English 9: Quarter 1 Learning Module

giving language meant support provide attempt accept obtained claim reader sentence explanation evident represented conclusion

argument philosophy issue probable standard studied proposition formal persuade reasoning interpretation essentially supporting logic logical guarantee Evidence criterium evaluating symbolically

2015-2016
Maryland College and Career Ready Standards

CCSS.ELA-LITERACY.RI.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.2
Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.3
Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CCSS.ELA-LITERACY.RI.6
Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.RI.8
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CCSS.ELA-LITERACY.W.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.2
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.W.9
Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

CCSS.ELA-LITERACY.SL.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CCSS.ELA-LITERACY.SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to
Part 1- Understanding Argument

Directions: Read the information below and annotate the text to support comprehension.

Before we can begin our exploration of this unique form of writing, we must first have a basic understanding of its definition. What is Argument?

In logic and philosophy, an argument is an attempt to persuade someone of something, by giving reasons for accepting a particular conclusion as evident. The general form of an argument in a natural language is that of evidences (typically in the form of propositions, statements or sentences) in support of a claim.

In a typical deductive argument, the evidences are meant to provide a guarantee of the truth of the conclusion, while in an inductive argument, they are thought to provide reasons supporting the conclusion's probable truth.

The standards and criteria used in evaluating arguments and their forms of reasoning are studied in logic. An argument in a formal language shows the logical form of the symbolically represented or natural language arguments obtained by its interpretations. Essentially, argument’s purpose is to change a reader’s point of view, to bring about some action on the reader’s part, and ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem.

Argument is not two people shouting at each other! It is a sophisticated method for proving one’s point by using evidence.

Look at the word cloud on the previous page. The words that are written in a large font are the ones that are most frequently used in the definition of argument. How do these words help you understand argument? Respond in 2-3 sentences.

______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
Part 2: Parts of an Argument

There is the Claim, Evidence and Conclusion. Each of these components work together to help the author develop an argument.

The Claim

A claim is an assertion or proposition that states the argument’s main idea or position. A claim differs from a topic or a subject in that a claim has to be arguable. It cannot just be a simple statement of fact; it has to state a position that some people might disagree with and others might agree with.

Take a look at this sample paragraph, which includes the claim.

Did you know that when you are listening to your favorite singer, you might be hearing a computer-generated pitch? Many record companies use pitch-correction software to ensure that their performers are pitch-perfect. While perfectionism is an admirable goal, there is a fine line between using technology to enhance music and using it to make performers into something they’re not. **Whether recording in the studio or playing a live performance, musicians should not use pitch-correction software.**  
The claim in this text is underlined. Claims should be precise, or specific. After reading this claim, you know exactly what the writer is arguing.

Counterclaims (or counterarguments)

A counterclaim presents a position in opposition to the one presented in the argument. It’s an argument against the argument of the text - the naysayers.

A good persuasive writer addresses the counterclaim - also known a rebuttal - by acknowledging opposing ideas or viewpoints. Addressing the counterargument allows you to respond to objections point by point, and demonstrates your own fair-mindedness. It creates credibility in the speaker/writer when you acknowledge the valid points of the counterclaim that will make the speaker’s/writer’s claim look incorrect or weak while also showing the strength of the claim by refuting erroneous counterclaims.
Be careful though, writers don’t want the other side of the argument to sound better than his/her own. One of the most effective ways to rebut a counterclaim is to show that it is based on faulty (or broken) assumptions. Either the facts are wrong, the analysis is incorrect, or the values it is based on are not acceptable.

**Concept Check**

Read the passage below. Then complete the activity below.

In the two months leading up to Election Day this past November, our tenth grade social studies class conducted its own presidential campaign. Supporters for each major candidate volunteered for different jobs in the campaign. These jobs included writing press releases, distributing flyers, leading rallies, and conducting polls. After the election, we took one final survey of all 218 tenth-grade students to determine how our campaign had affected their level of interest in the real election. Not only was interest heightened by our campaign, but 98 percent of the students also expressed some resentment that they had not been allowed to vote in the actual election. Their message was clear. Young people deserve to have a say in the direction of the county so the voting age should be lowered to 16.

First of all, at 16, most young people are mature enough to understand the importance of voting. According to a study conducted in 2001, the IQs of young people have risen by 17 points since the late 1940s and are continuing to rise. As a result, today’s teens are more adept at solving problems and interpreting data than young people of earlier generations were. They are also more competent than many present-day adults. Liana Solle, editor of *The Young Nation* and author of *The Voting Rebellion* confirmed this. Ms. Solle said, “When it comes to dealing with the challenges of today’s world, teens under 18 are more capable than half the adult population. Advancements in technology and easy access to information are greatly responsible for this increased maturity and awareness.”

Another important reason to lower the voting age to 16 is that young people have a greater knowledge of government and politics than most adults. In one test, teens outscored adults by 20 percent or higher on nine out of ten government-related questions. Other polls show that only 30 percent of adults could name their state senator; 66 percent could not name a single Supreme Court justice; and most had no idea how the federal budget works. Yet, no one stops these uninformed adults from voting.

There are those who oppose lowering the voting age because they believe that 16-year-olds are not likely to make informed decisions and will vote according to whim or how their parents tell them to vote. On the contrary, lowering the voting age is more likely to produce a better-informed body of voters. Since most 16-year-olds are still in school, instruction could be developed to build knowledge of the candidates and their platforms. Through such courses, students would learn how a candidate’s position on important issues, such as taxes, social security, and the environment, could impact their lives now and in the future. Knowing that they have the right to vote on these important issues will keep students engaged and highly motivated to learn.
Now identify the writer’s claim and the counterclaims to his or her argument. Then identify the ways the writer addresses the counterclaim. Be sure to specific text evidence in order to accurately show your understanding.

<table>
<thead>
<tr>
<th>Claim</th>
<th>Counterclaim</th>
<th>Addressing the Counterclaim</th>
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</table>
Evidence
The Evidence is the idea that supports your claim. In order to effectively convey an argument, evidence is necessary and can come in many different forms. The way that you develop your Evidence is by providing quality evidence.

Types of Evidence

First hand evidence includes something you know whether it’s from personal experience, anecdotes, you have heard from others, observations, or your general knowledge of events.

Second hand evidence is assessed through research, reading, and investigation. It includes factual and historical information, expert opinion, and numerical data.

Comparisons: This method of support compares a situation or scenario with a similar situation or scenario. For example, a recommendation that President Bush establish an international coalition before invading Iraq might compare his administration’s situation to his father’s during the Gulf War.

Appeals to Authority: Uses the opinion of an expert(s) in the pertinent field as support. For appeals to authority to be effective, the authority must truly be an expert on the topic you’re debating. Celebrity spokespersons are often mistaken for legitimate “authorities.”

Appeals to Audience Needs and Values: Support targeted toward a specific audience’s needs, concerns, and values. This type of support may also include emotional appeals.

Definition: Definitions can serve as support by clarifying unfamiliar terminology, making abstract words more accessible, and manipulating controversial terms.

Example: Specific examples of larger, more abstract claims give your argument more credibility. Examples can be real or hypothetical. Examples that refer to real people and events can connect emotionally with your audience.
Concept Check

Read the passage below. Then complete the activity below.

We cannot live without energy. We need it for driving cars, running factories, and lighting our homes. In the past, we relied solely on fossil fuels, such as coal and oil, for energy. However, these resources are not renewable and they are harmful to the environment. People suggest nuclear energy as an alternative, but it's very risky. An explosion, a meltdown, or a leak in a nuclear power plant can release radiation into the atmosphere. Because of the great danger such an event poses to humans, soil, and animals alike, nuclear power plants should be permanently banned.

Nuclear power is based on fission, which is the process of splitting atoms to create massive amounts of energy, which we then use to create electricity. The fissionable material is uranium. One pound of uranium creates the same amount of energy as three million pounds of coal. What's so dangerous, however, is the waste that fission creates. The spent fuel rods are extremely radioactive, and they have to be stored in water or buried to prevent the radiation from leaking into the atmosphere.

Unfortunately, even with safety measures in place, accidents happen. In 1986, an explosion and fire at the Chernobyl Nuclear Power Plant in Ukraine led to one of the worst nuclear disasters of all time. The radiation cloud caused by the accident contaminated more than 250,000 square miles of surrounding soil. Many children of people exposed to Chernobyl's radiation were born with genetic mutations and birth defects. An estimated 12,000 to 80,000 births were affected. Thirty-one plant workers lost their lives.

Nuclear power supporters point to its minimal impact on the environment as one of its main benefits. They also claim that it helps reduce our reliance on foreign oil. However, it takes a massive amount of fossil fuel in order to produce enough uranium to fuel a nuclear power plant. In fact, it takes 18 years of constant operation before a nuclear power plant produces its first measurable amounts of energy. In the meantime, we are still creating pollution and relying on foreign oil.

By putting our trust in this supposedly "clean" power source, we are playing a very dangerous game. Whatever benefits we might enjoy from nuclear power, the costs and risks are extremely high. Is it a cost we as a society are willing to pay? No one should take that risk. We must ban nuclear power now.

Now identify the claim of argument, the counterclaim, and the evidence the writer uses to support the claim of the argument. For the evidence, you must use explicit text evidence.
<table>
<thead>
<tr>
<th><strong>Counterclaim</strong></th>
</tr>
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<tbody>
<tr>
<td>Evidence to support claim</td>
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</table>

**The Conclusion**

The conclusion should summarize why the counter argument is not a sufficient solution.

Vegetarians have so many food options that the lifestyle has...
Some ways to begin a conclusion are: thus, therefore and as a result.

Sometimes writers might just want to restate his/her position simply.

**Concept Check**

Re-read the arguments for the Claim and Evidence activity. For each one, identify the methods the writers used to conclude their argument.

<table>
<thead>
<tr>
<th>Voting Age</th>
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<tbody>
<tr>
<td>Nuclear Power</td>
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</tbody>
</table>

**Part 3: Rhetorical Devices**

**WHAT IS RHETORIC?:**

Rhetoric is defined as a thoughtful activity leading to effective communication, including the rational exchange of opposing viewpoints. Essentially, it enables one to utilize available means to persuade an audience. When approaching any persuasive medium such as print or non-print text, the student should explore the rhetorical situation as it builds the relationship the speaker has with the audience utilizing Aristotle’s Rhetorical Triangle or the rhetorical triangle. This relationship consists of: the speaker, audience, and subject and how the speaker creates a persona to enhance the argument.
The Tools of Rhetoric: Appeals to Ethos, Logos, and Pathos

Rhetorical Appeals are essential tools of an argument. Speakers appeal to ethos to demonstrate character, trustworthiness, and credibility. In correlation to the Rhetorical Triangle, this is established under the category of the speaker. How does the speaker build character whether it is through shared values with the audience or through their established reputation? Secondly, the speaker transitions to developing logos or logic. Writers offer reasoning through rational ideas and concepts such as having a main idea and using specific details, examples, facts, etc. to support the idea. Under the rhetorical triangle, this is established under the subject category as it determines how the speaker develops or treats his/her subject matter. Finally, the speaker establishes pathos to appeal to the audience’s emotions, desires, and hopes. This completes the triangle as this relates to the audience category.

Questions to help you recognize and utilize ethos, logos, and pathos

The following questions can be used in two ways, both to think about how writers use ethos, logos, and pathos, and how to execute these appeals in your own writing:

**Ethos**
The ongoing establishment of a writer or speaker’s authority and credibility, as he/she speaks or writes. Ethos appeals to ethics and character.

- What are the writer’s qualifications? How has the writer connected him/herself to the topic being discussed?
- Does the writer demonstrate respect for multiple viewpoints by using sources in the text?
Logos
The use of logic, rationality, and critical reasoning to persuade. Logos appeals to the mind. Logos seeks to persuade the reader intellectually.

- Is the thesis clear and specific?
- Is the thesis supported by strong reasons and credible evidence?
- Is the argument logical and arranged in a well-reasoned order?
- Does it make sense?
- Can the reader easily draw a conclusion from the evidence provided?

Pathos
The use of emotion and affect to persuade. It seeks to create a feeling within the reader (anger, call to action, patriotism, etc.)

- Are vivid examples, details and images used to engage the reader's emotions and imagination?
- Does the writer appeal to the values and beliefs of the reader by using examples readers can relate to or care about?

Concept Check
Read the passage below. Then complete the activity below.

Cell phones are a vital part of the social lives of teenagers. Some might even say that teens can’t live without their phones. The truth is there haven’t been any actual cases of teenagers who stopped breathing because their cell phones were taken away. Still, cell phones are not simply for texting, surfing the net, and talking to friends. Because of the important and possibly life-saving role that cell phones can play in the lives of students, cell phones should not be banned from school.
Cell phones are critical in emergencies. It is rare that you get parents and teenagers to agree on anything. However, when it comes to the important question of whether students should be allowed to carry their phones with them in school, most parents and teenagers answer yes. Parents are responsible for their children, and they should be able to reach their children immediately in case of an emergency. Do school administrators really want to be responsible for a parent’s anxiety when she is unsure if her child is safe? When a student has access to a phone, a quick call or a simple text could relieve a parent’s anxiety in a matter of seconds.

In addition, students at public schools should have the same privilege as students at private schools. Most private schools allow students to have cell phones as long as students follow the school’s guidelines for using them. If public schools make a set of rules for acceptable cell phone use, grateful students will willingly follow those rules.

Finally, teachers often say that cell phones are a distraction in the classroom, especially because students can appear to be paying attention while they are actually texting friends. However, the school’s guidelines can require that ringers be turned off and phones be put away during class. That would get rid of those distractions. Plus, teachers object to students having phones, but they themselves bring their phones to class. That’s ridiculously unfair! Let’s be fair to students, teachers, and, most especially, to parents. Do not ban cell phones from school.

*(activity on next page)*
Now identify how the writer uses the three appeals - ethos, pathos and logos - to defend their claim. Be sure to use explicit text evidence.

<table>
<thead>
<tr>
<th>Ethos</th>
<th>Pathos</th>
<th>Logos</th>
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<tbody>
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Part 4: Analyzing Argument

When analyzing an argument, it takes more than one read to figure out the argument. With each read, the argument becomes clearer and the methods more distinct.

<table>
<thead>
<tr>
<th>First Read</th>
<th>Second Read</th>
<th>Third Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading for the Gist</td>
<td>Key Ideas and details</td>
<td>Argument and Methods</td>
</tr>
</tbody>
</table>

Things to look for:
- what the text is about (can you summarize what it says?)
- who are the people in the text?
- where did it take place?
- what are things I don’t know or understand?

Things to look for:
- things that point to the main idea
- passages that help you understand what the text is about
- examples of descriptive language or figurative language (metaphors, similes, personal anecdotes, etc.)
- What do we know about the speaker?

Things to look for:
- Claim
- Counterclaim
- Evidence
- Rhetorical Appeals
- Structure of the argument
- Audience

To find these things during each read, you’ll need to annotate the text. Annotations are essentially notes, but they usually refer to note-taking on the text. You may not always get a chance to do that, but the method is still the same whether it’s on a text or on a notepad.

Annotations are notes about the text that help us understand what the text is saying and how it’s saying it. Annotations also include things we don’t know, which allows a good reader to go back and look up the material.

You can make annotations in any way that works for you, but as a starting point, you can use the guide below.

### Annotation Guide

- Main idea
- Unfamiliar words
- Key words /details
- Questions about the text
- Evidence that supports the claim
- Connections in the text

**Concept Check**
Four score[1] and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war[2], testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate—we can not consecrate[3] —we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain[4]—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

[1] score: twenty

[2] civil war: a war between citizens of the same country

[3] consecrate: declare a place sacred

[4] in vain: without accomplishing anything

Now that you’ve annotated for understanding and argumentative methods, it’s time to put your notes into an outline so you can easily see the writer’s argument. Complete the organizer below. Be sure to explicit text evidence for each box.
<table>
<thead>
<tr>
<th>Title of Speech</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaker</strong></td>
<td>What do we know about him or her?</td>
</tr>
<tr>
<td><strong>Audience</strong></td>
<td>Who is the speaker trying persuade? (not just “people” or “the reader” - who would benefit the most from this speech?)</td>
</tr>
<tr>
<td><strong>Occasion</strong></td>
<td>What do you think caused the speaker to talk about this issue and/or persuade the crowd?</td>
</tr>
<tr>
<td><strong>Claim</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Evidence 1</strong></td>
<td></td>
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<td>Evidence 2</td>
<td></td>
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<tr>
<td>Evidence 3</td>
<td></td>
</tr>
<tr>
<td>Counterclaim</td>
<td></td>
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<tr>
<td>Conclusion</td>
<td></td>
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</tbody>
</table>

**Part 5: Writing an Argument Analysis**

In order to write an analysis, you need to first understand the text - that’s what the previous activities were designed to do. The next step is to outline your notes into a writing format - that’s what the next activity is designed to do.

First, you need to look and understand the prompt. As you read, consider what the prompt is asking you to do and how you will answer it:
Write an essay in which you explain how the author builds an argument to persuade her audience that all nations must continue to fight peaceably until all children receive an education. In your essay, analyze how the author uses one or more of the features listed below (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant aspects of the passage.

Below is a template of a thesis statement - it's essentially the answer the prompt. While this 1-2 sentence statement does answer the prompt, the rest of the essay provides the evidence and explanation to support the thesis statement. In an essay the thesis statement is part of the introduction, which also includes background information on the topic you are discussing.

In __ (name of text used)___, the author builds an argument that ______(claim from the question)_______. (Name of the author) uses__________, ____________ and _____________ to strengthen the logic and persuasiveness of (his/her) argument.

Use the information from the previous chart to complete this thesis statement template in the Introduction box below. Then use the rest of the information in the previous chart to complete the one below.

Remember that each piece of evidence must support the body paragraph’s topic sentence, and each topic sentence must support the thesis statement.

<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body Paragraph 1</td>
</tr>
<tr>
<td>Topic sentence</td>
</tr>
<tr>
<td>Evidence</td>
</tr>
</tbody>
</table>
Completing this chart can also serve as an outline if you had to write an essay. This is the process you complete in order to complete analytical writing.

Now you’re going to use what you’ve learned to write an essay on a different text.
Part 6: Assessment

Write an essay in which you explain how the author builds an argument to persuade her audience that all nations must continue to fight peaceably until all children receive an education. In your essay, analyze how the author uses one or more of the features listed below (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant aspects of the passage.

Your essay should not explain whether you agree with the author’s claims, but rather explain how she builds an argument to persuade his audience.

**Consider how the author uses evidence, such as facts or examples, to support claims and explain how the author uses reasoning to develop ideas, and analyze the stylistic or persuasive elements used in the text such as word choice and rhetorical appeals.**
Today is it an honour for me to be speaking again after a long time. Being here with such honourable people is a great moment in my life and it is an honour for me that today I am wearing a shawl of the late Benazir Bhutto. I don’t know where to begin my speech. I don’t know what people would be expecting me to say, but first of all thank you to God for whom we all are equal and thank you to every person who has prayed for my fast recovery and new life. I cannot believe how much love people have shown me. I have received thousands of good-wish cards and gifts from all over the world. Thank you to all of them. Thank you to the children whose innocent words encouraged me. Thank you to my elders whose prayers strengthened me. I would like to thank my nurses, doctors and the staff of the hospitals in Pakistan and the UK and the UAE government who have helped me to get better and recover my strength.

I fully support UN Secretary General Ban Ki-moon in his Global Education First Initiative and the work of UN Special Envoy for Global Education Gordon Brown and the respectful president of the UN General Assembly Vuk Jeremic. I thank them for the leadership they continue to give. They continue to inspire all of us to action. Dear brothers and sisters, do remember one thing: Malala Day is not my day. Today is the day of every woman, every boy and every girl who have raised their voice for their rights.

There are hundreds of human rights activists and social workers who are not only speaking for their rights, but who are struggling to achieve their goal of peace, education and equality. Thousands of people have been killed by the terrorists and millions have been injured. I am just one of them. So here I stand, one girl among many. I speak not for myself, but so those without a voice can be heard. Those who have fought for their rights. Their right to live in peace. Their right to be treated with dignity. Their right to equality of opportunity. Their right to be educated.

Dear friends, on 9 October 2012, the Taliban shot me on the left side of my forehead. They shot my friends, too. They thought that the bullets would silence us, but they failed. And out of that silence came thousands of voices. The terrorists thought they would change my aims and stop my ambitions. But nothing changed in my life except this: weakness, fear and hopelessness died. Strength, power and courage was born. I am the same Malala. My ambitions are the same. My hopes are the same. And my dreams are the same. Dear sisters and brothers, I am not against anyone. Neither am I here to speak in terms of personal revenge against the Taliban or any other terrorist group. I am here to speak for the right of education for every child. I want education for the sons and daughters of the Taliban and all the terrorists and extremists. I do not even hate the Talib who shot me.

Even if there was a gun in my hand and he was standing in front of me, I would not shoot him. This is the compassion I have learned from Mohamed, the prophet of mercy, Jesus Christ and Lord Buddha. This the legacy of change I have inherited from Martin Luther King, Nelson Mandela and Mohammed Ali Jinnah. This is the philosophy of nonviolence that I have learned from Gandhi, Bacha Khan and Mother Teresa. And this is the forgiveness that I have learned from my father and from my mother. This is what my soul is telling me: be peaceful and love everyone.

Dear sisters and brothers, we realise the importance of light when we see darkness. We realise the importance of our voice when we are silenced. In the same way, when we were in Swat, the north of Pakistan, we realised the importance of pens and books when we saw the guns. The wise saying, “The pen is mightier than the sword.” It is true. The extremists are afraid of books and pens. The power of education frightens them. They
are afraid of women. The power of the voice of women frightens them. This is why they killed 14 innocent students in the recent attack in Quetta. And that is why they kill female teachers. That is why they are blasting schools every day because they were and they are afraid of change and equality that we will bring to our society. And I remember that there was a boy in our school who was asked by a journalist: “Why are the Taliban against education?” He answered very simply by pointing to his book, he said: “A Talib doesn’t know what is written inside this book.”

They think that God is a tiny, little conservative being who would point guns at people’s heads just for going to school. These terrorists are misusing the name of Islam for their own personal benefit. Pakistan is a peace-loving, democratic country. Pashtuns want education for their daughters and sons. Islam is a religion of peace, humanity and brotherhood. It is the duty and responsibility to get education for each child, that is what it says. Peace is a necessity for education. In many parts of the world, especially Pakistan and Afghanistan, terrorism, war and conflicts stop children from going to schools. We are really tired of these wars. Women and children are suffering in many ways in many parts of the world.

In India, innocent and poor children are victims of child labour. Many schools have been destroyed in Nigeria. People in Afghanistan have been affected by extremism. Young girls have to do domestic child labour and are forced to get married at an early age. Poverty, ignorance, injustice, racism and the deprivation of basic rights are the main problems, faced by both men and women.

Today, I am focusing on women’s rights and girls’ education because they are suffering the most. There was a time when women activists asked men to stand up for their rights. But this time we will do it by ourselves. I am not telling men to step away from speaking for women’s rights, but I am focusing on women to be independent and fight for themselves. So dear sisters and brothers, now it’s time to speak up. So today, we call upon the world leaders to change their strategic policies in favour of peace and prosperity. We call upon the world leaders that all of these deals must protect women and children’s rights. A deal that goes against the rights of women is unacceptable.

We call upon all governments to ensure free, compulsory education all over the world for every child. We call upon all the governments to fight against terrorism and violence. To protect children from brutality and harm. We call upon the developed nations to support the expansion of education opportunities for girls in the developing world. We call upon all communities to be tolerant, to reject prejudice based on caste, creed, sect, colour, religion or agenda to ensure freedom and equality for women so they can flourish. We cannot all succeed when half of us are held back. We call upon our sisters around the world to be brave, to embrace the strength within themselves and realise their full potential.

Dear brothers and sisters, we want schools and education for every child’s bright future. We will continue our journey to our destination of peace and education. No one can stop us. We will speak up for our rights and we will bring change to our voice. We believe in the power and the strength of our words. Our words can change the whole world because we are all together, united for the cause of education. And if we want to achieve our goal, then let us empower ourselves with the weapon of knowledge and let us shield ourselves with unity and togetherness.

Dear brothers and sisters, we must not forget that millions of people are suffering from poverty and injustice and ignorance. We must not forget that millions of children are out of their schools. We must not forget that our sisters and brothers are waiting for a bright, peaceful future.
So let us wage a glorious struggle against illiteracy, poverty and terrorism, let us pick up our books and our pens, they are the most powerful weapons. One child, one teacher, one book and one pen can change the world. Education is the only solution. Education first. Thank you.
<table>
<thead>
<tr>
<th>Module Section</th>
<th>Score Point 4</th>
<th>Score Point 3</th>
<th>Score Point 2</th>
<th>Score Point 1</th>
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<tbody>
<tr>
<td>Part 1- Understanding Argument</td>
<td>Student response demonstrates understanding of the definition of argument and how it is constructed.</td>
<td>Student response demonstrates understanding of the definition of argument but does not make a connection to how it is constructed.</td>
<td>Student response demonstrates partial understanding of the definition and construction of argument.</td>
<td>Student response demonstrates limited understanding of the definition and construction of argument.</td>
<td>Student response demonstrates no understanding of the definition and construction of argument.</td>
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<td>Activity 1- Response to Word sift</td>
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<td>Part 2- Parts of an Argument</td>
<td>Student response correctly identifies the claim, counterclaim and provides textual evidence that appropriately supports the claim.</td>
<td>Student response adequately identifies the claim, counterclaim and provides textual evidence to support the claim.</td>
<td>Student response attempts to identify the claim, counterclaim and provide textual evidence to support the claim.</td>
<td>Student response attempts to identify the claim, counterclaim and provide textual evidence to support the claim.</td>
<td>Student does not identify the claim, counterclaim or provide textual evidence to support the claim.</td>
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<td>Activity Two- Concept Check: Claim, Counterclaim, Evidence</td>
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<td>Part 3- Rhetorical Devices</td>
<td>Student response correctly identifies the use of each of the rhetorical devices and provides textual evidence to support their response.</td>
<td>Student response correctly identifies the use of two of the rhetorical devices and provides textual evidence to support their response.</td>
<td>Student response attempts to identify the use of the rhetorical devices and provides some textual evidence to support their response.</td>
<td>Student response attempts to identify the use of the rhetorical devices and provides some textual evidence to support their response.</td>
<td>Student response does not identify the use of the rhetorical devices.</td>
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<tr>
<td>Concept Check: Identify use of ethos, pathos and logos</td>
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<td>Part 4- Understanding Argument</td>
<td>Outline correctly identifies key ideas and details from the text. Demonstrates analysis of text by close reading.</td>
<td>Outline correctly identifies most of the key ideas and details from the text. Demonstrates some analysis of text by close reading.</td>
<td>Outline correctly identifies some of the key ideas and details from the text. Demonstrates limited analysis of text by close reading.</td>
<td>Outline partially identifies some of the key ideas and details from the text. Demonstrates limited analysis of text by close reading.</td>
<td>Outline does not identify key ideas and little to no analysis is evident.</td>
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<td>Concept Check: Annotation and Argument Structure</td>
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<td>Part 5: Writing an</td>
<td>Student response</td>
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<td>Argument Analysis</td>
<td>reflects careful analysis on each category of the argument analysis. Responses are thorough and can be used to write an argument analysis essay.</td>
<td>reflects some analysis on each category of the argument analysis. Responses can be used to write an argument analysis essay.</td>
<td>reflects limited analysis on each category of the argument analysis. Responses are not sufficient to write an argument analysis essay.</td>
<td>reflects an inaccurate or incomplete analysis on each category of the argument analysis.</td>
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<td>Part 6- Assessment (Cold Read and Argument)</td>
<td>The student response demonstrates full comprehension of ideas stated explicitly and/or inferentially by providing an accurate analysis; addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to task, purpose, and audience; uses clear reasoning supported by relevant text-based evidence in the development of the claim or topic; is effectively organized with clear and coherent writing; establishes and maintains an effective style.</td>
<td>The student response demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; addresses the prompt and provides mostly effective development of claim or topic that is mostly appropriate to task, purpose, and audience; uses mostly clear reasoning supported by relevant text based evidence in the development of the claim or topic; is organized with mostly clear and coherent writing; establishes and maintains a mostly effective style.</td>
<td>The student response demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; addresses the prompt and provides some development of claim or topic that is somewhat appropriate to task, purpose, and audience; uses some reasoning and text-based evidence in the development of the claim or topic; demonstrates some organization with somewhat coherent writing; has a style that is somewhat effective.</td>
<td>The student response demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis; addresses the prompt and provides minimal development of claim or topic that is limited in its appropriateness to task, purpose, and audience uses limited reasoning and text-based evidence; demonstrates limited organization and coherence; has a style that is minimally effective.</td>
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<td>Activity Two- Concept Check: Identify the methods used by the author to conclude the argument.</td>
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<td>Part 5: Writing an Argument Analysis</td>
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<td>Part 6: Assessment</td>
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