

**Unit 7.5: Persuade and Present**  
**English as a Second Language**  
**5 weeks of instruction**

**STAGE 1 – (Desired Results)**

<b>Unit Summary:</b>	In this unit, the student analyzes and produces a persuasive essay and gives speech on a topic of interest in current events or in history. The student improves his/her oral expression by actively participating in an oral presentation and giving a speech about the topic chosen. The student understands the use of acceptable and responsible language for different audiences and purposes, which contributes to his/her good communication skills.
<b>Transversal Themes:</b>	Knowledge, Values/Attitudes/Human Virtues, Skills and Competencies, Technology, Culture
<b>Integration Ideas:</b>	Social Studies

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

- EQ1.** What does it mean to persuade someone?  
**EU1.** Persuasion has been used to influence the opinions, beliefs, and actions of others, and, at key times in history, to change the world.
- EQ2.** Does writing reflect our culture or shape it?  
**EU2.** Writing has the power to both reflect and shape our culture.
- EQ3.** Is the pen mightier than the sword?  
**EU3.** Words have the power to persuade and, when selected carefully in the right contexts, can be a very powerful tool.

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

- T1.** The student will leave the class able to apply his/her understanding of persuasion to analyze the persuasive works of others. He/she will be able to write a persuasive essay.
- T2.** The student will acquire skills to determine the appropriate format for persuasive writing. He/she will select and adjust the format of his/her own persuasive writing in order to most effectively target the audience in a variety of settings.
- T3.** The student will leave the class with the ability conduct oral presentations drafted to persuade an audience. He/she will consider the composition of the audience when selecting an approach for his/her writing. Additionally, he/she will demonstrate the ability to select precise words and phrases that convey his/her message effectively.
- The student acquires skills to...*
- A1.** Write a persuasive essay (hook, thesis, body, points of support and clincher).
- A2.** Research, organize, and prepare a speech for a presentation.
- A3.** Determine the viewpoint of an author.
- A4.** Use appropriate vocabulary when speaking.
- A5.** Identify and state facts and opinions in support of a persuasive argument.
- A6.** Speak with confidence in front of his/her audience.

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Puerto Rico Core Standards (PRCS)	
<b>Listening</b>	
<b>7.L.1</b>	Listen and collaborate with peers during social and academic interactions in class, group, and partner discussions in read-alouds, oral presentations, and a variety of grade-appropriate topics.
<b>7.L.1a</b>	Ask relevant questions, add relevant information, and paraphrase key ideas.
<b>7.L.1b</b>	Follow turn-taking and show consideration by concurring with others in discussions.
<b>Speaking</b>	
<b>7.S.2</b>	Respond orally to closed and open-ended questions.
<b>7.S.3</b>	Use a growing set of academic words, content-specific words, synonyms, and antonyms to tell, retell, explain and analyze stories and experiences with increasing precision and differences in meaning.
<b>7.S.4</b>	Reach an agreement or persuade others in conversations using learned phrases and creative or original responses.
<b>7.S.5b</b>	Adjust language choices according to purpose, task, and audience.
<b>7.S.6</b>	Plan and deliver oral presentations on a variety of topics, citing specific textual evidence to support ideas.
<b>Reading</b>	
<b>7.R.1</b>	Read a variety of texts and multimedia resources (when accessible) to explain ideas, facts, events, cultural identity, genre, and processes, supplying textual evidence and connections/relationships to support analysis and conclusions. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.
<b>7.R.10</b>	Read and comprehend a variety of literature, including stories, dramas, and poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate complexity.
<b>7.R.2I</b>	Determine a main idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<b>7.R.3Ia</b>	Interpret cause and effect relationships.
<b>7.R.4I</b>	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings.
<b>7.R.8</b>	Search and evaluate the argument and specific evidence in a text, distinguishing claims that are supported by reasons and evidence from claims that are not, including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.
<b>Writing</b>	
<b>7.W.1a</b>	Express and clarify viewpoints and opinions, take and defend positions.
<b>7.W.2</b>	Write informational texts to examine and analyze topics and convey ideas independently using appropriate text organization.
<b>7.W.4</b>	Develop and strengthen writing as needed by planning, drafting, revising, editing, use editing marks, rewriting, and publishing.



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<b>7.W.5</b>	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
<b>7.W.6</b>	Conduct short research projects to write a report that uses several sources to build knowledge through investigation of different aspects of a topic.
<b>7.W.7</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>7.W.8</b>	Write routinely for short and extended time frames (time for research, reflection, and revision) for a variety of discipline-specific tasks, purposes, and audiences. This includes, but is not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.
<b>Language</b>	
<b>7.LA.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>7.LA.3a</b>	Choose language that expresses ideas clearly, recognizing subject-verb agreement and eliminating wordiness and redundancy.
<b>7.LA.6</b>	Accurately use a variety of social, academic, and content-specific and content area words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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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><b>PRCS:</b> 7.L.1 7.L.1a 7.R.1 7.R.3la 7.R.10 7.R.2l 7.R.4L 7.S.2 7.S.2a 7.S.5 7.W.1a 7.W.2 7.W.4 7.W.5 7.W.6 7.W.7 7.W.8</p> <p><b>EQ/EU:</b> EQ1/EU1</p> <p><b>T/A:</b> T1/A3/A5</p>	<ul style="list-style-type: none"> <li>Political cartoons.</li> <li>Persuasive techniques used in the media.</li> <li>Persuasive writing.</li> </ul>	<ul style="list-style-type: none"> <li>Analogy</li> <li>Anticipate</li> <li>Direct</li> <li>Exaggeration</li> <li>Indirect</li> <li>Labels</li> <li>Oppose</li> <li>Oratory</li> <li>Persuasion</li> <li>Political cartoons</li> <li>Position</li> <li>Propose</li> <li>Refute</li> <li>Speech</li> <li>Symbolisms</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 7.4</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 7.4”).</li> </ul> <p><b>Write a Persuasive Political Cartoon</b></p> <p>The student uses what he/she learned in the political cartoon lesson to write a persuasive political cartoon about a topic he/she chooses. He/she creates a political cartoon that persuades readers to take his/her side on an issue in Puerto Rico.</p> <ul style="list-style-type: none"> <li>The political cartoon must have examples of political cartoon text features (exaggeration, labels, symbolism, analogy).</li> <li>It must include connection to facts, but also show an opinion.</li> <li>The teacher uses organizer to plan. (See Attachment: 7.5 Performance Task – Political Cartoon Organizer)</li> <li>The teacher assesses the student using the political cartoon rubric: <a href="http://chnm.gmu.edu/7tah/unitdocs/unit20/lesson3/carto_onrubric.pdf">http://chnm.gmu.edu/7tah/unitdocs/unit20/lesson3/carto_onrubric.pdf</a></li> </ul>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>-Formal end of unit assessment</li> <li>-Final written piece</li> <li>-Final oral presentation <ul style="list-style-type: none"> <li>Inference chart for vocabulary from word wall (See Attachment: 7.5 Other Evidence – Vocabulary Inference Chart)</li> <li>Word Detective: The teacher selects seven vocabulary words from a text and has the student complete a Word Detective Organizer for each one. (See Attachments: 7.5 Other Evidence – Word Detective Organizer and 7.5 Other Evidence – Word Detective Example)</li> <li>Twice during the unit, the teacher</li> </ul> </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>Scaffold</b></p> <ul style="list-style-type: none"> <li>Before the student begins writing the Persuasive Speech, he/she analyzes a political cartoon and persuasive writing (editorial) and writes a persuasive essay. The teacher scaffolds the instruction to support a variety of learners by providing guided practice, and different and additional materials depending on English language proficiency level. The proficient the student is in English, the more challenging the text assignment is.</li> </ul> <p><b>Analyzing Political Cartoons</b></p> <ul style="list-style-type: none"> <li>Political cartoons are a great visual representation of persuasion through images. The teacher selects political cartoons from a local newspaper and uses the lesson on analyzing Political Cartoons to introduce the features found in political cartoons</li> </ul>

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				<p>has the student self-select a free write from this unit that they will self-correct for fragments and run-ons to write a second draft.</p>	<p>(exaggeration, symbolism, labels, analogy): <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-purpose-meaning-political-794.html?tab=3#tabs">http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-purpose-meaning-political-794.html?tab=3#tabs</a>. The student analyzes the features from the lesson and from modern political cartoons (See Attachment: 7.5 Graphic Organizer – Political Cartoon).</p> <ul style="list-style-type: none"> <li>The student studies the American Opinion of the Philippines and Puerto Rico (See Attachment: 7.5 Resource – Political Cartoons) and analyzes the cartoon (See Attachment: 7.5 Performance Task – Political Cartoon Organizer). The teacher asks, “Is the pen mightier than the sword?” “What is the purpose of the messages of the political cartoons?” The teacher discusses the role of political cartoons in spreading imperialism in the United States.</li> </ul> <p><i>Write a Persuasive Political Cartoon</i></p> <ul style="list-style-type: none"> <li>The teacher assigns a topic to each student. Topics can range from local to global but should be about events with which the students are familiar.</li> <li>The student researches the topic</li> </ul>
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					<p>and makes a decision about how he/she feels about the topic. Then he/she creates a political cartoon that persuades the reader to take his/her side on the issue.</p> <ul style="list-style-type: none"><li>○ The political cartoon must have examples of political cartoon text features (exaggeration, labels, symbolism, analogy).</li><li>○ It must include connection to facts but show an opinion</li><li>○ The teacher uses organizer to plan. (See Attachment: 7.5 Performance Task – Political Cartoon Organizer)</li></ul> <ul style="list-style-type: none"><li>• The teacher has the student become familiar with the political cartoon rubric: <a href="http://chnm.gmu.edu/7tah/unitdocs/unit20/lesson3/cartoonrubric.pdf">http://chnm.gmu.edu/7tah/unitdocs/unit20/lesson3/cartoonrubric.pdf</a></li><li>• The student uses the rubric to develop a strong political cartoon and to self-assess his/her performance with the lesson.</li></ul>
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			<ul style="list-style-type: none"> <li>Use transition words to organize writing (See Attachment: 7.5 Writing Tool – Transition Words)</li> <li>Be peer edited and self edited using rubric (See Attachment: 7.5 Performance Task – Speech Rubric)</li> </ul>		<p>Graphic Organizer – Persuasion Map)</p> <ul style="list-style-type: none"> <li>The students find transition words that organize the author’s writing and create a classroom list of powerful persuasive vocabulary for the word wall.</li> <li>The student searches and evaluates arguments and the specific evidence in a text that supports them. The student distinguishes between claims that are supported by reasons/evidence from claims that are not.</li> </ul> <p><i>Write a Persuasive Essay</i></p> <p>Persuasive Essay Writing-The student’s role is determined by the category choice she/he chooses: home, school, community, or a larger political issue as it pertains to living in Puerto Rico. The audience is the class and possibly parents, administration, and others. The situation of the persuasive essay varies according to the choice a student makes: curfew, voting, gas prices, etc.</p> <ul style="list-style-type: none"> <li>State clear position of support</li> <li>Develop points of support</li> <li>Anticipate the readers’/audience concerns and opposing viewpoints</li> <li>Provide a sense of closure</li> </ul>
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<p><b>PRCS:</b> 7.L.1 7.L.1a 7.L.1b 7.LA.3 7.LA.3a 7.LA.6 7.R.1 7.R.10 7.R.21 7.R.4L 7.S.2 7.S.3 7.S.4 7.S.5 7.S.6</p> <p><b>EQ/EU:</b> EQ1/EU1 EQ2/EU2</p> <p><b>T/A:</b> T1/A3/A5</p>	<ul style="list-style-type: none"> <li>Persuasive techniques used in the media.</li> <li>Persuasive writing.</li> <li>Persuasive speech.</li> <li>How to present orally.</li> <li>How to debate.</li> </ul>		<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Debating Issues Facing Puerto Rico</b></p> <ul style="list-style-type: none"> <li>The teacher has students work in a group to present a debate on a current event or a political issue in Puerto Rico.</li> </ul> <p><b>Debate</b></p> <ul style="list-style-type: none"> <li>The teacher sparks the student’s interest by having the free writing prompt require him/her to take a stand on a topic of his/her choosing.</li> <li>After free writing, the teacher has the student take sides and share his/her responses. (See Attachment: 7.5 Free-writing Prompts)</li> <li>The teacher states a strong opinion (e.g., “Kids under 18 should have a 10pm curfew to prevent problems”) and has one side of the room be “completely agree,” the</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</b></p> <ul style="list-style-type: none"> <li>The teacher assigns topics to pairs of students. Each pair of students decides who is “for” the topic, and who is “against” the topic. The teacher shares the debate judge rubric with students so they can see what is expected of them when debating an issue and when self-assessing their own learning throughout the lesson.</li> <li>Using what they have learned previously about persuasive techniques, the students brainstorm how they will take and support a position.</li> <li>Each student is given a limited amount of time to research his/her issue.</li> <li>Each student pair holds a short, informal debate about the issue for the teacher. The teacher uses the debate judge rubric to assess how the students performed on the task and to provide feedback.</li> </ul>



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			<p>middle be “I’m not sure,” and the other side of the room be “I completely disagree,” and has students stand in the place that represents their opinion. The teacher has students volunteer to share their opinion and explain why they stood there.</p> <ul style="list-style-type: none"><li>• The student conducts research to have points and counter points.</li><li>• The student follows debate rules and procedures: <a href="http://www.middleschooldebate.com/resources/documents/MSPDP.Teachers.Guide.pdf">http://www.middleschooldebate.com/resources/documents/MSPDP.Teachers.Guide.pdf</a></li><li>• The teacher has a group of other teachers judge the debate. (See Attachment: 7.5 Performance Task – Debate Judge Rubric)</li></ul>		
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**STAGE 3 – (Learning Plan)**

**Suggested Literature Connections**

- **Lois G. Grambling**
  - *Mom, Can I Have a Stegosaurus, Mom? Can I? Please!?*
- **Michael Dahlie and Patrick Daley**
  - *50 Debate Prompts for Kids: Reproducible Debate Sheets Complete With Background and Pro/Con Points That Get Kids Reading, Writing, Speaking, and Thinking About the Topics That Spark Their Interest*
- **John Meany and Kate Shuster**
  - *Speak Out! Debate and Public Speaking in the Middle Grades*
- **Roberto Santiago**
  - *Boricuas: Influential Puerto Rican Writings - An Anthology*

**Additional Resources**

- How to write a persuasive essay organizer and checklist: [http://www.timeforkids.com/files/homework\\_helper/aplus\\_papers/PersuasiveEssayorganizer.pdf](http://www.timeforkids.com/files/homework_helper/aplus_papers/PersuasiveEssayorganizer.pdf)
- Writing a persuasive essay: <http://www.readwritethink.org/classroom-resources/lesson-plans/convince-developing-persuasive-writing-56.html?tab=1#tabs>
- Marzano Six Steps to Vocabulary Learning see: [http://www.ncresa.org/docs/PLC\\_Secondary/Six\\_Step\\_Process.pdf](http://www.ncresa.org/docs/PLC_Secondary/Six_Step_Process.pdf)
- Political Cartoons (YouTube: <http://www.youtube.com/watch?v=6izhumUCguw>)

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## Performance Tasks

### *Debate*

- The teacher sparks the student’s interest by having the free writing prompt requiring him/her to take a stand on a topic of his/her choosing.
- After free writing, the teacher has the student take sides and share his/her responses. (See Attachment: 7.5 Free-writing Prompts)
- The teacher states a strong opinion, (e.g., “Kids under 18 should have a 10pm curfew to prevent problems”) and has one side of the room be “completely agree”, the middle be “I’m not sure”, and the other side of the room be “I completely disagree” and has students stand in the place that represents their opinion. The teacher has students volunteer to share their opinion and explain why they stood there.
- The student conducts research to have points and counter points.
- The students follow debate rules and procedures: <http://www.middleschooldebate.com/resources/documents/MSPDP.Teachers.Guide.pdf>
- The teacher has a group of other teachers judge the debate. (See Attachment: 7.5 Performance Task – Debate Judge Rubric)

### *Write a Persuasive Political Cartoon*

The student uses what he/she learned in the political cartoon lesson to write a persuasive political cartoon about a topic he/she chooses. He/she creates a political cartoon that persuades readers to take his/her side on an issue in Puerto Rico.

- The political cartoon must have examples of political cartoon text features (exaggeration, labels, symbolism, analogy).
- It must include connection to facts, but also show an opinion.
- The teacher uses organizer to plan. (See Attachment: 7.5 Performance Task – Political Cartoon Organizer)
- The assess the student using the political cartoon rubric: <http://chnm.gmu.edu/7tah/unitdocs/unit20/lesson3/cartoonrubric.pdf>

### *Writing a Persuasive Speech*

The student writes a persuasive speech and performs his/her speech on a topic to help Puerto Rico. He/she selects from these topics: “If I were the governor of Puerto Rico I would....” Or “If I had a million dollars, I would...”. (See Attachment: 7.5 Performance Task – Persuasive Speech Writing)

#### **The speech should:**

- Include a strong introduction that grabs the reader.
- Persuade the audience with clear facts that support the student’s opinion. (See Attachment: 7.5 Graphic Organizer – Persuasion Map)
- Include the “magic of three” to set up the topic. (See Attachment: 7.5 Performance Task – Magic of Three)
- Summarize main points in the conclusion.
- Use transition words to organize writing. (See Attachment: 7.5 Writing Tool – Transition Words)
- Be peer edited and self edited using rubric. (See Attachment: 7.5 Performance Task – Speech Rubric)

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### **Suggested Sample Lessons**

The teacher introduces the essential questions and generates ideas about persuasion (whole group and small group). The teacher has students turn and talk to share their answers and gives all English Language Learners the opportunity to speak.

- The teacher introduces vocabulary (follow Marzano's Six Step Process).
- Role Playing activity – the teacher distributes cards/scenarios – students “act out” the scene with the teacher and determine vocabulary for unit and the do's and don'ts of good persuasion. The teacher gives notes on voc. and do's/don'ts as the class role-plays and discusses.
- Fact and Opinion activity – Students separate statements. (facts/opinions)
- Types of persuasion mini lesson – newspaper, advertisements, commercials, debates
- Evaluating News Media – bias, facts, opinion, information
- Persuasive articles – the students analyze persuasive articles and use a graphic organizer (Venn, discussion web, problem/solution) to analyze the argument – several lessons over a period of 2-3 days include whole class, small groups, and individual.
- The students evaluate an editorial in a newspaper and respond in writing – whole class/small group.
- The teacher reads current articles in the newspaper and has students write an editorial that presents two or more sides of an issue to offer a balanced argument (Time for Kids).
- Writing – students develop a topic/position, develop a thesis, hook and fill out a graphic organizer. Students draft persuasive essay using individual graphic organizers.