



ELA Virtual Learning

English II

May 6, 2020



English II

Lesson: May 6, 2020

Objective/Learning Target:

- I can summarize points of agreement and disagreement in two or more arguments.
- I can determine what additional information and research is needed in a discussion.

BELL RINGER



In the previous lesson we discussed analyzing arguments and generating questions to broaden ideas in a speech or presentation.

Think of your last debate/argument and answer the questions below.

- How many people were involved with the argument?
- Did each person disagree with the others? Or have different reasoning in their arguments?
- What similarities did their perspectives and reasoning have?

Congratulations! If you completed the bell work, you've helped demonstrate the importance of **analyzing multiple arguments**. The ability to identify similarities and differences in two or more arguments, or perspectives, over a single topic helps establish a common ground.

Take, for instance, the topic of school start times. There are more sides to this issue than you realize!





LEARN

This argument could have three different **claims**, or different stances on the issue. Let's take a look and see how these claims are similar and different.

A *School should begin later in the morning*

B *School should begin earlier*

C *School should start at its current time*

Take a look at the three different claims concerning school start times. What similarities and differences can you find?

This argument could have three different **claims**, or different stances on the issue. Let's take a look and see how these claims are similar and different.

A *School should begin later in the morning*

B *School should begin earlier*

C *School should start at its current time*

At first glance, each of these claims appear to be entirely different, however there is one similarity between A and B. Both of these claims agree that the current time is not effective and should be changed.



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This argument could have different **reasoning**, or statements explaining one's stance on the issue as well. Let's take a look at a few reasons why school should start later and see how they are similar and different.

- A** *School should start later because it improves academic achievement.*
- B** *School should start earlier because it would allow students more time to take part in extracurricular activities.*

Take a look at the three different claims concerning school start times. What similarities and differences can you find?

This argument could have different **reasoning**, or statements explaining one's stance on the issue as well. Let's take a look at a few reasons why school should start later and see how they are similar and different.

A *School should start later because it improves academic achievement.*

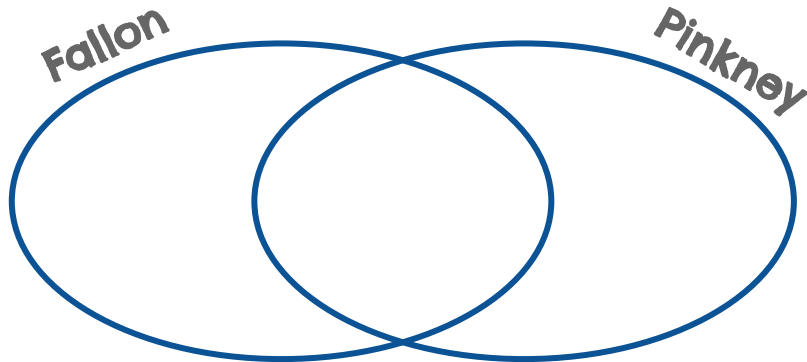
B *School should start earlier because it would allow students more time to take part in extracurricular activities.*

Although the claims are on opposite ends of the issue (earlier versus later school start times), one thing they have in common is that both reasons are centered on the students and their success and well-being.

PRACTICE

Now that we have reviewed identifying similarities and differences between two or more arguments as well as where additional information is necessary, let's practice on some familiar speeches!

Use the information from slides 4-8 and the venn diagram template below to identify similarities and differences between "The Real Roots of Youth Violence" by Craig Pinkney and "Exploring the Mind of a Killer" by James Fallon.

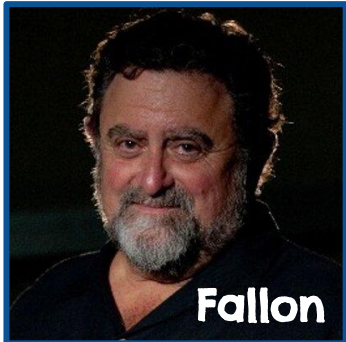


PRACTICE ANSWER KEY *(Answers will vary)*



Nice work! Now that you have watched these speeches again while focusing on similarities and differences, use your venn diagram to answer the writing prompt below.

- **What causes of violent behavior could these two speakers agree on? In what aspect do these two speakers disagree the most? What additional research might be necessary to make a more informed decision?**





PRACTICE ANSWER KEY *(Answers will vary)*

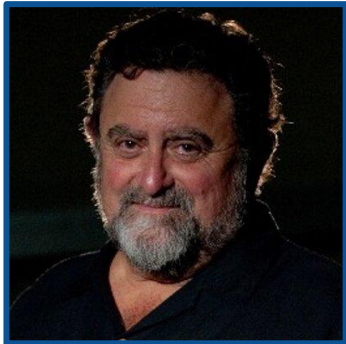
- **Check your answer to make sure your response meets the following criteria:**
 - **Did you write in complete sentences and answer the questions?**
 - **Did you use standard conventions (spelling, punctuation, grammar)?**
 - **Did you identify and summarize similarities and differences?**
 - **Did you provide an in-text citation for your evidence?**
 - **Did you determine what additional research could help support one or both of these arguments?**

PRACTICE ANSWER KEY *(Answers will vary)*



What causes of violent behavior could these two speakers agree on? In what aspect do these two speakers disagree the most? What additional research might be necessary to make a more informed decision?

In “Exploring the Mind of a Killer” by James Fallon and “The Real Roots of Youth Violence” by Craig Pinkney each speaker addresses the causes of violent behavior. These speakers disagree most in their general claims. Pinkney believes the cause is lack of identity where Fallon believes it has more to do with genetic makeup. Both speakers agree, however, that one cause comes from one’s surroundings. Fallon states, “to express this gene you have to be involved in something traumatic in 3-D” (Fallon, 3:15) and Pinkney builds off of this sentiment by saying urban youth are “stabbed, shot, beaten, wounded” (Pinkney, 0:20). Some research that may help both speakers’ arguments would be to look into case studies concerning specific traumatic experiences. Is some trauma worse than others as far as causing violent behavior?





ADDITIONAL RESOURCES

Delineating an Argument

- [Analyzing an Argument](#)
- [Claims, Reasons, and Evidence](#)



REFLECTION

Today's learning targets are listed below:

1. I can summarize points of agreement and disagreement in two or more arguments.
2. I can determine what additional information and research is needed in a discussion.

On a scale of 1-5, how confident do you feel with each of today's learning targets?
What did you struggle on? What did you understand the best?

1 = I still need to work on it
5 = I know I've mastered it!