

Week 4

In Class *If you do not attend class, complete these tasks on your own.

IN-CLASS TASK #1: SECOND READ of “Three Strikes” Selections ~ pages 183-186 (& 187-188)

- Read about Analyzing Assumptions (p. 187).
- Follow along as your teacher reads the selection on pages 183-186 out loud or read it aloud with a partner. Focus on **the authors’ assumptions**.
- **Annotate** the text by writing down your thoughts and reactions to the authors’ assumptions.
- Circle **unfamiliar words** and/or write in guesses for the meanings of new words based upon their usage.

IN-CLASS TASK #2: COMPLETE Focus on Identifying Opposing Points of View~ pages 187-188

Work in groups or under your teacher’s guidance to complete the task.

IN-CLASS TASK #3: Speak and Listen

Follow the instructions in the book and share your responses with a partner.

On Your Own/At Home

AT-HOME TASK #1: THIRD READ of “Three Strikes” Selections ~ pages 183-186 (& 189)

- Read the texts again, keeping in mind the most important topics and themes.
- Focus on questions that the texts bring up but leave unanswered.
- **Annotate** the texts in the margins by noting questions that come up for you that relate to the argument.

AT-HOME TASK #2: Focus on Integrating Sources of Information ~ page 45

Complete the activity per the instructions in the book.

AT-HOME TASK #3: Reflect~ page 190

Follow the instructions for writing a reflection in the gray box in the upper right corner. Write this response in your Response Journal. Label it “Week 4/Task #3: Reflect.”

AT-HOME TASK #4: Focus on Evaluating Arguments~ page 191

Answer the questions per the instructions in the book.

AT-HOME TASK #5: Essay

- Based upon your reading and exposure to ideas in Chapter 14, address the following prompt in an argumentative essay in which you tell the extent to which you agree with the following statement:

Tougher sentencing, such as the Three Strikes law and mandatory sentencing, is the best means of reducing crime in the United States.

- Decide what your argument will be. Create a thesis sentence that expresses your position.
- Determine the reasons, evidence and facts that you will use to support your position. Use the Argumentative Essay Graphic Organizer included to organize your ideas and gather your evidence before you begin writing. Turn the graphic organizer in along with your final essay.

- Address the opposing side to your argument in Body Paragraph #3. Acknowledge what that side would say and craft a rebuttal (response) to that side.
- The final essay must be double-spaced and handwritten on lined paper or word-processed in size 12 font.
- Your teacher will let you know the final due date for your essay

AT-HOME TASK #6: LEARN THE VOCABULARY FROM CHAPTER 14

Complete an **8x8 Vocabulary Square** in your **Vocabulary Journal** for each word from the list (see Week 3 for definitions):

accounted (for), homicide, catalyst, ultimately, conviction, corresponding, revolution, viable, resistance, contradict

AT-HOME TASK #7: Connect To Testing ~ pages 195

Read and answer the questions per the instructions in the book.

AT-HOME TASK #8: PREVIEW VOCABULARY for CHAPTER 15

Preview the following words that appear in the reading. Locate and circle them in the text as you read.

despise: *to strongly hate or detest*

I despise when I get a hair in my food at a restaurant.

vindicate: *to justify or show that something is correct*

Our future success will vindicate all the hard work we are putting into our startup business now.

incarceration: *imprisonment*

The length of a convicted criminal's incarceration should match his/her crime.

expenditures: *amount of money spent*

The accounting department tracks our monthly travel expenditures.

mandatory: *required; necessary*

The school has a mandatory uniform policy—no exceptions.

repeal: *to revoke or pull back a law*

Motorcyclists are required by law to wear helmets unless the law is repealed by the legislature.

rehabilitation: *the restoration of someone to a normal life or good health through therapy and training*

Some people believe that the focus of prisons should be rehabilitation, not punishment.

instill: *to gradually put ideas or teachings into someone's mind*

My father attempted to instill a love and respect for nature in all his children.

presumptuous: *rude or arrogant without having permission or the right to be so*

It was very presumptuous of you to order my food for me without even knowing what I prefer.

AT-HOME TASK #9: FIRST READ of “The Agony of If” and “Abandon Hope, All Ye Who Enter Here”~ pages 196-200

- Read the selections on pages 196-200 for the first time. Focus on *What? What are the speakers' points of view?*
- **Annotate** the text as you read. Write any questions or observations that you have in the margins to the right.
- Circle **unfamiliar words**.
- Think about how you approach reading a poem differently than reading a speech. This may affect your reading strategies.

AT-HOME TASK #10: FIRST RESPONSE ~ page 200

Follow the instructions for writing a response to the reading. Write this response in your Response Journal. Label it “Week 4/Task #10: First Response.”

AT-HOME TASK #11: Focus on Technical Language ~ pages 200-202

Complete the activity per the instructions in the book.

Introductory Paragraph

Hook the audience:

Give a little background on the issue:

Main Idea Sentence:

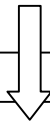


Body Paragraph #1

State Reason #1

List out your Evidence of Support

Comment on how the evidence supports Reason #1

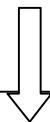


Body Paragraph #2

State Reason #2

List out your Evidence of Support

Comment on how the evidence supports Reason #2

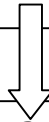


Body Paragraph #3

Reason #3

List out your Evidence of Support

Comment on how the evidence supports Reason #3



Conclusion Paragraph

Restate Your Main Idea

Give a finished feeling to the essay:

Leave the reader with something to think about:

Directions: Try to incorporate these persuasive devices into your Argumentative/Persuasive paper. Place your examples in the 2nd column.

Persuasive Device	Example
Rhetorical Device (such as a question)	
Logos/Logical Argument	
Pathos/Emotional Appeal to your Audience	
Ethos/ Credible Source	
A memorable quotation from the reading(s):	

