

**Unit 12.5: See it My Way**  
**English as a Second Language**  
**6 weeks of instruction**

**STAGE 1 – (Desired Results)**

<b>Unit Summary:</b>	In this unit, the student examines aspects of the persuasive genre by reading about current and potentially controversial current and historical events. The student gives a speech and writes a letter to a newspaper editor, and uses other visual media to improve persuasive writing styles and change minds. The student reads and writes about issues that are important to him/her and to his/her community. This unit is a natural follow-up to Unit 12.4, as the student has the opportunity to read and write about current issues and relate them in a historical context.
<b>Transversal Themes:</b>	Research, Commitment, Communication, Culture, Responsibility
<b>Integration Ideas:</b>	Technology, History, Politics, Science/Environmental, Science/Ecology, The Arts

**Essential Questions (EQ) and Enduring Understandings (EU)**

- EQ1.** What persuasive strategies do people use to influence their communities?  
**EU1.** Persuasion has specific techniques and strategies to change people’s minds, influence ideas and inspire change.
- EQ2.** How can an individual’s beliefs and actions impact a community?  
**EU2.** Individuals’ beliefs and actions are influenced by background, culture, history, family, etc. and play an important role in their communities.
- EQ3.** How is writing an effective tool for changing minds and influencing others?  
**EU3.** The pen is mightier than the sword.

**Transfer (T) and Acquisition (A) Goals**

- T1.** The student will leave the class able to use his/her knowledge of the persuasive genre and its elements to better identify author’s point of view, express opinions, and influence change in the community. The student will read and write about current events using a variety of writing styles to express and present ideas with convincing and accurate English while also using figurative language and a variety of visual and social media.
- The student acquires skills to...*
- A1.** 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.
- A2.** Synthesize, analyze, and debate information, justifying answers with details from texts and experiences.
- A3.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether or not the structure makes points clear, convincing, and engaging. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- A4.** Express, clarify, and defend viewpoints and opinions, by justifying arguments with support of the thesis statement and claims.

**Unit 12.5: See it My Way**  
**English as a Second Language**  
**6 weeks of instruction**

Puerto Rico Core Standards (PRCS)	
<b>Listening</b>	
<b>12.L.1a</b>	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.
<b>12.L.1b</b>	Follow turn-taking, asking/answering relevant questions and paraphrasing while affirming others, adding and relating information to prior knowledge, experience, texts, or real-world situations.
<b>Speaking</b>	
<b>12.S.2b</b>	Synthesize, analyze, and debate information, justifying answers with details from texts and experiences.
<b>12.S.5a</b>	Use idiomatic expressions correctly.+
<b>12.S.5b</b>	Use techniques for overcoming cultural and linguistic barriers to communication.
<b>12.S.6a</b>	Apply knowledge of direct/indirect quotations to strengthen oral presentations.+
<b>Reading</b>	
<b>12.R.10</b>	Read and comprehend a variety of culturally diverse literature, including stories, dramas, poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate grade level.
<b>12.R.3I</b>	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
<b>12.R.5I</b>	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
<b>12.R.6I</b>	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
<b>12.R.7I</b>	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
<b>Writing</b>	
<b>12.W.1</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.
<b>12.W.1a</b>	Express, clarify, and defend viewpoints and opinions, by justifying arguments with support of the thesis statement and claims.
<b>12.W.5</b>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>Language</b>	
<b>12.LA.3f</b>	Apply knowledge of verbals (infinitive, participles, and gerunds used as adjectives and nouns) and modal auxiliaries (can, could, shall, should, will, would, must, have to, may, might, ought



**Unit 12.5: See it My Way**  
**English as a Second Language**  
**6 weeks of instruction**

	to).+
<b>12.LA.4b</b>	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
<b>12.LA.4c</b>	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a word, parts of speech, spelling, origin, meaning, and usage.
<b>12.LA.4d</b>	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>12.LA.5b</b>	Analyze differences in the meaning of words with similar denotations and connotations.

**Unit 12.5: See it My Way**  
**English as a Second Language**  
**6 weeks of instruction**

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><b>PRCS:</b>            12.L.1a            12.L.1b            12.S.2b            12.S.5a            12.S.5b            12.S.6a            12.R.3I            12.R.5I            12.R.6I            12.R.7I            12.R.10            12.W.1            12.W.1a            12.LA.3f            12.LA.4b            12.LA.4c            12.LA.4d            12.LA.5b</p> <p><b>EQ/EU:</b>            EQ1/EU1            EQ3/EU3</p> <p><b>T/A:</b>            A1            A4</p>	<ul style="list-style-type: none"> <li>Main idea or topic and important details.</li> <li>The theme and/or topic in persuasive text.</li> <li>Organizational techniques/elements used in persuasive essays.</li> <li>The writing process.</li> <li>How to use vocabulary and language structures to justify and evaluate evidence and opinions.</li> <li>How to synthesize, explain, describe, analyze, justify, and debate information.</li> <li>How to use appropriate language structures to</li> </ul>	<ul style="list-style-type: none"> <li>Academic and content vocabulary on particular topic</li> <li>Convince, argue and argument (both meanings)</li> <li>Debate</li> <li>Evidence</li> <li>Idiomatic expressions</li> <li>Justify</li> <li>Letter to the Editor</li> <li>Persuasive, persuasion, persuade</li> <li>Proof</li> <li>Synthesize, analyze</li> <li>Tactic</li> <li>Technique</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Integrated Assessment 12.3</b></p> <ul style="list-style-type: none"> <li>Before completing this unit, the teacher should administer the first integrated assessment to students (see Attachment: “Integrated Assessment 12.3”).</li> </ul> <p><b>Persuading the Principal</b></p> <ul style="list-style-type: none"> <li>In small groups, the students choose an issue in the school that they believe deserves an action plan. The group uses attachment 12.5 Performance Task – Writing Topic Exploration to plan the arguments for their issue.</li> <li>The group then constructs a letter to the principal on the issue they have chosen. They should be sure to incorporate the persuasive</li> </ul>	<ul style="list-style-type: none"> <li>The student completes a KWL chart about effective speeches.</li> <li>Persuasive Speech – The student picks a topic important to him/her (why to be a vegetarian, why school vacations should be shorter, etc.) and presents a persuasive speech to the class. The teacher assesses on a rubric (see attachment: 12.5 Other Evidence – Persuasive Speech Rubric).</li> <li>Speech Analyses (in Reflection Journals, see <i>Learning Activities</i> for details) – The teacher assesses informally along with the other journal entries for the unit.</li> </ul>	<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><b>Debate an issue - Evaluating Speeches</b></p> <ul style="list-style-type: none"> <li>The student reads a variety of famous speeches and summarizes, evaluates, and judges their effectiveness. The student answers questions about the speeches in this/her reflection journal, such as               <ul style="list-style-type: none"> <li>What was the occasion for the speech?</li> <li>Who was the audience?</li> <li>What were the main points of the speech?</li> <li>What persuasive tactics did the speech writer use?</li> <li>Do you think the speech was effective? Why or why not?</li> </ul> </li> <li><a href="http://www.speech-topics-help.com/speech-writing-tip.html">http://www.speech-topics-help.com/speech-writing-tip.html</a>;</li> <li><a href="http://www.speech-topics-help.com/persuasive-speech-ideas.html">http://www.speech-topics-help.com/persuasive-speech-ideas.html</a></li> <li>The students, in teams of 4-5, debate a topic. The teacher pairs teams up and assigns topics and roles in the debate. Student teams should research the topic to prepare for the debate. The following site is useful both for</li> </ul>

**Unit 12.5: See it My Way**  
**English as a Second Language**  
**6 weeks of instruction**

	<p>express opinions.</p> <ul style="list-style-type: none"> <li>• How to analyze and explain the main idea or topic and important details from learned concepts or readings from a variety of persuasive texts.</li> <li>• How to summarize, evaluate, and judge the effectiveness of a text, performance, speech, or literature.</li> <li>• How to debate the theme or topic using text evidence to justify and validate positions.</li> <li>• How to debate using text evidence to justify a position.</li> <li>• How to evaluate and apply a variety of organizational techniques to</li> </ul>		<p>techniques studied during the unit.</p> <ul style="list-style-type: none"> <li>• The letters are edited and revised for grammar, spelling, and content and a final copy is written. Depending on the school, letters can actually be delivered to the principal.</li> <li>• The student is assessed on a rubric, such as: <a href="http://www.readwritethink.org/files/resources/lesson_images/lesson1137/rubric.pdf">http://www.readwritethink.org/files/resources/lesson_images/lesson1137/rubric.pdf</a></li> <li>• The student needs to correctly cite the references and sources used.</li> </ul>		<p>assigning topics and for researching both sides of the issues: <a href="http://www.middlechooldebate.com/topics/topicresearch.htm">http://www.middlechooldebate.com/topics/topicresearch.htm</a>.</p> <ul style="list-style-type: none"> <li>• If the appropriate technology is available, the teacher can show videos of student debates. Examples available here: <a href="http://www.middlechooldebate.com/resources/videoresources.html">http://www.middlechooldebate.com/resources/videoresources.html</a>.</li> <li>• The student needs to correctly cite the references and sources used.</li> </ul>
--	--	--	---	--	--



**Unit 12.5: See it My Way**  
**English as a Second Language**  
**6 weeks of instruction**

	write effective persuasive essays using the writing process.				
--	--	--	--	--	--

**Unit 12.5: See it My Way**  
**English as a Second Language**  
**6 weeks of instruction**

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><b>PRCS:</b>            12.L.1b            12.S.2b            12.S.5a            12.S.5b            12.R.3I            12.R.5I            12.R.6I            12.R.7I            12.W.1            12.W.1a            12.W.5            12.LA.3f            12.LA.4c            12.LA.4d            12.LA.5b</p> <p><b>EQ/EU:</b>            EQ1/EU1            EQ2/EU2            EU3/EU3</p> <p><b>T/A:</b>            A2            A3</p>	<ul style="list-style-type: none"> <li>Main idea or topic and important details.</li> <li>The theme and/or topic in persuasive text.</li> <li>Organizational techniques/elements used in persuasive essays.</li> <li>The writing process.</li> <li>How to use vocabulary and language structures to justify and evaluate evidence and opinions.</li> <li>How to synthesize, explain, describe, analyze, justify, and debate information.</li> <li>How to use appropriate language structures to</li> </ul>	<ul style="list-style-type: none"> <li>Academic and content vocabulary on particular topic chosen to write about</li> <li>Convince, argue and argument (both meanings)</li> <li>Debate</li> <li>Evidence</li> <li>Idiomatic expressions</li> <li>Justify</li> <li>Letter to the Editor</li> <li>Newspaper vocabulary</li> <li>Persuasive, persuasion, persuade</li> <li>Proof</li> <li>Synthesize, analyze</li> <li>Tactic</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Letter to the Editor</b></p> <ul style="list-style-type: none"> <li>The student writes a letter to the editor of a local newspaper about a current event issue that is important to him/her.</li> <li>The student searches newspapers (and other web-based resources) to find news articles on topics that interest him/her. He/she summarizes the article’s main idea and important details using attachment 12.5 Performance Task – Article Summarizing Questions.</li> <li>The student drafts his/her letter, then peer reviews and revises it. The student uses attachment 12.5 Performance Task – Peer Review. (Links with information about writing</li> </ul>	<p><i>Literacy Journals</i></p> <ul style="list-style-type: none"> <li>Daily Quick-Writes</li> <li>Reading Log – The student records titles and pages of books read individually. The teacher may choose to add response questions to the daily log or response questions that can be answered in the Response Log.</li> <li>Reading Response Log – The student responds to what he/she read individually and what he/she listens to in the read alouds in this section of the Literacy Journal.</li> <li>Personal Word Wall – The student records new words learned throughout the unit.</li> <li>Anecdotal evidence of comprehension of topics during group work and class discussions.</li> </ul>	<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><b>Persuasive Read Aloud - Evaluating Letters to the Editor</b></p> <ul style="list-style-type: none"> <li>The teacher reads aloud (or the student can read independently or in groups) multiple persuasive texts on social issues, including speeches. Ideally, the teacher finds texts on both sides of an issue and reads both in order to compare them and provide opportunities for lively discussions and debates among the students. The teacher should also find web-based resources for issues presented in speeches, movies and video (you tube videos etc.)  <a href="http://www.speech-topics-help.com/speech-writing-tip.html">http://www.speech-topics-help.com/speech-writing-tip.html</a>;  <a href="http://www.speech-topics-help.com/persuasive-speech-ideas.html">http://www.speech-topics-help.com/persuasive-speech-ideas.html</a></li> <li>The student uses attachment 12.5 Performance Task – Peer Review to review published Letters to the Editor. This activity helps the student become familiar with the format of Letters to the Editor and judge their effectiveness.</li> <li>The student analyzes and explains the main</li> </ul>

**Unit 12.5: See it My Way**  
**English as a Second Language**  
**6 weeks of instruction**

	<p>express opinions.</p> <ul style="list-style-type: none"> <li>• How to analyze and explain the main idea or topic and important details from learned concepts or readings from a variety of persuasive texts.</li> <li>• How to summarize, evaluate, and judge the effectiveness of a text, performance, speech, or literature.</li> <li>• How to debate the theme or topic using text evidence to justify and validate positions.</li> <li>• How to debate using text evidence to justify a position.</li> <li>• How to evaluate and apply a variety of organizational techniques to</li> </ul>		<p>effective letters to the editor are provided in the Additional Resources section of this map.)</p> <ul style="list-style-type: none"> <li>• Finally, the student publishes his/her letter and mails a copy to the newspaper, if desired.</li> <li>• The student may also record a video or use another form of social media to present it.</li> <li>• The student needs to correctly cite the references and sources used.</li> </ul>		<p>idea and important details of letters to the editor and other persuasive texts in writing or orally in small groups. The student needs to correctly cite the references and sources used.</p> <ul style="list-style-type: none"> <li>• This site helps with letter format: <a href="http://www.ncte.org/action/write">http://www.ncte.org/action/write</a></li> </ul>
--	--	--	--	--	--





**Unit 12.5: See it My Way**  
**English as a Second Language**  
**6 weeks of instruction**

	write effective persuasive essays using the writing process.				
--	--	--	--	--	--

**Unit 12.5: See it My Way**  
**English as a Second Language**  
**6 weeks of instruction**

**STAGE 3 – (Learning Plan)**

**Suggested Literature Connections**

- **Marvin Terban (and other books by the same author)**
  - *In a Pickle and Other Funny Idioms*
- *Essay ideas: <http://www.123helpme.com/view.asp?id=15968>*
- *Teens and texting---persuasive idea: <http://www.nytimes.com/2009/05/26/health/26teen.html>*
- *Topics about teens (for debate): <http://www.naturalnews.com/teenagers.html>*
- *Literature Timeless Voices, Timeless Theme, Silver*
- **Daniel Keyes page 204 (Summarize, First-Person Point of View)**
  - *Flowers for Algeronon*
- **Gary Paulse page 504 (Make Inferences, Tone)**
  - *A Glow in the Dark from Woodsong*
- **Sylvia Plath page 508 (Make Inferences, Tone)**
  - *Mushrooms*
- **Arna Bontemps page 510 (Make Inferences, Tone)**
  - *Southern Mansion*
- **by Theodore Roethke page 511 (Make Inferences, Tone)**
  - *The Bat*
- **Saki (H. H. Munro) page 596 (Make Inference, Theme)**
  - *The Story-Teller*
- **Virginia Driving Hawk Sneve pages 602 (Make Inference, Theme)**
  - *The Medicine Bag*
- **Bruce Brooks page 625 (Essay)**
  - *Animal Craftsmen*
- **Stephen Longstreet page 654 (Identify the Author's Main Points, Biography)**
  - *Hokusai: the Old Man Mad About Drawing*
- **John Hersey page 656 (Identify the Author's Main Points, Biography)**
  - *Not to Go With the Others*

**Unit 12.5: See it My Way**  
**English as a Second Language**  
**6 weeks of instruction**

- **Robert MacNeil page 686 (Persuasive Essay)**
  - *The Trouble With Television*
- **Martin Luther King Jr. page 689 (Persuasive Essay)**
  - *The America Dream*

**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 11.3 Persuasion
- Tips on Writing Letters to the Editor: [http://action.aclu.org/site/PageServer?pagename=AP\\_writing\\_letters\\_to\\_editor](http://action.aclu.org/site/PageServer?pagename=AP_writing_letters_to_editor)
- Write an Opinion Piece or a Letter to the Editor for Your Local Newspaper: <http://www.ncte.org/action/write>
- List of Famous Speeches: <http://www.readwritethink.org/files/resources/lesson-docs/SpeechSignOut.pdf>
- Persuasive Writing/Speaking Prompts – (see attachment: 12.5 Additional Resources – Persuasive Prompts)
- Rhetorical Devices:
  - Repetition: <http://changingminds.org/principles/repetition.htm>
  - Rhetorical Questions: [http://changingminds.org/techniques/questioning/rhetorical\\_questions.htm](http://changingminds.org/techniques/questioning/rhetorical_questions.htm)
  - Parallel Structure: <http://owl.english.purdue.edu/owl/resource/623/01/>
  - Hyperbole: <http://www.englishclub.com/vocabulary/figures-hyperbole.htm>
- Today's Front Page (Front pages of 500+ different newspapers each day): <http://www.newseum.org/todaysfrontpages/>

**Unit 12.5: See it My Way**  
**English as a Second Language**  
**6 weeks of instruction**

## Performance Tasks

### *Letter to the Editor*

- The student writes a letter to the editor of a local newspaper about a current event issue that is important to him/her.
- The student searches newspapers (and other web-based resources) to find news articles on topics that interest him/her. He/she summarizes the article's main idea and important details using attachment 12.5 Performance Task – Article Summarizing Questions.
- The student drafts his/her letter, then peer reviews and revises it. The student uses attachment 12.5 Performance Task – Peer Review. (Links with information about writing effective letters to the editor are provided in the Additional Resources section of this map.)
- Finally, the student publishes his/her letter and mails a copy to the newspaper, if desired. The student may also record a video or use another form of social media to present it.
- The student needs to correctly cite the references and sources used.

### *Persuading the Principal*

- In small groups, the students choose an issue in the school that they believe deserves an action plan. The group uses attachment 12.5 Performance Task – Writing Topic Exploration to plan the arguments for their issue.
- The group then constructs a letter to the principal on the issue they have chosen. They should be sure to incorporate the persuasive techniques studied during the unit.
- The letters are edited and revised for grammar, spelling, and content and a final copy is written. Depending on the school, letters can actually be delivered to the principal.
- The student is assessed on a rubric, such as: [http://www.readwritethink.org/files/resources/lesson\\_images/lesson1137/rubric.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson1137/rubric.pdf)
- The student needs to correctly cite the references and sources used.

**Unit 12.5: See it My Way**  
**English as a Second Language**  
**6 weeks of instruction**

### Suggested Sample Lessons

- Idiomatic expressions: The student completes a journal entry from the prompt: “What do you know about idiomatic expressions? What idioms do you know already? How are they used/what do they mean? The teacher leads the student in a discussion about idioms in the English language and discusses their meaning and usage. This site is useful for this activity: <http://www.usingenglish.com/reference/idioms/>. The student chooses an idiom that he/she finds especially interesting or entertaining. He/she makes a page for a class idioms display or book in which he/she writes the idiom clearly, draws a picture to describe the *literal* meaning of the idiom, and writes a sentence to explain the idiomatic meaning of the idiom.
- Persuading the Principal: Writing Persuasive Letters About School Issues: [www.readwritethink.org/classroom-resources/lesson-plans/persuading-principal-writing-persuasive-1137.html](http://www.readwritethink.org/classroom-resources/lesson-plans/persuading-principal-writing-persuasive-1137.html)
- Persuading an Audience: Writing Effective Letters to the Editor: <http://www.readwritethink.org/classroom-resources/lesson-plans/persuading-audience-writing-effective-929.html>
- Juvenile Justice: <http://www.scholastic.com/teachers/lesson-plan/juvenile-justice>
- Analyzing Famous Speeches as Arguments: <http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-famous-speeches-arguments-30526.html>