

## Week Ten: Unit 2 Review

**Weekly Focus:** Response with Evidence

**Weekly Skill:** Short Answer Response with Evidence

**Lesson Summary:** This week students will have a chance to formalize their thoughts concerning Unit Two's material by completing review activities. They will also write a short answer response to a question. If time allows, students will also use readings from this unit to compose an oral argument in groups in response to a question.

**Materials Needed:** Review Worksheets; Types of Evidence; Using Context to Determine Meaning; Oral Presentation Group Directions/Roles; First Amendment; Language Quotes, Facts, Statistics, and Examples; Human Trafficking reading (on website); Possible Answers—For Teachers Only

**Objectives:** Students will be able to...

- Read graphs and answer comprehension questions concerning them
- Critically analyze and write responses regarding material previously read in class
- Write a short answer response in which they cite specific textual evidence to support an informed analysis of a text

**Common Core Standards Addressed:** RH.11-12.1, RH.11-12.8, WHST.11-12.1

**Note:** The Extension Activity below may also be used for Advanced Groups or groups who have been through this lesson before. They can choose to complete the extension activity while the rest of the class goes over the worksheets. If possible, provide laptops and internet for these students to use for research purposes. Otherwise, this can be an extension activity for the whole class, if time allows.

## Week Ten: Unit 2 Review

### Activities:

#### Warm-Up/Review: Preparation

Time: 5 minutes

Remind students that today they will be reviewing the essential question about independence as well as skills we have been practicing, through completing worksheets and writing a short answer response. Allow students to gather and review notes and material. These notes are primarily necessary for the extension activity.

#### Activity 1: Review Worksheets

Time: 30-40 minutes

- 1) Have students complete both sections I and II the best they can. They may use all notes and articles that they have collected over the course of this unit.
- 2) Review answers as a class.

Break: 10 minutes

#### Activity 2: Writing Activity

Time: 50 minutes

- 1) Read the article on post-secondary certificates as a class. Clarify vocabulary as you go, and check for comprehension after every couple of paragraphs: "What are they saying?"
- 2) Have students either use the paragraph frame or a similar structure to write a response to the question. Give students 20 minutes to complete the writing frame.
- 3) Go over as a class: model completing the writing exercise with input from student writings.

#### Extension Activity: Practice Verbally Using Evidence

Time: 50 minutes

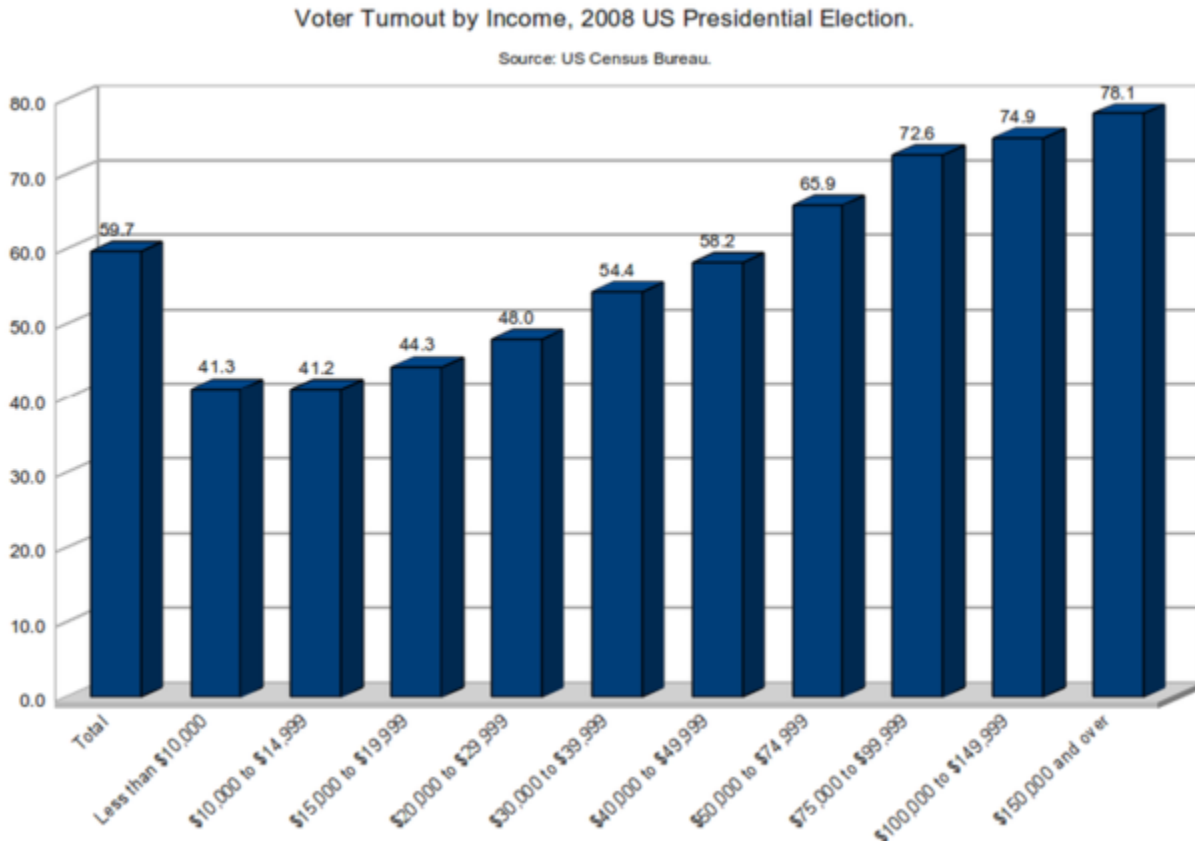
- 1) Reintroduce this unit's essential question in this format: "What three things do you believe are important for a person to have independence?" Write this question on the board.
- 2) Divide students into groups of 4. Tell students that based on what they've discussed over the past four weeks, they will work to present an effective oral argument to the class on today's topic-- Independence-- that answers the question on the board. Each member of the group will present a different section of the argument. They will present the argument orally just as they would write it in a paragraph. There will be an introduction with a claim, evidence, and a conclusion. This means that everyone will speak.
- 3) Hand out Oral Argument Role sheets. Have each student choose a role. Stress that although they each have a role, they are working together to create a cohesive argument. This means that they should help each other and practice presenting to make sure that the argument comes together effectively. Each group will have a 3 minute time limit for presentation.
- 4) For the fact, statistic, or opinion evidence, students may draw from any article that they've read over the past unit or do research to find evidence. The personal experience should come from the students' own lives.
- 5) Give groups 40 minutes to prepare and then have each group present.

*(If only some of your students are doing this exercise, you can have students write their written response as a group instead of presenting to the class.)*

## Week Ten: Unit 2 Review

### REVIEW WORKSHEETS

**I. Using Statistics as Evidence:** Examine the graphs below and then answer the questions that follow.

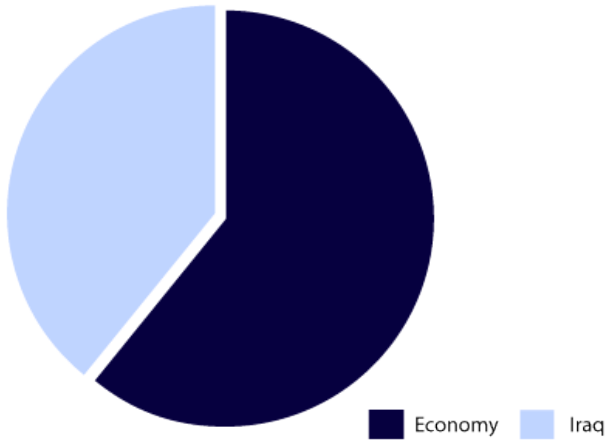


- 1) In your own words, what does this bar graph show?
- 2) What income level had the highest percentage of voters? The lowest?
- 3) What percentage of people voted overall?
- 4) Based on the information presented above, what relationship can you find between income and voter turnout?

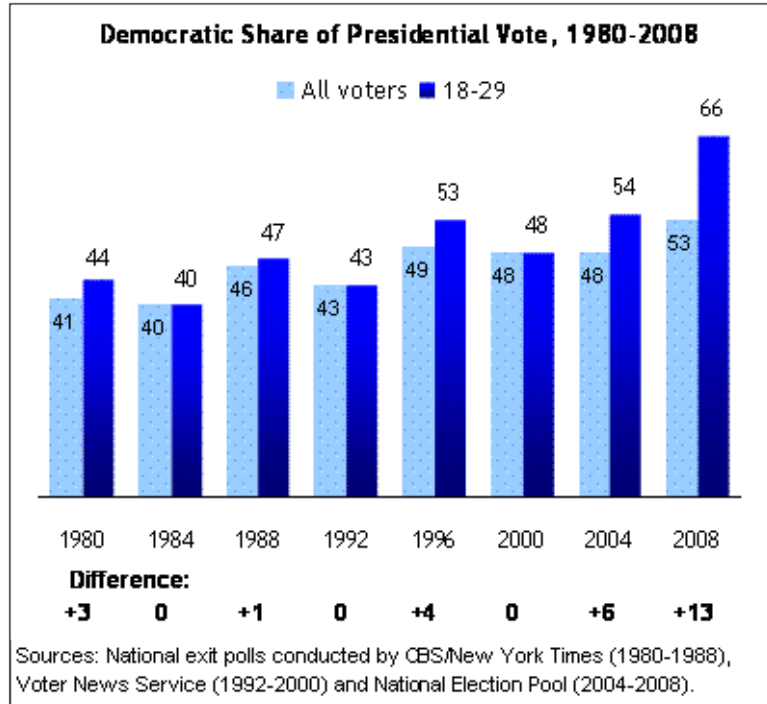
Week Ten: Unit 2 Review

# Getting Their Attention: What Young Voters Care About

The Pew Research Center found that 61 percent of young voters in the 2008 presidential election felt that the economy was the number one issue of importance. The issue that came in second in 2008 was the war in Iraq.



Source: Young Voters in the 2008 Election; Pew Research Center; November 12, 2008; <http://pewresearch.org/pubs/1031/young-voters-in-the-2008-election>



**Directions:** Look at the two graphs above. Pretend that you are an advisor for the *Republican* presidential campaign. If you wanted to convince your campaign team that going after the youth vote was important, which graph would you use as evidence to support your claim? Why?

## Week Ten: Unit 2 Review

---

**II. Short Answer about In-Class Reading:** *Write a one paragraph response to each question. Be sure to write in complete sentences and include a topic sentence, supporting details with evidence (taken from your reading this unit), and a concluding sentence.*

1) What are three different types of evidence? Give an example of each one.

2) If you come across a word that you don't understand, what strategies might you use to figure out what this word means?

## Week Ten: Unit 2 Review

### III. Short Answer Analyzing and Responding to an Argument with Evidence

*Excerpted from POLITICO.com*

#### **The importance of post-secondary certificates**

By: Anthony Carnevale and Jamie Merisotis

July 31, 2012 10:02 PM EDT

As the debate rages about the value of college, another education option is finally getting well-deserved attention. Post-secondary certificates are putting significantly more Americans on an affordable pathway to gainful employment, according to a new study by the Georgetown University Center on Education and the Workforce, co-funded by the Lumina Foundation. This is good news for our economy, and policymakers should take notice.

Post-secondary certificates are a uniquely American invention. They are awarded by public institutions or private for-profit trade schools for completing studies in a specific field — like computer and information services, office management, health care or food services. The number of graduates with certificates has skyrocketed more than 800 percent over the past 30 years, though few of our leaders appear to know very much about this.

Part of the problem is that certificates are rarely counted in government education reports. That should change, however, because certificates have become the fastest growing form of post-secondary credential awarded in our country over the past few decades.

Certificates hold tremendous promise for expanding our skilled workforce and are increasingly popular for a variety of reasons. They are relatively cheap — with net costs ranging from roughly \$6,780 to \$19,635[, which] is far less than even one year at some colleges. Certificate courses can also be completed quickly and then can pay off more than many two-year degrees[,] and sometimes more than four-year degrees.

Certificates usually take less than two years to complete, and more than half take less than one year. That means certificate holders can move quickly from the classroom to the workforce — which helps explain why more than 1 million certificates were awarded in 2010. Up from 300,000 in 1994.

In addition, certificate holders earn 20 percent more on average than high school-educated workers — which can mean about \$240,000 more than a high school diploma in lifetime earnings. [However,] many certificate holders can earn more than workers with degrees from a two-year college, and some earn more than those with bachelor's degrees.

## Week Ten: Unit 2 Review

For example, in computer and information services, male certificate holders can earn \$72,498 per year — more than 72 percent of men with an associate degree and 54 percent with a Bachelor of Arts.

Certificates have also set workers on a path to higher education, serving as the first step toward a college degree. That has proved particularly true for low-income, minority and immigrant Americans, often the first in their families to attend college.

More than 30 percent of certificate holders continue their education to get an associate's degree, and almost 13 percent get a bachelor's degree. Even as education costs are going through the roof, a certificate is one way to make enough money to afford a higher degree.

This makes certificates an increasingly important steppingstone to continuing employment in America, where greater skills are required to compete in our knowledge-based economy. Certificates can also offer a jump-start into the labor market for the millions of Americans now unemployed or underemployed.

It's important, however, to note that not all certificates are created equal when it comes to earning power and opportunity. Much of the value is tied to being in the right field.

For men, certificates in computer and information services, heating and air conditioning, drafting, aviation and electronics provide the greatest return. For women, fields connected to computer and information services and business or office work offer the highest earnings.

As we debate the best path forward for post-secondary education, it's time the humble certificate got the recognition it deserves. These credentials matter to our economy and our citizens. They need to become part of our national dialogue about how to more effectively deliver education beyond high school to more Americans.

## Week Ten: Unit 2 Review

**Question:** What claim do authors Anthony Carnevale and Jamie Merisotis make about post-secondary certificates? Use evidence from the article to support your response.

### Your Response

#### Analyzing the Article (What is *their* opinion?)

According to an article by Anthony Carnevale and Jamie Merisotis, post-secondary certificates are \_\_\_\_\_.

The article states, " \_\_\_\_\_ "

One reason that the authors give in support of their position is \_\_\_\_\_.

Another reason the author gives in support of their position is \_\_\_\_\_.

Overall, the authors believes that \_\_\_\_\_.



## Week Ten: Unit 2 Review

### THREE TYPES OF EVIDENCE

STORY OR EXAMPLE	<p><b>What is it?:</b> A story or example used to support your point. This story or example can be something that happened to you or to someone else, but it <b>MUST RELATE</b> directly to your claim.</p>
	<p><b>What to watch out for:</b> If you tell a story or give an example that is off topic or does not relate to your claim, it will not be effective. Also, if your story is too general, it will not be effective.</p>
	<p><b>How to use it effectively:</b> Be sure to use an example or tell a story that is on-topic. Then, <b>explain how your example connects to your claim.</b> Finally, be as specific as possible in your description, creating a clear picture through your words for the audience.</p>
EXPERT OPINION	<p><b>What is it?:</b> The opinion of someone who is considered an expert on the topic that you are discussing used to support your claim. This may take the form of a quote, paraphrase, or summary of the expert's opinion.</p>
	<p><b>What to watch out for:</b> Be careful not to just give an expert's opinion without connecting it to your thesis.</p>
	<p><b>How to use it effectively:</b> Introduce your expert's opinion by giving information about who the expert is and where you found his or her opinion. Then, either after or before you give the opinion, <b>explain why it is important.</b> Tell your reader how this opinion helps support your claim.</p>
FACTS OR STATISTICS	<p><b>What is it?:</b> A fact or statistic that provides information to support your claim. You may find a fact or a statistic in an article, or you might find it in the form of a graph, chart, or other visual.</p>
	<p><b>What to watch out for:</b> Make sure that you are giving the right fact or statistic. Always check your source to see if it is trustworthy, and make sure the information you've found is reliable and up to date.</p>
	<p><b>How to use it effectively:</b> <b>Put the fact or statistic into context.</b> This means, explain where it is coming from to your readers and then explain how it links to your claim. Why should your reader be paying attention to this statistic or fact?</p>

## Week Ten: Unit 2 Review

### USING CONTEXT TO DETERMINE MEANING

#### Wait! I don't know that word....

There are many times when you are studying or taking a test that you will come across a word or an idea that you don't know. Being able to use context as well as your resources to determine what this word or idea means is a very valuable comprehension skill. But how do you do this? See the example below for some steps that you can follow:

1. **Using Prior Knowledge:** *What do you already know about the word?* Ask yourself in what form you may have seen the word or idea before. Maybe you've only seen part of the word. What did it mean then?
2. **Questioning:** *Ask yourself questions about the word and the context in which it was found.* Is the word in a document about a specific subject? Based on the content of the article and the sentence, what might the word be about? If you took the word out and substituted another in the sentence, what might that word be? What part of speech is the word?
3. **Visualizing:** *Try to picture the situation or idea that the passage overall is describing.* Where is the event taking place? In what time period? Seeing the big picture can often help you understand the word.
4. **Inferring:** *What do you understand from reading the passage that is not already on the page?* For example, based on the questions that you've already asked yourself, what do you know that the passage is about? What might the particular word you're struggling with be about based on the overall content of the passage.
5. **Using Your Resources:** It's true that when you are taking an official test, you won't have as many resources available to you as when you're studying alone. However, this makes it all the more important for you to **use your resources available to you** as you study. Do you have a dictionary available? Look the word up. Are you in a classroom with peers? Ask them if they have an idea. The more you can learn NOW, the more you'll know when you take the test.
6. **Summarizing/Synthesizing:** This last step is perhaps the most important step of all. When you have learned a new word or idea, **be sure to put the definition into your own words and relate it to your own life.** This will make sure that the knowledge you have gained will stay with you past today.

## Week Ten: Unit 2 Review

### NEW WORD OR IDEA \_\_\_\_\_

<p><b>Using Prior Knowledge</b>          What do you already know about the topic?</p>	
<p><b>Questioning</b>          What part of speech is the word? In what context does it occur?</p>	
<p><b>Visualizing</b>          What does the big picture look like?          Picture the content.</p>	
<p><b>Inferring</b>          What is not written on the page that you can use to help you understand what is?</p>	
<p><b>Using Your Resources</b>          Use your dictionary or ask you peers.</p>	
<p><b>Summarizing and Synthesizing</b>          Put it in your own words and relate it to your life</p>	

## Week Ten: Unit 2 Review

### Oral Argument Presentation Group Roles

**Note:** Each group member should help the other group members with every part of the presentation as needed. However, the person assigned to each role will have the primary responsibility of presenting that piece of the argument to the class. Work as a group!

#### Introduction/Claim Sculptor

This person should, with input from the rest of the group, **develop a claim about the topic** that adequately captures the group's opinion and can be supported with evidence. They should then give **a brief introduction/roadmap of the group's main points**.

#### Evidence Connector 1: Fact, Statistic, or Expert Opinion

This person will **choose one fact, statistic, or expert opinion** that will support the group's claim. The person will then **connect it to the claim** by explaining how it works to support it. (For example, "This means...")

#### Evidence Connector 2: Personal Story Connector

This person will **think of one story or example (from their own experiences)** that will support the group's claim. The person will then **connect it to the claim** by explaining how it works to support it. (For example, "This means...")

#### Concluding Statement Sculptor

This person will **summarize the group's main points** and then find a way to **restate the claim** in a new way. The person may also choose to wrap up the entire argument by explaining why this topic is important.

## Week Ten: Unit 2 Review

---

### **THE FIRST AMENDMENT**

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Week Ten: Unit 2 Review

**Language Quotes, Facts, Statistics, and Examples**

<p>"The limits of my language means the limits of my world."</p> <p><b>-Ludwig Wittgenstein</b>, Austrian philosopher of language</p>	<p>"A riot is the language of the unheard."</p> <p><b>-Martin Luther King</b>, civil rights activist and Nobel Peace Prize winner</p>
<p>When she first moved to America, Fatima didn't understand any English, and this made communicating difficult. One time, her little girl was sick. Fatima went to the neighbor's house to ask if she could use the phone to call a doctor. However, the neighbor didn't understand what she was saying and shut the door in her face.</p>	<p>"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart."</p> <p><b>-Nelson Mandela</b>, former South African president and Nobel Peace Prize Winner</p>
<p>The benefits of learning a foreign language can overflow into other academic areas as well. Studying a new language requires the development of a variety of skills that can be useful in and out of the classroom.</p> <p><b>-from a newspaper article titled "Many Benefits come from Learning a Foreign Language"</b></p>	<p>"Learning another language enables students to see the world through a new lens," says Baggaley. "The human race no longer lives in secluded homogeneous groups, but as a world community. Developing skills in understanding, appreciating and even participating in some aspects of another culture is paramount to success in our day."</p> <p><b>-Alan Baggaley, Spanish teacher. Taken from newspaper article "Many Benefits come from Learning a Foreign Language"</b></p>
<p>Whether companies are conducting business overseas or trying to grab a larger market share at home, employers are increasingly seeking out bilingual workers or people with the ability to speak and communicate in more than one language.</p> <p><b>-From AOL newspaper article "Why it Pays to be Bilingual"</b></p>	<p>Being bilingual, it turns out, makes you smarter. It can have a profound effect on your brain, improving cognitive skills not related to language and even shielding against dementia in old age.</p> <p><b>-From New York Times Article "Why Bilinguals are Smarter"</b></p>

## Week Ten: Unit 2 Review

---

When Frank got out of prison, he applied to work at a local sales firm. He was very good at working with people, and he had a talent for selling things. However, he had never learned to write “academic” English. When he applied for the job, the boss asked him to write a sales pitch for a new product. Frank was unable to complete the task, and the boss hired someone else who actually didn’t have as good of ideas as Frank but who was able to write the sales pitch in a traditional and professional manner. The boss lost out on a person who could have been his best worker that day, simply because he and Frank did not communicate in the same formal language.

## Week Ten: Unit 2 Review

---

### Possible Answers-For Teachers Only

#### II. Short Answer about In-Class Reading:

1) What are three different types of evidence? Give an example of each one.

##### **Expert opinion, fact or statistic, story or example**

The three different types of evidence are expert opinion, fact or statistic, and a story or example. An expert opinion is an opinion given by someone who has a lot of knowledge on the subject. An example of this would be a movie-maker or movie critic. A fact or statistic is evidence that can be proven and supported, often with numbers. An example of this might be that a movie was good because it grossed 2 billion dollars. The final type of evidence is a story or example. An example of this might be someone saying that a sequel is good because she saw the first movie and it was good. In conclusion, the three different types of evidence are expert opinion, fact or statistic, and a story or example.

2) If you come across a word that you don't understand, what strategies might you use to figure out what this word means?

##### **Dictionary, break it down to syllables, using context to determine meaning, look at surrounding words**

#### III. Analyzing the Article (What is *their* opinion?)

The article states, "This is good news for our economy, and policymakers should take notice." However, "part of the problem is that the certificates are rarely counted in government reports." One reason that the authors give in support of their position is that certificates have also set workers on a path to higher education. The authors state, "More than 30 percent of certificate holders continue their education to get an associate's degree, and almost 13 percent get a bachelor's degree." Another reason the author gives in support of their position is that post-secondary certificates are awarded by public institutions and usually take less than 2 years to complete. Overall, the authors believe that postsecondary certificates are a very good thing and the government should pay attention.