

UNIT OF STUDY

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| Title: Persuading the Parents (6) Subject/Course: English (Pre-AP Bolded) Length: 2.5 weeks Topic: Writing a Persuasive Essay Grade: 9 Designer: Ellen Hope | |
| 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 <ul style="list-style-type: none"> • 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 (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy) | |
| Persuasion essay (Pre-AP will focus on appeals) <ul style="list-style-type: none"> • 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 | Resources |
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| <p>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.</p> <p>Understanding Rhetoric: Analyzing political cartoons, signs, titles, etc. (Find an array of signs, titles, political cartoons and discuss their underlying meaning)</p> <p>Read and annotate drunken driving essay. Look at what makes it persuasive.</p> <p>Identify their rhetorical strategies</p> <p>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</p> <p>LSD 4-step vocabulary of these strategies once identified.</p> <p>Writer's Workshop of Persuasive Writing from Workshop Resources, page 41</p> <p>Implement their usage in own writing</p> <p>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</p> | <p>Elements of Literature</p> <p>Workshop Resources: Writing, Listening, and Speaking</p> <p>Better Test Scores</p> <p>America Now</p> <p>AR Dem/Gaz</p> <p>Drunken Driving Essay</p> <p>Civics text</p> |
| Career Connections | |
| Technical Writer, Author, Journalist | |