**Writer’s Notebook: *Predicting Social Behaviors of the Future***

**Task Prompt:** Have Ray Bradbury's predictions about social behavior come true in our society today?    After reading *Fahrenheit 451* and select informational texts, write an essay that addresses the question and support your position with evidence from the text(s). Be sure to acknowledge competing views. Give examples from past or current events or issues to illustrate and clarify your position.

**Preparing for the Task:**

**Task Engagement**

In a quick write, write your first reaction to the task prompt.

**Content Link**

Directions: Agree or Disagree with each statement, then provide reasoning in the appropriate box.

|  |  |  |
| --- | --- | --- |
| Before |  | **After** |
| Agree | **Disagree** | **Statement and Evidence** | **Agree** | **Disagree** |
|  |  | 1. People today spend too much time watching television, playing video games, or surfing the internet.Reasoning: |  |  |
|  |  | 2. If there is a movie, we should not bother reading the book.Reasoning: |  |  |
|  |  | 3. Technology today has made life better.Reasoning: |  |  |

Directions: Record how the multiple mediums below connect to the task prompt.

|  |  |
| --- | --- |
| **Song** | **Photo** |
|  |  |

1. What do you want your audience to know about the topic?
2. Why is it important for people to understand this topic?

**Gallery Walk**

Directions: Posted around the room are 5 Word Clouds and their accompanying images. Analyze these social behaviors from Bradbury’s perspective…what would he say about these vices, and in some cases, these evil inhuman actions?

|  |  |  |  |
| --- | --- | --- | --- |
| **Image/Word Cloud** | **Description** | **Connection to novel** | **Societal implications** |
| 1.) |  |  |  |
| 2.) |  |  |  |
| 3.) |  |  |  |
| 4.) |  |  |  |
| 5.) |  |  |  |

**Timetable**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mrs. Cox’s****Signature** | **Task** | **Due Date** | **Standards** | **Formative Grade** |
|  | Task Engagement |  | SL1 |  |
|  | Content Link |  | SL1 |  |
|  | Gallery Walk |  | SL1 |  |
|  | Task Analysis |  | SL1 |  |
|  | Rubric Translation |  | SL1 |  |
|  | Text Selection |  | RI1 |  |
|  | CARS Checklist |  | RI1 |  |
|  | Active Reading 1, 2, 3: Cornell Notes |  | RI1; RI2 |  |
|  | Essential Vocabulary |  | L4; L5; L6 |  |
|  | Note-Taking 1, 2, 3: Sentence Frames |  | RI1; RI2; RI8 |  |
|  | Bridging |  | SL1; SL2; SL3; RI8 |  |
|  | Thesis Statement/Intro |  | W1a |  |
|  | Outline |  | W1 |  |
|  | Rough Draft |  | W1a-e; L2; RI1; L6 |  |
|  | Peer Review (Editing/Revising) |  | W4; W5 |  |
|  | Final Draft/Writer’s Notebook |  | W1a, b, c, d, e; W5; LS2 |  |

**Task Analysis**

Directions: In the left column of the table below, the teaching task/prompt has been broken into parts.

Write in your own words what you will need to do to complete each part of the task.

|  |  |
| --- | --- |
| **Here are the parts of the teaching task…** | **Write “I will” statements using details from the teaching task to state what I will do to complete that part of the prompt.** |
| Have Ray Bradbury's predictions about social behavior come true in our society today? |  |
| After reading *Fahrenheit 451* and select informational texts,  |  |
| write an essay that addresses the question and support your position with evidence from the text(s). |  |
| Be sure to acknowledge competing views. |  |
| Give examples from past or current events or issues to illustrate and clarify your position. |  |

1. In your own words, what are the important features of a good response to this prompt?

**Define**

*Academic Dialogue*

Position (claim): Purpose:

Evidence: Audience:

Commentary: Competing views:

**Rubric Translation**

Directions: Your group will be assigned a set of rubric criteria. On your group copies of the Argumentation Rubric, highlight the most important words for each set of scoring criteria. Paraphrase each category in the chart below after determining the most important words.

|  |  |
| --- | --- |
| FOCUS |  |
| READING/RESEARCH |  |
| CONTROLLING IDEA |  |
| DEVELOPMENT |  |
| ORGANIZATION |  |
| CONVENTIONS |  |

**Reading Process:**

**Text Selection**

|  |  |  |
| --- | --- | --- |
| **Source Title** | **Works Cited Format** | **Parenthetical Reference** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
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**The CARS Checklist (Credibility, Accuracy, Reasonableness, Support)**

**http://novella.mhhe.com/sites/0079876543/student\_view0/research\_center-999/research\_papers30/conducting\_web-based\_research.htm**

|  |  |
| --- | --- |
| **Trait** | **Summary** |
| CREDIBILITY |  |
| ACCURACY |  |
| REASONABLENESS |  |
| SUPPORT |  |

NO

1. Do our sources pass the CARS Checklist? YES

**Active Reading 1**

*Fahrenheit 451,* pg. 20; pg. 44-46

Directions: Read the following passage then complete the Cornell Notes that follow.

 "That's what the lady said." She turned back to her script.

 "What's on this afternoon?" he asked tiredly.

 She didn't look up from her script again. "Well, this is a play comes on the wall-to-wall circuit in ten minutes. They mailed me my part this morning. I sent in some box-tops. They write the script with one part missing. It's a new idea. The home-maker, that's me, is the missing part. When it comes time for the missing lines, they all look at me out of the three walls and I say the lines: Here, for instance, the man says,

`What do you think of this whole idea, Helen?' And he looks at me sitting here centre stage, see? And I say, I say --" She paused and ran her finger under a line in the script. " `I think that's fine!' And then they go on with the play until he says, `Do you agree to that, Helen!' and I say, `I sure do!' Isn't that fun, Guy?"

 He stood in the hall looking at her.

 "It's sure fun," she said.

 "What's the play about?"

 "I just told you. There are these people named Bob and Ruth and Helen."

 "Oh."

 "It's really fun. It'll be even more fun when we can afford to have the fourth wall installed. How long you figure before we save up and get the fourth wall torn out and a fourth wall-TV put in? It's only two thousand dollars."

 "That's one-third of my yearly pay."

 "It's only two thousand dollars," she replied. "And I should think you'd consider me sometimes. If we had a fourth wall, why it'd be just like this room wasn't ours at all, but all kinds of exotic people's rooms. We could do without a few things."

 "We're already doing without a few things to pay for the third wall. It was put in only two months ago, remember?"

 "Is that all it was?" She sat looking at him for a long moment. "Well, good-bye, dear."

1. What is Bradbury trying to accomplish with his description of mindless television shows?
2. Which parts of the text show you that?
3. What competing arguments can you think of?

**Active Reading 1**

Source and Reading # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Fahrenheit 451,* pg. 20

**CORNELL NOTES**

Directions: As you read, use this Cornell Note-Taking System to help you analyze the text. The right hand column, the Note-Taking Area, is a place to record important ideas and details from the text. In the left hand column, the Cue Column, you should write essential keywords, questions you may have about the text, personal reactions, etc. Review your notes and write a summary of the information after fully reading the document.

|  |  |
| --- | --- |
| **KEYWORDS** | **NOTES** |
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**SUMMARY:**

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**Active Reading 2**

*Fahrenheit 451,* pg. 42

Directions: Read the following passage then complete the Cornell Notes that follow.

 Late in the night he looked over at Mildred. She was awake. There was a tiny dance of melody in the air, her Seashell was tamped in her ear again and she was listening to far people in far places, her eyes wide and staring at the fathoms of blackness above her in the ceiling.

 Wasn't there an old joke about the wife who talked so much on the telephone that her desperate husband ran out to the nearest store and telephoned her to ask what was for dinner? Well, then, why didn't he buy himself an audio-Seashell broadcasting station and talk to his wife late at night, murmur, whisper, shout, scream, yell? But what would he whisper, what would he yell? What could he say?

 And suddenly she was so strange he couldn't believe he knew her at all. He was in someone else's house, like those other jokes people told of the gentleman, drunk, coming home late at night, unlocking the wrong door, entering a wrong room, and bedding with a stranger and getting up early and going to work and neither of them the wiser.

 "Millie.... ?" he whispered.

 "What?"

 "I didn't mean to startle you. What I want to know is ...."

 "Well?"

 "When did we meet? And where?"

 "When did we meet for what?" she asked.

 "I mean-originally."

 He knew she must be frowning in the dark.

 He clarified it. "The first time we ever met, where was it, and when?"

 "Why, it was at --"

 She stopped.

 "I don't know," she said.

 He was cold. "Can't you remember?"

 "It's been so long."

 "Only ten years, that's all, only ten!"

 "Don't get excited, I'm trying to think." She laughed an odd little laugh that went up and up. "Funny, how funny, not to remember where or when you met your husband or wife."

 He lay massaging his eyes, his brow, and the back of his neck, slowly. He held both hands over his eyes and applied a steady pressure there as if to crush memory into place. It was suddenly more important than any other thing in a life-time that he knew where he had met Mildred.

 "It doesn't matter," She was up in the bathroom now, and he heard the water running, and the swallowing sound she made.

 "No, I guess not," he said.

 He tried to count how many times she swallowed and he thought of the visit from the two zinc-oxide-faced men with the cigarettes in their straight-lined mouths and the electronic-eyed snake winding down into the layer upon layer of night and stone and stagnant spring water, and he wanted to call out to her, how many have you taken *tonight*! the capsules! how many will you take later and not know? and so on, every hour! or maybe not tonight, tomorrow night! And me not sleeping, tonight or tomorrow night or any night for a long while, now that this has started. And he thought of her lying on the bed with the two technicians standing straight over her, not bent with concern, but only standing straight, arms folded. And he remembered thinking then that if she died, he was certain he wouldn't cry. For it would be the dying of an unknown, a street face, a newspaper image, and it was suddenly so very wrong that he had begun to cry, not at death but at the thought of not crying at death, a silly empty man near a silly empty woman, while the hungry snake made her still more empty.

1. What is Bradbury trying to accomplish with his description of technology addiction?
2. Which parts of the text show you that?
3. What competing arguments can you think of?

**Active Reading 2**

Source and Reading #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Fahrenheit 451,* pg. 42

**CORNELL NOTES**

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| **KEYWORDS** | **NOTES** |
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**SUMMARY:**

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**Active Reading 3**

*Fahrenheit 451,* pg. 29-31

Directions: Read the following passage then complete the Cornell Notes that follow.

 "Oh, they don't miss me," she said. "I'm anti-social, they say. I don't mix. It's so strange. I'm very social indeed. It all depends on what you mean by social, doesn't it? Social to me means talking about things like this." She rattled some chestnuts that had fallen off the tree in the front yard. "Or talking about how strange the world is. Being with people is nice. But I don't think it's social to get a bunch of people together and then not let them talk, do you? An hour of TV class, an hour of basketball or baseball or running, another hour of transcription history or painting pictures, and more sports, but do you know, we never ask questions, or at least most don't; they just run the answers at you, bing, bing, bing, and us sitting there for four more hours of film-teacher. That's not social to me at all. It's a lot of funnels and a lot of water poured down the spout and out the bottom, and them telling us it's wine when it's not. They run us so ragged by the end of the day we can't do anything but go to bed or head for a Fun Park to bully people around, break windowpanes in the Window Smasher place or wreck cars in the Car Wrecker place with the big steel ball. Or go out in the cars and race on the streets, trying to see how close you can get to lampposts, playing `chicken' and 'knock hub-caps.' I guess I'm everything they say I am, all right. I haven't any friends. That's supposed to prove I'm abnormal. But everyone I know is either shouting or dancing around like wild or beating up one another. Do you notice how people hurt each other nowadays?"

 "You sound so very old."

 "Sometimes I'm ancient. I'm afraid of children my own age. They kill each other. Did it always used to be that way? My uncle says no. Six of my friends have been shot in the last year alone. Ten of them died in car wrecks. I'm afraid of them and they don't like me because I'm afraid. My uncle says his grandfather remembered when children didn't kill each other. But that was a long time ago when they had things different. They believed in responsibility, my uncle says. Do you know, I'm responsible. I was spanked when I needed it, years ago. And I do all the shopping and house-cleaning by hand.

 "But most of all," she said, "I like to watch people. Sometimes I ride the subway all day and look at them and listen to them. I just want to figure out who they are and what they want and where they're going. Sometimes I even go to the Fun Parks and ride in the jet cars when they race on the edge of town at midnight and the police don't care as long as they're insured. As long as everyone has ten thousand insurance everyone's happy. Sometimes I sneak around and listen in subways. Or I listen at soda fountains, and do you know what?"

 "What?"

 "People don't talk about anything."

 "Oh, they must!"

 "No, not anything. They name a lot of cars or clothes or swimming-pools mostly and say how swell! But they all say the same things and nobody says anything different from anyone else. And most of the time in the cafes they have the joke boxes on and the same jokes most of the time, or the musical wall lit and all the colored patterns running up and down, but it's only color and all abstract. And at the museums, have you ever been? All abstract. That's all there is now. My uncle says it was different once. A long time back sometimes pictures said things or even showed people."

 "Your uncle said, your uncle said. Your uncle must be a remarkable man."

 "He is. He certainly is. Well, I've got to be going. Goodbye, Mr. Montag."

 "Good-bye."

 "Good-bye...."

1. What is Bradbury trying to accomplish with his description of violence?
2. Which parts of the text show you that?
3. What competing arguments can you think of?

**Active Reading 3**

Source and Reading # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Fahrenheit 451,* pg. 29-31

**CORNELL NOTES**

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| **KEYWORDS** | **NOTES** |
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**SUMMARY:**

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**Essential Vocabulary**

Directions: After analyzing, and synthesizing your sources, determine what adjectives appropriately define the social behaviors described in the articles and/or novel. Add definitions (if appropriate) and notes on connotation in this context.

|  |  |  |  |
| --- | --- | --- | --- |
| **Social behavior descriptor** | **Words/Phrases from the texts (cite using MLA citation please)** | **Denotative meaning** | **Connotative meaning** |
| **Example:****Violent** | **“I’m afraid of children my own age. They kill each other” (31).** | **Caused by injurious or destructive force** | **Negative** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Academic Integrity**

* Define *plagiarism*:
* Ways to avoid it:
* Penalties:

**Note-Taking 1**

Text/Article: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Read the text/article and complete the following sentence frames.

**Sentence Frames**

The author’s main argument that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

One example of evidence used to defend the argument is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Another example of evidence used to defend the argument is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The author best defends the argument when saying that “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”.

I \_\_\_\_\_\_\_\_\_\_\_\_ (agree/disagree) with the argument because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

One way the author could make the argument stronger is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Note-Taking 2**

Text/Article: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Read the text/article and complete the following sentence frames.

**Sentence Frames**

The author’s main argument that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

One example of evidence used to defend the argument is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Another example of evidence used to defend the argument is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The author best defends the argument when saying that “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”.

I \_\_\_\_\_\_\_\_\_\_\_\_ (agree/disagree) with the argument because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

One way the author could make the argument stronger is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Note-Taking 3**

Text/Article: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Read the text/article and complete the following sentence frames.

**Sentence Frames**

The author’s main argument that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

One example of evidence used to defend the argument is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Another example of evidence used to defend the argument is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The author best defends the argument when saying that “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”.

I \_\_\_\_\_\_\_\_\_\_\_\_ (agree/disagree) with the argument because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

One way the author could make the argument stronger is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Transition to Writing:**

**Bridging**

1. In a quick write, answer the following essential question that marks the beginning of your essay: Have Ray Bradbury's predictions about social behavior come true in our society today? Explain!

 Answer:

1. Evaluate the example of student work using individual copies of the Argumentation Rubric.

(The above copies will be distributed separately and are not included in this packet.)

**Writing Process:**

**Controlling Idea: Writing the Thesis Statement**

What is the topic? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Now make a general statement about it\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Now write a thesis statement in which you take a position on the prompt and that you will defend with appropriate evidence.

* Look at the pre-writing you have done.
* What is your position on the topic?
* Remember that the task demands that you examine both sides (“competing views”) of the issue.

**THESIS STATEMENT**

Ray Bradbury’s predictions about social behavior \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ come true in our society today because

 have/have not

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

example 1

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

example 2

and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

example 3

**Writing the Introduction**

The introduction to the essay is your opportunity to catch the reader’s attention, to give some general information about the subject, and to provide the “road map” for your essay—the thesis statement.

Here are some strategies that you might use to begin your introductory paragraph. You can begin your paragraph with:

* A quotation that begins with the “big idea” of your paper
* A concession
* A short anecdote or a summary of a story that proves your point
* An interesting fact or statistic
* A question or several questions that will be answered in the paper
* Relevant background material
* An analogy
* A definition of a term or idea that is important to your essay
1. What kind of intro strategy (from the choices above) might you use to begin this essay? Write it here.
2. Choose one and write a “trial” introduction. You should end the introduction with your thesis statement.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Planning, Initiation of Task**

**Paragraph I:** Intro/with thesis (claim)

**Paragraph II**: Evidence from 1st Passage selection with Explanation that proves Thesis

**Paragraph III**: Evidence from 2nd Passage selection with Explanation that proves Thesis

**Paragraph IV**: Evidence from 3rd Passage selection with Explanation that proves Thesis

**Conclusion**: Restates the Thesis

**Works Cited:** MLA Citation on separate page

 **Development**

Using the planning you have done, type a first draft of your answer to the following prompt: **Have Ray Bradbury's predictions about social behavior come true in our society today?    After reading *Fahrenheit 451* and select informational texts, write an essay that addresses the question and support your position with evidence from the text(s). Be sure to acknowledge competing views. Give examples from past or current events or issues to illustrate and clarify your position.**

When you are finished, be sure to save to your H-drive. Print a copy for your teacher.

**Revision and Editing**

Your teacher will give you someone’s first draft. You need to:

1. Read the draft.
2. Underline the assertion/thesis. Is the thesis in the first paragraph? Does it answer the prompt question?
3. Hi-light in one color the examples from the text that the writer uses to prove their assertion/thesis.
4. Hi-light in another color the explanation the author gives in order to connect the examples to the assertion/thesis.
5. Underline the restated thesis in the conclusion paragraph.
6. Hi-light in a third color the restate examples and explanations in the conclusion paragraph.

 Turn in the hi-lighted first draft into the tray. Your teacher will read each essay and add comments.

**Completion--**

**Typing final draft**

Revise your original essay based on the comments your teacher has added. Also pay attention to the hi-lighted portions. If you have very little explanation hi-lighted, you need more, etc.

Print a Final Copy, staple a rubric on the front, and give to your teacher. (Order from top to bottom: LDC Argumentation Rubric, Final Draft, Rough Drafts plus peer revisions/edits, Outline).