

# RIKKI-TIKKI-TAVI RESEARCH AND ARGUMENT WRITING

*KATE BAKER*

Students use sound to support claims.

## OBJECTIVES:

Students will...

- Practice digital literacy skills.
- Use research skills.
- Write an argumentative essay.
- Support a claim with evidence.
- Practice close textual analysis.
- Use digital tools to enhance understanding
- Demonstrate understand and comprehension of a text.
- Publish writing.
- Practice self evaluation.

## TARGET AGE GROUP:

- Middle School Language Arts
- Grades 7-8

## LEARNING OBJECTIVES FROM THE COMMON CORE STATE STANDARDS ADDRESSED IN THIS LESSON

### CCSS.ELA-LITERACY.W.7.1

Write arguments to support claims with clear reasons and relevant evidence.

### CCSS.ELA-LITERACY.W.7.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

### CCSS.ELA-LITERACY.W.7.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)

### CCSS.ELA-LITERACY.W.7.6

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

### CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

### CCSS.ELA-LITERACY.W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

### CCSS.ELA-LITERACY.W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 [here](#).)

### CCSS.ELA-LITERACY.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

## TIMELINE:

3-5 class periods

## TEXTS:

- *Rikki-Tikki-Tavi* by Rudyard Kipling
  - Booktrack of *Rikki-Tikki-Tavi*  
<http://booktrackclassroom.com/booktrack/8207ae973a7b440fbf8ad671b079f55f>
- Access to internet or library research sources

## ACTIVITIES:

1. As a whole class or individually, read the Booktrack version of *Rikki-Tikki-Tavi* by Rudyard Kipling.
2. On a student copy of the text or student's personal Booktrack copy, students choose either the mongoose Rikki-Tikki or the cobra Nagaina, and highlight the sentences where Kipling describes the actions of the animal. On Booktrack Classroom, students add appropriate action sound effects (no ambient music yet).
3. Before researching, students guess if the actions are realistic or not.
4. Students access reliable resources and research the actions of their chosen animal.
5. Students compare the research to the highlighted actions of the animal in the story.
6. Using their comparisons, students write an essay arguing the accuracy and validity of the animal's depiction in the story (assignment below).
7. After the essay is complete, students publish the essay on Booktrack adding music and sound effects to enhance their writing. The ambient music should convey the tone of their essay (supporting or refuting Kipling's depiction) and the sound effects should convey the accuracy of the animal's actions.
8. Students share and peer evaluate each other's published Booktrack essays (evaluation rubric below).
9. Students reflect on the process and evaluation (self-reflection questions below).
10. The teacher leads a wrap-up class discussion focusing on the overall findings of the students and how the chosen music and sounds enhanced the central claim of the essay.

## ESSAY ASSIGNMENT OVERVIEW:

- PART ONE: Rudyard Kipling's story, *Rikki-Tikki-Tavi*, features a mongoose and a cobra interacting with a family of humans. Choose one of the animals and research the animal's actions, habits, and environment. Then write an essay that argues if Rudyard Kipling accurately portrays the animals' actions and habits in the tale. Support your argument with information from the story and reputable sources. Use textual evidence to support your claim and explain why you think Kipling portrayed the animal the way he did.
- PART TWO: After writing and revising your essay, create a Booktrack version of your essay adding appropriate sounds and music to enhance the reader's understanding.

## PEER EVALUATION RUBRIC:

Writer's Name \_\_\_\_\_ Evaluator's Name \_\_\_\_\_

<b><i>Did the writer....?</i></b>	<b>YES 2</b>	<b>PARTIAL 1</b>	<b>NO 0</b>
1. Include a well-written introduction			
2. Provide a clear central claim, stating his/her position			
3. Provide textual evidence from the story			
4. Provide evidence from research			
5. Explain his/her position fully			
6. Use appropriate transitions			
7. Demonstrate formal writing skills			
8. Include a well-written conclusion			
9. Include appropriately place sound effects to enhance understanding of his/her position			
10. Use appropriate ambient music to convey tone of the essay			

Subtotal = \_\_\_\_ / 20

Teacher can choose to weight the score as applicable.

## STUDENT-WRITER SELF REFLECTION

Students are to answer the following questions reflecting on the activity.

1. What did you like best about your essay? Why?
2. What was the weakest part of your essay? Why?
3. If you could back in time, what would you have done differently? Why?
4. How do you think you scored on the entire assignment? Why?
5. How well did your peer evaluate your essay? Explain.