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English II Persuasive Essay [10th grade]

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Unit: Persuasive Writing**Grade: 10****Stage 1: Desired Results****Understandings***Students will understand that...*

- Persuasive writing is relevant to their lives outside of the academic setting.
- In order to persuade effectively, students must learn to consider and evaluate *both* sides of an issue.
- A convincing argument includes a focused claim with supporting examples and evidence.
- Persuasive writers use a combination of appeals-- pathos, ethos, and logos-- to convince their audience.

Essential Questions

- How can persuasive writing or speaking be used as a means for social change?
- Why is it important to learn about persuasive techniques that others (authors, celebrities, politicians, the media, etc.) use to convince you to believe in an idea?

Knowledge*Students will know...***Vocabulary:**

- Thesis/Claim
- Pathos, Ethos, Logos
- Appeals
- Audience
- Introduction, Body, Conclusion
- SOAPStone (Speaker, Occasion, Audience, Purpose, Subject, Tone)

Skills*Students will be able to...*

- Evaluate persuasive techniques, such as pathos, ethos, and logos, used in advertisements and written works
- Write an introduction for an essay that includes a “hook” or attention grabber
- Write a persuasive thesis statement
- Support their argument with relevant examples
- Write a conclusion that leaves the reader with a thought-provoking statement or a call to action.

Stage 2: Assessment Evidence**Performance Task:**

- STAAR Format Persuasive Essay

Other evidence:

- Exit Tickets
- Short Answer Responses
- Student-created Advertisement

Stage 3: Learning Activities*(Steps taken to get students to answer Stage 1 questions and complete performance task)***Intro to Persuasive Writing: Week 1 Sequence***Questions in Focus for Week 1:**What is Persuasion? What is pathos, ethos, logos?*

Monday/Tuesday:

- 1) Opener: Begin the unit with a silent, individual quick-write based on this writing prompt:
Describe a time when you persuaded someone to do something and it actually worked. How did you make this person believe you? What strategies or techniques did you use?
- 2) Students will then participate in a **think-pair-share** to discuss their response to the quick-write.
- 3) Class Discussion: Have students share with the class what they wrote and what they discussed in their think-pair-share. Have a student write down key words on the board based on the discussion. (You might get words like—bribery, emotion, repetition, persistence, etc).
- 4) Explain to students that they will be writing a persuasive essay on a topic of their choice. Explain the importance of persuasion in society, and how it is all around them—billboards, magazines, commercials, etc. Here is a video that introduces Persuasive Writing that will further spark students' interests: <http://www.youtube.com/watch?v=jaGJNxCxB-s>
- 5) Introduce Pathos, Ethos, and Logos as students fill out the **graphic organizer**. Include pictures of current advertisements so that students can relate. For HW, students will observe advertisements that they see on TV, magazines, etc. and fill out the rest of the graphic organizer. **Exit Ticket** for the day: In your own words, define **pathos, ethos, and logos** using complete sentences.

Pathos	Ethos	Logos
Definition:	Definition:	Definition

Provided Examples:	Provided Examples:	Provided Examples:
Homework: My Own Example (What I found on my way home, or in a magazine, or on TV):	Homework: My Own Example (What I found on my way home, or in a magazine, or on TV):	Homework: My Own Example (What I found on my way home, or in a magazine, or on TV):

Wednesday/Thursday:

- 1) **Opener:** Convince your parents to let you stay out past your curfew using pathos, ethos, or logos. Have students **share out**.
- 2) **Check for Understanding:** Group students into 3 or 4. Pass out various advertisements (examples below). Paste advertisements onto a poster and identify the appeals used in advertisement (pathos, ethos, logos).

Why **LOVE** one but **EAT** the other?



- ✓ Pigs by nature are every bit as loving, sensitive, and full of personality as the animals we call "family".
- ✓ Pigs dream, recognize their names, and are gregarious and affectionate beings who form loyal bonds with each other and other species, including humans.
- ✓ The curious and insightful pig is the smartest domestic animal in the world, with intelligence beyond that of 3 year-old human child.
- ✓ In their natural setting, pigs spend hours playing, mother pigs sing to their piglets while nursing, and groups of pigs enjoy lying close together in the sun.



You'll often find Wendi, her partner, Maggie, and daughters elbow-deep in paint, clay or mosaics. "Even as babies, the girls toddled around in diapers covered in paint," said Wendi. They come from a long line of artists, which includes grandma Carolyn. Visiting her art studio in Granbury, Texas is a favorite outing. And like any grandma, this one loves to bake—pottery, that is.

Wendi with her mom Carolyn, daughters Raven and Clover, and partner Maggie.

freedom of expression

\$35 everyday denim dress \$25 everyday sweater

#1 | jcb.com/may | it's fun to get a package

- 3) **More check for understanding:** Show commercials and movie clips. For each clip, have students write down which appeals are used, and why these appeals are effective. Use graphic organizer below.

Video Clip	Examples of <i>Pathos</i>	Examples of <i>Ethos</i>	Examples of <i>Logos</i>	Why is it convincing? Why does it work?
"Braveheart" –Mel Gibson Speech			:	
Vitamin Water— Carrie Underwood & 50 Cent Commercial				
Chuck Norris—Total Gym Commercial				
Anti-Smoking Commercial				

Friday:

- 1) “Convince me on the Spot”: Gather random objects from around the classroom, such as a stapler, pen, eraser, marker, crayon, scissors, etc. Assign each group an object. Give students 5 minutes to come up with a commercial/ad/speech that convinces me to buy their product using pathos, ethos, logos. Students will vote on who presented the best argument.
- 2) Exit ticket: **3** things I learned, **2** questions I still have, **1** opinion I now have.

Possible advertisement project & Presentations ?

Week 2 Sequence:

Students will complete a group advertisement project and present it to the class. See instructions below.

Group Project: Persuasive Advertisements**Instructions:**

- 1) As a group, decide on a topic and what you will argue about that topic.
- 2) Decide the medium in which you will present your argument. Choose among the following:
 - **Commercial—Video**
 - 2 minutes in length
 - Every group member must speak
 - **Poster Board**
 - Must include a slogan and a visual
 - Must be visually appealing
 - **Magazine ad**
 - Must include a slogan and a visual
 - Must be done in Word, or on another computer program
 - Visually appealing
 - **Speech**
 - Every group member must speak
 - Speech should last 2 minutes long
- 3) Decide how you will convey the argument. You must use pathos, ethos, or logos, or a combination of the three.
- 4) Start designing your masterpiece!

Week 3 Sequence: Evaluating Persuasive Writing & SOAPStone

Questions in Focus for Week 2:

*How do writers persuade? What is SOAPStone? Why is persuasive writing important?
How can persuasive writing change society?*

Monday/Tuesday:

- 1) **Opener:** What is the best speech you have ever heard? Why?
- 2) Introduce SOAPStone and tone words list. See graphic organizer below.
- 3) **Model** how to annotate “I Have a Dream” by Martin Luther King using SOAPStone, and also identify pathos, ethos, and logos.
- 4) **Exit Ticket**—What does the acronym SOAPStone stand for?

Speaker	<i>Who is speaking (or writing)?</i>
Occasion	<i>What is the context of the speech?</i>
Audience	<i>Who is the speaker presenting to?</i>
Purpose	<i>What does the author want you to think, feel, or do?</i>
Subject	<i>What is the topic of the speech?</i>
TONE	<i>What is the speaker/author's tone?</i>

Tone Vocabulary List

Positive Tone/Attitude Words

Amiable	Consoling	Friendly	Playful
Amused	Content	Happy	Pleasant
Appreciative	Dreamy	Hopeful	Proud
Authoritative	Ecstatic	Impassioned	Relaxed
Benevolent	Elated	Jovial	Reverent
Brave	Elevated	Joyful	Romantic
Calm	Encouraging	Jubilant	Soothing
Cheerful	Energetic	Lighthearted	Surprised
Cheery	Enthusiastic	Loving	Sweet
Compassionate	Excited	Optimistic	Sympathetic
Complimentary	Exuberant	Passionate	Vibrant
Confident	Fanciful	Peaceful	Whimsical

Negative Tone/Attitude Words

Accusing	Choleric	Furious	Quarrelsome
Aggravated	Coarse	Harsh	Shameful
Agitated	Cold	Haughty	Smooth
Angry	Condemnatory	Hateful	Snooty
Apathetic	Condescending	Hurtful	Superficial
Arrogant	Contradictory	Indignant	Surly
Artificial	Critical	Inflammatory	Testy
Audacious	Desperate	Insulting	Threatening
Belligerent	Disappointed	Irritated	Tired
Bitter	Disgruntled	Manipulative	Uninterested
Boring	Disgusted	Obnoxious	Wrathful
Brash	Disinterested	Outraged	
Childish	Facetious	Passive	

Humor-Irony-Sarcasm Tone/Attitude Words

Amused	Droll	Mock-heroic	Sardonic
Bantering	Facetious	Mocking	Satiric
Bitter	Flippant	Mock-serious	Scornful
Caustic	Giddy	Patronizing	Sharp
Comical	Humorous	Pompous	Silly
Condescending	Insolent	Quizzical	Taunting
Contemptuous	Ironic	Ribald	Teasing
Critical	Irreverent	Ridiculing	Whimsical
Cynical	Joking	Sad	Wry
Disdainful	Malicious	Sarcastic	

Sorrow-Fear-Worry Tone/Attitude Words

Aggravated	Embarrassed	Morose	Resigned
Agitated	Fearful	Mournful	Sad
Anxious	Foreboding	Nervous	Serious
Apologetic	Gloomy	Numb	Sober
Apprehensive	Grave	Ominous	Solemn
Concerned	Hollow	Paranoid	Somber
Confused	Hopeless	Pessimistic	Staid
Dejected	Horrific	Pitiful	Upset
Depressed	Horror	Poignant	
Despairing	Melancholy	Regretful	
Disturbed	Miserable	Remorseful	

Neutral Tone/Attitude Words

Admonitory	Dramatic	Intimate	Questioning
Allusive	Earnest	Judgmental	Reflective
Apathetic	Expectant	Learned	Reminiscent
Authoritative	Factual	Loud	Resigned
Baffled	Fervent	Lyrical	Restrained
Callous	Formal	Matter-of-fact	Seductive
Candid	Forthright	Meditative	Sentimental
Ceremonial	Frivolous	Nostalgic	Serious
Clinical	Haughty	Objective	Shocking
Consoling	Histrionic	Obsequious	Sincere
Contemplative	Humble	Patriotic	Unemotional
Conventional	Incredulous	Persuasive	Urgent
Detached	Informative	Pleading	Vexed
Didactic	Inquisitive	Pretentious	Wistful
Disbelieving	Instructive	Provocative	Zealous

From

<http://valenciacollege.edu/east/academicsuccess/eap/documents/tonewords.pdf>

Wednesday/Thursday:

- 1) Annotation Stations—students will read and annotate (SOAPStone, pathos, ethos, logos) a persuasive speech at each station. Possible speeches to include:
 - JFK Inauguration Speech
 - Barack Obama Inauguration Speech
 - Steve Jobs: Stanford Commencement Speech
 - John Green, Butler University Commencement Speech
 - Duncan’s Bar Mitzvah Pro Gay Marriage Speech
 - Lia Mills: Anti-Abortion Speech
- 2) After stations are complete, conduct a class discussion on the effectiveness of the speeches. What did they have in common? How were they different? Why are these speeches important? How have they changed/not changed your views? Why might learning how to persuade be an effective tool?

Friday:

- 1) Individual Practice with annotating persuasive writing: Using **iPADS**, students will read, annotate, and reflect on a current event article of their choice that is persuasive in nature. Students will be directed to newsela.com to find these articles. To annotate, students can fill out the SOAPStone chart as they read from the iPad. For students who need more support with writing/reading ... they can use this chart from AVID (on page below) to complete as they read.

From AVID: Decades of College Dreams

Before and After Reflection

Before reading _____ (**title of text**), I should reflect on how I feel about _____. I believe that

_____.

Although _____, I feel that

_____.

After reading the text, my view of _____ has (or has not) changed for the following reasons: first,

and second,

_____.

This affirms (or challenges) my belief that

_____.

The most significant question this text raises for me is

_____.

Overall, this text taught me

_____.

Week 4 & 5 Sequence: Persuasive Writing

Questions in focus: How do we organize a persuasive essay? What is a thesis statement? How do I support my argument?

Weeks 3-4 will be focused on writing a STAAR-Style persuasive essay given a list of topics from which students will choose. These topics will be related to issues that are found on their home campus. Because the STAAR test does not allow students conduct research before writing, students will be encouraged to develop their own ideas to support their argument without research for this particular essay. Before writing on their own, however, the class will review the basics of persuasive essay writing.

Week 4 & 5:

Monday/Tuesday

- 1) Go over the STAAR Persuasive Essay format using a test from the previous year.
- 2) Begin with thesis statements. Use the **thesis generator handout (next page)** to explain how to write a thesis.
- 3) Exit Ticket: What is a thesis statement? In which part of the essay is a thesis placed? Why is a thesis important?

Wednesday/Thursday

- 1) Opener: Write a thesis statement that argues for or against wearing school uniforms.
- 2) Review structure of essay—intro, body paragraphs, and conclusion. Take a prompt from the thesis generator handout and as a class, brainstorm and complete a graphic organizer together, focusing on organization of a persuasive essay.

Friday: Begin individual writing of STAAR Style Essay.

THESIS GENERATOR

Prompt	Question	Thesis
<p>Example: Write an essay stating your position on which is more important: what a person thinks or what a person does.</p>	<p>Are a person's actions or thoughts more important? Why?</p> <p>^Make sure you include the <i>why</i> in your question.</p>	<p>Actions are more important than thoughts because a person's actions have the potential to promote positive social change.</p> <p>^This is your argument in one sentence—voilà, a thesis 😊</p>
<p>Write an essay that states whether you agree with the following statement: honesty is always the best policy.</p>		
<p>Write an essay that states your position on which is more important: a leader who is loved, or a leader who is feared.</p>		
<p>Write an essay that argues whether or not children should be required to attend school.</p>		

Pre-Writing Graphic Organizer #1

Prompt: Write an essay that argues whether students should be required to attend school.

REASONS FOR	REASONS AGAINST
<p>Prompt → Question: _____</p> <p>Thesis: _____</p> <p>Reason 1 Summary:</p> <p>Reason 2 Summary:</p>	

Pre-Writing Graphic Organizer #2

Prompt: Write an essay that argues whether or not children should be required to attend school.

Introduction (Hook/Attention Grabber + Thesis)

Body Paragraph 1: Reason 1 + Explanation

Body Paragraph 2: Reason 2 + Explanation

Conclusion (Call to Action—why is this important?)

Persuasive Essay Instructions

Directions: Choose one prompt from the list below to develop a 26-line STAAR style persuasive essay. Read the options below, and circle which one you will answer. You will brainstorm and pre-write using the graphic organizers attached to this page. After revising & editing, your final draft will be written on the 26-line template.

Prompt 1: Write an essay that states your position on whether or not students should be allowed to eat lunch off-campus.

Prompt 2: Write an essay that states your position on whether or not cell phones should be allowed on campus.

Prompt 3: Write an essay that states your position on whether or not students should be required to wear school uniforms.

**Hand out graphic organizer #1 and #2 for students to use to brainstorm and pre-write.



Editing

Directions: Go through each step and edit your paper carefully. As I grade your essay, I will be looking to see that you correct errors such as the ones listed below.

- 1) Highlight all “to be” verbs (is, am, are, were, was, being, been, become, feels, seems). **Change at least HALF** of these verbs to stronger, more effective verbs. Refer to the list of strong verbs (on page 3) if you need help.
- 2) Highlight all past tense verbs and change them to present tense.
- 3) Find where you use “you” in your essay. Delete it. You should be writing in third person point of view (he, she, it).
- 4)
- 5) Search for contractions in your essay (isn’t, don’t, wouldn’t, couldn’t, etc). Change them to could not, would not, is not).
- 6) Send these phrases to the **GRAVEYARD**:
 - I think...
 - I believe...
 - In my opinion....
 - Personally....
 - That’s all I have to say.
 - That’s it.
 - I say this because...
 -

7. Do your body paragraphs begin with an effective transition? If not, add some. Here is a list of some transitions you could use:

also, in addition, again, once again, further, furthermore, moreover, then, besides, equally important, finally, next, lastly, what's more, similarly, likewise, not only....

Be

endure, survive, exist, last, live, persist, prevail, abide, arise, contribute

Have

carry, bear, possess, hold, keep, retain, regard, include, use, require, receive, accept, exhibit, show, exercise, experience, submitted to, allow, trick, fooled, undergoing, compel, oblige, require, mandate

Do

carry out, put, perform, execute, commit, bring about, effect, finish, exert, exhaust, produce, mimic, manage,

Will

desire, wish, disposition, inclination, determination, request, command, volition, employ, means, order

Must

requirement, essential, signify, happen

Would

wish, desired, want, occur, appear, look, constitute, make, equal

Not

fail, inability, lack, dearth, without, absence, void, null, vacuum

Peer Editing

English II Persuasive Essays

1) Read the introduction.

a. Explain how the hook of this essay is effective. If it is not effective, how could it be improved?

b. Write the author's thesis and two reasons here:

2) Read the first body paragraph.

a. Does the first body paragraph discuss reason #1 in support of the thesis? _____

b. Explain how the author is effective (or not) in proving reason #1.

3) Read the second body paragraph.

a. Does the second body paragraph discuss reason #2 in support of the thesis? _____

b. Explain how the author is effective (or not effective) in proving reason #2.

4) Read the conclusion.

a. Explain how the conclusion is effective—does it include a call to action or a thought-provoking statement?

Rubric

STAAR English II Persuasive Writing

Score Point 1

The essay represents a very limited writing performance.

Organization/Progression

- The organizing structure of the essay is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies that are only marginally suited to the persuasive task, or they are inappropriate or not evident at all. The absence of a functional organizational structure causes the essay to lack clarity and direction. Most ideas are generally related to the issue specified in the prompt, but the writer's position is missing, unclear, or illogical. The writer may fail to maintain focus on the issue, may include extraneous information, or may shift abruptly from idea to idea, weakening the coherence of the essay.
- The writer's progression of ideas is weak. Repetition or wordiness sometimes causes serious disruptions in the flow of the essay. At other times the lack of transitions and sentence-to-sentence connections causes the writer to present ideas in a random or illogical way, making one or more parts of the essay unclear or difficult to follow.

Development of Ideas

- The development of ideas is weak. The argument is ineffective and unconvincing because the reasons and evidence the writer uses to support the position are inappropriate, vague, or insufficient. The essay is insubstantial because the writer's response to the prompt is vague or confused. In some cases, the essay as a whole is only weakly linked to the prompt. In other cases, the writer develops the essay in a manner that demonstrates a lack of understanding of the persuasive writing task.

Use of Language/Conventions

- The writer's word choice may be vague or limited. It reflects little or no awareness of the persuasive purpose and does not establish a tone appropriate to the task. Word choice may impede the quality and clarity of the essay. Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the essay.
- The writer has little or no command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.

Score Point 2

The essay represents a basic writing performance.

Organization/Progression

- The organizing structure of the essay is evident but may not always be appropriate to the purpose or the specific demands of the prompt. The essay is not always clear because the writer uses organizational strategies that are only somewhat suited to the persuasive task. Most ideas are generally related to the issue specified in the prompt, but the writer's position is weak or somewhat unclear. The lack of a clear, effective position or the writer's inclusion of irrelevant information interferes with the focus and coherence of the essay.
- The writer's progression of ideas is not always logical and controlled. Sometimes repetition or wordiness causes minor disruptions in the flow of the essay. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the flow of the essay or show the relationships among ideas.

Development of Ideas

- The development of ideas is minimal. The argument is superficial and largely unconvincing because the reasons and evidence the writer uses to support the position are not always appropriate or are too briefly or partially presented. The essay reflects little or no thoughtfulness. The writer's response to the prompt is sometimes formulaic. The writer develops the essay in a manner that demonstrates only a limited understanding of the persuasive writing task.

Use of Language/Conventions

- The writer's word choice may be general or imprecise. It reflects a basic awareness of the persuasive purpose but does little to establish a tone appropriate to the task. Word choice may not contribute to the quality and clarity of the essay. Sentences are awkward or only somewhat controlled, weakening the effectiveness of the essay.
- The writer demonstrates a partial command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.

Score Point 3: The essay represents a satisfactory writing performance.

Organization/Progression

- The organizing structure of the essay is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The essay is clear because the writer uses organizational strategies that are adequately suited to the persuasive task. The writer establishes a clear position. Most ideas are related to the position and are focused on the issue specified in the prompt. The essay is coherent, though it may not always be unified due to minor lapses in focus.
- The writer's progression of ideas is generally logical and controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships among ideas.

Development of Ideas

- The development of ideas is sufficient. The argument is largely convincing because the reasons and evidence the writer uses to support the position are specific and appropriate. The essay reflects some thoughtfulness. The writer's response to the prompt is original rather than formulaic. The writer develops the essay in a manner that demonstrates a good understanding of the persuasive writing task.

Use of Language/Conventions

- The writer's word choice is, for the most part, clear and specific. It reflects an awareness of the persuasive purpose and establishes a tone appropriate to the task. Word choice usually contributes to the quality and clarity of the essay. Sentences are reasonably varied and adequately controlled, contributing for the most part to the effectiveness of the essay.
- The writer demonstrates an adequate command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the essay.

Score Point 4

The essay represents an accomplished writing performance.

Organization/Progression

- The organizing structure of the essay is clearly appropriate to the purpose and responsive to the specific demands of the prompt. The essay is skillfully crafted because the writer uses organizational strategies that are particularly well suited to the persuasive task. The writer establishes a clear position. All ideas are strongly related to the position and are focused on the issue specified in the prompt. By sustaining this focus, the writer is able to create an essay that is unified and coherent.
- The writer's progression of ideas is logical and well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the flow of the essay by clearly showing the relationships among ideas, making the writer's train of thought easy to follow.

Development of Ideas

- The development of ideas is highly effective. The argument is forceful and convincing because the reasons and evidence the writer uses to support the position are specific and well chosen. The essay is thoughtful and engaging. The writer may choose to recognize the complexities of the issue, consider opposing or alternate points of view, use his/her unique experiences or view of the world as a basis for writing, or connect ideas in interesting ways. The writer develops the essay in a manner that demonstrates a thorough understanding of the persuasive writing task.

Use of Language/Conventions

- The writer's word choice is purposeful and precise. It reflects a keen awareness of the persuasive purpose and maintains a tone appropriate to the task. Word choice strongly contributes to the quality and clarity of the essay. Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the essay.
- The writer demonstrates a consistent command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay. The overall strength of the conventions contributes to the effectiveness of the essay.