

# **English III**

## **Lesson: Friday, April 10th**

### **Learning Target(s):**

- **Student will analyze an author's argument**
- **Students will analyze an author's writing for evidence to support the argument**
- **Students analyze the reasoning the author uses to illustrate how the evidence supports the argument**

# Bell Ringer:



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Think of a time you engaged in an argument with a friend or family member. Consider what you said and what the other person said. Think about your emotions and the outcome of the argument.

**In a quick write, answer the following questions:**

**After the argument, did you persuade the other person to see from your perspective?**

**If you did NOT “win” the argument, why?**

**If you DID win the argument, what techniques did you use that helped you?**

**What was the point you were trying to make? What evidence did you use to support and persuade the opposer into believing your argument?**

# Learn: Analyzing an Author's Argument

**Author's create arguments to persuade an audience to participate in a certain action. An argument is comprised of three parts:**

- 1. Claim: a statement that establishes an argument or answers a question**
- 2. Evidence: proof to support the claim. This can be persuasion tactics or outside research presented by the author**
- 3. Reasoning: the author provides an explanation of how the evidence supports the author's claim**

# Learn:

The website [procon.com](http://procon.com) is an accredited [website](#) that allows individuals to hear about two sides of an argument to develop their own opinion. Click on the [website](#) and find a topic of your own choosing.

Answer the following questions on a piece of paper:

1. Identify the author's claim
2. What evidence does the author provide to support the claim?
3. What reasoning does the author provide to support the argument presented?
4. After studying both sides of the argument, were you persuaded into changing your own opinion of the topic?

## Practice:

- Use the information from your notes (refer back to the text and re-watch the video if needed) to answer the following prompt on your notebook paper:
  - ➔ Based on the topic you selected on [procon.com](https://procon.com), write your own argument on the topic. You need to clearly establish your claim, provide evidence and reasoning to illustrate your thinking.

# Practice Answer Key:

*(Answers will Vary)*

- Check your answer to make sure it meets the following criteria:
  - Did you write in complete sentences?
  - Did you use standard conventions (spelling, punctuation, grammar)?
  - Did you answer the question?
  - Did you support and explain your answer using 2 details from the website?

## Sample Proficient Answer:

*The United States of America should not keep Daylight Savings Time. Participating in Daylight Saving Times is unhealthy. As described Alexander Abad-Santos, "Changing sleep patterns, even by one hour, goes against a person's natural circadian rhythms and has negative consequences for health," (ProCon). Daylight Savings Time ruins the natural sleeping pattern of humans, negatively impacting health. Daylight Savings Time also proves to hurt the economy. Dr. Till Roenneberg explains, "The week after the spring DST time change sees an increase in "cyber-loafing" (employees wasting time on the internet) because they're tired," (ProCon). Daylight Savings Time is an outdated tradition that proves to cause more harm in our career-oriented society than benefits and should not be practiced by Americans.*

# If you want to learn more...Additional Resource:

Identify the presenter's Claim, Evidence and Reasoning presented in the [TedTalk video](#).

