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**EXEMPLAR**  
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ENGLISH LANGUAGE ARTS

**English I**

Grant funded by:



## Lesson 7: Analyzing the Argument

**Focus Standard(s):** RI.9.6, RI.9.8, W.9.1, W.9.9b, L.9.2b

**Additional Standard(s):** RI.9.1, RI.9.2, RI.9.3, RI.9.4, W.9.4, W.9.5, W.9.10

**Estimated Time:** 4-5 days

**Text(s):** Paragraphs 42-50 [“We’re On Our Way,” Speech](#) (September 1964) by Fannie Lou Hamer

**Resources and Materials:**

- Handout 3.1: Rhetorical Tracking Tool
- Handout 5.1: Argument Visual Display
- Handout 5.3: Argument Delineation and Evaluation Tool
- [Audio of "We're On Our Way"](#)
- [Audio of "Segregation Now..."](#)

**Lesson Target(s):**

- Delineate arguments in text.
- Evaluate arguments:
  - Evaluate the validity, relevance, sufficiency in reasoning and evidence.
  - Identify false or fallacious reasoning and facts in a speech.

**Guiding Question(s):**

- What is the argument?
- How valid is the reasoning?
- How relevant is the evidence?
- Is the evidence sufficient?

## Vocabulary

### Direct Instruction Text Vocabulary:

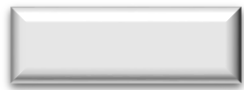
- Before students read the text, have them choose words that they do not know and choose strategies from the “Instructional Strategies for Direct Instruction” Text Vocabulary list to the right to help them understand the word.

### Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

### Symbol

### Type of Text and Interpretation of Symbol



Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level

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Assessment (Pre-assessment, Formative, Self, or Summative)

## Instructional Plan

### Anticipatory Set/Introduction to the Lesson

Have students list all the careers they think would benefit from knowing rhetoric and rhetorical devices.

Cold call on students to read their response. Create a classroom list. Ask students to share what careers they may desire and whether they think would benefit from knowing rhetoric and rhetorical devices.

### Understanding Lesson Purpose and Student Outcomes

Tell students that in this lesson, they will finish analyzing the argument and rhetoric presented in Paragraphs 42-50 of “We’re On Our Way” and analyze the strength of the argument, just as they did in the previous lessons. At the end of the lesson, they will work with a partner to write an essay in which they evaluate the overall strength of the argument, including how effectively Fannie Lou Hamer uses rhetoric to advance her point of view and/or achieve her purpose. Support your claim with specific and sufficient evidence from her speech.

Review the agenda with the students and cold call on a student to explain the posted standards, RI.9.8 and RI.9.6. Tell students that they will work in groups and they should keep in mind the group rules. Tell students that they will need to use all the information that have obtained during this lesson.

### **Activity 1: Homework Accountability**

Tell students to take out the **Handout 3.1: Rhetorical Tracking Tool** they completed on a real-life argument (a political ad, a courtroom reality show, a clip from a T.V. show, a political debate, a conversation between family members, etc.).

Have students share their findings with a group member and then with the entire class.

### **Activity 2: Skillful Read**

Tell students they will listen to Chapters 42-50 of the text. Students should follow along and read and annotate the text as they listen. Review with students the annotation skills we have used during this unit:

#### Annotation Strategies

- Unfamiliar Words – Highlight words you don't know! It makes identifying words later easier. Look these up in the dictionary. If you don't know what a word means, you might miss something important in the text.
- Important Information – Underline a sentence you think is really important to the text.
- Literary Terms/Rhetorical Devices – Underline the text and in the margins write what technique is being used.
- Things You Really Like – Draw stars around your favorite parts of the text. Typically this is just a sentence or two.
- Questions About the Text – Draw a question mark next to the section of text. In the white space, at the bottom or top of the page, write your question!
- Extra Information – Sometimes you might have too much to write and not enough space. When this happens, see if the book has any blank pages. Write a number next to the text and then on the blank page write the same number with your thoughts.

Have students add information to their **Handout 3.1: Rhetorical Tracking Tool**. Provide students with an extra copy if they need more space to add information.

**Activity 4: Individual Practice**

Provide students with **Handout 5.3: Argument Delineation and Evaluation Tool** if they need more space to add information. Have students individually complete the same delineation and evaluation activities with the remaining parts of Hamer’s “We’re On Our Way” speech.

**For students who are EL, have disabilities, or perform/read well below the grade level:**

- Refer students to the model provided in the previous section.
- Work with a small group, remodeling the steps and guiding them through with the think-aloud questions from the previous lesson.

**Activity 5: Extended Write Rubric Evaluation**

Tell students that they will be working with a partner and using the information that they documented on **Handout 3.1: Rhetorical Tracking Tool** and **Handout 5.3: Argument Delineation and Evaluation Tool** for Hamer’s “We’re On Our Way” speech to write a response to the following prompt: Write an essay in which you evaluate the overall strength of the argument, including how effectively Fannie Lou Hamer uses rhetoric to advance her point of view and/or achieve her purpose. Support your claim with specific and sufficient evidence her speech.

First, however, they will review the rubric for this task. Remind students that they will be completing an activity like this with a different speech without teacher or peer support in the next lesson, so they need to ask questions and make mental notes or physical study notes of their process they use so that they can apply it to a new text.

Distribute one copy of [the performance task rubric](#) to each student. Have students read each component one at a time and place a question mark (?) beside information they do not understand/need more information about and an exclamation mark (!) beside information that they understand.

**Note 1:** Ensure students understand that the part of the rubric on the Score Point 8 section that reads “the prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless” means that you will take into account their specific convention areas of need that they have been working on throughout the unit. This also involves the standard use of a colon.

**Note 2:** An example of the final product would be ideal so that students can use the rubric to evaluate the provided example. Have students work with a partner or a small group to develop a checklist of items to remember to include/attend to in their final draft of their script. Be sure students focus only on the Score Point 8-9 section.

Have students post their checklists (as they are or written on chart paper) on tables or on the wall to complete a Carousel feedback activity. Before students complete the Carousel feedback activity, provide examples and non-examples of how to provide feedback in this activity. Modify this [Grow and Glow](#) resource to help provide directions and examples to students. Provide students with sticky notes.

**Note:** Color-coding sticky notes is an easy way to monitor which group provided what feedback.

Direct students to take their sticky notes and stand in front of/beside their own checklist. Explain to students that they will rotate clockwise around the room (unless another direction or order is more suitable for your classroom), but only when the timer rings. Students are to provide one grow and one glow for each checklist on a sticky note and place those sticky notes on the back of the checklist so that other groups do not see the feedback. Have students rotate clockwise each time the timer rings until they are back at their own checklist. Have them check their feedback and apply appropriate changes to their checklists.

#### **Activity 6: Extended Write**

Instruct students to work with a partner and use the information that they documented on **Handout 3.1: Rhetorical Tracking Tool** and **Handout 5.3: Argument Delineation and Evaluation Tool** for Hamer’s “We’re On Our Way” speech and write a response to the following prompt: Write an essay in which you evaluate the overall strength of the argument, including how effectively Fannie Lou Hamer uses rhetoric to advance her point of view and/or achieve her purpose. Support your claim with specific and sufficient evidence from her speech.

#### **For students who are EL, have disabilities, or perform/read well below the grade level:**

- Provide students with a model example about a different text.
- Provide students with an anchor chart or list of sentence starters.

#### **Extensions and/or a more advanced text for students who perform/read well above grade level:**

- Have students write the analysis discussing terms from a more extensive list of logical fallacies.

#### **Activity 7: Evaluating and Revising Extended Writing**

Have students use the performance task rubric and their created checklists to evaluate their written responses. They may also switch with other partner groups and receive feedback from other groups. Have students make revisions based on their evaluations.

**Reflection and Closing:**

Provide students with their reflection and closing activity from the previous lessons. Have students revise their reflections on how well they think they mastered the RI.9.8 and R.9.6 standard by rating themselves. Have students add any information to their study guide (started in previous lessons) to writing about how to write an analysis evaluating an author's argument and an author's use of rhetoric to advance his/her purpose and point of view.

**Homework**

Study their self-created study guides

For training or questions regarding this unit,  
please contact:

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