

### *Unit 5, Activity 1, Reading Response Learning Log*

[illegible]

## Reading Diary Prompts

*(These prompts are designed for all readers, from the advanced to the struggling reader. The teacher should choose which prompts are fitting for his/her class. All of the questions in each grouping should be asked.)*

Books are designed to elicit a reader's emotions. Does the book evoke any emotions such as laughter, tears, smiles, anger, or was the book just boring and meaningless? Record some of your reactions and the passage(s) that caused the reactions.

Record any connections between the book and your own life. Does the book remind you of an event (or events) that happened to someone you know or remind you of what happened in another book you've read? Compare the event in the story and the connection to the event that happened to you, someone you know, or to another story you have read.

Which of the characters would you become, if you could? Why? If there's something about the character that you'd want to change, what is it?

What questions would you like to ask the author of the book? Are they questions that you may be able to answer by reading more about the author's life and/or works?

Are you confused about what happened (or didn't happen) in the book? What events or characters do you not understand? Does the use of language in the book confuse you? How did your confusion affect how you liked the book? Is there anything that the author could have done to make what happened (or didn't happen) more clear?

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Is there an idea in the book that makes you stop and think or prompts questions? Identify the idea and explain your responses. What are your favorite lines/quotes? Copy them into your reading diary/journal and explain why these passages caught your attention.

Who else should read this book? Should anyone not be encouraged to read this book? Why? Would you recommend the book to a friend or fellow classmate?

Write a brief summary or review of the book. What happened? What didn't happen? Capture what it is about the book that stands out (or doesn't stand out).

Did the author try to persuade the reader with his or her opinion? How did the author do this? Did the author use any writer's techniques such as bandwagon or testimonial? List some of the lines the author used to persuade the reader and put the technique that the author used.

Write about the characters? Which one is your favorite? Is there a character you hate/detest/despise? Why? What traits could you change about the characters that would change how you think about them? Do you think that any of the characters represent *real*/people? Does anything about a particular character seem to be related to the author's true personality--who the writer is?

## Unit 5, Activity 2 and 3, Vocabulary Self-Awareness Chart

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Rate your understanding of each word by marking in the appropriate boxes, either a “+” (understand well), a “√” (limited understanding or unsure), a “-” (have seen or heard—don’t know the meaning), or a “?” (don’t know at all).

Word	+	√	?	-	Example	Definition
bandwagon						
testimonial						
persuade						
propose						
hype						
doctrine						
advertise						
rhetoric						
enlightenment						
pitch						

## **PROPAGANDA TECHNIQUES**

### **Bandwagon**

This technique tries to persuade everyone to join in and do the same thing.

### **Testimonial**

An important person or famous figure endorses a product

### **Transfer**

Good feelings, looks, or ideas are transferred to the person for whom the product is intended.

### **Repetition**

The product name or keyword or phrase is repeated several times.

### **Emotional Words**

Words such as luxury, beautiful, paradise, and economical are used to evoke positive feelings in the viewer.

### **Name-calling**

Negative words are used to create an unfavorable opinion of the competition in the viewer's mind.

### **Faulty Cause and Effect**

Use of a product is credited for creating a positive result.

### **Compare and Contrast**

The viewer is led to believe one product is better than another, although no real proof is offered.

## ***Unit 5, Activity 8, Help Wanted***

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Decide how you would sell these products. Fill out the process guide below. You may use your own paper to complete if more room is needed.

### **HELP WANTED: People who can convince others to buy our products**

#### **1. Product 1: New Breakfast Cereal (Sweet and Crunchy)**

Type of Propaganda Needed	Ad Source	Audience
Ex: _____	_____	_____
_____	_____	_____

#### **2. Product 2: Cold/Sinus Medicine**

Type of Propaganda Needed	Ad Source	Audience
_____	_____	_____
_____	_____	_____

#### **3. Product 3: iPod/Cell Phone**

Type of Propaganda Needed	Ad Source	Audience
_____	_____	_____
_____	_____	_____

## **HELP WANTED:**

**People who can convince others to buy our products**

### **1. Product 1: New Breakfast Cereal (Sweet and Crunchy)**

<b>Type of Propaganda Needed</b>	<b>Ad Source</b>	<b>Audience</b>
<u><i>Bandwagon: Everyone is buying it</i></u>	<u><i>Kids' Magazine</i></u>	<u><i>Ages 4-12</i></u>

**Example:** *Every kid is eating “Sweet and Crunchy” cereal! Why aren’t you? Since no one wants to be left out, the bandwagon approach appeals to people who want to be like all others and not be left out.*

### **2. Product 2: Cold/Sinus Medicine**

<b>Type of Propaganda Needed</b>	<b>Ad Source</b>	<b>Audience</b>
<u><i>Testimonial: Famous spokesperson</i></u>	<u><i>Radio/TV</i></u>	<u><i>Adults 18+</i></u>

**Example:** *Drew Brees, quarterback of the New Orleans Saints, appears in television or radio ads supporting the new cold/sinus medicine. Since Drew Brees is well-known and respected nationally, he will likely convince others to purchase the cold/sinus medicine.*

## ***Unit 5, Activity 9, Split-page Notetaking Example***

“Title of Article,” Newspaper or Magazine, date; page

Audience	
Author’s Point of View or bias	
Subject	
Potential point of conflict	

Heller, Laura, “Crocs: The Sweatpants of Footwear,” American Press, Sunday, September 30, 2007; Section E page 1 and 3.

Audience	Everyone who wears the footwear “Crocs”
Author’s Point of View or bias	Wearing Crocs around the house to bum around is okay, but one should not wear Crocs out in public where other shoes are more appropriate.
Subject	Croc Shoes: when should one not wear them
Potential point of conflict	Author works in area that requires shoes that are not casual



### *Unit 5, Activity 12, Editing Checklist*

Before working on the next draft of your essay, mark the following checklist yes or no then edit.

<b><i>EDITING CHECKLIST</i></b>	<b>YES</b>	<b>NO</b>
<b>Do I have complete sentences (no fragments)?</b>		
<b>Do I have run-on sentences?</b>		
<b>Do I begin all my sentences with a capital and end them with the correct end marks?</b>		
<b>Are my sentences logically organized into paragraphs?</b>		
<b>Are all my words spelled correctly?</b>		
<b>Did I capitalize all the proper nouns?</b>		
<b>Did I use commas, apostrophes, and quotation marks correctly?</b>		

## Unit 5, Activity 12, Persuasive Essay Rubric

Name \_\_\_\_\_  
Date \_\_\_\_\_

### Persuasive Essay Rubric

Criteria	4	3	2	1
Purpose	I state my purpose and explain why it is controversial.	I state my purpose but don't explain why it is controversial.	My purpose is confused and/or unclear.	I don't say what my argument or purpose is.
Reasons in support	I give clear and accurate reasons in support of my claim.	I give reasons in support of my claim but I may overlook important reasons.	I give 1 or 2 weak reasons that don't support my claim, and/or irrelevant or confusing reasons.	I do not give convincing reasons in support of my claim.
Reasons against	I discuss the reasons against my claim and explain why it is valid anyway.	I discuss the reasons against my claim, but leave some reasons out and/or don't explain why the claim still stands.	I say that there are reasons against the claim but I don't discuss them.	I do not acknowledge or discuss the reasons against the claim.
Organization	My writing has a compelling beginning, an informative middle and a satisfying conclusion.	My writing has a beginning, middle, and end. It marches along but doesn't dance.	My writing is organized but sometimes gets off topic.	My writing is aimless and disorganized.
(Body) Voice and tone	It sounds as if I care about my argument. I show how I think and feel about it.	My tone is OK, but my paper could have been written by anyone. I need to tell more about how I think and feel.	My writing is bland. There is either no hint of a real person in it, or it sounds like I'm a fake.	My writing is too formal or too informal. It sounds as if I don't like the topic of the essay.
(Body) Word choice	The words I use are natural, varied, and vivid.	I make routine word choices.	The words I use are often dull or uninspired or sound like I am trying too hard to impress.	I use the same words over and over and over and over. Some words may be confusing to a reader.
(Body) Sentence fluency	My sentences are clear, complete, and of varying lengths.	I have well-constructed sentences.	My sentences are sometimes awkward, and/or contain run-ons and fragments.	Many run-ons, fragments and awkward phrasings make my essay hard to read.
Conventions	I use correct grammar, spelling, and punctuation.	I generally use correct conventions. I have a couple of errors I should fix.	I have enough errors in my essay to distract a reader.	Numerous errors make my paper hard to read.

## Unit 5, Activity 13, Debate Rubric

Name \_\_\_\_\_

Team \_\_\_\_\_

Topic \_\_\_\_\_

Position \_\_\_\_\_

### Debate Rubric

	4 Points	3 Points	2 Points	1 Point	Score
<b>Addresses Issues</b>	Always addresses topic	Usually addresses topic	Rarely addresses topic	Did not address topic	
<b>Support with Facts</b>	Uses many facts that support topic	Uses some facts that support topic	Uses few facts that support topic	Does not use facts that support topic	
<b>Use of Arguments, Examples, and Facts</b>	<ul style="list-style-type: none"> <li>Arguments are clear and convincing</li> <li>Many relevant supporting examples and facts given</li> </ul>	<ul style="list-style-type: none"> <li>Arguments are sometimes clear and convincing</li> <li>Many examples and facts given: most relevant</li> </ul>	<ul style="list-style-type: none"> <li>Arguments are rarely clear and convincing</li> <li>Some relevant supporting examples and facts given</li> </ul>	<ul style="list-style-type: none"> <li>Arguments are never clear and convincing</li> <li>Few relevant supporting examples and facts given</li> </ul>	
<b>Use of Rebuttal</b>	Many effective counter-arguments made	Some effective counter-arguments made	Few effective counter-arguments made	No effective counter-arguments made	
<b>Organization</b>	<ul style="list-style-type: none"> <li>Completely clear and orderly</li> <li>Opening statement electrifies audience</li> <li>Closure convinces the audience</li> </ul>	<ul style="list-style-type: none"> <li>Most clear and orderly in all parts</li> <li>Opening statement grabs attention audience</li> <li>Brings closure to debate</li> </ul>	<ul style="list-style-type: none"> <li>Clear in some parts but not overall</li> <li>Introduces topic</li> <li>Brings some closure to the debate</li> </ul>	<ul style="list-style-type: none"> <li>Unclear in most parts</li> <li>Does not introduce topic</li> <li>No closure</li> </ul>	
<b>Teamwork</b>	Each team member had equal talking time	One member talks 75% of the time	One member does the talking 100% of the time	No one talks	