



CCSS Model Lessons

Theme: Choice and Consequence

Lesson 1: Reading Literature and Writing Informative/Explanatory Text

Quick Write Reflection: *Write about a time when you made a choice that had long lasting consequences. Did the event touch others or only you? If you knew then what you now know, would you change your choice? Why or why not?*

- Read Gabriel Garcia Marquez, “The Handsomest Drowned Man in the World”
- Use book mark for active reading
- Use SOAPS to start discussion
- **Literary Analysis:**
 - Theme: Identify one theme or central idea in the story and explain how Marquez develops this theme during the course of the story. Use specific details from the text to support your assertion.
 - Theme: Identify two or more themes in the story and explain how Marquez develops these themes. How do the selected themes interact and build on one another? Use specific details from the text in your analysis.
 - Plot/story structure: How does Marquez structure his story? How does his choice of structure impact the reader? Use evidence from the text to support your assertion.
 - Plot/story structure: Analyze how Marquez chooses to structure his story. Look at the beginning, how the plot unfolds, and where he chooses to stop his story. How do these choices contribute to the overall structure and meaning? How do his choices impact the reader?
 - Character: Analyze how the villagers develop over the course of the story, paying particular attention to their attitudes towards the drowned man and towards each other. How does this advance the plot?
 - Creative Writing: Rewrite the story from the drowned man’s point of view.
- **Tichborne’s Elegy:**
 - Discuss meaning and background information—use SOAPS
 - Identify the poem’s theme using evidence from the poem to support your assertion. How does his theme compare with the theme of the story by Marquez?
 - Analyze Tichborne’s use of language. How does his choice of words impact the meaning and tone of the poem? Compare Tichborne’s use of language with the language used by Marquez. How do the authors’ language choices impact the reader?
 - Creative Writing: In the style of Tichborne’s elegy, write your own elegy showing the consequences of a decision you have made.



Lesson 2: Reading Informational Text, Speaking and Listening, and Writing Argument

- **The Study of Rhetoric**—*the art of using language to persuade; understanding logos, pathos and ethos.*
- In pairs, think of one example of each from current media/TV commercials
 - Example: Teachers could remind students of moments in history or literature that use appeals to logos, ethos, or pathos, and discuss how each one relates to winning the argument by using these kinds of strategies. For example, teachers could previously have taught Sojourner Truth’s speech “Ain’t I a Woman?” to examine how Truth uses logos, logical reasoning, to argue the following ideas:
 - You say women should not be allowed to vote.
 - Your reason is that women are weak and weak people should not vote.
 - I am a woman.
 - I am not weak.
 - Therefore, your reasoning is flawed and women should be allowed to vote.
- **Introduce Fallacies:** *A fallacy is an example of incorrect reasoning in an argument that leads to a false or mistaken conclusion.*
 - Pass out handout on Fallacies; read intro together and pair off students; have each pair complete the following:
 - Paraphrase the fallacy
 - Create one example of the fallacy
 - Point to three examples of the fallacy found in popular culture - on TV or news
 - Practice, if needed: Can do Examples of Fallacies—find the fallacy and identify the appeals or
- **Analyze Speeches: How Important is Physical Appeal?**
 - Should a speaker’s personal or physical appearance during a debate be an important factor in deciding who won?
 - Why do we give so much importance to physical appearance in our political candidates?
 - Let’s say you and a friend were both interested in a presidential debate. She saw the candidates’ debate in a television news broadcast; you heard the candidates’ debate on the radio. Would you and your friend necessarily agree who won?
 - What elements -- besides the candidates’ political views -- might make you disagree with your friend?
 - Who -- the person who saw the television broadcast versus the person who heard the radio broadcast -- has the more reliable understanding of the candidates’ qualities and arguments?



- **Read the debate, pausing to note the following:**
 - Who is “winning” at this point in the debate?
 - Why do you think so?
 - Label any and all appeals to pathos, to ethos, and to logos.
 - For each of these labels (and you should have a minimum of two for each), write down **why or in what way** this moment is an example of pathos, ethos, or logos.
 - Label any and all logical fallacies you find. You should find a minimum of two.
 - Is one candidate using more logical fallacies than the other? Which one uses more?
 - Is one candidate appealing more to pathos than to logos? Who is it?
 - Which candidate would you personally vote for? Why?

- **Show the debate. Answer the same questions from above.**

- **Discussion:**
 - What, specifically, about the winner’s appearance helped him win?
 - What, specifically, about the loser’s appearance helped him lose?
 - Whose body language was more comfortable? Whose less?
 - Who was more physically attractive by conventional standards?
 - Who appeared more confident? More nervous? What is your evidence?

- **Reflective Writing:**
 - How did this lesson affect your understanding of the ways in which media changes perception of a speaker?
 - Are we as Americans now more prone to vote for a possibly un- or underqualified candidate because she or he is more telegenic or attractive?
 - In what ways might this present a problem for the democracy in which we live?
 - These answers may be turned into a paper, shared with the class, or kept for personal reflection.

- **Creative Writing:**
 - How would the course of US history have changed if we had elected Nixon rather than Kennedy?
 - You are running for president in the 2012 elections. Write the introduction to your debate/speech. Use at least 2 different appeals in your speech and 2 fallacies.

- **Argumentative Writing:**
 - Write an argumentative essay comparing and contrasting the two candidates. Your essay should state which of the two candidates presents the most effective speech, using valid reasoning and relevant and sufficient evidence to support your claim. Be



sure to address and refute possible counter arguments and employ a variety of persuasive techniques.

Lesson 3 : What is an Argument?

An argument is defined as follows:

An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In English, students make claims about the worth or meaning of a literary works, defending their interpretation with evidence from the text, for example.

In short, arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior.

What is the difference between argument and persuasion?

An argumentative essay	A persuasive essay
<p>Makes claims based on factual evidence</p> <p>Makes counter-claims. The author takes opposing views into account.</p> <p>Neutralizes or “defeat” serious opposing ideas</p> <p>Convinces audience through the merit and reasonableness of the claims and proofs offered</p> <p>Often compares texts or ideas to establish a position</p> <p>Logic-based</p>	<p>May make claims based on opinion</p> <p>May not take opposing ideas into account</p> <p>Persuades by appealing to the audience’s emotion or by relying on the character or credentials of the writer – less on the merits of her or his reasons and evidence.</p> <p>Emotion-based</p>



Define important terms for argumentation below. Ask students to generate independent examples of all of the following and put them on the board for discussion and reflection.

Key Terms for Argumentation

- **Claim** – Your basic belief about a particular topic, issue, event, or idea
- **Counterclaim** – A solid and reasonable argument that opposes or disagrees with your claim
- **Rebuttal** – A written or verbal response to a counterclaim. The object of the rebuttal is to take into account the ideas presented in the counterclaim and explain why they aren't persuasive enough, valid enough, or important enough to outweigh your own claim.
- **Support** – Your specific facts or specific evidence used to support why your claim is true
- **Refute** – Argue against a position or prove it to be wrong
- **Qualify** – A “partly-agree” stance in which you agree (in part) with another person's argument or position but also disagree with part of it.

Practice: Choose one of the debate introductions and answer the following questions:

1. What is the speaker's claim? What does s/he want you to believe?
2. What reasons does s/he give for his claim?
3. What facts, quotations, evidence, or specific details does s/he give to support those reasons?
4. Is there a counterclaim? What is it?

Optional Activities:

- Listen to Winston Churchill's radio speech—Analyze argument (claim/counter claim, appeals and fallacies—using questions from pages 3-5.
- Read excerpts from Martin Luther King Jr. --*Letter from Birmingham Jail* (see attached handout)
 - Analyze syntax
 - Analyze argument