

## Persuasion Across Time and Space: Analyzing and Producing Complex Texts

### A Unit Developed for the Understanding Language Initiative by WestEd's Teacher Professional Development Program

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### Introduction to Readers

The goal of this unit is to provide exemplars illustrating how English Language Arts Common Core Standards in Reading Informational Text and Writing Arguments can be used to deepen and accelerate the learning and instruction of English Language Learners (ELLs), especially at the middle school level. It is based on the notion that ELLs develop conceptual and academic understandings as well as the linguistic resources to express them simultaneously, through participation in **rigorous** activity that is well **scaffolded**. **Practices** focus student attention and activity on key concepts -which are presented and discussed in their interrelatedness- with invitations for students to engage in higher order thinking throughout. These practices, and the **intentional support** offered to students throughout the unit, are designed to constitute an **apprenticeship** for students that over time builds their **agency** and **autonomy**.

This unit was designed for students who have reached at least an intermediate level of proficiency in English (see Level 3 in the *Framework for English Language Development Proficiency Standards*<sup>1</sup>). Effective implementation of the unit also assumes a teacher who is both knowledgeable about the critical role of language envisaged in the CCSSs and knows how to support students' learning, strengthening their language and literacies development across the ELA curriculum. In many cases, supporting teachers in the development of this knowledge and set of skills will require some professional development prior to their teaching the unit. Pedagogically, the unit signals several important shifts in the design of learning materials and instructional approaches:

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<sup>1</sup> Council of Chief State School Officers. (2012). *Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards*. Washington, DC: CCSSO.

<b>From a conceptualization of</b>	<b>To understanding</b>
Language acquisition as an individual process	→ Language acquisition as a social process of apprenticeship that takes place in social contexts
Language as structures or functions	→ Language as action, subsuming structure and function (Ellis, N. & Larsen-Freeman, D., 2010; van Lier & Walqui, 2012)
Language acquisition as implying the linear and progressive building on forms and structures, or functions, aimed at accuracy, fluency, and complexity	→ Non linear and complex developmental process aimed at communication and comprehension
Use of individual ideas or texts as the center of instruction	→ Attention to ideas in their interrelatedness, and teaching units as a cluster of lessons centered on texts that are interconnected by purpose and/or theme
Use of simple and/or simplified texts	→ Use of complex, amplified texts for all students
Use of activities that pre-teach the content, or simply “help students get through texts”	→ Activities that scaffold students’ development and their autonomy, so that the knowledge gained will assist them in generating new understandings on their own in the future
Identifying discrete structural features of language	→ Exploration of how language is purposeful and patterned to do its particular rhetorical work
Traditional grammar as a starting point for students to know about language	→ Multimodal grammar as necessary to support students’ understanding of the visual, spatial, gestural, audio and linguistic meanings of texts
Objectives stated as dichotomies (such as “content objectives” and “language objectives”)	→ Objectives revolve around ways of engaging in academic practices, communicating, doing, and being by using language for different audiences and purposes
Teacher use of standardized or pre-fabricated tests to guide instruction	→ Instruction as guided by assessment of students’ participation in activity, and a determination of how they need to be supported next to develop in deep and generative ways.

### How did we begin the design of this unit?

We began the design of the unit looking for a set of ELA standards that would contribute to the development of students’ critical analysis of discourse and foster their curiosity about how language works. The ELA Writing CCSS address three major types of text: narrative, argument, and informative/explanatory. We reasoned that argumentation was not only a central component of the standards but that students’ ability to “delineate and evaluate the argument and specific claims in a text...(RI.8.8, for example)” is an essential 21<sup>st</sup> century skill. With the selection of this text type we then looked for reading texts that would best support the reading and writing of arguments and develop literacies for the 21<sup>st</sup> century.

Living in a world characterized by social and economic tensions, ELLs and other teenagers struggle to make sense of their circumstances. With 2012 being an election year in the United States, students have likely listened to political speeches on television, commentaries on the radio, and may have read position essays or opinion pieces in newspapers or magazines. These ideas led us to choose speeches as the main text type for the unit, a genre typically characterized as persuasion.

Persuasion takes communicative practice along the continuum from argument –which includes the use of logical evidence- to ethics and emotion, through the appeals of ethos and pathos. Being able to understand whether texts communicate propositions that appeal not only logically, but also to an ethical sense -or not- is essential in contemporary life. Following this reasoning, we decided to choose speeches that would help students travel through social and economic tensions in America across time, anchoring the exploration in famous oratory pieces, which would invite students to focus on how speakers and writers “craft” language in a wide variety of ways in order to induce their audience(s) to take a particular position and/or to take action.

There were many speeches to choose from, each presenting us with its own rationale for inclusion. In the end we decided to start with the *Gettysburg Address* both because of its pivotal role in American history, but also because its pedagogical treatment could clearly illustrate how to effectively scaffold for English Language Learners the reading of a brief but extremely complex, accomplished, and sophisticated text. Next, we chose King’s *I Have a Dream* and Robert Kennedy’s impromptu speech upon learning of King’s assassination. In order to present a counter perspective in the ideological debate that has spanned across time in U.S. history, we included George Wallace’s *The Civil Rights Movement: Fraud, Sham, and Hoax*. Finally, Barbara Jordan’s essay *All Together Now* was selected to close the historical set because she revisits tensions addressed by the other speeches with a sense of hope and an appeal to all to do our part in creating a more humane society.

So, we had the main texts selected. We then asked ourselves how the unit should begin and close. We made the decision to get the unit started with an analysis of multimedia advertisements, a type of persuasive text that is familiar to students, but that they seldom critique in rational ways, and with the use of explicit tools to look at the framing of arguments and appeals. Adolescents in the contemporary world are surrounded by **multimodal** commercial advertisements that try to convince them of the goodness or value of products they are encouraged to buy or positions they should support. They need to evaluate the arguments presented and the claims made in these texts. We wanted to choose some ads that followed in the spirit of civic activism and others that were more commercial. We also wanted some ads that were not familiar to students, and some that were. You will see in the opening lesson that we chose some advertisements created in this country and some from abroad. To close the unit we decided to bring the ideas once again close to the lives of students and chose a speech written by Severn Cullis-Suzuki, a Canadian 12 year old, who addressed the 1992 United Nations Earth Summit in Brazil. Reading and examining a speech written by somebody close to them in age, students would be motivated to write a persuasive text of their own applying what they had learned throughout the unit.

As used in schooling, persuasive texts allow students to acquire and demonstrate a wide repertoire of practices that involve their literacy skills, understandings, and the power of language. For English Language Learners, reaching an understanding of how others persuade and gaining awareness of how to use the rhetorical tools of the trade to persuade others are fundamental to success in school contexts as well as outside of school – in society, in the workplace, social networks, the media, and civic life.

While any unit or lesson addresses many standards at once, we have decided to cluster only the ones that provide a clear focus for the activities presented. Accordingly, given our purposes, and the selection of texts, the following Grade 7 and 8 standards were selected as foci for the unit:

#### Reading Informational Text

- 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly and well as inferences drawn from the text
- 8.1 Cite the textual evidence that most strongly supports analysis of what the text says explicitly and well as inferences drawn from the text

- 7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text
- 8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas, provide an objective summary of the text
- 7.3 Analyze interactions between individuals, events, and ideas in a text
- 7.4 Determine the meaning of words and phrases as they are used in the texts, including figurative, connotative and technical meanings; analyze the impact of specific word choice on meaning and tone
- 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts
- 7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas
- 8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept
- 7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others

### Writing Argumentative Texts

- 7.1/8.1 Write arguments to support claims with clear reasons and evidence
- 7.4/8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience
- 7.5/8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed

### Speaking & Listening

- SL7.1/8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 or 8 topics, text, or issue to probe and reflect on ideas under discussion.

### Language

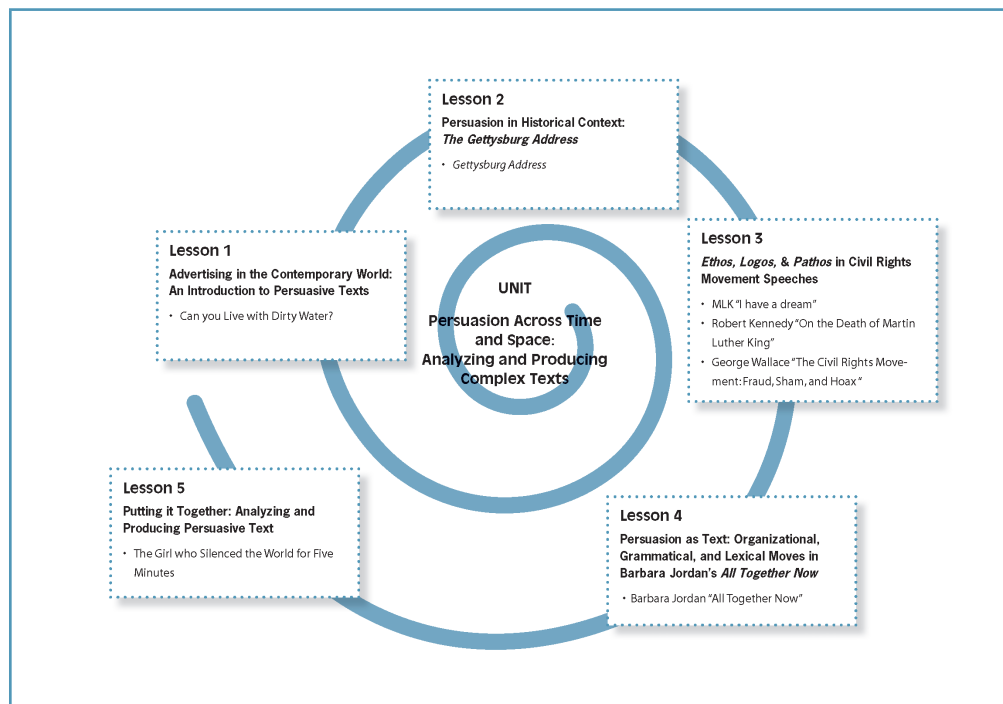
- Because *language* represents the linguistic resources used to engage in all of the other Standards, we do not identify a particular set of unit-wide CCSS ELA Language standards. When discussing individual lessons within the unit, we do identify Language standards that are particularly relevant to the learning activities in those particular lessons.

## Addressing the standards in lessons and instructional activities

Traditionally, the emphasis of language teaching has been placed on grammar, which is often taught through exercises from a textbook or worksheet presenting individual sentences and often using inauthentic language designed simply to teach the grammatical point under consideration. Because we are concerned with building and extending students’ ability to engage in academic practice and making meaning, the unit addresses language knowledge in the context of curriculum activities that involve students in using language to achieve communicative purposes. The language relevant to the task at hand is taught explicitly at certain points during a curriculum cycle that passes through spiraling stages of deepening of understanding and ability to act independently. Such an approach is based on the notion of scaffolding

and reflects sociocultural learning theory (Gibbons, 2009; Lantolf & Thorne, 2006; Vygotsky, 1978, 1986; Walqui & van Lier, 2010).

There are five thematically and conceptually linked lessons in the unit. Students develop and deepen their understanding of the purposes and structure of complex persuasive and argumentative texts, as well as of the rhetorical, literary, grammatical, and lexical devices and techniques that authors use to communicate their claims and appeals as they engage in activities that take them from more familiar persuasive practices to the more unfamiliar ones, and from an analysis of uses of language in advertising that might be more commonsensical to students to the less commonsensical uses of English that they are likely to encounter in a range of academic settings. Lessons provide students with multiple opportunities to develop, test-out, deepen, and refine their understanding of the genre in informal collaborative groupings and presentations, formal presentations of work, both collaboratively and independently, speaking, listening, reading, and writing for different audiences and purposes in all lessons. The progressively more complex application of the academic content, skills, and understandings described in the standards means that, as conceived and developed, the lessons are linked and are not meant to “stand alone.” The spiraling nature of the unit is illustrated in the following graphic:



## Access and Engagement for All Students

In addition to the thematically and conceptually linked and spiraling curriculum, teachers are provided multiple pathways for differentiating instruction so that all students can achieve at high levels. The unit as a whole, and each lesson individually, includes apprenticeship experiences in which students have multiple levels of support designed to foster increasing levels of autonomy and independence over time. Within each lesson, learning activities or tasks are carefully sequenced within and across the three-part lesson architecture to develop English Language Learners' understanding and application of the literacies described in the CCSS English Language Arts standards targeted in the unit. Whenever possible, options for minimal, moderate, and maximal levels of scaffolding are described within the three moments around which lessons are constructed: *Preparing Learners*, *Interacting with Text*, *Extending Understanding*. These options engage all ELLs –and any other students in class- in close reading of complex texts with varying levels of support. Side notes in the left-hand margin of the teacher instructions explain the purpose, implementation, and assessment uses of tasks for optimal learning.

Following is an example of the in-text options for instruction in Lesson 2: Persuasion in Historical Context: The Gettysburg Address, and following that are two types of side notes in Lesson 4: Persuasion as Text Organization: Grammatical and Lexical Moves in Jordan’s All Together Now:

*From Lesson 2: Example of in-text teacher options for instructional differentiation. Options are fully developed in the lesson*

### Era Envelope

Three options are presented for this activity so that teachers may choose depending upon their students’ needs.

- Option 1: Implementation of the task with minimal scaffolding
- Option 2: Implementation of the task moderate scaffolding
- Option 3: Implementation with maximal scaffolding.

#### **Option 1: Implementation of the task with minimal scaffolding**

Ask students to sit in heterogeneous groups of three. Distribute the envelope packet to each group (Handouts #1-3); ask students not to open the envelope until you alert them to do so.

Tell students that they are going to build their background knowledge about the time and place of President Lincoln’s famous speech, *The Gettysburg Address*. To do so, they will first examine three documents, answering focus questions about each one. They will then examine a group of photos that provide additional information about the Civil War and pick one photograph to analyze further.

Distribute Handout #5: *Background Reading Focus Chart*. (Handouts #4a-c are used in Option 2.)

Ask one student at each table to open the envelopment and pass out one handout to each person at the table. Tell students that they will each read their own handout, and respond in the corresponding quadrant. Give students about five minutes only, and then ask them to pass the papers to their right. After three turns, each student will have read all three documents in the envelope.

Distribute one copy of Handout #6: *Civil War Photos* to each group, and one copy of *Handout #7: Photograph Response*. Invite students to examine the photographs and, as a group, select one photograph to analyze further. Emphasize that each student should have a completed Photograph Response sheet, and that the group need only write their caption on one strip of paper.

#### **Option 2: Implementation of the task with moderate scaffolding**

Tell students they are now sitting in Base Groups. Based on each student’s English proficiency and reading level and your knowledge of the texts to be read, assign each student a number from 1 to 3. Subdivide expert groups, if needed, so that each group has no more than four students.

Tell students that they will now become experts in one area of information about the Civil War and the *Gettysburg Address*. They will then return to their Base Groups and share their new knowledge with the other students in their group.

In students’ expert groups, distribute a copy of the Handout #4a: *Clarifying Bookmark* and tell students that they are to begin their reading by using the Clarifying Bookmark to read their selection.

To work through the text, expert group members will take turns reading, in pairs, aloud the first two paragraphs of their assigned reading. Explain that each student will read a paragraph, stop, and use the Clarifying Bookmark to think aloud through the text. After each student is done with his or her part, their partner may add other ideas. Then the partner continues with the same process as he or she reads the second paragraph.

Explain that after each pair finishes the first two paragraphs, students read the rest of their text silently. As students read on their own, they should take notes on the focus area identified in Handout 5: *Background Reading Focus Chart*.

### Round Robin

Ask students to share their responses. Remind students that only one person shares at a time, and that there will be no interruptions or comments until all four students have shared their responses.

If a student has the same information as another, invite him/her to respond using one of the following routine expressions:

I agree with so and so, I also noticed....

I also wrote that....

Tell students that if they like something that someone else shares, they can add it to their own chart.

Distribute one copy of Handout #6: *Civil War Photos* to each group, and one copy of Handout #7: *Photograph Response*. Invite students to examine the photographs and, as a group, select one photograph to analyze further. Emphasize that each student should have a completed Photograph Response sheet, and that each student needs to write down the caption.

### Base Group Share

Students return to their original base groups taking turns to share their responses to the text they read. They then share the photograph and caption.

### Option 3: Implementation with maximal scaffolding

In this option, the teacher reads each text aloud, using the focus areas on Handout #5: *Background Reading Focus Chart* as a guide. The teacher stops at key points and asks students to talk to a partner about whether they can enter information into their chart and what information that might be. The teacher asks for student input and guides the group in their response. Collaboratively, the class works together to fill in the Chart, with the teacher modeling what should be written in each cell (either on poster paper or through a Document Camera).

Post a selected photo from Handout #6: *Civil War Photos*, and distribute Handout #7: *Photograph Response*. As a group, complete Handout #7. Emphasize that each student should have a completed Photograph Response sheet. Ask partners to create captions and then post them on chart paper.

*From Lesson 4: Example of side note on purpose for a sequence of tasks and side note for additional instructional options*

#### Purpose

The tasks included in this moment of the lesson are intended to apprentice students in the ways in which writers of complex persuasive texts deliberately use language to construct meaning within and across a text.

## Interacting with Texts

- Reading with a Focus with Round Robin
- Listening with a Focus
- Jigsaw Reading
- How Writers Accomplish their Goals
- Find the Tie
- Deconstructing and Constructing Modality

#### Option/Notes

##### How Writers Accomplish Their Goals

If some students need more scaffolding to accomplish this task you might work closely with these students, reading through a paragraph and then rereading each sentence or phrase with the question in mind, thinking aloud about the language Jordan uses.

Or, after working through a few paragraphs with the class, you can assign the questions or the paragraphs to different groups.

Throughout the five lessons many activities have been marked as providing opportunities for teachers and students to assess where learners are in their ability to engage in academic practices, i.e., in their understanding of concepts, control of skills, and use of English. For students, this is an opportunity to gain awareness of their own development and of where they require more support. For teachers, this observation provides the evidence that enables them to draw inferences about students' learning relative to the intended learning goals and to make decisions about next instructional steps (Walqui & Heritage, 2012).

This unit will be piloted winter/spring of 2013 in three districts as part of a research project lead by the *Understanding Language Initiative*. Students, teachers, and their work will be followed, and artifacts coming from their pilot –written, audio and video clips- will be posted with commentaries on the UL website as illustration for teachers of the enactment of the unit and the intended and organic results of implementation.

The three types of teacher resources —options for instruction, side notes about tasks and assessments and, eventually, on-line links to task descriptions—are provided so that teachers who implement the lessons in the unit also gain sufficient meta-knowledge about the type of instruction that supports the reading and writing of complex, rigorous, academically challenging texts for all students to generate their own lessons and units.

### Who wrote this unit?

**Aída Walqui** has devoted her professional life to the teaching of English for academic purposes, and the preparation and professional learning of teachers who work in that field. She initiated her teaching and research in her native country, Peru, and continued it in Mexico, the United Kingdom, and the United States. Some of her richest years professionally were the six years she taught in a high school in Salinas, CA. For the last twelve years she has worked at WestEd where she directs the Teacher Professional Development Program (TPD).

**Nanette Koelsch** has taught at the elementary, secondary and post-secondary levels, and has been an educator for 33 years. She is committed to improving literacy education for English Learners and other underserved students. She has worked with the Teacher Professional Development Program as a professional developer and researcher since 2001. Prior to joining TPD, she worked with WestEd projects focused on literacy and assessment for linguistically diverse students.

**Mary Schmida** has worked in the field of education for 24 years, first as a teacher in the Peace Corps in West Africa. She then taught College Writing at UC Berkeley while earning her masters and doctorate in Education in Language, Literacy, and Culture. Mary also taught 6th and 7th grade ELD and was an administrator in an urban middle school for two years. She has worked with TPD at WestEd since 2004.

The team has benefitted from the advice of several “critical friends” throughout the conception and development of this unit. As part of the Understanding Language Initiative, **Susan Pimentel** and **George Bunch** provided valuable feedback on earlier drafts of the unit; and they along with **Martha Castellón**, **Lydia Stack**, and **Kenji Hakuta** were supportive and encouraging throughout the process. At WestEd, **Leslie Hamburger** provided invaluable support in helping to make the unit a reality.

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# Understanding Language

Language, Literacy, and Learning  
in the Content Areas

Understanding Language aims to enrich academic content and language development for English Learners (ELs) by making explicit the language and literacy required to meet Common Core State Standards (CCSS) and Next Generation Science Standards <http://ell.stanford.edu> .



**UNIT**  
**Persuasion Across Time  
and Space:  
Analyzing and Producing  
Complex Texts**

**Lesson 1**

**Advertising in the Contemporary World:  
An Introduction to Persuasive Texts**

- Can you Live with Dirty Water?

**Lesson 2**

**Persuasion in Historical Context:  
*The Gettysburg Address***

- *Gettysburg Address*

**Lesson 3**

***Ethos, Logos, & Pathos* in Civil Rights  
Movement Speeches**

- MLK "I have a dream"
- Robert Kennedy "On the Death of Martin Luther King"
- George Wallace "The Civil Rights Movement: Fraud, Sham, and Hoax"

**Lesson 5**

**Putting it Together: Analyzing and  
Producing Persuasive Text**

- The Girl who Silenced the World for Five Minutes

**Lesson 4**

**Persuasion as Text: Organizational,  
Grammatical, and Lexical Moves in  
Barbara Jordan's *All Together Now***

- Barbara Jordan "All Together Now"

## UNIT

### Persuasion Across Time and Space: Analyzing and Producing Complex Texts

#### Unit Overview

Developing in-depth understanding of how writers use persuasive techniques to convince others of the veracity, validity, and appeal of their claims not only develops students' academic skills, practices, and understandings of this genre, it also helps to ensure that students have the capacity to examine the claims, evidence, and reasoning they later encounter in public and civic documents. The spiraling and deepening structure of the five lessons comprising this unit engage students in activities that take them from more familiar persuasive practices to the more unfamiliar ones, and from an analysis of the commonsensical uses of language to the least commonsensical and most academic uses of English. The unit is an exemplar that demonstrates how to scaffold student engagement in robust intellectual practices even when students' language development is not at the level that many people traditionally think is needed to carry out this type of work.

A pre-assessment on writing a persuasive essay begins the unit, and is included before Lesson 1. Two versions are included: one for students and a second with teacher directions. This assessment is intended to provide baseline data of students' knowledge of how to write this genre. At the end of the unit, in Lesson 5, students are asked to select a writing situation, develop a claim, read an informational article about the issue and identify relevant evidence to support their claims and to develop a counter argument, and write a persuasive essay. This assessment is intended to be summative. It may be scored using a district rubric or with the rubric included in Lesson 5 handouts.

#### Key Common Core Reading and Writing Standards Developed in Unit

##### Reading Informational Text

- 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly and well as inferences drawn from the text
- 7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text
- 7.4 Determine the meaning of words and phrases as they are used in the texts, including figurative, connotative and technical meanings; analyze the impact of specific word choice on meaning and tone
- 7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas

- ✱ 8.1 Cite the textual evidence that most strongly supports analysis of what the text says explicitly and well as inferences drawn from the text
- ✱ 8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas, provide an objective summary of the text
- ✱ 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- ✱ 8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

### Writing Informational and Argumentative Texts

- ✱ 7.1/8.1 Write arguments to support claims with clear reasons and evidence
- ✱ 7.4/8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience
- ✱ 7.5/8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

## Lesson 1

### Advertising in the Contemporary World: An Introduction to Persuasive Texts

#### Overview

In the first lesson in this unit, students are introduced to the use of persuasion in visual, print, and multimodal advertisements. Many advertisements, particularly video, embed persuasive techniques in the familiar genre of narrative first to inform, engage, and interest readers and viewers emotionally, and then to persuade them to take some form of action. This action may be to buy a product, sign a petition, attend an event, or change their behavior. Sometimes the purpose is to raise awareness of an issue –the action or response required is not always made explicit. This lesson explores how the use of persuasive techniques within the narrative of advertisements accomplishes these goals.

Students are introduced to a number of textual analysis standards and persuasive techniques that will be developed and deepened throughout the unit. As they analyze multimodal texts, students examine the author’s point of view and purpose, and the intended effect on readers by analyzing modality, word meaning and nuances. They determine the central ideas of text and cite specific evidence to support their analysis. At the end of the lesson, students reflect on what they have learned about persuasive techniques before applying and deepening their understanding of persuasion as they read complex texts.

## Lesson 2

### Persuasion in Historical Context: *The Gettysburg Address*

#### Overview

In the second lesson students further their understanding and analysis of persuasive techniques as they engage in close reading of the *Gettysburg Address*. They first build their schema about the time, place, and political context of Lincoln's famous speech through the reading of informational text. As students read the *Gettysburg Address*, they have multiple opportunities to examine and interact with the text in a number of ways, from the macro understanding of Lincoln's message, to the micro word-level examination. Students examine the text to determine how cohesive and coherence ties work together to create meaning. The culminating Performance Task invites students to translate the *Gettysburg Address* into modern English, helping students to synthesize their understanding of what Lincoln's message was.

## Lesson 3

### *Ethos, Logos, & Pathos* in Civil Rights Movement Speeches

#### Overview

The third lesson in the unit introduces students to Aristotle's Three Appeals, and helps students analyze how these rhetorical devices are used to persuade a reader or audience to take action or identify with a particular cause. Because rhetorical devices are an important element of speeches, the knowledge gained by students in this lesson is essential for them to critically analyze King's *I Have a Dream*, Kennedy's *On the Assassination of Martin Luther King*, and Wallace's *The Civil Rights Movement: Fraud, Sham, and Hoax*, the three speeches in this unit.

## Lesson 4

### Persuasion as Text: Organizational, Grammatical, and Lexical Moves in Barbara Jordan's *All Together Now*

#### Overview

Lesson Four invites students to examine how writers construct persuasive texts at the macro and micro level. Students work together collaboratively to analyze the structural, organizational, grammatical, and lexical choices made in one speech, Barbara Jordan's *All Together Now*. They communicate their understanding of these elements to a younger middle school audience in preparation for writing their own speeches as the culminating performance of the unit. At the end of the lesson students compare and contrast *All Together Now* to one of the speeches read in Lesson 3 using tools of analysis from this lesson and earlier lessons.

## Lesson 5

### Putting it Together: Analyzing and Producing Persuasive Text

#### Overview

In the final lesson of this unit, students appropriate what they have learned from their in-depth study of persuasive texts to independently analyze a persuasive speech and write their own persuasive texts. For this reason, the lesson only has extending understanding tasks. Students begin by consolidating their knowledge of how writers deliberately use persuasive devices by analyzing and assuming the role of one of the writers studied in the unit. Taking on the role of highly accomplished writers helps students to position themselves as writers of high quality persuasive texts. Students then examine a persuasive speech, written by someone close in age, which had a big effect on the world when it was delivered at a world conference. Finally, students apply the persuasive techniques learned in the unit as they construct their own persuasive texts.

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**Persuasion Across Time and Space:  
Analyzing and Producing Complex Texts**

Pre-Assessment Persuasive Writing  
Instructions for Writing

Name: .....

Date: ..... Grade level: .....

School's name: .....

Teacher's name: ..... Room number: .....

## Introduction

Before you start working on this unit, it will be good -for you and your teacher- to have a sense of your current ability to write persuasive texts. Collecting this sample will be important, since it will allow you to compare your development at the end of the unit to your starting point.

- State your opinion in the form of a thesis or claim
- Support your opinion with evidence and reasoning
- Write a conclusion that summarizes your ideas

Your audience will be your teacher and other educators. You will write your persuasive essay under teacher supervision. You will **not be able to take your writing home**.

Your writing will be assessed on how well you develop:

- A strong opening that makes your reader care about your ideas
- A clearly stated opinion that it is easy for readers to understand
- Strong evidence and reasoning to support your opinion
- Your ideas in an organized way
- Your use of language that is appropriate for your audience and purpose

Once you select the situation you will write about, you will be asked to:

- 1) Brainstorm ideas
- 2) Write a first draft
- 3) Read a partner's essay and provide feedback
- 4) Reflect on how you would revise your essay based on your partner's feedback

**Writing Situations:** Pick one of the following to write about.

1. *Writing Situation:* Due to potential problems, many school systems have adopted a policy that bans cell phones and pagers on school grounds. However, some parents have provided these items out of concern for safety. Do you agree or disagree that cell phones and pagers should be banned on school grounds?
2. *Writing Situation:* In some countries, students are responsible for the basic daily cleaning of their school buildings. Fifteen minutes are set aside each day for all students to sweep, dust, and clean their classrooms and corridors. Do you agree or disagree that American schools should adopt this policy?
3. *Writing Situation:* Many people believe violent video games promote negative behaviour in teens and that students under 18 should not be able to play these video games. Do you agree or disagree that teenagers under the age of 18 should not play violent video games?

**Task 1:** Think about the situation you selected and plan your writing in the area below. You will have about **10 minutes**. Your plan should contain:

- Your personal point of view on the issue
- Three or four points to support your argument
- The order in which you will make these points in your opinion piece

**Task 2:** Now write a persuasive essay in which you convince the reader of your opinion. Remember to support your position with specific reasons and examples **You will have about 30 minutes to write.**

.....

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**Task 3: Exchange your writing with a partner**

*Directions to partner:* Read the first draft of your partner’s essay. Based on your knowledge of persuasive writing, write one comment telling your partner what he or she has done well and one suggestion for revising the writing to make it more persuasive. Write your first and last name on the line provided. Use the box below to write your feedback.

Your name: .....

**Task 4:** Based on my partner’s feedback, I will revise my first draft by doing the following:

# Understanding Language

Language, Literacy, and Learning  
in the Content Areas

Understanding Language aims to enrich academic content and language development for English Learners (ELs) by making explicit the language and literacy required to meet Common Core State Standards (CCSS) and Next Generation Science Standards <http://ell.stanford.edu> .



## Persuasion Across Time and Space: Analyzing and Producing Complex Texts

### Pre-Assessment Persuasive Writing Teacher Directions

*General information: Distribute packets to students. Explain to students that they should write their name, the date, name of school, teacher's name and room number in the space provided. List this information on board for students. You may read directions aloud to students and provide additional information if students have questions. If students need more paper, staple any additional sheets to the end of the packet.*

#### Directions *(say)*

Please answer the following questions. If you are not sure about an answer, do the best you can. Stop at the end of the page. I will tell you when to turn the page.

Name: .....

Date: .....

Name of school:.....

Teacher's name:.....

(page 1)

## Introduction Directions (*say*)

We are interested in learning how much you understand about writing a persuasive essay before we begin an in-depth study of persuasion. This pre-assessment is not part of your grade. You should, however, try your best. I will read the directions aloud as you follow along. Please raise your hand if you have any questions.

Before you start working on this unit, it will be good -for you and your teacher- to have a sense of your current ability to write persuasive texts. Collecting this sample will be important, since it will allow you to compare your development at the end of the unit to your starting point.

- State your opinion in the form of a thesis or claim
- Support your opinion with evidence and reasoning
- Write a conclusion that summarizes your ideas.

Your audience will be your teacher and other educators. You will write your persuasive essay under teacher supervision. You will **not be able to take your writing home.**

Your writing will be assessed on how well you develop:

- A strong opening that makes your reader care about your ideas
- A clearly stated opinion that it is easy for readers to understand
- Strong evidence and reasoning to support your opinion
- Your ideas in an organized way
- Your use of language that is appropriate for your audience and purpose

Once you select the situation you will write about, you will be asked to:

- 1) Brainstorm ideas;
- 2) Write a first draft
- 3) Read a partner's essay and provide feedback
- 4) Reflect on how you would revise your essay based on your partner's feedback

(page 2)



### Writing Situations (say)

I will read the following writing situations aloud. As I read, think about which one of the three situations you feel strongly about and could write a persuasive essay for or against the situation. Remember, you pick one of the following to write about.

Writing Situations: Pick one of the following to write about.

1. *Writing Situation:* Due to potential problems, many school systems have adopted a policy that bans cell phones and pagers on school grounds. However, some parents have provided these items out of concern for safety. Do you agree or disagree that cell phones and pagers should be banned on school grounds?
2. *Writing Situation:* In some countries, students are responsible for the basic daily cleaning of their school buildings. Fifteen minutes are set aside each day for all students to sweep, dust, and clean their classrooms and corridors. Do you agree or disagree that American schools should adopt this policy?
3. *Writing Situation:* Many people believe violent video games promote negative behaviour in teens and that students under 18 should not be able to play these video games. Do you agree or disagree that teenagers under the age of 18 should not play violent video games?

(page 2)

### Planning Writing Directions (say)

In this part of the pre-assessment, you will be given time to plan your writing. You may use any type of brainstorming you've learned, or you may jot down ideas. The important thing is that your planning demonstrates that you identified your point of view on the issue identified in the situation you picked, three or four points that support your argument, and the order you will make these points in your writing.

I will read your directions aloud. Please ask questions if you do not understand what you are to do.

Task 1: Think about the situation you selected and plan your writing in the area below. You will have about 10 minutes. Your plan should contain:

- Your personal point of view on the issue
- Three or four points to support your argument
- The order in which you will make these points in your opinion piece.

(page 3)



**Partner Feedback Directions** (*say*)

When you write essays or stories, it's important to get feedback from other students about what works well and suggestions for improving your writing. In this part of the pre-assessment, you will exchange writing with a partner. Each of you will read the other's persuasive essay, noting what works well and making suggestions for making the writing more persuasive. You are not correcting spelling and grammar errors. You are focusing on how the writer persuades the reader to accept his or her opinion.

**Task 3: Exchange your writing with a partner**

*Directions to partner:* Read the first draft of your partner's essay. Based on your knowledge of persuasive writing, write one comment telling your partner what he or she has done well and one suggestion for revising the writing to make it more persuasive. Write your first and last name on the line provided. Use the box below to write your feedback.

Your name: .....

(pages 5)

**Revision Reflection** (*say*)

Read your partner's feedback and decide how you would revise your writing to be more persuasive. Your ideas about revising your writing will help us learn what students know about using the feedback of others to improve their writing.

**Task 4:** Based on my partner's feedback, I will revise my first draft by doing the following:

**THANK STUDENTS FOR THEIR HARD WORK ON THEIR WRITING. REMIND THEM TO MAKE SURE THEY WROTE THEIR NAME ON ANY ADDITIONAL PAPER THEY USED FOR WRITING.**

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