

**Unit:**

Argument Writing

**Author:**

Lynn Edler

**School:**

Campus Community School

**Grade/Course:**6<sup>th</sup> Grade ELA**Rationale:**

Argument writing is one of the basic tenets of writing and the basis for informed debate. Students should understand all the tenets and requirements, be familiar with the vocabulary, and control the message by addressing the needs of the audience and building a reasoned and logical case to support a claim.

This unit serves as an introduction to argument writing. It is intentionally designed to walk students through the process of building a strong argumentative essay. As time goes on, students will be expected to do this more independently and in less time.

**CONTENT****Essential Question:**

How does the development of strong arguments help one to become a critical thinker?

**Focus Questions:**

How does argument differ from opinion and persuasion?

What are the elements of argument?

How can the elements of argument be used to help develop a cogent argumentative essay?

**Content Summary:**

Argument writing differs from both opinion and persuasion in both form and function. Unlike opinion and persuasion, it is built solely using facts and evidence. Argumentative writing is built by making logical appeals which involves stating a claim, choosing strong evidence, building logical warrants, finding further backing, and developing rebuttals to answer counter-claims.

**Content Standards:****Writing:****W.6.1.**

Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

**W.6.4**

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

**W.6.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.6.6**

Use technology, including the Internet, to produce and publish writing as well as to interact and collaboration with others; demonstrating sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

**W.6.8**

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**W.6.9**

Draw evidence from literary or informational texts to support analysis.

**Speaking and Listening****SL.6.2**

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**Language****L.6.1**

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

**L.6.2**

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

**L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.6.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Reading: Informational Text****RI.6.8**

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

## INSTRUCTION

**Learning Progression:**

**Projected Length of Time:** Approximately 26 Class Periods – 90 minutes each (Each day of class will include the main lesson plus additional classroom routines like silent reading and journaling.)

Lesson	Lesson Focus Questions	Key Concepts / Vocabulary	Formative Assessment	Summative Assessment
<b>Lesson 1:</b> Which mascot? <b>Timeframe:</b> 1 class period	How do we determine best evidence?		T-Chart, quick argument essay used as pre-assessment	
<b>Lesson 2:</b> CSI Agents! <i>Slip or Trip</i> <b>Timeframe:</b> 2 class periods	How can students determine credible evidence?	Evidence, Warrants	Class discussion, Class generated T-chart, Pair/Share, Graphic Organizers: T-Charts	
<b>Lesson 3:</b> Elements of <b>Timeframe:</b> 1 class period	How does argument differ from opinion and persuasion? What are the elements of argument?	Argument Persuasion Opinion Claim Evidence Warrant Counter-Claim/Rebuttal Backing Qualification	Mind Map – Part 1, beginning Poem highlighting in journal	
<b>Lesson 4:</b> CSI Agents! <i>The Lunchroom Murder</i> <b>Timeframe:</b> 2 class periods	How can students organize best evidence and warrants to prepare for argument writing?	Claim Evidence Warrant  Set-up Conclusion	Evidence T-Chart Modeled CSEW Graphic Organizer Mind Map – Part 2 additions	
<b>Lesson 5:</b> Should Josh Become a You-Tube Star? <b>Timeframe:</b> 1 class period	Which argument is stronger?	Claim Evidence Counter-Claim Rebuttal	Class discussion Journal entry	
<b>Lesson 6:</b> <b>Part 1</b>	How do students find the best	Counter-Claim Citing Evidence	<i>What do you think?</i> Chart	<i>What do you think?</i> Chart

<p>Should we ban competitive eating?</p> <p><b>Timeframe:</b> 2 class periods</p> <p><b>Part 2</b> Do Sports Fans Go Too Far?</p> <p><b>Timeframe:</b> 2 class periods</p> <p><b>Assessment</b> Should Parents Help with Homework?</p> <p><b>Timeframe:</b> 1 class period</p>	<p>evidence for both sides of an issue? How do students take a stand while still acknowledging the counter claim?</p> <p>How do students use a graphic organizer to compose an argument?</p>		<p>CSEW Graphic Organizer Argument paragraph – Do Sports Go Too Far</p>	<p>CSEW Graphic Organizer</p> <p>Argument Essay: Should parents help with homework?</p> <p>Short answer, matching, on argument elements</p>
<p><b>Lesson 7, Performance Task:</b> Should Kids Play Football?</p> <p><b>Timeframe:</b> 15 class periods</p>	<p>How do students find the best evidence for both sides of an issue? How do students take a stand while still acknowledging the counter claim?</p> <p>How do students incorporate multiple sources, including video into an essay? What are the components of a 5-paragraph (multi-paragraph) essay?</p>	<p>Claim as Thesis Statement Topic Sentence Works Cited page Hook Clincher</p>	<p>CSEW Graphic Organizer – multiple paragraphs</p> <p>Writing checklist with revision and editing checklists</p> <p>Mind Map – Part 4 Additions</p>	<p>Argument Performance Task: Multi-paragraph argument essay</p> <p>Argument Mind Map</p>
<p><b>Unit Performance Task:</b> Multi-Paragraph essay that answers the prompt: Should children play football?</p>				

**Lesson 1:**

Which Mascot?

**Author:**

Lynn Edler

**Lesson Focus Questions:**

How do students find evidence and write clear warrants?

**Standards:**CCSS.ELA-Literacy.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.6.1.b

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text

**Learner Outcomes (KUD):**

Know	Understand	Do
Some evidence is better than others.	There are concrete reasons for best evidence.	Make an evidence t-chart with rules for evidence.

**Pre-Requisites:**

N/A

**Key Concepts/Vocabulary**

Evidence, Warrant

**Activating Strategy:**

View pictures of mascots. As the students view the mascots allow them to laugh and discuss their thoughts about whether or not they like this mascot. Ask them to give good reasons.

**Learner Activities:**

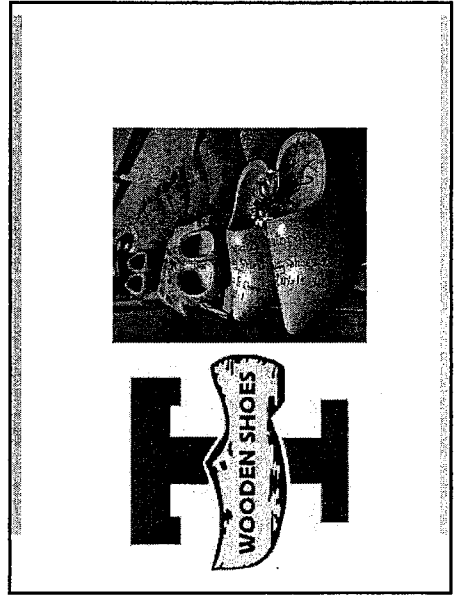
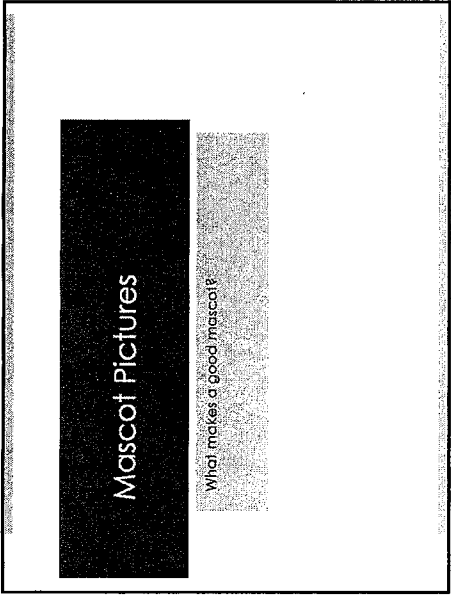
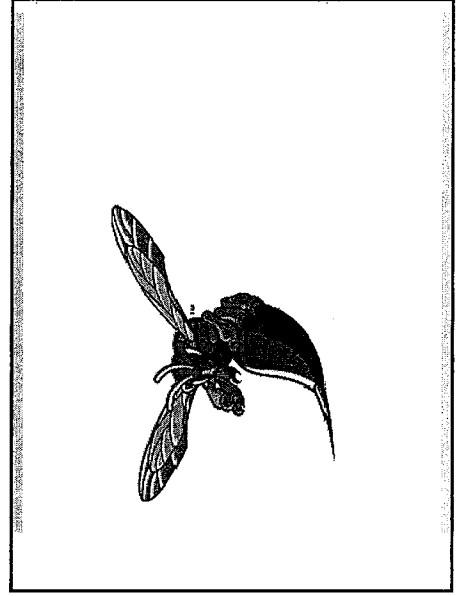
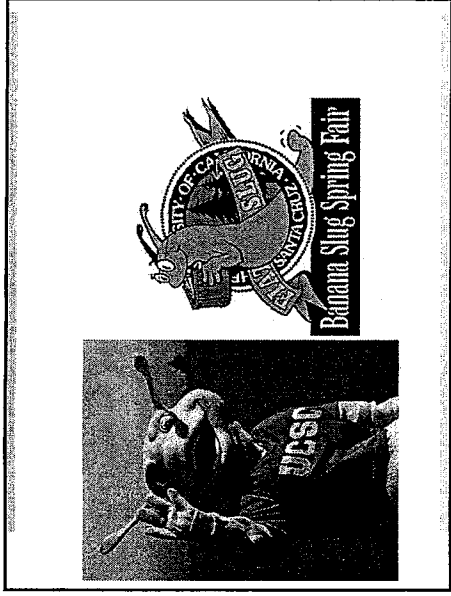
1. After looking at the slide shows, hand out the t-chart of *Mascot Characteristics*.
  - a. Explain the example of a good characteristic and warrant (As a rule....). Explain that in argument writing, *warrant* is a fancy way of referring to rules of evidence. Also explain that we will be revisiting this concept over the next few days.
  - b. Tell the students to brainstorm ideas for the t-chart at their desk for 3-5 minutes. After that time, we will work to develop the t-chart as a class. Walk around the room to make sure everyone is writing down ideas.
  - c. After the brainstorm, ask for volunteers to contribute to the T-chart. Be sure to make sure that all students are participating; don't allow any students to opt-out of volunteering or copying. Complete the t-chart, as a large group. Students should copy down the information as we work on it.
  - d. Students should end up with a list similar to the one on the teacher master.
2. Afterward, introduce the activity on which mascot is better – See handout.
  - a. Tell the students that this activity is a pre-assessment for the unit, and they are to do the best that they can.
  - b. Students may use the t-chart we made as a class.

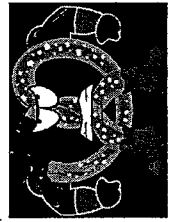
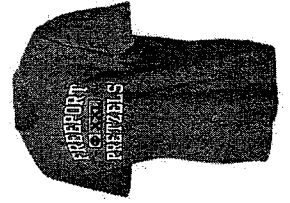
**Summarizing Strategy:**

T-Chart from class activity.

Question on the back of the t-chart: In your own words, what is the difference between *evidence* and *warrant*?

<b>Formative Assessment:</b> T-Chart Pre-assessment	<b>Summative Assessment:</b> N/A
<b>Teaching Strategies/Tips:</b> Students will laugh at the mascots and become loud with incredulity. Remind them that the mascots are real, and they need to think about the reasons for each particular mascot. If the students are struggling with the t-chart, it can be done as a class activity rather than individually. For the pre-assessment, students should also answer questions on the definitions in the argument unit.	
<b>Differentiation (content/process/product):</b> Provide print-out of t-chart for students who struggle with note-taking. Small group pull-out as needed for the pre-assessment.	
<b>Resources:</b> PowerPoint from Delaware Writing Project, Advanced Summer Institute, Day 2, Summer 2011 Bill Lewis, Ph.D; University of Delaware	
<b>Attachments (assessments, rubrics, graphic organizers, projects, etc.):</b> <i>Mascot Pictures</i> PowerPoint T-Chart for Mascot Characteristics and Rules: Master and student copy Pre-assessment Scoring guide for argument writing	





## Mascot Characteristics - Teacher Master Copy - Lesson 1

### Thinking about Evidence and Writing Warrants

Instructions: Think about characteristics of good mascots; then, write a rule and give examples for each characteristic. A sample has been done for you.

EVIDENCE (CHARACTERISTIC)	WARRANT
Example: Name matches School	As a rule, mascots should have names that fit well (sound good) with the school name. For example: The Elmhurst Eagles, the Leo Lions, the Hindale Hornets NOT Elmhurst Wagon Wheels or Hindsale Green Wave.
Intimidating	As a rule, when a mascot is intimidating, it instills fear in the other team
Fast	As a rule, when a mascot is fast, it symbolizes and represents the athleticism of the athletes and of the sports teams.
Represents the community	As a rule, when a mascot represents the community, it inspires a sense of community pride.
Creative	As a rule, when a mascot is creative, it draws more attention and helps the crowd become more enthusiastic.
Noble	As a rule, when a mascot is noble, it symbolizes integrity in the school and sports teams.

## Lesson 1 - Mascot Characteristics

### Thinking about Evidence and Writing Warrants

Instructions: Think about characteristics of good mascots; then, write a rule and give examples for each characteristic. A sample has been done for you.

EVIDENCE (CHARACTERISTIC)	Warrant
Example: Name matches School	As a rule, mascots should have names that fit well (sound good) with the school name. For example: The Elmhurst Eagles, the Leo Lions, the Hindale Hornets NOT Elmhurst Wagon Wheels or Hindsale Green Wave.

## **Argument Pre-assessment**

### **Instructions:**

1. Look at the four mascots
2. Read the short article on John L. Lewis Elementary School
3. Write a one-paragraph argument essay that answers the prompt below.

### **Notes:**

1. Please do your best; remember this is a pre-assessment
2. You may use the t-chart we made after looking at the mascot PowerPoint
3. Read your article carefully

#### **Prompt:**

**From the four mascot choices, which mascot is best for John B. Lewis Elementary School?**





## **John L. Lewis Elementary School**

The John L. Lewis Elementary School in northeastern PA is having a contest to select the school mascot. The mascot's image will appear on the gym floor, on stationary and school spirit clothing. Four suggestions have been developed. Your job is to keep the evaluation criteria in mind, while remembering the profile of the school and community and the details of the mascots.

John L. Lewis Elementary School opened two years ago in Wilkes-Barre, PA. Wilkes-Barre is located in Luzerne County, which is in the NE region of the state and at the western edge of the Pocono Mountains in the Wyoming Valley. The current enrollment is 315 students, and the school is named after John L. Lewis the former president of the United Mine Workers.

The surrounding area has traditionally been involved in the coal mining industry, although the mines have been closed since the 1950's when the Susquehanna River breached the mines. Since that time, the area has been known for its blue collar industries, and surviving the flood of 1972 that was spawned by Hurricane Agnes. The city is home to two colleges, and although an economically depressed area, seeks to improve its riverfront area as a means to develop the economy and recreation opportunities for citizens and visitors.

## Mascot Choices

John L. Lewis Elementary Miners	John L. Lewis Elementary Hurricanes
 <p>A black and white illustration of a miner. The miner is wearing a hard hat with a headlamp, a dark jacket, and overalls. He is carrying a lantern in his right hand. The illustration is signed 'philipmartin.com' at the bottom right.</p>	 <p>A black and white illustration of a hurricane or cyclone. It features a large, swirling eye in the center, with concentric, curved lines radiating outwards, creating a sense of intense rotation.</p>
John L. Lewis Elementary River Rats	John L. Lewis Elementary Paddlers
 <p>A black and white illustration of three cartoon rats. The rat in the center is standing on its hind legs, facing forward with a wide, toothy grin. The two rats on either side are also standing on their hind legs, looking towards the center rat. They all have large ears and long tails.</p>	 <p>A black and white illustration of a person paddling a canoe. The person is wearing a cap and a life preserver, and is smiling. They are using a double-bladed paddle to propel the canoe forward. The canoe is shown with motion lines behind it, suggesting speed.</p>

## Argument Writing Rubric

	4	3	2	1	NS
<b>Purpose/Organization</b> <b>(W.6.1; W.6.4)</b>	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness.</p> <ul style="list-style-type: none"> <li>The claim is introduced and the focus is strongly maintained throughout the essay. (W.6.1.a)</li> <li>A variety of transitional strategies are used to help clarify the relationships between and among ideas. (W.6.1.c)</li> <li>Ideas are logically presented from beginning to end with strong connections between and among ideas. (W.6.4)</li> <li>An effective introduction and conclusion. (W.6.1.a,e)</li> </ul>	<p>The response has an evident organizational structure and a sense of completeness; there may be some reasoning problems and/or loosely connected ideas.</p> <ul style="list-style-type: none"> <li>The claim is clear and the focus is mostly maintained throughout the essay. (W.6.1.a)</li> <li>An adequate use of transitional strategies with some variety to clarify the relationship between and among ideas. (W.6.1.c)</li> <li>Ideas are adequately presented from beginning to end with adequate connections between and among ideas. (W.6.4)</li> <li>An adequate introduction and conclusion. (W.6.1.a,e)</li> </ul>	<p>The response has an inconsistent organizational structure; there are reasoning problems with loosely connected ideas.</p> <ul style="list-style-type: none"> <li>The claim may be unclear and the focus is insufficiently sustained throughout the essay. (W.6.1.a)</li> <li>An inconsistent use of transitional strategies with little or no variety. (W.6.1.c)</li> <li>Ideas are presented unevenly from beginning to end with unclear connections among ideas. (W.6.4)</li> <li>A weak introduction or conclusion. (W.6.1.a,e)</li> </ul>	<p>The response has little or no evident organizational structure; the response lacks focus and relevance to the claim.</p> <ul style="list-style-type: none"> <li>The claim may be confusing; the response is too brief and the focus is unrelated to the claim. (W.6.1.a)</li> <li>Few or no transitional strategies are evident. (W.6.1.c)</li> <li>Frequent extra, unrelated ideas are evident; ideas are randomly and unclearly ordered (W.6.4)</li> <li>The introduction or conclusion may be missing. (W.6.1.a,e)</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>Off topic</li> <li>Copied Text</li> <li>Off purpose</li> </ul>

<p><b>Evidence/Elaboration</b> (W.6.1; L.6.6)</p>	<p>The response provides thorough and convincing support/evidence for the claim that includes the effective use of sources (facts and details). The response clearly and effectively expresses ideas, using precise language.</p> <ul style="list-style-type: none"> <li>• Comprehensive evidence from sources is integrated; the source references are relevant and specific. (W.6.1.b)</li> <li>• Vocabulary is clearly appropriate for the audience and purpose. (L.6.6)</li> <li>• Effective and appropriate style enhances the content. (W.6.1.d)</li> </ul>	<p>The response provides adequate support/evidence for the claim that includes the use of sources (facts and details). The response adequately expresses ideas, employing a mix of precise with more general language.</p> <ul style="list-style-type: none"> <li>• Adequate evidence from sources is integrated; some source references may be general. (W.6.1.b)</li> <li>• Vocabulary is generally appropriate for the audience and purpose. (L.6.6)</li> <li>• Generally appropriate style is evident. (W.6.1.d)</li> </ul>	<p>The response provides uneven support/evidence for the claim that includes partial or uneven use of sources (facts and details). The response expresses ideas unevenly, using simplistic language.</p> <ul style="list-style-type: none"> <li>• Some evidence from sources may be weakly integrated or repetitive; some source references are general. (W.6.1.b)</li> <li>• Vocabulary use is uneven or ineffective for the audience and purpose. (L.6.6)</li> <li>• Inconsistent attempt to create appropriate style. (W.6.1.d)</li> </ul>	<p>The response provides minimal support/evidence for the claim that includes little or no use of sources (facts and details). The response's expression of ideas is vague, lacks clarity, or is confusing.</p> <ul style="list-style-type: none"> <li>• Evidence from the source material is minimal or irrelevant; source references may be absent or incorrect. (W.6.1.b)</li> <li>• Vocabulary is limited or ineffective for the audience and purpose. (L.6.6)</li> <li>• Little or no evidence of appropriate style. (W.6.1.d)</li> </ul>	
<p><b>Conventions</b> (L.6.1,2,3)</p>	<p>The response demonstrates an adequate command of conventions.</p> <p>Adequate use of:</p> <ul style="list-style-type: none"> <li>• Correct sentence formation (L.6.3a)</li> <li>• Punctuation (L.6.2.a)</li> <li>• Capitalization (L.6.2)</li> <li>• Grammar usage (L.6.2)</li> <li>• Spelling (L.6.2.b)</li> </ul>	<p>The response demonstrates a partial command of conventions.</p> <p>Limited use of:</p> <ul style="list-style-type: none"> <li>• Correct sentence formation (L.6.3a)</li> <li>• Punctuation (L.6.2.a)</li> <li>• Capitalization (L.6.2)</li> <li>• Grammar usage (L.6.1)</li> <li>• Spelling (L.6.2.b)</li> </ul>		<p>The response demonstrates little or no command of conventions.</p> <p>Adequate use of:</p> <ul style="list-style-type: none"> <li>• Correct sentence formation (L.6.3a)</li> <li>• Punctuation (L.6.2.a)</li> <li>• Capitalization (L.6.2)</li> <li>• Grammar usage (L.6.1)</li> <li>• Spelling (L.6.2.b)</li> </ul>	

**Lesson 2:**  
 Slip or Trip

**Author:**  
 Lynn Edler

**Lesson Focus Questions:**  
 What makes evidence relevant?

**Standards:**
CCSS.ELA-Literacy.W.6.1.b

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

**Learner Outcomes (KUD):**

Know	Understand	Do
Not all evidence is relevant.	Evidence is governed by general rules.	Compose a t-chart of evidence and rules to support the evidence.

**Pre-Requisites:**

N/A

**Key Concepts/Vocabulary**

Evidence

**Activating Strategy:**

Student discussion about what they know about crime shows on TV. Allow students to offer opinions on these shows, their favorites, view of how realistic, etc.

Tell students that today they are the detectives. Address the students as Detective [Last name]

**Learner Activities:**

1. Hand out the story and cartoon, "Slip or Trip,"
2. Read it aloud to the students.
3. Say: We need to try to determine what happened. Our first question should be, "Can we believe what Queenie says?" As Detectives, you know that witnesses are not always reliable. What do you think? Is what you see in the picture consistent with what Queenie says? If you have any ideas, please raise your hand.
4. Move to the ELMO with the T-chart and wait as students study the picture. Allow at least 5-7 students to raise their hands before calling on one student.
5. Allow students to give reasons and list them. The teacher should not make comments on these reasons; just write them on the t-chart.
6. If during their volunteering of information, they give the teacher an opportunity to begin talking about rules, that's great – if not, then ask why they think it is relevant evidence. (Ex: when you fall down stairs you generally drop what your holding, don't you think?) Ask the other students what they think about the impromptu rule given by the student – Allow for discussion.
7. Ask why they think the information is important – write their ideas under *rules*.
8. Ask if students agree with the information written under the rule.
9. Then tell students they are going to make that into a general rule. Say: Take a minute to think about how to say it and write down a version of the rule.

10. Observe the class, wandering as necessary. For a writing tip, students can be given the hint to begin their rule with “When...”
11. Ask for volunteers to share their rules and write them on the T-chart – do not worry about grammar and point of view at this point!
12. Say: Let me summarize: We know.....(give the evidence and rule). Ex: When people fall down the stairs they probably drop what they have in their hand to save themselves.
13. Ask: What can we conclude from that? Restate: What do you make of Queenie’s story?
14. If the idea of qualifier comes up, then conclude for the students, stating: We can probably say she did it – but we won’t know for sure – you can say, *That’s important and the cases we are looking at all have what we call arguments of probability, or what we call qualifiers. That means we can only be certain of our claims.*
15. If there is a problem with second person in the rule: Say: Let’s look at these rules again. These sentences are important because they explain the evidence and show how it supports our claim that Queenie is probably lying. In writing them, there are couple of things I would like you to do. First, if I say “you”, to whom does that apply? Allow students to answer – they will say “us.” But, does this rule apply to only students in this class? Allow students to answer – “no.” Say: So how can we make it more general? Work with them until it’s in 3<sup>rd</sup> person.
16. Point out that these statements are rules, and we will refer to them as rules.
17. Ask: who can put this whole argument together?
18. Using a clean ELMO overhead, begin anew with a three column paper – *evidence, rule, conclusion* - and write out the evidence, the rule, and conclusion.

**Summarizing Strategy:**

Exit Ticket – How do you know when evidence is relevant? – Students will write their answers on a note card and hand in.

**Formative Assessment:**

Exit Ticket – How do you know when evidence is relevant?  
T-chart

**Summative Assessment:**

N/A

**Teaching Strategies/Tips:**

Kids love to role play, so calling them detective will help keep them in the discussion, even when it gets hard.

Collect the t-charts to be returned the following day – get an idea of who is taking good notes and where some extra instruction may be needed.

**Differentiation (content/process/product):**

The story is read aloud and a written copy is available for reference.

All the work is done whole group.

Note-taking help or print-out of t-chart for students who have difficulty taking notes.

**Resources:**

Hillocks, Jr. George. *Teaching Argument Writing*. Heinemann: Portsmouth: 2011.

<b>Attachments (assessments, rubrics, graphic organizers, projects, etc.):</b> Story: <i>Slip or Trip</i> with cartoon picture T-chart for students Master t-chart for teacher reference

## **Slip or Trip**

At five-feet-six and a hundred and ten pounds, Queenie Volupides was a sight to behold. When she tore out of the house after a tiff (argument) with her husband, Arthur, she went to the country club where there was a party going on.

She left the club shortly before one in the morning and invited a few friends to follow her home and have one more drink. They went to the Volupides house about ten minutes after Queenie, who met them at the door and said, "Something terrible happened. Arthur slipped and fell on the stairs. He was coming down for another drink—he still had the glass in his hand—and I think he's dead. Oh, my goodness—what shall I do?"

The autopsy conducted later concluded that Arthur had died from a wound on the head and confirmed that he'd been drunk.



Lesson 2 – *Slip or Trip* Evidence and Warrants T-Chart

- 1. Do you think Queenie is telling the truth?
- 2. Find all the evidence you can that indicates whether or not Queenie is telling the truth. Make a list of all the evidence.
- 3. Next, explain how each piece of evidence supports your claim that Queenie is or is not telling the truth (the warrant). Each explanation will be a generally accepted rule, which may begin with a phrase such as, “As a rule....” If other members of your team disagree with you, find evidence that will convince them.
- 4. Be prepared to explain why your evidence supports your case.

Evidence	Warrant

## Lesson 2 - Master T-Chart, *Slip or Trip*

1. Do you think Queenie is telling the truth?
2. Find all the evidence you can that indicates whether or not Queenie is telling the truth. Make a list of all the evidence.
3. Next, explain how each piece of evidence supports your claim that Queenie is or is not telling the truth (the warrant). Each explanation will be a generally accepted rule, which may begin with a phrase such as, "As a rule...." If other members of your team disagree with you, find evidence that will convince them.
4. Be prepared to explain why your evidence supports your case.

<b>Evidence</b>	<b>Warrant</b>
He is still holding the glass in his hand.	As a rule, when you fall down the stairs, you generally drop what you are carrying.
He is laying on his back, feet up on steps.	As a rule, when you fall down the stairs, you fall feet first. As a rule, if going up the stairs, you fall backward.
The rug is still in place.	As a rule, if someone falls on steps with a carpet that moves, it would move.
All the stuff is still on the wall.	As a rule, when you fall down the steps, you try to grab onto anything to keep yourself from falling.
The glass isn't broken.	As a rule, glass will break if it falls.
The glass is in his left hand.	As a rule, when walking down the

	stairs, you use your left hand on the railing and hold the items in your right.
There is a spill on the floor.	As a rule, when coming for a new drink, the glass would be empty.
He is holding the glass	As a rule, when someone has been drinking, as a rule, they hold a glass.
She invited her friends over.	As a rule, murderers don't invite witnesses.
He is laying on the floor dead.	As a rule, when you're dead, you are dead.

**Lesson 3:****Elements of Argument****Author:**

Lynn Edler

**Lesson Focus Questions:**

How does argument differ from opinion and persuasion?

What are the elements of argument?

**Standards:**CCSS.ELA-Literacy.L.6.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Learner Outcomes (KUD):**

<b>Know</b>	<b>Understand</b>	<b>Do</b>
The definition of opinion, persuasion, and argument.	How these types of writing differ and why they exist.	Explain the difference between the three different types of writing. Explain why an author would choose one over the other.
The elements and definitions of those elements of argument: claim, evidence (data), warrant (rule), counter-claim, rebuttal, backing	How evidence supports claims and how warrants connect evidence to claims.	Explain what evidence and warrants are and how they connect to claim.

**Pre-Requisites:**

We have already done mind maps, but students are still learning this note-taking skill.

Students will need colored pencils/markers for mind mapping.

**Key Concepts/Vocabulary**

Argument, Persuasion, Opinion, Claim, Evidence, Warrant, Counter-claim, Rebuttal, Backing

**Activating Strategy:**

Poem – Students will tape it in their journal: What is the season? How do you know? Students must use evidence from the poem to explain their answer. This helps lead into the conversation of using evidence.

**Learner Activities:**

- Slide show of argument notes, walking the students through the notes and the mind map
- Begin the mind map for notes on argument – today, topic of argument with two spokes:
  - Compare/Contrast Argument/Opinion/Persuasion
  - Definitions of Argument
- Collect mind map with exit ticket

**Summarizing Strategy:**

Exit Ticket: Students may use their mind maps. Students will explain the difference between the three different types of writing. Explain why author would choose one over the other.

Explain what evidence and warrants are and how they connect to claim.

**Formative Assessment:**

Exit Ticket

Mind Map

**Summative Assessment:**

**Teaching Strategies/Tips:**

Students still struggle with mind mapping, so be gentle walking them through this note-taking strategy.

**Differentiation (content/process/product):**

Allow students to either follow along with the lesson, completing the mind map as we go, while allowing others to copy the master mind map when the lesson is done.

**Resources:**

PowerPoint from Delaware Writing Project, Advanced Summer Institute, Day 3, Summer 2011  
Bill Lewis, Ph.D; University of Delaware

**Attachments (assessments, rubrics, graphic organizers, projects, etc.):**

Copy of poem

Power point on notes

Paper for Mind Maps (ledger size)

Exit Ticket

The cold harsh wind it heaves and blows

It chills my fingers and my toes

And falling from the sky of slate

A dancing whirr of downy flakes.

The flakes that dance, and whirr and fly,

They sometimes hit me in the eye.

Seeing them again I clap with glee,

Ha Ha, Ha Ha, Hee Hee, Hee Hee.

Don't go to that shopping mall!

It is the season after fall!

And when you get at home in bed,

Thoughts of frost they fill your little mind

--Anne Uhhuhmelmahey 1978

## Elements of Argument

Argument/Persuasion/Opinion

- ❑ **Argument writing** is focused on making logical appeals which involves claims, evidence, warrants, backing and rebuttals.
- ❑ In **persuasive writing** authors select most favorable evidence for their points of view, appeal to emotions, and use style to persuade.
- ❑ **Opinion writing** presents a personal opinion with reasons.

## Review: Definition of argument

- Argument writing is focused on making logical appeals which involves claims, evidence, warrants, backing and rebuttals.
- ❑ Claim: Stand
  - ❑ Evidence: Data
  - ❑ Warrant: Links data to the evidence
  - ❑ Backing: Additional support
  - ❑ Counter-Claim: The other side of the argument
  - ❑ Rebuttal: Evidence to refute the counter-claim

## Lesson 3 – Exit Ticket

## Elements of Argument

1. In your own words, what is the difference between the three different types of writing: argument, persuasion, and opinion?
2. Why would an author choose one type of writing over another?
3. In your own words, explain what evidence and warrants are and how they connect to claim.

**Lesson 4:**

## The Lunchroom Murder

**Author:**

Lynn Edler

**Lesson Focus Questions:**

How can students organize “best” evidence and warrants to prepare for argument writing?

**Standards:**CCSS.ELA-Literacy.W.6.1.a

Introduce claim(s) and organize the reasons and evidence clearly.

CCSS.ELA-Literacy.W.6.1.b

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.6.1.c

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

**Learner Outcomes (KUD):**

Know	Understand	Do
Definition of claim, evidence, and warrant.	Evidence supports claims, and warrants connect evidence to claims.	Complete a CSEW graphic organizer.

**Pre-Requisites:****Key Concepts/Vocabulary**

Claim, Evidence, Warrant, Conclusion

**Activating Strategy:**

Journal Prompt: What do you remember from your day of being a detective? What are important things for detectives to remember?

**Learner Activities:****Day 1**

1. Introduce the activity, *The Lunchroom Murder*
2. Say: Today, we are going to continue our work as investigators.
3. Say: You will be working with your table partner
4. Say:
  - a. We need to try to determine what happened. You have the text and the cartoon.
  - b. This differs in that you are coming up with your own claim from the evidence rather than refuting a claim.
  - c. Although the activity is difficult, you can figure it out. Look carefully at all the evidence and list it. Nothing is too small. Look carefully!
5. The students will complete the T-chart; collect what students have done.

**Day 2**

1. Hand back t-charts
2. Re-introduce the activity. Show the students the cartoon again and walk them through the evidence.
3. Show them the master t-chart and allow students to revise their own t-chart

4. Introduce the concept of taking the t-chart to a graphic organizer that works for writing an argument essay.
5. Have the students pull out their mind maps and add another spoke for the CSEW graphic organizer.
6. Fill out the CSEW graphic organizer from the t-chart, modeling for the students
  - a. Explain the concept of claim
  - b. Students fill out the evidence column first, then the warrant column from their t-chart
  - c. Explain Set-up
  - d. Show how to write a conclusion from the evidence
7. Allow for questions and time for students to copy the CSEW information
8. Afterward, add the concepts from the CSEW to the mind map.

**Summarizing Strategy:****Day 1:** T-chart**Day 2:** CSEW Graphic Organizer**Formative Assessment:**

T-chart, CSEW G/O, Mind Map

**Summative Assessment:**

N/A

**Teaching Strategies/Tips:**

Students are going to role-play being detectives again. Be sure to call students as Detective. This cartoon is difficult, so it is important to remain patient and allow students to work in pairs to find the evidence. If students become too frustrated, you can give a pointer, but try not to. Collect the t-chart after day 1, and evaluate how students are doing with it; no grade is necessary

**Differentiation (content/process/product):**

Students work with partners

Copies of the corrected T-chart and CSEW are available for students who struggle with note-taking

Students can copy the mind-map as we go or after the lesson

**Resources:****Attachments (assessments, rubrics, graphic organizers, projects, etc.):***The Lunchroom Murder*

T-Chart

CSEW: Argument Graphic Organizer for "Who Killed Fannin?"

### *The Lunchroom Murder*

On an otherwise uneventful Thursday afternoon, police heard a shot inside Ernie's Lunchroom, rushed in, and found the scene shown in Figure 1.4.

They identified the body as that of a prominent racketeer named Fannin. Ernie, who is both the owner and only employee of the lunchroom, had only one fact to tell: the murderer leaned against the wall while firing at point-blank range. The imprint of his hand is in clear view. Ernie had just rung up the cash register for \$8.75.

This is a difficult case. Your investigative team must attempt to determine which of the people in the lunchroom killed Fannin. You will have to observe the details carefully. There is enough evidence to help you explain most of what happened.

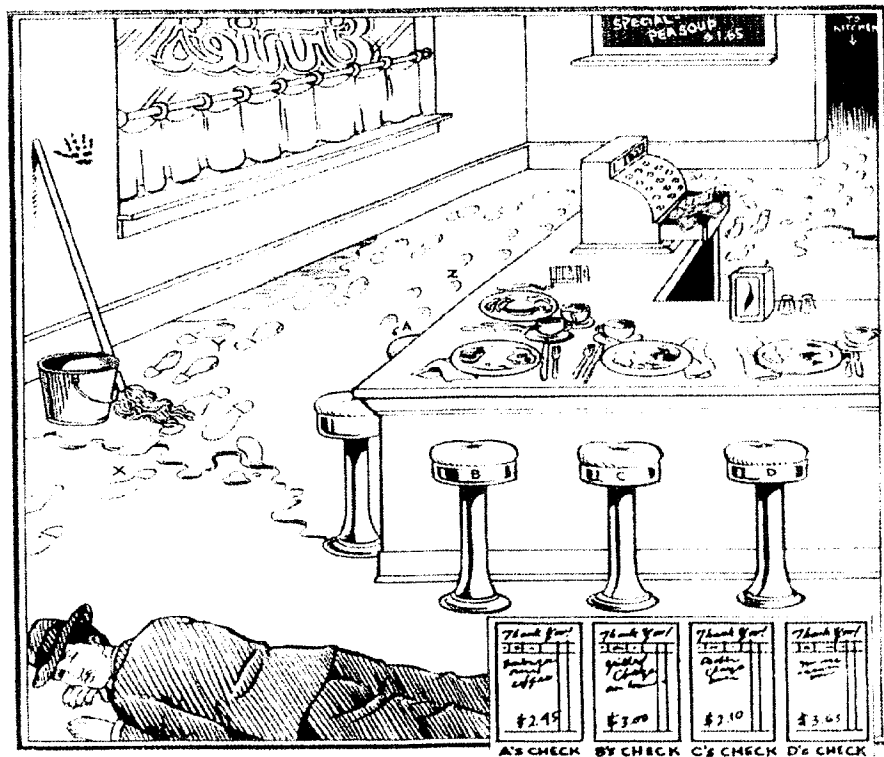


FIGURE 1.4 "The Lunchroom Murder"

## Lesson 4 - The Lunchroom Murder: Who killed Fannin? Evidence and Warrants T-Chart

Complete the evidence and warrant on the t-chart for each question.

[illegible]

### Lesson 4 - Master T-Chart, The Lunchroom Murder: Who killed Fannin?

Complete the evidence and warrant on the t-chart for each question.

Evidence	Warrant
Right hand print on the wall	As a rule, when a person leans on the wall with one hand, he shoots with the other hand, their dominant hand.
Footprint X moves toward the exit	As a rule, when someone commits a crime, they generally move toward the exit.
The total for customer B, C, D is \$8.75.	As a rule, when a lunch check is combined, the people are friends.
The silverware for customer C is on the left side of the plate.	As a rule, when the silverware is on the left side of the plate, the person is left-handed.
Customers B, C, D were facing toward murder.	As a rule, when facing toward the murder, the person knows who the murderer is.
Footprint X comes from the stools B, C, D	As a rule, since footprint X likely belongs to the murderer, it is either customer B, C, or D

## Lesson 4

### **CSEW – Argument Graphic Organizer**

#### **Prompt: Who killed Fannin?**

- Use your t-chart and notes to complete the graphic organizer.
- Note: Your claim should state who killed Fannin.

<b>CLAIM (What stand are you taking?):</b>		
<b>SET-UP (introduces your evidence):</b>	<b>EVIDENCE (specific detail or quote):</b>	<b>Warrant (how the evidence relates to the claim):</b>
1		
2		
3		
<b>Conclusion</b>		

**Lesson 5:**

Should Josh Become a You-Tube Star?

**Author:**

Lynn Edler

**Lesson Focus Questions:**

What are the components of a strong argument?

**Standards:**

CCSS.ELA-Literacy.RI.6.8

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

**Learner Outcomes (KUD):**

<b>Know</b>	<b>Understand</b>	<b>Do</b>
Components of a strong argument	How to distinguish strong from weak arguments	Students will compare two arguments and determine which is stronger.

**Pre-Requisites:**

Knowledge of components of argument: claim, evidence, warrant, counter-claim, rebuttal

**Key Concepts/Vocabulary**

Evidence, Counter-Claim, Rebuttal

**Activating Strategy:**

Turn and Talk –

With their shoulder partner, share the definition of claim, evidence, warrant, counter-claim. Teacher will call on four random students to share with the whole class.

**Learner Activities:**

1. Hand out the article, *Should Josh Become A You-Tube Star* and two CSEW charts
2. Read the articles out loud to the students, helping students with unknown vocabulary
3. Explain to the students that they are going to fill out the CSEW graphic organizers from the two arguments – they have two articles and two CSEWs. Students may work individually or with a partner for this activity. Partners will only hand in one set of CSEWs.
4. Give the students approx. 20 minutes to complete the organizers.
5. Afterward, ask students which argument is better. Class discussion.
6. After the discussion, ask students to choose which argument they think is better and provide a written explanation for their choice on the back of the CSEW that they believe is stronger.

**Summarizing Strategy:**

Exit Ticket – Which argument is better and why? (#6 above)

**Formative Assessment:**Exit Ticket  
CSEWs**Summative Assessment:**

N/A

**Teaching Strategies/Tips:**

Push students to finish their graphic organizers in 20 minutes, but be mindful of frustration. Be patient and allow for time extension if needed.

**Differentiation (content/process/product):**

Students can work with a partner if necessary.

**Resources:**

Scholastics *Scope* Magazine, March 2015

**Attachments (assessments, rubrics, graphic organizers, projects, etc.):**

*Should Josh Become a You-Tube Star?*

CSEW Graphic organizer

# Should Josh Become a YouTube Star?

He says definitely. His mom says no way.



YES

*I Will Make you Proud, Mom!*

Dear Mom,

You've heard of YouTube, right? Do you know that with nothing more than a smartphone and a dream, any kid can become a STAR? Well, I'd like to introduce you to the next YouTube sensation: ME!

You know I love cooking. Remember the brownies I baked last week? Or the yams I made for Thanksgiving? Who can forget my **stupendous** nachos from our Super Bowl party? (Sorry about the stain on the couch.) Clearly, it's time for me to take my cooking talents out into the world, as the star of my new YouTube series: "Josh Stirs It Up." It will be a hit!

Think of all I will learn. I will be creative. I will write scripts. I will become a great editor. Oh, and I'll learn to make something other than brownies, yams, and nachos. In fact, me becoming a vlogger (that's what they call video bloggers) could be the best thing that ever happens to me—and to you. Some YouTube stars earn \$1 million a year. If I make even a *tenth* of that, you won't have to worry about paying for college. I'll pay!

Then there are the career opportunities. Check out what's happened to these YouTube stars:

- Bethany Mota vlogs about cooking, clothes, and other stuff. She has 8.2 million subscribers, won a Teen Choice Award, and supposedly makes 300,000 bucks a year!!!
- Remember that Fred Figglehorn show? Lucas Cruikshank started it when he was 13, the same age I am. Now he's 21 and has a TV deal with Nickelodeon.

Imagine it, Mom! I could get a TV deal. Or get invited to be on *Chopped*. Now don't start thinking all this fame will ruin me. I'll still be your same lovable son. I'll still do my homework and my chores. (Don't worry. I won't ask you to do the dishes.) So what do you think?

Love,

Josh

P.S. If I get a Teen Choice Award nomination, I'll bring you to the ceremony (if I can't get Katy Perry to go with me—JK).

Bethany Mota did it. So can I!



GETTY IMAGES/ISTOCKPHOTO.COM (PAPER); TOM GARRETT (ILLUSTRATION); BRIAN TO/WENN.COM/NEWS.COM (BETHANY MOTA)

NO

# Sorry, Kiddo. You Aren't Ready.

Dear Josh,

I know in my heart that you will become a professional chef one day if that is what you want. But when it comes to starting your own YouTube channel, my answer is no. You are right that there are a lot of teenage vloggers who have **amassed** huge followings. That is precisely what concerns me. Putting yourself out there on the Internet can lead to a lot of negative attention. A few years ago, a girl named Rebecca Black posted a music video she made called "Friday." She was bullied so relentlessly that she dropped out of school. She even received death threats. And I don't think you're ready to **cope** with that kind of attention.

I have other concerns as well. You say that you won't let vlogging interfere with schoolwork. But do you know how much energy goes into making a single video? Bethany Mota herself has said that a five-minute video can take days to create. And once you make the video, the work doesn't stop. You'll be glued to your phone, checking on your views, poring over comments, responding to fans, and **promoting** yourself on social media. It could easily take over your life.

Then how would you have time to **hone** your skills in the kitchen? You still have a lot to learn. (Yes, the brownies were delicious, but you made them out of a box, hon.) Why not enroll in a cooking class instead? In exchange for your doing a few extra chores around the house, I would be willing to pay for that.

You also seem to believe that creating your own series is automatically **lucrative**. The reality is that few people have YouTube success. And of those who do, few end up making money.

Besides, this time in your life is not about money. It's about being a kid, spending time with friends, learning new things, and finding out what you love.

Here's my biggest worry: The stress of being a YouTube star could ruin the very thing you love—cooking.

Love,

Mom

Poor thing!



For Rebecca Black, YouTube was a nightmare.

## SCAVENGER HUNT

**Directions:** Hunt through each letter for the following elements.

1. Underline the **central idea**, or **central claim**.
2. Put a star next to two pieces of **supporting evidence**.
3. Circle the **counterargument**.
4. Put a double star next to the writer's **rebuttal**.

**YOU decide: Who made the stronger argument?**

<b>CLAIM (What stand are you taking?):</b>			
<b>SET-UP (Introduces your evidence):</b>		<b>EVIDENCE (specific detail or quote):</b>	<b>Warrant (how the evidence relates to the claim):</b>
1			
2			
3			
<b>Conclusion</b>			

**Lesson 6:****Tying up Argument****Author:**

Lynn Edler

**Lesson Focus Questions:**

How do students find the best evidence for both sides of an issue?

How do students take a stand while still acknowledging the counter claim?

**Standards:**

CCSS.ELA-Literacy.RI.6.8

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.6.1.a

Introduce claim(s) and organize the reasons and evidence clearly.

CCSS.ELA-Literacy.W.6.1.b

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.6.1.c

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

CCSS.ELA-Literacy.W.6.1.e

Provide a concluding statement or section that follows from the argument presented.

**Learner Outcomes (KUD):**

<b>Know</b>		<b>Understand</b>	<b>Do</b>
Part 1	The elements of argument	That argument is composed of many elements: claim, evidence, warrants, counter-claims	Complete a graphic organizer
Part 2 & Assessment	The elements of argument	That argument is composed of many elements: claim, evidence, warrants, counter-claims	One-paragraph argument essay

**Pre-Requisites:**

Know the elements of argument

**Key Concepts/Vocabulary**

Counter-Claim, Conclusion

**Activating Strategy:**

N/A

**Learner Activities:****Part I: Should We Ban Competitive Eating****Day One**

1. Introduce the activity – students will complete a graphic organizer today.

- a. Read the Scholastic article: *Should We Ban Competitive Eating?*
  - b. Complete the *What do You Think?* chart on the last page of the article.
  - c. Using the chart, complete the CSEW, students may work in pairs or individually
  - d. Remind students how to complete the CSEW, doing the evidence correctly.
2. Collect the CSEW

### Day Two

1. Show students a completed CSEW for the article
2. Using the CSEW, model in front of the student, using the ELMO or SmartBoard how to write an argument paragraph.
  - a. Only write one paragraph
  - b. Explain that the claim is their thesis, and we will visit thesis statements later
  - c. Show how counterclaim can be incorporated into the conclusion
3. Provide a copy of the model paragraph to students.
4. Add to the mind map information on counter-claim

### Part 2: Do Sports Fans Go Too Far?

#### Day One

1. Introduce the activity – students will complete a graphic organizer today.
  - a. Read the Scholastic article: *Do Sports Fans Go Too Far?*
  - b. Complete the *What do You Think?* chart on the last page of the article.
  - c. Using the chart, complete the CSEW, students should work individually
  - d. Remind students how to complete the CSEW, doing the evidence correctly.
2. Collect the CSEW

#### Day Two

1. Return corrected CSEWs, pulling out students who still need help for more instruction
2. Students should write their own 1-paragraph essay from their CSEW
3. Students can use their model paragraph from the day before
4. Remind students that they will have their argument assessment the following day.

### Part 3: Argument Essay Assessment

#### Summarizing Strategy:

##### Part 1:

**Day 1:** *What do You Think?* chart

**Day 2:** Exit Ticket regarding counter-claims

##### Part 2:

**Day 1:** *What do You Think?* chart

**Day 2:** Exit Ticket regarding counter-claims

#### Formative Assessment:

CSEW for Part 1 and Part 2

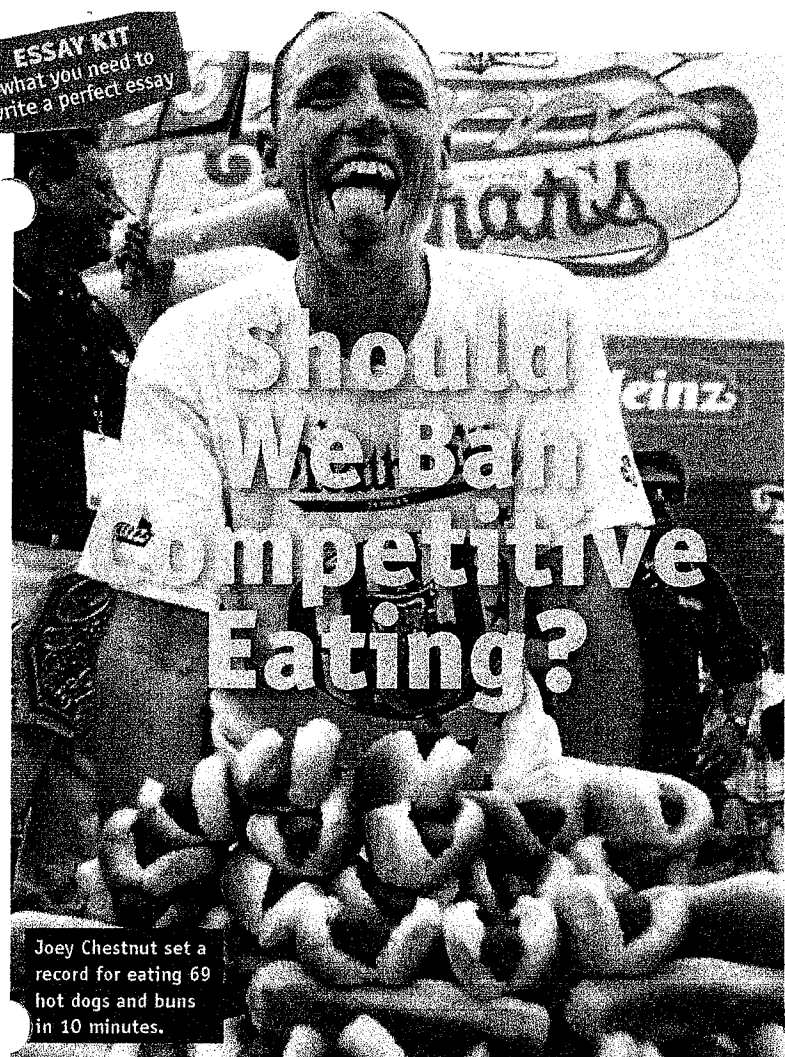
Argumentative Essay: Do Sports Fans Go Too

#### Summative Assessment:

Argument Essay Assessment

Far?	
<p><b>Teaching Strategies/Tips:</b>  Remember that this unit requires a lot of modeling.  Students will probably still need help with warrants.  Most students find the writing of the paragraph from the CSEW simple.  Collect the student work at the end of each day for immediate feedback.</p>	
<p><b>Differentiation (content/process/product):</b>  Students work in pairs or individually  Provide copies of the model to students rather than having them copy it  Continue working with the mind map</p>	
<p><b>Resources:</b>  Scholastic <i>Scope</i> Magazine, April 2015, October 2014, December 2014</p>	
<p><b>Attachments (assessments, rubrics, graphic organizers, projects, etc.):</b>  Articles:  1. <i>Should We Ban Competitive Eating?</i>  2. <i>Do Sports Fans Go Too Far?</i>  3. <i>Should Parents Help with Homework?</i>  CSEW for each article  Exit Tickets for <i>Should We Ban Competitive Eating?</i> and <i>Do Sports Fans Go Too Far?</i>  Argument Essay Assessment  Argument Rubric (see rubric with lesson 1 attachments)</p>	

**ESSAY KIT**  
what you need to  
write a perfect essay



# Should We Ban Competitive Eating?

Joey Chestnut set a record for eating 69 hot dogs and buns in 10 minutes.

**Puking. Choking. Wasting food.  
Is it time for this wacky tradition to end?**

**BY SARAH MCCARRY WITH ADEE BRAUN**

**T**he clock is ticking. David Brunelli has just scarfed down a huge burger. Now all he has to do is polish off a pile of fries and a jug of water and he could win this competition. The crowd roars excitedly as he furiously downs fistfuls of fries.

Suddenly, a stream of food spews from his mouth. Thinking fast, he cups his hands, catching the vomit,

and shoves it back in his mouth. He knows the rules: Puking means disqualification.

Welcome to the world of competitive eating.

Brunelli is part of a **select** group of competitors who **vie** for the glory of eating massive quantities of food as quickly as possible. In thousands of contests around the world each year, competitive eaters devour

everything from tubs of chili cheese fries to vats of baked beans.

Eating contests may seem like harmless fun, but they have a dark side—and some critics are saying it's time for them to stop.

## It's Tradition

Shoving crazy amounts of food down our throats is nothing new. **Gorging** banquets were a regular part of ancient Roman culture. Meat-eating contests appear in Icelandic mythology from the 1200s. In the 1800s, some New York City politicians settled bets through eating challenges. Pie-eating contests have been a Fourth of July tradition for more than a century.

For pros like Brunelli, though, eating contests are more than tradition. They are a path to fame and fortune. Major League Eating (MLE), which oversees professional contests, **doles** out thousands of dollars in prize money each year. Winners can also earn big bucks in sponsorship deals. World-famous eater Takeru Kobayashi is reportedly worth a million dollars.

## Is It Safe?

But prize money does nothing to reduce the health risks of competitive eating, which include obesity, diabetes, heart disease, and severe stomach problems.

Competitive eating can even be life-threatening. In 1991, a man in Virginia suffered a stroke after eating 38 eggs in 29 seconds; in 2004, a Japanese woman choked

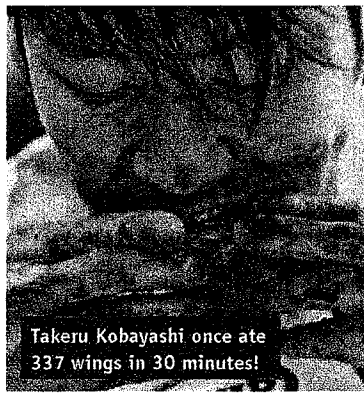
SETH WENIG/AP IMAGES (JOEY CHESTNUT)

to death during a rice cake-eating contest. In Florida, in 2012, a man died shortly after winning a cockroach- and worm-eating contest—leading a group of doctors to call for a ban on eating contests.

Fans of competitive eating are quick to point out that such tragedies are rare. Plus, they say, events **sanctioned** by the MLE are strictly regulated and always have medical personnel on hand.

### Here to Stay

In any event, the risk to



competitors is only part of the story. Nearly two-thirds of Americans are overweight, and competitive eating sets a terrible example by **glamorizing** overeating. And, in a world where 805 million people

go hungry every day, downing ridiculous quantities of food for entertainment seems not just wasteful but **callous**.

For now, though, it seems eating contests are here to stay. Last year, more than three million viewers tuned in to ESPN to watch Nathan's Famous Hot Dog Eating Contest. This year, new records have been set: Matt Stonie ate 182 strips of bacon in 5 minutes, breaking the world record.

What record will be broken next? Do you really want to find out? ●

## What Do You Think?

Should we ban competitive eating? Write evidence from the article to support each side of the debate.

### YES

**Ban competitive eating!**

1 *Competitive eating promotes wasting food.*

2 \_\_\_\_\_

3 \_\_\_\_\_

### NO

**Competitive eating rocks!**

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

**EXAMINE POINTS ON BOTH SIDES OF THE DEBATE—AS WELL AS YOUR OWN BELIEFS.** State your opinion in one sentence below. This can become the thesis statement for an argument essay.

\_\_\_\_\_  
\_\_\_\_\_

**TAKE THIS ACTIVITY FURTHER! WRITE AN ESSAY USING OUR SCOPE TEMPLATE.**

**GET THIS ACTIVITY ONLINE**

**Exit Ticket**  
***Should We Ban Competitive Eating?***

1. What stand are you taking?
2. What is the counter-claim to your stand?

**Exit Ticket**  
***Should We Ban Competitive Eating?***

1. What stand are you taking?
2. What is the counter-claim to your stand?

**ESSAY KIT**  
Everything you need to  
write the perfect essay.

# Do Sports Fans Go Too Far?

**Shouting maniacally at the TV. Weeping in the stands. Smashing windows. Are we taking sports a bit too seriously? BY SAM APPLE**

**I**t looked like a war zone. Angry mobs ran through the streets hurling rocks and smashing storefronts. Police in riot gear fired rubber bullets and shot tear gas into the crowd. Terrified parents clutched their children and ran for safety. Before order was restored, 15 officers were injured and at least 60 people were arrested.

The strangest part?

The violence had nothing to do with war or politics. It wasn't a protest against a terrible **injustice**. It was all about—wait for it—a *soccer game*.

Soccer fans in Buenos Aires, Argentina, were so furious that their team had lost to Germany in the 2014 World Cup final that they went on a rampage.

What happened in Argentina is certainly an extreme example of fans going *waaaaaay* too far. But many of us can relate to feeling super-passionate about a

team. Plenty of us dress up in elaborate costumes to show our support. We spend oodles of money on team apparel. During games, we scream and cheer and shout hysterically at our televisions. We worship our favorite athletes like gods and feel their wins and losses as if they were our own. When a referee makes a bad call, we feel deeply cheated. And yes, we have been known to weep like babies over a missed basket or fumbled pass.

It's all part of the fun of being a fan . . . or is it? No doubt about it: Sports are really, really, *really* important to billions of people. But might we all be taking sports just a little too seriously?

## **MATTER OF LIFE AND DEATH**

There have been out-of-control fans for as long as there have been sporting events. In the sixth century, fans of the chariot races in Constantinople

STEVE LOOS/AP PHOTO (TOP LEFT); RODRIGO ABD/AP PHOTO (TOP RIGHT); JAVIER GALEANO/AP PHOTO (BOTTOM LEFT); BRUNO MAGALHAES/AP PHOTO (BOTTOM RIGHT)

were **incensed** when some of the racers were imprisoned. The fans burned the city and tried to overthrow the emperor; 30,000 people died. In England, soccer “hooliganism,” as it’s called, can be traced to the 14th century, when villagers were getting so violent during games that the king had to ban the sport (which, incidentally, was then played by kicking not a ball but an inflated pig’s bladder). And today, fan brawls are so common that major cities around the U.S. have to put extra police officers on the streets after big games.

So what is it that makes fans so, well, *nuts*?

Some psychologists believe that it all goes back to a distant period in history when humans lived in tribes. These tribes fought each other for food, land, and power, and the battles were truly a matter of life and death. You rooted for your tribe’s warriors because they were fighting for everyone you knew and loved. Losing a battle could have meant the obliteration of your village.

Cheering for today’s “warriors”—that is, athletes—can **evoke** the same life-or-death feelings. That’s why in the excitement of a close game, winning may feel more important than it really is.

Feeling that way isn’t necessarily a bad thing. After all, few experiences are as exhilarating as standing amid tens of thousands of **deliriously** happy fans after a touchdown or home run. To watch LeBron James fly through the air and throw down a dunk is to witness a thing of beauty. According to Adam Earnhardt, a professor at Youngstown State University in Ohio, it’s

the same kind of thrill you get on a roller coaster or during a scary movie.

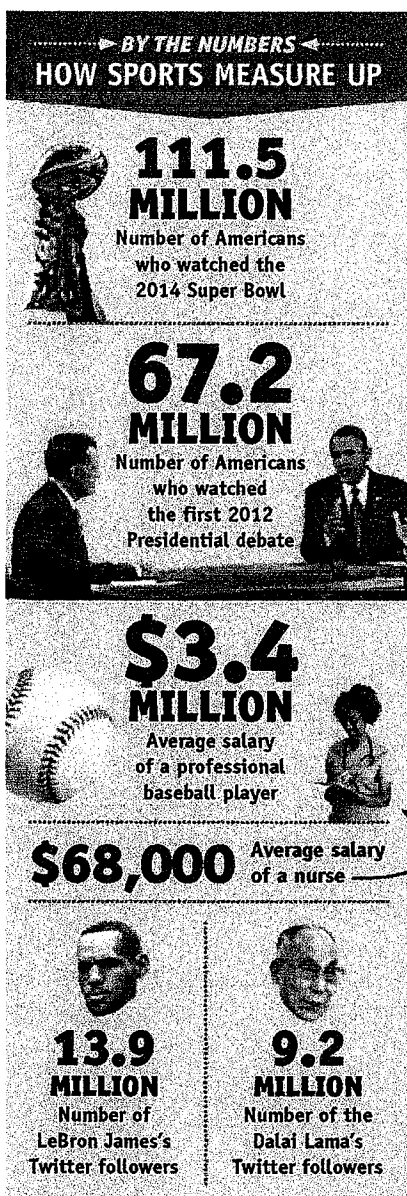
The problems occur when strong feelings **linger** hours or days after a game has ended and start to interfere with life. For example, some fans get so depressed after a defeat that they skip work or school. There have even been suicides.

### SENSE OF BELONGING

On the other hand, being a big fan can actually make you a happier, healthier person. Research shows that if you have a strong connection to a particular team, you are more likely to make strong connections with people. In fact, devoted fans tend to be less lonely and to have more enjoyable social lives.

It makes sense. Being a fan gives you a sense of belonging. You can be in a faraway place and feel an instant connection to someone just because he or she is wearing the hat of your favorite team. Going to games gives you a chance to bond with people from all walks of life whom you might not otherwise meet.

Fandom also **fosters**



loyalty. Many fans are extremely devoted to their teams, even when those teams give them little to be excited about. Just ask any of the thousands of Chicago Cubs fans. It's been more than a century since the Cubs won the World Series, yet fans come out to cheer on their team every season.

Besides, it's not as though losing always brings out the worst in people. Even after the U.S. team suffered a crushing World Cup loss to Belgium, American soccer fans were able to celebrate goalie Tim Howard, championing him for his skill and work ethic. How wonderful that sports give us an opportunity to practice finding the good in "failure"!



Perhaps having a strong attachment to your team can be a meaningful part of your life. Maybe it's OK and even natural to cry when your team wins or loses—especially if you've been supporting that team for a long time. You know how hard the players have worked, and how much they mean to your community. If they sometimes make you a little crazy, it's only because you love them so much. On the other hand, all that time, money, and energy could be spent doing something more useful and important, rather than on something that can turn violent and depressing. Because no matter how much you love the game, at the end of the day, it's just that: a game. ●

## What Do You Think?

**Do fans take sports too seriously?** Identify evidence from the article that supports each side of this debate. Write the information on the lines below.

### YES

**IT'S JUST A GAME.**

- 1 Sometimes fans riot when  
their teams lose.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

### NO

**IT'S SO MUCH MORE THAN A GAME.**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

**EXAMINE POINTS ON BOTH SIDES OF THE DEBATE—AS WELL AS YOUR OWN BELIEFS**—and decide what you think. State your opinion in one sentence below. This can become the thesis statement for an argument essay.

\_\_\_\_\_

\_\_\_\_\_

**TAKE THIS ACTIVITY FURTHER! WRITE AN ESSAY USING OUR SCOPE TEMPLATE.**

**GET THIS ACTIVITY ONLINE**

FABRICE COFFRINI/AFP/GETTY IMAGES

**Exit Ticket**  
***Do Sports Fans Go Too Far?***

1. What stand are you taking?
2. What is the counter-claim to your stand?
3. How do you plan to address the counter-claim in your paragraph?

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## Argument Essay Assessment

The assessment is two parts: Definitions, Short Answer, and a Writing task. You may use your mind map during the assessment.

### Part 1: Definitions Section – Fill in the blank

\_\_\_\_\_ writing is focused on making logical appeals which involves claims, evidence, warrants, backing and rebuttals.

Claim: \_\_\_\_\_

\_\_\_\_\_ : Data

Warrant: \_\_\_\_\_

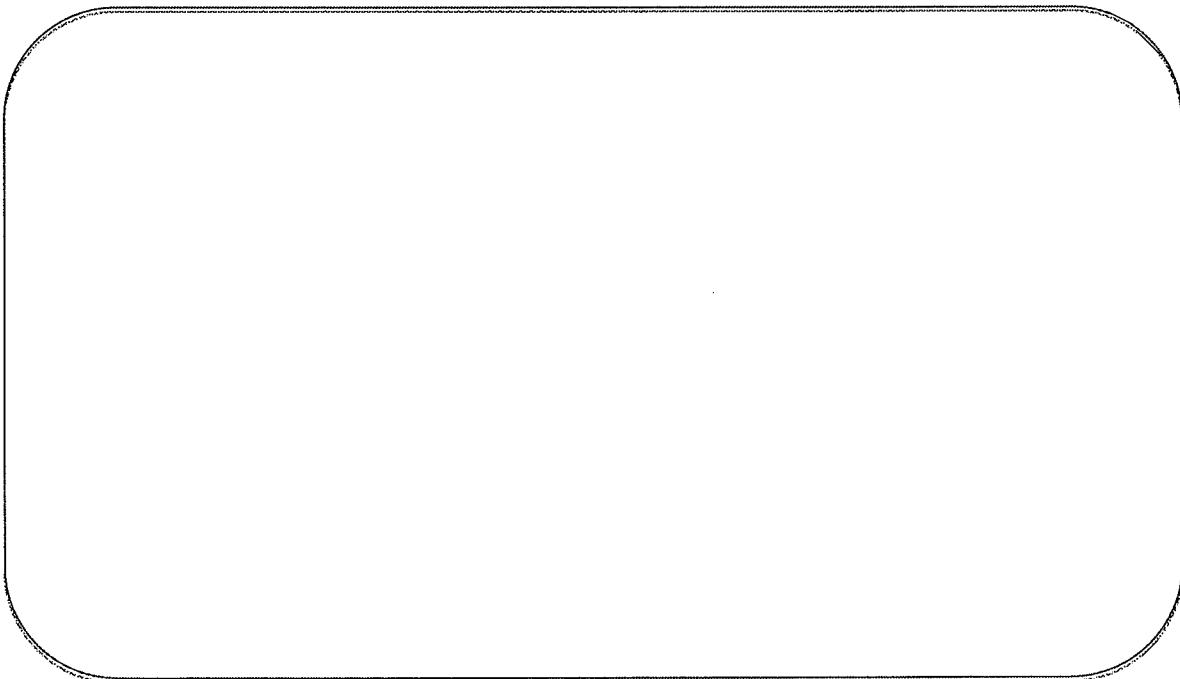
\_\_\_\_\_ : Additional support

Counter-Claim: \_\_\_\_\_

Rebuttal: \_\_\_\_\_

### Part 2: Short answer – Answer the following

What is the difference between argument, persuasion, and opinion. Be specific. Write your answer in the box below.



### Part 3: Writing Task

1. Read the article, *Should Parents Help With Homework?*
2. Complete the *What Do You Think?* chart
3. Complete the CSEW, and write an argument essay that is at least one paragraph.

**Prompt:**  
**Should parents help their children with homework?**

Instructions:

1. Read the article, highlighting or taking notes as necessary.
2. Complete your CSEW
  - a. Remember to cite your evidence
3. Using your CSEW, write your essay (use your own paper!)
  - a. The essay must be at least one paragraph
  - b. You can write more if you wish, but you only have one class period to finish your essay, so be careful with your time.
4. The rubric is included in the packet.
5. Attach your article and your your CSEW to the back of the essay and your rubric to the front of your essay.
6. Hand in to your class drawer

# Should Parents Help With Homework?

Homework can be stressful. But help from Mom and Dad might be the wrong answer.

**E**mily had been stressed for days about her school project: a PowerPoint presentation on the life of J. K. Rowling. Busy with swim-team practices and religious school, she had barely had time to work on it. So she was grateful when, the night before it was due, her dad swooped in to save her.

"He said he was just going to help a little bit," Emily says.

Three hours later, Emily's dad had created a dazzling work of art. It wasn't surprising that Emily got an A.

Her dad was just doing what many dedicated parents do. Whether it's correcting algebra problems, giving hints on vocabulary worksheets, or "proofing" big projects like Emily's, many parents feel it is their duty to help their children with schoolwork. And it's easy to see why kids need the help.

In most U.S. schools, homework

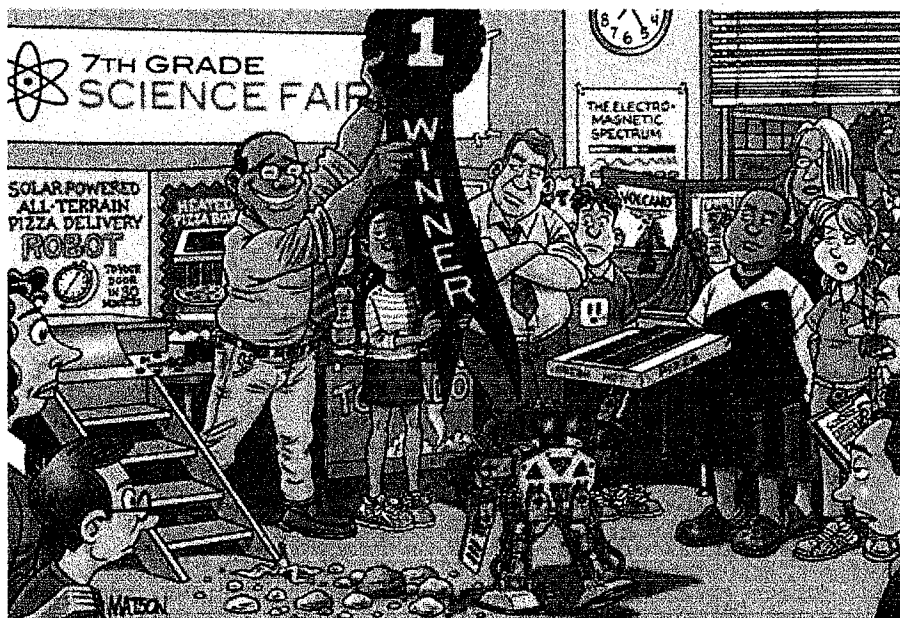
has become more demanding and time-consuming. Studies show that many kids are stressed over school and feel more pressure than ever to do well. Between travel teams, music lessons, and other activities, some kids hardly have time to eat, let alone do an hour or more of homework per night. It's no wonder homework often turns into a team effort between kids and parents.

But could all this helping actually be hurting?

## Practice Makes Perfect

Many experts say yes, especially when parents cross the line between *helping* and *doing*. Pointing out math mistakes is fine—but Mom should not reveal the right answers. Proofing a project is helpful—but Pop should not take over. (Hear that, Emily's dad?)

"I give homework for students to practice what they have learned," says teacher Maura Sackett. Many educators agree that if students can't do the homework



"AND FIRST PRIZE GOES TO... AMY'S DAD, FOR HIS PIZZA DELIVERY ROBOT!"

that's assigned, they should let the teacher know so they can get the extra help they need. And yes, kids may be busy, but part of growing up is learning to balance extracurricular activities with the demands of schoolwork.

On the other hand, some kids worry that if they don't get help from their parents, they will be at a competitive disadvantage with classmates who do. It's hard to shine at the science fair when some students are showing up with elaborate flying contraptions crafted by their parents.

In "How To Make Parents Your Homework Partners," author Judy Dodge tells teachers that certain kinds of parental involvement can benefit kids academically. Parents can help their kids find a quiet, distraction-free place to do homework, for example. Or they can quiz their kids on new vocabulary or a topic that will be covered on an upcoming test.

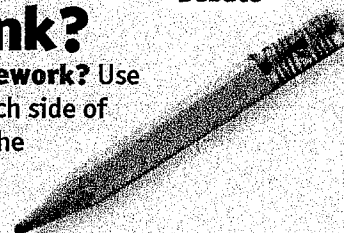
So if you ask for help, just make sure you're the one who is doing the learning. A groundbreaking study published last January by two university professors, called *The Broken Compass: Parental Involvement With Children's Education*, found that kids who got extensive homework help from their parents scored worse on standardized tests than kids who managed homework on their own.

So what's the answer to this difficult problem?

Maybe you should ask your parents—or maybe not! ●

# What Do You Think?

**Should parents help kids with homework?** Use evidence from the article to support each side of this debate. Write the information on the lines below.



## YES

**That's what parents are for.**

1 Kids are too busy to do their homework by themselves.

2

3

## NO

**Homework is for students.**

1

2

3

**EXAMINE POINTS ON BOTH SIDES OF THE DEBATE—AS WELL AS YOUR OWN BELIEFS**—and decide if parents should help kids with their homework. State your opinion in one sentence below. This can become the thesis statement for an argument essay.

GET THIS ACTIVITY ONLINE

**TAKE THIS ACTIVITY FURTHER! WRITE AN ESSAY USING OUR SCOPE TEMPLATE.**

**Lesson 6 - CSEW**

<b>CLAIM (What stand are you taking?):</b>			
<b>SET-UP (Introduces your evidence):</b>		<b>EVIDENCE (specific detail or quote):</b>	<b>Warrant (how the evidence relates to the claim):</b>
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>Conclusion</b>			

**Lesson 7:**

Performance Task: Should Children Play Football?

**Author:**

Lynn Edler

**Lesson Focus Questions:**

Why is it important to incorporate multiple points of view into a cohesive argument?

**Standards:****Reading**

CCSS.ELA-Literacy.RI.6.8

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

**Writing**

CCSS.ELA-Literacy.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.6.4

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

CCSS.ELA-Literacy.W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.W.6.8

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CCSS.ELA-Literacy.W.6.9

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

**Language**

CCSS.ELA-Literacy.L.6.1

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

CCSS.ELA-Literacy.L.6.2

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

CCSS.ELA-Literacy.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Learner Outcomes (KUD):**

Know	Understand	Do
The elements of argument	That argument is composed of many elements: claim, evidence, warrants, counter-claims	Write a multi-paragraph argument essay

**Pre-Requisites:**

Writing Process

**Key Concepts/Vocabulary**

Thesis Statements, Topic Sentences

**Activating Strategy:** N/A**Learner Activities:****Day 1**

1. Introduce the task.
  - a. Explain that students will be writing a multi-paragraph argument essay.
  - b. Teacher will model parts, and then they will follow.
  - c. They will use their knowledge of the writing process throughout the task.
  - d. Hand out the checklist (students are familiar with this from other writing projects).
2. Read and highlight the articles; listen to the video.

**Day 2**

1. One-Paragraph CSEW – done with ideas rather than specific quotes this time

**Day 3**

1. Multi-Paragraph Notes
2. Mind Map Additions
3. Write Thesis Statement

**Day 4**

1. One-paragraph CSEW to Multi-Paragraph CSEW
2. Model the first body paragraph
  - a. Use multiple sources
  - b. Cite evidence

**Day 5**

1. Students work with a partner to complete paragraph 2 on the CSEW

**Day 6**

1. Students work individually to complete paragraph 3 on the CSEW

**Day 7**

1. Lesson on hooks, concluding paragraphs, and clinchers
2. Mind Map Additions

**Day 8-9**

1. Write the essay
  - a. Model the introductory paragraph and first body paragraph
  - b. Allow students to work together on the 2<sup>nd</sup> body paragraph as needed
  - c. The 3<sup>rd</sup> body paragraph is to be done individually
  - d. Model the concluding paragraph
2. Review citing again
  - a. Will need to help students with video citing
  - b. Spot check citations

**Day 10**

1. Assign groups to mix up advanced and struggling writers
2. Revision day
  - a. Hand out revision checklist
  - b. Review the instructions
  - c. Students should revise their essays with at least one partner reading and contributing the revision checklist

<b>Day 11-12</b> 1. Using the revision checklist, write a new draft of the essay 2. Compose the Works Cited using NoodleTools (previously taught) <b>Day 13</b> 1. Working with their writing group, edit the essay using the editing checklist. 2. Review the instructions. <b>Day 14-15</b> 1. Finalize and hand in essay.	
<b>Summarizing Strategy: N/A</b>	
<b>Formative Assessment:</b> <b>Day 2:</b> CSEW <b>Day 3:</b> Thesis Statement <b>Day 5 &amp; 6:</b> Multi-Paragraph CSEW – check for reasoning <b>Day 11:</b> Spot check draft for structural elements	<b>Summative Assessment:</b> Multi-Paragraph Argument Essay
<b>Teaching Strategies/Tips:</b> Although difficult, it is important to keep up with the feedback, so that necessary re-teaching can be done. Although this is a performance task, it is new for the students, so answer questions and help students as needed. Later in the year they will do these more independently.	
<b>Differentiation (content/process/product):</b> Allow for small group read aloud of articles before working. Re-teach and provide support in small group as necessary.	
<b>Resources:</b> Scholastic <i>Scope</i> Magazine, February 2015 ESPN Video and Article; Crushing Blow NBC Newscast Pop Warner and Concussions	
<b>Attachments (assessments, rubrics, graphic organizers, projects, etc.):</b> Performance Task Checklist Articles: <i>Should Kids Play Football?</i> , <i>Pop Warner &amp; Concussions</i> , <i>Crushing Blow</i> Multi-Paragraph Components PowerPoint CSEW Multiple Paragraph PowerPoint: Hook, Concluding Paragraph, Clincher Revision Checklist Editing Checklist Argument Writing Rubric (see attachment from lesson 1) Video: <i>Concussions</i> (goes with <i>Crushing Blow</i> ): <a href="http://espn.go.com/college-sports/recruiting/football/story/_/id/8293558/brad-millice-chris-coyne-discuss-quitting-football-high-school-due-concussions">http://espn.go.com/college-sports/recruiting/football/story/_/id/8293558/brad-millice-chris-coyne-discuss-quitting-football-high-school-due-concussions</a>	

**Checklist**  
**Argument Essay, Performance Task (W.6.5)**

- \_\_\_\_\_ Read the articles and listen to the video
- \_\_\_\_\_ Complete the one-paragraph CSEW graphic organizer
- \_\_\_\_\_ Write the thesis statement
- \_\_\_\_\_ Use the one-paragraph CSEW to complete the multi-paragraph CSEW
- \_\_\_\_\_ Use the CSEW and write the essay
- \_\_\_\_\_ Check your rough draft to make sure you have a complete essay with five paragraphs.
- \_\_\_\_\_ Revision of your essay – Use the checklist and work with a partner to revise your essay.
- \_\_\_\_\_ Write a new draft that corrects all the issues you found when you were revising. Add your heading.
- \_\_\_\_\_ Compose your Works Cited page
- \_\_\_\_\_ Edit your essay using the editing checklist
- \_\_\_\_\_ Write another draft
- \_\_\_\_\_ Final check of your draft for any mistakes. Check for correct heading!
- \_\_\_\_\_ Attach all drafts, peer revision sheet, editing checklist, and any other papers to the back of your final draft.
- \_\_\_\_\_ Attach rubric and checklist to the top of your draft.
- \_\_\_\_\_ Hand in – due \_\_\_\_\_ (Date you handed in your published copy on the line.)

# Should Kids Play Football?

More young athletes are saying America's favorite sport is just too dangerous. **By Jennifer Shotz**

**F**or as long as he could remember, 13-year-old Isaiah Kahut had a dream: to play high school football. He'd dreamed of it in kindergarten, throwing a football with his dad. He'd dreamed of it in elementary school, playing in his town's youth flag football league. Now, finally, his dream was about to come true.

It was the summer before ninth grade, and Isaiah was at football camp, preparing for his first season as a running back for Skyview High School in Vancouver, Washington.

The Skyview Storm went to state championships twice. Many former players went on to play on college teams. Isaiah wondered: Might he one day receive a scholarship to play college ball?

But on the second day of camp, his plans came crashing down around him. He was running with the ball when he was tackled. His head smacked the turf—*hard*.

The moment he got up, he knew something wasn't right. "I could see and hear," he remembers, "but I couldn't comprehend what was happening around me."



Isaiah Kahut  
in middle  
school

Headaches and nausea soon set in. His parents rushed him to the hospital, where doctors diagnosed him with a severe concussion—a brain injury resulting from a blow to the head. For two weeks, Isaiah had to rest in a dark, quiet room so his brain could heal. Then, for two miserable months, he felt foggy and had trouble answering questions.

Terrible as it was, Isaiah's injury was not unusual. Every year, tens of thousands of youth-football players get concussions.\* Most return to the field after they heal. But as Isaiah slowly recovered from his injury,

GETTY IMAGES/ISTOCKPHOTO.COM (FOOTBALL); COURTESY OF JEN EICHLER (ISAIAH KAHUT)

he began to think hard about the risks of the game he loved. After much soul-searching and talking to family and doctor, he made an agonizing decision that is becoming more common in youth football.

Isaiah decided to quit football. For good.

## A Football Crisis

Football is America's most popular sport. Some 2.5 million kids play the game—often in leagues that start as early as first grade. In many towns, high school football is the heart of the community, with sellout crowds turning out on Friday nights to cheer on the team. College football brings in more than \$3 billion a year; the NFL **rakes** in more than \$9 billion. And across the nation, star players of all ages are worshipped as heroes.

But America's favorite sport is in crisis: An increasing number of kids choosing not to play. According to ESPN, **enrollment** in Pop Warner, the largest youth-football league in the U.S., dropped 9.5 percent from 2010 to 2012. Because of concussions, many considered the game just too risky.

Football has been a rough sport since it was first played in the 1800s. Until recently, knocks to the head were considered just part of the game. But today, we know those knocks can be devastating.

A single concussion, if treated properly, will likely heal without any long-term effects. Repeated concussions are another story.

Football players of all ages have suffered permanent brain damage from repeated concussions—even when they've given their brains time to heal (which can take months). If a player's brain has not healed, even a small jolt can cause permanent damage—or death. In milder cases, athletes can be left with lifelong pain, memory **lapses**, aggression, depression, personality changes, and many other issues.

## Can Football Be Safe?

So is it time for us to give up our most beloved sport? Some fans point out that injuries can happen in any sport, from soccer to skateboarding. If we got rid of football, where would we draw the line? On the other hand, no sport has more concussions than football. Several NFL players have stated that

the game is so risky they wouldn't let their own kids play.

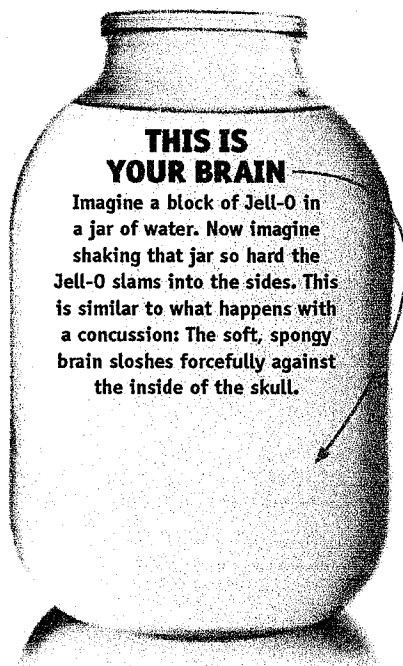
Yet with all the public attention on the concussion crisis, football seems to be getting safer every day. For example, Pop Warner has limited the amount of practice time that includes tackling. (Most concussions **sustained** in football happen during tackles.) Nationwide programs are training coaches, parents, and athletes to recognize and treat concussions. All 50 states have passed laws requiring a medical professional to sign off before an injured player can go back on the field. Even the NFL has altered some of its rules.

But do these measures go far enough? Some believe we should ban tackling. A few schools, like Isaiah's middle school, have already done so. Die-hard fans, however, say that football just wouldn't be football without tackling.

## An American Tradition

Of course, there are many wonderful aspects of football. Young athletes learn discipline, focus, teamwork—skills that will help them be successful later in life. Players often form lasting friendships, and they get to participate in an American tradition that is a major part of our culture. They also **reap** the benefits of being physically active.

Football can even help with college. For many students, an athletic scholarship is the only way they can afford



\*MORE THAN 147,000 CONCUSSIONS OCCURRED IN YOUTH FOOTBALL DURING THE 2013-2014 SCHOOL YEAR, AS REPORTED IN THE NATIONAL HIGH SCHOOL SPORTS-RELATED INJURY SURVEILLANCE STUDY.



In 2013, Paul Oliver (left) of the San Diego Chargers committed suicide. An autopsy showed he had chronic traumatic encephalopathy (CTE). CTE is a brain disease found in people with a history of brain trauma, such as concussions. It can only be diagnosed after death. Eight NFL players who committed suicide have since been found to have had CTE. The NFL has said one in three retired players will likely develop concussion-related brain disease.

to go. Football offers the most full scholarships of all college sports.

Then again, college players often make football, rather than learning, their first priority—which puts them at a disadvantage when they look for jobs. (Few college players make it to the NFL.) So the

question we have to ask is: Do the rewards of football outweigh the risks?

### Life After Football

Isaiah, now 17, is confident he made the right decision. Since quitting football, he has **thrived**.

He runs track and went to state championships; he plans to run in college. He stays connected to football by photographing games for his school yearbook.

He still gets headaches once in a while, but for the most part, his symptoms have faded. “I understand what could have happened if I’d stayed on the team,” Isaiah says. “Brain damage could have affected my entire life.”

And that made walking away the right choice. ●

## Should Kids Play Football?

Identify evidence from the article that supports each side of this debate. Write the information on the lines below.

### YES

**THE REWARDS OUTWEIGH THE RISKS.**

- 1 Foot ball builds import ant  
skills like t eamwork.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

### NO

**IT'S WAY TOO DANGEROUS.**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

**EXAMINE POINTS ON BOTH SIDES OF THE DEBATE—AS WELL AS YOUR OWN BELIEFS**—and decide what you think. State your opinion in one sentence below. This can become the thesis statement for an argument essay.

\_\_\_\_\_  
\_\_\_\_\_

**TAKE THIS ACTIVITY FURTHER! WRITE AN ESSAY USING OUR SCOPE TEMPLATE.**

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GEORGE GOJOVICH/GETTY IMAGES

# Newscast: Pop Warner Football rewriting rule book to try to protect players from concussions

*NBC Nightly News (Transcript)*, June 12, 2012

BRIAN WILLIAMS, anchor:

We're breaking a story here tonight that's going to be a game changer on a lot of local playing fields. It's about young athletes and concussions. Pop Warner Football, the largest youth football organization in the world, is rewriting its rule book to try to protect the kids who play all across this country. And our chief medical editor Dr. Nancy Snyderman has exclusive details.

Mr. MATT DEL GIUDICE: Go!

Dr. NANCY SNYDERMAN reporting:

For the Del Giudice family, Pop Warner is a big part of life. Eight-year-old Anthony plays football. Sister Maddie is a Pop Warner cheerleader. Dad Matt, a coach, and his wife, Roberta, a spirit squad leader. They joined in part because of the organization's safety philosophy. When in doubt, sit it out. And say the new regulations bring even more reassurance.

Mr. DEL GIUDICE: It's a sense of comfort knowing that he's not going to get hit all the time.

SNYDERMAN: The group's executive director says safety comes first now, but admits things weren't always that way.

Mr. JON BUTLER (Pop Warner Executive Director): I think particularly with concussions, so much of it was just a lack of awareness. It was just, oh, you got your bell rung. You know, you got dinged, get back in the game.

SNYDERMAN: New research shows more head injuries actually occur in practice than during games. That's why the organization has created a concussion awareness initiative. Most Pop Warner kids practice nine hours a week. The new guidelines would mean that only one third of that time could be spent in contact with another player. No head to head hits, and tackling must be initiated within the three foot zone.

Dr. JULIAN BAILES (Northside Neurological Institute): Dominick never got a scan?

Unidentified Woman: No, he did not.

SNYDERMAN: Dr. Julian Bailes says children's brains are especially vulnerable.

Dr. BAILES: Players who get a second, a third, a fourth concussion really can have detrimental effects and have a degradation in their function.

You weren't knocked out, were you?

Mr. DOMINICK HOLLISTER: I was.

SNYDERMAN: That's why doctors are keeping close eyes on kids like 10-year-old Dominick Hollister. An avid football and lacrosse player, he's had three concussions and now wears a special helmet on the field and gets regular checkups. There are more than four million sports related and recreational related concussions in the United States each year, and football accounts for more than half of those. So a call today. And I think a lot of people are going to be surprised tomorrow, Brian, about these new recommendations. I think it's going to change how little kids learn how to play football.

WILLIAMS: This is going to be a big deal across the country.

Another big deal today for all the post-menopausal women taking Vitamin D supplements and calcium. There was news on that front.

SNYDERMAN: Yeah, and I think this is going to confuse a lot of people, for all the recommendations that we've usually have said. The United States Preventative Task Force has said that Vitamin D and calcium supplements in the normal doses that are usually prescribed, do not really prevent osteoporotic breaks and fractures. And they're saying that frankly there's not enough evidence to recommend that people take them in routine dosages. They are, however, saying the higher dosages for women over the age of 65, the jury is still out. But the down side is, kidney stones, heart problems, there's just not enough proof to show that it works and that it's worth it.

WILLIAMS: And the bottom line as always, consult your doctor...

SNYDERMAN: You bet.

WILLIAMS: ...which we just did.

Nancy, thank you...

SNYDERMAN: Thanks, Brian.

WILLIAMS: ...as always.

Up next here tonight, after a break, a missing baby. a 32-year-old mystery tonight has been solved.

**Source Citation**

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 **[PRINT]** **ESPN.com: Football**

Wednesday, August 22, 2012

Updated: August 28, 5:29 PM ET

## A crushing blow

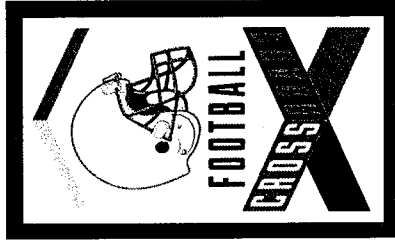
By Brandon Parker  
ESPNHS

Brad Millice remembers it like it was yesterday -- but then again, he doesn't.

"I was backpedaling at the linebacker position and a guy came across and ear-holed me while trying to block me," the 19-year-old said, before taking a pause. "Or so they tell me."

They tell Millice that, after that 2009 contest with his Leesville Road (Raleigh, N.C.) squad, the then-sophomore was in total disarray. It wasn't until Millice reached the locker room that he woke up, unaware of his surroundings and wondering why his head was pounding.

This wasn't Millice's first concussion. That came two years earlier after a helmet-to-helmet hit as an eighth-grader. But unlike that incident -- or the two others that followed on the basketball court -- Millice's fourth concussion left his memory foggy and his football future in jeopardy.



ESPN is presenting a weeklong, cross-platform series, "Football at a Crossroads." "Outside the Lines," "SportsCenter," ESPN.com and ESPN The Magazine examine health issues surrounding football at all levels of the sport, from youth football, high school and college football, through semipro and professional football.

**ON TUESDAY**

**Fund in trouble:** The NFL Youth Football Fund faces a crisis. [Story »](#)

**ESPN**

[\[Print without images\]](#)

**Giving up the game:** Two high school players give up football over concussions. [Story »](#)

**Poor tackling to blame?** Donnovan Hill's life changed after one hit on the football field. [Watch »](#)

**New Pop Warner rules** New rules this season aim to improve safety. [Watch »](#)

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## COMING WEDNESDAY

"Outside the Lines," 3 p.m. ET, ESPN

- Semi-pro football plays rough.

ESPN.com

- The concussion story in the CFL.
- The tragic death of David Coleman.
- The story of Scott Fujita.

A few weeks later, a series of MRI results confirmed the worst: Millice, a prospect who had gained interest from Clemson and South Carolina and possessed a pigskin pedigree from his dad's collegiate playing days at Tennessee Tech, was advised to hang up his cleats.

"At first, the news crushed me," Millice said. "Playing football in college and maybe the NFL was my dream, and it killed my dream. It was definitely difficult for a year, seeing my friends still playing and having to almost live through them."

But for Millice, along with a number of other high schoolers who have had to give up football because of concussions, living vicariously through others is much better than the alternative -- not living at all.

"The chances are slim that I could die from getting another concussion, but still, if I got hit just right, it could have happened," said Millice, now a sophomore at UNC-Wilmington. "For me and my family, that was enough. Even as devastating as it was, I'd rather be here in one piece than be dead in the future."

It took Chris Coyne a bit longer to reach this agonizing conclusion. Coyne's first concussion didn't even happen on a football field, as he hit his head on the bar during a high jump competition as a freshman.

"The trainer had me sit out a couple weeks, but I wasn't too concerned because I was just doing track to get ready for football," said Coyne, who attended Staples High School in Westport, Conn.

The second concussion, however, did bring greater cause for concern. When Staples' starting tight end was sidelined with mono, Coyne took his place. But the game he hoped would be his big break took a dangerous turn after Coyne suffered a helmet-to-helmet hit.

"Right away, I knew this was more severe than the first one because I couldn't walk straight and I couldn't remember plays from the huddle," Coyne said. "But I

decided to play through it because of the position I was in and I didn't want to let the team down."

The symptoms didn't stop there, though. Headaches and insomnia persisted for weeks, and Coyne's grades suffered as a result. But he remained quiet, vowing to "report the concussion as soon as the last game of the season was over."

Thing is, Coyne never made it that far. While horsing around with his teammates in the locker room, Coyne's head hit the floor and he briefly lost consciousness.

"The first thing I remember was being in the trainer's office, and while the trainer is asking me questions, I'm mouthing to one of my teammates 'What happened?' because I had no idea," Coyne said. "I wanted to play in that week's game."

The trainer saw through Coyne's cover-up attempt and sent him to a hospital. On the way there, Coyne finally told his mom about the concussion he had suffered weeks earlier in the game. Between this revelation and tests that showed signs of overlapping concussion syndrome -- a condition that occurs when someone suffers a second head trauma while still showing symptoms from the first, leading to more severe symptoms that last longer -- as well as a separated shoulder, Coyne had no choice but to shut it down for the season.

A year later, Coyne's concussion issues appeared to be in the past. He exploded for 16 sacks as a junior defensive end, leading the likes of Boston College and UConn, as well as Yale and several other Ivy League schools, to take notice.

Coyne suffered two more concussions during his high school career, but between his on-field success and the temporary nature of his symptoms, he decided not to report his head injuries.

"I never considered quitting, because within a couple weeks of the concussions I was 100 percent, which was probably bad for me," said Coyne. "For me, looking long term was looking to play Saturdays. I didn't think about the big picture."

But after enrolling at Yale to play football last fall, Coyne was finally forced to face reality. While doing a routine defensive end drill in preseason practice, he suffered another helmet-to-helmet hit. A part of him considered staying silent, but after talking with his mom, Coyne went to the doctor. Just a few days later, the true severity of his injury surfaced.

"I would get up off the couch to get a Gatorade and then I wouldn't know why I was standing up," Coyne said. "Or when classes started, I tried to take notes but I couldn't remember what the lecturer had said just seconds earlier. This concussion seemed like the least severe at first, but I had never had things like that happen."

The doctors had Coyne take a test to measure his cognitive functions, such as short- and long-term memory. Before his sixth concussion, he had scored in the 80th percentile. But this time around, his score registered in the single digits.

After seeing no improvement in his scores or symptoms over the next three months, the Yale medical staff delivered the inevitable yet painful news.

"The trainer told me she would not clear me to ever play at Yale," Coyne said. "That was hard for me to accept at first, so I called my high school coach to help me transfer to play at another school, but even he advised me to stop playing."

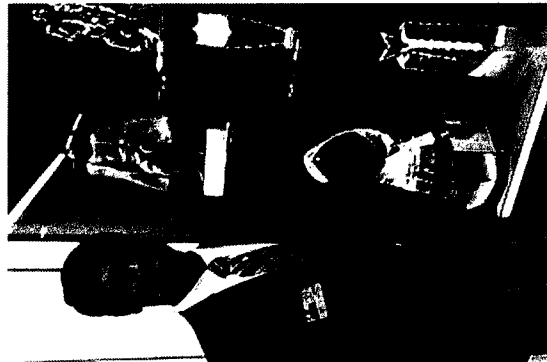
In November 2011, Coyne became resigned to his fate and gave up football. Unfortunately, the long-term effects of his six concussions haven't disappeared so easily.

"I still have memory lapses and I had to take ADD medicine during my second semester last year," said Coyne, who is now 19 and still enrolled at Yale. "I would have expected to be healed by now, so for me, it's day to day. I could wake up and be totally fine, but I know there's a possibility I could wake up and not be fine. The key is staying positive."

Coyne has found a way to turn his negative experience into a positive by working with the Sports Concussion Awareness and Prevention Program (SportsCAPP) based in Westport, Conn. Through the youth program, "Mind Your Melon," Coyne speaks to student-athletes in the New England area ranging from fifth grade to high school.

"Football has done way more good than harm for me by teaching me many great qualities. I don't think football is the problem. It's playing through concussions that is the problem," Coyne said. "The culture of football can often glorify playing through injury, but now I see that thinking messed up my head and academics."

"I've found that a man isn't defined by what happens to him; it's how he deals with it that defines him, so this is how I'm dealing with it, by trying to educate others."



Former Staples (Westport, Conn.) football player Chris Coyne visited the NFL headquarters earlier this month to discuss youth football concussion education programs.

## Multi-Paragraph Essays

Focus: 5-Paragraph Essay

## 5 Paragraphs

- Paragraph 1: Introduction
  - Hook
  - Thesis Statement
- Paragraphs 2-4: Body Paragraphs
  - Topic Sentence
  - Set ups, evidence, warrants
  - Concluding Sentence
- Paragraph 5: Concluding Paragraph
  - Tie-Up
  - Review
  - Clincher

## Thesis Statement

- The sentence in an introductory paragraph that tells what the essay is about.
- For an argument essay, it's the claim.
  - Topic
  - Stand

## Topic Sentences

- First sentence of the body paragraphs that states what the paragraph is about
- Relates back to the thesis statement
- For an argument essay, they will be mini-claims

**CSEW – Multi-Paragraph Essay**

**Thesis Statement (from the claim):**

**Paragraph 1 Topic Sentence:**

**SET-UP**  
(Introduces your  
evidence):

**EVIDENCE**  
(specific detail or  
quote with the  
page #):

**Warrant**  
(how the evidence  
relates to the  
claim):

**Paragraph 2 Topic Sentence:**

## **CSEW – Multi-Paragraph Essay**

<b>Paragraph 3 Topic Sentence:</b>		
<b>Conclusion:</b>		

## Hook, Concluding Paragraph, Clincher

## Hook

- A hook is a strategy used to draw in your reader. It belongs at the beginning of your essay and should work with your thesis statement.

## Hook: What are some examples?

- Literary Quote
- Famous Quote
- Set a Scene: You can describe some incident, or mention some particular features of a person or a character to let readers picture the scene.
- A fact or a definition
- A statistic
- Counterclaim (only for argument)

## Remember...

- What you use for your hook isn't as important as making sure it works with your essay.
- The purpose is to draw in the reader.
- You will need to use a transition between your hook and your thesis statement.
- Your hook and thesis statement can be in any order; they just need to work together.

## Concluding Paragraph

- ▣ A conclusion is what you will leave with your reader – it's the last thing your reader reads!
- ▣ It demonstrates to the reader that you accomplished what you set out to do
- ▣ It shows how you have proved your thesis
- ▣ It provides the reader with a sense of closure on the topic – it ties up your essay.

## Components

- ▣ Begin with a sentence that reminds your reader of the topic of your essay. DO NOT RESTATE YOUR THESIS. Should be new and fresh, deeper.
- ▣ Wrap up the main ideas of each body paragraph.
- ▣ End with a clincher – something your reader will remember.

## Clincher Strategies

- ▣ You can use hook ideas – but don't use the same strategy in both the introduction and conclusion.
- ▣ Look to the future
- ▣ Leave your reader with a question.

## In Conclusions, avoid:

- ▣ In conclusion,
- ▣ In summary,
- ▣ In closing,
- ▣ As shown in the essay,
- ▣ Introducing a new topic or idea
- ▣ Including evidence

## Revision Checklist Argument Performance Task

### Instructions:

1. Work with a partner. You will complete the revision checklist together for both of your essays.
2. Complete each item in the to-do list.
  - a. If you are able to complete it and nothing needs fixing, check the yes column.
  - b. If you are unable to complete it, or if there is a big problem that needs fixing, check the no box.
3. If you check the yes box, move on to the next item.
4. If you checked the no box, write in the items to fix box what you will need to do fix your essay.
5. Work your way through each item on the checklist.
6. When you are done, please fix your essay, using the information in the Items to Fix box on the checklist.

To Do:	Check - if No, then		Items to Fix
	Yes	No →	
Check for five clear paragraphs: 1 Introduction 3 Body 1 Conclusion			
Highlight your thesis statement in the introductory paragraph			
Highlight your hook in the introductory paragraph			
Do your thesis statement and hook work together? Do you have some sort of transition to help your introductory paragraph flow?			
Highlight your topic sentences (beginning of each body paragraph)			
Read your first body paragraph. • Do you have three quotes/examples?			

<ul style="list-style-type: none"> <li>• Is each quote/example explained?</li> <li>• Do all the points relate back to the topic sentence?</li> <li>• Does the paragraph flow?</li> <li>• Does the paragraph have a concluding sentence?</li> </ul>			
<p>Read your second body paragraph.</p> <ul style="list-style-type: none"> <li>• Do you have three quotes/examples?</li> <li>• Is each quote/example explained?</li> <li>• Do all the points relate back to the topic sentence?</li> <li>• Does the paragraph flow?</li> <li>• Does the paragraph have a concluding sentence?</li> </ul>			
<p>Read your third body paragraph.</p> <ul style="list-style-type: none"> <li>• Do you have three quotes/examples?</li> <li>• Is each quote/example explained?</li> <li>• Do all the points relate back to the topic sentence?</li> <li>• Does the paragraph flow?</li> <li>• Does the paragraph have a concluding sentence?</li> </ul>			
<p>Look at your concluding paragraph. Does it have</p> <ul style="list-style-type: none"> <li>• A restatement of your topic that doesn't restate the thesis?</li> <li>• A summary of your main points?</li> <li>• A clincher?</li> <li>• Flow?</li> </ul>			
<p>Read the whole essay. Does it flow?</p>			

## ***Editing Checklist***

Me		Editor #1		Editor #2		
Name:		Name:		Name:		
Yes	No	Yes	No	Yes	No	
						Every sentence begins with a capital letter.
						All proper nouns (names, places, titles) are capitalized.
						Each sentence ends with an end mark (period, question mark, or exclamation mark).
						All words are spelled correctly.
						All first and second person pronouns (except within quotes from sources or in dialogue) are eliminated. (I, me, we, us, you)
						All sentences are complete; there are no sentence fragments.
						All sentences are correctly punctuated to eliminate run-on sentences and comma splices.
						The length of the sentences are varied..
						Clear, interesting, colorful, and precise words are chosen. They are appropriate for the audience and purpose of the essay.
						All unnecessary words are eliminated. Nothing is more complicated than it needs to be.
						All sentences that are or are similar to "In this essay...." are eliminated.
						The beginning of each new paragraph is indented.
						The essay is double-spaced.
						The essay has a title.
						The correct heading was used.
						All research is cited and cited correctly using the author's last name and page number.

## Editing Checklist Instructions

1. The editors (go first)
  - a. Write your name in the proper column.
  - b. Read each of the editing items on the checklist.
  - c. Read the essay, checking for each item on the checklist.
  - d. Mark the essay, indicating any place where there is an editing error.
  - e. Please be careful and take your time with this.
  - f. Return the essay and checklist to the author.
2. The author
  - a. Write your name in the proper column
  - b. Read through and correct the essay according to the checklist and marks.
  - c. Print
  - d. Edit the essay, reading it out loud for flow/errors and marking any errors.
  - e. Fix the essay again.
  - f. Print
  - g. Do one last check of the essay to proofread for any simple errors (For example, 'he' instead of 'the')
  - h. Make any necessary final corrections and reprint.

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