Opener: Write the quote and respond in some way!
Agree/Disagree/Explain

“Happiness is a butterfly which, when pursued, is always beyond our grasp, but which, if you will sit down quietly, may alight upon you.” - Nathaniel Hawthorne
Writing Baseline

- Rubric
- Sample Essay
Score an Essay

1. Use the rubric to score your sample essay.
2. We will talk about your scores.
3. Let’s look at your individual essay.
4. Do you agree with your score? Why/why not?
5. What are three things you need to work on?
6. Join Peardeck!
Color Coded Writing Technique

EQ: How can I show growth in my argumentative writing proficiency?

EQ: How does the Color Coded Writing Technique work?
Drag your dot to show if you’re ready to move on:
Drag your dot to show how confident you are in your writing:
What is this writing technique?

- This is a writing technique that employs the use of colors to represent different elements of an introduction, body paragraph, and conclusion.
- Each element is represented by a color. You write or underline that sentence(s) in the designated color.
What are some writing strategies that you already know of or use?:

Writing Strategies
What is the purpose of this writing technique?

• One of our system goals is to increase the rigor and cohesion of our writing instruction. 10th is focusing on argumentative writing this year.
• This color coded writing technique helps all students and teachers communicate more clearly about how to improve writing instruction and performance.
How does it work?

• Let’s look at what this technique looks like:
Color-Coded Writing Technique

Make sure you complete your chart!

Graphic Organizer

Color Code Sample 3!
What can we write about?

So, you didn’t like the topic I MADE you write about. Okay, let’s pick a new one!

Debatable Topic Examples
What are some topics for which you could write an argumentative essay?
Let’s Vote on our topic!
Final Vote!

Do men and women have equal opportunities in America?

This started as:

Is gender equality a real problem? In America?

Are men and women treated differently

We decided as a class on the question above to debate.
Pros and Cons and Not Riding the Fence

1. Pros

2. Cons
Our Yes and NO T-chart.

Answer to argue: YES:

- Harmful stereotypes affect men and women
- The glass ceiling exists.
- Sexism affects men and women.
Your Graphic Organizer: Before we start coloring, let’s review some key writing elements:

Introductions:
• **What is a hook?**

Examples:

• **What is a topic?**

Examples:

• **What does expansion/support mean?**

• **What is a thesis statement?**

Examples:
Thesis Statement

Which side of the fence are you on?
Our Working Thesis Statements:

We chose the second one because it is a closed, pronged thesis that shows how we address the argument.
What do we need to know about hooks?
Video: I don’t agree with it all!

We watched the video and discussed what will work for our class. See the notes.
### Hooks: Dos and Don'ts:

**Don’t:** Ask a Question or Use Onomatopoeia!

<table>
<thead>
<tr>
<th>Quote</th>
<th>Figurative Language (Simile, Metaphor, Personification)</th>
<th>Anecdote or Imagine if...</th>
<th>Parallel Structure</th>
<th>Shocking Statement</th>
</tr>
</thead>
</table>

---

**Dos:**

- Hook with a Quote
- Hook with Figurative Language
- Hook with Anecdote or Imagination
- Hook with Parallel Structure
- Hook with Shocking Statement

---

**Do not:**

- Ask a Question
- Use Onomatopoeia

---

**Dos and Don’ts:**

- **Dos:** Use effective hooks to engage your audience.
- **Don’ts:** Avoid using questions or onomatopoeia as hooks.

---

**Students:**

- Draw anywhere on this slide!

---

**Tips:**

- Use quotes, metaphors, and anecdotes to create interest.
- Parallel structure can add a rhythmic feel.
- Shocking statements can capture attention.

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**Pear Deck Interactive Slide:**

Do not remove this bar.
Share our hooks! Make sure to put yours on the sticky station before you leave!

Try several hook strategies. In class, we draft on sticky notes and discuss. At home, try several and email me. I will add to our class list.

<table>
<thead>
<tr>
<th>Hook Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Figurative Language</strong></td>
</tr>
<tr>
<td>Shocking statement</td>
</tr>
</tbody>
</table>
You came up with AWESOME hooks!

I am creating a document that will be used to vote for our class hook.

If you are at home, email me a hook example and I will add it to the list.

Look for the list as an attachment in Google Classroom.
Hook Vote

Read each hook and vote on the number you want to move forward with.

We can do a tie-breaker if we need to!
Modern gender is like a small construction crew building a house; it’s slowly improving but could improve faster with a little more help.

- What is the topic?

- Explain why it matters.

Because of gender-based stereotypes, an ever-present glass ceiling, and institutionalized sexism, men and women in America do not have equal opportunities.
Student Intros: We critiqued for these brave souls:

Modern gender is like a small construction crew building a house; it's slowly improving but could improve with more help. Men and women are the construction crew and equal opportunity in America represents the house. For various reasons, the nation's house is coming together, but not enough people are brought in to finish it and bring us together.

Because of gender-based stereotypes, an ever-present glass ceiling, and institutionalized sexism, men and women in America do not have equal opportunities.
Example One:

Modern gender is like a small construction crew building a house; it’s slowly improving but could improve with more help. Men and women are the construction crew and equal opportunity in America is the house. For various reason, the nation’s house is coming together, but not enough people are brought in to finish it and bring it together. Because of gender-based stereotypes, an ever-present glass ceiling, and institutionalized sexism, men and women in America do not have equal opportunities.

Critiques: Change various to in many ways. Revise 3rd sentence: not enough people are determined to finish the job
Modern gender is like a small construction crew building a house; it's slowly improving but could improve with more help. Like the small construction crew, only a small % of the population is helping fix gender inequality as a whole.

There are many ways men and women aren't equal, but all of them are affecting opportunities for everyone. Because of gender-based stereotypes, an ever-present glass ceiling, and institutionalized sexism, men and women in America do not have equal opportunities.
Example Two:

Modern gender is like a small construction crew building a house; it’s slowly improving but could improve with more help. Like the small construction crew, only a small percentage of the population is helping fix gender inequality as a whole. There are many ways men and women aren’t equal, but all of them are affecting opportunities each gender has. Because of gender-based stereotypes, an ever-present glass ceiling, and institutionalized sexism, men and women in America do not have equal opportunities.

Critiques: Change change but to and. Revise 3rd sentence: are affecting opportunities for everyone.
Modern gender is like a small construction crew building a house; it's slowly improving but could improve with more help.

Men and women in today's society do not have the same opportunities in many of many things (like men taking control over many things stereotypes, how people are raised) it matters to everybody. We all should have the same opportunities and rights. We are all human and we just want to get through and live life.

Because of gender-based stereotypes, an ever-present glass ceiling, and institutionalized sexism, men and women in America do not have equal opportunities.
Example Three:

Modern gender is like a small construction crew building a house; it’s slowly improving but could improve with more help. Men and women in today’s society do not have the same opportunities because of many things. It matters to everybody because we should all have the same opportunities and rights. We are all human and we just want to get through and live life. Because of gender-based stereotypes, an ever-present glass ceiling, and institutionalized sexism, men and women in America do not have equal opportunities.
Transitions:

- **Transitions** are words or phrases that connect ideas or signal shifts in importance or relevance. **Transitions** help us move from one point to another smoothly and can also help us emphasize or minimize an idea.
Transition Activity

Review the list of transitions.
Find the ones you overuse.
Find four you want to try!
Body Paragraphs

- Transition

- What is the topic sentence/Mini-claim #1?
  
  - What is RDFQ 1?
  
  - Explain it.
  
  - What is RDFQ 1?
  
  - Explain it.
Evidence Hunt!

Claim 1: Gender-based stereotypes prevent equal opportunities for men and women.


Always. “Always#Like a Girl.” YouTube, 26 June 2014, https://www.youtube.com/watch?v=XjQBlWYDTs


TedxTalks. “Boys won’t be boys. Boys will be what we teach them to be-Ben Hurst.” YouTube, 7 Jan. 2019.
Citation Reminder

We have to cite our sources. We will go in-depth with this but for youtube videos:

Here’s how the above example would be cited in MLA 8:


Resources: https://www.citationmachine.net/

https://www.easybib.com/

https://owl.purdue.edu/owl/research_and_citation/resources.html
Body Paragraphs

• **Transition Without doubt,**

• Gender-based stereotypes take opportunities away from all people.

• Example: According to Porter, gender-based stereotypes, like those in the “man box” hurt both men and women.

He goes on to explain how the man box is a prison for some men because it dictates what they can do, what they can feel, and what they can say.

Another example of a harmful stereotype is the one portrayed in the Always ad campaign “Like a Girl,” which shows how comments “hit like a girl,” “run like a girl,” and “fight like a girl” hurt both men and women.

These fake images of what girls and boys can do limits what they expect of themselves and what others think they can do, thus limiting their opportunities.
Evidence Hunt!

Claim 2: There is a glass ceiling in America that prevents equal opportunities for women in many industries.

https://www.youtube.com/watch?v=yUxcwJAJxHA&t=21s
https://www.youtube.com/watch?v=yUxcwJAJxHA

Body Paragraphs

• **Transition Furthermore,**
  • What is the topic sentence/Mini-claim #2
    The glass ceiling that exists in American business prevents men and women from having equal opportunities.

• **What is RDFQ 1?**
  • Explain it.

• **What is RDFQ 1?**
“Women are 50% of the planet, the workforce, and should be 50% of the leadership” (TEDx).

Successful, hard working women in high pressure fields still feel like they have to be “likable” to get promoted.

Women feel like they have to make a choice between having children and getting promoted.

The perceptions of how men and women should behave is different in a professional environment, making women feel like they have to work harder at watching what they say or do because it could be misinterpreted.

According the a Forbes article, women in the workforce undervalue themselves.

Studies have shown that women are conditioned to be less likely to take risks, which are necessary for advancements in many industries.
Write body paragraph 2 (claim 2)
If we wanted to really bump up our argument, we would include a counterclaim, aka counter argument.

- Look back at pro/con list. What would you say is a pro worth addressing?

- My advice is to do this in the last body paragraph and then refute it with strong evidence!
But what about....?

I see that, but...

Counterclaim

Rebuttal
Evidence Hunt!

Claim 3: Institutionalized sexism exists in America

From “Psychology Today”

Study.com Video

Forbes Article
Body Paragraphs

• Transition

• What is the topic sentence/Mini-claim #3?

• What is RDFQ 1?

• Explain it.

• What is RDFQ 1?

• Explain it.
Body paragraph 3 (claim 3 + counterclaim+rebuttal=AWESOME!)
Conclusions

- **Restate your thesis**: What does this mean?

- **Expansion**: Further explain your restated thesis, but do not introduce new information.

- **Universalize, Personalize, Synthesize** (Choose your strategy.)

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Diagram:

- Thesis (specific)
- Expand/Explain
- End with a broad statement
Write your conclusion! (You did it!!!!)
Draw lines to match the image to the answer:

- **RDFQ**
  - The statement that presents the claim to be supported in the paper
  - Also called a warrant. This is how you explain how the evidence supports your argument.
- **Thesis**
  - The mini-claim that supports the argument
  - reason, detail, fact, quote
- **Topic Sentence**
  - Words between paragraphs and sentences that connect ideas.
  - A claim that a writer supports with evidence. There is a clear opinion that he/she attempts to prove.
- **Expansion**
- **Transition**
- **Argument**