

9.4.1

Lesson 29

Introduction

In this lesson, students work in class to complete their final argument essays for their End-of-Unit Assessment. Students call upon the conventions and strategies they have learned over the course of the last five lessons to edit, polish, and rewrite as necessary. Final argument essays should effectively introduce a central claim and support it with valid reasoning and relevant and sufficient evidence in order to answer the question: Who bears the most responsibility for ensuring that goods are ethically produced? Students should provide evidence from at least two of the unit’s supplementary texts and *Sugar Changed the World* in their responses. Students are evaluated on their final draft’s alignment to the criteria established in the 9.4 Rubric and Checklist.

For homework, students continue to read their AIR text through the lens of the focus standard of their choice.

Standards

Assessed Standard(s)	
W.9-10.1.a-e	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.

Addressed Standard(s)

None.

Assessment

Assessment(s)

End-of-Unit Assessment: Student learning in this lesson is assessed via an argument essay in response to the following prompt:

- Who bears the most responsibility for ensuring that goods are ethically produced?

 This assessment is evaluated using the 9.4 Rubric and Checklist.

High Performance Response(s)

A High Performance Response should:

- Align with all parts of W.9-10.1.a-e.
- Provide evidence from at least two texts as well as *Sugar Changed the World*.
- Introduce a precise central claim in response to the question: Who bears the most responsibility for ensuring that goods are ethically produced?
- Develop supporting claims and counterclaims fairly, including an analysis of the strengths and limitations of each.
- Organize supporting claims, counterclaims, reasons, and evidence in a clear and cohesive manner.
- Follow the conventions of standard written English.
- Correctly cite all evidence and format the essay according to MLA standards.

 See the Model End-of-Unit Assessment for sample student responses.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

None.*

Vocabulary to teach (may include direct word work and/or questions)

None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the texts, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> Standards: W.9-10.1.a-e Text: <i>Sugar Changed the World</i> and all supplementary module texts <p>Learning Sequence:</p> <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability End-of-Unit Assessment Closing 	<ol style="list-style-type: none"> 5% 10% 80% 5%

Materials

- Student copies of the 9.4 Rubric and Checklist (refer to 9.4.1 Lesson 9)
- Copies of the End-of-Unit Assessment Handout for each student

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and assessed standard for this lesson: W.9-10.1.a-e. Explain that in this lesson students are to complete the final draft of their argument essay. This final draft is evaluated as the End-of-Unit Assessment. Instruct students that they are to work independently and turn in their final essay at the end of this lesson.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Ask student volunteers to briefly share one or two grammatical edits they made for homework and to explain their decisions by referencing L.9-10.1.a on their 9.4 Rubric and Checklist.

- ▶ Students briefly share the revisions they made for homework.

Activity 3: End-of-Unit Assessment

80%

Distribute the End-of-Unit Assessment Handout. Instruct students that they should spend the remaining portion of the class completing the final draft of their argument essays. Inform them that they can use their notes, all rubrics and checklists used in this module, and previous versions of their essays to guide their completion of the final draft.

Explain to students that because it is a formal writing task, the End-of-Unit Assessment should include an introductory statement, well-organized ideas supported by significant and relevant evidence, and a concluding statement or section that articulates the significance of the topic. Remind students to use domain-specific vocabulary, as well as proper grammar, capitalization, punctuation, and spelling to achieve a formal style and objective tone.

Advise students that they should use this time to edit, polish, and/or rewrite as necessary, using all the skills they have learned over the course of this module. Students should also finalize their works cited page and format their essays according to MLA standards. Remind them that their final draft is evaluated on its alignment to the conventions of argument writing (W.9-10.1.a-e) and assessed using the 9.4 Rubric and Checklist.

- ▶ Students finalize their argument essays.

① Differentiation Consideration: As an additional requirement, students may be asked to type the final draft of their argument essays in a computer lab.

Activity 4: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue reading their AIR text through the lens of a focus standard of their choice and prepare for a 3–5 minute discussion of their text based on that standard.

- ▶ Students follow along.

Homework

Continue to read your AIR text through the lens of a focus standard of your choice and prepare for a 3–5 minute discussion of your text based on that standard.

End-of-Unit Assessment Handout (9.4.1 Lesson 29)

Name:		Class:		Date:	
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Final Argument Essay

Your Task: Rely on the evidence you have gathered to write the final draft of your argument essay. Use the evidence-based central claim, supporting claims, and possible counterclaims you developed on your Argument Outline Tool and refined throughout the drafting process to craft your final essay. Refer to your notes, 9.4 Rubric and Checklist, and previous drafts of your argument essay to guide the completion of your final draft to the following prompt:

Who bears the most responsibility for ensuring that goods are ethically produced?

Your writing is assessed using the 9.4 Rubric and Checklist.

Be sure to:

- Review your writing for alignment with W.9-10.1.a-e.
- Provide evidence from at least two texts as well as *Sugar Changed the World*.
- Introduce a precise central claim.
- Develop supporting claims and counterclaims fairly, including the strengths and limitations of each.
- Organize your supporting claims, counterclaims, reasons, and evidence in a clear and cohesive manner.
- Follow the conventions of standard written English.
- Correctly cite all evidence and format the essay according to MLA standards.

CCSS: W.9-10.1.a-e

Commentary on the Task:

This task measures W.9-10.1.a-e because it demands that students:

- Write an argument essay to support claims in analysis of a substantive topic.
- Introduce a precise central claim and supporting claims, distinguishing these from possible counterclaims and fairly developing these elements with evidence.
- Establish relationships between the central claim, supporting claims, counterclaims, reasons, and evidence in an organized and coherent manner.
- Develop supporting claims and counterclaims fairly, supplying evidence for each.

- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of argument writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

Model End-of-Unit Assessment

Name:		Class:		Date:	
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You Are Responsible for What You Buy

We all do it; we all love the feeling of finding the best deal. However, the production of cheap clothes is made possible only by denying fair wages and safe labor conditions to the people who make them. Therefore, consumers who choose to buy cheap clothes support the exploitation of workers. Consumers bear the most responsibility for ensuring that goods are ethically produced.

There is a clear connection between the demands of the consumer and the exploitation of workers who produce these goods. Elizabeth Cline, author of *Overdressed: The Shockingly High Price of Cheap Fashion*, writes, “The reason we have fast fashion is the cheap exploited labor around the world.” She estimates that “Less than 10% of what we’re wearing ... was made in factories where people were paid a living wage and working in safe and legal conditions” (Odell, par. 4). On the contrary, one might argue that the exploitation of laborers is the responsibility of governments, not consumers, because “In 2005 the U.S. government lifted quotas on imports, allowing U.S. companies to import as many clothes from impoverished nations as they wish, which experts believe really helped fuel the explosion of fast fashion” (Odell, par. 6). To put it another way, if the government had not lifted quotas on imports, then there would be a check on how much cheap clothing could be bought and sold by consumers. However, this claim fails to recognize that if there was no demand for fast fashion the government would have no reason to lift quotas in the first place.

Therefore, consumers have the ethical responsibility to seek out and buy ethically produced goods. This may cost more, but because it improves the lives of other people, it is the right thing to do. Elizabeth Cline and law professor Susan Scafidi believe that, “Consumers would pay a little bit more to shop somewhere with ethical manufacturing standards. After all, what would mean more to you as a consumer? Having one more super-cheap shirt, or waiting a little longer to buy a shirt but having the peace of mind knowing that shirt was made by workers treated not just humanely, but fairly?” (Odell, par. 13). In other words, it is better to care about people and have fewer clothes than save money buying a lot of cheap clothes.

However, some would argue that not all people are able to afford more expensive clothes. Consumers who live on the poverty line need access to inexpensive goods. As Anna McMullen explains, “especially in a recession, cheap clothing is a welcome industry for many. People in western countries living on the poverty line need to buy clothes for their children” (McMullen, par. 10). This calls into question the idea that all consumers can really stop buying cheap clothing if they choose to. However, this does not

address the alternate solution of reused and recycled clothing sold at cheap prices, like clothes from thrift stores or vintage shops.

It is clear that consumers of fast fashion are responsible for the exploitation of workers and can make a positive difference by buying ethically manufactured clothing. However, if the actions of consumers are to result in widespread changes, consumers have a responsibility to organize large-scale boycotts against companies that do not make their goods ethically. This action has worked in the past, for example during the Age of Sugar “...slave labor was valuable because it produced cheap sugar that everyone wanted to buy. But if people stopped buying that sugar, the whole slave system would collapse ... some 400,000 English people stopped buying the sugar that slaves grew and harvested” (Aronson and Budhos, p. 78). This example of a successful boycott in the past is evidence that similar boycotts could be successful now. While it could be argued that sweatshops provide important jobs for poor people in poor countries and boycotts will just make those factories shut down and take away those jobs, this does not take into account the quality of these jobs or the lives of the people who work at the factories.

As consumers of fast fashion, we bear the most responsibility for stopping the exploitation of workers that is going on in garment factories, because it is our demand for these clothes that causes this exploitation in the first place. Everyone in the world deserves to have a fair chance at having a good job and life. By making individual ethical choices about the clothes we buy as well as organizing and participating in large scale boycotts, someday we will be able to buy clothes at any store and feel good about where they came from and how they were made.