

Name _____

9th Grade Research-Based Persuasion



Part III

Statement of Inquiry

Critical readers logically interpret perspectives and identify their point of view through moral reasoning and ethical judgment.

Drafting, Editing, and Evaluating

Benchmarks

Due Dates:

Research Paper Outline	_____
Create / Finalize Works Cited Page	_____
Type Rough Draft	_____
Self-Edit: Text Analysis Checklist	_____
Peer Conference and Revising Annotation Guide (using Rough Draft)	_____
Type Final Draft- referencing Rubrics and Student Example Research Paper	_____

Task

While reading and uncovering evidence for your claim and counterclaims in Part II, you completed Source Cards (1/2 sheets in the library) for each of your sources. It is now time to put those to use as you create a Works Cited Page for your paper and speech. The librarian will teach you how to format your Works Cited page which is crucial to avoid plagiarism.

Read through the annotations on your sources or your note-taking charts to create a Research Paper Outline. Using your Research Paper Outline as a guide, type up a rough draft. Use the Self-Edit: Text Analysis Checklist to read over your writing and make corrections. Ask a peer to follow the specific steps listed on the Peer Conference and Revising Annotation Guide to provide powerful feedback. Revise as needed. **Finally, look at the rubrics AND Student Example Research Paper for more ideas and guidance.** Review the Writing Strategy Practice Exercises in Part IV and you are ready to type your final draft.

Requirements:

Self-Edit: Text Analysis Checklist completed

Peer Conference completed and initialed by the peer who read your rough draft

Final Draft typed, concluding with your Works Cited Page

Research Paper Outline

[Introduction-Paragraph #1] **Inquiry Based Question:**

Hook/Attention Getting Device:

Thesis/Central Claim:

[Paragraph 2] **Supporting Your Claim (Topic Sentence):**

Evidence:	Reasoning: <i>How does the evidence support your claim?</i>
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[Paragraph 3] **Supporting Your Claim (Topic Sentence):**

Evidence:	Reasoning: <i>How does the evidence support your claim?</i>
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[Paragraph 4] **Counterclaim- Central idea of counterclaim including both supporting counterclaim points below:**

Counterclaim (Topic Sentence):

Evidence:

Reasoning: *How does the evidence support your claim?*

[Paragraph 5] **Supporting Claim- (Topic Sentence):**

Evidence:

Reasoning: *How does this evidence support the counterclaim?*

Conclusion- Paragraph 6] Restate Central Claim:

What should the audience know/remember? (stay in 3rd person; no first person I/my)

Call to Action- What should the audience do with this research? (stay in 3rd person; no first person I/my)

Model Outline Tool

Name:		Class:		Date:	
[Introduction]					
Research Question: How does animal intelligence compare with human intelligence?					
Central Claim: The question still has no clear answer; ultimately, it depends on the standards we use to measure intelligence, and whether or not it is fair (or even possible) to compare humans to animals.					
[Body] Claim: Historically there has been an idea that humans are smarter than animals.					
Evidence: “Animals might be capable of learning, they argued, but surely not of thinking and feeling” (Waal).			Analysis of Evidence: <i>How does the evidence support your claim?</i>		
			This evidence demonstrates that there has historically been a view that animals are not as intelligent as humans. Thinking like this goes at least as far back as the time of ancient Greece.		
Claim: Researchers can measure animal intelligence by observing qualities of intelligence that are shared by humans, but they must design their experiments considering the animal's perspective.					
Evidence: “The researchers discovered that when one chimp laughed others sometimes engaged in ‘laugh replications’ that lacked the full acoustic structure of spontaneous laughter. In other words, they were fake-laughing” (Horowitz and Shea).			Analysis of Evidence: How does the evidence support your claim?		
			This evidence demonstrates that there can be other ways of measuring intelligence. Animals behave in a variety of ways and though there are times human qualities can be measured, the animal’s perspective should be considered in order to truly measure their intelligence.		

<p>Claim: Sometimes animals possess an intelligence that we must uncover.</p>	
<p>Evidence: “Current evidence has shown that both humans and animals have the ability to mentally represent and compare numbers” (Duke).</p>	<p>Analysis of Evidence: <i>How does the evidence support your claim?</i></p> <p>This evidence shows that there are types of intelligence that animals possess that scientists need to research and uncover. A lot of scientists knew that animals could recognize amounts, but it takes more analysis and tests to figure out that a monkey could actually do mathematical problems.</p>
<p>Claim: Some animals can actually learn human language.</p>	
<p>Evidence: “Under Pepperberg’s patient tutelage, Alex learned how to use his vocal tract to imitate almost one hundred English words” (Morell).</p>	<p>Analysis of Evidence: <i>How does the evidence support your claim?</i></p> <p>This evidence supports the claim that some animals can even learn language. Alex the parrot is an example of an animal that was taught to imitate human sounds and also can form small sentences. This is another way that animals display their intelligence.</p>
<p>[Conclusion]</p> <p>Restate central claim: All of these examples prove that animals are often more intelligent than we can see at first. But there is still an unanswered question: How do they compare to humans?</p>	

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About Your Works Cited Page

The Works Cited page normally appears at the end of your essay. To create a Works Cited page, you use MLA Citation format to provide information for a reader to locate and read any sources you referenced in your writing. Here are some guidelines for preparing your Works Cited page:

List Format

- Begin your Works Cited list on a separate page under the label Works Cited (with no quotation marks, underlining, etc.), which should be **centered** at the top of the page.
- Start the first line of each entry all the way to the left margin. Lines that follow underneath describing the same source should be **indented one-half inch**. This is known as a hanging indent.
- **Double space all entries**, with no skipped spaces between entries.
- **Alphabetize the list of works cited by the first word in each entry** (usually the author's last name).

Basic Rules for Citations

- **Authors' names are inverted (last name first)**; if a work has more than one author, invert only the first author's name, follow it with a comma, then continue listing the rest of the authors.
- If you have cited more than one work by a particular author, order them alphabetically by title, and use three hyphens in place of the author's name for every entry after the first.
- **If no author is given for a particular work, alphabetize by the title of the piece.**
- Capitalize each word in the titles of articles, books, etc. This rule does not apply to a/and/the (articles), short prepositions, or conjunctions **unless** that word is one of the first words of the title.
- **Italicize** titles of books, journals, magazines, newspapers, and films.

Example Book: *The Diary of Anne Frank*

- **Use quotation marks around the titles** of articles in journals, magazines, and newspapers. Also use quotation marks for the titles of short stories, book chapters, poems, and songs.

Example Song: "Happy Birthday" Example Poem: "Those Winter Sundays"

The MLA Style Manual provides extensive examples of print source citations in chapter six; *The MLA Handbook for Writers of Research Papers* provides extensive examples covering a wide variety of potential sources in chapter six. If your particular case is not covered here, use the basic forms to determine the correct format, consult the *MLA Handbook*, or talk to your instructor for help.

Your Last Name

←----- Don't forget your name!

List your sources in ABC
(alphabetical) order by the
author's last name.

If no author's name is
given, begin with the
title of the article or
book.

Works Cited

←----- Don't forget
this title!

- "Business Coalition for Climate Action Doubles." *Environmental Defense*. 8 May 2007. Environmental Defense Organization. Web. 24 May 2007. <<http://www.environmentaldefense.org/article.cfm?ContentID=5828>>.
- Dean, Cornelia. "Executive on a Mission: Saving the Planet." *New York Times on the Web*. 22 May 2007. Web. 25 May 2007. <<http://www.nytimes.com/2007/05/22/science/earth/22ander.html>>.
- Ebert, Robert. "An Inconvenient Truth." Rev. of *An Inconvenient Truth*, dir. Davis Guggenheim. rogerebert.com. 2 June 2006. Web. 24 May 2007. <<http://rogerebert.suntimes.com>>.
- Global Warming*. 2007. Cooler Heads Coalition. Web. 24 May 2007. <<http://www.globalwarming.org/>>.
- Gowdy, John. "Avoiding Self-organized Extinction: Toward a Co-evolutionary Economics of Sustainability." *International Journal of Sustainable Development and World Ecology* 14.1 (2007): 27-36. Print.

See how there is an
indent here- push
"Tab" to indent

****This information is brought to you by the OWL at Purdue (<http://owl.english.purdue.edu/>).**

MLA Citation Handout

In-Text Citations
<p>For in-text citations, use the following as examples:</p> <ul style="list-style-type: none">• “They became the first immortal human cells ever grown in a laboratory” (Skloot 4).• Skloot says that “They became the first immortal human cells ever grown in a laboratory” (4).
Works-Cited Page
<p>Below are the different citation methods for various forms of media:</p> <p>Book Basic format: Last Name, First Name. <i>Title of Book</i>. Place of Publication: Publisher, Year of Publication. Type of Publication.</p> <p>Example: Smith, Joe. <i>Joe Smith’s Theory of the Universe</i>. New York: Books Limited, 2013. Print.</p>
<p>Magazine/Journal Basic Format: Author(s). "Title of Article." <i>Title of Periodical</i> Day Month Year: Pages. Type of Publication.</p> <p>Example: Smith, Joe. “Joe Smith’s Theory of the Universe.” <i>Universe Theories</i> 20 Apr. 1989: pp. 100–109. Print.</p>
<p>Website Basic Format: Editor, Author or Compiler Name (if available). <i>Name of Site</i>. Version Number. Name of Institution/Organization Affiliated with the Site (Sponsor or Publisher), Date of Resource Creation (if available). Type of Publication. Date of Access.</p> <p>Example: Smith, Joe. <i>Guide to My Theory of the Universe</i>. UniverseBlogs. 16 Apr. 2001. Web. 19 Dec 2013.</p>
<p>Motion Picture Basic Format: <i>Title of Motion Picture</i>. Director. If relevant, list performers using ‘perf.’ to distinguish them from director. Distributor. Date of Release. Medium.</p> <p>Example: <i>Theories of the Universe</i>. Dir. Joe Smith. Perf. Joe Smith, Jane Smith, Robert Smith. Touchstone. 2012. DVD.</p>

**If the citation extends past one line, indent the second and subsequent lines ½-inch.

Your works cited page will say “Works Cited” centered at the top and listed in alphabetical order

Text Analysis Checklist

Assessed Standard: _____

	Does my writing...	✓
Content and Analysis	Introduce a well-reasoned claim regarding the development of a central idea?	<input type="checkbox"/>
	Demonstrate a thoughtful analysis of the author’s use of specific details to shape and refine the central idea? and/or Demonstrate a thoughtful analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole?	<input type="checkbox"/>
Command and Evidence	Present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis?	<input type="checkbox"/>
Coherence, Organization, and Style	Exhibit logical organization of ideas and information to create a cohesive and coherent response?	<input type="checkbox"/>
	Establish and maintain a formal style, using precise language and sound structure?	<input type="checkbox"/>
Control of Conventions	Demonstrate control of the conventions with infrequent errors?	<input type="checkbox"/>

Research Paper:

Peer Conference and Revising Annotation Guide

Directions: Use the chart below for a peer conference and revisions. You will need a **blue pen or pencil** and **yellow, orange, green, and pink highlighters** so your annotations stand out against the black print.

Ask Yourself	Annotate	Self - Revision Strategies
Does response introduce a well-reasoned claim stating the argument?	<p>Highlight the claim in yellow.</p> <p>Ask a question or give suggestions for improvement using a blue pen or pencil.</p>	Elaborate on your controlling idea.
Is there thoughtful analysis of the claim to develop the argument?	<p>Highlight the analysis in orange.</p> <p>Ask a question or give suggestions for improvement using a blue pen or pencil.</p>	Connect your claim to the analysis by describing how the specific text evidence proves the claim true.
Does evidence presented from the text support analysis of the claim? Is the evidence cited? If so, is it correct?	<p>Highlight the evidence in green</p> <p>Ask a question or give suggestions for improvement using a blue pen or pencil.</p>	<p>Add quotations or details as necessary. Check citation format and correct.</p> <p>Select a better example of text evidence within a paragraph. Add varied transitions to connect ideas, as needed.</p>
Are ideas presented in logical order and using precise language?	<p>Highlight the transitional words, phrases and sentences in pink.</p> <p>Ask a question or give suggestions for improvement using a blue pen or pencil.</p>	<p>Rearrange sentences as needed. Add varied transitions to connect ideas, as needed. This may include brief summary of text to connect evidence. Cohesion</p>
Do I maintain a formal style throughout the analysis? (Avoid I/my/me/you/your)	<p>In pen or pencil bracket slang or informal language (ex: <i>stuff, a lot, things</i>) for the writer to remove.</p>	Reword text to avoid slang and replace informal words with more precise, formal words.
Does the concluding section summarize the controlling idea/thesis/claim and provide insight into the effect of the author's style?	<p>In pen or pencil double underline the restatement of the thesis/claim and circle the concluding insightful statement.</p>	Add a summary of main points or a statement that makes a connection between the three texts? Is the counterargument clear here (or in another part of the essay?)

Sample Student

Sample Teacher

Sample Class

Sample Date

Us or Them: Research on Animal Intelligence

Plenty of people say their pets are intelligent, emotional creatures. Some people might even argue that their dog is smarter than their neighbor. But how smart are animals really? Over the centuries, people have offered many ways of thinking about animal cognition—that is, the mental capacities of animals. In the 17th Century, René Descartes claimed that animals do not think at all, and that is why they are not able to speak, (Wasserman and Castro). Recently, though, many researchers have begun to observe extraordinary signs of intelligence in dolphins, chimps, dogs, and even parrots—from following instructions and using tools, to being able to speak and do math. But while some animals may show signs of intelligence, a remaining question is: How does animal intelligence compare to human intelligence? That is to say, while we think that humans are smarter, how much smarter are we, exactly? The question still has no clear answer; it depends on how we measure intelligence, and whether or not it is fair (or even possible) to compare us to them.

The ancient Greeks thought that there was a ladder of intelligence, with all life forms ranking from low to high, and humans were the closest things to angels on earth, (Waal). From then until somewhat recently, many scientists and philosophers followed this idea in one way or another, claiming

that animals had no souls, and that they could potentially “learn,” but not “think” or “feel,” (Waal).

Most people who made these claims did not try so hard to discover signs of animal cognition, and would often test the animals in ways that were appropriate for human subjects, but not for the animals themselves.

Many people would say this is unfair. For example, what if someone held a book up to a dolphin and asked the dolphin to read it aloud? Even if a researcher spent years trying to teach a dolphin to read aloud, he will never be able to do it. When the dolphin inevitably fails this task, is it fair to assume it is because he is unintelligent? Perhaps it is more correct to say that dolphins do not have the physical ability to read text aloud than it is to claim that they cannot do it because they are unintelligent. Dolphins do not have the correct vocal chords or jaw structure to read aloud. Similarly, one could never teach a dolphin to have a thumb. Would a dolphin be considered unintelligent if it could not hold a hammer?

Thus, modern researchers claim that language is not the only sign of intelligence. Sometimes, very bright animals do not express their intelligence in ways that we can immediately see or notice. For example, a recent study of 59 chimpanzees concluded that the animals “fake laugh” in response to others’ laughter. According to Horowitz and Shea, “The researchers discovered that when one chimp laughed others sometimes engaged in ‘laugh replications’ that lacked the full acoustic structure of spontaneous laughter. In other words, they were fake-laughing.” This behavior exhibits chimps’ social etiquette. It is spontaneous and untaught, but humans would not notice it right away.

Sometimes animals possess an intelligence that we must uncover. A recent study by researchers at Duke University revealed something about rhesus macaque monkeys: They can “mentally represent

and compare numbers," as well as do simple math problems, (Duke). "We know that animals can recognize quantities, but there is less evidence for their ability to carry out explicit mathematical tasks, such as addition," said graduate student Jessica Cantlon. "Our study shows that they can," (Duke). The monkeys were offered a "variable number of dots" on a touch screen. The dots disappeared, and a new screen appeared with two boxes, one with the sum of the first two sets of dots and one with a different number. When the monkeys tapped the box with the sum of the first two sets, they were rewarded with food. The same test was given to a group of college students. While the college students got the answer correct more often (94% vs. 76%), both they and the monkeys responded at the same rate. Similarly, both groups' number of correct answers declined equally when the two sets of numbers were close together (e.g., 11 and 12), (Duke). This study proves that the monkeys already had this ability, and were simply using it in ways we did not notice; we only had to construct the right test for them to show us this intelligence.

Finally, consider Alex the parrot. Animal scientist Irene Pepperberg spent 30 years teaching Alex, an African gray parrot, to speak, (Morell). At first Alex would simply reproduce noises, but Irene also taught him the *meaning* of those sounds using simple patterns, like counting from one to ten. Eventually, Alex could differentiate between shapes and colors, and even communicated desires like, "Want grape," or "Wanna go tree," (Morell). Pepperberg still works with a number of other parrots to teach them similar skills.

All of these examples prove that animals are often more intelligent than we can see at first. But there is still an unanswered question: How do they compare to humans? One answer is that animals, while often smarter than we think, are not nearly as smart as us. It would not take the average human 30 years to learn to count to seven or learn to say, "Want grape." By the same token, animals seem to

have no interest in studying humans, but our desire to know about them highlights our superior intelligence. But there is another possibility: What if we are only measuring the intelligence we humans can see? What if there is something brilliant going on that we have not learned to measure and analyze? We have learned to teach parrots English, and perhaps it is only a matter of time before we begin to learn some complex language of the animal kingdom previously unknown to us.

Works Cited

Duke University Medical Center. "Monkeys Can Perform Mental Addition." *ScienceDaily*, 20 Dec. 2007.

Web. 16 Dec. 2013.

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York Times, 20 Aug. 2011. Web. 16 Dec. 2013

Morell, V. "Minds of Their Own: Animals Are Smarter Than You Think." *National Geographic*, Mar. 2008.

Web. 16 Dec. 2013.

Waal, F. "The Brains of the Animal Kingdom." *The Wall Street Journal*, 22 Mar. 2013. Web. 16 Dec. 2013.

Wasserman, Edward. A and Leyre Castro. "Animal Intelligence: How We Discover How Smart Animals

Really Are." *Encyclopedia Britannica Blog*. Encyclopedia Britannica, 19 Oct. 2012. Web. 16 Dec.

2013.

Criterion A: Analyzing

At the end of year 4, students should be able to:

- i. identify & explain the content, context, language, structure, technique and style of text(s) & the relationships among texts
- ii. identify and explain the effects of the creator’s choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. interpret similarities and differences in features within and between genres and texts

Achievement Level	Achievement Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> i. provides minimal identification or explanation of the content, context, language, structure, technique and style, and does not explain the relationships among texts ii. provides minimal identification and explanation of the effects of the creator’s choices on an audience iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology iv. interprets few similarities and differences in features within and between genres and texts
3-4	The student: <ul style="list-style-type: none"> i. provides adequate identification and explanation of the content, context, language, structure, technique and style, and some explanation of the relationships among texts ii. provides adequate identification and explanation of the effects of the creator’s choices on an audience iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology iv. interprets some similarities and differences in features within and between genres and texts
5-6	The student: <ul style="list-style-type: none"> i. provides substantial identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts ii. provides substantial identification and explanation of the effects of the creator’s choices on an audience iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology iv. competently interprets similarities and differences in features within and between genres and texts
7-8	The student: <ul style="list-style-type: none"> i. provides perceptive identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts thoroughly ii. provides perceptive identification and explanation of the effects of the creator’s choices on an audience iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology iv. perceptively compares and contrasts features within and between genres and texts

Conventions/Adherence to MLA style

CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrates a solid command of the conventions of standard English grammar and usage, including the use of parallel structure and various types of phrases to convey specific meanings and add variety and interest to writing	Demonstrates a command of the conventions of standard English grammar and usage in the research paper, including the use of various types of phrases to convey specific meanings and add variety and interest to writing	Demonstrates a partial command of the conventions of standard English grammar and usage in the research paper	Does not demonstrate a partial command of the conventions of standard English grammar and usage in the research paper
CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	Demonstrates a solid command of the conventions of standard English capitalization, punctuation, and spelling when writing, including the use of a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses and the use a colon introduce a list or quotation (where applicable) Contains no errors in	Demonstrates a general command of the conventions of standard English capitalization, punctuation, and spelling when writing, including the use of a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses and the use a colon introduce a list or quotation (where applicable) Contains few errors in	Demonstrates a partial command of the conventions of standard English capitalization, punctuation, and spelling when writing, including the use of a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses and the use a colon introduce a list or quotation (where applicable) Contains errors in	Demonstrates a limited command of the conventions of standard English capitalization, punctuation, and spelling when writing, including the use of a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses and the use a colon introduce a list or quotation (where applicable) Contains numerous errors in

	capitalization, punctuation, and spelling	capitalization, punctuation, and spelling, with no errors that interfere with comprehension	capitalization, punctuation, and spelling, with some errors that interfere with comprehension	capitalization, punctuation, and spelling, with many errors that interfere with comprehension
CCSS.ELA-Literacy.L.9-10.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type	Features correct citations using the MLA style, including a works cited page.	Features correct citations using the MLA style, including a works cited page.	Features partially correct citations using the MLA style, including a works cited page.	Does not feature correct citations using the MLA style, nor does it include a works cited page.

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Assessed throughout the Module (Research and Writing Process)

CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.