THE LITERACY DESIGN COLLABORATIVE
ARGUMENTATIVE MODULE



Foreign War Module

When should the United States become involved in Foreign Wars?

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Information Sheet

Module Title: US intervention in foreign wars

Module Description (overview):
As the United States grew and developed in the early 1900's, it took on more and bigger responsibilities. As its interest expanded, the country became concerned with the affairs of other nations. The United States took a wider range of responsibilities in the world and became involved in foreign wars.

Template Task (include number, type, level)	Teaching Task
Task 2 Argumentation/Analysis [Insert question] After reading _____(literature or informational texts), write a/an _____ (essay or substitute) that addresses the question and support your position with evidence from the text(s). **L2** Be sure to acknowledge competing views. **L3** Give examples from past or current events or issues to illustrate and clarify your position.	When should the United States become involved in foreign wars? After reading informational and argumentative texts on foreign wars, write a letter to the President that addresses the question and support your position with evidence from the texts. **L2** Be sure to acknowledge competing views. **L3** Give examples from the past or current events or issues to illustrate and clarify your position.

Grade(s)/Level: 7

Discipline: Social Studies

Course: US History

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Section 1: What Task?

What task sets clear, measurable goals for learning?

A. Template task (include number, type, level): Insert the Argumentation template task you selected exactly as it is worded.

Task 2 Argumentation/Analysis
[Insert question] After reading _____(literature or informational texts), write a/an _____ (essay or substitute) that addresses the question and support your position with evidence from the text(s). **L2** Be sure to acknowledge competing views. **L3** Give examples from past or current events or issues to illustrate and clarify your position.

B. Standards: The Literacy Design Collaborative has already identified the CCSS "built in" to all Argumentation Tasks. Please select which (if any) "When Appropriate" Common Core State Standards are included in the Argumentation task/module you developed.

Common Core State Standards

READING	
"Built In" Reading Standards For Argumentation Template Tasks	
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.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
10	Read and comprehend complex literary and informational texts independently and proficiently.
"When Appropriate" Additional Reading Standards	
3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole.
6	Assess how point of view or purpose shapes the content and style of a text.
7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
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.
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.

WRITING	
"Built In" Writing Standards For Argumentation Template Tasks	
1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
10	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 audience.
"When Appropriate" Additional Writing Standards	
2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with rs.
7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

State or District Content Standards: Insert appropriate content standards as defined by your state/district. You can also include appropriate grade-level CCSS.

Number	Content Standard(s)
8.1.7.B.	Identify and use primary and secondary sources to analyze multiple points of view for historical events.
8.1.7.C.	Form a thesis statement on an assigned topic using appropriate primary and secondary sources.
8.3.7.C.	Explain how continuality and change have impacted U.S. history.
8.3.7.D.	Explain how conflict and cooperation among groups and organization have impacted the history development of the U.S.

Content Standards Source: Common Core Standards/Pennsylvania State Standards

Teaching Task: Design your teaching task.

Background to share with students:
Throughout the 1800's, the US played a limited role in world affairs. Important European nations did not think of America as a world power. This changed late in the century. Confidence as a new nation, new American leaders, and new world problems brought the US into the world picture. As a result, America had to weigh the benefits and consequence of using this newfound power.

Prompt:
When should the United States become involved in foreign wars? After reading informational and argumentative texts on foreign wars, write a letter to the President that addresses the question and support your position with evidence from the texts. **L2** Be sure to acknowledge competing views. **L3** Give examples from the past or current events to issues to illustrate and clarify your position.

Reading texts: See materials list.

Extension (optional):
As an extension student will send their final letters to the President of the United States of America.

Teaching Task Rubric (Argumentation)

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.		Establishes a claim. (L2) Makes note of counter claims.		Establishes a credible claim. (L2) Develops claim and counter claims fairly.		Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.
Reading/ Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Section 2: What Skills?

What skills do students need to succeed on the teaching task?

Each module is required to identify the specific student skills, define them, and cluster them. The example below is one list. Module builders can use this version, change it, or identify different skills, different definitions, and different clusters using the chart.

LDC Example Skills List	
Specific Skills *What skills are essential?*	Student Skills Defined ("Ability to…") *How do you define/describe those skills?*
Skills Cluster 1: Preparing for the Task	
1. Bridging conversation	Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.
2. Project planning	Ability to plan so that the task is accomplished on time.
Skills Cluster 2: Reading Process	
1. Reading "habits of mind"	Ability to select appropriate texts and understand necessary reading strategies needed for the task.
2. Essential vocabulary	Ability to apply strategies for developing an understanding of a text by locating words and phrases that identify key concepts and facts, or information.
3. Note-taking	Ability to read purposefully and select relevant information; to summarize and/or paraphrase.
4. Organizing notes	Ability to prioritize and narrow supporting information.
Skills Cluster 3: Transition to Writing	
1. Bridging conversation	Ability to transition from reading or researching phase to the writing phase.
Skills Cluster 4: Writing Process	
1. Planning	Ability to develop a line of thought and text structure appropriate to an argumentation task.
2. Development	Ability to construct an initial draft with an emerging line of thought and structure.
3. Revision	Ability to apply revision strategies to refine development of argument, including line of thought, language usage, and tone as appropriate to audience and purpose.
4. Editing	Ability to apply editing strategies and presentation applications.

Section 3: What Instruction?

How will teachers teach students to succeed on the teaching task?

All LDC instructional ladders have mini-tasks (prompt, product and mini-task scoring), instructional strategies and pacing. The following is an example instructional ladder. Module developers can adopt, adapt or delete the approaches for each section in order to build their own mini-tasks, instructional strategies and pacing to teach to skills identified in Section 2.

LDC INSTRUCTIONAL LADDER 1

Skills Cluster 1: Preparing for the Task

1. **Bridging conversation:** *Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.*

Mini-task

- *Prompt:* "When should the United States become involved in foreign wars?" Collins Type 2 Writing
- Product: Short response
- *Mini-task scoring:*

Meets	Not yet
Focus Correction Areas (FCA's): will address organization, 3rd person perspective, ability to state a position clearly.	Attempts to meet the criteria for "meets."

Instructional strategies

- Teach or review content required for the task depending on when in the sequence they teach the content – before or during the production of the task. If teaching Levels 2 and/or 3, discuss the demands embedded in these levels as well.

Pacing Day 1

2. **Project planning:** *Ability to plan so that the task is accomplished on time.*

Mini-task

- *Prompt:* Create a project timeline.
- *Product:* Timeline
- *Mini-task scoring:*

Meets	Not yet
Creates a "doable" timeline that paces reading and writing processes.	Attempts to meet the criteria for "meets."

Instructional strategies

- Model a common or sample timeline & homework.
- Provide students with a timeline template.
- Discuss the importance of planning.

Pacing Day 1- part of class period

Skills Cluster 2: Reading Process

1. **Reading "habits of mind":** *Ability to select appropriate texts and understand necessary reading strategies needed for the task.*

Mini-task

- *Prompt:* 1) Identify sources you will use and note how each source relates to your task. 2) Note sources in bibliographic format (if applicable).
- *Product:* List or bibliography
- *Mini-task scoring:*

Meets	Not yet
• Selects appropriate text(s) for task (if applicable). • Creates a first draft of a bibliography (if applicable). • Writes in readable prose.	Attempts to meet the criteria for "meets."

Instructional strategies

- Assist students in selecting text/s or provide texts. Teachers may select texts for students, direct them to a collection, or have them select on their own.
- Demonstrate reading strategies relevant to a type of text to prepare students for next steps in the ladder.
- Provide students with template for bibliography and explain format and use.

Pacing Day 2

2. **Essential vocabulary:** *Ability to apply strategies for developing an understanding of a text by locating words and phrases that identify key concepts and facts, or information.*

Mini-task

- *Prompt:* In your notebook, identify key words or phrases as you read and discuss them in context of the passage in the work you are reading.
- *Product:* Graphic organizer entries
- *Mini-task scoring:*

Meets	Not yet
• Identifies vocabulary, phrases and notes their meaning in context of the passage(s). • Writes in readable prose.	Attempts to meet the criteria for "meets."

Instructional strategies

- Use of dictionary and other sources to acquire understanding.
- Teach strategies for understanding words in context.
- Introduce language of reading and writing relevant to task (e.g. claim, position, argument, evidence, introduction, conclusion, body).
- Introduce or reinforce language that applies to the discipline and literacy practices (e.g. Just War Theory, Bush Doctrine, foreign, rights, terrorism, Isolationism, pre-emptive, self-defense).

Pacing Day 2

3. **Note-taking:** *Ability to read purposefully and select relevant information; to summarize and/or paraphrase.*
Mini-task

- *Prompt:* Using a note taking method, select information (passages, facts, data) relevant to the task; list (bullet) each source and note relevant information.

L2 What strategies will you use to discern "credible sources"?
L3 Why is it important in the process of inquiry to "identify gaps" or "unanswered questions" about the topic?

What does "plagiarism" mean and what strategies can you use to avoid it?

- *Product:* Just War Theory notes and Pro-Con graphic organizer
- *Mini-task scoring:*

Meets	Not yet
• Accomplishes task by selecting relevant source material to support controlling idea (include L2 and 3 if applied to task). • Answers question about plagiarism correctly and provides appropriate strategies for avoiding it. • Writes in readable prose.	Attempts to meet the criteria for "meets."

Instructional strategies

- Review policy for plagiarism and develop students' understanding of it.
- Provide students with a note taking method(s) and template.
- Discuss the term "relevant" and what it means stay on task - two demands embedded in the rubric.
- Teach strategies for identifying and selecting source material in the form of quotes, passages, data, etc. as it relates to a controlling idea and task – give students strategies for avoiding "highlight sprawl."
- L2 Discuss what is meant by "credible sources" and strategies for knowing what is a credible source.
- L3 Discuss and demonstrate how authors "identify gaps" or "unanswered questions" and why this is important to inquiry.
- Identify any gaps or unanswered questions as you do you read about your topic.
- Teach strategies for summarizing or paraphrasing.

Pacing Day 3-6

4. **Organizing notes:** *Ability to prioritize and narrow supporting information.*

Mini-task

- *Prompt:* Prioritize relevant information in your notes on which to build your sequence or process.
- *Product:* Reasons For/ Reasons Against graphic organizer
- *Mini-task scoring:*

Meets	Not yet
• Provides a prioritized set of notes that connect points for logic structure or line of thought. • Suggests implications drawn from information about the issue or topic. • Writes in readable prose.	Attempts to meet the criteria for "meets."

Instructional strategies

- Students prioritize notes from "most important" to "least important" or "most relevant" to "least relevant."

Pacing Day 7

Skills Cluster 3: Transition to Writing

1. **Bridging conversation:** *Ability to transition from reading or researching phase to the writing phase.*

Mini-task

- *Prompt:* Students categorize their notes by placing a number next to learned information that corresponded to the Just War Theory. Students then organize their paper based on these themes.
- *Product:* "Why Cite?" PowerPoint notes
- *Mini-task scoring:* No scoring

Instructional strategies

- Conduct a seminar on the prompt's question.
- Discuss the prompt and what students need to do to complete the writing portion.
- Refer to rubric – point out demands and qualities of performance.

Pacing Day 7

Skills Cluster 4: Writing Process

1. **Planning:** *Ability to develop a line of thought and text structure appropriate to an argumentation task.*

Mini-task

- *Prompt:* Create an outline including key elements drawn from your reading, research, or graphic organizer, and order them in some logical way.
- *Product:* Outline
- *Mini-task scoring:*

Meets	Not yet
• Applies an outline strategy to develop reasoning for argument. • Provides citations and references with elements for correct form. • Draws a credible implication from information about an issue or topic. • Writes in readable prose.	Attempts to meet the criteria for "meet."

Instructional strategies

- Use mini-lessons in logic structures.
- Use discussion-based strategies to develop thinking relevant to prompt.
- Have students connect ideas among the arts, literature, events.

Pacing Day 8-9

2. **Development:** *Ability to construct an initial draft with an emerging line of thought and structure.*

Mini-task

- *Prompt:* Draft an opening for your composition with one or more paragraphs that establishes the controlling idea and provides a lead in for your reader. Write an initial draft to include multiple paragraphs: an opening, development of your process, an ending to include either a comment, conclusion, or implication.
- *Product:* Opening paragraph and first draft
- *Mini-task scoring:*

Meets	Not yet
• Provides an opening to include a controlling idea and an opening strategy relevant to the prompt. • Provides an initial draft with all elements of the prompt addressed. • Writes in readable prose.	Attempts to meet the criteria for "meets."

Instructional strategies

- How to open and end an argumentation composition.
- Use of template for all levels to guide students through first draft.
- Student-led revision session.

Pacing Day 10-12

3. **Revision:** *Ability to apply revision strategies to refine development of argument, including line of thought, language usage, and tone as appropriate to audience and purpose.*

Mini-task

- *Prompt:* Apply revision strategies for clarity, logic, language, cohesion (students should do at least 2 drafts).
- *Product:* Revised drafts (2 or more)
- *Mini-task scoring*

Meets	Not yet
• Demonstrates use of revision strategies that clarify logic and development of ideas; embeds relevant details; improves word-usage and phrasing; and creates smooth transitions between sentences and paragraphs. • Applies a text structure to organize reading material content and to explain key points related to the prompt.	Attempts to meet the criteria for "meets."

Instructional strategies

- Develop ways to manage revision process so that students get feedback in timely and helpful ways.
- Draft study (students volunteer a segment for class or small group help and discussion)
- Peer feedback on clarity of thinking and development of claim/argument
- Read-aloud for peer and adult feedback
- Strategies for embedding information – citation methods, quoting, paraphrasing

Pacing Day 13

4. **Editing:** *Ability to apply editing strategies and presentation applications.*

Mini-task

- *Prompt:* Finalize draft for the readership; apply finishing touches (e.g. visuals, neatness, formatting, copy editing).
- *Product:* Final draft
- *Mini-task scoring*

Meets	Not yet
• Demonstrates use of strategies that enhance the readability and appearance of the work for presentation.	Attempts to meet the criteria for "meets."

Instructional strategies

- Use of error analysis to encourage self-correction of language usage and grammatical errors
- Use of copy-editing mark

Pacing Day 13

Final Draft: Submit your final draft before or on due date for scoring and feedback.

E. Materials, references and supports: List the materials you will need and students will use. Provide citations.

For Teachers	For Students
	"6 Reasons Not to Go to War." University of Wisconsin, n.d. Web. 19 Apr. 2011. <www.uwplatt.edu/~meinhard/reasons.pdf>. Dowling, Mike. *The Electronic Passport to the World Wars*. N.p., 1 May 2002. Web. 20 Apr. 2011. <http://www.mrdowling.com/.html>. "Introducing the Principles for Just War Theory." *War, Peace and Religion in the History Classroom*. International Studies Education Program, n.d. Web. 19 Apr. 2011. <http://istep.sdsu.edu//%205%20Intro%20to%20Just%20War%20Theory.pdf>. Obama, Barack Hussein. President Obama's Speech on Libya. National Defense University. 28 Mar. 2011. Speech. Tapper, Suzanne Cloud. *America as a World Power: From the Spanish-American War to Today*. Berkeley Heights: Enslow, 2006. Print. The American Saga.

Section 4: What Results?

How good is good enough?

A. **Student work samples:** Include two student work samples that received scores at each level on the rubric.

B. **Classroom assessment task (Optional):** Design a classroom assessment task using the same template task as the one you will be teaching.

Background to share with students: Prompt:

LDC Argumentation Classroom Assessment Rubric MEETS EXPECTATIONS	
Focus	Addresses the prompt and stays on task; provides a generally convincing response.
Reading/Research	Demonstrates generally effective use of reading material to develop an argument.
Controlling Idea	Establishes a credible claim and supports an argument that is logical and generally convincing. (L2) Acknowledges competing arguments while defending the claim.
Development	Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument (L3) Makes a relevant connection(s) that supports argument.
Organization	Applies an appropriate text structure to address specific requirements of the prompt.
Conventions	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.
NOT YET	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Demonstrates weak use of reading material to develop argument.
Controlling Idea	Establishes a claim and attempts to support an argument but is not convincing; (L2) Attempts to acknowledge competing arguments.
Development	Reasoning is not clear; examples or explanations are weak or irrelevant. (L3) Connection is weak or not relevant.
Organization	Provides an ineffective structure; composition does not address requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose.

Teacher Work Section

What now, what next?

A. **Teacher thoughts.** Provide thoughts and ideas after teaching the module to different students in different classes.

Possible adapted expectations for students:

- Pre-task written in Native Language
- Pre-highlighted articles
- Guided graphic organizer
- Length of final paper

B. **Possible variations**. Add ideas for spin-offs or extensions to the module.

Sending the letter to President Barack Obama

Appendix

The attached materials support teaching this module.

Pacing Guide: Foreign War Module

Timing:

Day 1 Skills Cluster 1: Preparing for the Task/Intro to the prompt and rubric

- Instructional ladder, Section 1
  - Complete classroom mini task prompt (Collins Type 2 Writing): *"When should The United States become involved in foreign wars?"*
- Instructional Ladder, Section 1- Begin Instructional Sequence
  - Understanding teaching task prompt: "Just War Theory" Notes
- Instructional ladder, Section 1
  - Project planning: timeline

Day 2 Skills Cluster 2: Reading Process

- Instructional Ladder, Section 2- Reading "Habits of mind"
  - Selecting appropriate texts/ reading strategies
- Instructional Ladder, Section 2- Essential Vocabulary

Day 3-6 Skills Cluster 2: Research and note taking

- Instructional Ladder 2- Note taking I
  - Reading and selecting relevant information: Students read texts in as a class, in cooperative groups and individually (scaffolding). Students used highlighters and a graphic organizer to help organize their research.
  - See Works Cited

Day 7 Skills Cluster 3: Transition to Writing

- Instructional ladder, Section 2- Note taking II
- Instructional ladder, section 2- Bridging Conversation
  - Transition to writing
  - Students categorized their notes by placing a number next to learned information that corresponded to the Just War Theory. Students then organized their paper based on these themes.
  - "Why Cite?" Notes

Day 8-9 Skills Cluster 4: Outline, Thesis, and introduction

- Instructional Ladder, Section 4- Initiation of task
  - Write a summarizing paragraph to establish controlling idea
- Instructional Ladder, Planning
  - Develop line of thought and appropriate text structure

Day 10-12 Skills Cluster 4: Rough Draft

- Instructional ladder, Section 4- Development
  - Begin writing rough draft

Day 13 Skills Cluster 4: Revisions

- Instructional ladder, Section 4- Revisions
    - Rough draft revisions
- Instructional ladder, Section 4- Editing
    - Finishing touches prior to final draft

Day 14-16 Skills Cluster 4: Final Draft

- Instruction ladder, Section 4- Final Draft
    - Students turn in final draft

Name:_____

Section:_____

Classroom Assessment Task (Pretest)

Background:

As the United States grew and developed in the early 1900's, it took on more and bigger responsibilities. As it's interest expanded, the country became concerned with the affairs of other nations. America took a wider range of responsibilities in the world and became involved in foreign wars.

Prompt:

When should the United States become involved in foreign wars?

FCA's:

-Introduction
-Conclusion
-3rd Person Perspective

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Date

July 1, 2002

Sender's Address

GP & ASSOCIATES
2653 SW Channing Avenue, Suite 400
Denver, CO 98424
gparker@gpaccounting.com
www.gpaccounting.com

Inside Address

Ms. Tia Turlington
ACTION ITEMS
2490 Crestview Parkway
Denver, CO 98444

Salutation

Dear Ms. Turlington:

Body Text

I understand from our mutual acquaintance, Chad Johnson, that you are looking to retain an accounting firm to assist you in the sale of your business. I would welcome the opportunity to show you how GP & Associates was able to help Chad successfully sell his business earlier this year.

As you'll see on our Web site, my associates and I have extensive experience in finance/accounting, internal audits, and tax compliance. For the past several years, we have specialized in business valuation and transaction services for sellers. We enjoy working closely with clients throughout the sale process to ensure a smooth transition. As our clients can attest, our various pre-sale price improvement strategies can significantly optimize a business's sale price.

Should you be thinking of purchasing another business, please note that we also offer business acquisition services. For your reference, I have enclosed additional information describing GP & Associates' full range of services.

Closing "Call to Action"

To set up an appointment to discuss your specific needs, please contact me at 303-459-0037. I know how busy you are, so I will give you a call on Tuesday to follow up if I haven't heard from you.

Best regards.

Signature Block

Greg Parker

Enclosures
Carbon Copy

Enclosures
CC:

Why Cite?

Why is it important to provide parenthetical citations in your writing?

Why Cite?

- **It gives credit to the person who published the work:** In order to avoid plagiarism, it is important to clearly acknowledge the person or persons who created or authored the work.
- **It makes the writing more believable or credible**: Citing research helps the writer gain the reader's trust. It's important for the reader to believe that what the author is saying is true.

Why Cite?

- **It's a courtesy to the reader**: Citing evidence from the reading includes telling the reader where the information came from so that the reader can find the information easily and do additional research if he or she so chooses.
- **It is an expectation for academic writing:** Scholars engage in academic conversations through writing. Providing parenthetical citations allows these writers to respond to one another by agreeing with, disagreeing with, and adding to another person's work.

Example Sentence Starters for Citing Sources

- According to Tapper, the Lusitania was sunk by a German U-boat and 128 Americans died.
- In his speech, President Obama argues that Muammar Gaddafi was murdering innocent Libyans.
- In the "Just War Theory" Christian philosophers argue two points: killing is wrong and a country has a duty to protect its people and promote justice.

End Citations

- The Lusitania was sunk by a German U-boat and 128 Americans died (Tapper).
- President Obama stated, "_____" (Obama).

Sources

- (Just War Theory)
- (Tapper) / Spanish American War (USS Maine)
- (Dowling) / World War I
- (Tapper) / Bush Doctrine/Iraq and Afghanistan
- (Obama) / Libya
- (6 Reasons) / Competing view (Why not war?)

NAME_____

WARS	REASONS FOR WAR	REASONS AGAINST WAR
SPANISH-AMERICAN WAR		
WORLD WAR I		
Iraq and Afghanistan		
Libya		

Justification for Going to War – *jus ad bellum*

A clear set of principles regarding *jus ad bellum* (justifiable reasons for going to war) was first developed by early Christian philosophers/theologians as they attempted to reconcile two conflicting propositions:

_ purposeful taking of human life is wrong
_ states have a duty to defend their citizens and promote justice.

Very early Christians believed that killing was absolutely forbidden. But as more and more Romans converted to Christianity, the question arose whether it was possible to be a Roman soldier and a Christian at the same time. This question was discussed by the early Christian theologian Augustine of Hippo (354 – 430 B.C.E.) in many of his writings and sermons. Later, the Roman Catholic priest St. Thomas Aquinas (c.1225 – 1274) synthesized Augustine's arguments regarding justifiable warfare into a clear set of principles.

Today, the principles most often used for determining whether going to war is justified (*jus ad bellum)* are:

1. **Just cause/right intention:** A just war must be fought only for purposes of self-defense against armed attack or to right a serious wrong.
2. **Proper authority:** A war is just only if waged by a legitimate authority.
3. **Last resort:** A just war must be the last resort; all peaceful options must be exhausted before the use of force can be justified.
4. **Probability of success:** There must be a reasonable chance of success; deaths and injury that result from a hopeless cause cannot be morally justified.
5. **Beneficial outcome:** The outcome of the war must be better than the situation that would exist had the war not taken place.
6. **Proportionality:** The violence and destruction must be proportional to the injury suffered.

As Professor Mark Rigstad points out, "Just war theory is not a settled doctrine. It is a field of critical ethical reflection. That's why there are as many just war theories as there are just war theorists." [1] Different people will include different principles on their lists, or interpret the same principle in different ways. We should also remember that the concept of a "just war" is totally rejected by many people who argue either from a pacifist[2] point of view that killing is always wrong, or from a realpolitk[3] position that force is just another strategy for pursuing national interests.

NAME_____

Is there a justification for acts of war?

What do *you* think?

	YES	NO
In self-defense		
To protect innocent life (genocide)		
To protect human rights (right to vote, religious freedom, right to life, liberty and property)		
To overcome other kinds of evil (defending other countries)		
Only if you will probably win		
Only as a last resort, after all peaceful alternatives have been exhausted		
Acts of war can never be justified		

THESIS ESSAY ORGANIZER

Name: _____ **Date:** _____

INTRODUCTION

Hook: _____

Thesis (what you will prove): _____

_____

Background Information: _____

_____

Three pieces of supporting evidence: Body 1 _____

Body 2 _____

Body 3 _____

Conclusion sentence: _____

Body #1

Evidence #1 _____

Details: 1 _____

2 _____

3 _____

Quote: _____

_____

Explain how quote supports reason: _____

_____

Conclusion sentence: _____

Body #2

Evidence #2 _____

Details: 1 _____

2 _____

3 _____

Quote: _____

_____

Explain how quote supports reason: _____

_____

Conclusion sentence: _____

GO.9.14.a

Body #3

Evidence #3 _____

Details: 1 _____

2 _____

3 _____

Quote: _____

_____

Explain how quote supports reason: _____

_____

Conclusion sentence: _____

_____

CONCLUSION

Restate thesis: _____

Summarize your evidence: 1 _____

2 _____

3 _____

Extend, go beyond, larger meaning: _____

_____