LESSON RATIONALE

NYS English/Language Arts Learning Standards:

Standard 1: Students will read, write, listen, and speak for information and understanding.

Key Idea 1: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Key Idea 2: Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one’s own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Key Idea 1: Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

Key Idea 2: Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.

Instructional Objectives:

Student will:
1. be able to read a prepared letter to the class orally with 90% accuracy. [comprehension]
2. be able to listen to their class mates and identify the parts of a persuasion letter with 90% accuracy. [comprehension]
3. be able to interpret their peers letters to make a decision about the effectiveness of the argument with 90% accuracy. [analysis]

Adaptations:
- For students with learning disability, the directions will be presented slow and detailed and clarification questions will be asked.

Materials:
- Agree and Disagree signs
- Student prewritten letters

LESSON OPENING

Anticipatory set:
“We have been working in class this week on persuasion. Can someone please tell me what one of the major parts of a persuasion letter is? [Allow students to contribute the various parts of a persuasion letter] Great! We need to keep all of these things in mind today. We are going to be doing an activity where you are going to try to persuade your classmates to agree with you.”

LESSON BODY

Activities:
1. Get Ready
- Go over directions for the activity. (Will move from side to side depending on what you think of the topic, agree or disagree – move once at the beginning and once at the end if necessary)
- Go over rules for presentations. (Talk loudly and clearly, Do not talk when someone else is presenting – give them your full attention)
- Go over what happens if they do not behave during the activity. (Moving part of the activity will end and the students will just read their letters with no movement)
- Instruct students to get out their letter. Teacher will collect the letters and pass them out for each student when it is their turn.

2. Persuasion Activity
- Teacher example: Teacher will read a letter and have a practice run for the students to get a basic understanding of the activity. [modeling]
- Teacher will randomly select one student at a time to read their letter. [guided practice]
- Reader will let the audience know who they are and will read their topic sentence. The audience will decide agree or disagree and move accordingly.
- Reader will read their letter – no movement of audience.
- Students will change sides if necessary when reader has completed their letter.
- See how many students were persuaded.
• Repeat for every student.

Closure:
“Great job today. Can someone please tell me what made some of the letters more persuasive than others without using any specific names? [Allow students to contribute ideas.] Good. So what are the most important things to include in a persuasion letter to make it effective? [Allow students to contribute ideas.] Great job today.”

LESSON FOLLOW-UP

Evaluation:
What do I want the students to learn?
• Basic elements of persuasion
• How to be a respectful audience

How will I know that they have learned it?
• Quality of verbal participation
• Effectiveness of persuasion letters
• Behavior during presentations

LESSON RESOURCES

References for teacher use:

References for student use: