

Reader's Handbook

Integration Guide for

inspiration®



with
CD-ROM

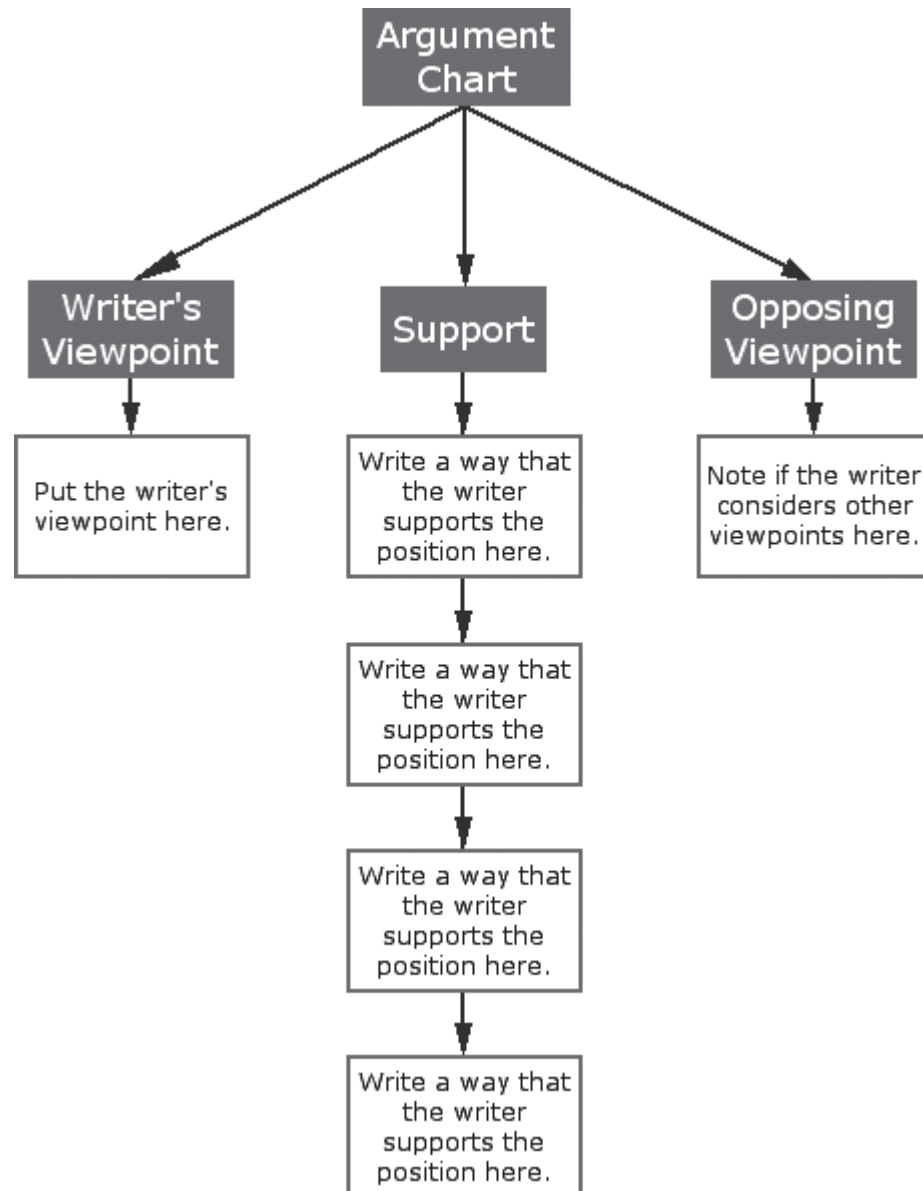
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Argument Chart

An Argument Chart is a tool to examine and analyze persuasive writing, such as a speech, magazine article, or editorial.

Image of template as found on the CD-ROM

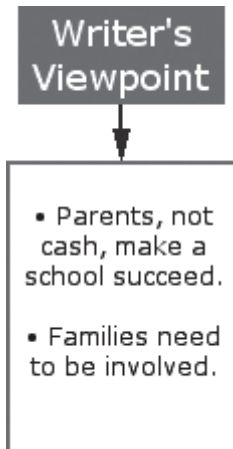


How to Use

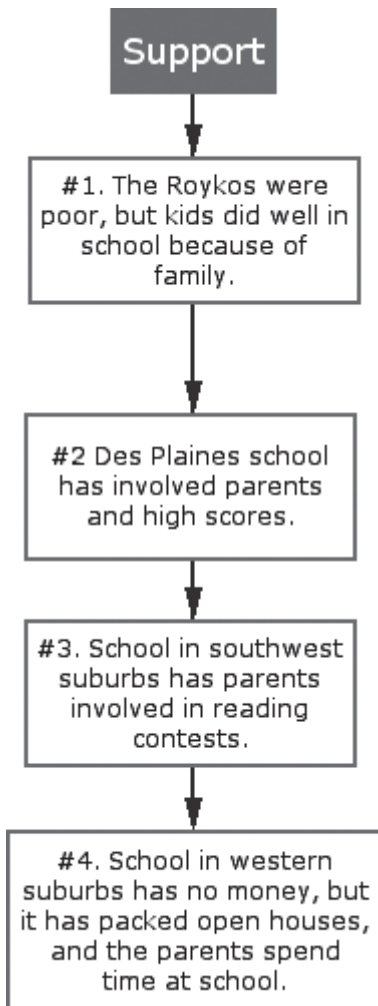
Introduce the graphic organizer to students and discuss its various parts.

Have students read a short article or essay that presents an argument. Check for understanding.

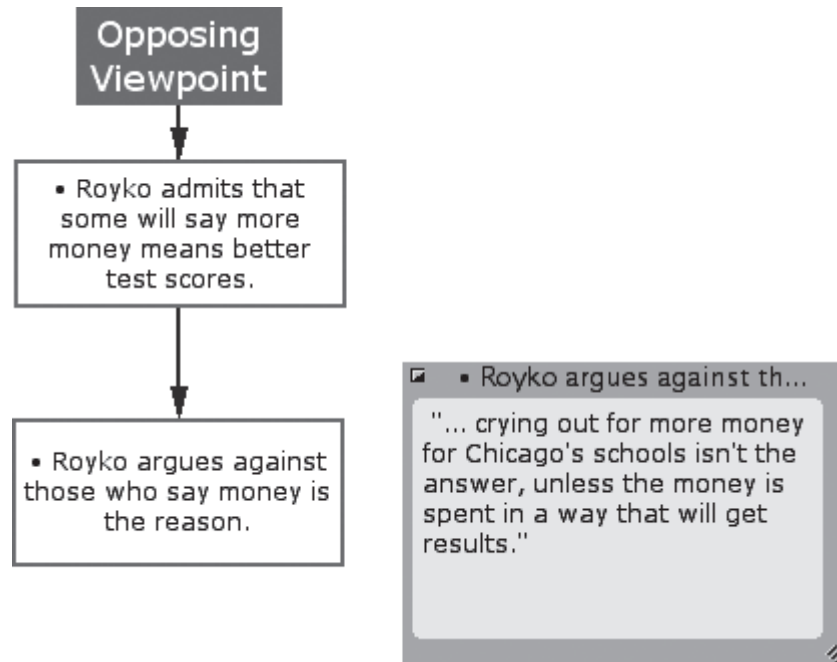
MODEL how to determine the author’s viewpoint. In small groups, have students determine the author’s viewpoint and enter it in the symbol associated with “Writer’s Viewpoint.”



MODEL AND SUPPORTED PRACTICE Model finding support for the opinion and enter the details in one or two of the symbols associated with “Support.” Have groups continue, making note of how the author supports the opinion, and enter their details in the symbols associated with “Support.”



Have students skim the article or essay once more to see if writer considers other viewpoints and note their insights in the symbol associated with “Opposing Viewpoint.” Remind them to use Notes to add more support.



Instruct the groups to arrive at an opinion of how well the author supported his or her opinion. Have groups compare and discuss their conclusions.

INDEPENDENT PRACTICE Choose another piece of persuasive text and ask students to follow the same procedure to independently determine the writer’s viewpoint, support, and opposing viewpoint.

Enhance with Inspiration Templates

WRITING EXTENSION: PERSUASIVE ESSAY This template helps students clarify their audience and purpose for writing as they construct their persuasive essay. With these important factors in mind, they can use a visual, step-by-step approach for formulating their argument.

WRITING EXTENSION: OPINION PROOF A balanced paper requires examination of both supporting and opposing reasoning. This template helps students determine whether the opinions are sufficiently well supported, or whether there is more writing and thinking left to do before the argument is truly convincing.

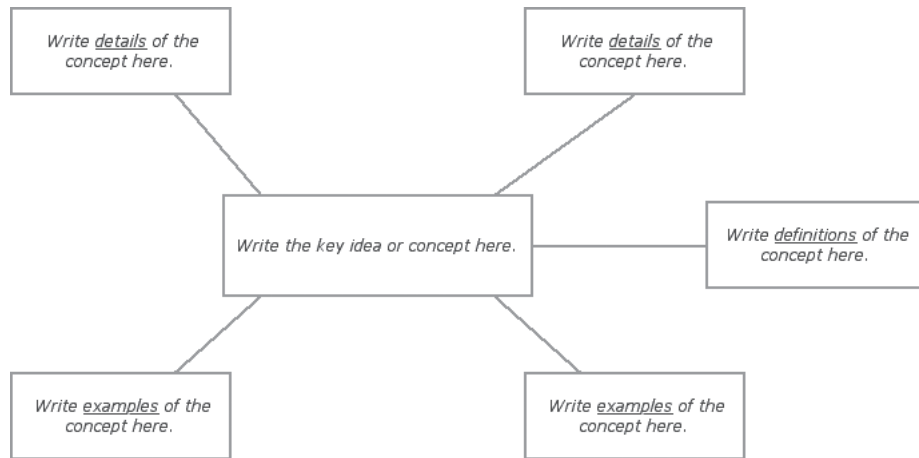
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Pages 247–255, 274, and 667

Concept Map

A *Concept Map* helps students organize everything they need to know about a concept or idea. It works especially well with *big ideas*, such as democracy, photosynthesis, and population.

Image of template as found on the CD-ROM

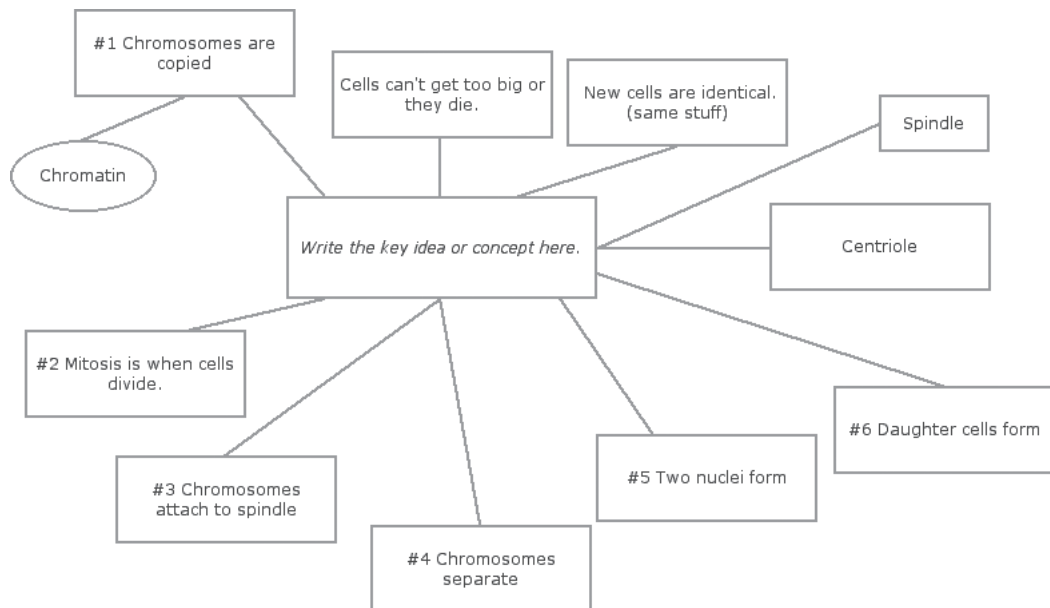


How to Use

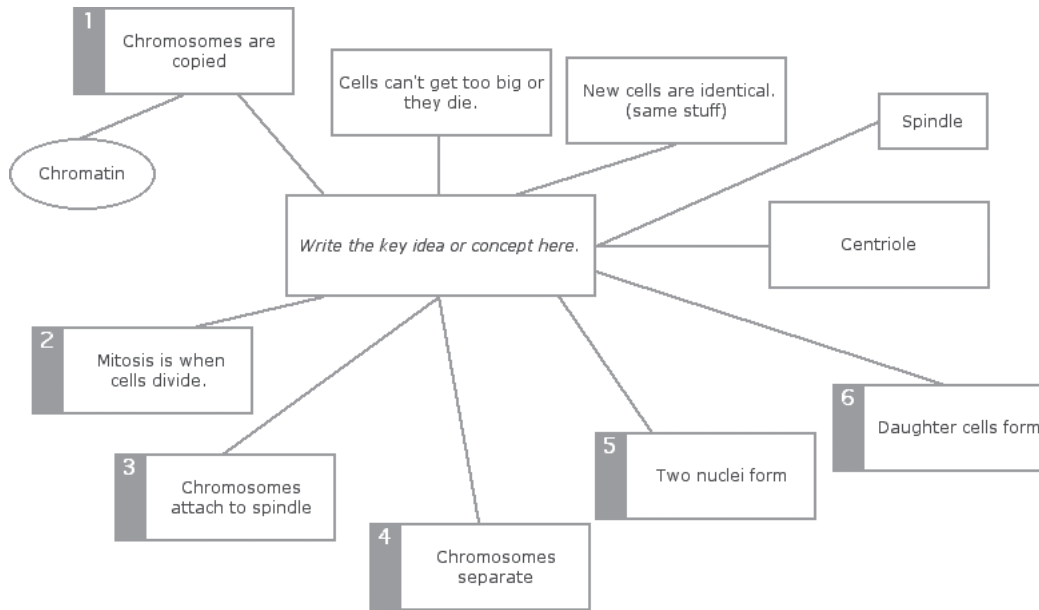
Discuss the idea of maps and how they are used. Then ask students what they think a "concept" map would be like. Introduce the Concept Map template.

Emphasize that new topics and subtopics can be added as necessary.

MODEL Demonstrate how to create a concept map using a recent topic. Ask students to volunteer information.



Where steps are involved, as in the example above, students may wish to use numbered symbols to reinforce the order visually.



Images from the symbol libraries can also be used as memory triggers.

SUPPORTED PRACTICE Choose another concept under study and ask students to work in pairs to complete a concept map of this new topic.

INDEPENDENT PRACTICE Encourage students to use concept maps as study guides for other key topics under study and for any relevant textbook selections.

Enhance with Inspiration Templates

CONCEPT MAP Concept maps show relationships between ideas. They are used in any discipline to help analyze information, chains of events, systems, subsystems, and so forth. Concept maps connect symbols with syntax so meaning can be constructed, understood, and remembered, both visually and verbally.

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For Building Vocabulary: 633

For Geography Textbooks: 93

For Science Textbooks: 137, 138