

ARGUMENT WRITING

The Diary of Anne Frank

EVERYTHING You Need!

 **Digital Learning**
Independent Student Work

 **Classroom Ready**
Print & Go or Google Slides

 **Instructional Video**
Watch at School or at Home

 **Step-by-Step Tutorial**



Middle School
GOOGLE Slides
READY!!



Ready to Assign! Independent Student Instruction



GOOGLE SLIDES:

Worksheets, Step-by-Step Writing Tutorial,
PowerPoint, Graphic Organizer, & Rubric

Instructional Video



Video MP4 available for
download through Google Drive

Show in class or send this entertaining, **Instructional Video** to students. Use it to introduce the lesson or show in segments to emphasize each part of writing an **Argumentative Essay**. The video is approximately **15 minutes long**.

Classroom Ready



Argumentative Prompt

"The object of literature is to instruct, to animate, or to amuse."

The Diary of Anne Frank



Everything is Done for you!

Write On! Lesson Plan

Standards

Common Core State Standards (Highlighted)

Write On! Lesson Plan

Standards

Common Core State Standards (Highlighted)

Write On! Lesson Plan

Standards

Common Core State Standards (Highlighted)



How to Write an Argumentative Essay

The Diary of Anne Frank

Read the following quote from The Diary of Anne Frank: "It's difficult in times like these to have ideals, dreams and cherished hopes rise within us, only to be crushed for ever nearby. It's a wonder I haven't abandoned all my ideals, they seem so absurd and impractical, yet I cling to them because I still believe, in spite of everything, that people are truly good at heart. Think about the trials that faced Anne Frank, her family, and all people affected by the Holocaust. Also consider crimes against human rights that still exist today and the people and institutions who fight against these crimes. Taking all of this into consideration, do you believe Anne Frank was right, and "...people are truly good at heart?"

Your score will be based on the following criteria:

1. Did you state a clear position (answer to the topic)?
2. Ideas: Did you support your topic with accurate and relevant information?
3. Organization: Did you organize your ideas in a logical and effective manner so your audience can understand and follow your thinking?
4. Sentence Fluency: Did you express your ideas clearly and fluently using your own Word Choice and Voice?
5. Did you stick to Conventions (grammar, usage, and mechanics)?

Student Name: _____

Thesis Statement: _____

ARGUMENTATIVE RUBRIC

Category	Proficient	Emerging	Not Yet Demonstrated
Content	Student provides relevant and accurate information to support their position.	Student provides some relevant information to support their position.	Student does not provide relevant information to support their position.
Organization	Student organizes ideas in a logical and effective manner.	Student organizes ideas in a somewhat logical manner.	Student does not organize ideas in a logical manner.
Writing	Student uses a variety of sentence structures and transitions to create a cohesive and fluent piece of writing.	Student uses some sentence structures and transitions to create a somewhat cohesive and fluent piece of writing.	Student does not use sentence structures and transitions to create a cohesive and fluent piece of writing.
Conventions	Student follows conventions of grammar, usage, and mechanics.	Student follows some conventions of grammar, usage, and mechanics.	Student does not follow conventions of grammar, usage, and mechanics.

Argumentative Graphic Organizer

Claim - What do I think?

Reasons - Why do I think this?

Reason 1

Reason 2

Reason 3

Conclusion / Summary

Opening Argument

Weakness of Opposing Argument

Evidence - How do I know this?

Evidence 1 A

Evidence 1 B

Evidence 2 A

Evidence 2 B

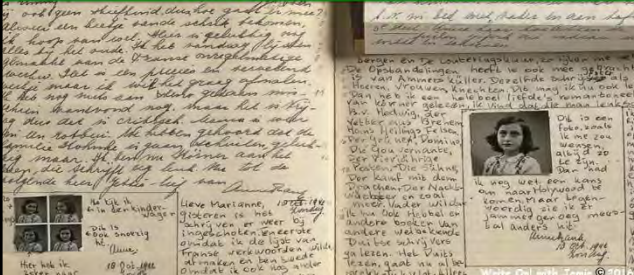
Evidence 3 A

Evidence 3 B

PowerPoint

Argumentative Prompt "The object of literature is to instruct, to animate, or to amuse."

The Diary of Anne Frank



Argumentative Prompt **Prompt:**

Read the following prompt & write an essay based on the instructions. The grade will be based on the rubric following the prompt.

Read the following quote from *The Diary of Anne Frank*:

It's difficult in times like these: ideals, dreams and cherished hopes rise within us, only to be crushed by grim reality. It's a wonder I haven't abandoned all my ideals, they seem so absurd and impractical. Yet I cling to them because I still believe, in spite of everything, that people are truly good at heart.

Think about the trials that faced Anne Frank, her family, and all people affected by the Holocaust. Also consider crimes against human rights that still exist today and the people and institutions who fight against these crimes. Taking all of this into consideration, do you believe Anne Frank was right, and "...people are truly good at heart"?

Argumentative Prompt **Gather Ideas!**

Think about Anne's belief that "people are truly good at heart". List ideas which do and do not support this.

ARE Good at Heart	ARE NOT Good at Heart

Once you have gathered several ideas on both sides, decide which information is the strongest. Then, move on to develop your **thesis statement**.

Argumentative Prompt **Thesis Statement**

Use your ideas to develop a strong **Thesis Statement**.


Even though (Since) crimes against humanity still exist today, Anne Frank was (not) right because _____, _____, and _____.

Anne Frank's belief that "people are truly good at heart" is (not) true.

Revise:
Did you choose the best ideas?
Are there any words you can replace with stronger word choices?

Argumentative Prompt "Argument is meant to reveal the truth, not to create it."

How to Write an Argumentative Essay



Argumentative Prompt **Your Turn to Write On!**

Check List

- Review your ideas.
- Choose the best ideas for your essay.
- Develop a strong Thesis Statement.
- Evaluate and revise your Thesis Statement.
- Develop strong arguments and supporting evidence.
- Write your essay.

Included as
PPT &
Google Slide



PLUS 18 SLIDES
How to Write
an Argumentative Essay
Step-by-Step Tutorial



Step-by-Step Tutorial

Argumentative Prompt

"Argument is meant to reveal the truth, not to create it."



How to Write an Argumentative Essay



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Argumentative Prompt

"Argument is meant to reveal the truth, not to create it."



Introduction Paragraph

PURPOSE:

To set up and state the writer's opinion



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Argumentative Prompt

Writing the Essay Introduction



PARAGRAPH ELEMENTS:

- ✓ Draw your readers in with a fascinating **Grabber**.
(Quote, Creative Hook, Definition, Interesting Question, Riddle, Personal Experience, Opinion)
- ✓ Background information the reader needs to know in order to understand your opinion.

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Argumentative Prompt

Writing the Essay Introduction cont.



PARAGRAPH ELEMENTS continued:

- ✓ Present an **opposing viewpoint** in the form of a complex sentence beginning with a **subordinate clause**.
Example (**Although many people believe _____, I disagree.**)
- ✓ End with a **thesis statement** (either **regular** or **implied**).

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Step-by-Step Tutorial

Argumentative Prompt

"Argument is meant to reveal the truth, not to create it."



1st Body Paragraph

PURPOSE:

To prove the writer's opinion



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Argumentative Prompt

Writing the Essay 1st Body Paragraph



PARAGRAPH ELEMENTS:

- ✍ **Topic Sentence:** Begin with a time order transition (First of all, To begin with, Initially, To begin, In the first place, etc.) This sentence is the main idea of the paragraph. It helps the readers better understand this topic.
- ✍ **Explain Topic Sentence:** If you need to explain your topic sentence, do so here.

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Argumentative Prompt

Writing the Essay 1st Body Paragraph continued



PARAGRAPH ELEMENTS continued:

- ✍ **Introduce Evidence:** Introduce your evidence with a transitional device. (For example, For instance, A perfect example of this is, This reminds me of, Recently, I read, One such instance, I am reminded of, Just the other day, etc.) followed by a complete sentence detailing the **evidence**.

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Argumentative Prompt

Writing the Essay 1st Body Paragraph continued



PARAGRAPH ELEMENTS continued:

- ✍ **State Evidence:** Expand on the supporting evidence (reasons, examples, facts, statistics, and/or quotations) and how it proves/supports/explains your topic sentence.
- ✍ **Explain Evidence:** The evidence proves the point you are trying to make in this paragraph. This section is often at least 1-3 sentences.

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Step-by-Step Tutorial

Argumentative Prompt



Writing the Essay
1st Body Paragraph
continued



PARAGRAPH ELEMENTS continued:

- ✍ **Concluding Sentence:** Begin with a Justifier Transition (Without a doubt, Obviously, Clearly, Indeed, Thus, etc.). End your paragraph with a concluding sentence that reasserts the topic sentence of this paragraph.

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Argumentative Prompt



"Argument is meant to reveal the truth, not to create it."



2nd, 3rd, etc. Body Paragraphs
PURPOSE:

To prove the writer's opinion



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Argumentative Prompt



Writing the Essay
2nd, 3rd, etc.
Body Paragraphs

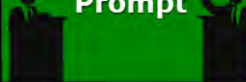


PARAGRAPH ELEMENTS:

- ✍ **Topic Sentence:** Begin with a time order transition (Also, Furthermore, Additionally, In addition, Moreover, etc.)
This sentence is the main idea of the paragraph. It helps the readers better understand this topic.
- ✍ **Explain Topic Sentence:** If you need to explain your topic sentence, do so here.

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Argumentative Prompt



Writing the Essay
2nd, 3rd, etc.
Body Paragraphs cont.



PARAGRAPH ELEMENTS continued:

- ✍ **Introduce Evidence:** Introduce your evidence with a transitional device. (For example, For instance, A perfect example of this is, This reminds me of, Recently, I read, One such instance, I am reminded of, Just the other day, etc.) followed by a complete sentence detailing the **evidence**.

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Step-by-Step Tutorial

Argumentative Prompt

Writing the Essay

2nd, 3rd, etc.
Body Paragraphs cont.



PARAGRAPH ELEMENTS continued:

- ✍ **State Evidence:** Expand on the supporting evidence (reasons, examples, facts, statistics, and/or quotations) and how it proves/supports/explains your topic sentence.
- ✍ **Explain Evidence:** The evidence proves the point you are trying to make in this paragraph. This section is often at least 1-3 sentences.

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Argumentative Prompt

Writing the Essay

2nd, 3rd, etc.
Body Paragraphs cont.



PARAGRAPH ELEMENTS continued:

- ✍ **Concluding Sentence:** Begin with a Justifier Transition (Without a doubt, Obviously, Clearly, Indeed, Thus, etc.). End your paragraph with a concluding sentence that reasserts the topic sentence of this paragraph.

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Argumentative Prompt

"Argument is meant to reveal the truth, not to create it."



Conclusion Paragraph

PURPOSE:

To remind readers of your argument and supporting evidence



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Argumentative Prompt

Writing the Essay

Conclusion



PARAGRAPH ELEMENTS:

- ✍ **Begin with a summation transition** (To conclude, In summation, To summarize, In conclusion, etc.) and a different type of thesis statement from the first paragraph (Thesis in two sentences regular, implied).
- ✍ **Restates your paper's overall opinion and supporting evidence.**

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Step-by-Step Tutorial

Argumentative Prompt

Writing the Essay Conclusion cont.



PARAGRAPH ELEMENTS continued:

✍ End with referencing the type of **Grabber** you used in the introduction.

(Quote, Creative Hook, Definition, Riddle, Interesting Question, Personal Experience, Opinion)

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Argumentative Prompt

Your Turn to Write On!



Check List

- ✍ Review your ideas.
- ✍ Choose the best ideas for your essay.
- ✍ Develop a strong Thesis Statement.
- ✍ Evaluate and revise your Thesis Statement.
- ✍ Develop strong arguments and supporting evidence.
- ✍ Write your essay.



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Google Links Pages

HOW TO USE THIS RESOURCE

To get started, you will need:

- #1: Internet Access
- #2: Google Account

To create a Google Account, Click on the icon



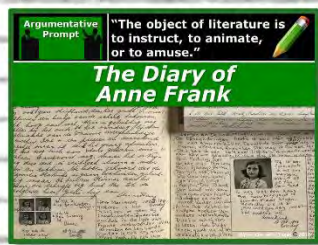

To access Google Slides & Worksheets:

- #1: Click on the links provided on the next two pages
- #2: Make a copy of the slides (this will save to your Google account)
- #3: Share the link by clicking 'Share'
- #4: Students will need to follow the directions on the first page of the student worksheets

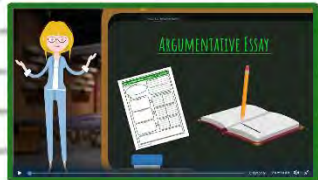

Argumentative Writing for Google Classroom

Click on the icon to download:

PowerPoint




Video




Argumentative Writing for Google Classroom


Click on the icon to download:



Graphic Organizer



Rubric



Student Worksheets

Simply **Click** on the **Icon** next to the resource you want, and you are **ready to go!**

Lesson Plans

Includes:

- ☑ Instructional Focus
- ☑ Instructional Procedures
- ☑ Objective/Goals
- ☑ Guided Practice
- ☑ Differentiation
- ☑ Enrichment Activities
- ☑ I Can Statement
- ☑ Essential Question
- ☑ CCSS
- ☑ ESE & ELL Strategies
- ☑ Includes 6th, 7th, & 8th

Write On! Lesson Plan

Writing, reading, research, or listening
Vocabulary Acquisition and Use
CCSS.ELA-Literacy.L.6.4 Determine and clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditor, audit).
CCSS.ELA-Literacy.L.6.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
CCSS.ELA-Literacy.L.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., through discussion with others and reading a dictionary).

Write On! Lesson Plan

Common Core State Standards (highlighted)
*It is important to note that a typical lesson will cover many of these standards; however, only the standards which cover the focus of the lesson are highlighted. The teacher may wish to highlight additional standards based on how the lesson is taught in his/her particular classroom.

Text Types and Purposes
CCSS.ELA-Literacy.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.1.1a Introduce claim(s) and organize the reasons and evidence clearly.
CCSS.ELA-Literacy.W.1.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-Literacy.W.1.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

Write On! Lesson Plan

Lesson Title: The Diary of Anne Frank
Lesson: Essay in response to prompt. The completed essay (students should use the Writing Process and have a rough draft and final draft) will include the aspects of an Argumentative Essay. Students will incorporate all aspects of a well-thought-out and thorough Argumentative Essay, making sure to meet all requirements set forth in the prompt.

Direct Instruction:
The students will complete an Argumentative Essay in response to prompt. The completed essay (students should use the Writing Process and have a rough draft and final draft) will include the aspects of an Argumentative Essay. Students will incorporate all aspects of a well-thought-out and thorough Argumentative Essay, making sure to meet all requirements set forth in the prompt.

Guided Practice:
The teacher will pass out the student worksheet or one per student, teacher's discretion. Present assignment after the concept has been thoroughly discussed in class and the video has been watched.

Enrichment Activities:
The objective of this lesson is to incorporate specific details in Argumentative writing. These details should support the point of view of the essay and provide a clear stand or position on the topic. It is essential to provide evidence to support the point of view of the author. The major goals of the lesson are to develop a clear and definite stand.

Differentiation:
The teacher can use the presentation to help the students brainstorm ideas and develop a thesis statement. It is important to stress that the two methods presented are not the only way to write a thesis. Those are used to help students get a basic idea of how to structure a thesis. Both a standard and an implied thesis are shown. Additionally, the teacher has the option of presenting the section of the PowerPoint which outlines how to develop an Argumentative Essay. While the Student Worksheet has three body paragraphs, the teacher has the option of using as few or as many as needed. The students should take notes while the teacher is presenting how to structure each paragraph to aid in developing a rough draft. It is important to stress that the method for writing the essay is not the only method to write an essay.

I Can Statement:
I can write an Argumentative Essay incorporating literary analysis.

Essential Question:
What makes a literary based essay effective?

Student Worksheet:
Video Presentation
Presentation

Write On! Lesson Materials:
Rubric
Graphic Organizer
PowerPoint

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Student Worksheet

Student Worksheet
Allows the
students to
brainstorm,
develop a thesis
statement, and
outline an
Argument Essay.



The Diary of Anne Frank


Read the following quote from The Diary of Anne Frank: *It's difficult in times like these: ideals, dreams and cherished hopes rise within us, only to be crushed by grim reality. It's a wonder I haven't abandoned all my ideals, they seem so absurd and impractical. Yet I cling to them because I still believe, in spite of everything, that people are truly good at heart.* Think about the trials that faced Anne Frank, her family, and all people affected by the Holocaust. Also consider crimes against human rights that still exist today and the people and institutions who fight against these crimes. Taking all of this into consideration, do you believe Anne Frank was right, and "...people are truly good at heart"?

Your score will be based on the following criteria:

1. **Did you state a clear position/answer on the topic?**
2. **Ideas** - Did you support your topic with accurate and relevant information?
3. **Organization**-Did you organize your ideas in a logical and effective manner so your audience can understand and follow your thinking?
4. **Sentence Fluency**-Did you express your ideas clearly and fluently using your own **Word Choice** and **Voice**?
5. Did you edit for **Conventions** (grammar, usage, and mechanics)?

Brainstorm Ideas

Thesis Statement:

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Included as PDF
and Google Slides



Step-by-Step Tutorial

Included as PDF
& Google Slides



How to Write an Argumentative Essay

Introduction Paragraph

Type of

Grabber

Notes

Background Information

Opposing Viewpoint

Although many people believe _____,
I disagree.

Thesis Statement

First Body Paragraph

Time Order Transition

Topic Sentence

Explain Topic Sentence (link to supporting evidence)

Introduce Supporting Evidence with Transitional Device

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How to Write an Argumentative Essay

Notes to State and Explain Evidence (Reason, Example, Fact, Statistic, Quote)

Concluding Sentence Justifier Transition

Concluding Sentence

Second Body Paragraph

Time Order Transition

Topic Sentence

Explain Topic Sentence (link to supporting evidence)

Introduce Supporting Evidence with Transitional Device

Notes to State and Explain Evidence (Reason, Example, Fact, Statistic, Quote)

Concluding Sentence Justifier Transition

Concluding Sentence

Third Body Paragraph

Transition

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How to Write an Argumentative Essay

(link to supporting evidence)

Evidence with Transitional Device

Introduce Evidence (Reason, Example, Fact, Statistic, Quote)

Justifier Transition

Conclusion Paragraph

Summation Transition
Different Type of Thesis

Restate Overall Opinion

Reference Specific Grabber Used

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Rubric / Graphic Organizer

Included as PDF
& Google Slides



ARGUMENTATIVE RUBRIC				
	Exemplary 100%	Proficient 86%	Emerging 73%	Not Yet Demonstrated 60%
Introduction/Thesis Background/History Defining the Problem Thesis Statement 15 Points Student Total	Well-developed introduction engages the reader and creates interest. Contains detailed background information and a clear explanation of the problem. Thesis clearly states a significant and compelling position.	Introduction creates interest and contains background information. Thesis clearly states a problem and the writer's position is evident.	Introduction adequately explains the background of the problem, but may lack clarity. Thesis states a problem, but writer's position may not be evident.	Background details are a random collection of information, are unclear, and may be loosely related to the topic. Thesis/position is vague or not stated.
	15 pts.	13 pts.	11 pts.	9 pts.
Argumentative Points Body Paragraphs Refutation Conclusion 40 Points Student Total	Well-developed argument points directly support the writer's thesis / position. Supporting examples are concrete and detailed. Commentary is logical and well-thought-out. Refutation acknowledges opposing viewpoints clearly. Conclusion revisits the thesis in a new way.	Most argumentative points are related to the thesis, but one may lack sufficient support or deviates from thesis. Refutation acknowledges opposing viewpoint(s) with some logic and clarity. Conclusion summarizes thesis and key points with some "fresh" commentary present.	More than one argument point lacks sufficient details and support. Writer attempts to address one or more opposing arguments, but does not refute the opposition clearly or adequately. Conclusion mirrors introduction too closely, with little or no new commentary on the writer's thesis / position.	Most argumentative points are poorly developed. Refutation is missing or vague. Commentary is not present. Conclusion does not re-visit the thesis or summarize key argumentative point(s).
	40 pts.	34 pts.	29 pts.	24 pts.
Organization Structure Transitions 15 Points Student Total	Logical progression of ideas with a clear structure that enhances the thesis. Transitions are smooth and provide coherence between and among ideas.	Logical progression of ideas. Transitions are present throughout essay and provide adequate coherence between and among ideas.	Organization is clear. Transitions are present, but may not lend to coherence between and among ideas.	No discernible organization. Transitions are not present.
	15 pts.	13 pts.	11 pts.	9 pts.
Style & Conventions Syntax (sentence variety & "flow") Diction (word choice) Tone Spelling, punctuation, & capitalization 20 Points Student Total	Writing is smooth, skillful, and coherent. Sentences are strong and expressive with varied structure. Diction is consistent and words are well-chosen. The tone is highly consistent with writer's position / thesis and appropriate throughout essay. Punctuation, spelling, & capitalization are accurate with few or no errors.	Writing is clear and sentences have some varied structure. Diction is appropriate. Tone is generally consistent with writer's position / thesis and appropriate throughout essay. Punctuation, spelling, & capitalization are generally accurate, with some errors.	Writing is clear, but sentences may lack variety. Diction is sometimes inconsistent and/or inappropriate at various points in essay. Tone may be inconsistent with writer's position / thesis. Several errors in punctuation, spelling, & capitalization distract reader.	Writing is confusing and hard to follow. Contains fragments and/or run-on sentences. Diction is inappropriate and inconsistent throughout essay. Tone of piece is highly inconsistent with writer's position / thesis. Many errors in punctuation, spelling, & capitalization distract reader.
	20 pts.	17 pts.	15 pts.	12 pts.
Sources Use of Sources Format Relevance/Reliability 10 Points Student Total	Evidence from sources is smoothly and logically integrated into essay and serves to add credibility & insight into writer's position / thesis. All sources are cited accurately and are highly relevant and reliable.	Evidence from source(s) is integrated into the text. Most sources are cited accurately and are generally relevant and reliable.	Some source material is used and may or may not lend credibility to writer's position/thesis. Several sources may not be cited accurately. Relevance and reliability may be questionable.	Few or no source material is used. Source citations are not evident or may be highly inaccurate. Relevance and/or reliability are strongly in question.
	10 pts.	9 pts.	7 pts.	6 pts.

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Argumentative Graphic Organizer

Claim – What do I think?

Opposing Argument

Weakness of Opposing Argument

Reasons – Why do I think this?

Reason 1

Reason 2

Reason 3

Evidence – How do I know this?

Evidence 1 A

Evidence 1 B

Evidence 2 A

Evidence 2 B

Evidence 3 A

Evidence 3 B

Conclusion / Summary

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