

1

Linda D. Carter, ELA8
(Smagorinsky 7408)

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*Developing a Speaker's Voice, Stating Opinions and Making
Argumentative Points through Persuasive Writing*

6 week unit for Middle School
8th grade

Rationale

“Who has the authority to tell me what to do?” These are the words that we as educators begin to hear through the latter years of middle school and above. Middle school is also the time when students are beginning to experience “a coming of age” situation and understand how they are affected by authority in their lives and community. Students begin to practice “bucking” the system in ways to demonstrate their independent. Many students in middle school will openly tell you about conflicts with parents, teachers and outside authority figures such as parole officers or encounters with law enforcement. Some of the problems lie with their inexperience in understanding appropriate ways to handle their disputes with these outside forces.

In my opinion, eight graders are especially known to question, inquire and debate the world around them as well as adults in an authoritative position. Parents report through parent-teacher conferences, that the struggles they are experiencing in the home with students refusing to take part in household responsibilities, lack of participation in academics and failure to become involved in community groups and issues are all difficult conversations. These negative encounters often result turmoil in the home, which often spills over to similar behaviors toward school administrators, teachers, resource officers and support staff in the school system.

Interestingly, as educators, we have found that students in the latter part of their middle school years become increasingly defiant and argumentative as they begin another and difficult developmental stage of their beginning adolescent years. Many responses to direction and redirection become ever more challenging. As an educator, we find that a new family dynamic is taken place in the home whereby, the student is occupying the role as the authority in the home if

parents/guardians are employed during non-traditional hours, which forces children to play the role to siblings as an adult figure.

Also, as educators we find a large amount of students in our Spanish-speaking population, are placed in adult roles by becoming interpreters between their parents and authoritative roles handling matters of utilities situations, legal matters and childcare. With that said some students are able to maintain respect toward parents and adults in authoritative roles, while others choose exploit reversed role-play and apply their voices and action inappropriately. How to we teach students to develop a speaker's voice, use appropriate methods of validating their point of view and persuading others to see their points of view appropriately? How can educators assist students, parents and related personnel involved, assist in mastering this developmental stage of adolescent? This unit will address some possible answers, strategies and resources useful in helping students find an appropriate way to develop a speaker's voice, stating opinions and making argumentative points through persuasive writing techniques.

Furthermore, educators find that, students who are placed on a high expectation level of academic and social performance at school, who parent appear to allow input in family matters or are highly involved in community projects, participate in school debate teams, student councils, class positions, or involved in church projects , etc., usually are able to communicate well with a variety of people, can express their opinions, provide a voice in discussion and argue their points in such a way, that they are pointed out as the thinkers, doers and changers of future events.

Again, some students at the latter middle school age, may or may not have this ability to respond appropriately to authority and issues of conflicts, therefore, this planned unit is put in place to assist with gaining and applying new techniques that will help eight grade students

become life-long learning appropriately moving into higher academic levels with new skill in appropriately negotiating and debating and arguing points through persuasive writing and persuasive techniques.

Consequently, eighth graders understand that they are still under strict guidelines that restrict both their behaviors and reactions toward authority figures. They also understand that their actions and/or their failure to act have its consequences. According to Smagorinsky (2008) people who take an authoritative view of the world tend to take a competitive and aggressive stance toward other people.

Most teens, especially middle schools, may tend to display highly competitive strengths in both academics success and extra-curriculum activities such as making the honor's list to receiving awards in basketball and soccer. In order to provide students with avenues of expressing their opinions in a constructive way that works writing and particularly persuasive writing is essential.

For example, providing students with a topic such as, "Do you agree or disagree with the new uniform policy?" Then, allowing students to write with a few examples will still render in turn a usual response. "NO". This persuasive unit will provide students with various strategies and resources in order to learn skills needed to develop a speaker's voice by teaching skills in higher-ordered questioning in debating situations and posing strong argumentative points in counter-arguments. Students will learn how to present and defend evidence backed by stated or written claims by acquiring new vocabulary in their speaking and writing. Students will be able to address their opponent's claims in order to sway their opinion by applying facts verses opinion statements. Also, in small and large group settings, students will be asked to act out visual

demonstrations through: skits, role plays, readings, short stories, feature stories, periodicals, speeches and related poetry of events that affect their lives.

In addition, students will be learning skills in using appropriate transition words to show compare, contrast to include other points of view in their writing on a chosen topic.

Often teachers bypassed teachable moments in persuasive writing instruction because lessons are not tiered for differentiation of student's learning, whereby the student view persuasive writing as the most difficult and ultimately fail to find interest in developing the skills needed to write persuasively. According to professional writer, Peter Smagorinsky's, *The Dynamics of Writing Instruction*, "Designing and sequencing activities that will guide students through a process for writing in accordance with the demands of a given task requires two types of analysis. Task and Activity Analysis. In a task analysis, we consider what is involved in completing a given tasks—what is involved in writing of many genres. In an activity analysis, we consider what materials and related activities will enable students to develop procedures for engaging with similar sorts of tasks in the future." This four week unit will assist students in maintaining strategies to use in higher grades.

Additionally, this six week unit will teach students how to use persuasive writing techniques in developing intelligent and well-thought out conversations among peers and authority figures that may lend life-long skills in necessary debating beyond the classroom. Students may be empowered to engage in questions about their education, their educators and the politic that affect their lives and community. For evaluation purposes, students will be ask to create, follow and use rubrics to fit these activities and models and apply these skills in open discussion, thus becoming facilitators of whole group class discussions.

By creating an atmosphere whereby students feel their opinions and their voices can count in making large changes in many school settings, political, social and community issues, educators will be able to work with students by guiding them to become self-advocates.

As educators, it is our duty and responsibility to assist students to in “finding and using” strategies and techniques to take solving problems to a higher level through tactics in writing.

Persuasive writing genres allow students to take part in problem solving in their classroom, community and social media by using their writing and speaking skills to debate issues that may affect their future in education, politics that may affect their economic situations and career goals or making argumentative points that may change a system or a way of thinking to promote social change.

This persuasive writing unit will not just teach students how to write convince others of their point of view, however assist students in various ways to think and speak for themselves and become self-advocates for others. Teachers are often the guiding force in instructing students in their writings, in responding to literature and issues surrounding them. Students themselves are taught to respond to topics provided by the teacher and therefore, seldom provide input from the perspective of the student of ways they learn best. Teaching the student to “find” their voice in writing, speaking and listening is a tool that can be used beyond the middle and high school years.

Using the language arts writing standards and goals is the ideal content to “jump start” this process for middle school students preparing for higher education. By allowing students to use the frameworks, standards and objectives, already developed by the State of Georgia Writing Assessment in this unit, will be instrumental in developing skills in writing expository and persuasive essays. Also, this will allows the student to expand further in developing and

generating their personal opinions outside the classroom setting. For example, the student will be provided with daily essential questions posted on the white board and required to discuss before starting an activity. Standards such as:

ELA8W1: The student produces a persuasive writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

After this six week unit, the students will be able to demonstrate mastery by following the goals:

Goal 1- Oral Presentation

The purpose of this goal is to allow students to experience and demonstrate the art of persuasion by understanding that persuasion is all around us in the newspapers, social media and people in power. Students will experience how to act or react both positively and/or negatively to these techniques and understand how they affect behavior. This goal will provide opportunities for students to interact with the public on social issues through listening and speaking skills. By presenting examples of controversial topics introduced through the social media, discussing the actions taken by authorities in response to that event, students will be providing with activities in the forms of role play, skits and speeches in order to develop a speaker's voice for self-advocacy, create a sense of involvement on community issues and becoming involved citizens on global issues as well.

Along with the daily topics, students will be given a writing prompt (7 minute focus writing) to assist with comfort levels of speaking before groups. This will give additional opportunities for students to practice oral speaking skill.

Topics will be given by teacher and student to work with a peer partner for practice. Next, four students will be ask to volunteer their findings in whole group setting, giving each student the opportunity for more practice in oral review.

Student will then be supplied by the teacher with copies of local newspapers to gather controversial topics, ask to watch commercials for examples of propaganda techniques used by the media to sway consumers and take local school issues for debatable topics.

The final oral presentation must clearly state an argument that convinces the audience to choose a point of view and/or take a position to sway your listener to support your point of view. It must engage the audience and speech must demonstrate an understanding of rules of the English language.

In preparation for oral presentations, students will engage in listening and viewing a series of speech examples that present argumentative points on situations on topics involving authority.

Linda D. Carter, ELA8
(Smagorinsky 7408)

These selections will present various points of views of situations and how the settings such as periods of time, presented issue, dynamics, culture and people in power may place a role on outcomes and decision. Students will create a dialogue groups (Hillocks 2007) as to how the situation could have been different or no changes necessary.

As a whole group, students will read:

Daily Newspaper Reports

Daily Local and State News- Television media

View Commercial Advertisement for propaganda techniques

View speeches:

I Have a Dream Speech by Martin Luther King,
Most Recent-Obama's State of the Union Address)
Speech to the Young by Gwendolyn Brooks

As a whole group students will locate a find a newspaper article and discuss the outcomes of each article presented by answering a list of short answer analysis questions using a graphic organizer to locate information from the newspaper and to check understanding and comprehension of material. Next, with a peer partner (groups of 2-no more than 3), students will then create an oral presentation from the article choosing a position to demonstrate and develop a speaker's voice in that position for or against a concept presented in the article.

For a summary activity and self-reflection, each student, individually will provide feedback about his/her experience by entering a response into daily dialogue Journal. (Smagorinsky 2008) Student will not simply summarize the article read in class, however, should include questions, analysis reflections and evaluations. It should be evident that the student is learning something new through his or her dialogue entries.

Teacher will provide a commercial advertisement through media and written of propaganda techniques. For daily oral practice students will discuss the technique presented in the commercial advertisement and discuss.

Student will choose of the one of three previous activities and prepare an oral presentation which must meet the following guidelines:

- Maintain a clear and precise speaker's voice
- Demonstration collaboration with your peer partner
- Demonstrate a compelling argument for the position taken in your speech
- Demonstration preparation
- Demonstrate Comprehension of material
- Remain on topic to state your point of view

Oral Presentation Rubric: Speak UP!

 Teacher Name: **Mrs. Carter**

Student Name: _____ Date _____

CATEGORY	4	3	2	1
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Listens to Other Presentations	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.

Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
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Goal #2 Writing a Persuasive Essay

Students will read the following selections:

- Short Story Selection: Bargain by A.B. Guthrie
- Play: The Million-Pound Bank Note by Mark Twain
- Narrative Poetry: The Charge of the Light Brigade by Lord Alfred Tennyson
- Reading: Student's Choice

The purpose of this goal designed to help students take a Self-Determination stance. I want my students to demonstrate the art of persuasion through written essay format thereby developing the stance that they are capable of learning on their own. (Smagorinsky 2008)

1. As a facilitator, the teacher will provide reading materials relating to situations of characters in authoritative roles, points of views presented in the text and examples of what it means "To be in authority." This goal will allow students to explore their own developing personal opinions about self and others. The persuasive essay allows students to develop word choice and writing style as they create a speaker's voice for self-advocacy and making a stand on local and global issues. The essay must clearly state an argument that convinces the audience to choose a point of view and/or take a position to sway the reader to support an opinion or point of view. It must engage the reader and follows the rules of the English language.
2. As a whole group students will discuss the outcomes of each reading selection by answering a list of short answer literary analysis questions in the form of a "Big 20" quick answer guide to check for understanding and comprehension of material. Next, with a peer partner, students will then create an oral response from the reading, choosing a character to demonstrate in a skit format to build comfort and confidence in creating a speaker's voice to take a position for or against a concept presented in the reading.
3. For preparation in writing your persuasive essay, students will engage in literary texts that present argumentative points on people and topics of authority. These reading selections will present various points of views of characters presented in the text, how the settings such as period of time, issues of power and control, position, money and prejudice may take a role in how people in authority react and apply rules to situations.

The essay will be meeting the following standards as aligned in of the State of Georgia Writing Rubric:

Persuasive Essay : My Point of View

Teacher Name: **Mrs. Carter**

Student Name: _____ Date _____

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Position Statement	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the author's position clear.	There is no position statement.	
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
Support for Position	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).	

	argument.				
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Audience	Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary and arguments. Anticipates reader's questions and provides thorough answers appropriate for that audience.	Demonstrates a general understanding of the potential reader and uses vocabulary and arguments appropriate for that audience.	Demonstrates some understanding of the potential reader and uses arguments appropriate for that audience.	It is not clear who the author is writing for.	
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	

Goal # 3 Role Play- Class Debates

The purpose of this goal will allow students to performed using a role-play or class debate scenario to visual demonstrate persuasive techniques learned throughout the last 4 weeks of this persuasion unit.

Over the last four week students have engaged in reading, writing and discussions of persuasion, authority and developing a speaker's voice to influence change of some chosen issue. Students will now demonstrate in this culminating activity through interaction with the text and literature on a level that demonstrates further understanding and comprehension of persuasive techniques. To evaluate various readings, the class will take a close examination of the short story by A.B. Guthrie's, *Bargain*. The class will organize into five small groups with each group being responsible for leading and discussion of the five elements of plot. Each group will be responsible for conducting a class discussion for each stage of the plot for one full period. To

Linda D. Carter, ELA8
(Smagorinsky 7408)

lead the class, students will adopt any format desired: Fish Bowl Conversation strategy, nonviolent talk show or town hall meeting. Discussion should involve the following:

- Each group member should take a roughly equal part in leading the discussion.
- You should make an effort to include each class member in discussions.
- The questions you pose should ask for evidence based on facts from the selection

The questions you pose should include a least one of each of the following questions and meet the following criteria outlined on the rubric:

Inferences about characters or events from the text (e.g., which character do you believe that the author has the greatest sympathy for? Why?)

Generalizations from the text to society at large (e.g., Where in our school do we see characters like those in the novel?)

Evaluations of the literature (e.g., what parts of the story do you like best and least? Why?)
Emotions that students have in response to the story (e.g., did anything in the story make you angry? Please explain.)

Personal connections to the story (e.g., which characters from the story do you most identify with? Why? (Smagorinsky 2007):

Class Debate : Getting the Facts

Teacher Name: **Mrs. carter**

Student Name: _____

CATEGORY	4	3	2	1
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.

Presentation Style	Team consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Team usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Team sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	One or more members of the team had a presentation style that did not keep the attention of the audience.
Understanding of Topic	The team clearly understood the topic in-depth and presented their information forcefully and convincingly.	The team clearly understood the topic in-depth and presented their information with ease.	The team seemed to understand the main points of the topic and presented those with ease.	The team did not show an adequate understanding of the topic.
Respect for Other Team	All statements, body language, and responses were respectful and were in appropriate language.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements, responses and/or body language were consistently not respectful.

Resources**Suggested Remediation/Intervention Strategies**

- Limited number of directions/instructions – chunk into no more than two
- Verbal and written directions/instructions
- Ask students to repeat directions/instructions
- Provide peer support
- Modify or reduce assignments
- One-on-one or small group instruction
- Establish a contract (learning or behavior goals)
- Provide reward system (Cougar Compliments, Fun Friday)
- Increase hands-on tasks (use calculator, tape record instead of write, listen to story instead of read, etc.)
- Oral tests
- Seating near a peer helper or co-teacher
- Direct teaching of strategies (explicit instruction and modeling)
- Use multimedia tools
- Activate prior knowledge
- Pre-teaching concepts
- Provide multiple representations (graphic organizers, realia, pictures)

Week One /Day One**Weekly Theme: “Persuasion is all Around Us”**

(Class Time: 51 minutes)

Directions for Teacher: Each Monday, students will staple 5 sheets of paper, writing their name in upper right hand corner. (These sheets will be place in a weekly folder for a class work grade.)

Example: First & Last Name

Date:

Subject: ELA8

Daily Agenda

“Cell Phones”

Warm-up Activity: Daily Oral Language Skill (Sentence Structure-Peer Partners) 7 minWriting Prompt: “Middle school students are not allowed to use cell phones in the classroom. What is your opinion. (7 min. silently write)Essential Question: What is the purpose of persuasion?Key Question: What does it mean to persuade?Activating Activity: Role Play Activity (propaganda technique to sell a new product) 5 minVocabulary Review: (Words to Know- Use a Circle Map) persuasion, propagandaWork Session: Before Reading: Teacher will model the usage of anticipation guides. Students will complete an anticipation guide, with a peer partner preview vocabulary from the reading selection creating circle maps, begin silent reading assigned selection. (15 min) Assign reading: Bargain by A.B. Guthrie.Summary: “How is persuasion all around us?”Closure: 3, 2, 1 (Name three things you learned today, two things you already knew and one thing you still do not understand)Ticket-Out-the Door: Convince your teacher that you deserve to retake a test you failed.Homework: Review Literary Analysis (“Big 20”) Worksheet. Complete reading of Bargain by A.B. Guthrie.Independent Reading: Read 20 minutes or more nightly from chosen novel.

Differentiation Strategies- (Use of Thinking Maps- to define, various graphic organizers, Use of dictionaries, Bloom's Taxonomy Concepts, reading strategies- audio version of short stories. Provide tiered lessons, allow students use of choice boards activities, reading/writing strategies, and provide students opportunities for analyzing by comparing/contrasting, solving, investigating, examining classifying and inspecting. Use of interactive smart tools, anticipation guides. Use small groups/whole group discussions, technology (Safari Montage program , internet)

* See Suggestions for remediation and accommodations attached.

Assignment I- (Individual)

Read the following directions and write the sentences that follow the smart board to practice sentence structure.

This is different from most poems you have read. The format of a sentence poem
With a partner next to you, create your sentences using the topic and follow the directions provided on each line.

Topic: **Green**

1. Line 1: simple sentence
2. Line 2: compound sentence
3. Line 3: complex sentence
4. Line 4: interrogative sentence
5. Line 5: complex sentence
6. Line 6: Compound complex sentence
7. Line 7: simple sentence

Share

Assignment II- (Individual)

Writing Prompt: “Middle school students are not allowed to use cell phones in the classroom. What is your opinion? (7 min. silently write)

Ask for 4 volunteers to share their work by standing at the podium to practice speaking skills
(Keep writing in weekly folder)

Assignment III – What is the purpose of persuasion? (Role-Play)

Allow students to write essential question and ask for responses in their daily notebook. Allow for responses. Two students will use role-play to act out meeting

a salesperson in the mall to get customers to try a perfume sample. Use persuasive words.

Assignment IV- Anticipation Guide for Bargain by A.B. Guthrie (Individual)

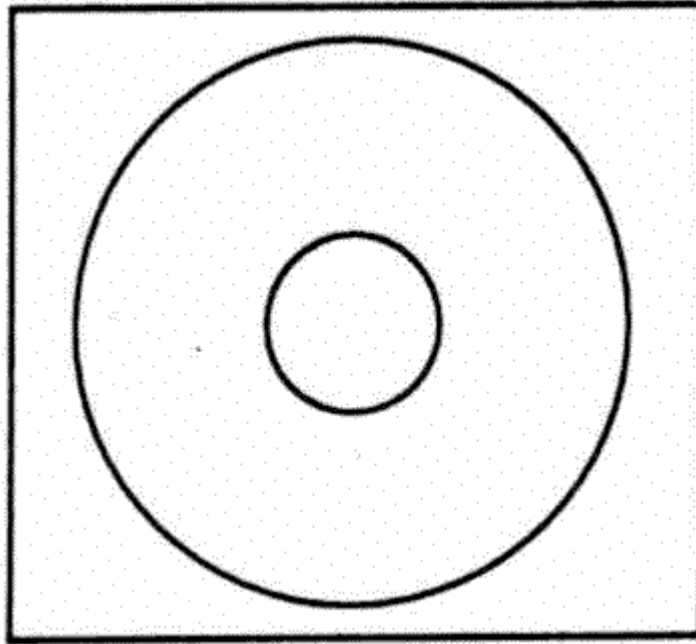
Explain the purpose of anticipation guides as a pre-reading strategy to ensure students are able to make connect to the selection, use background knowledge to make connections to the text. (Attachment 1)

Read and choose A for agree or D for disagree.

1. We decide between right and wrong if it will help someone. _____
2. We listen to our hearts when making decisions. _____
3. We only have to do what is right if someone is looking. _____
4. A little “white lie” is okay if it does not hurt someone. _____
5. We can take revenge on someone if they hurt us. _____

Assignment V. Circle Map (small group)

Teacher and students will preview vocabulary used in the selection by using a graphic organizer - Thinking Map (circle map) to brainstorm or define vocabulary. Students will acquire new vocabulary to use in speaking in oral presentations and use in persuasive writing. Place the word or topic in the center of the circle. Define the words in the outer circle. Place examples of where you may have encountered or heard the word used.

**Assignment VI. Summary/Closure****Week One/Day 2****Theme: “Persuasion is All Around Us”**

Class time: 51 minutes

Daily Agenda
“Don’t Search My Locker!”

<u>Warm-up Activity:</u>	Daily Oral Language Skill (Sentence Structure, multiply choice) 3 min
<u>Focus Writing:</u>	“A new locker search will be administered on a random basis each week in your school. Write a letter to your principal with your opinion. (7 min. silently write)
<u>Grammar Focus:</u>	Types of Verbs Discuss and complete 1-4 (Big 20 Review)
<u>Reading Focus:</u>	Context clues
<u>Essential Question:</u>	Why is persuasive writing different from expository writing?
<u>Key Question:</u>	What is persuasion?

Activating Activity: Role Play Activity- 5 min (you are a celebrity advertising for a shoe commercial- Use words to convince your listener to purchase this item)

Create a clock face to be stapled to each student's folder. Allow students to make 12 appointments within the class for each hour. Students will use this technique for peer partner and small group activities. (See clock Attached)

Vocabulary Review: Words to Know- Review Vocabulary using the circle map.

Work Session 30 min: Teacher will model guided reading techniques for understanding unfamiliar words in context. **Whole Group Connect to Your life:** Have you have been bullied or know someone is has. Discuss. **Small Group Review:** Students will gather at center table to review this question: Preview: Bargain by A. B. Guthrie and identify the purpose for reading. Review vocabulary, look at graphics, bullets, pictures or headlines for review. **Individual:** Look for verbs listed in the first paragraph of story. Complete 1-4 of your Big 20 Literary Analysis Question Sheet.

Extended comprehension: Use the character trait list to identify a character trait for the main character(s). Whole group discussion.

Closure: 3, 2, 1 (Name three things you learned today, two things you already knew and one thing you still do not understand)

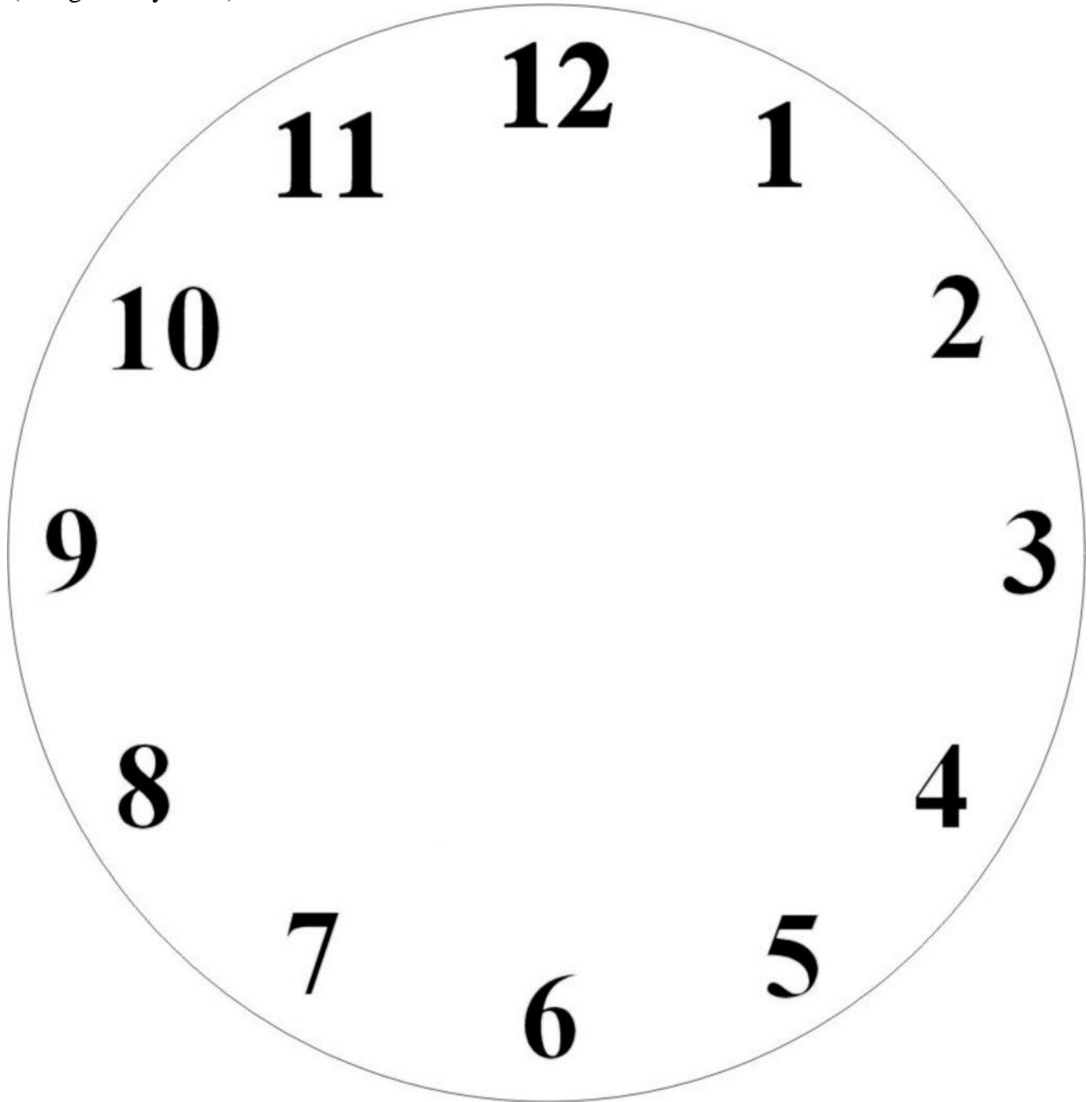
Ticket-Out-the Door: Convince a friend to lend you some money for lunch.

Homework: Complete Literary Analysis ("Big 20/ 5-6") Worksheet.

Complete reading of Bargain by A.B. Guthrie.

Independent Reading: Read 20 minutes or more nightly from chosen novel.

Differentiation Strategies- (Use of Thinking Maps- to define, various graphic organizers, Use of dictionaries, Bloom's Taxonomy Concepts, reading strategies- audio version of short stories. Provide tiered lessons, allow students use of choice boards activities, reading/writing strategies, provide students opportunities for analyzing by comparing/contrasting, solving, investigating, examining classifying and inspecting. Use of interactive smart tools, anticipation guides. Use small groups/whole group discussions, technology (Safari Montage program , internet)



Assignment I:**Types of Verbs: (Complete 1-4)**

<p>1.</p> <p>Singular Subject ----> verb stem plus S, <i>it fits, he sits, etc.</i></p>	<p>2.</p> <p>Plural subject ----> verb stem without s, <i>they sit, they work, etc.</i></p>	<p>3. Linking Verbs</p> <p>Underline the linking verb.</p> <p>The huge diamond mine is now a museum.</p>	<p>4. Linking Verbs</p> <p>Underline the linking verb.</p> <p>The computerized voice sounds human to me.</p>
<p>5. Main Verb, Helping Verb, both or neither</p> <p>Science <u>is</u> hiding in many everyday objects.</p> <p>a. Main verb b. Helping verb c. Both d. neither</p>	<p>6. Main Verb, Helping Verb, both or neither</p> <p>You <u>can find</u> properties of science in a basic clock.</p> <p>a. Main verb b. Helping verb c. Both d. neither</p>	<p>7. Main Verb, Helping Verb, both or neither</p> <p>Some clocks are <u>hung</u> on the wall.</p> <p>a. Main verb b. Helping verb c. Both d. neither</p>	<p>8 Main Verb, Helping Verb, both or neither</p> <p>These clocks often run <u>on batteries</u>.</p> <p>a. Main verb b. Helping verb c. Both d. neither</p>
<p>9. Main Verb, Helping Verb, both or neither</p> <p>Batteries use <u>chemical energy</u> to make electrical energy.</p> <p>a. Main verb b. Helping verb c. Both d. neither</p>	<p>10. Main Verb, Helping Verb, both or neither</p> <p>You <u>can</u> make a battery from a lemon.</p> <p>a. Main verb b. Helping verb c. Both d. neither</p>	<p>11. Main Verb, Helping Verb, both or neither</p> <p>A lemon or two will <u>provide</u> power for a digital clock.</p> <p>a. Main verb b. Helping verb c. Both d. neither</p>	<p>12. Main Verb, Helping Verb, both or neither</p> <p>Like a regular battery, a lemon battery changes chemical into electric energy.</p> <p>a. Main verb b. Helping verb c. Both d. neither</p>

<p>13. Main Verb, Helping Verb, both or neither</p> <p>The lemon's acid <u>will make</u> electricity.</p> <p>a. Main verb b. Helping verb c. Both d. neither</p>	<p>14. Main Verb, Helping Verb, both or neither</p> <p>A potato <u>can</u> become a battery, too.</p> <p>a. Main verb b. Helping verb c. Both d. neither</p> <hr/>	<p>15. Main Verb, Helping Verb, both or neither</p> <p>Potatoes have <u>some acid</u> in them, as well.</p> <p>a. Main verb b. Helping verb c. Both d. neither</p> <hr/>	<p>16. Main Verb, Helping Verb, both or neither</p> <p>You <u>can find</u> these science activities on the Internet.</p> <p>a. Main verb b. Helping verb c. Both d. neither</p>
<p>17. Main Verb, Helping Verb, both or neither</p> <p>You can <u>make</u> you own lemon-powered clock.</p> <p>a. Main verb b. Helping verb c. Both d. neither</p>	<p>18. Main Verb, Helping Verb, both or neither</p> <p>Or you <u>might</u> try other fun science projects.</p> <p>a. Main verb b. Helping verb c. Both d. neither</p>	<p>19. Main Verb, Helping Verb, both or neither</p> <p>Always ask an adult for <u>permission</u> before you try a project.</p> <p>a. Main verb b. Helping verb c. Both d. neither</p>	<p>20.</p> <p>Circle the verb that correctly completes each sentence.</p> <p>A black cat (bring, brings) bad luck, according to an old superstition.</p>

Assignment II: Context Clues (Notes)

Context clues are: Text book writers usually know when they must use a word that will be new to student readers. So they often include other words or phrases to help with the understanding of the new word. These words or phrases are referred to as context clues.

They are built into the sentences around the difficult word. Become more aware of these words around the difficult words you encounter in your reading.

There are 4 types of context clues:

- Examples
- Synonyms and definitions
- Antonyms and contrast
- Experience or sense of the sentence

Example for Discussion:

The river was full of **noxious** materials such cleaning agents from factories and pesticides from the nearby farms.

Write this sentence on white board and identify and circle the context clues underlined word. (Ask students to look for context clues in the assigned reading)

Your Turn:

This third grade was full of **precocious** children. One child had learned to read at two and another could do algebra at age 6.

Assignment III: After Reading: Assignment V.

Teacher will model “talking point cards” for use with dialogue technique called “Fish Bowl Conversation” to create feedback of the reading. Explain the rules of engagement for the strategy (see Virtual Conceptual Unit for further explanation) Allow student to practice this technique for one rotation.

- Students will begin class with completing an anticipation guide for to stimulate higher order thinking and questioning. (See attached)
- Students will complete a whole group reading a selected short story: Use Audio for differentiation techniques for struggling readers, EXC & ESOL Student
- Read: (Bargain by A.B Guthrie) and create a dialogue through a technique called, “Fish Bowl Conversation” technique to formulate questions for the whole class.
- Students will write their responses in a 3, 2, 1 -“Ticket-Out-the-Door” strategy, whereby the teacher will address on the next meeting. (Name 3 things you understood today, Name 2 things that you learned that was new and one thing that you still have questions about)

FIND A PURPOSE FOR READING: In groups of four, discuss the following question:
“What’s your opinion of the action of Mr. Buemer? Should he be punished for how he handled the bully in his town?”

CREATE A FOR/AGAINST CHART

FOR

AGAINST

Week One/Day 3**“Persuasion is all Around Us”****51 minutes**Daily Agenda
“Let me Drive”

Warm-up Activity: Daily Oral Language Skill (Review Parts of Speech-Review Parts of Speech)

- A. nouns
- A. nouns
- B. verbs
- C. adjectives
- D. adverbs

Focus Writing: **In your opinion, at what age should people be allowed to drive and why? Write a persuasive essay stating your position and explain your reasons.** 7 min. silently write)

Essential Question: What words can you use to persuade others?

Key Questions: What are negative/positive methods of persuasion?

Activating Activity: Role Play Activity 5 min

Vocabulary Review: (Words to Know)

Work Session: Before & During Reading-Review the elements literature using a plot line diagram. Use Guided Reading strategies. Provide a connection: In the next two days we will be reading a story that describes an all too familiar theme of bullying, but between adults, with a middle school student caught in the action. Pay attention context clues, persuasive language and vocabulary words use in the text, examples of protagonist and antagonist roles. Also, look for different types of verb usage. Read: Bargain by A.B. Guthrie, page 279 in Literature textbook. After Reading: Teacher will model Fish-Bowl Conversation technique to encourage developing protocols for discussion, respecting opinions of others and Students will discuss the selected story (15 min)

Closure: Review

Ticket-Out-the Door: Convince your teacher to accept a late assignment.

Homework: Complete Literary Analysis (“Big 20/9-12”) Worksheet.

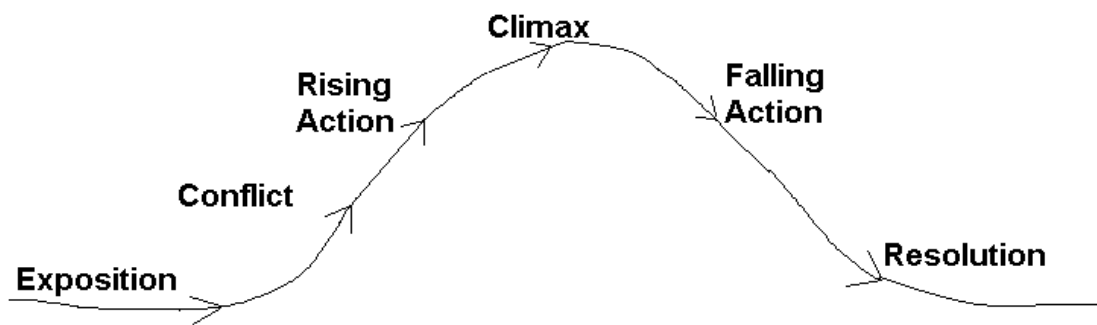
Independent Reading: Read 20 minutes or more nightly from chosen novel.

Differentiation Strategies- (Use of Thinking Maps- to define, various graphic organizers, Use of dictionaries, Bloom's Taxonomy Concepts, reading strategies- audio version of short stories. Provide tiered lessons, allow students use of choice boards activities, reading/writing strategies, and provide students opportunities for analyzing by comparing/contrasting, solving, investigating, examining classifying and inspecting. Use of interactive smart tools, anticipation guides. Use small groups/whole group discussions, technology (Safari Montage program , internet)

Assignment I:

Plot Line for Elements of Literature Review- Go to:

<http://stff/fcps.net/shortstory/cinderella.htm> to review plot diagram for review

**Assignment II:**

Students will draw and label a plot structure before, during and after reading selected short story of Bargain by A. B. Guthrie.

Week One/Day 4**“Persuasion is all Around Us”****Class Time: 51 minutes****Daily Agenda**
“Get Paid!”

Warm-up Activity: Daily Oral Language Skill (Sentence Structure, multiply choice) 3 min
Focus Writing: “Should students get paid for having good grades? What’s your opinion?”
Grammar Focus: Types of Verbs: Big 20/9-12 (Assign Grammar, Usage & Mechanics workbook pages on Verbs for additional homework support)
Reading Focus: Foreshadowing vs. Predicting
Essential Question: Why would an author provides hints to readers indicating future events?
Key Question What is foreshadowing? What is predicting? How are the two different?
 Similar?

Activating Activity: Role Play Activity- 5 min (you are a celebrity advertising for a shoe commercial- Use words to convince your listener to purchase this item)

Vocabulary Review: Vocabulary a prosecutor would use.

Work Session 30 min: Complete reading of Bargain by A.B. Guthrie. Teacher will model guided reading techniques for understanding unfamiliar words in context. **Whole Group Connect to Your life:** Who are the targets of bullies? **Small Group discuss/share:** Students: Why is Mr. Baumer a target for bullying? Will discuss in groups and share Bargain by A. B. Guthrie and identify the protagonist and antagonist roles from the characters. Review vocabulary, look at graphics, bullets, pictures or headlines for review. **Individual:** Look for key words throughout the paragraphs of story. Complete Big 20-Literary Analysis sheet today.

Extended comprehension: Use the character trait list to identify a character trait for the main character(s). Whole group discussion Closure: 3, 2, 1 (Name three things you learned today, two things you already knew and one thing you still do not understand)

Ticket-Out-the Door: Convince a friend to lend you \$5.00 for lunch.

Homework: Complete Literary Analysis (“Big 20/ 5-6”) Worksheet.

Complete reading of Bargain by A.B. Guthrie. Prepare for court date

Independent Reading: Read 20 minutes or more nightly from chosen novel.

Differentiation Strategies- (Use of Thinking Maps- to define, various graphic organizers, Use of dictionaries, Bloom's Taxonomy Concepts, reading strategies- audio version of short stories. Provide tiered lessons, allow students use of choice boards activities, reading/writing strategies, and provide students opportunities for analyzing by comparing/contrasting, solving, investigating, examining classifying and inspecting. Use of interactive smart tools, anticipation guides. Use small groups/whole group discussions, technology (Safari Montage program , internet)

Linda D. Carter, ELA8
(Smagorinsky 7408)

Assignment I (After Reading)

Students will create a courtroom within the class with two groups by reviewing the plot of the story. Students will review the plots line of Bargain by A.B. Guthrie. Select and choose character for role play of the case of Mr. Baumer. Divide class into two groups:

For the Defense

Against the Defense

“Mr. Baumer on Trial”

Create Character List:

Prosecutor

Defense

Witnesses:

Defendant- Mr. Baumer

Stenographer

Bailiffs

Judge:

Literary Analysis- Research

- 1. How common is bullying in U.S. Middle Schools?**
- 2. Which students are the most vulnerable targets of the bullies?**
- 3. Why do you think did that are different are the targets?**
- 4. What kind of bullying have you observed in our school and how do students typically respond to it?**
- 5. What tactics do bullies often use?**
- 6. What kind of creative ways could students deal with bullying?**

“Bargain”
A.B. Guthrie

Case no. B15908634

The Court of Public Opinion: Who is responsible for the death of Freighter Slade?

The public school of W.R. Coile Middle School, herein noted as “Team A-1”, accuses Mr. Baumer of the wrongful death of Mr. Slade, freighter for Moon Dance Mercantile Company. In addition, Team A-1 accuses Freighter Slade himself for his own accidental death. However, only one of these men can be responsible, so who will it be?

The trial date is set for Monday, December 12, 2011. Your task is to prove, using evidence from the text, that either:

Freighter Slade inadvertently killed himself,

OR

Mr. Baumer committed premeditated murder.

To prepare for trial, you will write a 5 paragraph, typed (font 12, double spaced, Times New Roman or Courier New) argument. It will include:

I. Introduction:

Title & author of the story

Summary of the conflict

Thesis-what you’re going to prove

II. 3 Body Paragraphs:

Paragraph 1:

Topic sentence

Direct quote from the text w/parenthetical citation (page #)

Explanation of how that evidence supports your claim

Transition to next paragraph

Paragraph 2:

Topic sentence

Direct quote from the text w/parenthetical citation (page #)

Explanation of how that evidence supports your claim

Transition to next paragraph

Paragraph 3:

Topic sentence

Direct quote from the text w/parenthetical citation (page #)

Explanation of how that evidence supports your claim

Transition to conclusion

III. Conclusion/Closing Arguments

Restatement of position (claim)

Reiterate your proof

Strong closing statement

Linda D. Carter, ELA8
(Smagorinsky 7408)

You will present your arguments to the court on the trial date noted above. As a court, based on the arguments presented, we will determine who is responsible for the death of Freighter Slade.

Name: _____

Date: _____

ELA8 Room 309

The Court of Public Opinion-RUBRIC
Who is Responsible for the Death of Freighter Slade?
Trial Date: Monday, December 12, 2011

I. Introduction: (5 points)			
	Title & author of the story	0	1
2			
	Summary of the conflict	0	1
2			
	Thesis-what you're going to prove	0	1
2			
_____/6			
II. 3 Body Paragraphs:			
Paragraph 1:			
	Topic sentence	0	.5 1
	Direct quote from the text		
	w/parenthetical citation (page #)	0	1
	Explanation of how that evidence supports your claim	0	1 2
3			
	Transition to next paragraph	0	.5 1
Paragraph 2:			
	Topic sentence	0	.5 1
	Direct quote from the text		
	w/parenthetical citation (page #)	0	1
	Explanation of how that evidence supports your claim	0	1 2
3			
	Transition to next paragraph	0	.5 1
Paragraph 3:			
	Topic sentence	0	.5 1
	Direct quote from the text		
	w/parenthetical citation (page #)	0	1
	Explanation of how that evidence supports your claim	0	1 2
3			
	Transition to conclusion	0	.5 1

_____/18

III. Conclusion/Closing Arguments

Restatement of position (claim)	0	1	2
Reiterate your proof	0	1	2
Strong closing statement	0	1	2

_____/6

Conventions:

Grammar, punctuation, spelling, etc	0	1	2	3	4
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5

_____/5

Your Total: ____/35

Week One/Day 5

Persuasion is all around us

Class Time: 51 minutes

Daily Agenda

“Summative Assessment

Warm-up Activity: Review Parts of Speech

Focus Writing: N/A

Grammar Focus:

Reading Focus: Review for week two: Finding the main topic in a paragraph.

Essential Question: Review for week two: What are propaganda techniques?

Key Question: Where is propaganda techniques used?

Activating Activity: N/A

Vocabulary Review: Words to Know- Review the weekly list of vocabulary words.(provide for next week)

Work Session 30 min: Students will use the above skit to react and use persuasive techniques, language and skills learn throughout the week to participate in the court room scene.

Ticket-Out-the Door: We just finished the part where Mr. Baumer hires Slade as his freighter. Why would Mr. Baumer hire someone he clearly does not trust to haul his goods?

Homework: Independent Reading: Read 20 minutes or more nightly from chosen novel.

Differentiation Strategies- (Use of Thinking Maps- to define, various graphic organizers, Use of dictionaries, Bloom's Taxonomy Concepts, reading strategies- audio version of short stories. Provide tiered lessons, allow students use of choice boards activities, reading/writing strategies, and provide students opportunities for analyzing by comparing/contrasting, solving, investigating, examining classifying and inspecting. Use of interactive smart tools, anticipation guides. Use small groups/whole group discussions, technology (Safari Montage program , internet)

Assignment - Summative (Persuasive Essay Writing)

Writing Description

4 out 5 middle school students are bullied each day in middle schools. Which students are the most vulnerable targets of the bullies? What can you do to protect yourself from bullying?

Writing Task

You principal has started a class requiring all students to take a class about bullying. Write a one page persuasive essay to your principal with your opinions as to why all students should or should not be forced to take this required class. Provide evidence from your personal background, the selected short story and any facts or opinions you know about the subject of bullying.

Week Two/Day 1**Persuasion in Advertisement****Class Time: 51 minutes**

Daily Agenda
“Persuasion in Advertisement”

Warm-up Activity: Daily Oral Language Skill –Sentence Correction

Write this sentence on the board:

the young girl who was six years old was trapped inside of the empty closet which had nothing in it.

(We will use some of our sentence combining techniques on this one. Reword the first part of the sentence and eliminate the redundancy in the last part.

Your finished version will have only eleven words.)

Focus Writing: **You have just invented a new flavor of gum- Write a “Jingle” using one propaganda technique of your choice from the list.**

Grammar Focus: Using sentence variety (Big 20)

Reading Focus: Informational Text vs. Literary Text

Essential Question: How is persuasive techniques used in periodicals?

Key Question: **What are periodicals?**

Materials Needed: Newspapers Articles for each student

Activating Activity: Role Play Activity- 5 min (Perform your Jingle from the writing focus activity)

Vocabulary Review: Words to Know- Review Vocabulary using a word map for each word (see attached)

Work Session 30 min: Teacher will model guided propaganda technique (Use websites) and provide students with a list of propaganda techniques. (See attached) **Whole Group Connect to Your life:** What favorite TV commercials do you know by memory? Discuss. **Small Group Review:** Students will gather at center table to answer this question: Preview: The Million Pound Bank Note by Mark Twain featured in your literature textbook on page 264. Identify a purpose for reading this drama. Review vocabulary, look at graphics, bullets, pictures or headlines for review. **Individual:** Look for the main idea, adjectives, adverbs listed in the beginning of this short story. Complete 1-4 of your Big 20 Literary Analysis Question Sheet.

Extended comprehension: Use the character trait list to identify a character trait for the main character(s). Whole group discussion.

Closure: 3, 2, 1 (Name three things you learned today, two things you already knew and one thing you still do not understand)

Ticket-Out-the Door: Name one propaganda technique used in T.V. commercials or newspapers.

Homework: Complete Literary Analysis (“Big 20) Worksheet.

Start Preview: The Million Pound Bank Note.

Independent Reading: Read 20 minutes or more nightly from chosen novel.

Differentiation Strategies- (Use of Thinking Maps- to define, various graphic organizers, Use of dictionaries, Bloom's Taxonomy Concepts, reading strategies- audio version of short stories. Provide tiered lessons, allow students use of choice boards activities, reading/writing strategies, and provide students opportunities for analyzing by comparing/contrasting, solving, investigating, examining classifying and inspecting. Use of interactive smart tools, anticipation guides. Use small groups/whole group discussions, technology (Safari Montage program , internet)

Propaganda techniques: Methods used to make arguments more persuasive

1. **appeal to ignorance:** suggesting that if a claim has not been proven false, then it must be true
2. **bandwagon:** promoting the idea that if everyone does it or believes it, it must be right
3. **broad generalization:** claiming something to be true for all members of a group
4. **card stacking:** used to slant a message. Key words or unfavorable statistics may be omitted in an ad or commercial, leading to a series of half-truths
5. **circular thinking:** using the claim as foundational proof
6. **compare and contrast:** leading the viewer/reader to believe one product is better than another, although no real proof is offered
7. **either/or:** assuming only two alternatives
8. **emotional words:** evoking positive/negative feelings in the viewer/reader by using words such as beautiful/ugly, sweet/sour, or generous/stingy
9. **faulty cause and effect:** using a product is credited for creating a positive result without legitimate proof
10. **glittering generalities:** using important-sounding "glad words" with little or no real meaning. These words are used in general statements that cannot be proved or disproved. Words like "good," "honest," "fair," and "best" are examples of "glad" words
11. **loaded words:** using emotionally charged words that produce strong positive or negative reactions
12. **name-calling:** using negative words that are used to create an unfavorable opinion of the competition in the viewer's mind

13. **oversimplification**: making complicated issues appear simple to solve
14. **red herring**: changing the subject to distract from the real argument
15. **repetition**: repeating the product name, keyword, or phrase several times
16. **straw man**: dismissing the other side of the argument as ridiculous
17. **testimonial**: a popular person or famous figure endorses a product
transferring good feelings, looks, or ideas to the person for whom the product is intended

Week Two/Day 2

Persuasion in Advertisement

51 Minutes

Continue.....Each Monday, students will staple 5 sheets of paper, writing their name in upper right hand corner. (These sheets will be place in a weekly folder for a class work grade.)

Daily Agenda
“Persuasion in Advertisement”

Warm-up Activity: Daily Oral Language Skill (Prepositions-Peer Partners) Adverbs Review (7 min)

Focus Writing: **In your opinion, at what age should people be allowed to drive and why? Write a persuasive essay stating your position and explain your reasons. Use specific examples to support your response.** 7 min. silently write) Domain Check: Did you engage the reader with a “hook” sentence?

Essential Question: What words do advertisers use in newspapers to persuade customers to purchase merchandise?

Activating Activity: Role Play Activity- (Newspaper food sales) 5 min

Vocabulary Review: (Words to Know from short story)

Work Session: During reading: The Million Pound Bank Note by Mark Twain. Use foreshadowing to discuss the author’s use of descriptive language. Discuss rising action and conflict, (internal/external)

Closure: Review

Ticket-Out-the Door: **Convince your teacher to accept a late assignment.**

Homework: Complete Literary Analysis (“Big 20”) Worksheet. Complete reading-The Million Pound Bank Note by Mark Twain.

Differentiation: Gifted/Advanced: Students will conduct research the purposes and usage of wood alcohol

Accommodations :students with disabilities: Students will listen to the selected story on audio tape.

Week Two/Day 3**Persuasion in Advertisement****Class Time: 51 minutes**

Continue.....Each Monday, students will staple 5 sheets of paper, writing their name in upper right hand corner. (These sheets will be place in a weekly folder for a class work grade.)

Daily Agenda
“Persuasion in Advertisement”

Warm-up Activity: Daily Oral Language Skill (Objects of Prepositions) 7 min

Focus Writing: **Many parents give children a weekly or monthly allowance regardless of their behavior because they believe an allowance teaches children to be financially responsible. Other parents only give children an allowance as a reward for completing chores or when they have behaved properly.**

Writing Task

How do you feel? Write a persuasive essay explaining what you should do and why. State your position and explain your reasons. Use specific examples to support your response.

(start the brainstorming stage in class and complete your draft for homework. **Domain Check: Structure Only- Did you indent each paragraph and include a transition word to link your paragraphs in a logical manner?**)

Essential Question: What words can you use to persuade others?

What are facts? What are opinions?

Activating Activity: Role Play Activity (Find an article that involves sports- Circle facts and place a square around opinions) 5 min

Vocabulary Review: (Words to Know from short story)

Work Session: After Reading the Million Pound Bank Note. Teacher will model Fish-Bowl Conversation technique to encourage developing protocols for discussion, respecting opinions of others and Students will discuss the selected story (15 min)

Closure: Review

Ticket-Out-the Door: **Convince your parents to allow you to stay out pass your curfew**

Homework: Complete Literary Analysis (“Big 20”) Worksheet.

Differentiation: Gifted/Advanced: Students will conduct research the purposes and usage of wood alcohol

Accommodations :students with disabilities: Students will listen to the selected story on audio tape.

Independent Reading: Read 20 minutes or more nightly from chosen novel.

Differentiation Strategies- (Use of Thinking Maps- to define, various graphic organizers, Use of dictionaries, Bloom's Taxonomy Concepts, reading strategies- audio version of short stories. Provide tiered lessons, allow students use of choice boards activities, reading/writing strategies, provide students opportunities for analyzing by

comparing/contrasting, solving, investigating, examining classifying and inspecting. Use of interactive smart tools, anticipation guides. Use small groups/whole group discussions, technology (Safari Montage program , internet)

Week Two/Day 4

Persuasion in Advertisement

Class Time: 51 minutes

Continue.....Each Monday, students will staple 5 sheets of paper, writing their name in upper right hand corner. (These sheets will be place in a weekly folder for a class work grade.)

Daily Agenda “Persuasion in Advertisement”

Warm-up Activity: Daily Oral Language Skill (Descriptive language-Peer Partners) 7 min

Focus Writing: **Should advertisers place warnings labels on cigarette packages? Write a one page persuasive essay stating your position and explain your reasons. Use specific examples to support your response. Domain Check: Adjectives- Did you include adjectives to make your writing descriptive? (10 minutes)**

Essential Question: How can visual/graphics persuade others?

Activating Activity: Role Play Activity (In groups of four- create a commercial to deter teen smoking) 5 min

Vocabulary Review: (Words to Know)

Work Session: Teacher will provide students with facts and opinions about smoking. What are the causes and effects of smoking? Students will create a visual image about the effects of smoking.

Closure: Review

Ticket-Out-the Door: Convince your principal to start for a campaign to deter smoking among middle schoolers.

Homework: Watch T.V. to count the number of ads displaying information about health issues. How many ads are shown in one hour? Chart and discuss

Differentiation Strategies- (Use of Thinking Maps- to define, various graphic organizers, Use of dictionaries, Bloom's Taxonomy Concepts, reading strategies- audio version of short stories. Provide tiered lessons, allow students use of choice boards activities, reading/writing strategies, and provide students opportunities for analyzing by comparing/contrasting, solving, investigating, examining classifying and inspecting. Use of interactive smart tools, anticipation guides. Use small groups/whole group discussions, technology (Safari Montage program , internet)

Week Two/Day 5**Persuasion in Advertisement****Class Time: 51 minutes**

Continue....Each Monday, students will staple 5 sheets of paper, writing their name in upper right hand corner. (These sheets will be place in a weekly folder for a class work grade.)

Daily Agenda**“Persuasion in Advertisement”**

Warm-up Activity: Daily Oral Language Skill (Sentence Correction- See Edit Every Day- Website)

Focus Writing: N/A- **Scantron Summative Assessment today**

Essential Question: What are test taking techniques?

Activating Activity: N/A

Vocabulary Review: N/A

Work Session: Student will complete a scantron assessment in multiply choice format – 20 questions.

Closure: Review

Ticket-Out-the Door: Open Discussion- name 3 three things you have learned this week, 2 things you still do not understand and 1 thing you still have questions about.

Homework: Preread: Speech to the Young by Gwendolyn Brooks, page 194

/Accommodations Gifted/Advanced, Students with Disabilities (SWD), Struggling Readers and Students on-level, Suggested Remediation/Intervention Strategies

Differentiation Strategies- (Use of Thinking Maps- to define, various graphic organizers, Use of dictionaries, Bloom's Taxonomy Concepts, reading strategies- audio version of short stories. Provide tiered lessons, allow students use of choice boards activities, reading/writing strategies, and provide students opportunities for analyzing by comparing/contrasting, solving, investigating, examining classifying and inspecting. Use of interactive smart tools, anticipation guides. Use small groups/whole group discussions, technology (Safari Montage program , internet)

Week Three /Day One

Persuasion in Speech

Class Time: 51 minutes

Daily Agenda

“Persuasion in Speech”

Directions for Teacher: Each Monday, students will staple 5 sheets of paper, writing their name in upper right hand corner. (These sheets will be place in a weekly folder for a class work grade.)

Warm-up Activity: Daily Oral Language Skill (Internet Source- Every Day Edit- Go to Education Word) 7 min

Focus Writing: Read poem Speech to the Young by Gwendolyn Brook, page 194 in Literature Text. Also read, Mother to Son by Langston Hughes on page 193. What kind of people do you think the speakers are? (7 min. silently write)

Essential Question: What is voice? (The definite point of view)

The “voice” the reader hears while reading is called what? (The speaker) How does repetition in speech affect the reader?

Activating Activity: Role Play Activity 5 min

Vocabulary Review: (Words to Know for the reading)

Work Session: Before Reading: Teacher will model voice, alliteration and inference in reading. Student will review a variety of speeches this week to understand the use of how phrases, figurative language, propoganda techniques can be use to persuade others. Use a Venn diagram to compare and contrast the speakers of these two poems. (See attached)
Students will read: I Have a Dream by Dr. Martin Luther King and discuss.

Summary: Open Discussion

Closure: 3, 2, 1

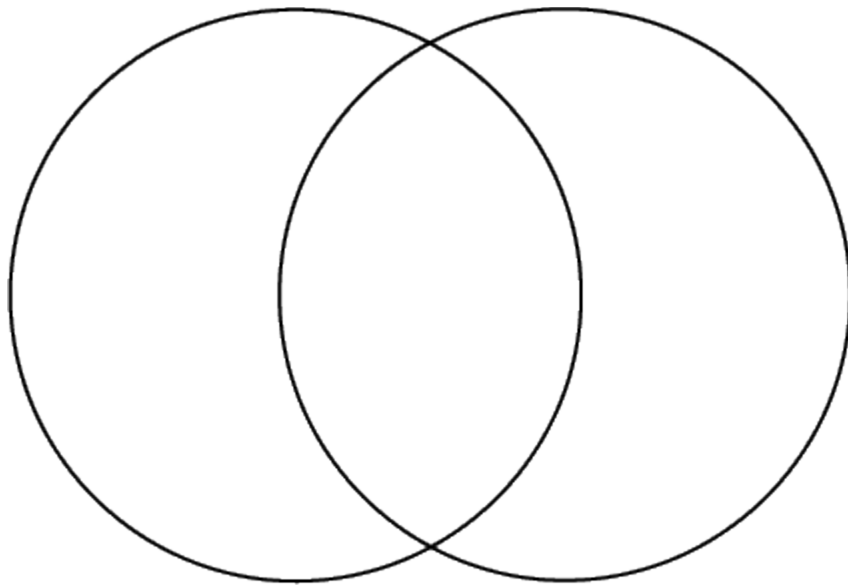
Ticket-Out-the Door: Convince your teacher that you deserve to retake a test you failed.

Homework: Complete Literary Analysis Questions (Complete this week reading)

Differentiation Strategies- (Use of Thinking Maps- to define, various graphic organizers, Use of dictionaries, Bloom's Taxonomy Concepts, reading strategies- audio version of short stories. Provide tiered lessons, allow students use of choice boards activities, reading/writing strategies, and provide students opportunities for analyzing by comparing/contrasting, solving, investigating, examining classifying and inspecting. Use of interactive smart tools, anticipation guides. Use small groups/whole group discussions, technology (Safari Montage program , internet)

Students with disabilities: * See Suggestions for remediation and accommodations attached.

Use the Venn Diagram to compare and contrast the speakers in “Speech to the Young by Gwendolyn Brooks and Mother to Son by Langston Hughes.



Persuasion in Speech & Voice

Class Time: 51 minutes

Daily Agenda

“Persuasion in Speech & Voice”

(Class Time: 51 minutes)

Directions for Teacher: Each Monday, students will staple 5 sheets of paper, writing their name in upper right hand corner. (These sheets will be place in a weekly folder for a class work grade.)

Warm-up Activity: Daily Oral Language Skill (Internet Source- Every Day Edit- Go to Education Word) 7 min

Focus Writing: Write a speech to your peers regarding bullying in your school. Use the voice of a pirate. (Pirate Jargon- “ahoy, matey, walk the plank, shiver me timbers, Davey Jones’ locker)

Essential Question: How can you use **Voice** in your writing?

Key Question: What is Voice? (Obvious person behind the words)

Activating Activity: Role Play Activity (voice)

Vocabulary Review: (Words to Know)

Work Session: Before Reading: Teacher will model identifying “Voice” in reading and using it in writing. Also, identifying alliteration and inference in reading. Student will review a variety of speeches this week to understand the use of how phrases, figurative language, propaganda techniques can be use to persuade others. Provide excerpt copies of “I Have a Dream Speech by Dr. Martin Luther King. Analyze and discuss.

Summary: Open Discussion

Closure: 3, 2, 1

Ticket-Out-the Door: Use apologetic voice to explain to your parent why you are coming home late from school.

Homework: Complete Literary Analysis Questions (Complete this week reading)

Differentiation: **Differentiation Strategies-** (Use of Thinking Maps- to define, various graphic organizers, Use of dictionaries, Bloom's Taxonomy Concepts, reading strategies- audio version of short stories. Provide tiered lessons, allow students use of choice boards activities, reading/writing strategies, and provide students opportunities for analyzing by comparing/contrasting, solving, investigating, examining classifying and inspecting. Use of interactive smart tools, anticipation guides. Use small groups/whole group discussions, technology (Safari Montage program , internet)

Students with disabilities: * See Suggestions for remediation and accommodations attached.

Linda D. Carter, ELA8
(Smagorinsky 7408)

Week Three /Day Three

Persuasion in Speech

Class Time: 51 minutes

Daily Agenda

“Persuasion in Speech”

(Class Time: 51 minutes)

Directions for Teacher: Each Monday, students will staple 5 sheets of paper, writing their name in upper right hand corner. (These sheets will be place in a weekly folder for a class work grade.)

Warm-up Activity: Daily Oral Language Skill (Internet Source- Every Day Edit- Go to EducationWord.com) 7 min

Focus Writing: Write a speech to your community about decreasing litter in your neighborhood? Use the voice of a younger child as you read. (7 min. silently write)

Essential Question: What is voice? (Consistent tone)The “voice” the reader hears while reading is called what? (The speaker)How does repetition in speech affect the reader?

Activating Activity: Read aloud your speech 5 min

Vocabulary Review: (Words to Know for the reading)

Work Session: During Reading: Teacher will model voice, alliteration and inference in reading. Student will review a variety of speeches this week to understand the use of how phrases, figurative language, propaganda techniques can be use to persuade others.

Summary: Use a voice of a protestor to summarize today’s discussion?

Closure: Why is voice important in writing?

Ticket-Out-the Door: Review

Homework: Complete Literary Analysis Questions (Complete this week reading)

Differentiation: **Differentiation Strategies-** (Use of Thinking Maps- to define, various graphic organizers, Use of dictionaries, Bloom's Taxonomy Concepts, reading strategies- audio version of short stories. Provide tiered lessons, allow students use of choice boards activities, reading/writing strategies, and provide students opportunities for analyzing by comparing/contrasting, solving, investigating, examining classifying and inspecting. Use of interactive smart tools, anticipation guides. Use small groups/whole group discussions, technology (Safari Montage program , internet)

Students with disabilities: * See Suggestions for remediation and accommodations attached.

Week Three /Day Four
Persuasion in Speech
Class Time: 51 minutes

Daily Agenda

“Persuasion in Speech”

(Class Time: 51 minutes)

Directions for Teacher: Each Monday, students will staple 5 sheets of paper, writing their name in upper right hand corner. (These sheets will be place in a weekly folder for a class work grade.)

Warm-up Activity: Daily Oral Language Skill (Internet Source- Every Day Edit- Go to EducationWord.com) 7 min

Focus Writing: You are running for class president of your 9th grade class- Write a speech to your peers asking for their votes. Write in the voice of a politician using repetition. (7 min. silently write)

Essential Question: What kinds of sentence variety can you use in speech that may help persuade your listeners to agree with your arguments?

Activating Activity: Act out your focus writing speech 5 min

Vocabulary Review: (Words to Know for the reading)

Work Session: Teacher will demonstrate the use of alliteration in speaking. Students will read Poetry: Sara Cynthia Sylvia Stout by Silverstein for examples of alliteration. Each student will be provided a copy. Highlight each alliteration example found in poem. Share and read.

Summary: Use the voice of Slade from Bargain to read lines from today’s poem.

Closure: 3, 2, 1 technique

Ticket-Out-the Door: What is alliteration?

Homework: Complete Literary Analysis Questions (Complete this week reading)

Differentiation: **Differentiation Strategies-** (Use of Thinking Maps- to define, various graphic organizers, Use of dictionaries, Bloom's Taxonomy Concepts, reading strategies- audio version of short stories. Provide tiered lessons, allow students use of choice boards activities, reading/writing strategies, and provide students opportunities for analyzing by comparing/contrasting, solving, investigating, examining classifying and inspecting. Use of interactive smart tools, anticipation guides. Use small groups/whole group discussions, technology (Safari Montage program , internet)

Students with disabilities: * See Suggestions for remediation and accommodations attached.

Week Three /Day Five
Persuasion in Speech & Voice
Class Time: 51 Minutes

Daily Agenda

“Persuasion in Speech & Voice”

(Class Time: 51 minutes)

Directions for Teacher: Each Monday, students will staple 5 sheets of paper, writing their name in upper right hand corner. (These sheets will be place in a weekly folder for a class work grade.

Warm-up Activity: Daily Oral Language Skill (Internet Source- Every Day Edit- Go to EducationWord.com) 7 min

Focus Writing: N/A summative assessment- Essay format today

Essential Question: What kinds of sentence variety can you use in speech that may help persuade your listeners to agree with your arguments?

Activating Activity: Test Taking Techniques

Vocabulary Review: (Words to Know for the reading)

Work Session: Students will be provided a persuasive essay topic. Write a speech to your principal about the causes and effects of bullying in middle school. (45 minutes)

Summary:

Closure:

Ticket-Out-the Door:

Homework: Complete Literary Analysis Questions (Complete this week reading)

Differentiation Strategies- (Use of Thinking Maps- to define, various graphic organizers, Use of dictionaries, Bloom's Taxonomy Concepts, reading strategies- audio version of short stories. Provide tiered lessons, allow students use of choice boards activities, reading/writing strategies, and provide students opportunities for analyzing by comparing/contrasting, solving, investigating, examining classifying and inspecting. Use of interactive smart tools, anticipation guides. Use small groups/whole group discussions, technology (Safari Montage program , internet)

Students with disabilities: * See Suggestions for remediation and accommodations attached.

Week Four/Day One

Persuasion in Communication

Class Time: 51 minutes

Daily Agenda
Persuasion in Politics**Persuasive communication That Evokes Emotion & Call People to Action**

Warm-up Activity: Daily Oral Language Skill (Using direct objects in sentence)
Write this sentence on board and allow students to circle direct object/s.

Jerry was so happy because of his promotion. He hugged everyone in the room.

Writing Prompt: Draw a 3 slide cartoon using one propaganda technique from your list.

Essential Question: What are direct objects? What is the purpose of using propaganda/persuasive techniques in politics? Why would the newspaper media use political cartoons to persuade? What are emotional words?

Key Question: What are politics? What are political cartoons?

Activating Activity: Role Play Activity (Use the propaganda list to demonstrate “glittering generalities” in politics) 5 min

Vocabulary Review: (Words to Know-name calling, glittering generalities & rhetorical questions)

Work Session: Teacher will provide clips of political cartoons and distribute for discussion in to share with a peer. Discussion

Summary: Overview

Closure/Ticket-Out-the Door: Create a political cartoon for some aspect of your school that you would like to change (ex: uniform policy, cafeteria procedures, etc.)

Homework: Complete Grammar, Usage & Mechanics workbook pages- Indirect Objects

Differentiation Strategies- (Use of Thinking Maps- to define, various graphic organizers, Use of dictionaries, Bloom's Taxonomy Concepts, reading strategies- audio version of short stories. Provide tiered lessons, allow students use of choice boards activities, reading/writing strategies, and provide students opportunities for analyzing by comparing/contrasting, solving, investigating, examining classifying and inspecting. Use of interactive smart tools, anticipation guides. Use small groups/whole group discussions, technology (Safari Montage program , internet)

Students with disabilities: * See Suggestions for remediation and accommodations attached.

Week Four/Day Two
Persuasion in Communication
(Class Time: 51 minute)

Daily Agenda

Persuasion in Politics

Persuasive communication That Evokes Emotion & Call People to Action

Warm-up Activity: Daily Oral Language Skill (Using Indirect objects in sentence)
Write this sentence on board and allow students to circle all Indirect objects.

He gave me excellent directions to the stadium.

Writing Prompt: Draw a 3 slide cartoon using one propaganda technique from your list.

Essential Question: What are Indirect objects? What is the purpose of using propaganda/persuasive techniques in politics? Why would the newspaper media use political cartoons to persuade?

What area emotional words?

Key Question: What are politics? What are political cartoons?

Activating Activity: Role Play Activity (Use the propaganda list to demonstrate “name calling” in politics) 5 min

Vocabulary Review: (Words to Know-name calling, glittering generalities & rhetorical questions)

Work Session: Students will use newspaper articles, current events and politic cartoons to identify persuasive communication and propaganda techniques in politics.

Summary: Review class discussioni

Closure: 3, 2, 1 (Name three things you learned today, two things you already knew and one thing you still do not understand)

Ticket-Out-the Door: Draw a cartoon script showing an ad for voting for yourself as class president.

Homework: Complete Grammar, Usage & Mechanics, Direct Objects

Differentiation Strategies- (Use of Thinking Maps- to define, various graphic organizers, Use of dictionaries, Bloom's Taxonomy Concepts, reading strategies- audio version of short stories. Provide tiered lessons, allow students use of choice boards activities, reading/writing strategies, and provide students opportunities for analyzing by comparing/contrasting, solving, investigating, examining classifying and inspecting. Use of interactive smart tools, anticipation guides. Use small groups/whole group discussions, technology (Safari Montage program , internet)

Students with disabilities: * See Suggestions for remediation and accommodations attached.

Week Four/Day Three
 Persuasion in Communication
 Class Time: 51 minutes

Daily Agenda
 Persuasion in Politics

Persuasive communication That Evokes Emotion & Call People to Action

Warm-up Activity: Daily Oral Language Skill

Writing Prompt: Write about a situation or event that has happened at school that you would like to ask your peers to join you for change.

Essential Question: What does it mean to evoke emotion? What does it mean to call someone to action?

Activating Activity: Role Play Activity (Use the propaganda technique list to demonstrate rhetorical questions in politics) 5 min

Vocabulary Review: (Words to Know-name calling, glittering generalities & rhetorical questions)

Work Session: Students will use newspaper articles, current events and politic cartoons to identify persuasive communication and propaganda techniques.

Summary: Create a 2 minute headliner, using emotional and action verbs to call your peers to action for more fast food in the cafeteria

Closure: Open reflections

Ticket-Out-the Door: Write your reflection on an index card of today's class events.

Homework: Complete Literary Analysis ("Big 20") Worksheet.

Differentiation Strategies- (Use of Thinking Maps- to define, various graphic organizers, Use of dictionaries, Bloom's Taxonomy Concepts, reading strategies- audio version of short stories. Provide tiered lessons, allow students use of choice boards activities, reading/writing strategies, and provide students opportunities for analyzing by comparing/contrasting, solving, investigating, examining classifying and inspecting. Use of interactive smart tools, anticipation guides. Use small groups/whole group discussions, technology (Safari Montage program , internet)

Students with disabilities: * See Suggestions for remediation and accommodations attached.

Daily Agenda
Persuasion in Politics

Persuasive communication That Evokes Emotion & Call People to Action

Warm-up Activity: Daily Oral Language Skill (Using Direct Objects & Indirect Objects in sentences) 7 min

Writing Prompt: (7 min. silently write) Why is littering so important to stop. Write a short speech calling people to action to clean-up our neighborhoods.

Essential Question: What is the purpose of using propaganda/persuasive techniques in politics? What area emotional words?

Activating Activity: Role Play Activity (Use the name calling list to demonstrate name calling in politics) 5 min

Vocabulary Review: (Words to Know-name calling, glittering generalities & rhetorical questions)

Work Session: Students will use newspaper articles, current events and politic cartoons to identify persuasive communication and propaganda techniques.

Summary: Open discussion review

Closure: 3, 2, 1 (Name three things you learned today, two things you already knew and one thing you still do not understand)

Ticket-Out-the Door: Convince your teacher that you deserve to retake a test you failed.

Homework: Complete Literary Analysis ("Big 20") Worksheet.

Differentiation Strategies- (Use of Thinking Maps- to define, various graphic organizers, Use of dictionaries, Bloom's Taxonomy Concepts, reading strategies- audio version of short stories. Provide tiered lessons, allow students use of choice boards activities, reading/writing strategies, and provide students opportunities for analyzing by comparing/contrasting, solving, investigating, examining classifying and inspecting. Use of interactive smart tools, anticipation guides. Use small groups/whole group discussions, technology (Safari Montage program , internet)

Students with disabilities: * See Suggestions for remediation and accommodations attached.

Week Four/Day Five
Persuasion in Communication
Class Time: 51 minutes

Daily Agenda
Persuasion in Politics

Persuasive communication That Evokes Emotion & Call People to Action

End of Unit: Culminating Activity: Multi-genre Persuasive Essay

Warm-up Activity: Daily Oral Language Skill (Internet Source- Every Day Edit- Go to EducationWord.com) 7 min

Focus Writing: N/A summative assessment- Essay format today

Essential Question: What kinds of sentence variety can you use in speech that may help persuade your listeners to agree with your arguments?

Activating Activity: N/A

Vocabulary Review: (Words to Know)

Work Session: Students will be provided examples of writing a multi-genre essay. Students will end the 4 week project and provided with a one week deadline from today's date for final exam.

Directions: Create a multi-genre 4-6 page essay that includes two different types of genre from the following list. (Children's Story, newspaper, political cartoon, court document, court document, poem or speech)

Summary: Students will create a rubric for the project.

Closure: Questions??

Ticket-Out-the Door:

Homework: Begin work on multi-genre essay project

Differentiation Strategies- (Use of Thinking Maps- to define, various graphic organizers, Use of dictionaries, Bloom's Taxonomy Concepts, reading strategies- audio version of short stories. Provide tiered lessons, allow students use of choice boards activities, reading/writing strategies, and provide students opportunities for analyzing by comparing/contrasting, solving, investigating, examining classifying and inspecting. Use of interactive smart tools, anticipation guides. Use small groups/whole group discussions, technology (Safari Montage program , internet)

Students with disabilities: * See Suggestions for remediation and accommodations attached.