



Argument Writing Response Activity Argumentative Claims

The debatable issue for this project is:

Cece embraces her deafness as a unique and positive part of herself, so much so that by the end of the book she would not exchange it for normal hearing even if she could.

This document lays out a list of argumentative claims that can be developed into full arguments. This is not a complete list, of course. Students should be encouraged to formulate their own argumentative claims that are distinct and separate, looking at these as models of precise, concise, and focused formulation.



Affirmative: Cece wouldn't exchange her deafness for normal hearing

Cece learns new things – for example, lip-reading – that equalize out what she cannot do because of her disability.

Cece defines her deafness not as a disability but rather as a “special ability,” similar to what superheroes have.

Cece's personal friendships are characterized by factors that are not related to her deafness. She gains and loses close friendships for reasons other than her deafness.

By 5th grade, Cece is shown to be much happier with her Phonic Ear than without it, just as she is happier wearing glasses than not wearing glasses.

The novel ends happily, with Cece going on a date with the boy she likes and becoming popular with classmates.

Negative: Cece would still exchange her deafness for normal hearing

Communicating with other people remains difficult for Cece.

After she becomes deaf, Cece is repeatedly isolated and marginalized from the “mainstream” of her peers.

For teens and pre-teens, being different than most people (even if it means being in some ways “better”) is always a bad thing; not standing out is key.

Cece's failed friendship with Ginny proves that deafness harms her personal relationships.

Toward the end of the novel, Cece is shown to be both painfully shy and awkwardly sensitive, conditions that are rooted in her deafness.