Georgia Performance Standards Framework for ELA Unit 3-7th Grade

Grade: 7th
Topic: I Oppose! – Counter-argument/Classifying
Instructional unit: Unit 3 Persuasive Writing
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The task:
An effective persuasive essay includes a counter-argument. One way to acknowledge the opposing argument is through classification. This can make the opposing view seem less important. The student will practice his or her classifying voice by identifying three types of people who fall under a particular label.

For example: Types of Sneezers.
There are three types (or classifications) of sneezers:

1) The Mouse: These are usually extremely polite people who make a slight squeaking noise when they sneeze and apologize afterward.
2) The Announcer: These people give an advanced warning before the big event. They lead up to a sneeze with, “Ah, Aahh, AHHHHH-------CHOOOOOO!”
3) The Repeater: These people never sneeze just once. They will sneeze multiple times in a row forcing a person to say, “Bless you,” repeatedly. Sometimes it is easier to let these people just bless themselves.

The student will create a label and classify three types of people who fall under this label. Then the student will name the classification and write a brief two-three sentence description.

Now the student will practice classifying three opposing views to a persuasive argument. The student may use the following segments as a guide:

There are three types of people who are in favor of __________________________.
Three reasons to be in favor of ______________ are _________________________,
______________________, and _________________________________________.

There are three types of people who oppose ________________________________.
Three reasons to oppose ____________ are _________________, ____________,
and ___________________________.

There are three types of people who are in favor of ___________________________

Example:
There are three types of people who are in favor of year round schools: parents who do not want their children at home alone during the long summer, educators who believe that the long summer break causes a gap in learning, and families who like to vacation at other times of the year.
Differentiation:
- Both tasks may be done individually, in pairs, or in larger groups.
- Teachers may wish to present students with a variety of persuasive arguments for which students may classify the opposition.

Accommodations/Modifications:
- Teachers may wish to make transparencies of the examples given in this task.

Focus Standard:
**ELA7W2** The student demonstrates competence in a variety of genres.
The student produces a multi-paragraph persuasive essay that:
f. Anticipates and addresses readers’ concerns and counter-arguments.

Circumstances of the assignment/Notes to the Teachers:
Topic suggestions: school uniforms, school recess, gun control, driving age, curfews, smoking, music lyrics, etc.