

Unit 11.3: As I See it-Persuasion
English as a Second Language
7 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student examines persuasion as a writing genre and understands its purpose and strategies associated with it. The student reads, writes, and presents editorials and other persuasive texts on a variety of social issues and learns to question while he/she reads as a way to develop a position on a topic.
Transversal Themes:	Integrity, Service, Politics and Culture, Responsibility, Self-control, Critical thinking
Integration Ideas:	Social Studies, Science, Environmental Science, Political Science

Essential Questions (EQ) and Enduring Understandings (EU)

- EQ1.** What is identity and how is it shaped by culture and experience?
EU1. Experiences, relationships, history, and culture influence identity.
- EQ2.** What is persuasion and why is it important to try to “know” your audience when writing a persuasive piece?
EU2. Persuasion is a genre with a unique set of characteristics and structure. Word choice and style will depend on the purpose and audience.
- EQ3.** In what ways is persuasion used to influence beliefs and behaviors?
EU3. Persuasion through editorials and other mediums attempt to influence beliefs and behavior through language, word choice and by debating different points of view supported by evidence.
- EQ4.** How do language and word choice influence our views?
EU4. Language and word choice come from context and word meanings derived from history and culture. Our backgrounds influence what words we choose and how we perceive them.

Transfer (T) and Acquisition (A) Goals

T1. The student will leave the class able to use his/her knowledge of persuasion as a genre and specifically editorials as a persuasive style to delve into social issues and debates. The student will be able to present his/her opinions in written and oral form in a convincing manner to persuade people to support his/her argument.

The student acquires skills to...

- A1.** Follow turn-taking, ask and answer relevant questions, affirm others, add relevant information, relate the information to prior knowledge from experience, texts, or real-world connections, and to paraphrase and analyze key ideas.
- A2.** Negotiate with and persuade others in discussions and conversations using acquired vocabulary and open responses to express and defend different opinions.
- A3.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning and generalizations.
- A4.** Write arguments to support claims in an analysis of appropriate grade level content, using valid reasoning and sufficient evidence. Apply a variety of strategies to determine or clarify word use to help determine meaning of a word or phrase.

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Puerto Rico Core Standards (PRCS)	
Listening	
11.L.1a	Demonstrate comprehension of oral presentations and discussions on a variety of social, academic, college, and career topics by asking and answering questions that show thoughtful consideration and extension of the ideas or arguments.
11.L.1b	Follow turn-taking, asking/answering relevant questions, affirming others, adding relevant information, relating the information to prior knowledge from experience, texts, or real-world connections, and paraphrasing and analyzing key ideas.
11.L.1d	Listen and respond to synthesize, explain, describe, support, and discuss information; answer and formulate closed and open-ended questions; listen to, classify, and prioritize information.
Speaking	
11.S.2	Respond orally through closed and open-ended questions to real life situations.
11.S.2a	Listen, discuss, and respond to complex instructions and information.
11.S.2c	Critically analyze closed and open-ended questions and answer with increasing knowledge.
11.S.4	Negotiate with and persuade others in discussions and conversations using acquired vocabulary and open responses to express and defend different opinions.
11.S.5	Adjust language choices according to the context, purpose, task, and audience participating in class and group discussion.
Reading	
11.R.10	Read and comprehend a variety of culturally relevant literature, including stories, dramas, and poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate grade level.
11.R.2I	Determine a main idea of an informational text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
11.R.3I	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
11.R.4I	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
11.R.5I	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or portions of a text (e.g., chapters, essays, or news articles).
11.R.6I	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
11.R.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning and generalizations. This includes, but is not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.

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Writing	
11.W.1	Write arguments to support claims in an analysis of appropriate grade level content, using valid reasoning and sufficient evidence.
11.W.1a	Express, clarify, and defend viewpoints and opinions, be able to soften statements or justify arguments with support of the thesis statement and claims.
11.W.2	Write college-level essays (e.g., argumentative, expository, compare and contrast, persuasive, and process), research papers, and film reviews with increasing independence and precision using appropriate text organization, expanding vocabulary, selection, organization, and analysis of content.
11.W.4	Develop and strengthen writing as needed by planning (e.g., outlines and graphic organizers), drafting, revising, editing (editing marks), rewriting, and publishing, focusing on how well purpose and audience have been addressed, avoiding plagiarism, and considering styles (e.g., MLA and APA) and using citations.
Language	
11.LA.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
11.LA.3a	Vary syntax for effect, consulting references for guidance as needed.
11.LA.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately complex reading and content, choosing flexibly from a variety of strategies.
11.LA.4a	Apply a variety of strategies to determine or clarify word use to help determine meaning of a word or phrase.
11.LA.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i>).

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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 11.L.1a 11.L.1b 11.L.1d 11.LA.3 11.LA.3a 11.LA.4 11.LA.4a 11.LA.4b 11.R.10 11.R.2l 11.R.3l 11.R.4l 11.R.5l 11.R.6l 11.R.8 11.S.2 11.S.2a 11.S.2c 11.S.4 11.S.5 11.W.1 11.W.1a 11.W.2 11.W.4</p> <p>EQ/EU: EQ 1/EU1 EQ2/EU2 EQ3/EU3 EQ4/EU4</p>	<ul style="list-style-type: none"> Main idea or topic and important details. Greek and Latin root words. Fact and opinion. The writing process. The elements of persuasive essays. Different purposes for writing. How to determine the purpose of written pieces. How to analyze the main idea or topic and important details from learned concepts or readings from a variety of persuasive texts. How to infer and 	<ul style="list-style-type: none"> Argument Counterargument Editorial Evidence Issue Persuasion, persuasive Position Stance, stand Thesis statement 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Integrated Assessment 11.2</p> <ul style="list-style-type: none"> Before completing this unit, the teacher should administer the first integrated assessment to students (see Attachment: “Integrated Assessment 11.2”). <p>Persuasive Essay</p> <ul style="list-style-type: none"> The student uses the outline he/she wrote in 11.3 Learning Activity – Persuasive Check Point Sheet to write a persuasive essay. The student should follow the steps of the writing process using the pre-writing exercise to compose a draft. He/she then edits and revises the draft and completes a final draft. 	<ul style="list-style-type: none"> Persuasive Writing Check Sheet (see attachment 11.3 Learning Activity – Persuasive Check Point Sheet). The Student should answer the Reader’s Response and Writer’s Response questions in his/her Literacy Journals. Journal Entries: The student chooses two prompts from the “Write Time” section of the above article to respond to in his/her Response Journals. Anecdotal evidence of comprehension and participation is collected during discussions and group work. New Vocabulary Personal Word Wall – The student records unfamiliar words he/she encounters throughout the unit. He/she uses context clues and reference materials to find 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Persuasive Writing Structure Persuasive Study on a Social Issue – i.e. Child Labor</p> <ul style="list-style-type: none"> The student reads the article in attachment 11.3 Learning Activity – Child Labor, in small groups. The class comes back together to discuss the article and any questions the students may have. This activity is the basis to teach persuasion and editorials. The teacher takes an already written memoir that is included in the link below and uses attachment 11.3 Learning Activity – Persuasion Check Point Sheet, to break down a published persuasive text (short article) into its components (hook, thesis statement, main reasons, evidence, counter argument and closure) as a way to model and guide the learner through the process. This exercise helps the student see how the pre-writing outline can lead to a high quality final copy. Examples written by advanced ESL students are available here: http://eslbee.com/persuasion_essays_models.htm



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<p>T/A: A1, A2, A3, A4</p>	<p>support the main idea.</p> <ul style="list-style-type: none"> • How to write a persuasive essay. • How to complete a final draft using the writing process. 		<ul style="list-style-type: none"> • The teacher assesses the student using a rubric: http://www.readwrite-think.org/files/resources/printouts/Persuasion%20Rubric.pdf 	<p>the meanings of the words.</p>	<ul style="list-style-type: none"> • The student then chooses a controversial topic (year-round school, city-wide curfews for teens, etc.) and chooses a position. Using attachment 11.3 Learning Activity – Persuasion Check Point Sheet, the student outlines his/her arguments. This outline will be used as a pre-writing activity for the essay in Performance Task #1.
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<p>PRCS: 11.L.1a 11.L.1b 11.L.1d 11.LA.3 11.LA.3a 11.LA.4 11.LA.4a 11.LA.4b 11.R.10 11.R.2I 11.R.3I 11.R.4I 11.R.5I 11.R.6I 11.R.8 11.S.2 11.S.2a 11.S.2c 11.S.4 11.S.5 11.W.1 11.W.1a 11.W.2 11.W.4</p> <p>EQ/EU: EQ 1/EU1 EQ2/EU2 EQ3/EU3 EQ4/EU4</p>	<ul style="list-style-type: none"> Main idea or topic and important details. Greek and Latin root words. Fact and opinion. The writing process. The elements of persuasive essays. Different purposes for writing. How to determine the purpose of written pieces. How to analyze the main idea or topic and important details from learned concepts or readings from a variety of persuasive texts. How to infer and support the main 	<ul style="list-style-type: none"> Argument Counterargument Editorial Evidence Issue Persuasion, persuasive Position Stance, stand Thesis statement 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><i>Write an Editorial</i></p> <ul style="list-style-type: none"> Using an appropriate organizational structure, the student composes an editorial about an issue of personal interest and significance. The student also submits his/her editorial to a newspaper or school newspaper for publication, if available. The student chooses a topic of personal interest for an editorial and uses research skills to build strong, relevant arguments and elements. The student should use attachment 11.3 Performance Task – Editorial Pre-Writing to plan his/her editorial. The teacher assesses the student using a rubric (see 	<ul style="list-style-type: none"> New Vocabulary Personal Word Wall – The student records unfamiliar words he/she encounters throughout the unit. He/she uses context clues and reference materials to find the meanings of the words. The teacher uses attachment 11.3 Learning Activity – Fact and Opinion as a tool to discuss and identify fact and opinion in editorial articles. The teacher provides the student with the text for another editorial with sentences written one per line. The student reads each sentence and decides if the sentence is a fact or opinion. The student selects editorials from the websites below (Additional Resources) or print-outs provided by the teacher. Using attachment 11.3 Learning Activity – Main 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><i>Understanding Editorials through Questioning</i></p> <ul style="list-style-type: none"> The teacher selects a short, high-interest editorial to read aloud to the class. The teacher models the effective use of questioning as a way to understand the author’s position and purpose using the questions bulleted below. <ul style="list-style-type: none"> Make a prediction about the editorial based on the title (Think Aloud/ write in the margin) What is the issue? (Read to find the issue and underline it.) What is the author’s position? (Read to find the position and mark it in the margin) How does the author support the position? (Circle evidence) Does the author address the other side or point of view? (Underline the counterargument) Describe how the editorial does or does not change the way you feel, believe, or stand on the issue. (Write notes in the margin)



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<p>T/A: A1, A2, A3 A4</p>	<p>idea.</p> <ul style="list-style-type: none">• How to write a persuasive essay.• How to complete a final draft using the writing process.		<p>attachment: 11.3 Editorial Rubric).&#12; http://www.pbs.org/now/classroom/lessonplan-04.html</p> <ul style="list-style-type: none">• The site above has an organizer (download file) and sample ideas and articles to help with learning activity and performance task.	<p>Idea, the student analyzes the main idea and supporting details of the editorials and writes a brief summary of the article in the space provided.</p>	<ul style="list-style-type: none">• This link can help with Persuasive Essay Structure and Organization: http://www.hgpublishing.com/Free_Essay_Help/Types/Persuasive.html or http://www.pbs.org/now/classroom/lessonplan-04.html (Also, see Additional Resources)
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Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 11.LA.4a 11.LA.4b</p> <p>EQ/EU: EQ1/EU1 EQ4/EU4</p> <p>T/A: A4</p>	<ul style="list-style-type: none"> Greek and Latin root words. 	<ul style="list-style-type: none"> Greek and Latin root words (Use texts and website lists to select words) 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Evidence will be in written text.</p>	<ul style="list-style-type: none"> New Vocabulary Personal Word Wall – The student records unfamiliar words he/she encounters throughout the unit. The student uses context clues and reference materials to find the meanings of the words. 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><i>Greek and Latin Roots</i></p> <ul style="list-style-type: none"> The teacher provides 15-20 Greek and Latin root words and their meanings to students (as a hand-out or on the board to be copied by the students.) The teacher leads the class in a brainstorming session to think of words containing the roots. The student works individually or with a partner to make note cards for each root. On the front of the 3x5 card, the student writes the root. On the back, he/she writes the definition in the upper right corner, two examples of words containing the root in the upper left corner, a sentence using a word with the root in the lower right corner, and a picture or symbol that demonstrates the meaning of the word in the bottom right corner. (If 3x5 cards are not available, the student can cut lined notebook paper to note card size.) If computers with internet access are available, the game on the following site may be useful: http://teacher.scholastic.com/activities/athens_games/gameg



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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- **Toni Morrison**
 - *The Bluest Eye*
- **Deborah Ellis**
 - *Breadwinner*
- **Gloria Whelan**
 - *Homeless Bird*
- **Will Hobbs**
 - *Crossing the Wire*
- **Sook Nyul Chois**
 - *Year of the Impossible Goodbyes*
- **Partrica Beatty**
 - *Turn Homeward Hannalee*
- **Mitali Perkins**
 - *The No-So-Spangled Life of Sunita Sen*
- **Ji-li-Jiang**
 - *Red Scarf Girl*
- **Arthur Koestler [https://libcom.org/files/\[Arthur_Koestler\]_Darkness_at_Noon.pdf](https://libcom.org/files/[Arthur_Koestler]_Darkness_at_Noon.pdf)**
 - *Darkness at Noon*
- *Literature Timeless Voices, Timeless Theme, Bronze*
- **Mark Twain page 246 (Story: Draw Conclusion)**
 - *The California's Tale*
- **Seamus Heaney page 252 (Poem: Summarize)**
 - *Valediction*
- **Seamus Heaney page 252 (Poem: Summarize)**
 - *The Night the Bed Fell*
- **Charles Dickens page 430 (Humorous Commentary: Fact and Opinion)**
 - *A Letter to a Clockmaker*

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- **Paul Reiser page 431 (Humorous Commentary: Fact and Opinion)**
 - *Stepping Out With My Baby*
- **Charles Kuralt page 604 (Story: Author's Purpose)**
 - *Independence Hall*
- **Majorie Kinnan Rawlings page 607 (Story: Author's Purpose)**
 - *Rattlesnakes Hunt*
- **Enersto Galarza page 611 (Story: Author's Purpose)**
 - *From Barrio Boy*
- **Chief Dan George page 615 (Story: Author's Purpose)**
 - *I am a Native of North America*
- **Barbara Jordan page 618 (Story: Author's Purpose)**
 - *All Together Now*

Additional Resources

- Use as reference:
 - Unit 8.3 Influencing Others to Make Decisions that Matter
 - Unit 9.4 It's a Matter of Opinion
 - Unit 10.2 Friendship in Fiction and Power of Persuasion
 - Unit 12.5 See it My Way
- Seeing the connection of persuasion by watching commercials, debates and more: <http://www.youtube.com>
- Full-text short stories, novels, poems, etc from a variety of genres: <http://www.searchlit.org/elibrary.php>
- Editorials:
 - Junior Scholastic: www.teacher.scholastic.com
 - New York Times Upfront: www.teacher.scholastic.com/upfront
 - Teen Ink: <http://teenink.com>
- USA Today: <http://www.usatoday.com>
- Persuasive Essay Structure and Organization: http://www.hgpublishing.com/Free_Essay_Help/Types/Persuasive.html
- Persuasive Writing Prompts and Lesson ideas: <http://www.webenglishteacher.com/argument.html>
- Writing Editorials: <http://www.pbs.org/now/classroom/lessonplan-04.html>
- Opinion: <https://www.youtube.com/watch?v=DqwzYoThUpg>

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Performance Tasks

Persuasive Essay

- The student uses the outline he/she wrote in 11.3 Learning Activity – Persuasive Check Point Sheet to write a persuasive essay.
- The student should follow the steps of the writing process by using the pre-writing exercise to compose a draft. The student then edits and revises the draft and completes a final draft.
- The teacher assesses the student using a rubric: <http://www.readwritethink.org/files/resources/printouts/Persuasion%20Rubric.pdf>

Write an Editorial

- Using an appropriate organizational structure, the student composes an editorial about an issue of personal interest and significance. The student also submits his/her editorials to a newspaper or school newspaper for publication, if available.
- The student chooses a topic of personal interest for an editorial and uses research skills to build strong, relevant arguments and elements.
- The student should use attachment 11.3 Performance Task – Editorial Pre-Writing to plan his/her editorial.
- The teacher assesses the student using a rubric (see attachment: 11.3 Editorial Rubric).
- This site can provide sample articles, a downloadable file for an organizer for the writing activity and much more -- <http://www.pbs.org/now/classroom/lessonplan-04.html>

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Suggested Sample Lessons

- Great lesson plan with activities, performance task and articles and graphic organizer: <http://www.pbs.org/now/classroom/lessonplan-04.html>
- Persuasive Writing (<https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/Grade-7-Unit-3-Your-Opinion,-Please.pdf>):
 - Gathering topics – page 11
 - Gathering arguments and evidence – page 12
 - Audience – page 14
 - Developing a counterargument – page 15
 - Developing a thesis – page 16
 - Writing a closing – page 22
- Greek and Latin Root Words: <http://www.strugglingreaders.com/pdf/Latin%20and%20Greek%20Word%20Roots%201.pdf>