

American Literature - Unit 2 - Writing Unit: Persuasive Essay to Speech

Unit Focus

The ultimate goal of this unit is to teach students persuasive writing and public speaking skills. In conjunction with these skills, students will be asked to analyze a modern day witch hunt while also considering the various opinions and perspectives of the polarizing issues. Ideally, students would see the moderate point of view of their chosen issue, considering both sides, their biases, and, ultimately, the truth. Students will work to research an issue before taking an informed stance and will use their research to inform others who might not have the same opinion.

Stage 1: Desired Results

Established Goals	Transfer	
Standards Common Core <i>English Language Arts: 9-10</i> Reading: Informational Text Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>(CCSS.ELA-LITERACY.RI.9-10.1)</i> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. <i>(CCSS.ELA-LITERACY.RI.9-10.2)</i> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. <i>(CCSS.ELA-LITERACY.RI.9-10.8)</i> Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <i>(CCSS.ELA-LITERACY.W.9-10.4)</i> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <i>(CCSS.ELA-LITERACY.W.9-10.5)</i> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question;	<i>Students will be able to independently use their learning to...</i> T1 Identify and critique the merit and purpose of a text, citing craft, structure and organization to justify opinion. T2 Design research questions and identify credible resources to expand knowledge and understanding of a topic or issue using print and digital sources. T3 Structure writing to prove a thesis/claim/opinion using and citing best evidence to convince the intended audience and support the argument. T4 Present information and ideas using appropriate grammar, spelling and vocabulary to convey the message. T5 Research and present information to expand knowledge and understanding of a topic. T6 Synthesize information from a variety of sources to take and support a position.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Readers support their conclusions (inferences and interpretations) by citing evidence within the text. U2 Readers question the text, consider different perspectives and examine author and bias. U3 Readers reflect on their own schema and bias in order to suspend judgment and consider alternate perspectives. U4 Readers and writers engage in discourse to suspend judgment, consider multiple perspectives, and become independent thinkers.	<i>Students will keep considering...</i> Q1 How does my audience influence what I write and the way I write? How do I know if it worked for the reader? Q2 How do I make the reader consider my side of the argument? Q3 How does style impact message? Q4 What process do effective speakers use to prepare and present information to a variety of audiences? Q5 How do readers and writers collaborate to come to a new understanding or position about a topic?

Stage 1: Desired Results		
<p>integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS.ELA-LITERACY.W.9-10.8)</p> <p>Speaking & Listening</p> <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (CCSS.ELA-LITERACY.SL.9-10.4)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-LITERACY.W.9-10.1)</p> <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (CCSS.ELA-LITERACY.W.9-10.1.A)</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (CCSS.ELA-LITERACY.W.9-10.1.B)</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS.ELA-LITERACY.W.9-10.1.C)</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-LITERACY.W.9-10.1.D)</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (CCSS.ELA-LITERACY.W.9-10.1.E)</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-LITERACY.W.9-10.9)</p> <p>Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). (CCSS.ELA-LITERACY.W.9-10.9.B)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-LITERACY.L.9-10.1)</p>	Acquisition	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p>K1 Rhetorical devices: ethos, pathos, logos.</p> <p>K2 Elements of persuasive writing: claim, counterclaim, reliable resources, bias(es), call to action, rhetoric, implicit bias, parallel structure.</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Writing to persuade.</p> <p>S2 Using various rhetorical devices for specific intended purposes.</p> <p>S3 Using writing to address audience biases and misconceptions.</p> <p>S4 Writing clearly, concisely, and correctly.</p> <p>S5 Using varied sentence structures.</p> <p>S6 Crafting sentences with parallel structure.</p> <p>S7 Identifying and evaluating an author's intended purposes and biases.</p> <p>S8 Evaluating an author's use of rhetoric</p>

Stage 1: Desired Results

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. *(CCSS.ELA-LITERACY.L.9-10.1.B)*

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.9-10.2)*

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. *(CCSS.ELA-LITERACY.L.9-10.2.A)*

Use a colon to introduce a list or quotation. *(CCSS.ELA-LITERACY.L.9-10.2.B)*

Spell correctly. *(CCSS.ELA-LITERACY.L.9-10.2.C)*

Other Goals

Student Growth and Development 21st Century Capacities Matrix

Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose. *(MM.1.3)*

Citizenship: Students will be able to identify and contribute to critical issues in society in an ethical and responsible manner. *(MM.5.3)*