

There Ought to Be a Law (or Not)



Brief Description

We have laws for the purpose of protecting people and making sure that there is order. We have city, state, and national laws that are written for this very purpose. But sometimes there is either:

- a lack of a law that would make sense to the community and improve it.
- a law that needs amended or changed so that it makes more sense or applies to the problem it needs to.
- a law that needs gotten rid of because it is causing more problems than it is solving or is unfair.

Product

Students will either determine a law in our city or school that is needed, needs altered, or needs to be gotten rid of and write a compelling case/paper for why this is.

The paper will have three sections:

Section 1 - Pathos: a narrative piece that puts lawmakers into the shoes of those either being affected by this law or by the lack of it. This is designed to be a hook that will get the reader.

Section 2 – Ethos: an analysis of other cities/school that have create or done away with this rule and what their arguments for doing so were and an analysis of the results.

Section 3 – Logos: your own argument for why this law needs to be made, amended, or abolished and at least three compelling reasons for this.

Digging Deeper

Groups can make an elevator pitch of their proposal that could/would be sent to the school board or city council.

Overall CCSS

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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.

Accompanying CCSS

Pathos

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Ethos

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

Logos

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.

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

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.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Suggested Timeline

<p>DAY ONE Groups will investigate the laws of the school or the city</p>	<p>DAY TWO Groups will decide whether they need to add, alter, or abolish a law</p>	<p>DAY THREE Groups will begin to write their pathos section of the paper</p>	<p>DAY FOUR Groups will finish writing their pathos section of the paper</p>	<p>DAY FIVE Groups will research for their ethos section and analyze text</p>
<p>DAY SIX Groups will research for their ethos section and analyze text</p>	<p>DAY SEVEN Groups will begin to write their ethos section of the paper</p>	<p>DAY EIGHT Groups will finish writing their pathos section of the paper</p>	<p>DAY NINE Groups will begin to write their logos section of the paper</p>	<p>DAY TEN Groups will finish writing their pathos section of the paper</p>
<p>DAY ELEVEN Groups will put their sections together</p>	<p>DAY TWELVE Groups will edit their paper</p>	<p>DAY THIRTEEN Groups will edit their paper</p>	<p>DAY FOURTEEN Groups will peer review their paper</p>	<p>DAY FIFTEEN Groups will complete their paper</p>
<p>DAY SIXTEEN Groups will synthesize their papers into a 5 minute speech</p>	<p>DAY SEVENTEEN Groups will plan their elevator pitch</p>	<p>DAY EIGHTEEN Groups will plan their elevator pitch</p>	<p>DAY NINETEEN Groups will practice their elevator pitches</p>	<p>DAY TWENTY Groups will give their elevator pitches</p>

Optional Week

Example: There should not be class ranking amongst the students in a given grade level.

Parts of the Pathos

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Parts of the Ethos

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Parts of the Logos

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax 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.

Overall	Pathos	Ethos	Logos	Review
Excellent	<ul style="list-style-type: none"> Narrative develops real or imagined experiences or events using effective technique to put the reader in the shoes of someone affected by it. Narrative uses well-chosen details in order to bring the writing to life. Narrative is well-structured event sequences, making it easy to follow and understand. 	<ul style="list-style-type: none"> Examines and conveys complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Evidence is relevant and from multiple authoritative print and digital sources, avoiding plagiarism and overreliance on any one source and following a standard format for citation. Draws compelling evidence from informational texts to support analysis, reflection, and argument. 	<ul style="list-style-type: none"> Paper makes a clear and logical argument for why this law should or should not be. Comparisons, analogies, and/or metaphors are used to make the argument understandable as well as relevant. Written argument supports claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 	<ul style="list-style-type: none"> Paper has consistently clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Group strengthened the 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. Group used technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Good	<ul style="list-style-type: none"> Narrative includes real or imagined experiences or events but does not do an effective job of putting the reader in the shoes of someone affected by it. Narrative uses details in places in order to bring the writing to life but some parts need more to make it clear. Narrative is mostly well-structured event sequences, making it easy to understand but occasional part that is difficult to follow. 	<ul style="list-style-type: none"> Examines and conveys complex ideas, concepts, and information but is either not always clear and/or accurate. Evidence is relevant and from multiple authoritative print and digital sources, but either contains aspects of plagiarism, OR has an overreliance on one source, OR does not follow a standard format for citation. Draws evidence from informational texts to support analysis, reflection, and argument but could be stronger with additional pieces of research. 	<ul style="list-style-type: none"> Paper makes a fairly logical argument for why this law should or should not be but a few aspects unclear. Comparisons, analogies, and/or metaphors are used but do not make the argument understandable and/or relevant. For the most part, the written argument supports claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, but occasionally does not make logical sense. 	<ul style="list-style-type: none"> Paper has clear and coherent writing in places for which the development, organization, and style are appropriate to task, purpose, and audience, but times where it is not clear. Group strengthened parts of the 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, but other parts needed further revision. Group used technology, including the Internet, to produce, publish, and update individual or shared writing products but did not always heed the ongoing feedback, or include new arguments or information.
Needs Improvement	<ul style="list-style-type: none"> Narrative does not include real or imagined experiences or events or it does not put the reader in the shoes of someone affected by it. Narrative does not use details in order to bring the writing to life, causing it to be flat and unclear. Narrative is not well-structured event sequences, jumping around and making it difficult to follow. 	<ul style="list-style-type: none"> Does not examine and convey complex ideas, concepts, and information in a clear manner, making the argument confusing or inaccurate. Evidence is not relevant and/or from multiple authoritative print and digital sources, or contains aspects of plagiarism, AND has an overreliance on one source, AND does not follow a standard format for citation. Does not draw much evidence from informational texts to support analysis, reflection, and argument, leaving gaps in the argument. 	<ul style="list-style-type: none"> Paper does not make a clear and/or logical argument, bringing into question why this law should or should not be. Weak comparisons, analogies, and/or metaphors are used or not used at all to make the argument understandable as well as relevant. Written argument does not support claims in an analysis of substantive topics or texts but it does not use valid reasoning and/or relevant and sufficient evidence. 	<ul style="list-style-type: none"> Paper does not have clear and coherent writing, lacking development, organization, and style. Group did not strengthen the writing as needed by planning, revising, editing, rewriting, or trying a new approach. Group used a little technology, including the Internet, to produce, publish, and update individual or shared writing products, but did not use it well for ongoing feedback, adding new arguments or information.