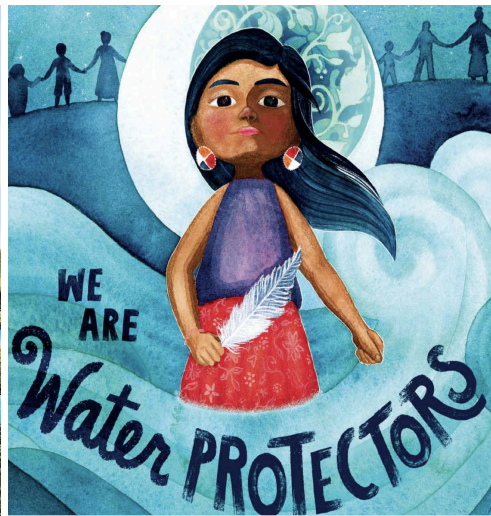
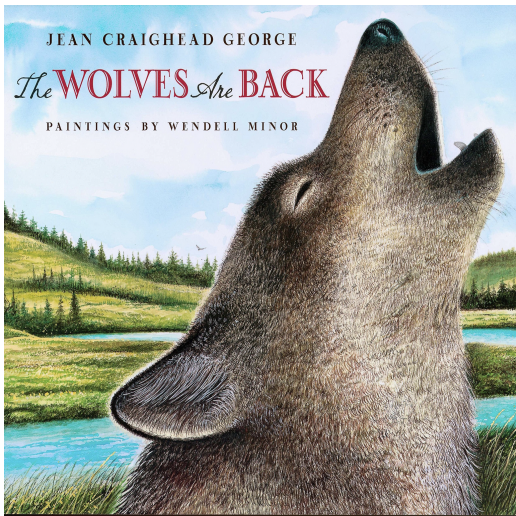


Student Workbook

Unit 1: Human-Nature Interaction

Cycle 3: Argumentative Writing



Name: _____

Date: _____

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Is Google Making Us Less Smart?

Whenever new technology comes along, there are people who are for it, and people who are against it. More than 2,000 years ago, a philosopher named Socrates actually complained about WRITING! He said that it “will create forgetfulness in the learners' souls because they will not use their memories.” These days, Google is one example of our new technology. Some people think it’s an amazing invention! But others think it making us less smart. In my opinion, I believe Google is making us *smarter*. It’s changing our lives in good ways.

To start with, Google has the world's best writing, images, and ideas. With Google, we can instantly find information we’re looking for. Imagine that I’m interested in learning more about the technology of the Apollo spacecraft in the 1960s. My local library only has 18 books that talk about the topic in general. But if I go on Google, I could access more than 45,000 pages about the specific topic! A car lets us move faster, and a telescope lets us see farther. Google let’s us think better and faster. We can think more creatively because we can access more information.

People who use the Internet can also be exposed to diverse ideas. On Google and the internet, we can connect with friends, family, and even strangers. Some of these people will share the same ways of thinking as us. But others will have completely different perspectives. With all of these diverse perspectives, we can become more critical thinkers. We learn how to judge whether information is good or true.

In conclusion, when the history of our current age is written, it will say that Google has made all of us smarter. It gives us free access to endless information.

CLAVES Student Writing Rubric

		3	2	1	0
Parts of an Argument	Introduction and Opinion	I wrote an introduction that described the debate to my audience and stated my opinion about the debate.	I wrote an introduction that stated my opinion about the debate, but did not describe the debate to my audience.	I wrote an introduction that only described the debate.	I did not do this.
	Reasons and Evidence	I presented at least two clear reasons/examples from the text and my life that clearly supported my opinion.	I presented one clear reason/example from the text and/or my life that clearly supported my opinion.	I presented some reasons/examples from the text and/or my life, but they did NOT support my opinion.	I did not do this.
	Conclusion			I included a conclusion that reminds the reader of my opinion.	I did not do this.
	Transition Words	I used different transition words in all the paragraphs in my writing.	I used transition words in most of the paragraphs in my writing.	I used transition words in one of the paragraphs in my writing.	I did not use transition words.
	Audience	The style of writing I used was a good match with my audience.	The style of writing I used was a pretty good match with my audience.	The style of writing I used was not a good match with my audience.	I did not think about this.
	CLAVES Language	I used a lot of the words, word parts, and the grammar that I learned in CLAVES.	I used some of the words, word parts, and the grammar that I learned in CLAVES.	I used a few of the words, word parts, and the grammar that I learned in CLAVES.	I did not use the different words, word parts, and the grammar that I learned in CLAVES.

Graphic Organizer A**Word Bank:**

Ecosystem, interdependence, balance,
exterminate, depopulate, reintroduce, restore,
protector, stand, mistreat, unfit,
proponent/opponent

Word Parts:

re- (again, back), de- (not, undo),
mis- (bad, wrong), un- (negative, opposite),
-or (a person who performs an action)

In your essay, remember to include:

1. Title
2. Introduction and opinion
3. Reasons and evidence
4. Conclusion
5. Transition words

Also remember:

1. Who is your audience?
2. Use the CLAVES word bank and word parts in your writing

(Title)

Introduction and opinion:

Reason #1:

Evidence (from the text or your life):

Reason #2:

Evidence (from the text or your life):

Conclusion:

Graphic Organizer B

Word Bank:

Ecosystem, interdependence, balance,
exterminate, depopulate, reintroduce, restore,
protector, stand, mistreat, unfit,
proponent/opponent

Word Parts:

re- (again, back), de- (not, undo),
mis- (bad, wrong) , un- (negative,
opposite),
-or (a person who performs an action)

In your essay, remember to include:

6. Title
7. Introduction and opinion
8. Reasons and evidence
9. Conclusion
10. Transition words

Also remember:

3. Who is your audience?
4. Use the CLAVES word
bank and word parts in
your writing

(Title)

Cycle 3: Argumentative Writing

CLAVES Language Banks

CLAVES Language: Wolves are Back	
Word	Meaning
Exterminate	to destroy or kill a group of animals or humans completely
Reintroduce	to bring an animal or plant back again
Depopulate	to greatly reduce or decrease the number of animals or humans in an area
Restore	to bring back someone, something, or someplace to the way it was
Prefix	Meaning
Re-	again
De-	not or undo
Pronouns	I, You, He, She, It, We, They

CLAVES Language: We Are Water Protectors		
Verb tense	Meaning	
Past tense	describes things that have already happened	
Present tense	describes things that are happening right now	
Future tense	describes things that will happen	
Prefix	Meaning	Example
Un-	not, or gives an negative or opposite meaning	Unfit
Mis-	in a way that is bad or wrong	Mistreat
Word	Meaning	
Protector <i>noun</i>	a person who protects or defends someone or something.	
Stand <i>verb/noun</i>	to move and remain in position, sometimes to defend or against something.	
Unfit <i>adjective</i>	not in good physical condition	
Mistreat <i>verb</i>	treat (a person or animal) badly, cruelly, or unfairly	