

ARGUMENTATIVE WRITING

POSTER FOR SOCIAL STUDIES

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ARGUMENTATIVE WRITING

USING CLAIMS AND EVIDENCE TO CONVINCE THE READER OF A POSITION ON A PARTICULAR TOPIC

CLAIM: THE WRITER'S MAIN POSITION OR VIEWPOINT ON A TOPIC
"WHAT DO I THINK?"

- BEGINS THE QUESTION WITH A COMPLETE SENTENCE.
- ANSWERS THE QUESTION BY FORMING YOUR OPINION
- 1-2 SENTENCES MAX.

REASONS: EXPLAINS WHY THE WRITER HAS A POSITION OR VIEWPOINT
"WHY DO I THINK EITHER DEFEND OR JUSTIFY YOUR OPINION?"

- DESCRIBE WHAT IS GOING ON DURING THIS THING
- NAME SIX PROPER/NEW HISTORICAL VOCABULARY
- DEFEND OR JUSTIFY YOUR CLAIM BY USING YOUR KNOWLEDGE OF SOCIAL STUDIES
- 3 SENTENCES MAX.

EVIDENCE: FACTS, STATISTICS, OR EXPERT OPINIONS THAT SUPPORT THE WRITER'S REASONS
"HOW DO I KNOW?"





- SHOULD BE A PIECE OF TEXTUAL INFORMATION THAT SUPPORTS THE ANSWER IN YOUR CLAIM.
- THROUGH A SENTENCE STARTER
- EVIDENCE SHOULD BE RELIABLE THAN 1-2 SENTENCES
- EVIDENCE SHOULD BE CITED BY:
 - AUTHOR'S LAST NAME & PAGE NUMBER OR TEXT TITLE & PAGE NUMBER
 - IF NO PAGE NUMBER, LEAVE IT OFF

COUNTERCLAIM: A DIFFERENT POSITION OR VIEWPOINT
"WHAT IS THE OTHER SIDE?"

- COULD BE THE OPPOSITE OF YOUR CLAIM.
- EXPLAIN THE DIFFERENT POINT OF VIEW
- 2-3 SENTENCES

REBUTTAL: THE WRITER'S RESPONSE TO THE COUNTERCLAIM
"WHAT IS MY RESPONSE TO THE OTHER SIDE?"

- EXPLAIN HOW YOU DISPROVE THE COUNTERCLAIM
- 2-3 SENTENCES
- CONCLUDE WITH YOUR FINAL THOUGHT



Argumentative Writing In Social Studies

Derek Soles



Argumentative Writing In Social Studies:

Teaching and Learning Argumentative Writing in High School English Language Arts Classrooms George E. Newell, David Bloome, Alan Hirvela, 2015-06-05 Focused on the teaching and learning argumentative writing in grades 9-12, this important contribution to literacy education research and classroom practice offers a new perspective, a set of principled practices, and case studies of excellent teaching. The case studies illustrate teaching and learning argumentative writing as the construction of knowledge and new understandings about experiences, ideas, and texts. Six themes key to teaching argumentative writing as a thoughtful, multi-leveled practice for deep learning and expression are presented: teaching and learning argumentative writing as social practice; teachers' epistemological beliefs about argumentative writing; variations in instructional chains; instructional conversations in support of argumentative writing; as deep learning and appreciation of multiple perspectives; contextualized analysis of argumentative writing; and the teaching and learning of argumentative writing and the construction of rationalities.

Writing Instruction Across the Disciplines Steve Graham, Carol Booth Olson, Tanya Baker, Huy Q. Chung, Undarmaa Maamuujav, Jacob Steiss, 2025-12-05 This book translates the best current research on adolescent writing instruction into teacher-friendly practices that are easy to implement in today's diverse classrooms. Leading experts present instructional methods that are applicable across the curriculum as well as specific proven techniques to build writing skills and promote critical thinking in English language arts, social studies, science, and math. Key chapters address multimodal writing and pedagogical uses of generative artificial intelligence (AI). Other essential topics include self-regulated strategy development, culturally sustaining writing practices, writing for college readiness, and teaching argument writing. Guiding Questions, Action Steps, and helpful classroom examples in each chapter enhance the book's utility as a teacher resource and course text.

Doing History Linda S. Levstik, Keith C. Barton, 2022-09-06 Now in its sixth edition, *Doing History* offers a unique perspective on teaching and learning history in the elementary and middle grades. Through case studies of teachers and students in diverse classrooms and from diverse backgrounds, it shows children engaging in authentic historical investigations often in the context of an integrated social studies curriculum. The book is grounded in the view that children can engage in valid forms of historical inquiry: asking questions, collecting and analyzing evidence, examining the varied perspectives and experiences of people in the past, and creating evidence-based historical accounts and interpretations. Grounded in contemporary sociocultural theory and research, the text features vignettes in each chapter showing communities of teachers and students doing history in environments rich in literature, art, writing, and discussion. The authors explain how these classrooms reflect contemporary principles of teaching and learning, and thus the descriptions not only provide specific examples of successful activities but also place them in a context that allows teachers to adapt and apply them in a wide range of settings. *Doing History* emphasizes diversity in two ways: Readers encounter students from a variety of backgrounds and see how their diverse experiences can form the foundation for learning, and they also see examples of

how teachers can engage students with diverse experiences and perspectives in the past including those that led to conflict and oppression The book also discusses principles for working with English learners and newcomers and it provides guidance in using multiple forms of assessment to evaluate the specifically historical aspects of children s learning Updates to this edition include updated historical and instructional examples to ensure currency new suggestions for children s literature to support good teaching expanded attention to teaching about oppressed groups in history and greater attention to when historical perspective taking is and is not appropriate

Argument Writing as a Supplemental Literacy Intervention for At-Risk Youth Margaret Sheehy, Donna M. Scanlon, 2021-11-28 This volume details the development and initial evaluation of a supplemental literacy course intended to support at risk high school students in the US Developed using design based research DBR the course combines argument writing and knowledge building literacy routines to support academic literacy development Acknowledging the demand for US students to meet academic literacy standards that emphasize explanatory and argumentative writing the text foregrounds knowledge building as key to effective writing development Chapters trace the development and implementation of course literacy routines designed using DBR and use whole class and individual case studies to demonstrate how informational reading discussion and argument writing become an activity system to support literacy development Ultimately the text has important implications for literacy course design and the use of knowledge building analysis and DBR in research The text will benefit researchers academics and educators in higher education with an interest in academic literacy education writing and composition and secondary education more broadly Those specifically interested in methodologies relating to classroom teaching and learning as well as argumentation and argument writing will also benefit from this book

Thematic Teaching of Women's Rights Issues with Social Studies Trade Books Jeremiah Clabough, Natalie Keefer, 2023-09-29 This edited volume presents a distinctive approach for exploring pedagogical frameworks methods and strategies for teaching thematically about women s rights using social studies trade books After an introductory chapter by Jeremiah Clabough that provides a compelling rationale for thematic teaching of women s rights issues and controversial topics Natalie Keefer and Tori Flint situate the remaining chapters within the context of theory and research on women s rights issues and include a discussion of implications and considerations for the role multiple literacies have in advancing women s rights in North America and beyond In subsequent chapters a diverse assemblage of respected scholars within the field of social studies education introduce important women who advanced women s human rights in the United States paired with a notable trade book about their life challenges and achievements Then chapter authors describe student centered pedagogies with inquiry based pedagogies aligned with the NCSS C3 Framework that teachers can implement with upper elementary and middle school students to seamlessly integrate literacy and social studies for the purpose of thematically teaching about women s rights

Explicit Teaching of Argumentative Writing in Upper Primary Social Studies Lessons Becky Neo, 2004 **A Guide to Documentation**

and Writing in the Disciplines Laurie G. Kirsznar, Larry G. Mapp, Stephen R. Mandell, 2001-10 Full introductions to writing in the humanities the social sciences and the natural sciences with model papers typical of the work students will be expected to submit in each discipline

(Re)designing Argumentation Writing Units for Grades 5-12 Kathy Tuchman Glass, 2016-12-22 Writing plays a crucial part in all education disciplines helping students to communicate their ideas to different audiences and extend their content knowledge Developed fhttp player listenlive co 35601 enor teachers curriculum designers and literacy coaches this user friendly guide offers practical recommendations strategies and tips for establishing argumentation units of instruction that empower students to artfully and logically present and convince others of their position Benefits Examine the characteristic elements of an argument and the benefits of teaching students to work through how to structure an argument Examine an argumentation unit map its learning goals and guiding questions and then develop cohesive units based in argumentation writing Complete exercises throughout the book that will help to create consistent engaging units that will prepare students to take on any writing challenge that asks them to exercise their persuasive writing skills Design a full lesson on argumentation from establishing author s purpose to supporting a thesis with evidence to presenting counter arguments Download templates checklists rubrics and student activities useful for designing an argumentation unit and guiding lessons Contents Introduction Chapter 1 Preparing for Argumentation Chapter 2 Building an Argumentation Unit Map Chapter 3 Formulating a Pre and Culminating Assessment and Establishing Criteria for Success Chapter 4 Writing Engaging Introductions Using Gradual Release of Responsibility Chapter 5 Designing Lessons Epilogue Appendix A List of Figures and Tables Appendix B Professional and Student Resources References and Resources Index

The Essentials of Academic Writing Derek Soles, 2005 Provides thorough coverage of the most important phases of academic writing from planning and research through revising and proofreading five carefully annotated academic essays by students and well known authors as models of narrative expository and argumentative writing and thirteen additional sample essays both student and professional and an engaging case study of a student research paper

The Harcourt Brace Guide to Documentation and Writing in the Disciplines Laurie G. Kirsznar, 1999 *Learning English as a Second Language in High Schools* Linda Anne Harklau, 1992

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Linguistics and Language Behavior Abstracts , 1998 *Teaching Students who are Exceptional, Diverse, and at Risk in the General Education Classroom* Sharon Vaughn, Candace S. Bos, Jeanne Shay Schumm, 2007 Based on the belief that even small accommodations make a difference in the success of students with disabilities this text provides classroom teachers with the knowledge tools and practical strategies that will empower them to spark learning in every student From students with disabilities culturally diverse students and students with limited English proficiency to economically disadvantaged students Vaughn Bos Schumm provides teachers with the tools they need in their diverse classrooms Revised to reflect recent changes in the law IDEA 2004 a new chapter on Developing Independence in Learning an all new Tech Tips features

that has received rave reviews a revised chapter Managing Student Behavior that emphasizes school wide behavior management and positive behavioral support an expanded chapter on Collaborating and Coordinating with Other Professionals and Family Members with increased coverage of co teaching a revised chapter on Planning and Grouping Strategies for Special Learners that reflects an increased emphasis on grouping and expanded coverage of secondary education via chapter opening interviews new photos and new examples throughout the text **Teaching Writing** Gail E. Tompkins,2000 Using a process approach to writing this book focuses on teaching strategies that will help children to develop and improve their writing skills and their writing products Grades K 8 **American Republic Since 1877, Standardized Test Practice Workbook, Teacher's Edition** McGraw-Hill Staff,2002-07 *Current Index to Journals in Education* ,2001 *Journal of Teaching Writing* ,1994 **The Social Studies** ,1928 Elements of Literature, Grade 6 Holt Rinehart & Winston,2002 Collections of literary works and accompanying lessons covering conflict autobiography poetry main ideas short story drama subjective and objective writing and mythology and folk tales

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Argumentative Writing In Social Studies Introduction

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