

## English Language Arts

### English I

#### Unit 2: Persuasive Essay

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ The effective persuasive essay influences the reader to support a stated position (thesis).</li> <li>▪ The effective persuasive essay uses relevant and convincing evidence to influence the reader.</li> <li>▪ The effective persuasive essay acknowledges the advantage/s of one argument over another.</li> <li>▪ The effective persuasive essay recognizes and refutes reasonable opposing points of view.</li> <li>▪ The effective persuasive essay recognizes and targets its audience.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What is meant by a persuasive essay?</li> <li>▪ How does an author persuade a reader with evidence?</li> <li>▪ What constitutes good evidence? (quotes; statistics; facts; illustrations and examples)</li> <li>▪ What constitutes a good thesis in a persuasive essay?</li> <li>▪ What is fundamental to the structure of an essay?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ The persuasive essay presents a clearly stated thesis.</li> <li>▪ The body paragraphs will generate topic sentences which validate and support the thesis.</li> <li>▪ The body paragraphs develop coherent evidence to support the topic sentences.</li> <li>▪ The body paragraphs are strategically ordered for maximum effect.</li> <li>▪ The conclusion will confidently reassert the thesis.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ol style="list-style-type: none"> <li>1. thesis, argument, persuasion, coherence, unity, emphasis, transitional elements, audience, topic sentence, evidence, conclusion</li> </ol> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Write an effective persuasive essay to support a stated thesis.</li> <li>▪ Generate a body of legitimate evidence to persuade the reader.</li> <li>▪ Organize evidence strategically in coherent body paragraphs to present the best argument.</li> <li>▪ Revise content for unity, coherence and proper emphasis.</li> <li>▪ Proofread and edit the final draft to eliminate errors in spelling, punctuation and sentence structure.</li> </ul>

**English Language Arts  
English I  
Unit 2: Persuasive Essay**

<p style="text-align: center;"><b>Related Maine Learning Results</b></p>	<p><u>English Language Arts</u></p> <p><b>B. Writing</b></p> <p><b>B1. Interconnected Elements</b> Students use a writing process to develop an appropriate genre, exhibiting an explicit organizational structure, perspective, and style to communicate with target audiences for specific purposes.</p> <ol style="list-style-type: none"><li>Locate, summarize, and synthesize information from primary and secondary sources, as necessary.</li><li>Apply aspects of various genres for rhetorical effect, strong diction, and distinctive voice.</li><li>Revise drafts to improve synthesis of information from sources, ensuring that the organizational structure, perspective, and style are effective for the targeted audience and purpose.</li><li>Edit for correct grammar, usage, and mechanics.</li><li>Create legible final drafts.</li></ol> <p><b>B4. Persuasive</b> Students write persuasive essays exhibiting logical reasoning and rhetorical techniques.</p> <ol style="list-style-type: none"><li>Employ a variety of persuasive techniques including anticipating, addressing, and refuting potential counterclaims in a thesis-driven logical argument to influence the opinions, beliefs, or positions of others.</li></ol> <p><b>D. Language</b></p> <p><b>D1. Grammar and Usage</b> Students apply rhetorical skills when reading, writing, and speaking through their understanding of Standard American English.</p> <ol style="list-style-type: none"><li>Use appropriate diction, syntax, and figurative language to suit purpose, context, and audience.</li><li>Use handbooks, style guides or other writing sources to confirm accuracy of Standard American English.</li></ol> <p><b>D2. Mechanics</b> Students demonstrate the use of the structures and conventions of Standard American English in their communication.</p> <ol style="list-style-type: none"><li>Use appropriate punctuation, spelling and sentence and paragraph structure to suit purpose, situation, and audience.</li></ol>
--	--

**English Language Arts  
English I  
Unit 2: Persuasive Essay**

<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"><li>▪ The Tragedy of Julius Caesar by William Shakespeare: Who is the play's tragic hero? Use Aristotle's definition and evidence from the play to support the thesis.</li><li>▪ The Ox-Bow Incident by Walter Van Tilberg Clark: Who and the heroes; who are the villains; who are the victims of the novel?</li><li>▪ Contemporary Political Debate: Choose a controversial social or political position and persuade an audience.</li></ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"><li>▪ Read and take a position on the problem of tragic hero in Julius Caesar: Write an essay to persuade your audience of your finding.</li><li>▪ Read model persuasive essays to understand defining features and to involve those in their own essays.</li><li>▪ Create a rough draft of the persuasive essay; refine and redraft in a final copy.</li></ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ Grade Nine Collection of titles</li><li>▪ Teacher generated writing samples and appropriate rubrics</li><li>▪ Appropriate web resources</li></ul></li></ul>