

English 10

September 5th

Warm-up

Using complete sentences, answer the following questions

1. What is an argument?
2. How do people argue?
3. How is writing an argument different from a verbal argument?
4. How do we win an argument?
(without fighting)

This is an independent activity and should be done silently.

Partner Work

With your A-B/1-2 Groups, brainstorm what you think these words mean. Everyone **MUST** write down their ideas in their notebooks.

Claim

Counter-claim

Evidence

Analyze

Interpret

Definitions

Please put these in your vocabulary glossary

1. **Claim:** The key point(s) the author is trying to prove as true.
2. **Counter-Claim:** The argument against the claim.
3. **Evidence:** Facts or proof to support the claim.
4. **Analyze:** To break down or look at all the pieces.
5. **Interpret:** To make it more clear.

Expectation Reminders

Respect Yourself

Respect Your Classmates

Respect Your Teacher

Plato's Republic

Reading Activities

- I can demonstrate active reading skills
- I can identify a claim and its support in a text

Activity 1: Quick Write

- Write a short paragraph responding to the following questions (4-5 complete sentences):
 - Are good people good because they choose to be or are they good because they don't want to get caught doing bad things?
 - In other words, are good people (like you) good because they have to be or are they good because they want to be?

Activity 2: Turn and Talk

- Find someone close around you and take 2 minutes to discuss the prompt and your answer.
- Be ready to share your thoughts with the class.

Activity 3: Mark Key Elements

- Find the title of the passage and underline it.
- Find the author of the passage and **circle** that name.
- Number the paragraphs (there should be 4 total).

Activity 4: Predict

- Based on the title and author of the work, write **one sentence** on the top of the page that predicts something about the upcoming passage.

Activity 5: Read the Text

- **Read** the excerpt from *The Republic* by Plato
- Focus on comprehending the language he uses and identifying anything that might be challenging in terms of structure or word choice.
- **Circle** any words or phrases that got in the way of your understanding the passage.

Activity 6: Identifying Claims

- A **claim** is something the author tries to prove as true.
- **Underline** the KEY CLAIM(S) that Plato makes in this passage. What statement is Plato trying to prove as true.
- You can underline more than once sentence.

Introduction Letter

I want to get to know you better. You are going to take the remainder of the period to write me a letter.

This is a quiet activity. You should not be talking.

Introduction Letter

- Address your letter to Mr. Spaulding
- Write in complete paragraphs using topic sentences and concluding sentences.
- In your letter, answer the following questions:
 - What do you want me to know about you?
 - What should the class know about you?
 - What obstacles might you face?
 - How might we help you overcome those obstacles?
 - What skills were you strong in English last year?
 - What skill do you feel you need to work on?
 - What activities are you involved in outside of the school day?

Exit

In your notebooks, **write** a response to the following:

Imagine you found two magic rings. One could make you **invisible** (like the man in the story) and one could give you the power to **fly**. You can only choose one.

Which one would you choose?
Why? What would you do with your power?