

Sugar Unit Resources

Student Resource	Location
Section 1: Lessons 1-4	
Text: <i>Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science</i> by Marc Aronson and Maria Budhos	Purchased text
Text: "Sugar Cane" from <i>I is a Long-Memored Woman</i> by Grace Nichols	Sugar Unit Reader
Media: <i>Cane Cutting Scene</i> from Louisiana State Museum and KnowLA	Sugar Unit Reader
Lesson handouts	Pages 2-10
Section 2: Lessons 5-8 (Extension Task)	
Text: <i>Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science</i> by Marc Aronson and Maria Budhos	Purchased text
Lesson handouts	Pages 11-14
Section 3: Lessons 9-11	
Text: <i>Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science</i> by Marc Aronson and Maria Budhos	Purchased text
Lesson handouts	Pages 15-16
Section 4: Lessons 12-14	
Text: <i>Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science</i> by Marc Aronson and Maria Budhos	Purchased text
Lesson handouts	Pages 17-26
Section 5: Lessons 15-20	
Text: <i>Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science</i> by Marc Aronson and Maria Budhos	Purchased text
Text: "How Sugar Changed the World" by Heather Whipps	Sugar Unit Reader
Text: "Sugar" by Anup Shah	Sugar Unit Reader
Video: "Louisiana Sugarcane Farmer" by America's Heartland	Digital Access
Lesson handouts	Pages 27-35
Section 6: Lessons 21-25	
Text: <i>Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science</i> by Marc Aronson and Maria Budhos	Purchased text
Lesson handouts	Pages 36-39
Section 7: Lessons 26-29 (Culminating Writing Task)	
Text: <i>Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science</i> by Marc Aronson and Maria Budhos	Purchased text
Lesson handouts	Pages 40-43
Section 8: Lessons 30-37	
Text: "Sugar Cane" from <i>Present</i> by Alfred Corn	Sugar Unit Reader
Lesson handouts	Pages 44-50
Section 9: Lessons 38-39 (Cold Read Task)	

Vocabulary Chart

Keep a list of words you have learned throughout the unit.

Word	Part of Speech	My Definition	How You Determined the Definition	Source Sentence

Word	Part of Speech	My Definition	How You Determined the Definition	Source Sentence

Analyzing Theme Graphic Organizer

How does the poet use personification to depict the sugarcane plant?		
Example of personification in the text	What does this tell the reader about how the sugar cane acts or feels?	
What/Who does the sugarcane plant represent?		
Symbolism	Evidence from the text	What does this evidence show about who or what the sugarcane plant represents?

What is the poet's attitude toward the sugar industry?

Attitude/Tone	Evidence from the text	What does this evidence show about the poet's tone?

How do personification, symbolism, and tone contribute to the theme in the poem?

OPTIC¹

O	O is for Overview . Describe the main subject of the painting.
P	P is for Parts . What parts, elements or details of the painting seem important?
T	T is for Title . What information does the title add to the painting?
I	I is for Interrelationships . What connections or relationships can be made between the words in the title and the individual parts of the painting?
C	C is for Conclusion . What conclusion(s) can be drawn about the meaning of the painting as a whole? Summarize the message in one or two sentences.

¹ Adapted from Pauk, W. (2000). *How to study in college* (7th ed.). Houghton Mifflin Company: Boston.

What is the painter's attitude toward the sugar industry?

Attitude/Tone	Evidence from the text	What does this evidence show about the painter's tone?

Evidence Handout

Claim-Evidence-Reasoning Paragraph Frame

	Question to Prompt My Thinking	Sentence Frame
<u>C</u> laim	<ul style="list-style-type: none"> What do I know, based on the text? What is my response to the question? 	<ul style="list-style-type: none"> Flip the question into a statement.
<u>E</u> vidence	<ul style="list-style-type: none"> How do I know this? What in the text tells me this? 	<ul style="list-style-type: none"> In the text it says, “_____.” For example, _____.
<u>R</u> easoning	<ul style="list-style-type: none"> Why does the evidence support the claim? 	<ul style="list-style-type: none"> This shows that _____. This means that _____. From this, I can conclude _____.

Model

Prompt: What is the painter’s purpose in “Cane Cutting Scene”?

Claim		
The painter’s purpose in “Cane Cutting Scene” is to portray a more positive image of slave life on a sugar plantation.		
Evidence		
<ul style="list-style-type: none"> The tree and sky make the scene natural and beautiful and the colors used throughout the painting are very light and soothing. 	<ul style="list-style-type: none"> The expression on the workers face in the middle of the painting seems to be a smile. 	<ul style="list-style-type: none"> They also seem to be dressed well. They have multiple layers of clothing, colorful fabrics, and their clothes look undamaged and clean.
Reasoning		

Practice

Prompt: What is the poet's purpose in "Sugar Cane"?

Claim		
The poet's purpose in "Sugar Cane" is to portray the brutality and injustice of slave life on a sugar plantation.		
Evidence		
<ul style="list-style-type: none"> “He shiver/ like ague/when it rain/he suffer/from bellywork/burning fever/and delirium” (Lines 17-23) 	<ul style="list-style-type: none"> “His waving arms/is a sign for help” (Lines 7-8) 	<ul style="list-style-type: none"> “We feel the/ need to strangle/ the life/ out of him/ But either way he can't survive” (Lines 43-47)
Reasoning		

Conversation Stems

Clarifying

- Is it your position that...
- To be clear, you're saying that...
- I'm confused when you say X. Can you elaborate?

Paraphrasing

- Put another way, you're saying...
- So you're saying that...
- Is it fair to say that you believe...
- I hear you saying that...

Agreeing

- ___'s point about ___ was important because...
- The reasons you provided support what I am saying because...
- You and I are coming from the same position.

Disagreeing

- I see it differently because...
- The reasons and details ___ provided better support ___ because...
- There is no evidence to suggest that is true.
- I agree that ___, but we also have to consider that...
- We see ___ differently.

Elaborating

- ___ mentioned that...
- Yes, and furthermore...
- Adding to what you said,...
- I agree, and I want to add that...

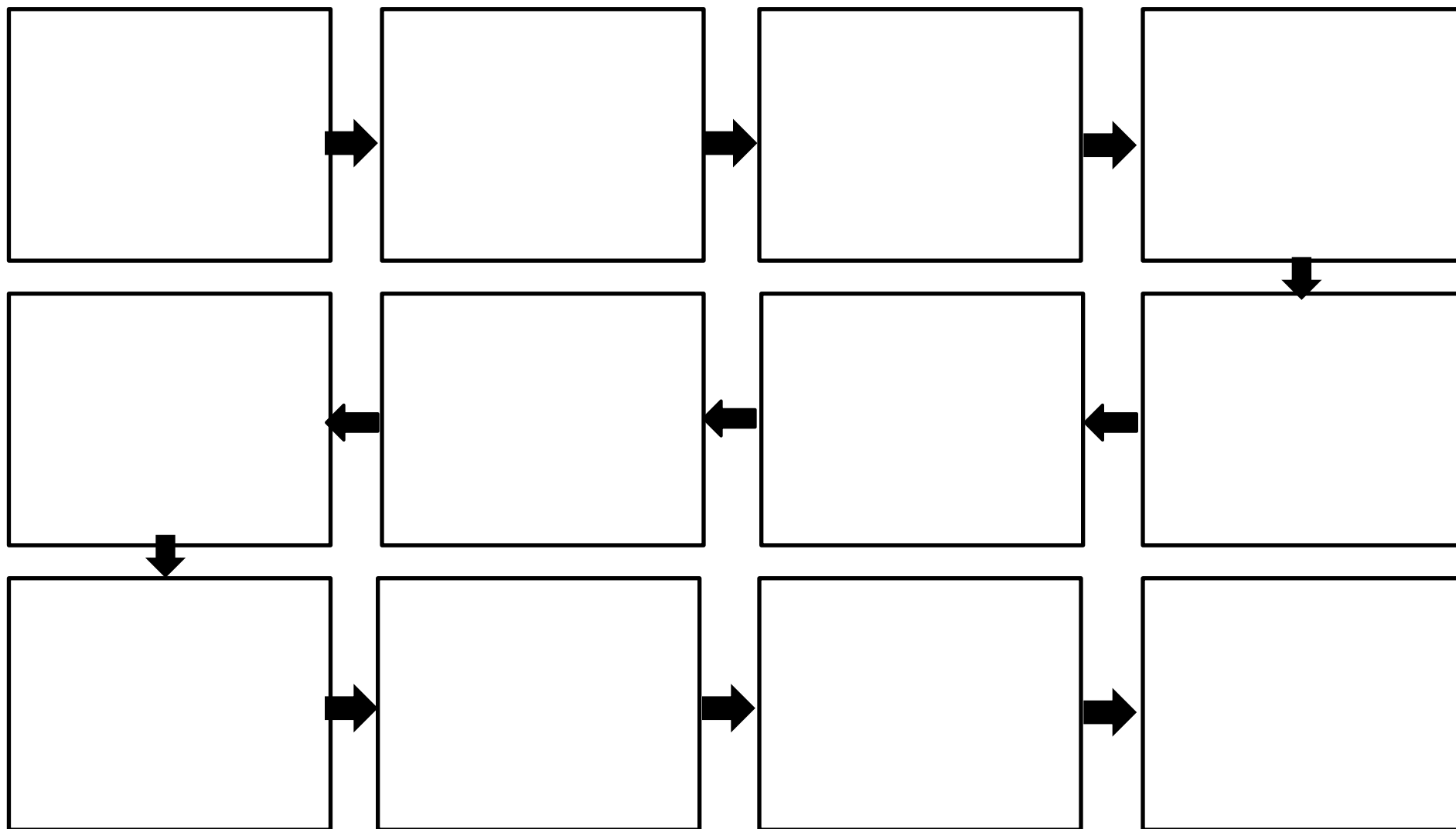
Summarizing

- Overall, what I'm trying to say is...
- My whole point in one sentence is...
- More than anything else, I believe that...
- Ultimately, my goal is to demonstrate that...

Revising

- Before I thought ___, but now I think ___ because...
- I still think ___, but now I wonder...
- My new thinking is...

History of Sugar Timeline



Extension Task Student Directions

1. Work collaboratively to investigate the influence of sugar on our lives today. Gather appropriate advertisements, songs, and popular cultural references. Create a multimedia presentation.
2. Select a role sugar has played in the area noted below. Independently research information on the selected role, including the benefits and costs/dangers of sugar, using the resources provided. Assess the credibility of sources and identify where conflicting information exists. Identify whether the conflicts are matters of fact or interpretation.
 - Diet and Nutrition (i.e., the commercial history of sugar, the growth in demand for sugar over time, and its ties to diet and nutrition)
3. Write an argumentative, research-based essay in which you make a claim about the role of sugar you studied. Argue what impact that role of sugar had on the world at the time in the history and defend your claim using credible and relevant evidence. Properly cite and quote sources, avoiding plagiarism.

Multimedia Presentation Rubric

	3	2	1
Demonstration of understanding	The presentation addresses all elements of the task and effectively demonstrates understanding of the topic, text(s), or findings.	The presentation partially addresses the task and generally demonstrates understanding of the topic, text(s), or findings.	The presentation does not address the task or demonstrates a lack of understanding of the topic, text(s), or findings.
Organization and development of presentation	The presentation is organized clearly and logically so that listeners can easily identify the central ideas or claims and follow the line of reasoning; the supporting evidence is relevant and from credible sources.	The presentation is organized and has a clear central idea or claim and supporting evidence from credible sources.	The presentation has a central idea or claim and/or supporting evidence.
Multimedia components	The presentation effectively incorporates multimedia components (e.g., videos, graphics, images, music, sound) and visual displays to clarify, support, or enhance, the central ideas or claims.	The presentation incorporates multimedia components (e.g., videos, graphics, images, music, sound) and visual displays.	The presentation either fails to incorporate multimedia components (e.g., videos, graphics, images, music, sound) and visual displays or the components are distracting and ineffective.
Delivery of presentation	Speaker maintains consistent and appropriate eye contact, adequate volume, and clear pronunciation.	Speaker makes eye contact and can be generally heard and understood.	Speaker sometimes makes eye contact and is generally difficult to understand.

Analyzing a Central Idea

Central Idea of Text			
Supporting Idea	Text evidence	How do the authors develop this idea ?	How does this idea relate to the central idea?

Conflicting Viewpoints Tracker

Authors' Viewpoint and Text Evidence	Conflicting Viewpoint and Text Evidence	How do the authors respond to the conflicting evidence?

Evaluating Claims

Key for Analysis

Color	Label
Yellow	Claim
Green	Supports the Claim
Cyan	Offers a Counterpoint
Orange	Refines the Claim
Purple	Introduces a New Idea

Model

Text Section
"The Sound of Liberty"
Paragraph
<p>"The enslaved people on Saint Domingue were not merely fighting against the terrible conditions on the island. They were fighting for principles that they had learned from Europeans and Americans - from people similar to their own slave masters. The trio of great principles behind the French Revolution that began in 1789 consisted of 'liberty, equality, fraternity' (brotherhood). As boats arrived in Saint Domingue from France, slaves learned that a revolution was going on in the name of human rights. Already, they'd been given a taste of great change because of a revolution closer to home. In 1779, a regiment of free blacks from Saint Domingue went to America to join in the fight for independence. They brought home with them the idea that 'all men are created equal.'" (84)</p>

Sentence	Explanation
1	
2	
3	
4	
5	
6	

Is this claim effective?

A claim is effective if it:

- ☐ **Has at least one supporting sentence with textual evidence (green highlight)**
- ☐ **Has at least one explanation of the evidence/refines claim (orange highlight)**
- ☐ **Has at least one of counterpoint (blue highlight) or introduces new idea (pink highlight)**

Partner Practice

Text Section

"All Men Are Equal: America"

Paragraph

"The Molasses Act accomplished nothing except to make Americans better smugglers. Yet the act was renewed again and again - until the crucial year of 1763. Just as the Molasses Act was due to expire, England completed its victory over France in the global contest known as the Seven Years' War (the segment of that war fought in North America is often called the French and Indian War). To pay for the war, the prime minister decided to put some teeth into the legislation. Now called the Sugar Act, the law was designed to make sure the American colonists stopped smuggling and paid their sugar tax."(76)

Sentence	Explanation
1	
2	
3	
4	
5	

Is this claim effective?

A claim is effective if it:

- Has at least one supporting sentence with textual evidence (green highlight)
- Has at least one explanation of the evidence/refines claim (orange highlight)
- Has at least one of counterpoint (blue highlight) or introduces new idea (pink highlight)

Independent Practice

Text Section

“Is It Lawful to Make Slaves of Others Against Their Will?”

Paragraph

“The abolitionists were brilliant. They created the most effective public relations campaign in history, inventing techniques that we use to this day. When he spoke, Clarkson brandished whips and handcuffs used on slaves; he published testimonials from sailors and ship doctors who described the atrocities and punishments on slave ships. When Olaudah Equiano published his memoir, he educated his readers about the horrors of the slave trade. And then, when the English began to understand what slavery really was, Clarkson and others organized what we would call a boycott of ‘the blood-sweetened beverage.’”(78)

Sentence	Explanation
1	
2	
3	
4	
5	

Is this claim effective?

A claim is effective if it:

- ☐ **Has at least one supporting sentence with textual evidence (green highlight)**
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History of Sugar by Country Timeline

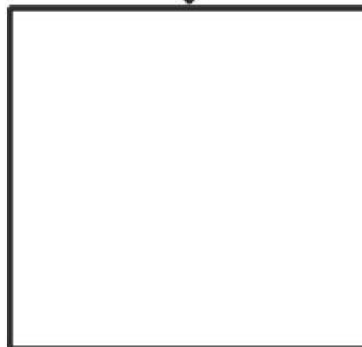
France



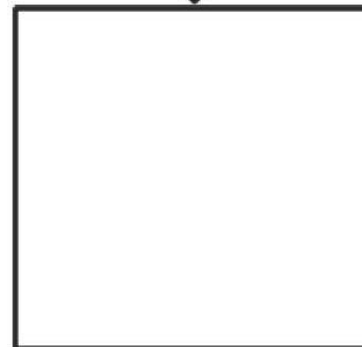
United States



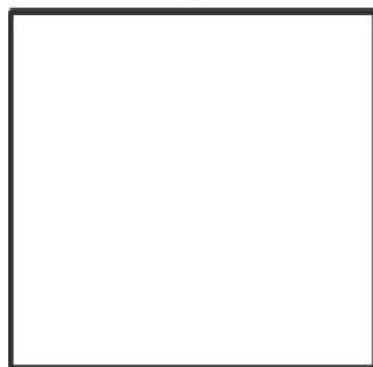

England



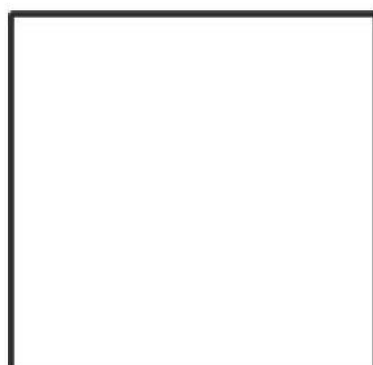
Saint Domingue



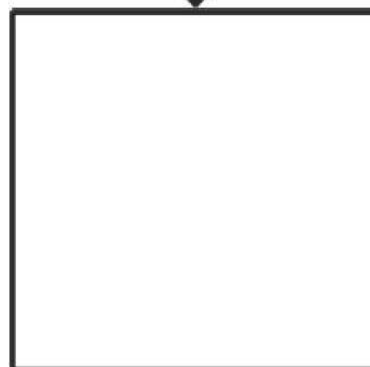
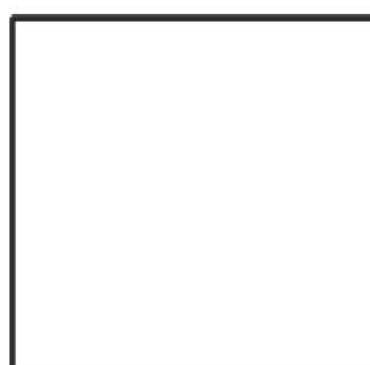
France



United States



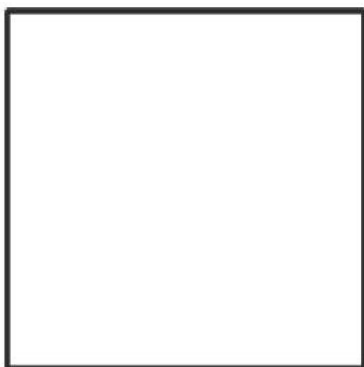
England



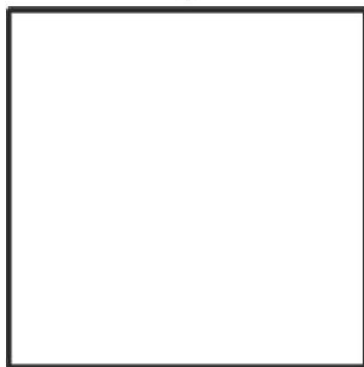
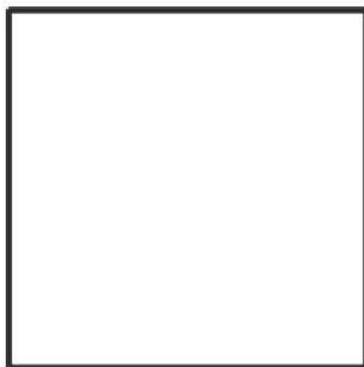
Saint Domingue



France



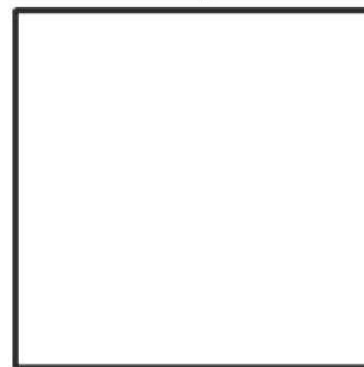

United States



England



Saint Domingue



Analyzing Conflicting Ideas

"How Sugar Changed the World" by Heather Whipps	"Sugar" by Anup Shah	"Louisiana Sugarcane Farmer" (Video)
Central Idea		
Supporting Ideas and Text Evidence		
Ideas that conflict with <i>Sugar Changed the World</i>		

Is this a matter of fact or interpretation?

--	--	--

Glossary for “Sugar” by Anup Shah

Word	Definition
abolishment	to officially end or stop
consumerism	the act of spending money on goods and services
consumption	the act of eating or drinking something
induce	to cause someone to do something
lobbying	the act of advocating to influence government decisions that relate to a particular industry, issue, etc.
lucrative	producing money or wealth
luxury	something that is expensive and not necessary
refineries	a place where something is refined (the unwanted parts of a substance are taken out)
tariffs	taxes on goods coming into or leaving a country
union activists	a group of people advocating on behalf of an organization of workers formed to protect the interests and rights of its members
wholesale	the business of selling things in large amounts to other businesses rather than to individual customers

Evaluating Media

Text	Author's Purpose	How does the author develop this purpose? Support your response with text evidence.	What are the advantages and disadvantages of this medium?
<i>Sugar Changed the World</i> by Marc Aronson and Marna Budhos			
"How Sugar Changed the World" by Heather Whipps			
"Sugar" by Anup Shah			
"Louisiana Sugarcane Farmer"			

Writing Prompt and Evidence Chart

Select two of the texts we have read and write an essay including the following:

- Compare and contrast how information is presented in each text
- Identify whether differences resulted from fact or interpretations
- Cite textual evidence to support your response.

The texts we chose are:

Question	Response	Text Title and Page Number	Evidence (quotation or paraphrase)	How does this evidence support your response?
What are the key ideas of the first text you chose?				
What are the key ideas of the second text you chose?				

Question	Response	Text Title and Page Number	Evidence (quotation or paraphrase)	How does this evidence support your response?
How is information presented in the first text you chose?				
How is information presented in the second text you chose?				

Question	Response	Text Title and Page Number	Evidence (quotation or paraphrase)	How does this evidence support your response?
What conflicting viewpoints exist between the two texts?				

Question	Response	Text Title and Page Number	Evidence (quotation or paraphrase)	How does this evidence support your response?
Are these conflicting viewpoints a matter of fact or interpretation?				

Explanatory Essay Draft

In *Sugar Changed the World* by Marc Aronson and Marina Budhos, the authors write a longer informational text to inform and engage the reader on the history and impact of the sugar industry. In “Louisiana Sugarcane Farmer”, the producers make a video to share the life of a sugar farmer. This text and video share a common topic, but they also convey conflicting ideas. The conflicting ideas are in how they show the character of the sugar farmer. These conflicting ideas happen because of different interpretations.

In the informational text *Sugar Changed the World*, the authors convey the central idea that sugar has impacted the entire world in both positive and negative ways. The authors also have two supporting ideas: that life for a slave on a sugar plantation was brutal and dangerous, and that ideas of freedom spread around the world because of the connections made by the sugar and slave industry. The authors argue that this caused the end of slavery and bad governments in many countries. The authors use foreshadowing of events at the end of paragraphs or sections to convey these ideas. For example, at the end of Part Two, the authors write, “And indeed, it was when the enslaved Africans began to speak - in words and in actions - when Europeans began to see them as human, that the Age of Sugar also became the Age of Freedom.”(70) Part Two is all about the brutality of slavery. The authors end Part Two by giving clues about slavery’s connection to the Age of Freedom in Part 3. The authors also use details and direct language to convey the brutality of slavery and negative impact of sugar: “Guests at sugar plantations often remarked on how many one-armed people they saw.” (40) This shows it was common for slaves on sugar plantations to be injured while working.

In contrast, the producers of “Louisiana Sugarcane Farmer” convey the central idea that, for some families, sugar farming represents something positive. They also have two supporting ideas: 1. There is pride in the Blanchard family passing down the sugar farm through five generations and 2. Continuing the farm is so important to the Blanchard family that Lane is taking a class on soil preservation through the Louisiana Master Farmers Program. The producers of the video use personal interviews of Lane Blanchard, the head farmer, Lane’s wife, and Lane’s parents, to show the personal side of the industry. In one interview, Lane says, “It’s the only thing I’ve ever done. Grew up on a farm; it’s the only thing I ever wanted to do.” This makes the viewer feel how important sugar farming is for this family. The producers also show Lane in the fields, the sugarcane, the refining process, and how Lane is learning to better preserve the soil and the future of the farm for his family.

“Louisiana Sugarcane Farmer” and *Sugar Changed the World* have the same topic, but they share information in different ways and have different interpretations. The video is more positive and shows how sugar is important to a family. In contrast, the text shows the positive and negative impact of sugar throughout history.

Sentence from the draft	Revised sentence	How are the two sentences different?	How does this difference clarify meaning and reader engagement

Grades 7-8 Rubric for Analytical, Argumentative, and Informative Writing

	3	2	1	0
Reading and Understanding Text	<ul style="list-style-type: none"> Shows full comprehension of ideas both explicit and inferential indicated by grade-level reading standards Accurate analysis and reasoning is demonstrated through ample textual evidence 	<ul style="list-style-type: none"> Shows comprehension of ideas indicated by grade-level reading standards Mostly accurate analysis and reasoning is demonstrated through adequate textual evidence 	<ul style="list-style-type: none"> Shows limited comprehension of ideas indicated by grade-level reading standards Minimally accurate analysis and reasoning is demonstrated through minimal textual evidence 	<ul style="list-style-type: none"> Shows no comprehension of ideas indicated by grade-level reading standards Inaccurate or no analysis and reasoning is demonstrated with little or no textual evidence
Writing about Text	<ul style="list-style-type: none"> Addresses the prompt and introduces claim(s), acknowledging counterclaims or a topic previewing what is to follow Development is logically organized with relevant support¹ Language creates cohesion and clarifies relationships among ideas Formal style consistently demonstrates awareness of purpose and audience 	<ul style="list-style-type: none"> Addresses the prompt and states claim(s) or topic Development is organized with some support and cohesion Language creates cohesion and links ideas Style demonstrates awareness of purpose and audience 	<ul style="list-style-type: none"> Addresses the prompt and has an introduction Development and support are minimal Language links ideas Style demonstrates limited awareness of purpose or audience 	<ul style="list-style-type: none"> Does not address the prompt Lacks organization, is undeveloped, and does not provide support Language and style demonstrate no awareness of purpose or audience
Language Conventions	<ul style="list-style-type: none"> Full command of conventions indicated by grade-level standards Few minor errors do not interfere with meaning 	<ul style="list-style-type: none"> Some command of conventions indicated by grade-level standards May have errors that occasionally interfere with meaning 	<ul style="list-style-type: none"> Limited command of conventions indicated by grade-level standards Errors often interfere with meaning 	<ul style="list-style-type: none"> No command of conventions indicated by grade-level standards Frequent and varied errors interfere with meaning

¹ Support includes evidence from accurate, credible sources, facts, definitions, concrete details, quotations, other information and examples.

Summary Handout

Use this template to write a summary of Part Four of *Sugar Changed the World*.

Write the text title and author.

Write a central idea of the text.

Who was involved?

What was done?

When was it done?

Where was it done?

Why was it done?

Write a summary of the text including the central idea statement and details above.

Collaborative Reading

As you read with your group, think about this question and record your responses in the organizer below:

How is the desire for independence and freedom a universal story of humankind?

Example of a group of people in the text	How did this group show a desire for independence and freedom?	Text Evidence and Page Number	How does this evidence support your response?

Multimedia Presentation Storyboard

Topic:	→	Categories:	→		→	
			←		←	
	→		→		→	

Multimedia Element	Access Link	How will this element be incorporated	How does this element clarify, support, or enhance the topic?

Culminating Writing Task Prompt

What is the authors' perspective or purpose for writing *Sugar Changed the World* and how do they respond to conflicting viewpoints?

To answer this question:

- Examine the authors' word choice to determine their tone or attitude toward the various topics discussed in the text.
- Evaluate how the text is organized and developed, including how specific paragraphs and sentences develop and refine the authors' ideas surrounding the discovery, use, popularity, and impact of sugar and where evidence supports the authors' ideas or there is irrelevant or insufficient evidence.
- Determine a central idea of *Sugar Changed the World* and how the authors' convey that central idea through their tone and organization and development.
- Identify places in the text in which the authors' acknowledge or respond to perspectives different from their own.

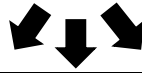
Write an essay that explains how the authors' convey their perspective or purpose in writing *Sugar Changed the World*, including how they respond to conflicting viewpoints. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and parenthetical citations.

Analyzing the Prompt:

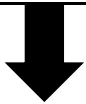
1. What kind of prompt is this?
2. What is the central idea of the text?
3. What supporting ideas and conflicting ideas might you want to write about?
4. What are some examples of how the authors develop and respond to these ideas?

Organizing Ideas

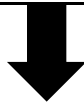
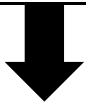
Claim



Reason 1	Reason 2	Reason 3 (Counterclaim)



Evidence	Evidence	Evidence



Reasoning	Reasoning	Reasoning

Culminating Writing Task Rubric

	3	2	1	0
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¹ Support includes evidence from accurate, credible sources, facts, definitions, concrete details, quotations, other information and examples.

Transition Word Bank

Words to add ideas
and, again, and then, besides, equally important, finally, further, furthermore, nor, too, next, lastly, what's more, moreover, in addition, first (second, etc.)
Words to compare ideas
whereas, but, yet, on the other hand, however, nevertheless, on the contrary, by comparison, where, compared to, up against, balanced against, vis a vis, but, although, conversely, meanwhile, after all, in contrast, although this may be true
Words to prove ideas
because, for, since, for the same reason, obviously, evidently, furthermore, moreover, besides, indeed, in fact, in addition, in any case, that is
Words to show exception for ideas
yet, still, however, nevertheless, in spite of, despite, of course, once in a while, sometimes
Words to show time
immediately, thereafter, soon, after a few hours, finally, then, later, previously, formerly, first (second, etc.), next, and then
Words to repeat ideas
in brief, as I have said, as I have noted, as has been noted
Words to emphasize ideas
definitely, extremely, obviously, in fact, indeed, in any case, absolutely, positively, naturally, surprisingly, always, forever, perennially, eternally, never, emphatically, unquestionably, without a doubt, certainly, undeniably, without reservation
Words to show sequence
first, second, third, and so forth. A, B, C, and so forth. next, then, following this, at this time, now, at this point, after, afterward, subsequently, finally, consequently, previously, before this, simultaneously, concurrently, thus, therefore, hence, next, and then, soon
Words to give an example
for example, for instance, in this case, in another case, on this occasion, in this situation, take the case of, to demonstrate, to illustrate, as an illustration
Words to summarize or conclude
in brief, on the whole, summing up, to conclude, in conclusion, as I have shown, as I have said, hence, therefore, accordingly, thus, as a result, consequently

Adapted from: <https://owl.english.purdue.edu/owl/resource/574/02/>

Multimedia Presentation Peer Feedback

Group	Demonstration of understanding Does the presentation address all elements of the task? Does the presentation demonstrate understanding of the topic?	Organization and development of presentation Is the presentation organized clearly and logically so that listeners can easily identify the central ideas and follow the line of reasoning? Is the supporting evidence relevant and from credible sources?	Multimedia components Does the presentation effectively incorporate multimedia components (e.g., videos, graphics, images, music, sound) and visual displays to clarify, support, or enhance, the central ideas?	Delivery of presentation Do the speakers maintain consistent and appropriate eye contact, adequate volume, and clear pronunciation?

What group are you giving feedback to?

What did the group do well?

Sentence starters:

I likedabout this piece

I was really interested in what you were saying when...

My favorite part of your paper was...

I could really see/hear/feel what you were describing when...

I could relate to what you said when...

My favorite word/phrase you used was

This project made me feel...

This project reminded me of ...

Your most convincing reason/evidence was...

What can the group work on?

Sentence starters:

I was confused when you said...

I needed to hear more about....

Why did you include...

How did you decide which part of your presentation to put first?

I don't see how....connects to

What is your main point in including ...?

Sentence starters are from <http://www.madison.k12.ky.us/userfiles/1247/Classes/2212/Writing%20Feedback%20Question%20Stems.pdf>

Cornell Notes

Source Information (Provide MLA citation)

Key Points/Questions

Notes and Page Numbers

Source Information (Provide MLA citation)

Key Points/Questions

Notes and Page Numbers

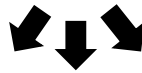
Source Information (Provide MLA citation)

Key Points/Questions

Notes and Page Numbers

Argumentative Essay Planning

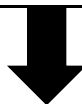
Claim



Reason 1	Reason 2	Reason 3 (Counterclaim)



Evidence	Evidence	Evidence



Reasoning	Reasoning	Reasoning