**Lesson Cycle (5E Model)**

**Lesson Title/Topic: Why persuasive text is important to society?**

**Standards: TEKS EIV.10.a**

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| **Lesson Objectives:**  The student will understand the merits of an argument, action, or policy with 75% accuracy. | **Assessment (Evaluation):**  Persuasive Text Essay |
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**Materials:**

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| Notebook paper, colored markers, Chromebooks, notecards |
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| **The teacher will:** | **The student will:** |
| **Focus (Engagement): Match the quotes to the argument.**  "We choose to go to the moon," the president said. "We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win, and the others, too."   I am cognizant of the interrelatedness of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. Never again can we afford to live with the narrow, provincial "outside agitator" idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds. | **Match the quotes to the argument speaker.**  **John F. Kennedy**  **Martin Luther King Jr.** |
| **Teacher Input (Explanation & Elaboration):**  Teacher will go over the key terms for persuasive text. | Students will use rainbow writing to make a list of terms in their writing notebooks. |
| **Guided Practice (Exploration):** Students will go to stations in the classroom. There will be 6 stations set up. The students will be placed in 6groups of4.  Ex. Was the necessity for the JFK space quest fact, belief or policy?  **Necessity :**  The persuasive purpose is used to convince, or persuade, the reader that the opinion, or assertion, or claim, of the writer is correct or valid. Persuasion is more selfish than argument (debate).  **Implication:**  Change the mindset of the audience  **Sufficiency:**  How did the writer’s command of language, writing style, and support for their position influence the argument? | ***In Chrombooks answer the following 6 questions:***  Find the correct station to answer each question from the PowerPoint found on Google classroom.  In Chromebooks answer the following 6 **questions:**  What was the necessity for the JFK space quest? (Use correct literary term in your answer)  What was the implication of the JFK space quest? (Use correct literary term in your answer)  What was the sufficiency in the argument? (Use correct literary term in your answer)  What was the necessity for the MLK “Letter from Birmingham”? (Use correct literary term in your answer)  What was the implication of the “Letter from Birmingham? (Use correct literary term in your answer)  What was the sufficiency in the argument? (Use correct literary term in your answer) |
| **Independent Practice (Evaluation):**  Look at the STAAR test examples  Pass out STAAR test examples to each student  Pass out rubric for assignment and organizer to each student | Look at the STAAR test examples. Which essay demonstrates limited (low) level of writing?  Which essay demonstrates accomplished (high) level of writing?  Match the scoring results to each essay.  Assignment:  Complete a 3-4 page persuasive writing essay. Students must select a topic they feel is important to them relating to school. The student then must try to persuade the audience to why their argument is important and relevant. \*See rubric and attached organizer to meet the criteria\*  **Assignment is due in 2 days by 11:59pm.** |
| **Closure:**   Phone A Friend :  Ask the student what a persuasive text term means? | Students will be asked a persuasive text term. They can use their shoulder buddy to help them answer what the term means. |

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| **Options:** |  |
| ***Enrichment:*** Students canedit their rough draft as a group to enhance their essay development. | ***Reteach:*** Notes will be projected on the whiteboard during writing days with the terms, organizer, and rubric for students to review. |

**Modifications:**

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| Auditory learners will have the STAAR essays read aloud to them.  Handwriting learners will act out their persuasive text in speech format |  |

**References:**

[**https://er.jsc.nasa.gov/seh/ricetalk.htm**](https://er.jsc.nasa.gov/seh/ricetalk.htm)

<http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html>

[**file:///C:/Users/Custom-tc-sgn18/Downloads/2017\_STAAR\_EnglishII\_Persuasive\_Scoring\_Guide.pdf**](file:///C:/Users/Custom-tc-sgn18/Downloads/2017_STAAR_EnglishII_Persuasive_Scoring_Guide.pdf)