

Name:

Late and Revised Papers

Due

How to Tell A True War Story - Argumentation

I. Text

Directions: Read and annotate the chapter “How to Tell a True War Story” from Tim O’Brien’s *The Things They Carried*. Then, utilize the feedback from your Dickinson paragraph and apply it to this new text.

II. Response Planning

Directions: What is O’Brien’s claim about “truth”? In the space below, **make a claim and use specific lines from the text as evidence. Create specific warrants and reasoning to connect to the claim.**

Claim

Evidence	Evidence	Evidence
Warrant/Explanation	Warrant/Explanation	Warrant/Explanation

III. Text Analysis

Directions: On a separate, typed page, create an argumentative paragraph that introduces a precise claim, integrates evidence appropriately, and adequately explains the evidence. You may use all the evidence you feel necessary to prove your claim.

Typed papers MUST have a proper heading following MLA Formatting (Name, Teacher’s Name, Class Period, Date)
 Typed papers MUST have a title following MLA Formatting. Typed papers MUST have 12 pt font, TNR, double spacing.
 Argumentative Papers do not have contractions, 1st/2nd person pronouns, or non-academic language
 Poem must have an attached, TYPED works cited from the given information:

Title: “How to Tell a True War Story” Author: Tim O’Brien Book: *The Things They Carried*
 Publisher: Broadway Books Publishing Date: 1998 Publishing City: New York

Standard/LT	4 - Mastery	3 - Proficient	2 - Developing	1 - Beginning	0 - Not Present
Claim: The text introduces a clear, arguable claim that can be supported by reasons and evidence. (CCSS 9-10.1a)	The text introduces a precise claim that is clearly arguable and takes an identifiable position on an issue. The text has an effective structure and organization that is aligned with the claim.	The text introduces a claim that is arguable and takes a position. The text has a structure and organization that is aligned with the claim.	The text contains an unclear or emerging claim that suggests a vague position. The text attempts a structure and organization to support the position.	The text contains an unidentifiable claim or vague position. The text has limited structure and organization.	No claim present. Claim does not follow given format.
Development: The text provides <i>sufficient</i> data and evidence to back up the claim as well as a conclusion that supports the argument. (CCSS 9-10.1b)	The text provides sufficient and relevant data and evidence to back up the claim. The conclusion or “so what” effectively reinforces the claim and evidence.	The text provides sufficient data and evidence to back up the claims. The conclusion ties to the claim and evidence.	The text provides data and evidence that attempts to back up the claim. The conclusion merely restates the position.	The text contains limited data and evidence related to the claim. The text may fail to conclude the argument or position.	No evidence found. No conclusion or “so what” is drawn about the evidence.
Planning: Develop and strengthen writing as needed by planning , revising,...focusing on what is most significant for a specific purpose. (CCSS W5)	Graphic organizer is utilized to strengthen writing; clear connection between planning work and finalized product	Graphic organizer is attempted; connections found between claim, evidence, and warrants	Inadequate effort placed into planning; little connection between planning and finalized product	Graphic organizer is incomplete, only one or two elements are attempted.	Graphic organizer is not attempted or is illegible.
Formatting: Follows a standard form of formatting & citation (CCSS W8)	Paper and/or works cited formatting is attempted with no errors	Paper and/or works cited formatting is attempted with minor	Paper and/or works cited formatting is attempted with some errors	Paper and/or works cited formatting is attempted with many errors	No works cited found; paper is not typed; no clear formatting