

**Coming to Terms with Opposing Viewpoints:  
A College-Ready Writers Program (CRWP) Argument Writing Mini-Unit**

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**This mini-unit will help your students to**

- *Engage with and objectively analyze multiple perspectives to create respectful counter arguments.*
- *Compare purposeful arguments across texts.*
- *Counter opposing viewpoints.*
- *Draft from nuanced claims.*

Students often begin arguments from entrenched opinions. The "[Coming to Terms with Opposing Viewpoints](#)" mini-unit helps students listen to all perspectives in order to maximize their learning in any given topic of discussion or research. Students practice removing themselves from the issue. They work to understand the issue - not choose a side. Critical thinking is enhanced.

The CRWP's main goal of "Creating a Culture of Argument and Civic Discourse" invites students to join complex conversations by layering multiple perspectives through their reading. As a result, students' thinking becomes more complex, and claims emerge and evolve through the process.

**Why CRWP Now?**

**"The College-Ready Writers Program answers the contemporary call for respectful argumentative discourse. The instructional resources help teachers and students read critically, explore multiple points of view, and finally take a stand on important issues.**

**English Language Arts Standards College and Career Readiness Anchor Standards:**

CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.6

Assess how point of view or purpose shapes the content and style of a text.

CCSS.ELA-LITERACY.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-LITERACY.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCSS.ELA-LITERACY.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

## Note Catcher Jigsaw Activity

1. Students should form groups of 4. Each group divides the four writers from the text set packet equally: Stoughton, Simmons, Glennon, and Katz. Each group member will serve as an expert on one particular writer from the [New York Times Argument text set](#). Teachers may consider using groups of two to accomplish this jigsaw activity wherein each student would serve as an expert on two writers from the text set.
2. Students will complete the lateral line on the [“Multiple Perspectives Note Catcher & Claim Development Tool”](#) for the article he/she is assigned.
3. Students will read the text to consider the countering possibilities. Teacher points out that three columns have boxes to note possible weaknesses in each argument, labeled “countering possibilities,” based on Chapter 3 of Joseph Harris’ [Rewriting: How To Do Things With Texts](#). Harris’ countering moves are defined [in a handout for students here](#). These last three columns teach students to critically examine all sources in an argument.

## Follow-Up Lessons:

### [Coming to Terms](#)

### [Making the Initial Claim](#)

### [Developing the Claim & Planning a Line of Reasoning](#)

#### Key Design Principles of [CRWP Resources](#)

- ❖ **Balanced text sets**
- ❖ **Layered reading and writing**
- ❖ **Recursive claim writing and claim emerging and evolving through the process**
- ❖ **No set organizational structure or formula for writing**
- ❖ **Multiple opportunities for formative assessment embedded in classroom practices**