

## Honors English 10

### Unit 3: Transformation and Identity

#### Assessment 2: SAT argument essay

##### Standards:

- **ELACC9-10W1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
  - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
- **ELACC9-10W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **ELACC9-10W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **ELACC9-10L1&2:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as well as capitalization, punctuation, and spelling when writing.
- **ELACC9-10L6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

#### Potential Prompts

**Statement 1:** Being unwilling to change is often seen as a limitation. For example, a common accusation people often make in arguments is that the other person refuses to even consider taking new positions on issues. But being consistent is not always a negative trait. In fact, firmly supporting a position or point of view shows that one is stable and constant and does not change one's position whenever circumstances change. This consistency is far more important than a willingness to adjust one's thinking.

**Assignment 1:** Is it more important to remain consistent than to change one's mind when circumstances change? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

**Statement 2:** "Independence? That's middle class blasphemy. We are all dependent on one another, every soul of us on earth." Bernard Shaw expected to provoke controversy with these words, but I would agree with him that these days there is too much emphasis on independence. While it is certainly true that excessive dependence on others is not a sign of maturity, total independence of others is neither attainable nor desirable: we need to be mature and unselfish enough to recognize our *interdependence*.

**Assignment 2:** Do we put too much emphasis on self-reliance and independence, and are we afraid of admitting that we need other people in our lives? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

**Statement 3:** The well-known proverb “ignorance is bliss” suggests that people with knowledge of the world’s complexities and its limitations are often unhappy, while their less-knowledgeable counterparts remain contented. But how accurate is this folk wisdom? A recent study showed that well-informed people were more likely to report feelings of well-being. In fact, more knowledge leads people to feel better about themselves and more satisfied with their lives.  
adapted from Lee Sigelman, “Is Ignorance Bliss? A Reconsideration of the Folk Wisdom,” 1994.

**Assignment 3:** What is your view of the idea that more knowledge makes people happier? In an essay, support your position by discussing an example (or examples) from literature, the arts, science and technology, current events, or your own experience or observation.

**Statement 4:** The old saying, “be careful what you wish for,” may be an appropriate warning. The drive to achieve a particular goal can dangerously narrow one’s perspective and encourage the fantasy that success in one endeavor will solve all of life’s difficulties. In fact, success can sometimes have unexpected consequences. Those who propel themselves toward the achievement of one goal often find that their lives are worse once “success” is achieved than they were before.

**Assignment 4:** Can success be disastrous? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

**Statement 5:** “Tough challenges reveal our strengths and weaknesses.” This statement is certainly true; adversity helps us discover who we are. Hardships can often lead us to examine who we are and to question what is important in life. In fact, people who have experienced seriously adverse events frequently report that they were positively changed by their negative experiences.

**Assignment 5:** Do you think that ease does not challenge us and that we need adversity to help us discover who we are? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experiences, or observations.