

Name: Danielle Cook

Date of Lesson: Thursday 11\8\12

Content Area: English

Grade/Age: 9th

Cooperating Teacher: Ms. Kaple

I. Topic of Lesson: Persuasion in Speaking and Writing

II. Goal/Objective/Purpose of Lesson:

Students will be able to:

-Effectively collaborate in group discussions building on others' ideas and expressing their own clearly and persuasively by:

-coming to discussions prepared, having read and researched material under study; explicitly drawing on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

-working with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

-propelling conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporating others into the discussion; and clarifying, verifying, or challenging ideas and conclusions.

-responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and understanding and make new connections in light of the evidence and reasoning presented.

-evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

-present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

-write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence while citing evidence from a literary text to support their arguments. (see rubric on assignment sheet for exact evaluation). Specifically students will be able to:

-Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

-Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

-Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

-Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

-Provide a concluding statement or section that follows from and supports the argument presented.

III. Prerequisite Knowledge: Students must already have read Edgar Allan Poe’s “The Cask of Amontillado”. They must understand what revenge means and know how to draw information from a text to support opinions. Students must have already completed their homework in which they brainstormed a few reasons why Montresor should be either convicted of his crime or be pardoned.

IV. Common Core Content Standards:

Standard	Target
SL.9-10.1	<p><i>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</i></p> <p><i>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</i></p> <p><i>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</i></p> <p><i>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</i></p> <p><i>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</i></p>
SL.9-10.3	<p><i>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</i></p>
SL.9-10.4	<p><i>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</i></p>

W.9-10.1	<p><i>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i></p> <p><i>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</i></p> <p><i>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</i></p> <p><i>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</i></p> <p><i>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</i></p> <p><i>e. Provide a concluding statement or section that follows from and supports the argument presented.</i></p>
W.9-10.9	<p><i>Draw evidence from literary or informational texts to support analysis, reflection, and research.</i></p> <p><i>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</i></p>

V. SPA Standards: (NAEYC, NSTA, NCSS, NASET, etc.)

Standard	
<i>Standard 2</i>	Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
<i>Standard 3</i>	Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
<i>Standard 4</i>	Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
<i>Standard 5</i>	Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

VI. Materials/Technology:

- paper and pencil
- white board and markers
- Argumentative essay assignment sheet and rubric
- Copy of "The Cask of Amontillado"

VII. Activities/Procedures:

-Explain to students that today we will be doing a simulation activity in which they will split into two teams depending on whether they were assigned to the defense or prosecuting side for homework. They will need to get together to discuss what they came up with the night before and develop an argumentative statement that will be presented to me, the Judge. This will be done like Judge Judy's court room so the prosecuting side will speak first then the defense will present their statement to the judge. Instruct that students should take notes while each side is presenting. After each side has presented their case they will have time to get together and discuss briefly to come up with a closing statement to present. This will give them an opportunity to offer a rebuttal to the other sides' points. After which we will make a ruling together. (3 mins)

-Split students up and allow them time to discuss what they came up with the night before. Assign a member of the group to a position: (20 mins)

-“writer” = responsible for compiling all of the points developed from the members into one argumentative statement

-“speaker” = to present the argument to the class

-“time-keeper” = responsible for keeping the group on track within the allotted time

-Students from the prosecuting side should be extracting incriminating information from the story.

-Students from the defense side should be endeavoring to defend Montresor.

-Both should focus on revenge as a motive for crime. They should be trying to answer the question: Is revenge ever justified?

-Present both sides to “Judge Cook”. (20 mins/ 10 sides each)

-Students should be taking notes while both sides are being presented.

-Students are allowed to get back together to come up with a closing statement in which they can address rebuttals to the points made by the opposing side. (10 mins)

-Each group presents their closing statement. (5 mins each/ 10 mins total)

-Students complete a quick write either defending or prosecuting Montresor that contains at least three supporting points. (10 mins)

-Instruct students to underline the sentence in which they state their opinion (whether to convict or pardon). Then tell students to number each supporting point they have made. (2 mins)

-Introduce persuasive essay assignment where students must act as though they are writing a persuasive essay to the jury or judge that is trying Montresor to persuade them to either jail Montresor or find him not guilty. Explain how the statement of opinion in their quick write can be revised to make a good thesis and their three points will be their three topics for their body paragraphs. (15 mins)

VIII. Accommodations/Differentiated Instruction:

Students will be receiving both verbal and written instructions. They will also be given an opportunity to actively argue their positions which will help many of my IEP students and reluctant writers because many of them can verbally express their ideas but have trouble getting them on paper. The quick write activity is designed to help those students to slowly bridge the verbal argument into the written argument which can be revised for a well written statement to use in their essay. Students with difficulties will be grouped with other students who can help them understand the material when they have questions. Students will also be assisted on a case-by-case basis.

I. IX. Assessment/Evaluation:

-During their group discussions students will be formatively assessed in their ability to effectively collaborate in group discussions building on others' ideas and expressing their own clearly and persuasively. I will be looking to see that students:

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

-During the group discussion in which the students present rebuttals to the opposing side I will be formatively evaluating students' abilities to evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

-During the presentation of the groups' ideas I will be formatively assessing the students' abilities to present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

- Using the five paragraph essays students will be summatively assessed on their ability to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence while citing evidence from a literary text to support their arguments. (see rubric on assignment sheet for exact evaluation). I will specifically be looking to see if students are able to:

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.*

- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.*

- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.*

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.*

- Provide a concluding statement or section that follows from and supports the argument presented.*

II. Reflection:

Students really enjoyed this lesson because they got to argue with one another and voice their opinions. In addition, the quick write at the end of the lesson helped reluctant writers get their ideas out on paper quickly before trying to tackle

the larger essay assignment. I have many reluctant writers in my field placement and this technique worked well for them because verbally they can make claims but they have trouble putting those claims on paper because they start to freak out when I say the word "essay". This activity helped bridge the gap and showed them how their verbal claims can connect with their written claims.