**Zone 9: Writing Exercise**

\*Please read and provide this directions page with associated standards to each student. Students may create an outline on scratch paper.

 9thth  Grade Student Writing Task-**Argumentative Writing Response**

**Recommended Time**: 90 Minute Creative Writing Block

**Directions:**Students will read the task, review the standard/s, and read the writing prompt.  Then, students will read the associated text/s, create an outline as needed on scratch paper (please provide), and construct (type) a written response in the My Access Platform.

**Task:**Students will read two texts and respond to the prompt. Please review the writing standard as a guide to focus your writing.

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| **TN Academic Standards:**9-10.W.TTP.1  **Writing:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.   a. Introduce precise claim(s).  b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.  c. Create an organization that establishes cohesion and clear relationships among claim(s),counterclaim(s), reasons, and evidence.  d. Provide a concluding statement or section that follows from and supports the argument presented.  e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.  f. Establish and maintain a formal style and objective tone. |

**Prompt:** Does a person's environment or does a person's choices determine who that person ends up becoming? You have just read two passages about how human behavior is influenced.  Write a multi-paragraph essay in which you decide whether a person's environment or whether a person's choices seals that person's fate.  Cite examples from both passages to support your position.

Passage #1

**CLASSICAL CONDITIONING by Samuel McLeod**

*Classical conditioning is a way of changing a person’s behavior by exposing them to different experiences. Classical conditioning was first proved to work on animals; this article addresses the question of whether classical conditioning works on humans.*

Behaviorism as a movement in psychology appeared in 1913 when John Broadus Watson published the classic article "Psychology as the behaviorist views it." John Watson proposed that the process of classical conditioning (based on Pavlov’s observations) was able to explain all aspects of human psychology. Everything from speech to emotional responses were simply patterns of stimulus and response. Watson denied completely the existence of the mind or consciousness.  Watson believed that all individual differences in behavior were due to different experiences of learning. He famously said:

“Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I’ll guarantee to take any one at random and train him to become any type of specialist I might select – doctor, lawyer, artist, merchant-chief and, yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations and the race of his ancestors” (Watson, 1924, p. 104).

**LITTLE ALBERT EXPERIMENT**

Ivan Pavlov showed that classical conditioning applied to animals. Did it also apply to humans? In a famous (though ethically dubious) experiment, Watson and Rayner (1920) showed that it did.

Little Albert was a 9-month-old infant who was tested on his reactions to various stimuli. He was shown a white rat, a rabbit, a monkey and various masks. Albert, described as “on the whole stolid and unemotional,” showed no fear of any of these stimuli. However what did startle him and cause him to be afraid was if a hammer was struck against a steel bar behind his head. The sudden loud noise would cause “little Albert” to burst into tears.

When “Little Albert” was just over 11 months old the white rat was presented, and seconds later the hammer was struck against the steel bar.  This was done 7 times over the next 7 weeks and each time “Little Albert” burst into tears.  By now “Little Albert” only had to see the rat and he immediately showed every sign of fear. He would cry (whether or not the hammer was hit against the steel bar) and he would attempt to crawl away.

Watson and Rayner had shown that classical conditioning could be used to create a phobia. A phobia is an irrational fear, i.e. a fear that is out of proportion to the danger. Over the next few weeks and months “Little Albert” was observed, and 10 days after conditioning his fear of the rat was much less marked. This dying out of a learned response is called extinction. However, even after a full month it was still evident.

 Passage #2

**SADIE AND MAUD**by Gwendolyn Brooks

Maud went to college.  
Sadie stayed at home.  
Sadie scraped life  
With a fine-tooth comb.

She didn’t leave a tangle in.  
Her comb found every strand.  
Sadie was one of the livingest chits  
In all the land.

Sadie bore two babies  
Under her maiden name.  
Maud and Ma and Papa  
Nearly died of shame.

When Sadie said her last so-long  
Her girls struck out from home.  
(Sadie had left as heritage  
Her fine-tooth comb.)

Maud, who went to college,  
Is a thin brown mouse.  
She is living all alone  
In this old house.