

Agenda September 24-25, 2018

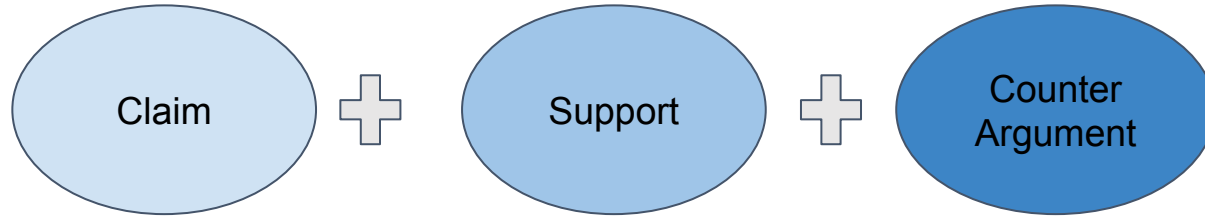
CO	We will explore the elements of a structured argument and begin critically thinking about risk versus reward.		
LO	We will begin our new Risk and Exploration unit and read a speech by John F. Kennedy- discussing U.S. involvement in space research.		
EQ	When is the exploration not worth the risk?		
Classwork	- Grammar Day 5 - Collection 4 Introduction - JFK Speech		
Homework	Work on IRA- due 10/11 - 10/12 Grammar Quiz- next class JFK Quiz- Friday		
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Writing An Argument

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What makes a strong argument?



Strong Argument

Identify Your Audience

- Who is the author speaking to?
- What is the purpose?



Ex:

- Writing a letter to a principal
- Trying to convince him/her to change a school rule

Claim

- The speaker's position on a problem or issue
- Directed toward their audience
- Can be argued by an opposing side



Ex: Student should not be allowed to chew gum in class.



Support

- Consists of evidence and reasons used to prove/ backup the claim

Reasons:	Evidence
<ul style="list-style-type: none">- Declarations made to explain an action or belief <ol style="list-style-type: none">1. Chewing gum can make campus less beautiful.	<ul style="list-style-type: none">- Specific facts, statistics, or examples <p>In a study conducted by Castaic Middle School, “1 in every 3 kids reported that they have spit gum out on the ground before.”</p>

Counter Argument

- Statements that address the other side's argument and help disprove their views

Although some people may argue that chewing gum helps students focus, those same students often become a distraction to those around them.

