

Grade 7: two lessons = 53 minutes each

[Google Slides used for lesson](#)

Emotional Support English class: Students with autism, ADHD, and emotional disturbance

Essential Question:

1. What is the author’s argument in “Finding Your Everest”?
2. What are the author’s specific claims to support his argument?
3. What counterclaims were presented?

Objective:

- Students will understand an argument and counterargument by citing textual evidence by evaluating an author’s argument, reasoning, and specific claims.

1.1 Integration of Learning Outcomes

- Students will review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- Students will evaluate an author’s argument by citing textual evidence.
- Students will evaluate the author’s argument and determine the counterclaim presented.

1.2 Standards:

CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalization drawn from the text.

CC.1.2.7.D Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CC.1.2.7.G Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words.)

CC.1.2.7.H Evaluate an author’s argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.

1.3 Anticipatory Set:

1. *What do I need for class?*
 - a. *Close reader*
 - b. *computer*
 - c. *log into Google Classroom*
 - d. *pencil*
2. *Check-in question*
 - a. If you could bring one superhero to our world, which one would you pick and why?
3. Review “Finding Your Everest”
 - a. Who
 - i. Jordan Romero
 - b. What
 - i. Jordan climbed the highest mountain on every continent.
 - c. When
 - i. Jordan completed these climbs between the ages of 10 and 15.
 - d. Where

- i. Jordan climbed every continent in the world (Asia, Africa, Europe, Australia, North America, South America, and Antarctica)
- e. Why
 - i. At the age of 9, Jordan made an announcement, stating that he wanted to climb “the seven summits.” Jordan’s father, Romero, stated, “We’ve always taught him to just think big and we’ll make it happen.”

1.4 Procedures:

Direct Instruction

1. Introduce Dr. Sanjay Gupta’s CNN interview with Jordan Romero.
 - a. <https://www.youtube.com/watch?v=6hL3TvITouU>
2. Padlet Question
 - a. Do you think Jordan was too young? Why or Why not? (Padlet)
 - i. <https://padlet.com/barr12/3lkv7hyuct5aar4b>
 - b. Review students answers on Padlet via student discussion.
3. Tracing an argument (Google Classroom)
 - a. Have students open up Tracing an Argument document in Google Classroom
 - b. Review the different parts to the document
 - i. Claim
 1. What is the claim the author is trying to make?
 - ii. Reason 1
 1. Give one reason with textual evidence to support the claim.
 - iii. Reason 2
 1. Give one reason with textual evidence to support the claim.
 - iv. Reason 3
 1. Give one reason with textual evidence to support the claim.
 - v. Counterargument(s)
 1. An argument that the counter party might bring to the argument.
 - vi. Claim(s) to support the counter argument
 1. Give one to two reasons with textual evidence that support the counter argument.

Guided Practice

4. Claim
 - a. Students will identify the author’s claim through review of the text and with guidance from the teacher.
 - i. Author’s claim is that the risks of climbing Everest are NOT TOO dangerous for 13-year-old Jordan.
5. Reasons to support claim
 - a. Students will identify three reasons to support the author’s claim. After identifying three reasons, students will locate textual evidence from “Finding Everest” to support their claim.
 - i. Reason 1
 1. He was mentally and physically strong enough to climb.
 - a. Evidence
 - i. “The father began by training his son so that he could ‘begins to even understand what mountaineering was...Jordan preserved.” (p.14)
 - ii. “in July 2006, when he was 10 years old, Jordan and his family climbed 19,300-foot-high Mount Kilimanjaro” (p.14)
 - ii. Reason 2
 1. Jordan was well prepared for the climb.
 - a. Evidence
 - i. “When he completed the seven summits at 15, he was the youngest person ever to accomplish that feat.” (p.14)
 - iii. Reason 3
 1. Jordan’s parents will be climbing with him.
 - a. “Paul Romero (Jordan’s father) is an experienced mountaineer, so he knew what

was involved.” (p.13)

6. Counter Argument

- a. Students will identify a counter argument that was made by several mountaineers and medical experts.
 - i. Counter Argument
 1. The risks of climbing Everest are TOO dangerous for a 13-year old.
 2. Jordan does not have the cognitive ability to make lie-and-death decisions or truly understand what he is signing on for. Such a high climb will harm his body. He has his whole life to climb Everest. It is just a publicity stunt and not worth the risk.
 - ii. Counter Argument Reason
 1. Another physician, Dr. Peter Hackett, “reported that there are conflicting opinions about the effects on a young brain. Some theories say that a young brain is more resilient; others say that it may be more vulnerable.” (p.15)

7. Final “Finding Your Everest” Thoughts

- a. At age 13, would you climb Mt. Everest, as Jordan did? Why or why not?

Independent Practice

8. Digital Claim and Counterclaim Breakout Room

- a. Students will work with a partner or partners to complete the digital breakout room.
 - i. Have students log into Google Classroom and locate the digital breakout
 - ii. Have students open the Google Form and fill in their name.
 1. Students will proceed to Breakout #1 - Know These Terms
 - a. Students must match the definition with the correct term
 - b. In order to proceed to Breakout #2, students must write the 2nd word of each definition in the code blank starting from the top.
 - c. If it does not allow students to move to Breakout #2, students must retry solving. If the students have the correct answer, it will take them to Breakout #2.
 2. Students will proceed to Breakout #2 - Applying Your Knowledge
 - a. Students must identify the type of information the author used and sort the cards into the appropriate categories (counterclaim, evidence, statistics, facts, opinions, and emotional language).
 - b. In order to proceed to Breakout #2, students must write the 1st letter of the last word in the code blank - all letters must be lowercase with no spaces between).
 - c. If it does not allow students to move to Breakout #3, students must retry solving. If the students have the correct answer, it will take them to Breakout #3.
 3. Students will proceed to Breakout #3 - Spot the Elements of a Claim
 - a. Students must read an article and decide whether each highlighted sentence is a counterclaim, opinion, fact, statistic, claim, or emotional language).
 - b. In order to proceed to Breakout #4, students must write the name of the colors that reflect the order of counterclaim, opinion, fact, statistic, claim, and emotional language.
 - c. If it does not allow students to move to Breakout #4, students must retry solving. If the students have the correct answer, it will take them to Breakout #4.
 4. Students will proceed to Breakout#4 - Claim Recognition
 - a. Students must read 5 passages and decide on the correct answer and highlight the answer.
 - b. In order to proceed and complete the puzzle, students must use the letter of the correct answer for the breakout code.
 - c. If it does not allow students to move to the congratulations screen, students must retry solving. If the students have the correct answer, it will take them to a congratulations screen.

9. Mini-Debate

- a. Students will select a partner
- b. Each person needs a piece of paper and something to write with
- c. A topic will be displayed

- i. Students will be assignment to be for or against the topic
- ii. Students will have 1 minute to brainstorm ideas about the topic
- iii. Students will have three minutes to talk with their partner and develop the following.
 1. Claim
 2. Evidence (two pieces)
 3. Counterclaim
- d. The debate will start and students will debate against each other.

1.5 Differentiation

Multiple means of Representation:

- Students will have the opportunity to work with partners to locate the required information from the text.
- All students with disabilities will have assistance from the teacher to help locate information within the text.

Multiple Means of Engagement:

- Students will work in a heterogeneous group when completing their Trace an Argument assignment. This will allow for their knowledge to come to life with the guidance from the other students.
- Students will check in with teacher or aide at the end of the class period to have their point sheet signed and to check for any questions that they may have regarding homework.

Multiple Means of Expression:

- As the students are working in groups, I will be listening to their conversations as they discuss the arguments and key points from the text.

Autism and ADHD Accommodations:

- Allow for frequent breaks
- Allow students to stand during group time or individual work if needed
- Graphic organizer for Tracing an Argument
- Fidgets as needed
- Extended time for completion
- Check frequently for understanding
- Repeat directions for understanding
- Have students repeat information for understanding
- Mixed ability grouping

1.6 Closure:

Students will submit their Trace an Argument document and complete the "Finding Everest" wrap-up question, At age 13, would you climb Mt. Everest, as Jordan did? Why or why not?, in Google Classroom.

1.7 Formative/Summative Assessments of Students:

Formative assessment- discussions, questioning, and submission of Tracing an Argument template.

Summative assessment- Mini-debate activity (having a claim, evidence, and a counterclaim).

1.8 Materials/Equipment:

Whiteboard
 Tracing an Argument template
 Collections Close Reader
 Student Chromebooks
 Writing utensil

1.9 Technology:

Computers
Google Slides
Smartboard
Internet

2.0 Reflection of Planning:

I must ask myself if students' understood the previous lesson in the written piece, "Finding Your Everest." I need to make sure the information will be presented in an orderly fashion so one topic builds upon another. The most important question that I have for myself is if there is enough information being presented for the students to locate specific information in a text to answer in-depth questions for better understanding of the author's claims and reasoning.

2.1 Reflection of Instruction: