, and evidence.	The speaker creates <i>little to no logical</i> organization that attempts to establish clear relationships among claim, reasoning, and evidence.
<i>Clarity (W.9-10.4)</i>	The speaker has <i>illuminating</i> focus on task, purpose, and audience.	The speaker has <i>clear</i> focus on task, purpose, and audience.	The speaker has <i>some</i> focus on task, purpose, or audience.	The speaker has <i>no discernible</i> focus on task, purpose, or audience.

Adapted from BPS Argumentative Writing Rubric Grades 9-10 as adopted Spring 2013



Unit 1 Reading Assessment

Read and mark/annotate the following text.

Perez, JD from Yale Law School, 2010. "America's Cuba Policy: The Way Forward: A Policy Recommendation for the US State Department," *Harvard Latino Law Review*, Lexis Nexis

Third, the Obama Administration ignores Latin America at its own peril. Latin America's importance to the United States is growing by the day, and cannot be overstated. While the issue of U.S.-Cuba relations is obviously of smaller import than many other issues currently affecting the world (i.e., the ailing economy, climate change, proliferation of weapons of mass destruction), addressing it would also involve correspondingly less effort than those issues, but could potentially lead to a disproportionately high return by making regional cooperation more likely. In order to confront any of the major world issues facing the United States, Washington must find a way to cooperate with its neighbors, who generally view U.S. policy toward Cuba as the most glaring symbol of its historic inability to constructively engage the region. These three reasons combine for a perfect storm: to the extent that a healthy U.S.-Cuban relationship would mean a healthier U.S.-Latin America relationship, the former should be pursued with an unprecedented vigor, one that has been absent for the last fifty years. Aside from the strategic importance of this issue, addressing these concerns might also prevent more serious problems in the future. Although the chances of a post-Castro Cuba becoming a failed state are slim, the threat is nevertheless real. If the state were to collapse, the island could plunge into civil war, face a humanitarian crisis, become a major drug trafficking center, experience a massive migration to Florida, or endure a combination of each. However, a new and comprehensive policy toward Cuba can help prevent these nightmare scenarios from materializing. There is no doubt that America's diminished image in Latin America means that it will face additional difficulty when trying to accomplish its regional goals. To address the issues confronting the United States vis-a-vis Latin America (i.e., drugs, the environment, trade, labor and human rights), Washington must restore its heavily damaged image and regain its place as the region's trendsetter and leader. Resolving America's "Cuba problem" is a low-cost/high-reward strategy that would inject new energy and credibility into America's image.

Unit 1 Reading Assessment (Cont.)

Evaluate the author's argument. Be sure to answer the following questions in your evaluation. (Be sure to use your own words and quotation marks on quotes)

(1) What is the author's claim?

(2) What evidence does he or she use to support it? What type of warrants are these?

(3) How does the author explain how his or her warrants (evidence) supports his or her claim?

(4) Do you think the author sufficiently defends his or her argument? Why or why not?

(5) What are the most persuasive warrants? Why are these warrants so persuasive?

(6) What are the least persuasive warrants? What could they do to improve these warrants?

Unit 1 Reading Assessment Answer Key

(1) What is the author's claim?

The United States should revise its policy towards Cuba because it would improve their U.S. relationship with Latin America.

(2) What evidence does he or she use to support it? What type of warrants are these?

"Latin America's importance to the United States is growing by the day."

"Washington must find a way to cooperate with its neighbors, who generally view U.S. policy toward Cuba as the most glaring symbol of its historic inability to constructively engage the region."

"Washington must find a way to cooperate with its neighbors"

"Although the chances of a post-Castro Cuba becoming a failed state are slim, the threat is nevertheless real."

Expert source

(3) How does the author explain how his or her warrants (evidence) supports his or her claim?

"Addressing it would also involve correspondingly less effort than those issues, but could potentially lead to a disproportionately high return by making regional cooperation more likely."

"Resolving America's 'Cuba problem' is a low-cost/high-reward strategy that would inject new energy and credibility into America's image."

(4) Do you think the author sufficiently defends his or her argument? Why or why not?

Answers may vary.

(5) What are the most persuasive warrants? Why are these warrants so persuasive?

Answers may vary.

(6) What are the least persuasive warrants? What could they do to improve these warrants?

Answers may vary.



Unit 1 Writing Assessment

Construct a strong argument, in a paragraph, on a topic of your choice. See the attached rubric for how you'll be graded. Use a variety of different types of persuasive warrants and be sure to tie them directly to your claim.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Unit 1 Writing Assessment (Cont.)

Rubric for Writing Assessment for Skills 1 & 2				
	<i>Exemplary Performance</i>	<i>Meeting Expectations</i>	<i>Needs Attention</i>	<i>Critical Area for Improvement</i>
<i>Claim (W.9-10.1a)</i>	The writer introduces precise, <i>compelling</i> claim appropriate to assignment	The writer introduces <i>credible</i> claim appropriate to assignment	The writer introduces <i>weak</i> claim that may not be appropriate to assignment	The writer introduces <i>no</i> clear claim.
<i>Warrants (W.9-10.1b)</i>	The writer strongly develops his or her claim by supplying <i>ample, varied</i> warrants.	The writer develops his or her claim by supplying <i>sufficient</i> warrants supporting it.	The writer attempts to develop his or her claim by supplying <i>unclear</i> warrants.	The writer does not attempt to develop his or her claim by supplying <i>no</i> warrants.
<i>Organization (W.9-10.1a)</i>	The writer creates <i>purposeful logical</i> organization that establishes clear relationships among claim, reasoning, and evidence.	The writer creates <i>sufficient logical</i> organization that establishes clear relationships among claim, reasoning, and evidence.	The writer creates <i>inconsistent logical</i> organization that attempts to establish clear relationships among claim, reasoning, and evidence.	The writer creates <i>little to no logical</i> organization that attempts to establish clear relationships among claim, reasoning, and evidence.
<i>Clarity (W.9-10.4)</i>	The writer has <i>illuminating</i> focus on task, purpose, and audience.	The writer has <i>clear</i> focus on task, purpose, and audience.	The writer has <i>some</i> focus on task, purpose, or audience.	The writer has <i>no discernible</i> focus on task, purpose, or audience.

Adapted from BPS Argumentative Writing Rubric Grades 9-10 as adopted Spring 2013

Unit 2: Using Text As Evidence (EBA Skill 3)

Unit Length: 4 weeks

This unit aims for students to master skill three in the EBA skills progression

Skill Three

Students are able to identify portions of a text that support both their own arguments and those of the author. They are also able to explain how the evidence they identify strengthens those arguments.

There are many ways to strengthen a basic argument, but using textual evidence is probably one of the most common and effective methods. From literature papers to lab reports, identifying supporting arguments in others' works and explaining why they back up a point you are trying to make is a fundamental academic skill. The emphasis that the Common Core State Standards place on this skill underscores its importance for college and career success. Using textual evidence effectively requires students to first identify the portion of the text that they believe acts as a warrant for the claim they are defending. Unfortunately, many students stop here, content that the connection between the quotation and the claim it supports is self-evident. In the vast majority of cases, effective use of textual evidence requires students to take an additional step and explain why the quotation supports the claim they are defending. The activities in this manual ensure that students accomplish all of these steps.

Students Will Be Able To:	Suggested EBA Activities:
Skill 3: <ol style="list-style-type: none"> Identify an author's main claim Identify evidence in a text that support the author's arguments Introduce their own precise arguments Identify portions of a text that support their own arguments Explain how the textual evidence they identify strengthens their arguments 	<ul style="list-style-type: none"> Four corners Soapbox Identifying Evidence in a Text Evidence Scavenger Hunt Claim Warrant Game Table Debates Round-Robin Debates Mini-Paragraph Writing Essay Pre-Writing Full Debate
BPS Theatre Standards Addressed:	
<ol style="list-style-type: none"> Teachers and students will create a safe environment in which all may participate in the creative process. Acting: The discipline of Acting will develop the tools of the actor; Voice, Body and Imagination. Directing: The discipline of Directing will include the planning, organization of rehearsals, casting, creative development and constructive critiquing of improvised and scripted formal and non-formal performance. Scriptwriting: Scriptwriting will engage students in creating a written or recorded dramatic work. History/Literature/Multi-culturalism: Students will compare and connect the relationships among history, literature and culture through the dramatic form. 	



Unit 2 Assessments

Baseline assessment:

- Skill 3 Baseline assessment

Formative Assessments:

- Assessment for each element outlined in each skill

Summative Assessment:

- Skill 3 Post Assessment
- Speaking and Listening Unit Assessment (Soapbox with textual evidence recommended, see handout)
- Reading Unit Assessment (See handout)
- Writing Unit Assessment (Provide students with text(s), see handout)

Unit 2 Formative Assessment Examples

Skill 3-a: Identify an author's main claim → From an assigned text read in class, have students write the author's main claim on an index card.

Skill 3-b: Identify evidence in a text that support the author's arguments → From an assigned text, have students identify evidence in a text that supports the author's claim. (Activity 1: Identifying Evidence)

Skill 3-c: Introduce their own precise arguments → Have students create their own precise arguments.

Skill 3-d: Identify portions of a text that support their own arguments → Have students select textual evidence from an assigned reading(s) that supports their claim.

Skill 3-e: Explain how the textual evidence they identify strengthens their arguments → Have students select textual evidence from an assigned reading(s) and explain how it supports their claim. (Activity 8: Evidence Scavenger Hunt)



MA Literacy Framework 2011/Common Core Standards Addressed in Unit 2:

Writing:

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

[1-a. Introduce precise, knowledgeable claim(s), establish the significance of the claim...create an organization that logically sequences the claim(s), ... reasons, and evidence. 1-b. Develop claim(s) ... fairly and thoroughly, supplying the most relevant data and evidence.]

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Reading:

1. Read closely to determine what the text says explicitly and to make logical inferences from it;

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

10. Read and comprehend complex literary and informational texts independently and proficiently.

Speaking & Listening:

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Language:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Unit 2 Speaking and Listening Assessment

You will have time to prepare your speech before you give your “soapbox” speech for your speaking assessment. Your teacher might give you a topic or question to respond to in your speech. Be sure to review the rubric by which you will be assessed and will help assess other speakers.

Your speech should:

- Include a clear, precise claim appropriate to assignment
- Provides textual evidence, from properly cited sources, & reasoning explaining evidence
- Be clear and organized, focused on task and establishing relationships between claims and warrants

3) Claim

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4) Warrant

Source	Textual Evidence	Reasoning/Analysis – How does the text support the claim?



Unit 2 Speaking and Listening Assessment (Cont.)

Rubric for Speaking and Listening Assessment for Skill 3				
	<i>Exemplary Performance</i>	<i>Meeting Expectations</i>	<i>Needs Attention</i>	<i>Critical Area for Improvement</i>
<i>Claim (W.9-10.1a)</i>	The speaker introduces precise, <i>compelling</i> claim appropriate to assignment	The speaker introduces <i>credible</i> claim appropriate to assignment	The speaker introduces <i>weak</i> claim that may not be appropriate to assignment	The speaker introduces <i>no</i> clear claim.
<i>Warrant – Evidence (W.9-10.1b)</i>	The speaker strongly develops his or her claim by supplying <i>ample textual</i> evidence supporting it.	The speaker develops his or her claim by supplying <i>sufficient textual</i> evidence.	The speaker attempts to develop his or her claim by supplying <i>unclear textual</i> evidence.	The speaker does not attempt to develop his or her claim by supplying <i>no textual</i> evidence.
<i>Sources (W.9-10.8)</i>	The speaker uses <i>ample properly</i> cited sources.	The speaker uses <i>several properly</i> cited sources.	The speaker uses <i>some</i> sources, which may be <i>improperly</i> cited.	The speaker <i>plagiarizes</i> sources.
<i>Warrant – Reasoning (W.9-10.1)</i>	The speaker uses <i>valid, convincing</i> reasoning that explains how the evidence supports his or her claim.	The speaker uses <i>valid, sufficient</i> reasoning that explains how the evidence supports his or her claim.	The speaker uses <i>inconsistent</i> reasoning that attempts to explain how the evidence supports his or her claim.	The speaker uses <i>invalid</i> reasoning that fails to explain how the evidence supports his or her claim.
<i>Organization (W.9-10.1a)</i>	The speaker creates <i>purposeful logical</i> organization that establishes clear relationships among claim, reasoning, and evidence.	The speaker creates <i>sufficient logical</i> organization that establishes clear relationships among claim, reasoning, and evidence.	The speaker creates <i>inconsistent logical</i> organization that attempts to establish clear relationships.	The speaker creates <i>little to no logical</i> organization that attempts to establish clear relationships.
<i>Clarity (W.9-10.4)</i>	The speaker has <i>illuminating</i> focus on task, purpose, and audience.	The speaker has <i>clear</i> focus on task, purpose, and audience.	The speaker has <i>some</i> focus on task, purpose, or audience.	The speaker has <i>no discernible</i> focus on task, purpose, or audience.

Adapted from BPS Argumentative Writing Rubric Grades 9-10 as adopted Spring 2013



Unit 2 Reading Assessment

Read and mark/annotate the assigned text below:

Andrew Carnegie, "The Gospel of Wealth" (1889)

This, then, is held to be the duty of the man of wealth: first, to set an example of modest, unostentatious living, shunning display or extravagance;... and after doing so to consider all surplus revenues which come to him simply as trust funds, which he is... strictly bound as a matter of duty to administer in the manner which, in his judgment, is best calculated to produce the most beneficial results for the community the man of wealth thus becoming the mere agent and trustee for his poorer brethren, bringing to their service his superior wisdom, experience, and ability to administer, doing for them better than they would or could do for themselves....

Those who would administer wisely, must, indeed, be wise, for one of the serious obstacles to the improvement of our race is indiscriminate charity. It were better for mankind that the millions of the rich were thrown into the sea than so spent as to encourage the slothful, the drunken, the unworthy. Of every thousand dollars spent in so-called charity today, it is probable that \$950 is unwisely spent; so spent, indeed, as to produce the very evils which it proposes to mitigate or cure....

A well-known writer... admitted the other day that he had given a quarter of a dollar to a man who approached him.... He knew nothing of the habits of this beggar; knew not the use that would be made of this money, although he had every reason to suspect that it would be spent improperly.... The quarter-dollar given that night will probably [injure more than it will help].... [The donor] only gratified his own feelings, saved himself from annoyance and this was probably one of the most selfish and very worst actions of his life....

In bestowing charity, the main consideration should be to help those who will help themselves; to provide part of the means by which those who desire to improve may do so; to give those who desire to rise the aids by which they may rise; to assist.... Neither the individual nor the race is improved by almsgiving. Those worthy of assistance... seldom require assistance. The really valuable men of the race never do.... He is the only true reformer who is as careful and as anxious not to aid the unworthy as he is to aid the worthy... in almsgiving more injury is probably done by rewarding vice than by relieving virtue....

The best means of benefiting the community is to place within its reach the ladders upon which the aspiring can rise parks... by which men are helped in body and mind; works of art, certain to give pleasure and improve the public taste... in this manner returning their surplus wealth to the mass of their fellows in the form best calculated to do them lasting good....

The man who dies leaving behind him millions of available wealth, which was his to administer during life, will pass away "unwept, unhonored and unsung".... Of such of these the public verdict will then be: "The man who dies thus rich dies disgraced."

Such in my opinion is the true Gospel concerning Wealth, obedience to which is destined some day to solve the problem of the Rich and the Poor, and to bring "Peace on earth, among men good will."

Unit 2 Reading Assessment (Cont.)

Identify the main claim and at least 3 warrants from the text in the space below.

a) Main Claim:

b) 3 pieces of evidence from the text that serve as warrants:

Text Based Warrant 1	
Text Based Warrant 2	
Text Based Warrant 3	
Text Based Warrant 4	

Unit 2 Reading Assessment Answer Key

Identify the main claim and at least 3 warrants from the text in the space below.

a) Main Claim:

Rich people should give money away in a way that will provide the most good for society.

b) 3 pieces of evidence from the text that serve as warrants:

Text Based Warrant 1	"Of every thousand dollars spent in so-called charity today, it is probable that \$950 is unwisely spent; so spent, indeed, as to produce the very evils which it proposes to mitigate or cure...."
Text Based Warrant 2	"A well-known writer... admitted the other day that he had given a quarter of a dollar to a man who approached him.... although he had every reason to suspect that it would be spent improperly.... The quarter-dollar given that night will probably [injure more than it will help].... [The donor] only gratified his own feelings, saved himself from annoyance and this was probably one of the most selfish and very worst actions of his life...."
Text Based Warrant 3	"In bestowing charity, the main consideration should be to help those who will help themselves; to provide part of the means by which those who desire to improve may do so"
Text Based Warrant 4	"The man who dies thus rich dies disgraced."



BOSTON DEBATE LEAGUE

Transforming School Culture Through Debate

Unit 2 Writing Assessment

Find textual evidence using assigned text(s) & explain how it SUPPORTS OR DISPROVES your claim.

Claim: _____

Relation to CLAIM (circle)	Warrant	
	Evidence - "QUOTE" cited with page/line number	Analysis - <u>How</u> does the quote support or disprove the claim?
SUPPORT DISPROVE		
SUPPORT DISPROVE		
SUPPORT DISPROVE		
SUPPORT DISPROVE		



Construct a strong, precise argument in a paragraph using at least 2 pieces of textual evidence. See the rubric to see how it will be graded. You may use your textual evidence you already found in the chart above. Be sure to write in a clear, organized manner.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

Unit 2 Writing Assessment (Cont.)

Rubric for Writing Assessment for Skill 3				
	<i>Exemplary Performance</i>	<i>Meeting Expectations</i>	<i>Needs Attention</i>	<i>Critical Area for Improvement</i>
<i>Claim (W.9-10.1a)</i>	The writer introduces precise, <i>compelling</i> claim appropriate to assignment	The writer introduces <i>credible</i> claim appropriate to assignment	The writer introduces <i>weak</i> claim that may not be appropriate to assignment	The writer introduces <i>no</i> clear claim.
<i>Warrant – Evidence (W.9-10.1b)</i>	The writer strongly develops his or her claim by supplying <i>ample textual</i> evidence supporting it.	The writer develops his or her claim by supplying <i>sufficient textual</i> evidence.	The writer attempts to develop his or her claim by supplying <i>unclear textual</i> evidence.	The writer does not attempt to develop his or her claim by supplying <i>no textual</i> evidence.
<i>Sources (W.9-10.8)</i>	The writer uses <i>ample properly</i> cited sources.	The writer uses <i>several properly</i> cited sources.	The writer uses <i>some</i> sources, which may be <i>improperly</i> cited.	The writer <i>plagiarizes</i> sources.
<i>Warrant – Reasoning (W.9-10.1)</i>	The writer uses <i>valid, convincing</i> reasoning that explains how the evidence supports his or her claim.	The writer uses <i>valid, sufficient</i> reasoning that explains how the evidence supports his or her claim.	The writer uses <i>inconsistent</i> reasoning that attempts to explain how the evidence supports his or her claim.	The writer uses <i>invalid</i> reasoning that fails to explain how the evidence supports his or her claim.
<i>Organization (W.9-10.1a)</i>	The writer creates <i>purposeful logical</i> organization that establishes clear relationships among claim, reasoning, and evidence.	The writer creates <i>sufficient logical</i> organization that establishes clear relationships among claim, reasoning, and evidence.	The writer creates <i>inconsistent logical</i> organization that attempts to establish clear relationships.	The writer creates <i>little to no logical</i> organization that attempts to establish clear relationships.
<i>Clarity (W.9-10.4)</i>	The writer has <i>illuminating</i> focus on task, purpose, and audience.	The writer has <i>clear</i> focus on task, purpose, and audience.	The writer has <i>some</i> focus on task, purpose, or audience.	The writer has <i>no discernible</i> focus on task, purpose, or audience.

Adapted from BPS Argumentative Writing Rubric Grades 9-10 as adopted Spring 2013



Unit 3: Responding to Counterarguments (EBA Skill 4)

Unit Length: 4 weeks

This unit aims for students to master skill four in the EBA skills progression

Skill Four

Students are able to anticipate and respond to arguments intended to weaken their own claims.

This represents a higher level of argumentation—beyond simply constructing an argument, students must practice defending it against challenges. On the surface, this is fairly straightforward. An argument with an easily dismissed warrant is hardly very strong, and students who choose strong warrants will likely be able to explain why those warrants are strong in the first place. Practicing these defenses, however, is essential for helping students learn to tackle the objections to their arguments head-on instead of skirting the issues and merely re-stating their original claim and supporting warrants. Moreover, as students become more able to refute challenges, they will also begin to anticipate objections to their arguments and hence construct them in order to avoid these challenges.

Like learning to choose the strongest warrant, learning to respond to counterarguments is a difficult but important task. Students typically have no problem staking out a position, but understanding why others would disagree is much harder. Being able to appreciate and respond to opposing arguments strengthens the student's original case or exposes a fatal flaw that could lead him to change his mind. Strong college papers discuss and refute potential counterarguments, and success in the real world requires the ability to anticipate likely objections to avoid being blindsided. Again, this skill will continue developing throughout students' academic careers, but early exposure will give students plenty of time to practice.



Unit Three Overview

Students Will Be Able To:	Suggested EBA Activities:
Skill 4: <ul style="list-style-type: none">f) Define a counterargument and ways to respond to counterargument (DR. MO)g) Identify claim, counterarguments and responses in a text.h) Anticipate arguments intended to weaken their own claims.i) Respond to arguments intended to weaken their own claims.	<ul style="list-style-type: none">• Four corners• Soapbox• Counterargument Class Challenge• Evidence Scavenger Hunt with DR. MO• Counterargument Table Debates• Round-Robin Debates• Mini-Paragraph Writing• Essay Pre-Writing• Full Debate
BPS Theatre Standards Addressed:	
<ol style="list-style-type: none">1. Teachers and students will create a safe environment in which all may participate in the creative process.2. Acting: The discipline of Acting will develop the tools of the actor; Voice, Body and Imagination.3. Directing: The discipline of Directing will include the planning, organization of rehearsals, casting, creative development and constructive critiquing of improvised and scripted formal and non-formal performance.4. Scriptwriting: Scriptwriting will engage students in creating a written or recorded dramatic work.5. History/Literature/Multi-culturalism: Students will compare and connect the relationships among history, literature and culture through the dramatic form.	



Unit 3 Assessments

Baseline assessments:

- Skill 4 Baseline assessment

Formative Assessments:

- Assessment for each element outlined in each skill

Summative Assessments:

- Skill 4 Post Assessment
- Speaking and Listening Unit Assessment (Round-Robin Debate recommended, see handouts)
- Reading Unit Assessment (see handout)
- Writing Unit Assessment (Provide students with text(s), see handout)

Unit 3 Formative Assessment Examples

Skill 4-a: Define a counterargument and ways to respond to counterargument (DR. MO) → Have students define counter-argument and ways to respond in their own words and give an example.

Skill 4-b: Identify claim, counterarguments and responses in a text. → Using an assigned text, have students identify the author's claim, a counter-argument and response presented in the text, and how the author responds to the counter-argument.

Skill 4-c: Anticipate counterarguments intended to weaken their own claims → With their own argument, have students identify possible counterarguments to that argument.

Skill 4-d: Respond to arguments intended to weaken their own claims → When presented with a counterargument to a claim, have students respond to the counter-argument appropriately.



MA Literacy Framework 2011/Common Core Standards Addressed:

Writing:

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

[1-a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

1-b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline- appropriate form and in a manner that anticipates the audience's knowledge level and concerns.]

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Reading:

1. Read closely to determine what the text says explicitly and to make logical inferences from it;

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

10. Read and comprehend complex literary and informational texts independently and proficiently.

Speaking & Listening:

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Language:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



Unit 3 Speaking and Listening Assessment

You will participate in a round robin debate, both arguing for and against a claim. Your participation will be assessed on the rubric below, so be sure to review it before you begin.

Rubric for Speaking and Listening Assessment for Skill 4				
	<i>Exemplary Performance</i>	<i>Meeting Expectations</i>	<i>Needs Attention</i>	<i>Critical Area for Improvement</i>
<i>Claim (W.9-10.1a)</i>	The speaker introduces precise, <i>compelling</i> claim appropriate to assignment and distinguishes it from <i>opposing</i> claims.	The speaker introduces <i>credible</i> claim appropriate to assignment and distinguishes it from <i>opposing</i> claims.	The speaker introduces <i>weak</i> claim that may not be appropriate to assignment and may distinguish it from <i>opposing</i> claims.	The speaker introduces <i>no</i> clear claim and/or does not distinguish it from <i>opposing</i> claims.
<i>Warrant – Evidence (W.9-10.1b)</i>	The speaker strongly develops his or her claim and <i>opposing</i> claims by supplying <i>ample textual</i> evidence.	The speaker develops his or her claim and <i>opposing</i> claims by supplying <i>sufficient textual</i> evidence.	The speaker attempts to develop his or her claim and <i>opposing</i> claims by supplying <i>unclear textual</i> evidence.	The speaker does not attempt to develop his or her claim and <i>opposing</i> claims by supplying <i>no textual</i> evidence.
<i>Sources (W.9-10.8)</i>	The speaker uses <i>ample properly</i> cited sources.	The speaker uses <i>several properly</i> cited sources.	The speaker uses <i>some</i> sources, may be <i>improperly</i> cited.	The speaker <i>plagiarizes</i> sources.
<i>Warrant – Reasoning (W.9-10.1)</i>	The speaker uses <i>valid, convincing</i> reasoning that explains how the evidence supports his or her claim and <i>opposing</i> claims.	The speaker uses <i>valid, sufficient</i> reasoning that explains how the evidence supports his or her claim and <i>opposing</i> claims.	The speaker uses <i>inconsistent</i> reasoning that attempts to explain how the evidence supports his or her claim and <i>opposing</i> claims.	The speaker uses <i>invalid</i> reasoning that fails to explain how the evidence supports his or her claim and <i>opposing</i> claims.
<i>Organization (W.9-10.1a)</i>	The speaker creates <i>purposeful logical</i> organization that establishes clear relationships among claim, counter-claims, reasoning, and evidence.	The speaker creates <i>sufficient logical</i> organization that establishes clear relationships among claim, counter-claims, reasoning, and evidence.	The speaker creates <i>inconsistent logical</i> organization that attempts to establish clear relationships among claim, counter-claims, reasoning, and evidence.	The speaker creates <i>little to no logical</i> organization that attempts to establish clear relationships among claim, counter-claims, reasoning, and evidence.
<i>Clarity (W.9-10.4)</i>	The speaker has <i>illuminating</i> focus on task, purpose, and audience.	The speaker has <i>clear</i> focus on task, purpose, and audience.	The speaker has <i>some</i> focus on task, purpose, or audience.	The speaker has <i>no discernible</i> focus on task, purpose, or audience.

Adapted from BPS Argumentative Writing Rubric Grades 9-10 as adopted Spring 2013



Unit 3 Speaking and Listening Assessment (Cont.)

Round Robin Debate

	Claim A	Claim B
Round 1		
Round 2		
Round 3		



BOSTON DEBATE LEAGUE

Transforming School Culture Through Debate

Round Robin Debate 1

Student 1: Claim A

Student 2: Claim B

Student 3: Judge

	Round 1		Round 2	
	Warrants	Counterarguments and/or Responses	Warrants	Counterarguments and/or Responses
Claim A:				
Claim B:				

Judge Tally			
	1 Point for Evidence-Based Warrants	2 Points for Responding to Arguments Using Evidence	Comments
Student A			
Student B			
Total Points			



BOSTON DEBATE LEAGUE

Transforming School Culture Through Debate

Round Robin Debate 2

Student 1: Judge

Student 2: Claim A

Student 3: Claim B

	Round 1		Round 2	
	Warrants	Counterarguments and/or Responses	Warrants	Counterarguments and/or Responses
Claim A:				
Claim B:				

Judge Tally			
	1 Point for Evidence-Based Warrants	2 Points for Responding to Arguments Using Evidence	Comments
Student A			
Student B			
Total Points			



BOSTON DEBATE LEAGUE

Transforming School Culture Through Debate

Round Robin Debate 3

Student 1: Claim B

Student 2: Judge

Student 3: Claim A

	Round 1		Round 2	
	Warrants	Counterarguments and/or Responses	Warrants	Counterarguments and/or Responses
Claim A:				
Claim B:				

Judge Tally			
	1 Point for Evidence-Based Warrants	2 Points for Responding to Arguments Using Evidence	Comments
Student A			
Student B			
Total Points			



Unit 3 Reading Assessment

1. Define a counterargument
2. List and define the 4 ways to respond to a counterargument

Read and mark/annotate the text below. Answer the questions that follow.

“Nothing has been more remarkable in the recent history of the Negro than Washington’s rise to influence as a leader, and the spread of his ideals of education and progress... The central idea of his doctrine, indeed, is work. He teaches that if the Negro wins by real worth a strong economic position in the country, other rights and privileges will come to him naturally. He should get his rights, not by the right of the white man, but by earning them himself.

“Wherever I found a prosperous Negro enterprise, a thriving business place, a good home, there I was almost sure to find Booker T. Washington’s picture over the fireplace or a little framed motto expressing his gospel of work and service... Many highly educated Negroes, especially in the North, dislike him and oppose him, but he has brought new hope and given new courage to the masses of his race. He has given them a working plan of life. And is there a higher test of usefulness? Measured by any standard, white or black, Washington must be regarded to-day as one of the great men of this country and in the future he will be so honored.”

- editorial by Ray Stannard Baker in *American Magazine*, 1908

3. Identify the author’s claim from above reading
4. Identify the counterargument presented above
5. Identify how the author responds to the counterargument

Unit 3 Reading Assessment Answer Key

1. Define a counterargument

an argument or set of reasons put forward to oppose an idea or theory developed in another argument.

2. List and define the 4 ways to respond to a counterargument

Deny – to refuse to acknowledge counterargument

Reverse – turn counterargument towards your own argument

Minimize – reduce counterargument to the smallest possible amount or degree

Outweigh – show how your argument is heavier than counterargument

Read and mark/annotate the text below. Answer the questions that follow.

“Nothing has been more remarkable in the recent history of the Negro than Washington’s rise to influence as a leader, and the spread of his ideals of education and progress... The central idea of his doctrine, indeed, is work. He teaches that if the Negro wins by real worth a strong economic position in the country, other rights and privileges will come to him naturally. He should get his rights, not by the right of the white man, but by earning them himself.

“Wherever I found a prosperous Negro enterprise, a thriving business place, a good home, there I was almost sure to find Booker T. Washington’s picture over the fireplace or a little framed motto expressing his gospel of work and service... Many highly educated Negroes, especially in the North, dislike him and oppose him, but he has brought new hope and given new courage to the masses of his race. He has given them a working plan of life. And is there a higher test of usefulness? Measured by any standard, white or black, Washington must be regarded to-day as one of the great men of this country and in the future he will be so honored.”

- editorial by Ray Stannard Baker in *American Magazine*, 1908

3. Identify the author’s claim from above reading

Booker T. Washington’s philosophy has helped black people a lot.

4. Identify the counterargument presented above

“Many highly educated Negroes, especially in the North, dislike him and oppose him.”

5. Identify how the author responds to the counterargument

“But he has brought new hope and given new courage to the masses of his race. He has given them a working plan of life. And is there a higher test of usefulness?”



Unit 3 Writing Assessment

Construct a strong, precise argument of at least 1 paragraph. Include at least one counter-argument that may be presented to weaken your claim & a response to each counter-argument presented. Use text based evidence from the assigned text(s). See the attached rubric on how your work will be graded.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

Unit 3 Writing Assessment (Cont.)

Rubric for Writing Assessment for Skill 4				
	<i>Exemplary Performance</i>	<i>Meeting Expectations</i>	<i>Needs Attention</i>	<i>Critical Area for Improvement</i>
<i>Claim (W.9-10.1a)</i>	The writer introduces precise, <i>compelling</i> claim appropriate to assignment and distinguishes it from <i>opposing</i> claims.	The writer introduces <i>credible</i> claim appropriate to assignment and distinguishes it from <i>opposing</i> claims.	The writer introduces <i>weak</i> claim that may not be appropriate to assignment and may distinguish it from <i>opposing</i> claims.	The writer introduces <i>no</i> clear claim and/or does not distinguish it from <i>opposing</i> claims.
<i>Warrant – Evidence (W.9-10.1b)</i>	The writer strongly develops and responds to <i>opposing</i> claims by supplying <i>ample textual</i> evidence.	The writer develops and responds to <i>opposing</i> claims by supplying <i>sufficient textual</i> evidence.	The writer attempts to develop and respond to <i>opposing</i> claims by supplying <i>unclear textual</i> evidence.	The writer does not attempt to develop and respond <i>opposing</i> claims by supplying <i>no textual</i> evidence.
<i>Sources (W.9-10.8)</i>	The writer uses <i>ample properly</i> cited sources.	The writer uses <i>several properly</i> cited sources.	The writer uses <i>some</i> sources, may be <i>improperly</i> cited.	The writer <i>plagiarizes</i> sources.
<i>Warrant – Reasoning (W.9-10.1)</i>	The writer uses <i>valid, convincing</i> reasoning that explains how the evidence supports <i>opposing</i> claims and his or her <i>responses</i> to opposing claims.	The writer uses <i>valid, sufficient</i> reasoning that explains how the evidence supports <i>opposing</i> claims and his or her <i>responses</i> to opposing claims.	The writer uses <i>inconsistent</i> reasoning that attempts to explain how the evidence supports <i>opposing</i> claims and his or her <i>responses</i> to opposing claims.	The writer uses <i>invalid</i> reasoning that fails to explain how the evidence supports <i>opposing</i> claims and his or her <i>responses</i> to opposing claims.
<i>Organization (W.9-10.1a)</i>	The writer creates <i>purposeful logical</i> organization that establishes clear relationships among claim, counter-claims, reasoning, and evidence.	The writer creates <i>sufficient logical</i> organization that establishes clear relationships among claim, counter-claims, reasoning, and evidence.	The writer creates <i>inconsistent logical</i> organization that attempts to establish clear relationships among claim, counter-claims, reasoning, and evidence.	The writer creates <i>little to no logical</i> organization that attempts to establish clear relationships among claim, counter-claims, reasoning, and evidence.
<i>Clarity (W.9-10.4)</i>	The writer has <i>illuminating</i> focus on task, purpose, and audience.	The writer has <i>clear</i> focus on task, purpose, and audience.	The writer has <i>some</i> focus on task, purpose, or audience.	The writer has <i>no discernible</i> focus on task, purpose, or audience.

Adapted from BPS Argumentative Writing Rubric Grades 9-10 as adopted Spring 2013



Unit 4: Structuring a Complex Argument (EBA Skill 5)

Unit Length: 3 weeks

This unit aims for students to master skill five in the EBA skills progression

Skill Five

Students are able to ensure that a variety of warrants work together clearly and effectively to support an overarching claim.

Structuring a complex argument is the pinnacle of Evidence-Based Argumentation. Here students weave together all of the previous skills, making multiple strong arguments with supporting textual evidence surrounding a central theme. These arguments flow from one to another, uniting to make a persuasive case about a complex issue. What has just been described is an essay, of course, but students are often more comfortable verbalizing thoughts than writing them. Evidence-Based Argumentation helps students realize their overall argument is stronger when it is well organized, improving their writing skills even when they are not actually writing.

Students Will Be Able To:	Suggested EBA Activities:
Skill 5: <ul style="list-style-type: none">j) Write a clear, overarching claim/thesis statementk) Write 3 supporting arguments/warrants supporting the overarching claiml) Use textual evidence to support each supporting argument/warrantm) Explain how the textual evidence supports each supporting argument/warrantn) Predict and defend against at least one counterargument	<ul style="list-style-type: none">• Four corners• Structured Argument Soapbox• Evidence Scavenger Hunt with DR. MO• Counterargument Table Debates• Round-Robin Debates• Mini-Paragraph Writing• Essay Pre-Writing• Committee-Style Full Debate
BPS Theatre Standards Addressed:	
<ol style="list-style-type: none">1. Teachers and students will create a safe environment in which all may participate in the creative process.2. Acting: The discipline of Acting will develop the tools of the actor; Voice, Body and Imagination.3. Directing: The discipline of Directing will include the planning, organization of rehearsals, casting, creative development and constructive critiquing of improvised and scripted formal and non-formal performance.4. Scriptwriting: Scriptwriting will engage students in creating a written or recorded dramatic work.5. History/Literature/Multi-culturalism: Students will compare and connect the relationships among history, literature and culture through the dramatic form.	



Unit 4 Assessments

Baseline assessments:

- Skill 5 Baseline assessment

Formative Assessments:

- Assessment for each element outlined in each skill

Summative Assessments:

- Skill 5 Post Assessment
- Speaking and Listening Assessment (Full Debate on topic of your choosing)
- Skill 5 Reading and Writing Assessment (Full argumentative text based evidence essay on topic of your choosing)

Unit 4 Formative Assessment Examples

Skill 5-a: Write a clear, overarching claim/thesis → Have students write their claim/thesis for their full argumentative essay and get it approved by teacher. (Can be done on index card, google docs, etc.)

Skill 5-b: Write 3 supporting arguments/warrants supporting the overarching claim → Have students write their 3 supporting arguments/warrants for their full argumentative essay and incorporate them into their thesis. They also need to be approved by teacher.

Skill 5-c: Use textual evidence to support each supporting argument/warrant → Have students write at least 2 pieces of textual evidence to support each supporting argument/warrant. Teacher approve.

Skill 5-d: Explain how the textual evidence supports each supporting argument/warrant → Have students write analysis or reasoning for each pieces of textual evidence explaining how it supports claim.

Skill 5-e: Predict and defend against at least one counterargument → Have students write and respond to a possible counterargument to their claim.



MA Literacy Framework 2011/Common Core Standards Addressed in Unit 4:

Writing:

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

[1-a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence;

1-b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline- appropriate form and in a manner that anticipates the audience's knowledge level and concerns; 1-c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; 1-d. Establish and maintain a formal style and objective tone; 1-e. Provide a concluding statement or section that follows from or supports the argument presented.]

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Reading:

1. Read closely to determine what the text says explicitly and to make logical inferences from it;

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

10. Read and comprehend complex literary and informational texts independently and proficiently.

Speaking & Listening:

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Language:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



Rubric for Full Debate Speaking and Listening Assessment for Skill 5				
	<i>Exemplary Performance</i>	<i>Meeting Expectations</i>	<i>Needs Attention</i>	<i>Critical Area for Improvement</i>
<i>Claim (W.9-10.1a)</i>	The speaker introduces precise, <i>compelling</i> claim appropriate to assignment and distinguishes it from <i>opposing</i> claims.	The speaker introduces <i>credible</i> claim appropriate to assignment and distinguishes it from <i>opposing</i> claims.	The speaker introduces <i>weak</i> claim that may not be appropriate to assignment and may distinguish it from <i>opposing</i> claims.	The speaker introduces <i>no</i> clear claim and/or does not distinguish it from <i>opposing</i> claims.
<i>Warrant – Evidence (W.9-10.1b)</i>	The speaker strongly develops his or her claim and <i>opposing</i> claims by supplying <i>ample textual</i> evidence.	The speaker develops his or her claim and <i>opposing</i> claims by supplying <i>sufficient textual</i> evidence.	The speaker attempts to develop his or her claim and <i>opposing</i> claims by supplying <i>unclear textual</i> evidence.	The speaker does not attempt to develop his or her claim and <i>opposing</i> claims by supplying <i>no textual</i> evidence.
<i>Sources (W.9-10.8)</i>	Speaker uses <i>ample properly</i> cited sources.	Speaker uses <i>several properly</i> cited sources.	Uses <i>some</i> sources, can be <i>improperly</i> cited.	Speaker <i>plagiarizes</i> sources.
<i>Warrant – Reasoning (W.9-10.1)</i>	The speaker uses <i>valid, convincing</i> reasoning that explains how the evidence supports his or her claim and <i>opposing</i> claims.	The speaker uses <i>valid, sufficient</i> reasoning that explains how the evidence supports his or her claim and <i>opposing</i> claims.	The speaker uses <i>inconsistent</i> reasoning that attempts to explain how the evidence.	The speaker uses <i>invalid</i> reasoning that fails to explain how the evidence supports his or her claim and <i>opposing</i> claims.
<i>Organization (W.9-10.1a)</i>	The speaker creates <i>purposeful logical</i> organization that establishes clear relationships among claim, counter-claims, reasoning, and evidence.	The speaker creates <i>sufficient logical</i> organization that establishes clear relationships among claim, counter-claims, reasoning, and evidence.	The speaker creates <i>inconsistent logical</i> organization that attempts to establish clear relationships among claim, counter-claims, reasoning, and evidence.	The speaker creates <i>little to no logical</i> organization that attempts to establish clear relationships among claim, counter-claims, reasoning, and evidence.
<i>Transitions (W.9-10.1c)</i>	The speaker uses <i>outstanding</i> transitions to link the major sections of the text, create cohesion, and clarify the relationships.	The speaker uses <i>sufficient</i> transitions to link the major sections of the text, create cohesion, and clarify the relationships.	The speaker uses <i>occasional</i> transitions to link the major sections of the text, create cohesion, and clarify the relationships.	The speaker uses <i>little to no</i> transitions to link the major sections of the text, create cohesion, and clarify the relationships.
<i>Clarity (W.9-10.4)</i>	Has <i>illuminating</i> focus on task, purpose, and audience.	Has <i>clear</i> focus on task, purpose, and audience.	Has <i>some</i> focus on task, purpose, or audience.	Has <i>no discernible</i> focus on task, purpose, or audience.
<i>Tone (W.9-10.1d)</i>	The speaker maintains a <i>consistent</i> formal style, academic vocabulary, and conventions.	The speaker maintains a <i>sufficient</i> formal style, academic vocabulary, and conventions.	The speaker has <i>inconsistent</i> formal style, vocabulary, and conventions.	The speaker <i>lacks</i> formal style, academic vocabulary, and conventions.

Adapted from BPS Argumentative Writing Rubric Grades 9-10 as adopted Spring 2013



Rubric for Reading & Writing Assessment for Skill 5				
	<i>Exemplary Performance</i>	<i>Meeting Expectations</i>	<i>Needs Attention</i>	<i>Critical Area for Improvement</i>
<i>Claim (W.9-10.1a)</i>	The writer introduces precise, <i>compelling</i> claim appropriate to assignment and distinguishes it from <i>opposing</i> claims.	The writer introduces <i>credible</i> claim appropriate to assignment and distinguishes it from <i>opposing</i> claims.	The writer introduces <i>weak</i> claim that may not be appropriate to assignment and may distinguish it from <i>opposing</i> claims.	The writer introduces <i>no</i> clear claim and/or does not distinguish it from <i>opposing</i> claims.
<i>Warrant – Evidence (W.9-10.1b)</i>	The writer strongly develops his or her claim and <i>opposing</i> claims by supplying <i>ample textual</i> evidence.	The writer develops his or her claim and <i>opposing</i> claims by supplying <i>sufficient textual</i> evidence.	The writer attempts to develop his or her claim and <i>opposing</i> claims by supplying <i>unclear textual</i> evidence.	The writer does not attempt to develop his or her claim and <i>opposing</i> claims by supplying <i>no textual</i> evidence.
<i>Sources (W.9-10.8)</i>	The writer uses <i>ample properly</i> cited sources.	The writer uses <i>several properly</i> cited sources.	Uses <i>some</i> sources, can be <i>improperly</i> cited.	The writer <i>plagiarizes</i> sources.
<i>Warrant – Reasoning (W.9-10.1)</i>	The writer uses <i>valid, convincing</i> reasoning that explains how the evidence supports his or her claim and <i>opposing</i> claims.	The writer uses <i>valid, sufficient</i> reasoning that explains how the evidence supports his or her claim and <i>opposing</i> claims.	The writer uses <i>inconsistent</i> reasoning that attempts to explain how the evidence.	The writer uses <i>invalid</i> reasoning that fails to explain how the evidence supports his or her claim and <i>opposing</i> claims.
<i>Organization (W.9-10.1a)</i>	The writer creates <i>purposeful logical</i> organization that establishes clear relationships among claim, counter-claims, reasoning, and evidence.	The writer creates <i>sufficient logical</i> organization that establishes clear relationships among claim, counter-claims, reasoning, and evidence.	The writer creates <i>inconsistent logical</i> organization that attempts to establish clear relationships among claim, counter-claims, reasoning, and evidence.	The writer creates <i>little to no logical</i> organization that attempts to establish clear relationships among claim, counter-claims, reasoning, and evidence.
<i>Transitions (W.9-10.1c)</i>	The writer uses <i>outstanding</i> transitions to link the major sections of the text, create cohesion, and clarify the relationships.	The writer uses <i>sufficient</i> transitions to link the major sections of the text, create cohesion, and clarify the relationships.	The writer uses <i>occasional</i> transitions to link the major sections of the text, create cohesion, and clarify the relationships.	The writer uses <i>little to no</i> transitions to link the major sections of the text, create cohesion, and clarify the relationships.
<i>Clarity (W.9-10.4)</i>	The writer has <i>illuminating</i> focus on task, purpose, and audience.	The writer has <i>clear</i> focus on task, purpose, and audience.	The writer has <i>some</i> focus on task, purpose, or audience.	The writer has <i>no discernible</i> focus on task, purpose, or audience.
<i>Tone (W.9-10.1d)</i>	The writer maintains a <i>consistent</i> formal style, academic vocabulary, and conventions.	The writer maintains a <i>sufficient</i> formal style, academic vocabulary, and conventions.	The writer has <i>inconsistent</i> formal style, vocabulary, and conventions.	The writer <i>lacks</i> formal style, academic vocabulary, and conventions.

Adapted from BPS Argumentative Writing Rubric Grades 9-10 as adopted Spring 2013

Debate Unit 1: Introduction to Debate Unit Outline

This unit focuses on preparing students for their first debate. Students will be introduced to the basics: the topic, the structure of a debate round, and standard kinds of arguments they may use during their first debate tournament. By the end of this unit, students will feel prepared and confident.

EBA Skills	EBA Skill 1 – Making a Basic Argument & Skill 2 - Making a Strong Argument
CCR Standards	Writing 1; Reading 1,2,8,10; Speaking & Listening 1; Language 1 & 2
Skill Objectives	<ul style="list-style-type: none"> • Identify & define the necessary components of a basic argument. (Skill 1-a) • Construct a basic argument & justify why argument is significant. (Skill 1-b) • Identify the claim of a text and evidence used to support it. (Skill 1-c) • Evaluate the strength of the author's reasoning in a text. (Skill 1-e) • Identify the necessary components of a strong argument. (Skill 2-a) • Identify the strongest warrant and justify why it is the strongest (Skill 2-d) • Construct a strong argument (Skill 2-e)
Content Objective	<ul style="list-style-type: none"> • Develop and deepen knowledge of the national debate topic. • Introduce the structure of a debate round. • Build on argumentation skills learned in the EBA course. • Build up debaters' prior knowledge so that they can access the first novice case. • Introduce the affirmative case file. • Introduce the negative case file. • Introduce the five "stock issues" of the affirmative case. • Introduce pre-flow generic arguments. • Introducing the Flow. • Introduce various speaking styles in debate. • Practice, practice, practice!
Community Building Objectives (based on BPS Theatre Arts Standard #1)	<ul style="list-style-type: none"> • Build relationships by getting to know one another. • Establish and build a safe environment with one another that will allow them to take creative risks. • Demonstrate abilities in problem solving and critical thinking as an ensemble in a cooperative and respectful manner. • Develop group confidence, sense of "team," and group self esteem. • Actively demonstrate participation as a respectful audience member. • Learn to ask constructive questions of fellow debaters about their creative work, i.e., "Why did you...?"
EBA Activities	Four corners, Soapbox, Evidence Scavenger Hunt, Table Debates, Round-Robin Debates, Choosing the best warrant mini-debates, Multiple Perspective debate



Debate Unit 2: Getting Ready for Tournament Two

Unit Outline

This unit focuses on preparing students for their second debate tournament. We will build on Unit 1, this time focusing more on understanding the affirmative and negative case files, using the case text as evidence to support claims. Students will also learn how to strategically respond to counterarguments, using EBA-style debate activities.

EBA Skills	EBA Skill 3 – Using Text as Evidence to Support an Argument & Skill 4- Responding to Counterarguments
CCR Standards	Writing 1,8,9; Reading 1,2,8,10; Speaking & Listening 1,2,3; Language 1 & 2
Skill Objectives	<ul style="list-style-type: none">• Identify the author's main claim. (Skill 3-a)• Explain how the textual evidence they identify strengthens the author's main claim. (Skill 3-b)• Identify portions of the text that support your own argument. (Skill 3-c)• Explain how the textual evidence identified strengthens your argument (Skill 3-d)• Define a counterargument (Skill 4-a)• Identify counterarguments in text. (Skill 4-b)• Anticipate arguments intended to weaken their own claims.(Skill 4-c)• Respond to arguments intended to weaken their own claims. (Skill 4-d).
Content Objective	<ul style="list-style-type: none">• Continue to develop and deepen knowledge of the national debate topic.• Analyze the affirmative case, including stock issues.• Develop strategy for answering the affirmative case.• Practice cross-examination and rebuttals.• Continue to develop the Flow.• Introduce Case Attacks.• Introduce Disadvantages.
Community Building Objectives	<ul style="list-style-type: none">• Demonstrate abilities in problem solving and critical thinking .• Develop group confidence, sense of "team," and group self esteem.• Actively demonstrate participation as a respectful audience member.• Learn to ask constructive questions of fellow debaters about their creative work, i.e., "Why did you...?"
EBA Activities	<ul style="list-style-type: none">• Table Debates• Round-Robin Debates• Evidence Scavenger Hunt• Choosing the best warrant mini-debates• Multiple Perspective debate• Four Corners• Defeating/Defending the Argument



Debate Unit 3: Getting Ready for Tournament Three

Unit Outline

This last unit continues to focus on developing a deep understanding of the topic, while practicing all of the debate skills acquired during the first two tournaments. Students will practice structuring a complex argument, using text as evidence, cross-examination, flow, and rebuttals. We will introduce some of the topics and skills they will need for J.V.

EBA Skills	EBA Skill 5 – Structuring a Complex Argument
CCR Standards	Writing 1,4,8,9; Reading 1,2,8,10; Speaking & Listening 1,2,3; Language 1 & 2
Skill Objectives	<ul style="list-style-type: none">• Write a clear, overarching claim or thesis statement. (Skill 5-a).• Write 3 warrants supporting the overarching claim, each with some type of evidence. (Skill 5-b)• Use textual evidence to support at least one argument (Skill 5-d)• Explain how the textual evidence supports at least one warrant (Skill 5-e)• Predict and defend against at least one counterargument (Skill 5-f)
Content Objective	<ul style="list-style-type: none">• Continue to develop and deepen knowledge of the national debate topic• Continue to strategize for the affirmative case.• Develop strategy for answering the affirmative case.• Practice cross-examination questions and rebuttal speeches.• Continue to develop pre-flow and flow.• Build Case Attacks.• Practice Disadvantages.• Introduce Rural Development Aff case for Mexico.
Community Building Objectives	<ul style="list-style-type: none">• Demonstrate abilities in problem solving and critical thinking as an ensemble in a cooperative and respectful manner.• Develop group confidence, sense of "team," and group self esteem.• Actively demonstrate participation as a respectful audience member.• Learn to ask constructive questions of fellow debaters about their creative work, i.e., "Why did you...?"
EBA Activities	<ul style="list-style-type: none">• Table Debates• Round-Robin Debates• Evidence Scavenger Hunt• Choosing the best warrant mini-debates• Multiple Perspective debate• Four Corners• Defeating/Defending the Argument