

ARGUMENT WRITING

Ozymandias

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



High School
GOOGLE Slides
READY!!



Ready to Assign! Independent Student Instruction



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

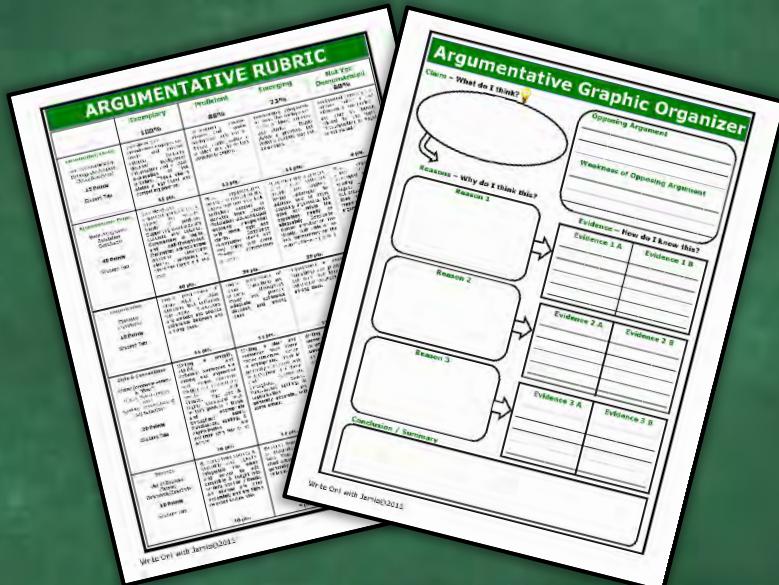
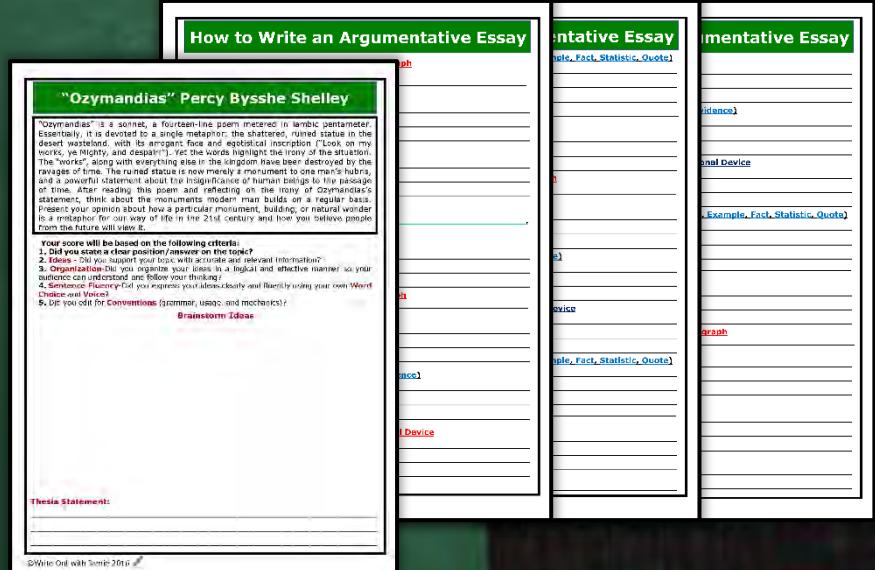
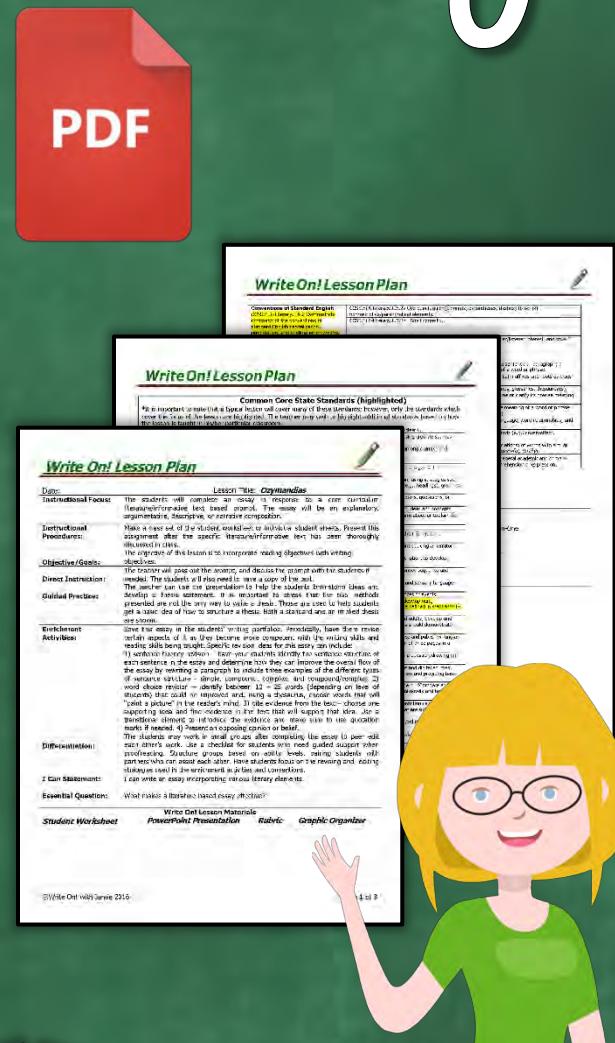
Instructional Video



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



PowerPoint

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

"Ozymandias" Percy Bysshe Shelley



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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.

"Ozymandias" is a sonnet, a fourteen-line poem metered in iambic pentameter. Essentially, it is devoted to a single metaphor: the shattered, ruined statue in the desert wasteland, with its arrogant face and egotistical inscription ("Look on my works, ye Mighty, and despair!"). Yet the words highlight the irony of the situation. The "works", along with everything else in the kingdom have been destroyed by the ravages of time. The ruined statue is now merely a monument to one man's hubris, and a powerful statement about the insignificance of human beings to the passage of time.

After reading this poem and reflecting on the irony of Ozymandias's statement, think about the monuments modern man builds on a regular basis. Present your opinion about how a particular monument, building, or natural wonder is a metaphor for our way of life in the 21st century and how you believe people from the future will view it.

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Argumentative Prompt

Gather Ideas!



Think about a monument, building, and/or natural wonder and what it represents. How will future generations view it in relation to life in the 21st century?

Monument, building, natural wonder → Represents → Why?

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

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Argumentative Prompt

Thesis Statement



Use your ideas to develop a strong Thesis Statement.

Future generations will see monument, building, natural wonder as a metaphor for because , , and . Because is a timeless symbol for , future generations will equate it with .

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

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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

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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Included as
PPT &
Google Slide



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



Step-by-Step Tutorial



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



How to Write an Argumentative Essay



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“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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Writing the Essay Introduction



Writing the Essay Introduction cont.



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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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



"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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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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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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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

Writing the Essay Conclusion



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!

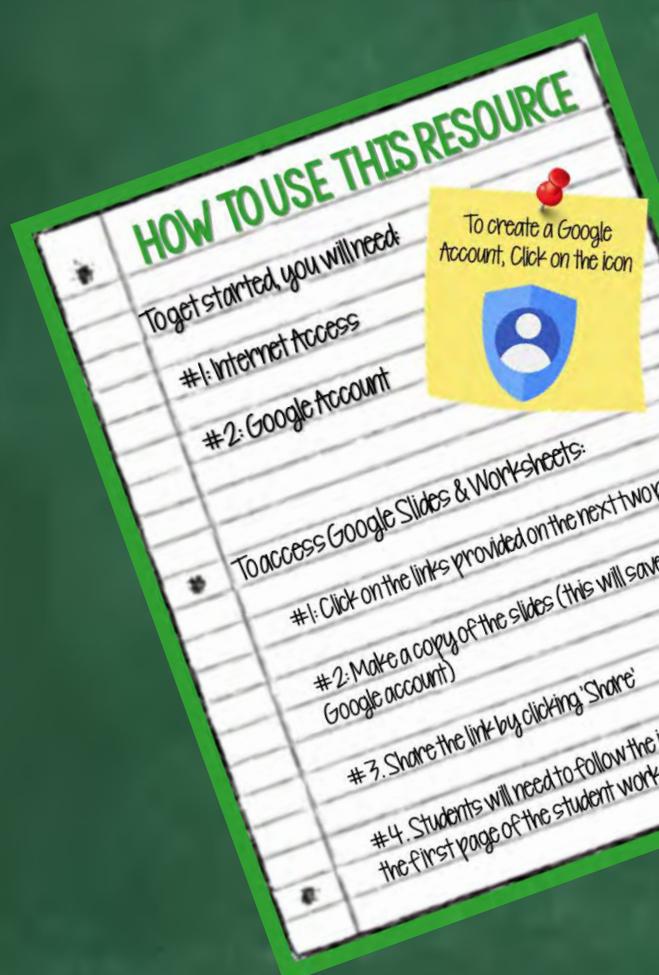
Check List

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-  Evaluate and revise your Thesis Statement.
-  Develop strong arguments and supporting evidence.
-  Write your essay.



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Google Links Pages



Argumentative Writing for Google Classroom

Click on the icon to download:

PowerPoint

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

"Ozymandias" Percy Bysshe Shelley

Video

ARGUMENTATIVE ESSAY

Argumentative Writing for Google Classroom

Click on the icon to download:

Graphic Organizer

Rubric

Student Worksheets

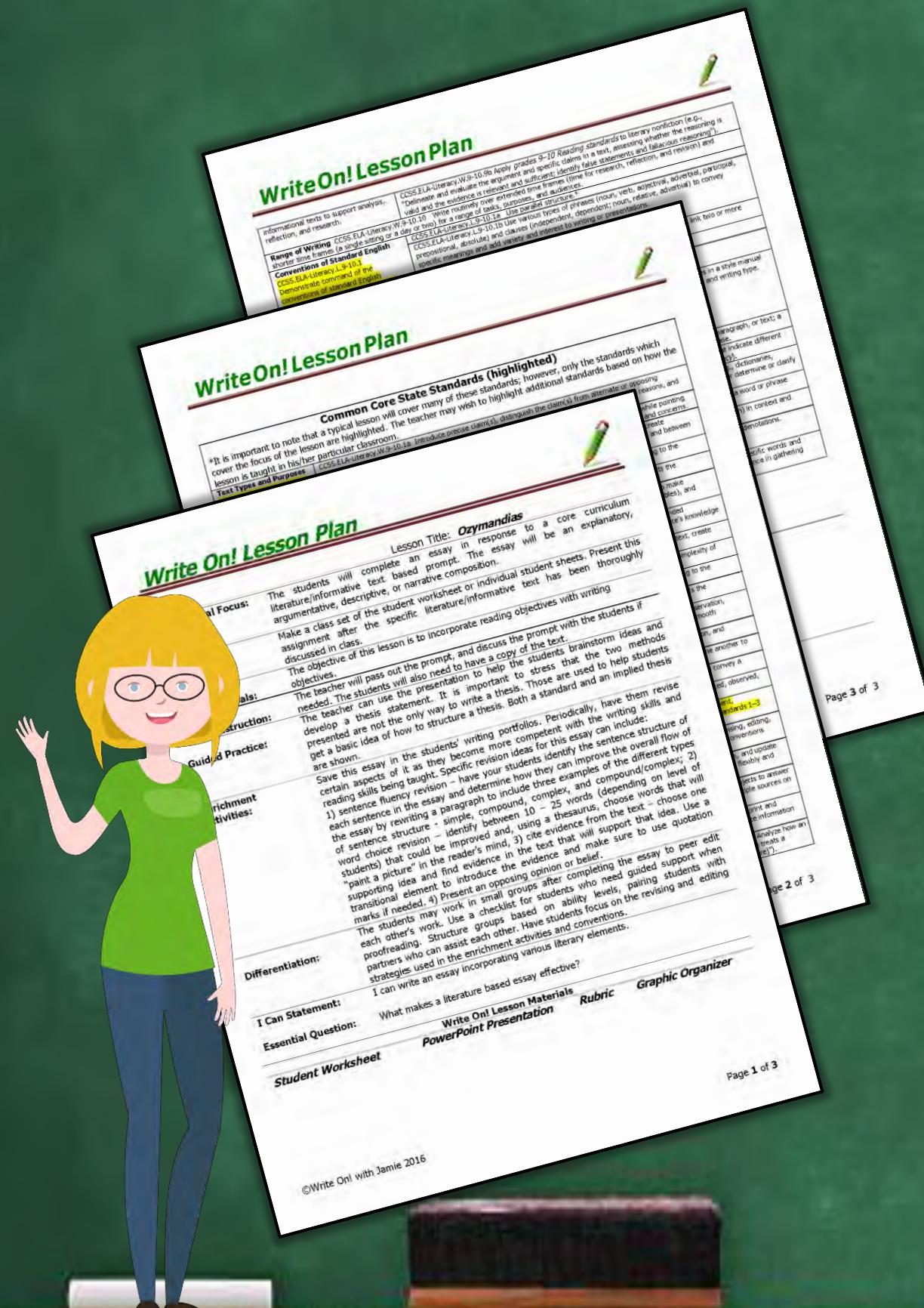
ARGUMENTATIVE ESSAY WORKSHEETS

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 9th, 10th, 11th, & 12th



WriteOn! Lesson Plan

Informational texts to support analysis, reflection, and research.

Range of Writing: CCSS.ELA-Literacy.W.9-10.9b Apply grades 9-10 Reading standards to literary nonfiction (e.g., evaluate and analyze the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning).

Conventions of Standard English

CCSS.ELA-Literacy.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks (processes and audiences).

CCSS.ELA-Literacy.L.9-10.1a Use parallel structures.

CCSS.ELA-Literacy.L.9-10.1b Use various types of phrases (noun, verb, adjective, adverb, participle, prepositional, absolute) and clauses (independent, dependent, subordinate, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

WriteOn! 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.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that classification of evidence, reasons, and evidence.

Lesson Title: *Ozymandias*

Lesson Focus: The students will complete an essay in response to a core curriculum literature/informative text based prompt. The essay will be an explanatory, argumentative, descriptive, or narrative composition.

Lesson Objectives: Make a class set of the student worksheet or individual student sheets. Present this assignment after the specific literature/informative text has been thoroughly discussed in class.

Guided Practice: The objective of this lesson is to incorporate reading objectives with writing objectives.

Instruction: The teacher will pass out the prompt, and discuss the prompt with the students if needed. The students will also need to have a copy of the text.

Enrichment Activities: 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.

Differentiation: Save this essay in the students' writing portfolios. Periodically, have them revise certain aspects of it as they become more competent with the writing skills and reading skills being taught. Specific revision ideas for this essay can include: 1) sentence fluency revision – have your students identify the sentence structure of each sentence in the essay and determine how they can improve the overall flow of the essay by rewriting a paragraph to include three examples of the different types of sentence structure - simple, compound, complex, and compound/complex; 2) word choice revision – identify between 10 - 25 words (depending on level of students) that could be improved and, using a thesaurus, choose words that will "paint a picture" in the reader's mind; 3) cite evidence from the text - choose one supporting idea and find evidence in the text that will support that idea. Use a transitional element to introduce the evidence and make sure to use quotation marks if needed; 4) Present an opposing opinion or belief.

I Can Statement: I can write an essay incorporating various literary elements.

Essential Question: What makes a literature based essay effective?

Student Worksheet

WriteOn! Lesson Materials

PowerPoint Presentation

Rubric

Graphic Organizer

Page 1 of 3

Page 2 of 3

Page 3 of 3

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Student Worksheet

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



"Ozymandias" Percy Bysshe Shelley

"Ozymandias" is a sonnet, a fourteen-line poem metered in iambic pentameter. Essentially, it is devoted to a single metaphor: the shattered, ruined statue in the desert wasteland, with its arrogant face and egotistical inscription ("Look on my works, ye Mighty, and despair!"). Yet the words highlight the irony of the situation. The "works", along with everything else in the kingdom have been destroyed by the ravages of time. The ruined statue is now merely a monument to one man's hubris, and a powerful statement about the insignificance of human beings to the passage of time. After reading this poem and reflecting on the irony of Ozymandias's statement, think about the monuments modern man builds on a regular basis. Present your opinion about how a particular monument, building, or natural wonder is a metaphor for our way of life in the 21st century and how you believe people from the future will view it.

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

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

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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

Conclusion Paragraph

Summation Transition _____
Different Type of Thesis

Restate Overall Opinion

Reference Specific Grabber Used

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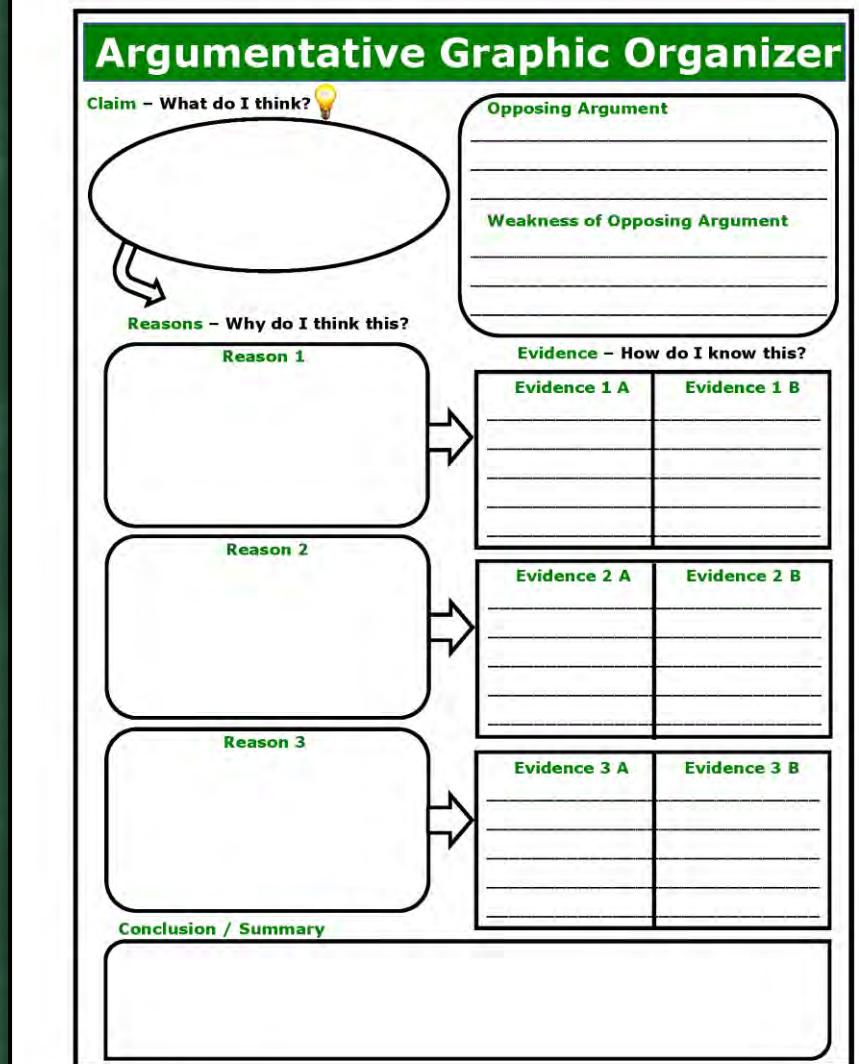
Rubric / Graphic Organizer

Included as PDF & Google Slides



ARGUMENTATIVE RUBRIC				
	Exemplary 100%	Proficient 86%	Emerging 73%	Not Yet Demonstrated 60%
Introduction/Thesis <i>Background/History Defining the Problem Thesis Statement</i>	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 Points Student Total	15 pts.	13 pts.	11 pts.	9 pts.
Argumentative Points <i>Body Paragraphs Refutation Conclusion</i>	Well-developed argument points directly support the writer's thesis / position. Supporting examples are concrete and detailed. Commentary is logical and well-thought. 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 viewpoints with some 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 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 Points Student Total	40 pts.	34 pts.	29 pts.	24 pts.
Organization <i>Structure Transitions</i>	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 Points Student Total	15 pts.	13 pts.	11 pts.	9 pts.
Style & Conventions <i>Syntax (sentence variety & "flow") Diction ("word choice") Tone Spelling, punctuation, & capitalization</i>	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.	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 Points Student Total	20 pts.	17 pts.	15 pts.	12 pts.
Sources <i>Use of Sources Format Relevance/Reliability</i>	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 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 Points Student Total	10 pts.	9 pts.	7 pts.	6 pts.

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