# UNIT OF STUDY - 7

**Title:** Gotcha!  
**Subject/Course:** English - all  
**Length:** 3 weeks  
**Grade:** 12, 10  
**Designer:** J. Powers

## UNIT GOALS AND EXPECTATIONS

### IMPORTANT CONCEPTS/UNDERSTANDINGS:
- Everything is an argument.
- Learning to persuade people can get you what you want.
- Learning persuasive techniques can prevent you from being tricked.
- Writing persuasive essays help give you time to really develop a thoughtful argument.

### ESSENTIAL QUESTIONS:
- What is persuasion?
- How can we persuade others?
- What are the tricks people use when persuading?
- How can I evaluate those tricks so that I’m not taken in?

### STUDENT LEARNING EXPECTATIONS:

- **OV.2.12.6** - Demonstrate critical listening skills and productive participation in self-directed work teams for a particular purpose to include recognizing:
  - common logical fallacies
  - the personal attack
  - the appeal to common opinion and the false dilemma (assuming only two options when there are more options available)
  - the lack of proof for a point being argued

- **OV.3.12.1** - Analyze techniques used in political and product ads to recognize:
  - common logical fallacies
  - personal attack
  - appeal to common opinion
  - false dilemma (assuming only two options when there are more options available)
  - the lack of proof for a point being argued

- **OV.3.12.2** - Use appropriate criteria to evaluate the impact of media on public opinion, trends, and beliefs

### SPECIFIC DECLARATIVE KNOWLEDGE – What I know:
- elements of persuasion
- writing process for persuasive essay
- logical fallacies
- how to discuss pros and cons
- evaluating media for persuasion

### SPECIFIC PROCEDURAL KNOWLEDGE – What I will do:
- participate in class debate – Socratic circle
- write a persuasive essay
- analyze documents for persuasive techniques

## UNIT ASSESSMENTS

(Include tasks related to Dimensions 3 and 4 and Bloom’s Taxonomy)

- Persuasive essay
- Analysis of documents for persuasive techniques

### Traditional Assessments:
- quiz
- test

### Other Evidence of Learning:
- prewriting – graphic organizers
- bellringers
- teacher observation of Socratic circle
- other daily work
**ACTIVITIES AND LEARNING EXPERIENCES**

Accessing prior knowledge – (Each day I will have a persuasive topic we will write about as a bellringer. Topics included will be cell phone use in school, current cell phone laws, the legality of downloading music and movies, etc. I will also ask, probably the first day, for them to write about whether or not students are good persuaders and why they think so.

**I will choose from among the following lessons:**

- Lessons from Elements of Lit. (PowerPoints):
  - Analyzing a Print Advertisement
  - Analyzing a Political TV Advertisement

- Lessons from ReadWriteThink:
  - Analyzing a political cartoon
  - Exploring Consumerism: Where Ads and Art Intersect
  - Persuading Readers With Endorsement Letters
  - Persuasive Techniques in Advertising
  - The Pros and Cons of Discussion
  - Argument, Persuasion, or Propaganda? Analyzing World War II Posters (connect with Night)
  - Finding Common Ground: Using Logical, Audience-Specific Arguments
  - Identifying and Understanding Fallacies Used in Advertising
  - Censorship in the Classroom: Understanding Controversial Issues
  - Copyright Infringement or Not? The Debate over Downloading Music
  - Communicating on Local Issues: Exploring Audience in Persuasive Letter Writing

- prewrite for persuasive essay
- write persuasive essay
- revise and edit persuasive essay

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<td>- ReadWriteThink.org</td>
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