Joining the Conversation

асті**ч**іту **1.6**

Learning Targets

- Analyze details and fallacies in an argument.
- Explain how an author builds an argument.

Preview

In this activity, you will read a text about communication and analyze the evidence the author uses to support her argument.

Making Connections

In the first part of the unit, you analyzed a variety of argumentative texts. In this section, you will continue to read argumentative texts across genres, and learn how to craft your own. You will explore the topic of justice before researching an issue of your own choice.

Unpacking the Embedded Assessment

Read the assignment for Embedded Assessment 1: Creating an Argument.

Write an argumentative essay on an issue of your choice that you feel strongly about. You will need to develop a clear claim, and conduct research to gather evidence that supports your claim. Your final argumentative essay should use the genre characteristics and craft of an argument.

Using the assignment and the Scoring Guide, work with your class to analyze the prompt and outline the tasks needed to complete your argument. Then create a preliminary outline of your essay's organizational structure. Copy the task list and outline into your Reader/Writer Notebook. After each of the following activities, revisit the Scoring Guide to identify potential areas of improvement to ensure success on the Embedded Assessment.

Evidence and Appeals

When presenting an argument, writers use evidence to support their positions. Of the types of **evidence**—empirical, logical, and anecdotal—anecdotal is the least reliable because it may be based on a personal account rather than fact or research.

When presenting their support for a particular point of view, writers use persuasive language to make their cases. A powerful argument is crafted using emotional, logical, and ethical **appeals** to those who have the power to take action on an issue.

As You Read

- Look for evidence presented to support the arguments. Mark each text with specific marks, such as underlining or circling, to identify each type of evidence.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

Learning Strategies

Close Reading Graphic Organizer Marking the Text Note-taking Think-Pair-Share

My Notes

ACADEMIC

Evidence is information that supports a position in an argument. Empirical evidence is based on experiences and direct observation through research. Logical evidence is based on facts and a clear rationale. Anecdotal evidence is based on personal accounts of incidents. Strong authors often make appeals to their readers' emotions, ethics, and logic in order to persuade their audience, known as pathos, ethos, and logos, respectively.

VOCABULARY

ACTIVITY 1.6

PLAN

Materials: unpacking graphic organizer (optional) Suggested Pacing: 2 50-minute class periods

TEACH

1 Read the Learning Targets and Preview with your students. Then in their Reader/Writer Notebook, have them create word maps for the word *conversation*. (Possible synonyms include *sharing discussion, talking, chat, speech, dialogue, debate, understand, tone,* and *argument.*) After students have had a few minutes to work, have them put away their word maps for later.

2 Read and discuss the Making Connections section with students.

3 Unpack the Embedded Assessment with students. Read the assignment information and instruct students to mark the text by underlining or highlighting places that mention skills or knowledge necessary to succeed on this Embedded Assessment. Instruct partners to paraphrase the skills or knowledge they have underlined or highlighted in the prompt. As you conduct a whole-class collaborative discussion, create and post a graphic organizer that identifies the knowledge and skills needed for success on Embedded Assessment 1.

4 Review with students the instruction on Evidence and Appeals. Point out that a strong argument relies on a combination of wellsupported claims and carefully used persuasive language.

5 Discuss with students the types of evidence used to support arguments and the reliability of each type. Point out that the type of evidence a writer provides should be considered when evaluating the credibility of an argument.

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College and Career Readiness Standards

Focus Standards:

RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Rl.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Additional Standards Addressed:

RI.9-10.1, RI.9-10.2, RI.9-10.5, W.9-10.2a, W.9-10.2b, W.9-10.2c, L.9-10.1b, L.9-10.2a, L.9-10.2b, L.9-10.6

6 Have students read About the Author and ask pairs to think-pair-share the ways in which Headlee shows a responsibility toward her fellow human beings.

7 FIRST READ: Conduct a shared reading of "We Need to Talk: How to Have Conversations That Matter." Pause at the end of paragraph 5 and ask students to describe the events surrounding Air Florida Flight 90. Have them discuss the communication between the pilots, the information they shared, and what might have been miscommunicated. Elicit a few responses before continuing with the reading.

Overall: Complex Lexile: 1270L Qualitative: Moderate Difficulty Task: Challenging (Evaluate)

1.6

My Notes



Celeste Headlee (b. 1969) is an award-winning journalist, speaker, and author who has appeared on a variety of radio and television networks, including NPR, CNN, and BBC, as both a host and correspondent. Headlee also anchored the presidential election broadcast for PBS World in 2012. In addition to her day job as a journalist, Headlee is a professional opera singer, performing with opera companies across the country. She also lectures about her grandfather William Grant Still, who is considered the "dean" of African American composers, and edited a book about his illustrious career.

Argument

From We Need to Talk: How to Have Conversations That Matter

by Celeste Headlee

1 On January 13, 1982, a tragedy occurred just outside Washington, DC. More than six inches of snow fell at Ronald Reagan International. The airport was closed for most of the morning and reopened at noon. Air Florida Flight 90 had already been severely delayed when the captain had to make a choice about whether or not to take off. He could wait a little longer and have the plane de-iced one more time, or he could depart immediately and try to get his passengers back on schedule. It had been forty-nine minutes since the plane was de-iced. He chose to take off.

2 We know from the plane's voice recorder that soon after takeoff, the first officer tried to warn the captain that something was wrong.

3 FIRST OFFICER: Look how the ice is just hanging on his back there, see that? See all those icicles on the back there and everything?

CAPTAIN: Yeah.

FIRST OFFICER: Boy, this is a losing battle here on trying to de-ice those things; it gives you a false feeling of security, that's all it does.

[Some minutes go by]

FIRST OFFICER: God, look at that thing, that don't seem right, does it? [3-second pause] Ah, that's not right. Well—

CAPTAIN: Yes, it is, there's 80. [Referring to the airspeed]

FIRST OFFICER: Naw, I don't think that's right. [7-second pause] Ah, maybe it is... I don't know.

4 What neither pilot realized was that the readings in the cockpit weren't reliable because the instruments were clogged with ice. Also, the captain never turned on the heater in the plane's engines. About thirty-five seconds after the plane left the ground, we have this exchange from the cockpit:

5 FIRST OFFICER: Larry, we're going down, Larry.

CAPTAIN: I know it.

6 The plane slammed into the Fourteenth Street Bridge and then plunged into the Potomac River. Seventy-eight people died; only five ultimately survived. The crash of Air Florida Flight 90 is seen as a **pivotal** moment in the development of airline safety standards; it prompted the Federal Aviation Administration (FAA) to study how often a plane should be de-iced, how to create longer-lasting de-icing chemicals, and how airplane instruments are affected by cold temperatures. Experts also spent a lot of time studying that exchange in the cockpit, captured by the black box.

7 Twenty years later, I read about this incident while researching a story and it made me rethink my entire philosophy on conversation. Most communication experts who listened to the black box recording concluded that copilots should be trained to be more direct with their captains. But my first thought when I read the **transcript** was that we need to train pilots to listen better. I'd never before considered that improving conversational techniques could be a survival skill.

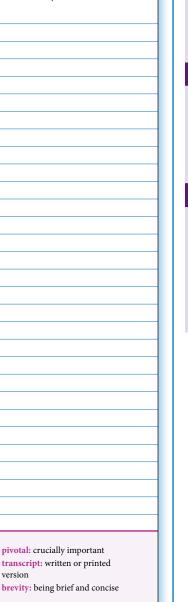
8 It may seem that the stakes will never be that high for most of us—that lives will never hang in the balance of our conversations. But let me ask you this: have you ever been admitted to a hospital? Oftentimes, lives *are* at stake. Communication failures led to 1,744 deaths in American hospitals between 2009 and 2013, and that includes only the cases that were tracked because a malpractice suit was filed. "Communication failures" is a fairly broad term used to describe everything from a night nurse failing to relay vital information to the nurse working the next shift to a doctor prescribing treatment without reviewing a patient's chart. It also includes breakdowns in communication with patients and their family members, who often arrive at the hospital anxious and confused.

9 Imagine for a moment how important it is to get these conversations exactly right. The need for **brevity** and efficiency must be balanced with careful listening. There are any number of emotional factors (physical pain, stress, confusion, anger) that could derail such a conversation and an equal number make it vital that the exchange be clear and comprehensive.

10 Personally, I'm grateful lives don't hang in the balance when I converse on the radio every day. But important, life-changing events are influenced and affected by the words we choose to say or leave unspoken.

1.6

My Notes



ACTIVITY 1.6 continued

LEVELED DIFFERENTIATED INSTRUCTION

Some students may benefit from extra focus on the Academic Vocabulary for this activity to be sure they understand what to look for and include in an argument.

Beginning Spa

If your class includes Spanish-speaking

students at an early stage of English language development, have them look up the Academic Vocabulary terms from this activity in the Spanish/English glossary in the Resources section.

Developing

Provide students with copies of

the Verbal and Visual Word Association graphic organizer. Have students use dictionaries and the graphic organizer to clarify the definitions of empirical, logical, and anecdotal evidence to help further distinguish between the types of evidence.

Scaffolding the Text-Dependent Questions

1. What does the author suggest caused the tragedy of Air Florida Flight 90? How does she come to this conclusion? Reread the conversation that took place between the pilot and copilot. What is the author saying about their communication? How does the conversation between the pilot and copilot support her claim? RI.9-10.3

2. What is the key idea of this passage, and how does Headlee support it? What is Headlee's point regarding communication—both speaking and listening? What facts does the author provide to support this idea? What anecdote does the author provide to support this idea? RI.9-10.2

8 Vocabulary Development: Stop students after they read paragraph 13 to review the Word Connections box. Ask students to suggest other terms English speakers have borrowed from the French.

9 Have students work together to point out the author's claim and supporting evidence in the text. Ask students to describe how the author reacts when France informs Mallery about her young godchild. How is this situation an example of the importance of listening during a conversation? How might better listening have changed the outcome?

1.6

My Notes

WORD CONNECTIONS

The word **fiancé** is a French term that first appeared in 1844

and means "a man engaged

word comes from the Latin

into Old French as *fiancier*,

meaning "promise or trust."

audible: able to be heard

to be married." Originally, the

verb *fidare*, meaning "to trust." Later, the word was adapted

Etymology

11 Take a moment to consider how many opportunities you may have missed, how many outcomes in your life may have been altered because of poor communication. Could you have landed that dream job if you'd nailed the interview? Saved a relationship if you'd been more open about certain issues? What about that political conversation at Thanksgiving dinner that got out of hand; was there a different way to defend your principles so that your cousin didn't storm away from the table (and still won't return your text messages)?

12 After I read the cockpit transcripts from Flight 90, I spent a lot of time reflecting on how many times I've failed to get my point across in a conversation and how often I've misunderstood what someone else was trying to tell me. I've also realized that saying the wrong thing in a conversation is a universal experience. We've all lost something because of what we heard and misunderstood. So we can all benefit from learning a better way.

13 Some of my greatest insights have come about as the result of failures. And one of my most valuable lessons in listening resulted from my failure to listen. Two days after the massive earthquake in Haiti in 2010, I spoke on air with a woman in Michigan named Mallery Thurlow. She had been trying for two days to reach her fiancé in Port-au-Prince and had been unsuccessful. She was desperate to reach him or anyone else who might be able to tell her if her loved ones were alive or dead.

14 Our production staff worked tirelessly to track down her fiancé, France Neptune, and we brought them both onto the air. Mallery and France heard each other's voices for the first time since the earthquake and my cohost and I listened as the couple spoke with each other, relief and gratitude **audible** in every syllable. It was moving for all of us. Up to that point, we were listening to a powerful conversation, but I should have stopped congratulating myself over a well-planned segment and really listened to where the discussion was headed.

15 We weren't expecting France to inform Mallery on live radio that her young godchild had died in the collapse of a school building. Mallery, not surprisingly, began to cry. I wasn't sure what to say. It was an uncomfortable moment for me and I can only imagine it was painful for the thousands of listeners who felt they were intruding on a highly personal and agonizing conversation. Our station later received a number of complaints.

16 Even if you set aside the humanity involved, that a person has just learned of the death of a loved one while thousands of people listened in, her tears don't make for a good broadcast. Hearing someone cry on the radio is painful, not powerful. Most people, understandably, want to console the person and can't. They want me, the host, to console the guest and often I don't have the words or time to do so. If I had been listening more carefully, I would have heard the turn in the conversation. I could have ended the segment and allowed Mallery and France their privacy. I didn't, and it still bothers me. I was too caught up in my own story to pay attention to theirs.

17 In my private life, I've lost contact with family members and I've seen friendships die in silence when I failed to say what was really on my mind.

Scaffolding the Text-Dependent Questions

3. What was one of Headlee's most valuable lessons in listening? What kind of appeal does she make? Reread the section about Mallery Thurlow, France Neptune, and the earthquake in Haiti. What information did Mallery learn during the conversation? What lesson did the author learn? How did you feel after reading about the godchild? RI.9-10.3 4. The author writes, "In my private life, I've lost contact with family members and I've seen friendships die in silence when I failed to say what was really on my mind." What is the author's purpose for including this reflection?" What is the author's claim about communication? How does this admission support the author's claim? RI.9-10.5

10 As students are reading, monitor their progress. Be sure they are engaged with the text and annotating types of evidence and unfamiliar words and phrases. Remind them to use context and print and digital resources as needed to understand unfamiliar words and phrases.

11 After reading the text for the first time, guide the class in a discussion by asking the Making Observations questions. Check students' general comprehension of the text based on their observations, asking follow-up questions, if needed.

I've suffered in my career as well because I couldn't seem to make myself understood during important conversations with recruiters or managers.

18 I now believe that conversation may be one of the most fundamental skills we can learn and improve upon. So much hinges on what may seem like trivial chats.

19 It's hard to overestimate the power of conversation. It's hard to say too much about the gaps it can bridge and the wounds it can heal. At its best, conversation is a **potent** force for good. But when it goes wrong, that force can be equally damaging, equally harmful.

20 What I've seen in my own country and around the globe is what happens when conversation goes wrong or doesn't happen at all. And the irony is, we talk *about* conversation all the time. How many calls have there been in the United States for a "national conversation" on drugs, race, law enforcement, education, or immigration? Over and over we say we need to talk about issues, and then we proceed to shout out our own opinions with no regard to what the other side is saying. That's not a conversation!

21 Our world has become so fractured by politics and distracted by technology that having a meaningful conversation about anything has become a challenge. As Wesley Morris wrote in the *New York Times*, "We used to talk, and people would listen... People still gathered for the evening news. Mass culture was experienced *en masse*. A national conversation involved a large portion of the public talking about both important and **frivolous** stuff more or less at the same time."

22 It may be that conversations that matter most won't be held on a national stage at all, but rather in office cubicles or grocery store aisles. It might be that authentic conversations can't happen online but only in living rooms and lunchrooms and airports and restaurants.

23 No matter how much you like to think of yourself as a private person, your actions affect those around you in real, **tangible** ways. Like the famous flutter of Edward Lorenz's butterfly that eventually causes a hurricane, what you do has implications for the wider world around you. We must learn how to talk to one another and, more important, listen to one other. We must learn to talk to people we disagree with, because you can't unfriend everyone in real life.

Making Observations

- What argument is the author making about talking—and about listening?
- What details in the text caught your attention?

My Notes

potent: powerful or influential frivolous: unimportant tangible: identifiable

1.6



5. What do you think was Headlee's purpose in the beginning with the story of Air Florida Flight 90? How does the story work with her argument throughout the text? Review the transcript. How does the author interpret this transcript? How have others interpreted the transcript? What do these varying points of view suggest about communication, specifically listening? L.9-10.6

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12 RETURNING TO THE TEXT:

Guide students to return to the text to respond to the text-dependent questions. Invite them to work in small groups to reread the text and answer the questions. Remind them to use text evidence in their responses.

13 Move from group to group and listen in as students answer the text-dependent questions. If they have difficulty, scaffold the questions by rephrasing them or breaking them down into smaller parts. See the Scaffolding the Text-Dependent Questions boxes for suggestions.

14 Once students have finished reading the passage and responding to the text-dependent questions, ask them to return to their word maps for the word *conversation*. What key words or ideas might they add now? Which words are most important and why? They should also list any questions that they have about the topic.

1.6

Returning to the Text

- Reread the argument to answer these text-dependent questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.
- 1. What does the author suggest caused the tragedy of Air Florida Flight 90? How does she come to this conclusion?

The author suggests that the tragedy occurred because the pilots did not communicate well as

the plane was being de-iced during the storm. As evidence, the author provides the transcript

between the pilot and the copilot that shows the lack of communication between the two officers.

- 2. What is the key idea of this passage, and how does Headlee support it?

The key idea of this passage is that society needs to become better at communicating, which

includes both speaking and listening. The author provides factual details regarding the crash

of Air Florida Flight 90, which Headlee claims may have been prevented if the pilots had

communicated better. She also provides a personal anecdote.

3. What was one of Headlee's most valuable lessons in listening? What kind of appeal does she make?

The author claims that one of the most valuable lessons was a result from her failure to listen.

She then describes how France Neptune told his fiancée, Mallery Thurlow, that her godchild

had died in the earthquake. The story is meant to be heartbreaking and appeals to the

reader's emotions.

4. The author writes, "In my private life, I've lost contact with family members and I've seen friendships die in silence when I failed to say what was really on my mind." What is the author's purpose for including this reflection?

The author provides this reflection to connect to the reader by showing that she, too, is guilty

of the offense she describes in others. Here, Headlee is acknowledging that she is not perfect,

but that she is able to see the problem.

5. What do you think was Headlee's purpose in beginning with the story of Air Florida Flight 90? How does the story work with her argument throughout the text?

The author begins with the transcript to illustrate how readers interpret the event differently.

While some believe that de-icing standards were to blame or that the co-pilots need training

in direct communication, the author is making the point that listening effectively is a survival

skill, because conflict is inevitable.

Solution Focus on the Sentence

Use information from *We Need to Talk* to write sentences using the words provided, as illustrated in the example.

Example: because/fractured

Because our world has become fractured by politics, it is more important than ever

that we learn how to have a conversation.

since/Mallery Thurlow

Since Celeste Headlee wasn't paying attention to a shift in the conversation,

Mallery Thurlow received traumatic news on live radio.

Even though/talk about conversation

Even though we talk about conversation, people are often very bad at listening.

Working from the Text

6. Return to the text and locate examples of evidence that you marked and identify whether they are empirical, logical, or anecdotal. With your group, discuss the impact of the evidence on the text and the reader, using examples from the text to support your answers.

Logical Fallacies

When you read an argumentative text, it's important to make sure you are examining the author's reasoning. Sometimes, writers may make statements that are not fully supported by logic or evidence.

A logical fallacy is a common error in reasoning that undermines the logic of an argument. Fallacies may be based on irrelevant points and are often identified because they lack evidence to support their claim. Some common fallacies are given in the following chart.



VOCABULARY

1.6

My Notes

ACTIVITY 1.6 continued

15 Focus on the Sentence gives students an opportunity to process key ideas from the text by writing cause-and-effect sentences. Model the task by completing the first sentence out loud together with the class. Then have students complete the second sentence. Have a few students share their responses out loud. Also make sure students' responses draw on information from the text.

TEACHER TO TEACHER

Celeste Headlee gave a TED Talk on this same topic, and the video is available online. Consider showing the video to the class and asking them to compare the way that Headlee presents her argument in writing versus how she presents her argument in her speech.

16 To respond to Working from the Text, have students work with small groups to discuss the types of evidence they identified while reading. Ask students to discuss the impact of the evidence on the text and the reader. Which types of evidence do they find most influential and why?

17 Explain that part of understanding and creating an argument is evaluating whether evidence is credible. One important aspect of this process is recognizing fallacies, or errors in reasoning. As a class, review the Logical Fallacies chart, inviting student volunteers to read aloud types of fallacies, their explanations, and the examples.

18 Ask students to offer ideas about why being able to recognize fallacies is especially important given the amount of information available online.

19 To support students in finding fallacies in the Celeste Headlee text, divide the text and assign sections to pairs of students.

LEVELED DIFFERENTIATED INSTRUCTION

Students may benefit from support in locating and evaluating appeals to the reader.

Beginning

Distribute the Idea and Argument

Evaluator graphic organizer. Work with students to identify the author's argument and three ideas from the text that support it.

Developing

Divide students into two groups.

Ask one group to find appeals to logic and the other to find appeals to emotion. In each case, identify if the appeal is a fallacy. Have groups complete the Idea and Argument Evaluator graphic organizer for their assignment. Afterward, pair students from opposite groups and have them share their findings. Ask them which appeals they think are the strongest and why.

Expanding

Provide students with two copies of

the Idea and Argument Evaluator graphic organizer, one to use when evaluating appeals to logic and and one to use when evaluating appeals to emotion. Have students evaluate both types of appeals. Ask students which type of appeal they think is the strongest and why.

Support

support students to identify the author's argument and three supporting ideas, ask them whether they think this argument is persuasive or not based on the evidence. Be sure to explain characteristics of each.

As you work with

Extend

Argument Evaluator graphic organizer is designed, and what information it gives a reader.

Have students evaluate

1.6

Examples of Common Fallacies		
Hasty Generalization	A conclusion that is based on insufficient or biased evidence; in other words, rushing to a conclusion before all relevant facts are available.	Example: I asked two people if they like ice cream and they both said yes. If 100% of the people I asked like ice cream, then I can assume that all people like ice cream.
Either/Or	A conclusion that oversimplifies the argument by reducing it to only two sides or choices.	Example: You're either a cat person or a dog person.
Ad Populum	An argument that concludes that a fact, position, or proposition must be true because many people believe in it.	Example: Most people disagree with this new law; therefore, it is a bad idea.
Moral Equivalence	A comparison of minor misdeeds with major atrocities.	Example: Anyone who harms an animal is worse than Hitler.
Red Herring	A diversionary tactic that avoids the key issues, often by avoiding opposing arguments rather than addressing them.	Example: I know I'm late to school, but I did well on my last test.

7. With a partner, reread the excerpt from *We Need to Talk* and look for evidence of fallacious reasoning. Provide evidence for why you think the reasoning is fallacious and discuss how the writer could have changed her text to avoid these problems.

The author makes a hasty generalization that improving conversational techniques between the pilots would have prevented the crash of Air Florida Flight 90. The writer should have used a different and more concrete example of how poor communication led to a problem. The author also creates an *either/or* fallacy by claiming that either copilots learn to be more direct with their captains, or pilots learn to listen better. The writer should have included several other options to fix the issue at hand.

Check Your Understanding

What other fallacies are commonly used in arguments? With a partner, discuss the ways in which anecdotal evidence could be an example of false or fallacious reasoning.

LANGUAGE & WRITER'S CRAFT: Colons and Semicolons

Colons and semicolons are used to help organize information in sentences.

The **colon** is used to introduce a list or quotation.

- Students can bring four items to take the test: calculator, protractor, pencil, and study quide.
- The welcome mat told her everything she needed to know: "Beware of Dog."

PRACTICE Write two sentences, one that uses a colon before a list and one that uses a colon to introduce a quotation.

The semicolon is used to join two closely related independent clauses.

- On went her old brown jacket; on went her old brown hat.
- Jaime's favorite food is spaghetti; his father's is a juicy burger.

Similar to the word but, semicolons can be used with the word however as a transitional phrase.

• Jaime's favorite food is spaghetti; however, his father can't stand it. PRACTICE Write two sentences, one that uses a semicolon to link closely related independent clauses and one that uses a semicolon before the word however.

Explain How an Author Builds an Argument

Evaluate the claim Celeste Headlee makes about the importance of communication. Then assess the evidence she cites to support the claim and identify any logical fallacies or faulty reasoning she uses in her argument. Be sure to:

- Identify the author's main claim.
- Evaluate the various types of evidence the author provides to support the claim, including counterarguments, concessions, and rebuttals.
- Identify any logical fallacies or faulty reasoning, such as hasty generalization or either-or reasoning.
- Use semicolons and colons correctly and effectively.

EXPLAIN HOW AN AUTHOR BUILDS AN ARGUMENT

The following standards are addressed in the writing prompt:

• W.9-10.2a • W.9-10.2b • W.9-10.2b

• L.9-10.2a, L.9-10.2b

ACTIVITY 1.6 continued

1.6

20 Discuss why writers might purposely incorporate fallacies into their writing. Then have students respond to the Check Your Understanding question, either individually or with partners.

21 Read and discuss the Language & Writer's Craft instruction about semicolons with students.

SAT® CONNECTIONS

This activity provides practice with the following important SAT skill: explaining how an author builds an argument to persuade an audience.

22 Review the Explaining How an Author Builds an Argument Writing Prompt. Have students respond individually to the writing prompt.

ASSESS

Provide an example of an argument that uses anecdotal evidence. Make sure that students are able to correctly identify the argument and the anecdotal evidence. Circulate during students' Check Your Understanding discussions to ensure that they are able to identify potential bias as an element of anecdotal evidence.

Review students' evaluations of Headlee's argument. Check that students have identified the author's claim and the types of evidence she uses to support that claim. Are they also able to successfully identify logical fallacies?

ADAPT

To support students in identifying fallacies and fallacious reasoning, return to the Examples of Common Fallacies chart and discuss each definition and example in more detail. Offer students additional. everyday examples of each type of fallacy. For example, a hasty generalization might be deciding that one dislikes vegetables after tasting only broccoli.