

Quarter 3 Week 8 Assignment Sheet

Writing 8

Ms. Sandlin

Middle School Writing

3/26/24

Instructions: After completing/working on each day's assignment include a parent initial signature below.

Day One/Wednesday:
<ul style="list-style-type: none">- Read the student sample argument.- Complete the evidence handout. <p style="text-align: right;">Parent Initial: _____</p>
Day Two/Thursday:
<ul style="list-style-type: none">- Select a topic on the handout, coming up with a thesis and three reasons for your stance.- Complete adverbs Exercise C. <p style="text-align: right;">Parent Initial: _____</p>
Day Three/Friday:
<ul style="list-style-type: none">- Read primary/secondary sources packet.- Complete summary cards on the provided handout. Write down seven summary details that include a minimum of seven quotes. <p style="text-align: right;">Parent Initial: _____</p>
Day Four/Monday:
<ul style="list-style-type: none">- Read the provided argument. Highlight the main idea/thesis in the argument in one color.- Highlight a minimum of three reasons presented in the article that support the author's opinion/thesis. (Use a different color highlighter than the main idea.)- Using a third color, highlight evidence that the author provided for each reason for their thesis. (Example: Thesis: Students learn better working independently. 1) They learn better working independently because they avoid distractions. 2) They learn better independently because they are forced to do more research/be more independent. 3) Students learn better individually because they are able to activate more creativity that could be stifled in a group. [Highlight pieces of evidence referenced for each reason in the article.]- Complete adverbs Developing Writing Skills exercise.- <p style="text-align: right;">Parent Initial: _____</p>

- (See back page for parent signature.)

The weekly schedule has been broken down to maximize parent and student success. Parents: please oversee that student work is at individual/grade-level standard. Please sign below after checking students' daily work.

I have looked over each day's assigned work and verify its quality and completion.

Parent signature: _____ Date: _____

Questions? Contact Ms. Sandlin
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(509) 379-6846

Name: _____

Structured and Creative Writing Sufficient Evidence Evaluation

Instructions: Read the assigned argument. Use the following questions to evaluate the sufficiency of evidence used to back the persuasive point-of-view in the argument.

Sample 1:

1. List in bullet points the evidence ~~inserted in this sample.~~ ^{used in the argument}

-

-

-

-

2. What is the main claim in the article (thesis)?

3. Does the evidence of this piece directly relate to the claim (argument/thesis) made, or does it indirectly (kind of) relate to it?

4. Could the evidence be inaccurate? If so, how?

Name: _____

5. Is information viewed as inaccurate because it seems *off* (a guess; you can't prove inaccuracy but you think that it's likely to contain parts that are inaccurate), or are there several incorrect facts that lead you to believe that inaccuracy exists? (If there is substantial cause to believe the evidence inaccurate, list the incorrect information here.)

6. Is the evidence provided sufficient? (Is there enough or does there seem to be enough to back the statements made? Explain.)

7. How many pieces of evidence are used to back up a claim (argument/thesis)?

8. What are the first-hand sources referenced? (List each primary source.)
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9. What are the second-hand sources referenced in the writing or speaking sample? (List each secondary source.)
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Student Name

AP Language and Composition

Mrs.Sandlin

November 12, 2020

Covid-19

Covid-19 has caused many deaths and changes within the world in 2020. Many questions are asked regarding the covid-19 response within America due to our uncertainty about it. Often asked, will masks and social distancing prevent the spread of the virus? A controversial topic is whether schools should close for only virtual learning due to Covid-19 or stay open? With schools being open, it means the masks will have to be worn at all times, which could cause health issues. Someone in my school was recently tested positive with the coronavirus, which caused the school to close for a day and clean everything. While the number of deaths keep rising, the CDC had said "they are actively working to learn more about the Coronavirus". This virus is affecting our lives in ways some can't explain, with the loss of jobs and lives. The vaccine would be the kryptonite for people to heal against the airborne virus. America's response to Covid-19 happened when the time was right to help our Americans, without having them panic. Covid is one of the most unexpected things to happen in 2020, and needs to be resolved.

In the beginning of 2020, a virus outbreak began to spread. The virus affects the body with a disease called a respiratory tract infection. It has flu-like symptoms that may last from 2-14 days. It began in China, and then spread to other countries. Our president responded to this virus by slowly shutting things down. First people were

asked to only go out for necessities and not come in contact with anyone outside of their home. Then schools were shut down. Next businesses that aren't essential were to close. Since then, many haven't followed the social distance and many lives have been lost. The numbers continue to rise everyday without any knowledge when the vaccine will be made. People are constantly told to wear masks and social distance so the spreading stops. Our economy is also at risk with having to shut the country down again. Many employees have lost their jobs and a lot of businesses have been struggling. A vaccine needs to be made so our world can go back to normal.

The CDC has recorded that in the United States alone, there have been 2.4 million deaths caused by Covid-19. The amount of people being affected is still on the rise. It has increased so much since the start of the year. Covid-19 had affected my family at one point in the summer, we all had to quarantine for 14 days. This virus had affected all of us in a different way such as, I had symptoms for 3 days and my dad had it longer than 8 days. The virus can affect anyone and everyone. It mostly affects the elderly, people that have underlying health issues, and newborn babies, because of the weak immune system and/or respiratory issues (CDC). Some also argue that little evidence is shown on how masks help prevent Covid-19. Wearing a mask may help in the meantime but in the future could jeopardize your health. This is due to inhaling the toxins we are supposed to exhale. Doctor Meehan explains that it lowers our blood oxygen levels and raises carbon dioxide levels (Meehan, Jim MD). Social distancing worked for a period of time but now being 6ft away doesn't matter. The issue with staying 6ft away is the loss of communication with other people. It allows us to be safe while still being able to go out, but distancing ourselves from society. Some experts

say that the virus has mutated and can stay in the air and affect people in the whole room, so it's getting worse. Jose-Luis Jimenez from the University of Colorado says "Distance alone will never solve the aerosol problem. If you are in the same room you can get affected," explaining the issue with social distancing(Guarino). Covid also caused our economy to go downhill. Since March, 20.6 million jobs have been lost in the United States according to the University of Minnesota. Many businesses have also suffered with not having employees or even customers come in, which caused some to close down permanently.

Although the U.S. response happened later than it should have, would have starting the shutdown earlier change anything? Many countries were able to shut down and gain improvement in their lowering of Covid cases, sooner than America. The difference between the U.S. and other countries is how our people listen. Most Americans were not following the precautions given to keep us safe from Covid-19, while other countries had strict guidelines. Some people also choose to not wear masks in the U.S., which could potentially put others at risk. The World Health Organization expresses the importance of masks so that the risk of being infected is less likely. . Some believe the cause of all the deaths were health complications with the addition of covid-19. While that's true, covid is the main cause of so many deaths because it makes all the other things react.

The covid-19 response happened later than expected, but if it was done earlier it wouldn't have changed anything. Wearing masks might help us currently, but doesn't in the long run. We are given no solid evidence as to which masks help us. If we started social distancing in the beginning of the virus, it would have still ended up spreading

since it stays on objects for a period of time. The deaths that have happened are a tragedy, but this virus would have affected anyone whether it was controlled earlier or later. Covid-19 has opened people's eyes that life is short and anything can happen at any given moment.

Name: _____

Create Your Argument One

Instructions: **1)** Create a thesis (your main idea/opinion/stance) for one of the topics below. **2)** Come up with three reasons that you hold your opinion on the topic.

Sample Arguments:

-Mandatory pet-owner training	-Recycling	-Social media use
-Colonialism	-Effects of Fertilizer	-Corruption in U.S.
-Electric vehicles	-Zoos	-Aliens

Selected Argument Topic: _____

Thesis:

-Reason One for Stance:

-Reason Two for Stance:

-Reason Three for Stance:

Adverb or Adjective?

Sometimes, the same word can be either an adverb or an adjective, depending upon how it is used in a sentence.

Remember that an adverb modifies a verb, an adjective, or another adverb; an adjective modifies a noun or a pronoun.

Notice in the following examples that the adverb modifies a verb. The adjective, on the other hand, modifies a noun.

ADVERB: He walked *straight* down the path.

ADJECTIVE: The path was *straight*

Generally, adverbs and adjectives have different forms. Many adverbs, in fact, are formed by adding *-ly* to an adjective.

Adjectives	Adverbs with <i>-ly</i> Endings
<i>honest</i> response	responded <i>honestly</i>
<i>awkward</i> movement	moved <i>awkwardly</i>

A few words ending in *-ly*, however, are adjectives.

ADJECTIVE: Carla's *weekly* allowance was not much.

EXERCISE C: Distinguishing Between Adverbs and Adjectives. Identify each underlined word as an *adverb* or *adjective*.

EXAMPLE: His room was very neat.
adjective

1. The mounted moose head looked real.
2. I really believed the weather forecast.
3. Bertram walks to the office daily.
4. Our office runs ads in the daily newspaper.
5. Matilda spoke darkly of her husband's past.
6. No light filtered into the dark cell.
7. Immigrants worked hard to build the railroads.
8. Sandstone is not a hard rock.
9. Zack is an early riser.

10. Mildred starts the day early and finishes late.
11. I will gladly finish the dishes.
12. We are glad to have you as a friend.
13. When his aunt died, he was 'suddenly rich.
14. The musketeer was richly dressed in velvet.
15. After scrubbing the floor, his hands were rough.
16. He roughly stroked the German shepherd.
17. He stared dismally at the destruction.
18. Her outlook on life is dismal.
19. Today's high cost of living causes people to be thrifty.
20. His past employer spoke highly of him.

DEVELOPING WRITING SKILLS: Writing Sentences with Adverbs. Write each sentence, adding one or more adverbs. Include at least one noun used as an adverb.

EXAMPLE: Kathleen entered the room.

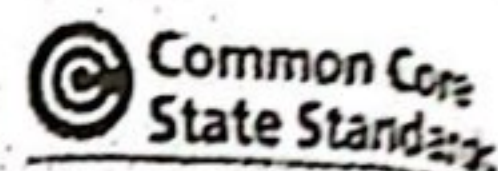
Kathleen quietly entered the room.

1. Tony will go to the grocery store for us.
2. Barn swallows are helpful because they eat insects.
3. His poor posture made him seem shorter than he was.
4. The sorcerer cast a terrible spell upon the town.
5. We were sad about the end of summer.
6. Many people think snails are delicious.
7. The boat docked and lowered its sails.
8. Their enthusiasm faded.
9. Night fell and the celebration began.
10. Can a helicopter rescue those men?

Primary Sources

Newspaper Article
Progress in Personal
Comfort

Advertisement
Cook's Railroad
Advertisement



Reading Informational
Text

1. Cite strong and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

3. Analyze a complex text, paying close attention to ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

About the Text Forms

A **newspaper article** is any short piece of prose writing that appears in a newspaper. It may contain straight news, opinions about recent events, or a combination of both.

An **advertisement** is a persuasive piece that attempts to sell people a product or service. Before the invention of radio and television, printed advertisements were the major means of publicizing products. Such advertisements appeared in a variety of formats, including leaflets, newspaper advertisements, billboards, posters, and product labels.

Preparing to Read Complex Texts

Analyze the techniques of media messages in advertisements and persuasive newspaper articles by focusing on the following *modes of persuasion*:

- **Logical:** presents factual evidence and arguments that make sense
- **Faulty:** presents arguments that upon close study are not fully sound
- **Deceptive:** presents intentionally misleading information
- **Emotional:** uses status symbols, peer pressure, patriotism, humor, or other appeals to the reader's emotions and desires

Look for these modes of appeal as you read or view the primary sources. To help you identify and analyze appeals in these modes,

- summarize what the text explicitly says
- draw conclusions about what the text implies, or suggests
- analyze the sequence of and interrelationships between ideas. For example, do they follow a logical order? Do they build on one another?

Support your summary and your analysis by citing relevant quotations and other details from the text.



How does literature shape or reflect *society*?

Both the newspaper article and the advertisement reflect changes to society in Victorian times. As you read, consider what each document reveals about its times and how each relates to the other.

RAILROAD ADVERTISEMENT

BACKGROUND This Victorian advertisement for a Cook's tour was aimed at Britain's growing middle class.

Analyzing Media Messages

For each of the following elements, indicate the intended audience, the message, and the method of persuasion:

- The use of a woman as the central figure
- The woman's position, body language, and dress
- Other images
- Featured words

Primary Source Advertisement

What does this advertisement try to persuade people to do?



Critical Reading

Cite textual evidence to support your responses.

1. **Key Ideas and Details** (a) Where does the ad say a Cook's tour will take you? (b) **Infer:** Why do you think the word anywhere is underlined?
2. **Integration of Knowledge and Ideas** (a) **Apply:** If this ad were used today, how would a contemporary reader react to it? Explain, citing specific elements of the ad. (b) **Evaluate:** Have the techniques of print advertising changed very much since Victorian times? Explain, giving examples in support.

Analyzing the Impact of Media

The influence of the media on the democratic process is a topic of current and vigorous debate. As a future voter, you need to develop critical listening and viewing skills in order to analyze the impact of media on the public. The strategies described below will help you understand some aspects of media influence.

Analyze Explicit Influence

News commentators and various "experts" seek to affect the political process with direct statements of opinion. Familiarize yourself with the most common opinion forums.

- **Identify editorials.** Be aware that any printed or televised feature billed as an "editorial" or as "commentary" will present a persuasive case for one side of an issue. In addition, news shows may host discussions in which the participants express opinions. Learn to recognize such segments by listening for words such as *views*, *thoughts*, or *comments* as participants are introduced.
- **Recognize opinion forums.** Debate forums in which journalists express opposing views offer you an opportunity to hear several opinions. Note, however, that each speaker is using persuasive techniques to influence you to share his or her views.

Analyze Implicit Influence

Media makers also exert indirect influence on public opinion. Learn to identify these forms of indirect influence:

- **Reporting priorities** Media makers exert influence through the stories they choose to report and the sequence in which they present the stories. For example, the lead story on a television news show usually attracts the largest audience—and so may distract public attention from stories run later in the show. Consider whether the choice of lead story reflects a true sense of priorities.
- **Images of leaders** When the media show politicians or CEOs appearing strong, the media transmit a positive message. If these people look tired or distracted, the media telegraph a lack of confidence. Consider the influence such images may have on public perceptions of leaders.
- **Shaping attitudes** As journalists conduct interviews, the questions they ask determine the information readers or viewers receive. Consider whether an interviewer's questions will uncover a complete picture or whether they fail to probe important issues.

Activity: For at least one week, analyze the coverage of an important news story. Use the chart shown to analyze the coverage of the story each day.

News Story: _____
Dates Followed: _____

Program 1: _____

Format: Editorial / News Hour / Opinion Forum / Other _____

Placement: Main Story / Lead Story / Close / Other _____

Issues Addressed _____

Key Phrases Used _____

Images Used _____

Direct Influence? Y/N

Views stated _____

Support offered _____

Indirect Influence? Y/N

Views implied _____

Ways in which views are implied: _____

Loaded language _____

Provocative images _____

Story placement _____

Choice of questions _____

Finding Authoritative Sources

You need to evaluate your sources to make sure that they will give you information that is both relevant and reliable.

Determining Relevance Not every source you uncover will have information that is related to your investigation. Preview each source to determine its relevance. Scanning a table of contents, a preface, illustration captions, or an index can help you decide whether or not a source will help you answer your research question. When searching for information from magazine or Internet articles, you may come across *abstracts*, which are precise summaries of an article's contents. An abstract is short enough to read carefully and completely. Once you have read it, you can decide whether or not the abstracted article is likely to contain information you can use.

Remember that you do not need to include ideas from every source you consult. Be sure to allow yourself enough time to read and reject information that is not relevant.

Evaluating Reliability You also need to consider whether or not each source provides *accurate* information. Use the following ABC criteria to evaluate any print or digital sources:

- **Authority** Examine the credentials of both the author and the publisher or sponsoring institution. Checking an author's citations in other sources is one way to establish authority. Awards, professional memberships, and other recognitions can also support an author's or a work's credibility. When evaluating Internet sources, prefer those sponsored by educational, nonprofit, or government organizations (which have URLs ending in *.edu*, *.org*, or *.gov*). Be wary of *.com* sites, which are commercial or personal.
- **Bias** Most sources strive to be objective, but few are completely without bias. Strong partiality in a source is not always a reason to reject it, though you may want to acknowledge that bias in your analysis. To check for bias, notice sources of funding, including advertising on *.com* sites. Follow hyperlinks to learn about professional affiliations of writers. These can help you identify possible reasons for biased or selective information.
- **Currency** Use recent sources whenever possible. Outdated content is likely to have been replaced by more recent research. Keep in mind, though, that some topics are more time-sensitive than others. Check the publication date of both print and digital sources. Electronic publications may show that a site has been updated—include both the original date and the most current date in your consideration.

Reliability Check

Ask yourself these questions about sources you find.

Authority

- Is the author well-known?
- What are the writer's credentials?
- Does the tone of the writing inspire confidence? Why or why not?

Bias

- Does the author have any obvious biases?
- What is the author's purpose for writing?
- Who is the target audience?

Currency

- When was the work created? Has it been revised?
- Is there more current information available?

Taking Notes

Learning to take complete and thoughtful notes as you research is a key to success. Good notes keep a clear record of your sources and capture ideas and facts. They can also help you summarize.

Notes don't need to be written in complete sentences, but be sure to state your ideas clearly enough that you will understand them when you review and draft.

Index Cards Many researchers find that index cards help them organize information. You will create different types of cards:

Source cards list complete bibliographical information for a source (author, title, place of publication, publisher, date). Create one source card for each of your sources.

Sample Source Card

Kastan, David Scott. Introduction. King Henry IV. By William Shakespeare. Ed. Kastan. London: The Arden Shakespeare/ Thomson, 2002. Print.

Summary cards provide an overview of main ideas in a section. Write a short form of the source's title and author at the top of the card. Adding a topic can help you organize ideas when you write. Summarize the main idea and significant details of the passage. Note the location of the information.

Sample Summary Card

Kastan, King Henry IV

topic: Shakespeare's history plays

Introduction

Kastan explains that there is no evidence that Shakespeare's plays on England's medieval history were ever performed sequentially in his time.

p. 10

Quotation cards record an author's exact words. Include the same information as on a summary card, but write down the quotation as it appears. You may note how you might use the quotation in your writing.

Sample Quotation Card

Kastan, King Henry IV

topic: drama vs. history

Introduction

"The historical action [of the 1st Act] is...largely based upon the account...which Shakespeare found in Holinshed's *Chronicles*.... But Shakespeare's play... compresses and selects events....

p. 13

Use this quote to discuss the differences between history and drama.

Name: _____

Source Cards: Summary and Quotes

Instructions: Summarize information about 1) primary and secondary sources, 2) the impact of media, and 3) tips for finding authoritative sources. Conclude with a five or more sentence reflection on the information read. See the examples provided on the last page of the packet to help you.

Topic (See title on page read):

Summary:

Quote(s):

Topic (Review title on page):

Summary:

Quote(s):

Topic (Review title on page):

Summary:

Name: _____

Quote(s):

Topic (Review title on page):

Summary:

Quote(s):

Topic (Review title on page):

Summary:

Quote(s):

Topic (Review title on page):

Summary:

Quote(s):

Name: _____

Topic (Review title on page):

Summary:

Quote(s):

Reflection: (What are your takeaways and opinions on the information? Include five or more sentences.)

Student Name

Mrs. Sandlin

AP Language and Composition

09 December 2020

The Truth Behind Organ Harvesting

Behind every closed door, there lies a secret that no one was meant to know. Organ harvesting is, by far, one of the biggest. Now, you may ask, "What is organ harvesting?" Organ harvesting is the procedure of gathering organs from the body of an individual who has just died. The donating individual chose during their life to donate their organs after death, and this information is marked on a driver's license. Organ harvesting can also involve illegally purchasing or selling organs, which is a worldwide felony that exploits the lives of innocent people with a broken promise of a better life. The root of organ harvesting is instituted at the waiting list.

According to Organdonor.gov, over 109,000 people are on the waitlist for organs every year. Yet only 39,718 transplants were performed and 17 people die every day (Organ Donor). Due to the demand and supply of organs, this drives many wealthy patients to visit developing countries where they can receive the organ in a short span of time. Illegal organ trafficking lures the uneducated, poverty-stricken people into selling kidneys, by assuring them economic growth and a brighter tomorrow (The Washington Post). Recruiters manipulate the donors into thinking that it is abnormal to have two kidneys, the kidney will grow back, or that if the kidneys range in size, the removal of the smaller organs will cause no damage. Victims of these crimes rarely

receive the full amount and are more often left in previous debt (Press Books). Not to mention, the transaction can take a toll on their health as well. The risk of disease or infection leads to a higher chance of a faster death (The Social Talks). To add on, not all patients receive the right or knowledge of the aftermath. The information is often blurred and lightly skimmed, therefore, the risk factors are not properly explained or understood. Some recipients are not fully aware of the background of the organ donation process because of their desperate need. The majority of payments are done under-the-table, leaving no trace behind (Us National Library of Medicine National Institutes of Health). This makes it more difficult to put a stop to this treacherous act.

Although some individuals may argue that legalizing the Red Market could result in a surge of kidneys being sold to those in critical condition, it would also result in an increased demand for organs from those suffering from abuse. In a book written by Scott Carney, the term “Red Market” is explained as a marketplace for body parts, such as blood, bones, and organs (The Red Market: On the Trail of the World's Organ Brokers, Bone Thieves, Blood Farmers, and Child Traffickers). Furthermore, the validity of the Red Market would cause an uproar in human trafficking and consequently bring about more harm than good. For example, in 2005, Professor Jacob Lavee was informed that one of his patients found a donor for a heart transplant after waiting on the list of potential Israeli candidates for over a year. However, he was advised to go to China within the next two weeks. That made him question how it was possible to schedule an organ transplant two weeks in advance. He realized that someone must die in order to become his “donor”. After vigorously searching the internet for an answer, he found out that there was a law that enables physicians to collect organs from prisoners who were sentenced to death (Jacob Lavee). In addition, cases have surfaced where missing children were found mutilated and without organs (Acams Today).

Overall, the practice of organ harvesting has done nothing but harm innocent people. It allows the lives of impoverished citizens to be exploited with lies and promises of a better future. If the illegal trade of organs were to be legalized, the trafficking would never end.