Persuasive Mini Unit Part Two

Sondra L Washington

Grand Canyon University: SPD-580

Dr. Karon Futch

March 13, 2019

**Section 1: Lesson Preparation**

|  |  |  |
| --- | --- | --- |
| **Teacher Candidate Name:** | | **Sondra L Washington** |
| **Grade Level:** | | **7th Grade** |
| **Date:** | | **March 6, 2019- March 13, 2019** |
| **Unit/Subject:** | | **Persuasive Writing/ Language Arts** |
| **Instructional Plan Title:** | | **Introduction to Persuasive Writing/Mini Lesson 1** |
| **Lesson Summary and Focus:** | | **This lesson will focus on familiarizing students with persuasive content.**  **Students will watch Coca-Cola and Gilette adverts then I will ask them what the purpose of the adverts are. After identifying the adverts` motives as persuasion, I will ask them how the adverts tries to persuade them** |
| **Classroom and Student Factors/Grouping:** | | **The class will contain three groups. The first group will have students with special needs and students with low learning capabilities and includes Garcia, Hernandez, Walter, Rashid, James, Queen, Olivia and Liam. The second group will encompass average students who are include Logan, Mia, Maisha, Bella, Theodore, Wyatt, Atticus, Isla, Tess, Leon, Lilly and Aurora. The last group will contain early finishers and those with gifted abilities, namely Brodgon, Dirk, Lee, Daisy, Maverick, Jermaine and Makayla, Nina, Brian and Diana.** |
| **National/State Learning Standards:** | | **CCSS.ELA-LITERACY.WHST.6-8.1- writing arguments focused on discipline specific content**  **CCSS.ELA-LETERACY.WHST.6-8.1.E- Writing informative and explanatory tests with well-organized ideas, well-chosen facts while maintaining a formal style.** |
| **Specific Learning Target(s)/Objectives:** | | **By the end of this lesson;**   * **Helping students identify persuasion from a poster and a persuasive article** * **Students should explain what makes it persuasive** * **Students must be able to write a summary of what they learned about persuasion from a poster and a short piece of a persuasive article.** |
| **Academic Language** | | **Academic vocabulary students will learn in this lesson are;**   * **Persuasion** * **Main idea** * **Fact** * **Opinion**   **Students will be asked what they think these words mean then they will contribute by show of hand. I will also give examples of facts and opinions and ask them to distinguish both after which I will explain the terms.** |
| **Resources, Materials, Equipment, and Technology:** | **The resources and materials are:**   * **Cocacola`s “Mama Di Mama” advert** [**https://www.youtube.com/watch?v=n6g2tyaQ-dw**](https://www.youtube.com/watch?v=n6g2tyaQ-dw) * **Gilette`s “We believe: the man can be” advert** [**https://www.youtube.com/watch?v=koPmuEyP3a0**](https://www.youtube.com/watch?v=koPmuEyP3a0) * **Projector- I will connect to my laptop for showing an advertisement to the students** * **Laptop-this will contain the adverts** * **Persuasive article about pizza** <https://newsela.com/read/pizza-obesity> * **Worksheets- this is where the students will write their summaries on towards the end of the class** | |

Section 2: Instructional Planning

|  |  |
| --- | --- |
| **Anticipatory Set**   * I will use **the Mama DI Mama advert** and ask students to suggest what they think the author intended to achieve with the article. * I will record their ideas on the white board and ask for what they would think the central argument in the advert would be persuasive to its audience. | **Time Needed**  **10 minutes** |
| **Multiple Means of Representation**   * I will use a **tabular presentation of ad against effectiveness** to teach students how to determine the purpose of writing an article from the thesis statement.   Explain how you will differentiate materials for each of the following groups:   * English language learners (ELL): A clearly presented table with the key features to identify the ad and its rated effectiveness * Students with special needs: Repetitive comparison between the ad against the rate on effectiveness suggested by the learners. * Students with gifted abilities: Clear guidelines on the relationship between the ad and its effectiveness * Early finishers (those students who finish early and may need additional resources/support): Leave the table on the white board throughout the lesson | **Time Needed**  **20 minutes** |
| **Multiple Means of Engagement**   * I will use a question and answer approach to derive suggestions on potential tools determined to be applicable in the ad.   Explain how you will differentiate activities for each of the following groups:   * English language learners (ELL): Ask direct questions on the meaning of certain terms as used in the ad * Students with special needs: Ask questions on the potential application of persuasiveness in the material with room for correction * Students with gifted abilities: determine some of the facts and opinions present in the ads * Early finishers (those students who finish early and may need additional resources/support): Leave the content on the white board long enough for future reference throughout the lesson. | **Time Needed**  **20 minutes** |
| **Multiple Means of Expression**   * Students will complete an **essay** on either the effect of opinions and facts in advertising persuasiveness. It is expected that they will complete the essay taking into consideration the concepts of critical analysis taught in class. * Students will also engage in mini-whiteboard answers throughout the lesson to determine the need for further teaching on the different concepts.   Explain if you will differentiate assessments for each of the following groups:   * English language learners (ELL): The quality of word choice in the essay * Students with special needs: the ability to identify correctly the main idea, facts, and opinions in any publication or production * Students with gifted abilities: the learners ought to not only be in a position to identify the impacts of different tools of persuasiveness * Early finishers (those students who finish early and may need additional resources/support): The learners should be in a position to identify and present the relationship between opinions and facts, and the authors endeavor persuade an audience. | **Time Needed**  **20 minutes** |
|  |
| **Extension Activity and/or Homework**  The extension activity will include finding an interesting publication on an issue of interest over the past five years and identify the author’s success in persuading the audience | **Time Needed**  **15 minutes** |
| **Rationale/Reflection**    **Reciprocal teaching** promotes continuous engagement between the teacher and students, and is especially beneficial to students by facilitating continuous understanding of concepts throughout the teaching process.  **Think-Pair-Share** promotes collaboration because the students will have the opportunity to share whatever they understand about the different concepts and application in the material under discussion  **Word Maps** are especially important in this course, helping the learners understand the relationship between purpose, thesis statement, and the different tools used by the author to arrive at the conclusion drawn regarding the thesis statement |  |

**Lesson 2**

|  |  |
| --- | --- |
| **Teacher Candidate Name:** | **Sondra L Washington** |
| **Grade Level:** | **7th grade** |
| **Date:** | **March 6, 2019- March 13, 2019** |
| **Unit/Subject:** | **Persuasive Writing/ Language Arts** |
| **Instructional Plan Title:** | **Persuasion Techniques/Mini Lesson 2** |
| **Lesson Summary and Focus:** | **During this lesson, students will learn about different ways of persuasion and identify them by listening to audio clips on persuasion. They will also be expected to demonstrate their understanding of these techniques by either writing a short persuasive piece or drawing a poster that appeal to any of these techniques depending on their preferences and capabilities.** |
| **Classroom and Student Factors/Grouping:** | **The class will contain three groups. The first group will have students with special needs and students with low learning capabilities and includes Garcia, Hernandez, Walter, Rashid, James, Queen, Olivia and Liam. The second group will encompass average students who are include Logan, Mia, Maisha, Bella, Theodore, Wyatt, Atticus, Isla, Tess, Leon, Lilly and Aurora. The last group will contain early finishers and those with gifted abilities, namely Brodgon, Dirk, Lee, Daisy, Maverick, Jermaine and Makayla, Nina, Brian and Diana.** |
| **National/State Learning Standards:** | **The standards which are relevant to this lesson are**  [**CCSS.ELA-Literacy.WHST.6-8.9**](http://www.corestandards.org/ELA-Literacy/WHST/6-8/9/) **Draw evidence from informational texts to support analysis, reflection, and research.**  [**CCSS.ELA-Literacy.WHST.6-8.2.d**](http://www.corestandards.org/ELA-Literacy/WHST/6-8/2/d/) **Using of precise language and domain-specific vocabulary to inform about or explain a topic.** |
| **Specific Learning Target(s)/Objectives:** | **Objectives of this lesson are as follows.**   * **Listening to different audio clips in order to figure out different ways in which people use persuasion.** * **Students should demonstrate their understanding of persuasive techniques by writing persuasive articles or designing persuasive posters which use at least one technique.** * **Students should be able to define all techniques of persuasion.** |
| **Academic Language** | **Academic vocabulary in this section is:**   * **Logos (reason/logic)** * **Ethos (credibility)** * **Pathos (emotional appeal)** * **Kairos (opportune moment)**   **Students will learn these terms by listening to audio clips. They will also be presented with worksheets that contain each audio clips. After listening to an audio clip, a student is expected to show its type by selecting an option on the worksheet. The students will also be expected to write their own persuasive paragraph so as to apply the techniques to persuasive writing.** |
| **Resources, Materials, Equipment, and Technology:** | **Resources necessary for this lesson are:**   * **Mountain Dew Audio advert.** [**https://www.youtube.com/watch?v=iIaxBiEIhDs**](https://www.youtube.com/watch?v=iIaxBiEIhDs) * **Miranda Greenapple audio advert.**   [**https://www.youtube.com/watch?v=78rEdm7BQ2U**](https://www.youtube.com/watch?v=78rEdm7BQ2U)   * **Beats by Dr. Dre audio advert**   [**https://www.youtube.com/watch?v=Mt1Sp9OPfko**](https://www.youtube.com/watch?v=Mt1Sp9OPfko)   * **Xylem audio advert (GSCE Product Design)**   [**https://www.youtube.com/watch?v=gEaK4TgPvvQ**](https://www.youtube.com/watch?v=gEaK4TgPvvQ)   * **A laptop to play the audio clips** * **A music system to project the sound** * **Worksheets containing titles of the audio clips and options to be selected in order to label them according to their type of persuasion.** |

Section 2: Instructional Planning

|  |  |
| --- | --- |
| **Anticipatory Set**   * I will randomly pick a student, to remind the class about the difference between fact and opinion as learned from the previous lesson. * I will use **the Mountain Dew** and ask students to suggest what they think the author intended to achieve with the article. * I will record their ideas on the white board and ask for what they would think the central argument in the advert would be persuasive to its audience. | **Time Needed**  **10 minutes** |
| **Multiple Means of Representation**   * I will use **anchor charts** to teach students how to determine the different techniques in persuasive writing   Explain how you will differentiate materials for each of the following groups:   * English language learners (ELL): effective word choice in presenting the different ways to apply the techniques * Students with special needs: Repetitive evaluation of the different techniques of persuasion used in the ad with reference to the previous lesson’s differences between facts and opinions * Students with gifted abilities: Clear guidelines on the relationship between the techniques and the ad’s effectiveness in meeting its purpose to persuade the audience * Early finishers (those students who finish early and may need additional resources/support): Leave the learners with the copies of anchor charts for future reference | **Time Needed**  **20 minutes** |
| **Multiple Means of Engagement**   * I will use a question and answer approach to derive suggestions on potential tools determined to be applicable in the ad.   Explain how you will differentiate activities for each of the following groups:   * English language learners (ELL): Ask direct questions on the meaning of certain terms as used in the ad * Students with special needs: Ask questions on the potential application of ethos, pathos, logos, and kairos in the different ads presented * Students with gifted abilities: determine some of the facts and opinions present in the ads * Early finishers (those students who finish early and may need additional resources/support): consistently seek feedback from the learners using random calling approach. | **Time Needed**  **20 minutes** |
| **Multiple Means of Expression**   * Students will complete an **essay** on the application of at least two techniques in an advertisement of their choosing within the last year. It is expected that they will complete the essay taking into consideration the concepts of persuasive writing taught in class. * Students will also engage in thumbs up-thumbs middle, thumbs down answers throughout the lesson to determine the need for further teaching on the different concepts.   Explain if you will differentiate assessments for each of the following groups:   * English language learners (ELL): The quality of word choice in the essay * Students with special needs: the ability to identify correctly the main idea in the ad, and application of at least one technique of persuasion * Students with gifted abilities: the ability to identify correctly the main idea in the ad, and application of at least three techniques of persuasion * Early finishers (those students who finish early and may need additional resources/support): The learners should be in a position to identify and present the relationship between opinions and facts, and the persuasion techniques learned in class | **Time Needed**  **20 minutes** |
|  |
| **Extension Activity and/or Homework**  The extension activity will include finding an interesting publication on an issue of interest over the past five years and identify the author’s success in persuading the audience | **Time Needed**  **15 minutes** |
| **Rationale/Reflection**    **Random calling** promotes concentration in the classroom, with the learners’ eager to give the most appropriate responses whenever they are called upon to do so.  **Think-Pair-Share** promotes collaboration because the students will have the opportunity to share whatever they understand about the different concepts and application in the material under discussion  **Word Maps** are especially important in this course, helping the learners understand the relationship between purpose, thesis statement, and the different tools used by the author to arrive at the conclusion drawn regarding the thesis statement |  |

Lesson 3

**Section 1: Lesson Preparation**

|  |  |
| --- | --- |
| **Teacher Candidate Name:** | **Sondra L Washington** |
| **Grade Level:** | **7th Grade** |
| **Date:** | **March 6, 2019- March 13, 2019** |
| **Unit/Subject:** | **Persuasive Writing/ Language Arts** |
| **Instructional Plan Title:** | **Critical Analysis and Persuasive Writing /Mini Lesson 3** |
| **Lesson Summary and Focus:** | **This lesson will involve focusing on the previously learnt persuasive skills and applying them while working in groups. Students will be required to not only identify persuasion and persuasive techniques, they will also be required to apply these skills to demonstrate their understanding.** |
| **Classroom and Student Factors/Grouping:** | **The class will contain three groups. The first group will have students with special needs and students with low learning capabilities and includes Garcia, Hernandez, Walter, Rashid, James, Queen, Olivia and Liam. The second group will encompass average students who are include Logan, Mia, Maisha, Bella, Theodore, Wyatt, Atticus, Isla, Tess, Leon, Lilly and Aurora. The last group will contain early finishers and those with gifted abilities, namely Brodgon, Dirk, Lee, Daisy, Maverick, Jermaine and Makayla, Nina, Brian and Diana.**  **Group work**   * **The group with special needs students and those with low learning capabilities will be given the persuasive “Changing the way students make the grade”.** * **Students grouped as average will read the article “Limit teens` time on texts, tweets, and online time”.** * **The group containing early finishers and those with gifted abilities will be given an academic essay “Making the grade without getting one”** |
| **National/State Learning Standards:** | **The standards useful in this lesson.**   * [**CCSS.ELA-Literacy.WHST.6-8.2.a**](http://www.corestandards.org/ELA-Literacy/WHST/6-8/2/a/) **Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings)** * [**CCSS.ELA-Literacy.WHST.6-8.2.b**](http://www.corestandards.org/ELA-Literacy/WHST/6-8/2/b/) **Develop a topic with relevant facts, definitions, solid details, other information and examples.** |
| **Specific Learning Target(s)/Objectives:** | **Learning objective**   * **Critically analyzing persuasive articles** * **Identifying the position of an author, the purpose of his or her persuasive article and writing a persuasive piece critically analyzing content of the article.** |
| **Academic Language** | **Vocabulary to be learned:**   * **Critical analysis** * **Author`s position** * **Supporting evidence**   **For the above vocabulary, I will ask students to contribute in defining the terms by show hands. Afterwards, I will give them the definitions. The students will then to demonstrate what they understand bout those terms on graphic organizers.** |
| **Resources, Materials, Equipment, and Technology:** | **Materials and resources.**   * **Graphic organizers** * **Copies of a persuasive academic article, “Making the grade without getting one”.** <https://newsela.com/read/school-nogrades> * **Copies of a persuasive article “Changing the way students make the grade”**   [**https://newsela.com/read/grades-homework/id/2289/**](https://newsela.com/read/grades-homework/id/2289/)   * **Copies of a persuasive article “Limit teens` time on texts, tweets, and online time”.** <https://newsela.com/read/curbing-cyberkids> |

Section 2: Instructional Planning

|  |  |
| --- | --- |
| **Anticipatory Set**   * I will use t**he article Making the grade without getting one** and ask students to suggest what they think the author intended to achieve with the article. * I will record their ideas on the white board and ask for what they would think the central argument in the paper would be based on the presented purpose of writing the article. | **Time Needed**  **10 minutes** |
| **Multiple Means of Representation**   * I will use a **graphical organizer** to teach students how to determine the purpose of writing an article from the main arguments presented   Explain how you will differentiate materials for each of the following groups:   * English language learners (ELL): A clearly presented table with the key features to identify the purpose and main arguments. * Students with special needs: Repetitive comparison between the purpose, against the thesis statement suggested by the learners. * Students with gifted abilities: Clear guidelines on the relationship between the main arguments and purpose of a particular publication * Early finishers (those students who finish early and may need additional resources/support): Leave the table on the white board throughout the lesson | **Time Needed**  **20 minutes** |
| **Multiple Means of Engagement**   * I will use a question and answer approach to derive suggestions on potential tools determined to be applicable in the text by the author. * Learners will provide examples based on the previous lesson on the use of ethos, pathos and logos in presenting their position on the thesis statement   Explain how you will differentiate activities for each of the following groups:   * English language learners (ELL): Ask direct questions on the meaning of certain terms as used in the article * Students with special needs: Ask questions on the potential application of ethos, pathos, and logos in the material with room for correction * Students with gifted abilities: Identify the implications of the different approaches on the thesis statement * Early finishers (those students who finish early and may need additional resources/support): Leave the content on the white board long enough for future reference throughout the lesson. | **Time Needed**  **20 minutes** |
| **Multiple Means of Expression**   * Students will complete a critical analysis **essay** on Changing the way students make the grade. It is expected that they will complete the essay taking into consideration the concepts of critical analysis taught in class. * Students will also engage in mini-whiteboard answers throughout the lesson to determine the need for further teaching on the different concepts.   Explain if you will differentiate assessments for each of the following groups:   * English language learners (ELL): The quality of word choice in the essay * Students with special needs: the ability to identify correctly the relationship between the tools of critical analysis and the thesis statement will be an indicator of progress * Students with gifted abilities: the learners ought to not only be in a position to identify the different contents of the document with respect to effectiveness in meeting the objective, but should also write in clear coherent paragraphs * Early finishers (those students who finish early and may need additional resources/support): The learners should be in a position to identify and present the relationship between ethos, pathos, and logos, and the authors endeavor to pass the message according to the thesis statement identified | **Time Needed**  **20 minutes** |
|  |
| **Extension Activity and/or Homework**  The extension activity will include finding an interesting publication on an issue of interest over the past five years and identify the author’s success in passing the intended message using critical analysis. | **Time Needed**  **15 minutes** |
| **Rationale/Reflection**   * **Reciprocal teaching** promotes continuous engagement between the teacher and students, and is especially beneficial to students by facilitating continuous understanding of concepts throughout the teaching process. * **Think-Pair-Share** promotes collaboration because the students will have the opportunity to share whatever they understand about the different concepts and application in the material under discussion * **Word Maps** are especially important in this course, helping the learners understand the relationship between purpose, thesis statement, and the different tools used by the author to arrive at the conclusion drawn regarding the thesis statement |  |