

Agenda

- Bell Work
- Notes on Body Paragraphs
- Write Body Paragraph #1
- Peer Review
- Write body Paragraph #2
- Exit Ticket

Attendance Question

Do you like scary movies or comedies?

Due Dates

- Essay- **Due Wednesday @ EOC**
- Ad Project - **Due Wednesday**

Objectives

- Determine an author's point of view and how they use rhetoric to spread their point of view.
- Evaluate how reasoning and evidence impact an argument.

Materials

- Bell Work Paper
- Pencil
- Text Book
- Introduction paragraph

Bell Work

Correct the following sentences for capitalization.

Corrija las siguientes oraciones según el uso de mayúsculas.

1. when i went to italy there were plenty of ice cream places.
2. he did not understand that at benny's house they do not eat dessert.
3. i've always wanted to do that.
4. i'm starting to feel very sleepy.
5. when i tell you this, do not tell emily.

Ad Project - Due Wednesday

- On your paper, draw an ad that sells a product or restaurant.
- This product can be one that already exists, or one of your own invention.
- Use two of the following in your ad: Ethos, Logos, or Pathos.
- On the back of your ad poster, write a paragraph explaining 1. which two rhetorical devices you chose, 2. WHY and 3. HOW.

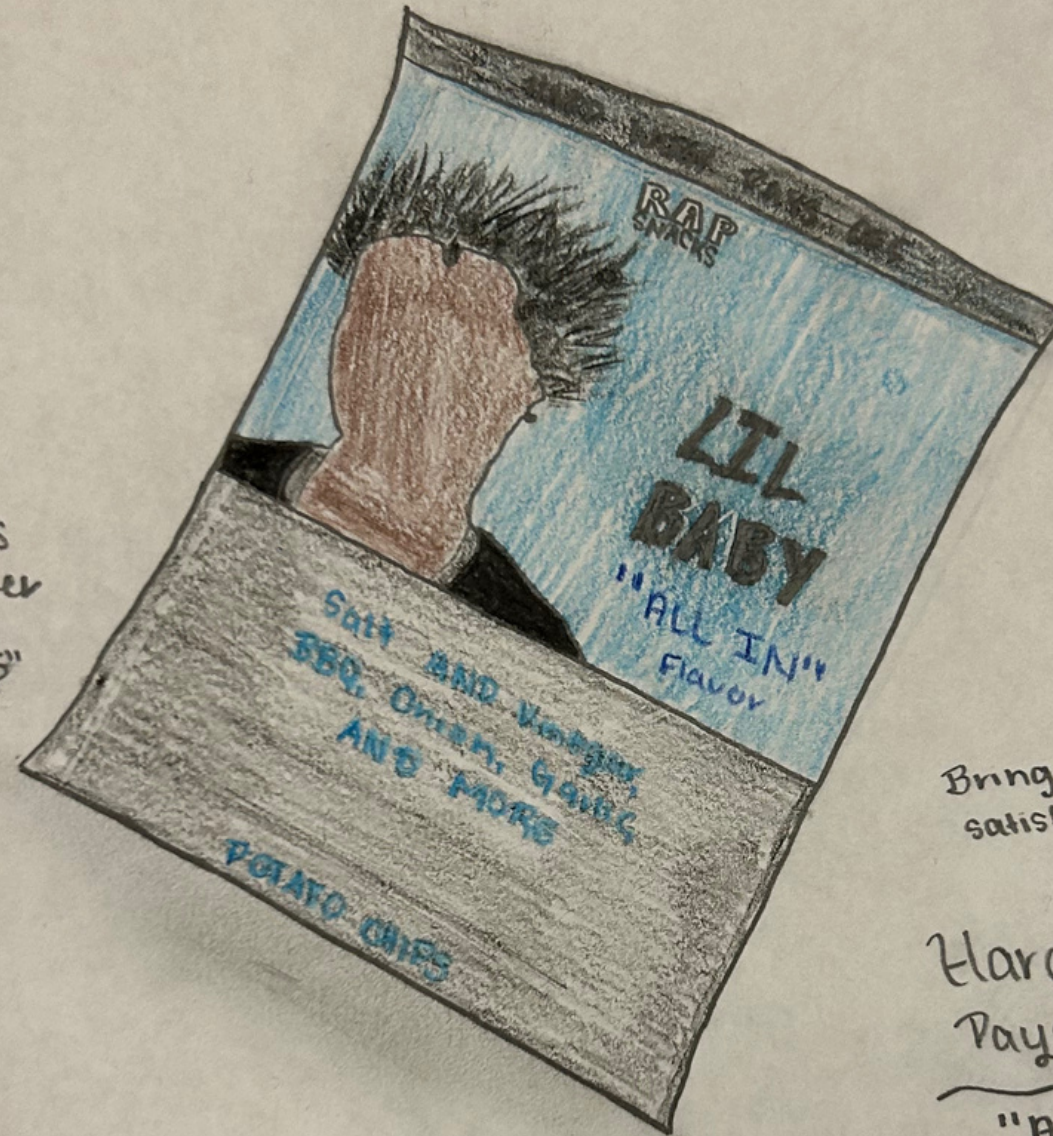
Ad Project - Due Wednesday

- **En tu papel, dibuja un anuncio que venda un producto o restaurante.**
- **Este producto puede ser uno que ya exista o uno de su propia invención.**
- **Utilice 2 de los siguientes en su anuncio: Ethos, Logos o Pathos.**
- **En la parte posterior del póster de su anuncio, escriba un párrafo que explique qué dos recursos retóricos eligió, POR QUÉ y CÓMO.**

RAP
SNACKS

Rap Snacks, come
and get your
Rap Snacks!!!!

All the flavors
you could ever
want! All in $\frac{1}{2}$ "
chip!



Brings you the
satisfaction you
need!

Hard Work
Pays off
"ALL IN"

Logos:

Describing the reason
why you should get
them, and reasoning
behind their
creation.

Ethos:

The ad is describing
all the good things
about the chips, and
have an influencer/rapper
as the face of the brand
of chips. The ad is trying
to grab the audience's
attention by using Lil
Baby's name and talking
about how flavorful
it is.

Body Paragraph # 1

II. Supporting details

- a. introduce your first reason (sub claim) why teens should or shouldn't go to college.
- b. Use and integrated quote and citation from 3.13 that supports your claim.
- c. Explain why the evidence you provided proves your point.
- d. Repeat steps b and c with more evidence.
- e. Conclude this paragraph by summarizing your ideas and introduce the next reason.

Párrafo n.º 1 del cuerpo

II. Detalles de apoyo

- a. Presente su primera razón (subafirmación) por la cual los adolescentes deberían o no ir a la universidad.**
- b. Utilice una cita integrada y una cita de 3.13 que respalde su reclamo.**
- C. Explique por qué la evidencia que proporcionó prueba su punto.**
- d. Repita los pasos byc con más evidencia.**
- y. Concluya este párrafo resumiendo sus ideas y presente la siguiente razón.**

Dead quote:

Lot's of marvel movies are emotional. "Mr. Stark? I don't feel so good" (Russo 2018). This scene shows that spider man is sad.

Proper quote:

Marvel movies often have emotional elements to keep the audience invested. One such example of a high emotion situation in film is when Spiderman struggled to say, "Mr. Stark? I don't feel so good" (Russo 2018). This was emotional because...

First and foremost, Tybalt is the most at fault for the deaths of Romeo and Juliet because he is an angry man for no reason. This is because he is a Capulet and does not really like Montagues. For example, the text states, "Uncle, this man is a Montague- our enemy. He is a scoundrel who has come here out of spite to mock our party," (Shakespeare I.5). In this scene, we see that Tybalt gets mad at the fact that Romeo is at a Capulet party. This choice could have been avoided if he just listened to his uncle and figured out everything would be fine. Plus, the text states, "What? You take out your sword and then talk about peace? I hate the word peace like I hate hell, all Montagues, and you. Let's go at it coward!" (Shakespeare I.1). In this scene,

TRANSITION WORDS IN ENGLISH

EMPHASIS

Undoubtedly
Unquestionably
Obviously
Particularly/in particular
Especially
Clearly
Importantly
Absolutely
Definitely
Without a doubt
Indeed
It should be noted

ADDITION

Along with
Apart from this
Moreover
Furthermore
Also
Too
As well as that
Besides
In addition
Not only ...but also
In addition to this
Additionally/an additional

CONTRAST

Unlike
Nevertheless
On the other hand
Nonetheless
Despite/in spite of
In contrast (to)
Contrary to
Whereas
Alternatively
Conversely
Even so
Differing from

ORDER

Following
At this time
Previously
First/firstly
Second/secondly
Third/thirdly
Finally
Subsequently
Above all
Before
Last, but not least
First and foremost

Peer Review



II. Supporting details

- a. introduce your first reason (sub claim) why teens should or shouldn't go to college.
- b. Use and integrated quote and citation from 3.13 that supports your claim.
- c. Explain why the evidence you provided proves your point.
- d. Repeat steps b and c with more evidence.
- e. Conclude this paragraph by summarizing your ideas and introduce the next reason.

Body Paragraph # 2

III. Supporting details

- a. introduce your first reason (sub claim) why teens should or shouldn't go to college.
- b. Use and integrated quote and citation from 3.13 that supports your claim.
- c. Explain why the evidence you provided proves your point.
- d. Repeat steps b and c with more evidence.
- e. Conclude this paragraph by summarizing your ideas and introduce the next reason.

**Why do you think it is bad to dead quote
(leave a direct quote in the middle of
your paragraph with no introduction or
segue?**

**¿Por qué crees que es malo hacer una
cita muerta (dejar una cita directa en
medio del párrafo sin introducción ni
continuación?**



Agenda

- Comma Notes
- Bell Work
- Review Body Paragraph Structure and Write #2
- Counter Claim/ Rebuttal Paragraph Notes + Write
- Exit Ticket

Attendance Question

What are you ordering for breakfast?



Objectives

- Write an argument to support a claim by
- 1. provide supporting evidence and pointing out strengths and limitations of all claims and counterclaims.
- 2. create an organization that establishes clear relationships.

Due Dates

- Essay- **Due Thursday (Homework)**
- Ad Project - **Due NOW**

Materials

- Bell Work Paper
- Pencil
- Text Book
- All Essay Papers

**Turn in your Ad Project NOW
for Tuesday Attendance.**

Commas

- Use commas to separate two or more adjectives describing the same noun.

Ex: It was a long, fluffy, blue, A-line dress.

- Use a comma before conjunctions (FANBOYS).

EX: She wanted to go to the party, but knew her mom would say no.

- Use commas to separate nonessential information from the rest of the sentence.

EX: Paulina, a music lover, is really good at playing violin.

- Utilice comas para separar dos o mas adjetivos que describen el mismo sustantivo.

Ej: Era un vestido largo, azul, esponjoso y de corte A.

- Utilice una coma antes de las conjunciones (FANBOYS).

EX: Ella quería ir a la fiesta, pero sabía que su mamá diría que no.

- Utilice comas para separar la información no esencial del resto de la oración.

EX: Paulina, amante de la música, es muy buena tocando el violín.

Bell Work

Correct the following sentences by adding commas where needed.

Corrija las siguientes oraciones agregando comas donde sea necesario.

1. He could join the basketball team or get a lucrative job.
2. Teddy always wanted to play basket ball yet the paycheck of a job called to him like a siren song.
3. His mother a girls basket ball coach told him to chose what he thought was best.
4. It was a high paying stable job.
5. All his coworkers students he did not know bored him to death.

Body Paragraph # 2



III. Supporting details

- introduce your first reason (sub claim) why teens should or shouldn't go to college.
- Use and integrated quote and citation from 3.13 that supports your claim.
- Explain why the evidence you provided proves your point.
- Repeat steps b and c with more evidence.
- Conclude this paragraph by summarizing your ideas and introduce the next reason.

III. Detalles de apoyo

- Presente su primera razón (subenunciado) por la cual los adolescentes deberían o no ir a la universidad.
- Utilice una cita incrustada y una cita 3.13 que respalde su afirmación.
- C. Explique por qué la evidencia que proporcionó prueba su punto.
- Repita los pasos byc con más evidencia.
- mi. Concluya este párrafo resumiendo sus ideas y presentando la siguiente razón.

Counter Claim/ Rebuttal Paragraph

IV. Counter claim

a. What is the stance of the opposition AND why they think that way.

Ex: On the other hand, some people think that dorm life allows teens too much freedom because no one can tell them not to party daily.

b. provide a rebuttal- Talk about what makes them wrong

Ex: However, these people are wrong because dorm life actually provides teens with more opportunities to develop the responsibilities as an adult.

c. Provide **STRONG** evidence proving them wrong and cite it. (Remember, it **MUST** come from 3.13)

Ex: In 2019 data collected by the National Institute of Health says ‘over time, most teens buckle down after their first year of school’, shown by a 56% drop in priority ranking (NIH 2029).

d. Explain **HOW** this evidence proves other people wrong and you right.

EX: This data proves that at a certain point, teens realize they have responsibilities to themselves to be studious.

e. summarize these ideas

Ex: People who think college is just about partying fail to account for the years of maturity gained.

Peer Review



IV. Counter claim

- a. Counterclaim: Talk about why some people might disagree with you and why.
- b. Rebuttal: State they are wrong and list why.
- c. Provide **STRONG** evidence proving them wrong and cite it (3.13).
- d. Explain **HOW** this evidence proves other claims wrong and yours right.
- e. summarize these ideas

Conclusion Paragraph - HW

V. Conclusion (In conclusion, ____)

- a. briefly talk about the ideas you had in paragraph # 1.
- b. briefly talk about the ideas you had in paragraph # 2.
- c. Final thoughts

V. Conclusión (En conclusión, ____)

- a. Habla brevemente sobre las ideas que tuviste en el párrafo #1.
- b. hable brevemente sobre las ideas que tuvo en el párrafo #2.
- C. Pensamientos finales

**On the back of your 4th
paragraph:**

What is a counterclaim?

How is that different from a rebuttal?

¿Qué es una contrademanda?

¿En qué se diferencia eso de una refutación?

Agenda

- Bell Work
- Watch Obama Speech
- SOAPSTONE + SMELL Chart
- Exit Ticket

Attendance Question

Would you rather get 50% off of any clothing you bought at your favorite store or one free meal a day from your favorite fast food place?

Due Dates

- Essay- **Due Friday (Home Work)**
- Bell Work Due **Friday**

Objectives

- Determine an author's point of view and how they use rhetoric to spread their point of view.
- Evaluate how reasoning and evidence impact an argument.

Materials

- Bell Work Paper
- Pencil
- Text Book

Bell Work

**Respond to the following questions using
sentences that contain commas.**

**Responda las siguientes preguntas utilizando
oraciones que contengan comas.**

1. What makes an argument convincing?
2. What makes evidence compelling?
3. What is the value of work for teenagers?
4. What is the value of a college education?

As We Watch

Use your text book page 387 to fill out the ‘analysis’ portion of the SOAPSTone chart.

SOAPSTone	Analysis	T
Speaker What does the reader know about the writer?		

Utilice la página 387 de su libro de texto para completar la parte de "análisis" del cuadro SOAPSTone.



Pres. Obama National Address to Students



LIVE Share

9:12 am PT



National Address to Students
Wakefield High School-Arlington, VA

C-SPAN

Watch on  YouTube

- **Now go to page 381.**
- **Use the text to find evidence that supports each answer you wrote in the analysis box.**



- **Ahora ve a la página 381.**
- **Utilice el texto para encontrar evidencia que respalde cada respuesta que escribió en el cuadro de análisis.**

S.M.E.L.L

Exit Ticket

Agenda

- Bell Work
- Watch Obama Speech
- SOAPSTONE + SMELL Chart
- Exit Ticket

Attendance Question

Would you rather have mac and cheese, spaghetti and meat balls, or fettuccine alfredo?

Due Dates

- Essay- **Due monday**
- Bell Work **Due Today**

Objectives

- Determine an author's point of view and how they use rhetoric to spread their point of view.
- Evaluate how reasoning and evidence impact an argument.

Materials

- Bell Work Paper
- Pencil
- Text Book

Agenda

- Notes
- Bell Work
- Quill
- Grammar Team Challenge
- Exit Ticket

Attendance Question

Would you rather have mac and cheese, spaghetti and meat balls, or fettuccine alfredo?

Due Dates

- Essay- **Today**
- Bell Work Due Today
- **3.12 chart due today.**

Objectives

- Correctly implement grammar rules governing commas, semicolons, and colons.

Materials

- Bell Work Paper
- Pencil
- Laptop

Commas Pt. 2

- Use commas to separate a phrase that introduces a sentence.

EX: While it is ok to be upset, yelling at someone is rarely a good solution.

- Use commas to separate interrupters like exclamations and names in the sentence.

Ex: Well, I never expected you to do that!

- Use commas to offset negation in a sentence.

Ex: I saw a polar bear, not a black bear, while I was at the zoo.

- Utilice comas para separar una frase que introduce una oración.

EJ: Si bien está bien estar enojado, gritarle a alguien rara vez es una buena solución.

- Utilice comas para separar las interrupciones en la oración.

Ej: Bueno, nunca esperé que hicieras eso.

- Utilice comas para compensar la negación en una oración.

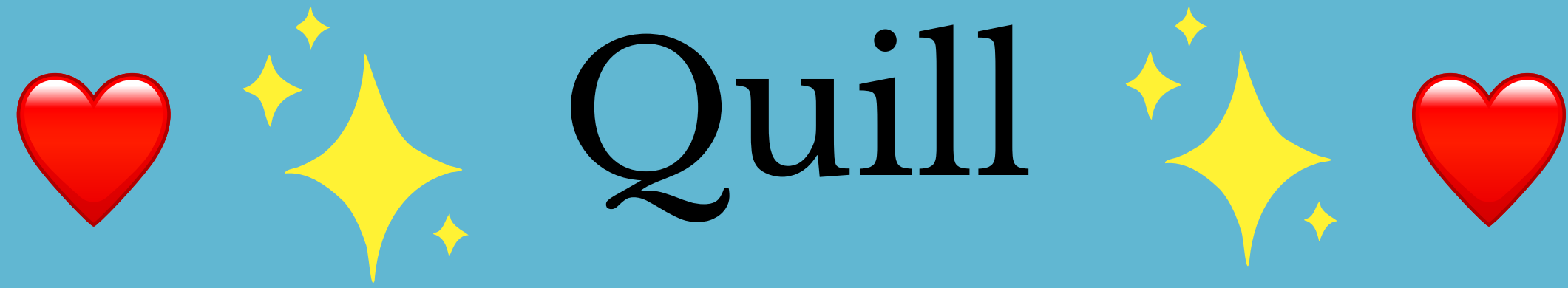
Ej: vi un oso polar, no un oso negro, mientras estaba en el zoológico.

Bell Work

Correct the following sentences by adding commas where needed.

Corrija las siguientes oraciones agregando comas donde sea necesario.

1. Oh no you almost made me drop my crossaint.
2. At the same time it is okay to call for assistance.
3. Furthermore I help with your home work everyday.
4. I want a beautiful prom dress not one with frills and puffs.
5. Take these to the dry cleaner kris quickly.

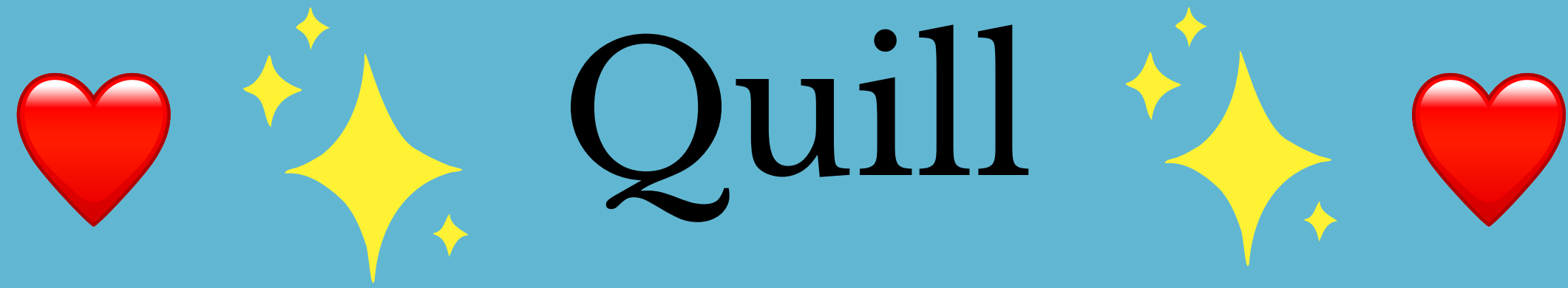


Quill.org

Class code: runner-offer

Assignment: Semicolons and

Comma Practice 3/15/24

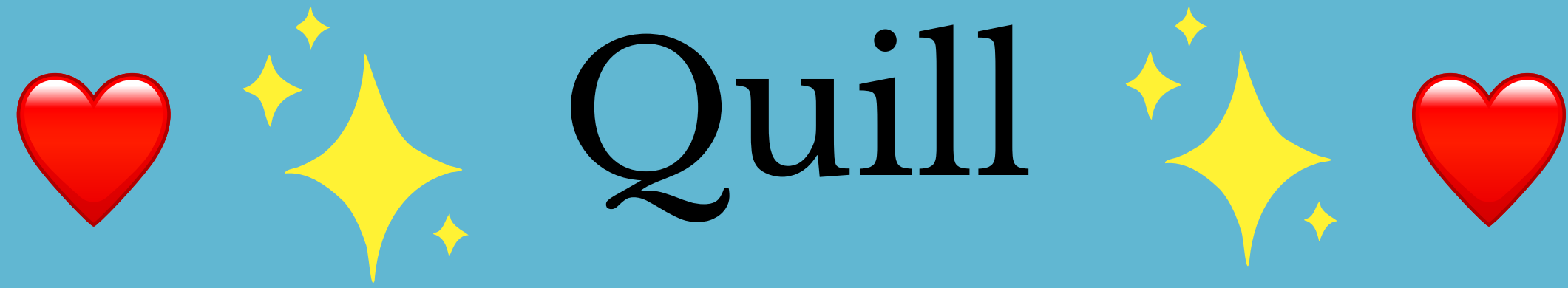


Quill.org

Class code:candy-concert

Assignment: Semicolons and

Comma Practice 3/15/24



Quill.org

Class code: weekly-thought

Assignment: Semicolons and

Comma Practice 3/15/24

Exit Ticket

List three ways to use a comma.

Enumera tres formas de utilizar una coma.