**Key Learning**: Good Arguments are supported with relevant reasons and evidence.

**UEQ**: How do authors support an effective argument?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Launch** |  | **Components of an argument** | **Persuasive techniques** | **Bias** | **Effective Argument** | **Culminating Activity:** | **Review** |
| LEQ1 | How does an author build an argument? | How do authors use of appeal by association shape readers’ understanding? | How can I determine an author’s bias? | How does an author build an effective argument? |
| AP topics  (skill break-down) | 1. Identify parts of an argument  2. Analyze the structure of an argument | 1. Identify the appeals by association of bandwagon and testimonial  2. Evaluate the effectiveness of bandwagon/testimonial | 1. Identify the clues that help us determine bias.  2. Determine bias in text and support with evidence (author’s persuasive techniques)  3. Analyze the impact of bias on the reader. | 1. Identify the criteria for an effective argument.  2. Analyze parts of an argument for effectiveness.  3. Evaluate an argument for overall effectiveness. |
| Possible ETs | Error Analysis |  |  |  |
| Assignment |  |  |  |  |
| Vocabulary | Claim  Support  Reasons  Evidence  Counterargument  Call to action | Bandwagon  Testimonial | Bias | Relevant  Reliable/credible  Sufficient evidence |
| LEQ2 |  | How do authors’ uses of emotional appeals shape readers’ understanding? |  | How do I write an effective argument? |  |
| AP topics  (skill break-down) |  | 1. Identify emotional appeals such as appeal to vanity, appeal to fear, pity, etc…  2. Evaluate effectiveness of emotional appeals |  | 1. Use graphic organizer to develop argument.  2. Gather relevant and credible sources.  3. Avoid plagiarism by paraphrasing  3. Write an effective argument. |  |
| Possible ETs |  | Constructing support |  |  |  |
| Assignment |  |  |  |  |  |
| Vocabulary |  | Emotional Appeal |  | Plagiarism  Paraphrase |  |
| LEQ3 |  | How do author’s use of loaded language shape the reader’s understanding? |  | How do authors orally present an argument effectively? |  |
|  | AP topics  (skill break-down) |  | 1. Identify both positive and negative loaded language.  2. Evaluate the effectiveness of the loaded language. |  | 1. Define criteria for effective oral argument.  2. Evaluate oral argument using criteria. |  |  |
| Possible ETs |  |  |  |  |  |
| Assignment |  |  |  |  |  |
| Vocabulary |  | Loaded language |  | Eye contact  Volume  Pronunciation  Inflection |  |