

Unit 9.4: It's a Matter of Opinion
English as a Second Language
5 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student develops an understanding of the structure and elements of persuasive text. The student focuses his/her attention on the different types of persuasive techniques used in a variety of texts. He/she uses authentic text to determine the components, structure, and purpose of persuasive writing as he/she begins to create his/her own persuasive writing pieces using the writing process.
Transversal Themes:	Concepts, Ideas, Theories, Collaboration, Critical and Creative Thinking, Technology
Integration Ideas:	Current Affairs, Media, Science, Social Studies, Health, Environment

Essential Questions (EQ) and Enduring Understandings (EU)

EQ1. In what ways does literature contribute to our understanding of the world?

EU1. Literature both reflects and contributes to knowledge.

EQ2. How are persuasive essays organized and supported?

EU2. Persuasive writing must be organized in a way that succinctly supports the writer's assertion.

EQ3. How does word choice impact writing?

EU3. Deliberate word choice positively impacts persuasive writing.

EQ4. Why is it important to be able to read and produce persuasive writing?

EU4. Persuasive writing has power and can affect lives and viewpoints.

Transfer (T) and Acquisition (A) Goals

T1. The student will leave the class able to use his/her knowledge of how to evaluate and produce persuasive text to appropriately respond to persuasion in his/her life.

T2. The student will leave the class able to apply his/her knowledge of persuasive language and style to appropriately persuade others and respond to persuasion in his/her life.

The student acquires skills to...

A1. Listen and respond to verbal and written speech with an awareness of persuasive techniques.

A2. Analyze persuasive texts and media by drawing conclusions about the author's claims and use of persuasive techniques.

A3. Evaluate the effectiveness of persuasive texts and media.

A4. Write fluently and persuasively in the active voice while incorporating appropriate figures of speech.

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Puerto Rico Core Standards (PRCS)	
Listening	
9.L.1	Listen, support discussions, and interact with peers during read-alouds (of fictional and informational text); oral presentation/performances; of class, group, and partner discussions on a variety of grade-appropriate academic and social topics.
9.L.1a	Ask relevant questions that elicit elaboration and respond to others' questions and comments with relevant observations that build the discussion and keep the conversation on topic.
9.L.1b	Follow turn-taking and show consideration by concurring with others. Extend ideas or arguments with moderate support.
9.L.1d	Listen to a variety of literature to distinguish or differentiate styles to analyze character development, setting, tone, voice, and mood to make connections to the text.
Speaking	
9.S.1	Contribute to class, group, and partner discussions, sustaining conversations on a variety of appropriate and relevant academic topics by following turn-taking, to ask and answer relevant, on-topic questions, affirm others, provide additional, relevant information, paraphrase and evaluate, analyze and synthesize key ideas.
9.S.2a	Listen, discuss, respond to, and evaluate complex instructions and information.
9.S.2b	Explain, restate, and discuss information.
9.S.3	Use a variety of grade-appropriate social, academic, and content-specific academic words accurately and appropriately when giving speeches, presentations/performances and to tell, retell, explain, and analyze stories and personal experiences and current/world events.
9.S.4	Persuade others through debates and discussion using creative or original responses to express and defend opinions or viewpoints.
9.S.5	Demonstrate how to adjust language choices according to the context, purpose, task, and audience.
9.S.6	Plan and deliver a variety of oral presentations and reports to enhance appropriate topics that present evidence and facts to support ideas with grade levels of formal and informal styles.
Reading	
9.R.1	Use in-depth critical reading of a variety of texts, presented in various print and multimedia formats to explain ideas, phenomena, processes, cultural identity, genre, and relationships within and across texts, using increasingly detailed sentences, and an increasing variety of general academic and content-specific words. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.
9.R.10	Read and comprehend a variety of literature, including stories, dramas, and poetry, and informational texts of appropriate grade level.
9.R.1a	Make inferences and draw conclusions from text to support analysis.
9.R.2I	Determine a main idea of an informational text and analyze its development over the course of the text, including its relationship to supporting ideas; provide a summary of the text.
9.R.4I	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
9.R.6I	Determine an author's point of view or purpose in an informational text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
9.R.8	Delineate and evaluate the argument and specific evidence in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant

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	evidence is introduced. This includes, but is not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.
Writing	
9.W.1	Justify opinions and positions using valid reasoning and relevant and sufficient evidence.
9.W.1a	Express and clarify viewpoints and opinions, take and defend positions that differ from others.
9.W.4	Develop and strengthen writing as needed by planning, drafting, revising, editing (editing marks), rewriting, and publishing, focusing on how well purpose and audience have been addressed.
9.W.7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
9.W.8	Write routinely to develop various types of paragraphs, formal and informal letters, and essays over for a variety of discipline-specific tasks, purposes, and audiences, using technology.
Language	
9.LA.1	Demonstrate command of the conventions of English grammar.
9.LA.2	Demonstrate command of the conventions of English capitalization, punctuation, and spelling.
9.LA.2b	Spell correctly.
9.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.
9.LA.3a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
9.LA.5a	Interpret figures of speech (e.g., euphemism) in context and analyze their role in the text.
9.LA.6	Accurately use social, academic, and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career-readiness level.

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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: 9.L.1 9.L.1b 9.S.1 9.S.3 9.R.1 9.R.1a 9.R.2l 9.R.8 9.R.10</p> <p>EQ/EU: EQ1/EU1 EQ2/EU2</p> <p>T/A: T1 A1 A2</p>	<ul style="list-style-type: none"> The author's purpose (i.e. claim, thesis). Persuasive Techniques. 	<ul style="list-style-type: none"> Audience Big names Claim Ethos Kairos (urgency) Logos Pathos 	<p><i>For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.</i></p> <p>Persuasion Scrapbook</p> <p>The student creates a scrapbook that shows examples of persuasive texts along with his/her analysis of each text.</p> <ul style="list-style-type: none"> Step 1: The teacher collects magazines, pamphlets, speeches, etc. and accesses (or prints out) student-friendly websites with advertisements. Step 2: The student creates a scrapbook with at least five pages for five different persuasive texts/media. On each page the student pastes a copy of a different persuasive text. Step 3: The student circles all examples of persuasive techniques that he/she finds in each text/media. Step 4: The student writes a blurb for each page to explain the author's purpose or claim, and the big names, 	<p>Reading Logs</p> <ul style="list-style-type: none"> The student reads numerous persuasive texts independently and notes the titles, pages, and elements of persuasion in his/her log entries. The teacher provides prompts for short responses about persuasion (i.e. In the section you read today, did you notice a persuasive technique? If so, what was it? What purpose did it serve the author?) 	<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>Persuasion Inquiry</p> <p>Identifying Persuasive Text/Media</p> <ul style="list-style-type: none"> The teacher introduces the unit by presenting several examples of persuasive texts and media. (See Literature Connections and Additional Resources.) The teacher conducts read alouds and think alouds regarding the subject and the claim or message of each text or media example. The teacher explains that the author's purpose or main point in a persuasive text is called the claim. The teacher thinks aloud about whether or not the claim is convincing and justifies all ideas with evidence from the example. The teacher distributes attachment 9.4 Learning Activity - Persuasion Is All Around You. The student finds an example of a persuasive piece from the newspaper, television, radio, magazine, or billboard and completes the activity. The student presents the text or media (if possible) and shares his/her observations with a group of three other students. The students debate or discuss whether or not the claims in the texts they found are

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			<p>logos, pathos, ethos, kairos, and research used in the piece.</p> <ul style="list-style-type: none"> • Step 5: On the last page, the student writes an overall summary to explain which text in his/her scrapbook was the most effective at persuading him/her. The student explains why by referencing specific techniques used by the author. • Step 6: The student presents his/her scrapbook out loud to a partner who provides feedback. 		<p>convincing.</p> <p>Analyzing Persuasive Strategies Jigsaw</p> <ul style="list-style-type: none"> • The teacher distributes Attachment: 9.4 Learning Activity- Strategy Definition and discusses each of the persuasive strategies listed with reference to a model text (i.e. one of the examples used in the previous lesson). • The teacher assigns students to one of four groups. Each group sits at a table or computer (if technology is available) with a different persuasive piece. The students collaboratively read and view the piece, writing examples of each persuasive strategy that they find in the <i>examples</i> column of Attachment: 9.4 Learning Activity-Strategy Definition. • The teacher redistributes students into new groups with a representative from each of the initial groups. In the new groups, each student presents the text/media that he or she read and the persuasive strategies that he or she found. The students take turns listening, presenting, and asking questions for clarification. • The students discuss which piece was more effective in persuading its audience. They use examples from the texts to support their assertions. • Each student writes a response independently to explain each persuasive strategy and provides one example of each from the texts.
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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
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<p>PRCS: 9.L.1 9.L.1a 9.L.1b 9.R.1 9.R.1a 9.R.2l 9.R.6l 9.R.8 9.R.10 9.W.1 9.W.1a 9.W.7 9.W.8 9.LA.1 9.LA.2 9.LA.2b</p> <p>EQ/EU: EQ1/EU1 EQ2/EU2</p> <p>T/A: T1 A1 A2 A3</p>	<ul style="list-style-type: none"> How to evaluate an argument. Irrelevant evidence. 	<ul style="list-style-type: none"> Advertisement Evaluate Evidence Irrelevant 	<p><i>For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.</i></p> <p><i>Am I Persuaded? Memo</i></p> <ul style="list-style-type: none"> Step 1: The teacher prepares folders with two or three persuasive messages about the same topic (i.e. reports, marketing letters, articles, "junk mail"). Step 2: For each text, the student identifies the writer's claim, explains the persuasive strategies used, analyzes the effectiveness of the strategies, and identifies irrelevant evidence. Step 3: The student provides suggestions to the writers of the messages about what they could do to more effectively persuade the audience to agree with the claims. Step 4: The student writes a summary to indicate whether or not he/she was 	<p><i>Evaluating Advertisements</i></p> <ul style="list-style-type: none"> The teacher provides magazines or printouts of online advertisements and the student selects one that is more effective and one that is less effective. The student writes a blurb about each advertisement to explain which one is more effective by providing examples of persuasion techniques. 	<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>Evaluating the Effectiveness of Persuasive Styles</i></p> <ul style="list-style-type: none"> The teacher reads aloud a persuasive children's book (i.e. resources in Literature Connections like <i>Can I Have a Tyrannosaurus Rex, Dad? Can I? Please!</i>). The teacher poses literal comprehension questions which students answer using think/pair/share with a partner. The teacher models with a think aloud how to determine the effectiveness of the character's persuasion in the text. For example, it is effective when the character provides good reasons why he/she should receive the item and it is ineffective when the character cries or whines. The teacher refers to explicit examples in the model text and states the effect of those effective and ineffective techniques on the character. The teacher creates a t-chart to write these examples of effective and ineffective persuasion strategies and posts it for future reference. The student independently reads a similar children's book (see Literature Connections) and completed a t-chart to note effective and ineffective persuasion techniques from



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			convinced by the persuasive messages and which of the texts demonstrated a more effective argument. The student frequently cites examples from the texts to support his/her assertions.		<p>the text. Using examples from the text, the student then summarizes his/her observations by writing a paragraph to explain how he/she knew certain techniques were effective/ineffective.</p> <ul style="list-style-type: none">• The teacher presents a different text or media example that includes irrelevant evidence (see Literature Connections). The teacher underlines examples of irrelevant evidence and explains that it doesn't support the author's claim.• The student reads another text with a partner to underline irrelevant evidence and annotate the reasons why the evidence doesn't support the author's claim.
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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: 9.L.1a 9.S.1 9.S.2a 9.S.3 9.S.5 9.S.6 9.R.4l 9.W.1 9.W.1a 9.W.4 9.W.7 9.W.8 9.LA.1 9.LA.2 9.LA.2b 9.LA.3 9.LA.3a 9.LA.5a 9.LA.6</p> <p>EQ/EU: EQ3/EU3 EQ4/EU4</p> <p>T/A: T1 T2 A1 A4</p>	<ul style="list-style-type: none"> Writing with persuasive techniques and language. 	<ul style="list-style-type: none"> Active voice Figure of speech Idiom Passive voice Tone 	<p><i>For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.</i></p> <p>Persuasive Letter to Principal</p> <ul style="list-style-type: none"> Step 1: The student writes a persuasive letter to the principal about an issue in the school community. He/she uses appropriate word choice and figures of speech in order to persuade. The teacher reviews the rubric for the assignment. (See Attachment: 9.4 Performance Task- Letter to the Principal Rubric). Step 2: The teacher leads a brainstorm of possible persuasion topics. Once the class generates a suitable list of issues, the students break into groups where each group writes about only one issue. Step 3: In groups, the student completes a web to generate reasons for his/her persuasive claim. (See Attachment: 9.4 	<p>Word Wall</p> <ul style="list-style-type: none"> The student shares new idioms or figures of speech from his/her independent or class reading. These phrases are added to a Persuasion Word Wall that can be posted throughout the unit. <p>Active or Passive? Game</p> <ul style="list-style-type: none"> Each student receives two index cards with <i>active</i> and <i>passive</i> written on them. The teacher reads or displays sentences and students hold up the <i>active</i> index card when the sentence uses active voice and the <i>passive</i> index card when the sentence uses passive voice. 	<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>Analyzing the Effect of Word Choice on Persuasive Tone</p> <p>Figures of Speech</p> <ul style="list-style-type: none"> The teacher defines an idiom or figure of speech as a combination of words that have a meaning due to their common usage. The teacher presents several examples of common idioms such as "I can't keep my head above water," and "It's raining cats and dogs." The teacher explains that different idioms and figures of speech develop differently in various cultures. Sometimes it is difficult to understand figures of speech in a second language. The teacher reads aloud one text from a debate and stops to repeat any idioms or figures of speech that the writer used. The teacher charts the idioms, their possible meanings based on the context, and an inference about why the author might have used the idiom. The students complete a similar chart using a text from the other side of the debate. The teacher leads a discussion about the use of idioms in both texts and whether or not they strengthened the arguments of either

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			<p>Performance Task- Persuasive Topic Exploration).</p> <ul style="list-style-type: none"> • Step 4: The student uses his/her Persuasive Topic Exploration sheets to outline the body of his/her letter. (An interactive map for the outline can be found here or it can be printed and copied for each student.) • Step 5: The student composes a rough draft of the letter using the outlines. The student underlines any times he/she used active voice or figures of speech in order to persuade. • Step 5: The students trade papers and evaluate each other using the rubric. Then each partner completes the Peer Review Guidelines handout. (See Attachment: 9.4 Performance Task- Peer Review Guidelines).The students converse to review feedback and collaboratively improve each other's letters. • Step 6: The students edit each other's papers for grammar, spelling, and conventions using a colored pencil. • Step 7: The student 		<p>side. How did the idioms reflect the tone or purpose of the writer? Were the idioms or figures of speech helpful in persuading the audience?</p> <ul style="list-style-type: none"> • Citing examples from either text, the students write a reflective summary to synthesize their thoughts on the effect of figures of speech on a persuasive tone. <p>Active or Passive Voice</p> <ul style="list-style-type: none"> • The teacher reviews the active and passive voice. The teacher explains that active voice is when the subject of the sentence does the action and passive voice is when the subject of the sentence receives the action. • The teacher reads aloud a brief paragraph that includes both active and passive voice. The teacher thinks aloud to explain several examples of both types of voice. • Each student reviews one of the same texts from the debate used in an earlier lesson and annotates or color codes where the author used passive voice or active voice. • The students trade their journals and color code each other's examples of passive and active voice. • The student reviews persuasive materials in the classroom library or in stations (see Literature Connections) and creates a t-chart with examples of active and passive voice. • The student draws conclusions about which type of voices is used more often by persuasive writers and explains why that might be the case. • The student analyzes whether or not active or passive voice is more effective when
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			<p>completes a final draft of the letter.</p> <ul style="list-style-type: none">• Step 8: The student orally presents his/her letter to a different partner who chose a different topic on which to persuade the principal.		<p>attempting to persuade an audience to believe a claim.</p>
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<p>PRCS: 9.L.1 9.L.1b 9.L.1d 9.S.1 9.S.2a 9.S.2b 9.S.3 9.S.4 9.S.5 9.S.6 9.R.4I 9.W.1a 9.W.8 9.LA.1 9.LA.2 9.LA.3</p> <p>EQ/EU: EQ4/EU4</p> <p>T/A: T1 T2 A1 A4</p>	<ul style="list-style-type: none"> Public speaking to persuade. How to evaluate speeches for effectiveness. 	<ul style="list-style-type: none"> Inflection Intonation Speech Tone 	<p><i>For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.</i></p> <p>Persuasive Podcast</p> <ul style="list-style-type: none"> Step 1: The teacher selects a sample podcast to use as a model for the task. The teacher introduces the sample by briefly discussing podcasts and then plays the podcast a couple times. The first time, the student listens for the overall claim. The second time, he/she listens for elements of persuasive techniques. Step 2: The student brainstorms an idea about which he/she would like to persuade his/her family. (If necessary, the student can use another copy of Attachment: 9.4 Performance Task- Persuasive Topic Exploration). Step 3: The teacher distributes a handout that explains guidelines for 	<p>Reflections</p> <ul style="list-style-type: none"> The student writes reflections to evaluate which speakers were more effective. He/she explains his/her reasoning by citing relevant examples from the speeches. 	<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>Analyzing Persuasive Speech</p> <ul style="list-style-type: none"> The teacher selects a few persuasive speeches (i.e. Martin Luther King Jr's <i>I Have a Dream</i> or John F. Kennedy's <i>Announcement of Candidacy</i>) prior to the class session. The teacher plays a recording of the persuasive speech so that students can hear the intonation, inflection, etc. of the speaker. (If the technology is not available, then the teacher reads the speech out loud). The student evaluates the speech using the Persuasive Speech Rubric to guide his/her listening. (See Attachment: 9.4 Learning Activity- Persuasive Speech Rubric). The teacher distributes copies of another persuasive speech and students break into partnerships to read sections of the speech out loud to each other. The students take turns reading sections of the speech while the other listens and gives feedback according to the Persuasive Speech Rubric. The teacher creates a listening center that features speeches for students to listen to and evaluate.



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			<p>persuasive speaking. (See Attachment: 9.4 Performance Task- Elements of Persuasive Speaking).</p> <ul style="list-style-type: none">• Step 4: The student writes a draft of his/her podcast script. (See Attachment: 9.4 Performance Task- Persuasive Podcast Sample Format). The student can use the given format as a guideline but he/she may have more points to articulate. The student's script should include figures of speech and several examples of active voice.• Step 5: The student records his/her script. (If technology is not available for recording, then the student can conduct an oral presentation to the class.)• Step 6: The student listens to the other podcasts and evaluates them using the rubric. (See Attachment: 9.4 Performance Task- Creating a Persuasive Podcast Assessment).		
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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- **Kaufman Karen Orloff**
 - *I Wanna Iguana*
- **Doreen Cronin**
 - *Click Clack Moo: Cows That Type*
- **Eve Bunting**
 - *Fly Away Home*
- **Lois Grambling and Penny Hauffe**
 - *Can I Have a Tyrannosaurus Rex, Dad? Can I? Please!*
- **Lois Grambling and H.B. Lewis**
 - *Can I Have a Stegosaurus Mom? Can I Please?*
- **Steven Kellogg**
 - *Can I Keep Him?*
- **Judith Viorst**
 - *Earrings*
- *READ XL (Ninth grade) Textbook:*
- **page 20 (Nonfiction Article: Detail)**
 - *The Science Behind Extreme Sports*
- **page 30 (A Science Activity: Detail)**
 - *Take The Balance Challenge*
- **Gary Paulsen page 332 (Personal Narrative: Detail)**
 - *Cookie*
- **Hugh B. Cave page 336 (Short Story: Detail)**
 - *Two Were Left*



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Additional Resources

- Primary Resources (huge collection of downloadable materials related to advertisements and persuasive writing): <http://www.primaryresources.co.uk/english/englishD10.htm>

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Performance Tasks

Am I Persuaded? Memo

- Step 1: The teacher prepares folders with two or three persuasive messages about the same topic (i.e. reports, marketing letters, articles, “junk mail”).
- Step 2: For each text, the student identifies the writer’s claim, explains the persuasive strategies used, analyzes the effectiveness of the strategies, and identifies irrelevant evidence.
- Step 3: The student provides suggestions to the writers of the messages about what they could do to more effectively persuade the audience to agree with the claims.
- Step 4: The student writes a summary to indicate whether or not he/she was convinced by the persuasive messages and which of the texts demonstrated a more effective argument. The student frequently cites examples from the texts to support his/her assertions.

Persuasion Scrapbook

The student creates a scrapbook that shows examples of persuasive texts along with his/her analysis of each text.

- Step 1: The teacher collects magazines, pamphlets, speeches, etc. and accesses (or prints out) student-friendly websites with advertisements.
- Step 2: The student creates a scrapbook with at least five pages for five different persuasive texts/media. On each page the student pastes a copy of a different persuasive text.
- Step 3: The student circles all examples of persuasive techniques that he/she finds in each text/media.
- Step 4: The student writes a blurb for each page to explain the author’s purpose or claim, and the big names, logos, pathos, ethos, kairos, and research used in the piece.
- Step 5: On the last page, the student writes an overall summary to explain which text in his/her scrapbook was the most effective at persuading him/her. The student explains why by referencing specific techniques used by the author.
- Step 6: The student presents his/her scrapbook out loud to a partner who provides feedback.

Persuasive Letter to Principal

- Step 1: The student writes a persuasive letter to the principal about an issue in the school community. He/she uses appropriate word choice and figures of speech in order to persuade. The teacher reviews the rubric for the assignment. (See Attachment: 9.4 Performance Task- Letter to the Principal Rubric).
- Step 2: The teacher leads a brainstorm of possible persuasion topics. Once the class generates a suitable list of issues, the students break into groups where each group writes about only one issue.
- Step 3: In groups, the student completes a web to generate reasons for his/her persuasive claim. (See Attachment: 9.4 Performance Task- Persuasive Topic Exploration).
- Step 4: The student uses his/her Persuasive Topic Exploration sheet to outline the body of his/her letter. (An interactive map for the outline can be found here or it can be printed and copied for each student.)
- Step 5: The student composes a rough draft of the letter using the outlines. The student underlines any times he/she used active voice or figures of speech in order to persuade.
- Step 5: The students trade papers and evaluate each other using the rubric. Then each partner completes the Peer Review Guidelines handout. (See Attachment: 9.4 Performance Task- Peer Review Guidelines). The students converse to review feedback and collaboratively improve each other’s letters.
- Step 6: The students edit each other’s papers for grammar, spelling, and conventions using a colored pencil.
- Step 7: The student completes a final draft of the letter.
- Step 8: The student orally presents his/her letter to a different partner who chose a different topic on which to persuade the principal.

Persuasive Podcast

- Step 1: The teacher selects a sample podcast to use as a model for the task. The teacher introduces the sample by briefly discussing podcasts and then plays the podcast a couple times. The first time, the student listens for the overall claim. The second time, he/she listens for elements of persuasive techniques.



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- Step 2: The student brainstorms an idea about which he/she would like to persuade his/her family. (If necessary, the student can use another copy of Attachment: 9.4 Performance Task- Persuasive Topic Exploration).
- Step 3: The teacher distributes a handout that explains guidelines for persuasive speaking. (See Attachment: 9.4 Performance Task- Elements of Persuasive Speaking).
- Step 4: The student writes a draft of his/her podcast script. (See Attachment: 9.4 Performance Task- Persuasive Podcast Sample Format). The student can use the given format as a guideline but he/she may have more points to articulate. The student's script should include figures of speech and several examples of active voice.
- Step 5: The student records his/her script. (If technology is not available for recording, then the student can conduct an oral presentation to the class.)
- Step 6: The student listens to the other podcasts and evaluates them using the rubric. (See Attachment: 9.4 Performance Task- Creating a Persuasive Podcast Assessment).

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Suggested Sample Lessons

- Lesson on developing persuasive writing: Can You Convince Me?: <http://www.readwritethink.org/classroom-resources/lesson-plans/convince-developing-persuasive-writing-56.html>
- Lesson on writing a persuasive letter: Dear Librarian: <http://www.readwritethink.org/classroom-resources/lesson-plans/dear-librarian-writing-persuasive-875.html>
- Lesson on procedural writing: Get Cooking With Words: <http://www.readwritethink.org/classroom-resources/lesson-plans/cooking-with-words-creating-1018.html>
- Lesson on making an argument: Effective use of Transition Words: <http://www.visualthesaurus.com/cm/lessons/606/>
- Lesson on creating a persuasive podcast: <http://www.readwritethink.org/classroom-resources/lesson-plans/creating-persuasive-podcast-1173.html?tab=4#tabs>
- Lesson on writing a persuasive letter: <http://www.readwritethink.org/classroom-resources/lesson-plans/persuading-principal-writing-persuasive-1137.html?tab=4#tabs>