

**Unit Title: The Purpose and Power of Persuasion**

**Unit Goals:** Introduce the power and the purpose of persuasion; develop student knowledge of strategies/techniques associated with persuasion; develop student ability to identify authors' purpose, arguments, and supporting evidence; develop students' abilities to conduct research in order to support a perspective with supporting evidence.

**Course/Grade Level:** 7<sup>th</sup> Grade: ELA/Literacy

**Subject/Topic Areas:** Perspective, character motivation, narrative text and strategies, author's purpose and development of arguments through supporting evidence, persuasive texts, issues related to students' lives, the research process, and the writing process.

**Designed by:** Christie McCarley

**Time Frame:** 4 weeks

**School District:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Brief Summary of Unit (including curricular context and content goals):**

In this unit, students will connect the purpose and strategies associated with persuasion to events in their own life. They will read and analyze texts, both fiction and nonfiction, that demonstrate the development of an author's purpose, perspective, arguments, and supporting evidence. They will compose texts of their own, both fiction and nonfiction, that introduce and develop a perspective through arguments and supporting evidence and that include stylistic devices found in literary and expository writing. They will formulate and conduct a plan for collecting research that will support a position. In addition, they will correctly cite and document sources of information. Students will continue to develop the ability to introduce and discuss issues within a group format. At various times throughout the unit they will analyze and compose suggestions to improve the effects of persuasive writing within a peer conferencing situation.

**Stage 1: Unpacking the Standards: ELA RI; ELA RC2, 4; ELA W1, 2, 3, 4, ELA CI, ELA LSVI**

**Big Ideas:** demonstrates comprehension, characterization, analyzes, text features, organizational structures, arguments, supporting evidence, perspective/purpose, discusses, connects, composes, audience, anecdotes, descriptions, facts, statistics, persuasion, plans and conducts research, documents/cites sources

**To meet the standard, students will understand that...**

- Persuasion is a powerful and necessary part of every day life.
- Authors use research, supporting evidence, and stylistic devices to convey a perspective/purpose and develop an argument.
- Authors utilize a variety of sources to obtain supporting evidence, and they properly credit these sources.
- Narrative and expository texts share some common elements.

**To understand, students will need to consider such questions as**

- When is persuasion useful and/or necessary?
- What techniques, strategies, or elements make some persuasion more effective than others?
- How do different modes of texts display citations and source credits?
- How do authors convey character motivations?

**To understand, students will need to**

**Know**

- Analyze fairy tales to audience, argument, perspective, position, evidence, counter (oppose), cite, motivation direct quotation, statistic, anecdote
- steps for specific processes: analyze, connect, compare, apply, draft, revise, edit, question, verify
- specific concepts: narrative text characteristics, expository text characteristics, methods of effective persuasion,

**Be able to...**

- Connect character motivation to real life
- Compare characteristics of different genres
- Determine author's purpose
- Identify methods used to develop an argument
- Formulate a research plan
- Discuss the pros and cons of an issue

## Stage 2: Determining Acceptable Evidence

### What evidence will show that students understand?

**Performance Tasks:** Students will select a fairy tale to rewrite from the villain's/antagonist's point of view. Students will develop a plot that allows the villain/antagonist to argue that he/she is innocent. Plot development will include evidence that supports this argument as well as stylistic devices common in narrative texts. Students will move on to select an issue to argue for or against in a persuasive essay. This essay will clearly state their position, provide supporting evidence gathered from research, address possible counter arguments, and employ a variety of stylistic techniques found in effective persuasion texts.

### Other evidence (quizzes, tests, prompts, observations, dialogues, work samples):

Observation	observe students working individually, partners, small groups, to analyze author's purpose and development of arguments observe students individually, partnered, or in small groups as they progress through the writing process
Dialogue	student to teacher dialogues during whole group discussion of specific narrative and persuasive texts student to student dialogues during analysis of narrative and persuasive texts (both student and non-student created texts) student to teacher dialogues during one on one conferencing during the writing process
Work Samples	outline detailing the organization of gathered research in order to develop and support a perspective/argument documentation correctly citing source information

### Students Self-Assessment and Reflection:

- Reflect on connections between persuasion and real life events
- Reflect on personal preferences regarding strategies used to present and develop an argument
- Self-asses during stages of the writing process (particularly after peer conferencing)

## Performance Task Blueprint for Fairy “Re-Telling” and Persuasive Essay

### **What understandings and goals will be assessed through this task?**

Methods of effective persuasion through written text

Methods of engaging a reader through characterization, and stylistic devices

### **What criteria are implied in the standards and understanding regardless of the task specific?**

#### **What qualities must student work demonstrate to signify that standards were met?**

- Texts must be engaging
- Texts must clearly present a specific perspective/argument
- Texts must include evidence that supports or develops the perspective/argument
- Text must be organized in a way that promotes engagement and understanding
- Persuasive essay must include information gathered from research

#### **Through what authentic performance task will students demonstrate understanding?**

Students will participate in whole group and small group discussions that demonstrate understanding of the elements of effective writing and persuasion. They will participate in peer editing/coaching that requires them to identify an argument, supporting evidence, stylistic devices, and offer suggestions/strategies for improving a narrative or persuasive text.

Students will also participate in small group discussions that require them to share an opinion, justify it and provide support with text examples.

#### **What student products and performances will provide evidence of desired understandings?**

Student created texts

Small group discussions

Whole and small group evaluation of effectiveness of narrative and persuasive texts

#### **By what criteria will student products and performances be evaluated?**

- Story presents an alternative view for villain’s/antagonist’s motivation
- Story includes a variety of strategies to engage through plot and character development
- Essay presents a clear perspective/argument with supporting evidence
- Essay includes evidence of information gathered from research with proper documentation of sources
- Story and essays both correctly employ conventions of Standard English

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- Story and essay both provide evidence of thoughtful and warranted revision and editing to improve content, structure, and detail

## **Preparing for Teaching and Learning**

### *Suggested Resources:*

The Real Story of the Three Little Pigs

(Scieszcka, John. *The True Story of the Three Little Pigs!*. New York: Puffin, 1989.)

Various fairy tales

Persuasive essays (effective and not so effective)

Letters to the Editor

Editorials

Comic Strips

Children's nonfiction books (for study of source documentation)

### *Prior Knowledge Connections:*

- Ask students to list favorite fairy tales. Assess students' knowledge of fairy tale repertoire. It may be necessary to introduce some students to the genre and well known stories of this genre.
- Review students' knowledge of strategies used to engage a reader and provide closure to a written text.
- Review students' knowledge of creating and using an outline. It may be necessary to provide a graphic organizer that will help students plan and organize their research.

### *Questions for connection*

- How do you get your parents/teachers to agree to let you do something?
- What kind of information do you have to supply them? What kind of things do they want to know?
- What kind of techniques do you use to get them to change their minds about something?

### *Note to Teachers*

- In the following lesson plans, teacher actions are in bold type and words from the standards are in italics
- Relevant standards and specific elements addressed by each lesson are listed in the corresponding lesson blocks
- ELA 7R2 (understands and acquires new vocabulary is addressed throughout the daily lessons and activities
- ELA LSV1 (participates in group interactions) is addressed several times within the four week period; space did not always allow for it to be indicated in the corresponding lesson block
- ELA 7C1 (conventions) is addressed during the revision and editing stage of the writing process as well as one on one conferencing during the drafting stage

- Mini lesson focus (such as dialogue, sensory details, etc) can be changed or modified according to the needs of your individual students/classes
- Activities that call for grouping or charting responses can be adapted to fit your time constraints and class needs
- Actual delivery time for the unit can also be adapted to fit the needs and pacing of your classes

### Materials

- The materials found immediately following the lesson plans can be used as (or if) needed. You may choose to use them as transparencies, handouts, etc
- The Discussion Web is an example of a graphic organizer that helps students organize their thoughts concerning an issue prior to writing. Notice that it addresses possible counter arguments and could be used as an interview/research tool