# XCHANGE

## PUBLICATIONS AND RESOURCES
### FOR TRANSFORMING PUBLIC SCHOOLS

**PACT Example
Task 2: Planning Instruction and Assessment**

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# ABSTRACT

This example of a UCLA Teacher Education Program student submission for PACT shares Task 2 - Planning Instruction and Assessment, one of five tasks required, for secondary English.  It includes her planning commentary, assignments and daily reflections on the plans she, as a student teacher, designed and taught while documenting her practice for PACT.

1. **What is the central focus of the learning segment? Apart from being present in the school curriculum, student academic content standards, or ELD standards, why is the content of the learning segment important for your particular students to learn? (TPE 1)**

The **central focus** of the unit is for students to **understand an author's use of persuasive strategies in a complex text, to develop a position on the issue presented in the text, and then practice the use of persuasive strategies in supporting their own argumentative claim.** I chose this unit because I can make it immediately relevant to students, and thus sustain student engagement, since persuasive strategies are used everywhere from anti-smoking websites to Presidential speeches (all examples that I used). Furthermore, we have spent the last three units practicing argumentative claims; thus, moving into persuasion is a logical next step as argumentation and persuasion are overlapping concepts. Students thus extend their understanding of how to support one's claim not only through the use of evidence, but through the additional strategies of Ethos, Logos and Pathos. In all the previous units, I have given students the choice to articulate their own positions on an issue, after presenting multiple sides of the same argument. In the Persuasion unit, I give students a culminating assignment in which they have to persuade the reader of a particular belief related to a pre-determined topic (Drinking Age, Exercise and Health Benefits, Graduating High School etc). They can argue for either side of the issue (eg. Lowering the drinking age vs. enforcing the current drinking age), but they must use the persuasive strategies learned in class. Thus, the unit reflects my own philosophy of English teaching which is that we impart to students the literary tools to express their own beliefs, without imposing upon them a particular set of values. **The content of this learning segment is important for my particular students** because as below basic writers, they excel at writing when they are given explicit writing strategies and structured writing assignments. Incorporating Ethos, Logos, and Pathos into their essay writing gives them an identifiable skill they can practice in order to improve their writing. Furthermore, the content is **directly relevant to their lives** because they are immersed in persuasive strategies through advertising, the media, even military recruitment agencies. Helping them identify these persuasive strategies will enhance their **critical thinking skills and empower them to appropriate the persuasive strategies to their own ends.**

2. **Briefly describe the theoretical framework and/or research that inform your instructional design for developing your students' knowledge and abilities in both English-language arts and academic language during the learning segment.**

Zone of Proximal Development (Vygotsky): According to Vygotsky, in his seminal book *Mind and Society: The Development of Higher Psychological Processes*, students learn best in the ZPD, which is the middle ground between what students are able to learn on their own and what students will find too difficult even with teacher assistance (1978, 86). Thus, when we teach in the ZPD, we are using our expertise to challenge students and push them just beyond their comfort zone, but not so far beyond that they are overwhelmed. Hence, we scaffold learning by giving students the assistance they need to extend their learning, but **scaffold less and less as they gain expertise.** Therefore, the

beginning of the learning segment is very teacher-driven, as I lead students through identifying Ethos, Logos, and Pathos in the Rifkin article. Then, students practice using Ethos, Logos, and Pathos in their groups, so that they have the assistance of their groupmates. The group creates a presentation using the three persuasive strategies to convince their audience of a belief. In the last step, students write individual papers, based on their group presentations, that persuade the reader of the same claim they used in their group presentations, and using the same strategies and reasoning. **The move from teacher-directed to peer-supported and finally to independent work is an example of scaffolding, as I gradually "take off the training wheels."**

Sociocultural Theory, "Communities of Learners": Socio-cultural theory views learning as an inherently social activity. It can be summed up in the saying "none of us is as smart as all of us," since students co-construct knowledge by pooling together what they know. Barbara Rogoff, in her article "Developing Understanding of the Idea of Communities of Learners," reinforces socio-cultural theory through her concept of "communities of learners," which is "based on the premise that learning occurs as people participate in shared endeavors with others, with all playing active but often asymmetrical roles in sociocultural activity" (69). In other words, learning occurs when students and teachers collaborate. Learning occurs not through direct instruction, through a one-sided transmission from teacher to student, but through conversation and mutual understanding.

I practiced sociocultural theory in my classroom by assigning a group project in which students were broken into groups of four. Each group was assigned a social issue, such as smoking and education, and were given a complex text making an argument about the issue. Collectively, they had to understand and identify key claims from the text and then develop a presentation in which they convinced their classmates to stay in school, to quit smoking etc. All groups had to practice using the persuasive strategies of Ethos, Logos, and Pathos that we had learned in class. **Rogoff writes that in a community of learners, each person shifts between being a novice or expert. Thus, each group, when they present, takes turn being the "expert" in the class as they teach the rest of the class about their unique issue.** Internalizing one's role is a large part of sociocultural theory. Hence, during their groupwork, students assigned roles to one another. They could be the writer/quote finder, artist, creative director, or time/materials manager. Students chose their own roles so that they can capitalize on their natural strengths, thereby **adapting their role in the project to fit their own learning needs.** By giving students different roles, I practiced sociocultural theory by encouraging students to be interdependent. All students actively participated in groupwork, but because they had different responsibilities, participation was "asymmetrical" but each person was also absolutely critical. **Learning occurred through the interdependencies I created and from students pooling their skills rather than my directly instructing the students. Students are actively learning by doing and producing knowledge rather than passively absorbing it.**

BICS vs CALP (Jim Cummins): According to Jim Cummins in his seminal book *Language, Power and Pedagogy*, there are two types of language proficiency, Basic Interpersonal Communicative Skills (generally, speaking and listening skills) and

Cognitive Academic Language Proficiency (generally, reading and writing skills). In BICS, students can draw on contextual cues to infer meaning. Students can "pick up" BICS through immersion whereas in CALP, the language is highly decontextualized. Thus, by having students give an oral presentation on their complex text, I am giving students an opportunity to **create the context cues** to supplement the meaning of the text. Of course, having students read and discuss the complex text with each other in itself creates a contextualized situation that helps students to understand the text's academic language. For example, ELD students can benefit from hearing more proficient students read the text aloud, by paying attention to context cues such as voice inflection. Furthermore, discussing particular passages with teammates and listening to teammate's interpretations helps students to understand the meaning of the text. **When students finally put together their group presentation and poster, they then visually and orally contextualize their complex text for the rest of the class.** In other words, they are "filling in" the context for their complex text.

However, CALP, or the kind of formal academic language one uses in the classroom, must be explicitly taught. Academic language is a "second language," so to speak, for everyone, since academic conventions and protocols are unique to the school setting. Thus, I support students' academic language development during the learning segment in day 4 of the 5-day segment, when I give students a template for writing a strong introduction. By day 4, they have given a group presentation of their issue, and thus developed their opinions and ideas to be incorporated in the final paper. They only need to be given the language to express those ideas in formal academic language. Thus, I had them prepare for the final essay by writing a brief introduction the day before, in which they had to express claims and counterclaims using a particular format (counterclaim, followed by claim, followed by stakes) using sentence starters that I gave them ("Many people believe..." "However, I argue that..." and "If we do not address this issue..."). **Giving them an introduction template and sentence starters gives students the linguistic tools they need to structure their ideas according to academic conventions.**

3. **Please provide the title, author, and a short discussion (about a paragraph) of salient features of the text(s) used during your learning segment. What would a reviewer who is unfamiliar with the text(s) need to know about them in order to understand your instruction? These might include such things as the genre, theme, plot, or linguistic features. If there is more than one text, indicate the lesson(s) where each text will be the focus.**

Rifkin, J. (2003, Sept. 1) A Change of Heart About Animals. *Los Angeles Times*.
In this newspaper article, Rifkin argues that animals have emotions just like humans. He gives a variety of evidence to support his claim, from case studies about individual animals' behaviors (eg. a gorilla that learns sign language) to research statistics about animals that get depressed in isolation. We read this article collectively as a class, and identified Ethos, Logos, and Pathos in the article.

*The following articles were assigned to different groups. Each group read and analyzed one article, and wrote an essay responding to the issue addressed in the article.*

Obama, Barack. *Prepared Remarks of President Barack Obama: Back to School Event.* (2009) Retrieved from

This is a transcript of President Obama's speech to American students encouraging them to work hard in school.

"The Truth About Tobacco," Foundation for Smoke-Free America. Retrieved from

This is an informational pamphlet taken from the Foundation for Smoke-Free America'swebsite that introduces anti-smoking motivational speaker Patrick Reynolds, gives his life story, and articulates several of his reasons for why smokers should quit smoking.

The Surgeon General's Call To Action To Prevent and Decrease Overweight and Obesity," Retrieved from
This is information taken from the Surgeon General's website giving data and recommendations regarding obesity.

Cloud, John. (2008) "Should the Drinking Age be Lowered?" Time Magazine. Retrieved from
This is a magazine article describing the controversy surrounding the drinking age, and whether lowering or maintaining the drinking age would prevent more alcohol-related incidents.

4. **How do key learning tasks in your plans build on each other to support student learning of how to understand, interpret, and respond to complex text, and to develop related academic language? Describe specific strategies that you will use to build student learning across the learning segment. Reference the instructional materials you have included, as needed. (TPEs 1, 4, 9)**

The learning segment I describe makes up the second week of a two-week unit on Persuasion. In the first week, I gave explicit instruction on the persuasive strategies of Ethos, Logos, and Pathos, defining the characteristics of each. In the second week, students put the persuasive strategies into practice on their own. **The learning segment I include follows a simple arc: students understand and interpret the argument presented in a complex text, generate and orally present their own response to the text, then write a persuasive paper based on their oral presentation.**

*Understanding and interpreting the complex text:* At the beginning of the week, I model for students how to identify Ethos, Logos, and Pathos using Rifkin's article "A Change of Heart About Animals". Students are then broken into groups and asked to identify the three persuasive strategies in the complex text assigned to them, with each text covering some kind of social issue (Smoking, Drinking Age, Obesity/Health, Education). Asking students to look for these three specific strategies in their complex text **scaffolds their**

**reading** by giving them something to focus on as they are reading. This way, students can filter out extraneous information and read with a purpose in mind. **In other words, reading their complex text through the lens of persuasive strategies gives them a heuristic with which to interpret the author's argument and purpose.**

*Generating Their Own Response:* Once they have identified key information and strategies from the complex text, students then synthesize the information and develop a position on the issue. For example, students must decide if they are for or against lowering the drinking age. Once they have developed a position, students present the information to the rest of the class in a persuasive oral presentation, accompanied by a poster. The group presentation gives students a chance to test ideas with each other in a small group discussion, and then formulate their argument through the in-class presentation. The students are **forced to deepen their understanding of the complex text** since they are not just passively receiving the text's argument by reading it, but **actively synthesizing and re-presenting** the text through an **oral and visual interpretation.**

*Essay Writing:* Their final paper is based on the argument they developed collectively in groups. I instruct students on how to take their ideas and put it into an introduction template, so that they can express their opinions **using academic language. Now that students have generated their argument and presented it orally, they shift from an oral presentation to written product through the use of sentence starters structuring their introduction.** Students were given a handout which breaks the introduction down into four sections, each with a sentence starter. Students had to complete the sentence, which, put together, give them a working draft of an introduction. The learning segment then culminates in an in-class essay in which students write down the argument they have been developing all week.

5. **Given the description of students that you provided in Task 1.Context for Learning, how do your choices of instructional strategies, materials, technology, and the sequence of learning tasks reflect your students' backgrounds, interests, and needs? Be specific about how your knowledge of your students informed the lesson plans, such as the choice of text or materials used in lessons, how groups were formed or structured, using student learning or experiences (in or out of school) as a resource, or structuring new or deeper learning to take advantage of specific student strengths. (TPEs 4,6,7,8,9)**

I chose to teach a Persuasion unit because in the previous three units, students had practiced writing argumentative papers. Since argumentation and persuasion are overlapping concepts, persuasion seemed to be a natural progression from the previous units. **Students thus extend their understanding of how to support one's claim not only through the use of evidence but through the persuasive strategies of Ethos, Logos and Pathos.**

I chose complex texts that **addressed issues directly relevant to students' own lives:** underage drinking, staying in school, obesity, and smoking. Students thus expressed their opinions on the topics readily. For example, given the school district's 50% dropout rate, the stakes of "staying in school" were immediately apparent to students. Even in my own class this semester, we have already lost two students. **Thus, when the Education group**

**gave their oral presentation to the class persuading them to "stay in school," the message was authentic.** The group approached their topic with great conviction. As second semester seniors, most students are on track to graduate. They are the students who have persisted throughout all of high school, and deeply believe in the necessity of earning a high school degree. I used the unit as a way to not only continue building students' writing skills, but as a means of motivating second-semester seniors who might be feeling the effects of "senior-it is."

By choosing relevant and familiar topics, I not only maintained student engagement, but also allowed students to focus on their areas of weakness: oral presentation skills and groupwork. I wanted to develop students' speaking skills because these are students who normally do not speak up in their other classes. I wanted to develop groupwork skills because students had previously struggled with groupwork activities. They often did not manage their time effectively or did not know how to delegate tasks. **However, I felt that it was important to develop collaboration skills amongst students because after graduation, they will have to rely on one another to succeed in the "real world."** They will not always have the support and guidance of teachers to help them succeed. Thus, to scaffold groupwork, I created roles that students could fill that capitalized on

Day 1

## Content standards that are the target of student learning

Reading 2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g. policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

## Learning Objectives

➤ Activate prior knowledge about persuasive strategies, introduced the week before.
➤ Identify instances of Ethos, Logos, and Pathos in a newspaper article
➤ Reinforce note-taking and charting skills

## Formal and Informal Assessments

➤ Quickwrite and sharing of quickwrite is an informal check of students' prior knowledge.
➤ Oral checks for understanding during teacher-led reading of the article and when going over responses at the end of class.
➤ Teacher circulates the room while students are doing charting activity independently.

## Instructional Strategies and Learning Tasks to Support Student Learning

1) Quickwrite: [Show "Species-ism" image, see "Quickwrite" in Instructional Materials] This image is from a website promoting veganism. What is the message in this image? What persuasive technique does it use to communicate its message? Do you agree or disagree with it?
2) Discuss: What does this image tell you about the importance of understanding persuasive strategies?
3) Text Prediction: Based on the title of the article "A Change of Heart About Animals," what do you think the article will persuade you of?
4) Identify the Claim: Read the first paragraph and identify the author's claim that "Animals are similar to humans because they have emotions like humans."
5) Model Charting: Teacher draws a chart up on the board, divided into three sections: "Ethos," "Logos," "Pathos." In a teacher-led reading of the article, we identify the author's supporting reasons and classify them as instances of Ethos, Logos, or Pathos. We identify 3-4 reasons collectively as a class.
6) Students complete the chart: Students then finish reading the article on their own and continue charting the supporting reasons.
7) Students share responses and teacher completes the chart based on the students' responses.

## Resources and Materials

Rifkin, J. (2003, Sept. 1) A Change of Heart About Animals. *Los Angeles Times*.

Day 2

## Content standards that are the target of student learning

Reading Comprehension 2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g. policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

Reading Comprehension 2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

Listening and Speaking 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose

## Learning Objectives

➤ Students apply knowledge of persuasive strategies and independently identify an author's claim and instances of Ethos, Logos, and Pathos.

➤ Students practice collaborating with others in groupwork. Students must come to a consensus about the group's argumentative position, delegate responsibilities, and collectively gather information for the group presentation.

## Formal and Informal Assessments

➤ Teacher circulates the room during small group work, answers questions, directs student discussions of the reading as necessary.

➤ Oral checks for understanding.

## Instructional Strategies and Learning Tasks to Support Student Learning

1) Introduce Group Presentation Project: Hand out and discuss the instructions for the upcoming group presentation project in which each group will be assigned an article on a different topic. Students must identify instances of Ethos, Logos, and Pathos on their own, and then use the information to create an oral presentation with a poster that persuades their classmates of a certain belief or action.

2) Break students up into groups and assign a topic to each group: In order to **differentiate instruction**, different groups are assigned newspaper articles on topics commensurate with their level of ability. For example, Childhood Obesity is a familiar topic (we had done a previous unit on Fast Food and Obesity) with a clear argumentative position while Lowering the Drinking Age has more complex pros and cons.

3) Ask students to delegate roles to each group member: Students can choose between Quote Finder/Writer, Creative Director, Artist/Graphic Designer, and Time/Materials Manager.

4) Students read their article: In groups, students must familiarize themselves with the issue by reading the article given to them. They are asked to highlight supporting reasons and categorize them as Ethos, Logos and Pathos. Teacher writes an outline on the board for students to copy in their notebooks to reinforce note-taking skills.

   a. Our claim is: _____

   b. Ethos: _____

      c. Logos: _____

      d. Pathos: _____

5) <u>Groupwork</u>: Groups review the data gathered and discuss how to incorporate it into their presentation. Teacher circulates the room, giving assistance as necessary.

**Resources and Materials**

-Persuasion Unit Major Assessments handout (see Instructional Materials)

-Obama, Barack. *Prepared Remarks of President Barack Obama: Back to School Event.* (2009) Retrieved from

-"The Truth About Tobacco," Foundation for Smoke-Free America. Retrieved from

-"The Surgeon General's Call To Action To Prevent and Decrease Overweight and Obesity," Retrieved from

-Cloud, John. (2008) "Should the Drinking Age be Lowered?" Time Magazine. Retrieved from

Day 3

**Content standards that are the target of student learning**
Reading Comprehension 2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g. policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
Reading Comprehension 2.6 Critique the power, validity, and truthfulness of arguments set forth in public docu-ments; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g. appeal to reason, to authority, to pathos and emotion).
Listening and Speaking 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose

**Learning Objectives**
➤ Students put persuasive strategies into practice by producing their own oral presentation that uses Ethos, Logos, and Pathos to convince their audience.
➤ Students practice collaborating with others in groupwork. Students must delegate responsibility for each segment of the presentation and work towards developing a cohesive oral presentation with smooth transitions between each segment.

**Formal and Informal Assessments**
➤ Teacher circulates the room during small group work, answers questions, directs student discussions of the reading as necessary.
➤ Teacher monitors students' posters.
➤ Oral checks for understanding.

**Instructional Strategies and Learning Tasks to Support Student Learning**
1) Groupwork: In groups, students prepare for the group presentation tomorrow. The Artist/Graphic Designer works on the poster, while the Creative Director and Quote Finder/Writer create an informal script for group members to follow. The Time/Materials Manager keeps everyone on track and collects and clears paper and markers at the beginning and end of class.

**Resources and Materials**
-Persuasion Unit Major Assessments handout (see Instructional Materials)
-Obama, Barack. *Prepared Remarks of President Barack Obama: Back to School Event.* (2009) Retrieved from
-"The Truth About Tobacco." Foundation for Smoke-Free America. Retrieved from

-"The Surgeon General's Call To Action To Prevent and Decrease Overweight and Obesity." Retrieved from
-Cloud, John. (2008) "Should the Drinking Age be Lowered?" Time Magazine. Retrieved from

-Markers and poster paper

Day 4

**Content standards that are the target of student learning**

Reading 2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g. policy statements, speeches, debates, platforms) and the way in which authors use those features and devices

Listening and Speaking 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose

Writing Strategies 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

Written and Oral English Language Conventions 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

**Learning Objectives**

➤ Students put persuasive strategies into practice by giving an oral presentation that uses Ethos, Logos, and Pathos to convince their audience.

➤ Students reinforce their understanding of Ethos, Logos, and Pathos, as well as practice their listening skills, by identifying instances of Ethos, Logos and Pathos in their classmates' presentations.

➤ Students learn a new model for writing a strong introduction. Students write a first draft of an introduction based on their group presentations in preparation for their essay tomorrow.

**Formal and Informal Assessments**

➤ Oral presentations. Teacher evaluates oral presentations based on presentation rubric of Presentation Skills, Content, and Interest Level.

➤ Presentation Worksheet. Students take notes on one another's presentations, looking for instances of Ethos, Logos, and Pathos.

➤ Oral checks for understanding.

➤ Teacher circulates the room and monitors students' writing of the introduction. Teacher asks several students to read their introductions aloud.

**Instructional Strategies and Learning Tasks to Support Student Learning**

1) Oral Presentations: Each group delivers their 3 minute oral presentation. After each presentation, students have a moment to take notes on the presentation. Teacher gives brief oral feedback to each group, identifying one strength in each group.

2) Transition: Reminds students that their essays tomorrow will be based on the persuasive argument developed in their own groups. Now we will think about how to formulate an introduction that presents a claim, counterclaim, and stakes.

3) In groups, students re-tell a fairy tale: Assign each group one fairy tale to tell to the class. Fairy tales include "Little Red Riding Hood," "Cinderella," "Snow White," and "Three Little Pigs." Each group tells the story and teacher writes key plot elements on the board.

4) <u>Interactive Lecture</u>: Explain to students how all fairy tales follow a predictable format of Background-Conflict-Resolution-Moral. Explain how in their introductions, students are also telling a "story" and follow a similar format. Explain how each plot element in the fairy tale correlates to one segment of their introduction: Background/Popular Opinion on the issue, Disruptive Evidence, Claim, Stakes.

5) <u>Ask students to complete Sentence Starters</u>: Students complete the sentence starters on the handout, based on the argumentative positions they developed on their issue.

6) <u>Ask two students to share their introduction</u>: Two students read aloud their introductions as a model for the class. Teacher identifies strengths and areas for improvement to help students prepare for tomorrow's essay. Teacher reminds students that they can use this introduction as the start for their essay tomorrow.

**Resources and Materials**
- Presentation Evaluation Form (see Instructional Materials)
- Presentation Notes Worksheet (see Instructional Materials)
- Introductions handout (see Instructional Materials)

Day 5

**Content standards that are the target of student learning**
Reading Comprehension 2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents: their appeal to both friendly and hostile audiences: and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).
Writing Strategies 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
Writing Strategies 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

**Learning Objectives**
> Students put persuasive strategies into practice by writing a persuasive paper on the same topic as their group presentation.
> Students practice academic language conventions by using the introduction format introduced in the previous lesson.
> Students reinforce argumentative claim-making skills and using supporting evidence.

**Formal and Informal Assessments**
> Written Essay.

**Instructional Strategies and Learning Tasks to Support Student Learning**
1) Write list of materials on the board: Ask students to take out their notebooks, articles, paper, and pen/pencil.
2) Put student posters up on the wall: Posters remind students of the key information related to their topic.
3) In-class essay writing: Students sit spread apart from one another and write their persuasive paper independently.

**Resources and Materials**
-Persuasion Unit Major Assessments handout (see Instructional Materials)
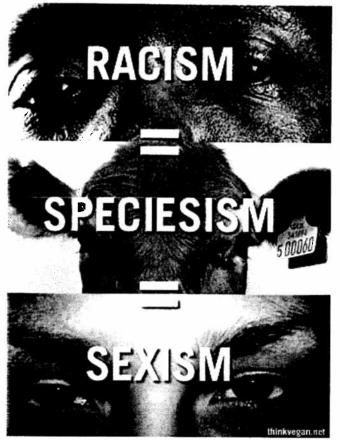- Introductions handout (see Instructional Materials)
-Obama, Barack. *Prepared Remarks of President Barack Obama: Back to School Event.* (2009) Retrieved from
-"The Truth About Tobacco." Foundation for Smoke-Free America. Retrieved from

-"The Surgeon General's Call To Action To Prevent and Decrease Overweight and Obesity." Retrieved from
-Cloud, John. (2008) "Should the Drinking Age be Lowered?" Time Magazine. Retrieved from

Day 1. Quickwrite.



This image is from a website promoting veganism. What is the message in this image? What persuasive technique does it use to communicate its message? Do you agree or disagree with it?

# Presentation Evaluation Form

Group _____

| Criteria | Score and Comments |
|---|---|
| Presentation Skills (1 pt) | |
| Content (2 pts) | |
| Creativity/ Interest Level (1 pt) | |
| Total Score for Group | |
| Individual Score | |

# Persuasion Unit Group Presentations

As you listen to each group's presentation, identify examples of Ethos, Logos and Pathos from that presentation. For example, under Logos, you might write: "1200 people die per day from smoking-related illnesses."

**This worksheet is due at the end of class.**

| Team 1: Stay in School | |
|---|---|
| Ethos | |
| Logos | |
| Pathos | |
| **Team 2: Fighting Childhood Obesity** | |
| Ethos | |
| Logos | |
| Pathos | |
| **Team 3: Anti-Smoking** | |
| Ethos | |
| Logos | |
| Pathos | |
| **Team 4: The Drinking Age Law** | |
| Ethos | |
| Logos | |
| Pathos | |

# HOW TO WRITE A STRONG INTRODUCTION

Writing a strong introduction to your essay is a lot like telling a good fairy tale. The structures for the two are actually very similar!

Let's take Little Red Riding Hood, for example.

| FAIRY TALE | FAIRY TALE STRUCTURE | ESSAY INTRODUCTION STRUCTURE | EXPLANATION | SENTENCE STARTER |
|---|---|---|---|---|
| Little Red Riding Hood is sent by her Mother to go see Grandma. | Once Upon a Time….. | Background information | What are the circumstances of the story? What is the background information for the argument? What is the popular opinion? | Many people believe that….. |
| She strays from the path and runs into a Big Bad Wolf who eats her and Grandma. | Conflict | Disruption | Some piece of evidence disrupts the popular belief, setting up tension between two sides. | However…. |
| A hunter comes and saves Little Red and Grandma and kills the wolf. | Resolution | Claim | You resolve the tension by putting forth your claim, or what you are going to argue. | Therefore, I argue that… |
| The moral of the story is that children should obey their parents and not stray! | Moral | Stakes | What is to be gained from this fairy tale? What do we have to gain from this argument? Why do we care about the issue? How does it matter to us? | If we do not address this issue… |

Example:

**Many people believe that** their vote does not make a difference. Because they believe that they are just one person out of millions, one less vote will not change an election's outcome. **However,** just 537 people decided the 2000 election. **Therefore,** I argue that every vote does count, and everyone should participate in our nation's political process. **If we don't,** then our entire concept of democracy will have failed.

Now write your own introduction by completing the boxes above!

# Persuasion Unit Major Assessments
*Putting Ethos, Logos and Pathos into Practice*

**Group Presentation**

In your groups of 4-5, you will deliver a 3-5 minute skit/presentation convincing your audience of a certain belief. You will use all three persuasive strategies we have learned in this class: Ethos, Logos, and Pathos.

You will be assigned one of the following topics. You will receive a newspaper article giving you some background information and data related to your topic.
1) Smoking—Convince your audience not to get in the habit of smoking, or to quit if they have started.
2) Drinking Age—Decide whether you think the drinking age should be lowered, or if it needs to be more heavily enforced, then convince your audience to agree with you.
3) Health and Obesity—Persuade your audience to fight Childhood Obesity by encouraging proper diet and fitness.
4) Education—Persuade your audience to stay in school and earn their high school diploma.

In your groups, familiarize yourself with the textual evidence given to you, and then use that data to create an engaging, informative and persuasive presentation. Your presentation must have an accompanying **visual aid**. In other words, you will design/draw a poster that supplements your presentation.

Each group member will have an assigned role:
**Quote Finder/Writer**: This person leads the group through a reading of the article and takes note of key facts that the group can use in the presentation. S/he also writes a brief outline or script of the presentation as the group develops its ideas.
**Creative Director:** The creative director determines how the information found by the quote finder/writer might be used as a persuasive strategy (ethos, logos, or pathos). S/he takes the lead in coming up with ideas for how the information can be presented in an engaging and accessible way.
**Artist/Graphic Designer:** Once the group has a working concept for the presentation, the artist/graphic designer draws or puts together the group's visual aid while the rest of the group focuses on scripting the presentation.
**Time/Materials Manager:** This person is responsible for obtaining markers/poster paper for the group at the beginning of class and putting the markers/poster paper away at the end of class. S/he also manages the group's time and makes sure that the group stays on track and will finish in the allotted time.

You will be evaluated using the following rubric:
Presentation Skills (1 point)—Do all members of the group participate? Do presenters speak clearly and at a reasonable pace?  Do members of the group exhibit professionalism? Do the presenters make smooth transitions between parts of the presentation?
Content (2 points)—Is it clear what the group is trying to persuade the audience of? Does the presentation effectively demonstrate all three persuasive strategies? Does the presentation draw on information given to them in the text?
Creativity/Interest Level (1 point)—Does the group present the information in a way beyond straight lecture? Eg. Do they incorporate a skit? Do they invite audience participation?

**In-Class Essay**

Based on your group presentation, write an essay persuading your reader to agree with you about your issue. Eg. Persuade your reader that we should lower the drinking age, or persuade your reader to quit smoking.

Your essay will have five (5) paragraphs.
1) Introduction: Give some context to the issue at hand and state to your reader what you want to persuade them of.
2) Three body paragraphs, with one paragraph dedicated to teach rhetorical strategy: Ethos, Logos, and Pathos. You may use the strategies in whatever order that you like.
3) Conclusion: Restate your claim and explain what your reader stands to gain or lose if they do or do not agree with you.

Your essay will be graded on a 4-point scale based on your use of Ideas, Evidence, Analysis and Style.

**Helpful Academic Language**
When paraphrasing quotes....
  In other words
  In short
  What the author is saying is
To express opposition....
  On the other hand
  In contrast
To extend ideas....
  Furthermore
  Moreover
  In addition
To conclude...
  In conclusion
  To summarize
  At the end of the day

**Daily Reflections**

<u>**Day 1**</u>
1. **What is working?  What is not?  For whom?  Why?  (Consider teaching and student learning with respect to both content and academic language development.)**
2. **How does this reflection inform what you plan to do in the next lesson?**

The Species-ism quickwrite was effective in engaging students because students respond well to visual texts. The Species-ism ad from a veganism website provocatively shows a black male face, a white female face, and a horse's face then superimposes the words "racism = sexism = speciesism" over the image. I asked students to identify the ad's message and persuasive strategy and the ad worked to pique students' interest. However, in the discussion that followed, it was clear that some students had not understood the ad's message at all, possibly due to language difficulties. Although all students in my class are English Proficient or Redesignated English Proficient, those who spoke English as a second language may not have been able to parse the "speciesism" into the component parts of "species" and "ism" to understand the ad's critique. The charting activity was successful since it gave students a purpose in reading. Also because I first modeled the chart, students had a clear idea of how to complete the activity. In general, I find that my students tend to do well in highly structured class activities.
**This reflection showed me that students need a clear and identifiable purpose and task when reading a new article.** If I give students something to look for while they are reading, they will approach the task more confidently and know how filter the information. Therefore, in tomorrow's lesson, I will write an outline on the board that asks students to find: the author's claim and two examples each of Ethos, Logos, and Pathos.

Day 2
1. **What is working?  What is not?  For whom?  Why?  (Consider teaching and student learning with respect to both content and academic language development.)**
2. **How does this reflection inform what you plan to do in the next lesson?**

The students were attentive when going over the instructions, partially because I encouraged active listening by directing students to underline key phrases. Also, when I explained the four different roles, I gave students time to decide amongst themselves what role each person would play and write that person's name in the margins. I have found that when giving instructions, students are more focused when they have something to do at the same time, even if it is as simple as highlighting or underlining.
I also wrote an outline on the board that students had to fill out in their notebooks. This kept most groups on task when they were reading the article together, because they knew that their goal for the rest of that period was to identify those specific pieces of information: the claim, and examples of Ethos, Logos, and Pathos.
One area for improvement is that I did not spend time working with each small group. Because I focused on working with the anti-smoking group for the video clip, I did not have time to monitor the other small groups. I have found that during small group work, it can be challenging to make sure that I spend an equal amount of time with each group. Because tomorrow's lesson will be entirely devoted to groupwork, I will play more of a "listening" role so that I can circulate to each group without getting caught up with any one group.

Day 3
1. **What is working?  What is not?  For whom?  Why?  (Consider teaching and student learning with respect to both content and academic language development.)**
2. **How does this reflection inform what you plan to do in the next lesson?**

Overall, the students were on task during groupwork today, which is an improvement from previous groupwork activities. In the past, groupwork has not been successful because students were off-task and took too long to complete activities. However, I believe students were more on task for several reasons. Firstly, the instructions were printed out for them so they knew what they had to accomplish, and the timeline they were working with, since they knew they were presenting the next day. Secondly, the groupwork roles helped students to delegate responsibilities and manage their time. Students were especially invested in making their posters, since it is a visible product that they can show the rest of the class. Also, the poster tapped into students' artistic abilities, which they do not often get to use in the classroom.

However, once students were almost complete with their poster, I urged students to practice what they wanted to say in their presentation, and to make sure that each group member was clear on what s/he was presenting. However, once students had rough notes on what each person was saying, I did not see any groups rehearsing their presentation. Although I cannot give students more time to rehearse their presentation the next day, this reflection will inform my teaching the next time I assign a group presentation—I will emphasize to students how important it is to run through the presentation before actually presenting, and how important it is to say aloud one's own piece before actually presenting it to an audience.

Day 4
1. **What is working?  What is not?  For whom?  Why?  (Consider teaching and student learning with respect to both content and academic language development.)**
2. **How does this reflection inform what you plan to do in the next lesson?**

I was pleased with the group presentations today, since everyone in each group spoke and each group presented their ideas clearly and in an organized fashion. I know that public speaking is a challenge for many of my students. Many of them are Redesignated Fluent English Proficient. Although they are "proficient" this shows that many of them do speak English as a second language, and so may not be as confident about their language abilities. Furthermore, since they have an average GPA of 1.0, these are students that are not used to speaking up very much in their other classes. Thus, being able to give an oral presentation in front of the class is a considerable achievement for my students.

With this in mind, some groups were more successful in putting their own "spin" on the group presentations. The purpose of the group presentation was not only to identify key information from their complex text, but to appropriate the author's rhetorical strategies for their own presentation. For example, when working in small groups with students, I would point out effective rhetorical strategies (eg. "here the author explicitly relates the issue to the reader. He asks 'imagine if you...'"). I had hoped that students would use some of these strategies on their own. Some groups were successful in using persuasive strategies like rhetorical questions and relating the issue to their audience, or using vivid imagery to convince their reader (eg. "Imagine making your mother happy on graduation day.") Other groups gave a more straightforward presentation of information from their complex text, and used their poster as a bullet point list of

their main points rather than as a visual aid. Although I encouraged students to incorporate skits, the students were not as creative with their presentation as I had hoped.

If I were to re-teach this unit, I would show students more examples of the types of presentations I wanted them to create, perhaps by showing them a public service announcement video. I had wanted the presentations to be more of a skit or "commercial" rather than a traditional oral presentation.

However, after the group presentations, I was able to highlight the strongest examples of Ethos, Logos and Pathos to give students ideas for their papers tomorrow. For example, one student had given a statistic about how many people die per year from smoking, and then said "Do you want to become a statistic?" I said that the statistic on its own would be an example of Logos, but because the student said "do you want to become a statistic?" he was making an appeal to emotions by shocking the audience, and personalizing the issue.

The lesson on introductions was also very successful. Using the fairy tale to activate prior knowledge was an effective way of "hooking" the students. Once I showed how writing an introduction was similar to telling a fairy tale, I gave students sentence starters to write their own introduction following the structure I just taught. Because the task was broken down into four specific segments, students readily wrote their introductions. Now that students have a rough draft of an introduction ready, I will ask students to take out the introductions they wrote today to help them get a strong start on their in-class essay.

Day 5
1. **What is working? What is not? For whom? Why? (Consider teaching and student learning with respect to both content and academic language development.)**
2. **How does this reflection inform what you plan to do in the next lesson?**

Overall students were focused during their in-class essay, which is not always the case. In the past, students have taken up to 10-15 minutes to settle down. However, because students came in with a rough introduction already prepared, I think they felt confident about their essays. I also took several actions to ensure students had a strong start. I asked students to sit spaced apart and wrote a list of all the materials students should have out. I made sure that students were sitting apart and had everything they needed before allowing the class to begin writing. Also, I put up the group posters so that students could refer to their posters for ideas of what evidence they could use in their papers. Because the paper had already been heavily scaffolded by the group presentation and the introduction template, I felt that students were more confident than usual about the purpose and content of their papers.