

Bellwork

20

20 minutes to read the two writing samples.

Annotate the following:

Evidence of research

Transition language

Citation evidence

Evidence of language that makes you know their “claim”

Thesis

Working silently. No noise.

September 25-28, 2015

SWBAT: Understand elements of a peer edit to apply to own writing



UPCOMING- EVEN DAY

THIS WEEK

9/21

Essay work
Reading Workshop

9/23

Essay work-Intro
E2: A3K LL 2nd ½
E6: A3K LL 1st ½

9/25

Draft 1-peer edit

NEXT WEEK

9/29

*E2: LL **Submit essay***
*E6: LL **Submit essay***

10/1

*E2: LL **A3K/Myers***
Briggs
*E6: LL **A3K/Myers***
Briggs

New Unit starts
Oct 5

September 25-28, 2015

SWBAT: Understand elements of a peer edit to apply to own writing



UPCOMING- ODD DAY

THIS WEEK

9/22

Essay work

9/24

Essay work

LL 2nd ½ Achieve 3K

NEXT WEEK

9/28

DRAFT 1—peer edit

9/30

LL Submit essay

10/2 (SUB)

LL A3K/Myers Briggs

New Unit starts

Oct 6

**Put this in your
Agenda**

September 25-28, 2015

SWBAT: Understand elements of a peer edit to apply to own writing

Bellwork (10 minutes)
Get situated

Agenda (5 minutes)

Skill (45 minutes)
Peer editing-essay

Workshop (30 minutes)
Revise
Read

Peace/Out (5 minutes)

In my younger and more vulnerable years my father gave me some advice that I've been turning over in my mind ever since. "Whenever you feel like criticizing any one," he told me, "just remember that all the people in this world haven't had the advantages that you've had." He didn't say any more, but we've always been unusually communicative in a reserved way, and I understood that he meant a

OBJECTIONABLE

at least the terms in which they express them, are usually plagiaristic and marred by obvious suppressions. Reserving judgments is a matter of infinite hope. I am still a little afraid of missing something if I forget that, as my father snobbishly suggested, and I snobbishly repeat, a sense of the fundamental decencies is parcelled out unequally at birth. And, after boasting this way of my tolerance, I come to the admis-

PROVOCATIVE

were related to one of those intricate machines that register earthquakes ten thousand miles away. This responsiveness had nothing to do with that flabby impressionability which is dignified under the name of the "creative temperament."— it was an extraordinary gift for hope, a romantic readiness such as I have never found in any other person and which it is not likely I shall ever find again. No. Gatsby

OFFENSIVE

and started the whiteside hardware business that my father carries on to-day. I never saw this great-uncle, but I'm supposed to look like him — with special reference to the rather hard-boiled painting that hangs in father's office. I graduated from New Haven in 1915, just a quarter of a century after my father, and a little later I participated in that delayed Teutonic migration known as the Great War. I enjoyed the

UNSUITABLE

had just left a country of wide lawns and friendly trees, so when a young man at the office suggested that we take a house together in a commuting town, it sounded like a great idea. He found the house, a weather-beaten cardboard bungalow at eighty a month, but at the last minute the firm ordered him to Washington, and I went out to the country alone. I had a dog — at least I had him for a few days until he

UNACCEPTABLE

growing on the trees just as things grew in his time, I had that intimate conviction that life was beginning over again in the summer. There was so much to read, for one thing, and so much fine health to be pulled down out of the young breath-giving air. I bought a dozen volumes on banking and credit and investment securities, and they stood on my shelf in red and gold like new money from the mint,

DANGEROUS

extends itself due east of New York — and where there are, among other natural curiosities, two unusual formations of land. Twenty miles from the city a pair of enormous eggs, identical in contour and separated only by a courtesy bay, jut out into the most domesticated body of salt water in the Western hemisphere, the great wet barnyard of Long Island Sound. They are not perfect ovals — like the egg in the Columbus story, they are both crushed flat at the contact end — but their physical resemblance must be a source of perpetual confusion to the gulls that fly overhead. To the wingless a more arresting phenomenon is their dissimilarity in every particular except shape and size. I

Topic: Censorship /Banned Books
Project: Argumentative essay

September 25-28, 2015

SWBAT: Understand elements of a peer edit to apply to own writing



Introduction

Research

Counter

Opinion

Introduce novel

Claim/Defend (specific novel)

Conclude

Work Cited page

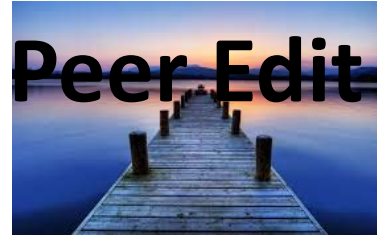
Research essay



Paragraphs

~~AND WORK CITED~~

RELATIONSHIPS



P1: THE INTRO

- Is the hook good/ interesting/ thought provoking?
If not, "FLAT"
- Do you see a reflection of the prompt?
If not, "WHY AM I READING THIS?"
- Can you tell the position?
If not, WHAT ARE YOUR THOUGHTS?
- Are they starting a fight?
If not, WISHY-WASHY

Can you tell that the student was "pushing" to impress the audience--how? Do you see "because"—circle it.

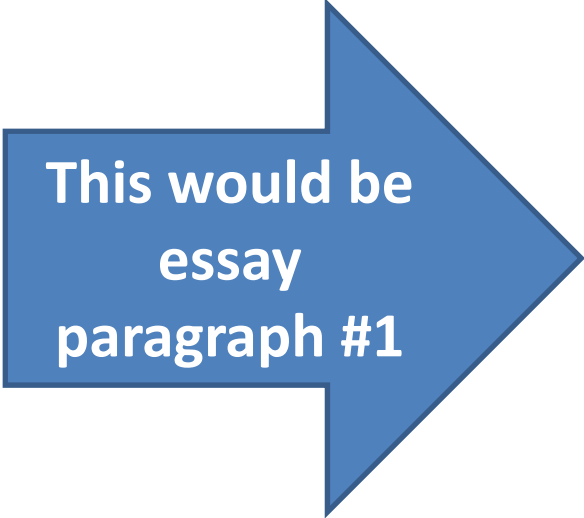
September 25-28, 2015

SWBAT: Understand elements of a peer edit to apply to own writing

Introduction

Hook/Big idea/narrow/thesis

No rhetorical question



This would be
essay
paragraph #1

Hook

Big idea

Narrow focus

Thesis

Movie ratings, parental locks, school filters all have a common element—someone has decided the “appropriateness” of content. Censorship is... (put in the definition). The act of banning or challenging a book is one element of censorship ~~that affects~~ affecting students around the world. The argument over whether a book should be banned is a contentious one, with arguments from both sides. While this student (agrees/disagrees) with the idea of banning, when applied to the novel (name), a ban (is/is not) appropriate.

RELATIONSHIPS



P2: THE RESEARCH

- Can you tell what side they researched?
If not, I DON'T SEE IT-WHICH SIDE?
- Did they drop any names?
If not, THIS ISN'T AN OPINION PAPER
- Did they cite the information correctly?
If not, LOOK AT THE ARROW DOCUMENT
- Is the narrative voice neutral?
If not, WHY ARE YOU SO BOSSY?

Can you tell that the student was “pushing” to impress the audience--how? Do you see “because”—circle it.

September 15-28, 2015

SWBAT: Understand and

credit to

Paragraph
#2=research
results

Tone=academic

Audience=educated
adults

Skill= Internal citation,
support for claim

Hook: ***Banning books is one way society
censors.***

FOR PEOPLE

Access to inappropriate content is one of the primary arguments for the need for banning books. As Pam Homan noted in her article “Why banning books makes sense,” “kids should not be exposed to violence, nudity, language at a young age, they have their high school years to live the life they are reading about” (2014). This argument supports the idea that...

AGAINST PEOPLE

The First Amendment states, “blah, blah, blah”. As author Pam Homan pointed out in her article “Why the First Amendment is not to be trifled with,” “as Americans, we have the right to read and write whatever we want; the act of banning access takes away this unalienable right” (2014). This right is one that is taken when parents...

RELATIONSHIPS



P3: THE COUNTER

- Did they transition in?
If not, WOW, THAT WAS ABRUPT
- Do you see the different opinion AND the cancel out?
If not, I AM CONFUSED
- Is the reasoning sound?
If not, I THINK YOU ARE WANDERING

COULD THEY ADD RESEARCH TO SUPPORT THE CANCEL?

Did they stay neutral or is the author's voice coming in—because we are still pushing for academic tone. If you see "you", circle it.

September 28, 2015

SWBAT: Under

it to

**Paragraph #3=
counterargument**

Transition: *Some may argue that.*

FOR PEOPLE

The First Amendment is a law. This is, obviously, true, but, this author would note that the argument about small children and content is also a significant one. The act of banning is when a parent or guardian is doing what is in the best interest of the child.

AGAINST PEOPLE

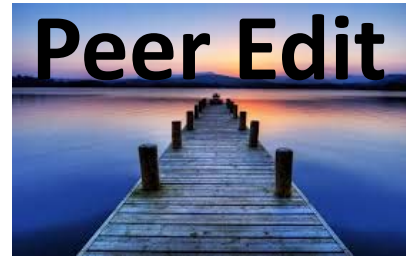
Parents should have the final say as to what their child is being introduced to when entering school. However, banning books is not saying the individual can never have access to materials, rather, that the materials need to be used/read at appropriate ages. The First Amendment gives the right for individuals...

Tone=academic

Audience=educated adults

Skill= introducing the counterargument, deflecting it in writing.

RELATIONSHIPS



P4: THE OPINION

- Is there an acknowledgement of their opinion?
If not, WHAT DO YOU THINK?
- Did they explain their thought process, or were they in a hurry to get out of the paragraph?
If not, TALK TO ME
- Is the reasoning sound?

*Are you seeing language that is appropriate for a research paper?
You CAN see “I”, but is it overused? Look for “because”, “you”, “a lot”—circle if present.*

September 28, 2015

SWBAT: Under
it to

Paragraph #4=
Opinion

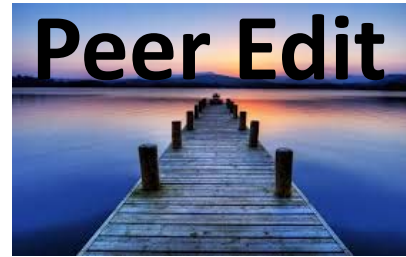
Tone=academic
Audience=educated
adults

Skill= stating opinion
using academic tone.

Transition: At the start of this research.

This author was surprised to find the list of books already banned or deemed sensitive; the idea of keeping any material from a reader seemed ridiculous. However, in the process of reading and discussing, this author now believes...

RELATIONSHIPS



P5: YOUR BOOK

- **Did they ICE?**
If not, ICE, ICE BABY
-

*Are you seeing language that is appropriate for a research paper?
You CAN see “I”, but is it overused? Look for “because”, “you”, “a
lot”—circle if present.*

October 23-24, 2014

SWBAT: Determine
counterargument

This would be
body
paragraph #5

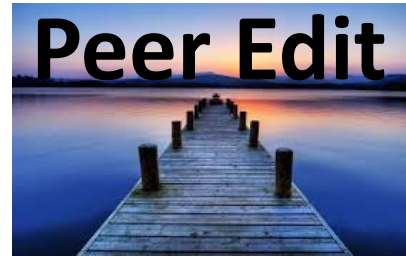
INTRODUCE NOVEL

**Author/title/genre/characters/setting
/thematic idea**

Author Judy Blume's novel *Forever* tells the love story of Michael and Katherine, two teenagers from New York. This fictional account of young love explores the idea that a first love (does what? Thematic idea is here...)

**P.S. do you like my first "power verb",
or should I be stretching for
something better?**

RELATIONSHIPS



P6: IS IT/SHOULD IT BE?

- Did they ICE?
If not, ICE, ICE BABY
- Do you see an opinion?
If not, I AM UNCLEAR
- Did they give evidence?
If not, PROVE IT

*Are you seeing language that is appropriate for a research paper?
You CAN see “I”, but is it overused? Look for “because”, “you”, “a
lot”—circle if present.*

October 23-24

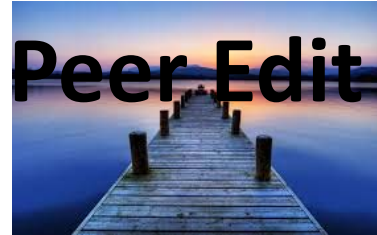
This would be
paragraph #6

Note—the
claim took a
long time to
get to.

Claim/Defend

Despite being a fictional account, *Forever* has been on “banned and challenged” lists forever. Parents have objected to the language and sexual content portrayed in the novel, a common reason for banning books. While this author does not personally agree with the concept of banning, she could see what parents of children might react to. Two scenes in particular stood out: “blah, blah, blah” (p#) might be deemed inappropriate by some; “blah, blah, blah” (p3) was horrific.

RELATIONSHIPS



P7: THE CONCLUSION

- Is the hook good/ interesting/ thought provoking?
If not, "FLAT"—TRY CIRCULAR
- Do you see a reflection of the prompt?
If not, "WHY DID I READ THIS?"
- Did you see the thesis again?
If not, WISHY-WASHY

Can you tell that the student was "pushing" to impress the audience--how? Do you see "I"—circle it.

September 25-26 2015

This would be
essay
paragraph #7

Please note—this
is a circular
argument—you
reversed the
intro.

Conclusion

In the end, as it applies to (what was your novel?), a ban is/is not a good practice. While the author does/does not agree with the concept of banning, he/she can understand why (what was your novel?) might/might not be deemed sensitive. Censorship exists as a means to “protect” an individual, but (can you come up with something that would bring the reader back to the intro? -- quote, response to the statement? Something?)

September 25-28, 2015

SWBAT: Understand elements of a peer edit to apply to own writing

Bellwork (10 minutes)

Get situated

Agenda (5 minutes)

Skill (45 minutes)

Peer editing-essay

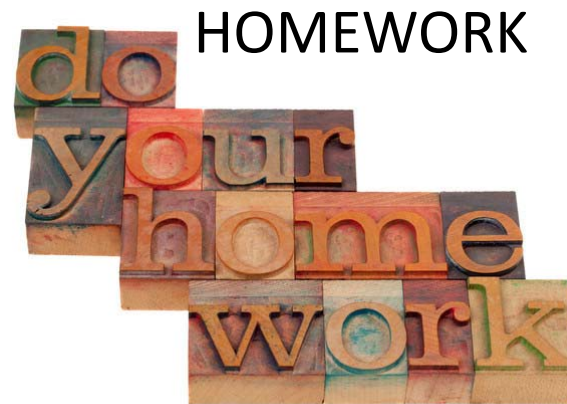
Workshop (30 minutes)

Revise

Read

Peace/Out (5 minutes)

RELATIONSHIPS



HOMEWORK

- 1. REVISE (or write for the first time)**
- 2. Make sure you have annotated something**
- 2. READ BOOK—you are writing about it**

YOU ARE TURNING THIS IN NEXT CLASS