**UNIT OF STUDY**

<table>
<thead>
<tr>
<th>Title:</th>
<th>Persuading the Parents</th>
<th>Subject/Course: English</th>
<th>(Pre-AP Bolded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length:</td>
<td>2.5 weeks</td>
<td>Grade: 9</td>
<td>Designer: Ellen Hope</td>
</tr>
<tr>
<td>Topic:</td>
<td>Writing a Persuasive Essay</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### UNIT GOALS AND EXPECTATIONS

**IMPORTANT CONCEPTS/UNDERSTANDINGS:**
- Rhetorical strategies are used by authors to persuade readers.
- Rhetorical skills are necessary for speaking and writing.

**ESSENTIAL QUESTIONS:**
- What are rhetorical strategies?
- Why do authors use rhetorical strategies?
- How are readers affected by rhetorical strategies?

### STUDENT LEARNING EXPECTATIONS:

**Ongoing SLEs**

**W.5.9.4**
- Write using rhetorical strategies with special emphasis on definition, narration, description, exemplification, and compare/contrast

**W.4.9.2**
- Plan and organize writing to address a specific audience and purpose with emphasis on narration

**W.5.9.7**
- Write responses to literature that
  - articulate the significant ideas of literary works
  - support important ideas with evidence from text

**W.7.9.3**
- Consider purpose, speaker, audience, and form when completing assignments emphasizing narration

**W.7.9.6**
- Use concrete information for elaboration

**W.7.9.8**
- Personalize writing to convey voice in formal and informal pieces

**W.4.9.15**
- Use available technology for all aspects of the writing process

**R.9.9.1**
- Connect own background knowledge, including personal experience and perspectives shaped by age, gender, class, or national origin, to determine author’s purpose

**R.9.9.3**
- Differentiate among strategies to aid comprehension, including skimming, scanning, note taking, outlining, questioning, creating graphic organizers, and annotating

**R.9.9.6**
- Recognize the role of bias for both author and reader in the comprehension of a text

**R.9.9.8**
- Summarize and paraphrase structures in informational and literary texts, including relationships among concepts and details

### SPECIFIC DECLARATIVE KNOWLEDGE – What I know

- Define rhetorical, definition, narration, description, exemplification, compare/contrast
- Define summarize, paraphrase and GIST

### SPECIFIC PROCEDURAL KNOWLEDGE – What I need to do

- Use rhetorical strategies, with special emphasis on definition, narration, description, exemplification, and compare/contrast
- Write a persuasive essay using rhetorical strategies
  - Prewrite
  - Draft
  - Revise
  - Edit and Publish Using Available technology
  - Actively show differences between summarization, paraphrasing and GIST

### UNIT ASSESSMENTS

**Persuasion essay (Pre-AP will focus on appeals)**
- use of rhetorical strategies will be assessed as well

**Traditional Assessments:**
- Quiz over rhetorical strategies

**Other Evidence of Learning:**
- Cornell Notes
- Writing Process
- Use of rhetorical strategies in writing
- Annotation
**ACTIVITIES AND LEARNING EXPERIENCES**

<table>
<thead>
<tr>
<th>Unit information: This unit identifies strategies that authors use in which to convey their point/argument to the reader. The students will be able to identify these strategies, define them, and implement them in their own writing, an essential skill in writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding Rhetoric: Analyzing political cartoons, signs, titles, etc. (Find an array of signs, titles, political cartoons and discuss their underlying meaning)</td>
</tr>
<tr>
<td>Read and annotate drunken driving essay. Look at what makes it persuasive.</td>
</tr>
<tr>
<td>Identify their rhetorical strategies</td>
</tr>
<tr>
<td>Summarize, paraphrase and GIST of Civics book (informational text): Use text over civil rights movement, sit ins, etc. Model all three in class and students perform by themselves afterwards</td>
</tr>
<tr>
<td>LSD 4-step vocabulary of these strategies once identified.</td>
</tr>
<tr>
<td>Writer's Workshop of Persuasive Writing from Workshop Resources, page 41</td>
</tr>
<tr>
<td>Implement their usage in own writing</td>
</tr>
</tbody>
</table>
| Analysis/Annotation of essays from America Now and Op/Ed articles in Dem/Gaz: look for diction, appeals, etc—
  --analyze and compare to own writing: what are the differences, how can they become similar, what is missing?
  --use three-level questioning as a way to differentiate between student and sample writing |

<table>
<thead>
<tr>
<th>Career Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Writer, Author, Journalist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements of Literature</td>
</tr>
<tr>
<td>Workshop Resources: Writing, Listening, and Speaking</td>
</tr>
<tr>
<td>Better Test Scores</td>
</tr>
<tr>
<td>America Now</td>
</tr>
<tr>
<td>AR Dem/Gaz</td>
</tr>
<tr>
<td>Drunken Driving Essay</td>
</tr>
<tr>
<td>Civics text</td>
</tr>
</tbody>
</table>