## Objectives

**Skills:** The student will be able to...

<table>
<thead>
<tr>
<th>TEKS</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Supporting:</td>
<td>7A, 9A, 10B, 11A, 11B, 13A, 13C, Fig19D, Fig19E</td>
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### Reading:
- analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience. *(8.7A – Supporting Standard)*
- analyze works written on the same topic and compare how the authors achieved similar or different purposes. *(8.9A – Supporting Standard)*
- distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text. *(8.10B – Supporting Standard)*
- compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents. *(8.11A – Supporting Standard)*
- analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts. *(8.11B – Supporting Standard)*
- evaluate the role of media in focusing attention on events and informing opinion on issues. *(8.13A – Supporting Standard)*
- evaluate various techniques used to create point of view in media and impact on audience. *(8.13C – Supporting Standard)*
- make complex inferences about text and use textual evidence to support understanding (Persuasive). *(8.Fig19D – Supporting Standard)*
- summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Persuasive). *(8.Fig19E – Supporting Standard)*

### Writing:
- write a persuasive text to influence the attitudes or actions of a specific audience on a specific issue that establishes a clear thesis, considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments, and includes logically organized evidence to support the author’s viewpoint and that differentiates between fact and opinion. *(8.18ABC)*

## Lesson Information

### Activities

**Lesson 1: Introduction to Nonfiction – Persuasive Texts (approx. 2 days)**
- **Introduce** persuasive texts by reading page 980 in the literature book. (Read the commentary on page 980 for the teacher-guided discussion and activity.) Give each student a magazine. Have students find an advertisement they could use during class discussion. Through class discussion, have students point out elements that the advertisement has used to try to persuade them. Have the students assess the general credibility of that advertisement.
- **Vocabulary Focus:** Students will use their Interactive Notebooks to add the academic vocabulary terms for nonfiction. These may be added to the Interactive Notebook through a foldable, handout, or fill-in-the-

### Vocabulary

**Academic Vocabulary**
- **Speeches**
  - Aphorisms
  - Epigraphs
  - Literary devices
- **Persuasive texts**
  - Author’s purpose
  - Factual claims
  - Opinions
  - Commonplace Assertions
  - Making Inferences
  - Logical Fallacies
  - Rhetorical Fallacies
  - Caricatures

**Weeks 9-11**
- See District Vocabulary Curriculum Document
blank guided worksheet.

- **Reading Focus**: Assign students to work through the Reader’s Workshop on pages 982-987 in the literature book. The Reader’s Workshop is broken into three parts: *The Argument, Persuasive Techniques, and Analyze the Text*. The teacher may introduce each part through guided reading and then allow students either to work individually or students may work with a partner to complete the activities and questions in each part, recording their answers in their Interactive Notebooks. The teacher should move about the classroom, checking for understanding. If necessary, the teacher may bring the class back together to discuss the students’ responses.

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**Lesson 2: Media Literacy – Role of Media – Various Techniques – Factual Claims, Commonplace Assertions, Opinions, Etc. (3-4 days)**

**Students will need access to a desktop (or laptop) to complete this lesson. This lesson may also be “flipped” if the teacher chooses to do so.**

- **Background**: This lesson allows students to discover what *media literacy* means and why it matters. They will also have the opportunity to one or more of the following:
  - Become a critical viewer of ads, blogs, and more;
  - Produce their own powerful media messages;
  - Learn how to evaluate media projects.

- **Vocabulary Focus**: Students will use their Interactive Notebooks to review role of media, various techniques, factual claims, commonplace assertions, opinions, etc. for this lesson.

- **Reading Focus**: It is suggested that teachers use *MediaScope: Media Literacy (Teacher Version)* on [www.my.hrw.com](http://www.my.hrw.com) to teach this lesson. This is located under “Media and Technology” under the “Teacher Centers” on the right of the page. (A student version of *MediaScope: Media Literacy* is available for students when they login to the site.)
  - The lesson is divided into four parts – Define, Analyze, Create, and Review.
  - Refer to “Teaching Tips” on *MediaScope: Media Literacy (Teacher Version)*. The teacher should cover all parts of Define. They may also supplement with other online resources. Then, it is suggested that teachers adapt the Analyze, Create, and Review sections to best fit their students’ needs.

- **Other Resources Available for this Lesson**:
  - Media Handbook (page R86 – Literature Book)
  - Media Analysis Guides
  - Newseum.org

- **Option Two**: Media Study: Star Wars p. 1000. Use the...
Lesson 3: Analyze the Well-Known Speech “I Have a Dream” by Martin Luther King, Jr. (4 days)

**Students will need access to a desktop (or laptop) and printer to complete this lesson.**

- **Background:** This lesson gives students the opportunity to review literary terms, rhetorical devices, and figurative language with an exploration through Martin Luther King, Jr.’s “I Have a Dream” speech. (*Lesson Credit – in part: Flocabulary.com*)

- **Vocabulary Focus:** Students will use their Interactive Notebooks to review the vocabulary for this lesson. The teacher should review the following terms with students. If students do not have a term written in their Interactive Notebooks, they may want to add it for quick reference. The teacher may click on the hyperlinked terms to find definitions and individualized lessons created by Flocabulary.com for that specific term.
  - Alliteration
  - Allusion
  - Assonance
  - Extended Metaphor
  - Hyperbole
  - Personification
  - Simile

- **Reading Focus:** It is suggested that the teacher should give students some background on Martin Luther King, Jr. before continuing. (Use page 861 to help give background on the time period…refer back to the poems on 858-859. The teacher may also refer back to *The Outsiders.* – *TEKS: 8.9A*)
  - Each student should receive a printed copy of the “I Have a Dream” speech on which to take notes. Explain to the students that they will be looking for the terms they just reviewed.
  - Students should watch the video (17:27) of the speech as a class or listen to it individually online. While students are watching/listening, the teacher should ask the students to underline and label examples of the terms they find. (The teacher may also choose to have the students focus on one term.)
  - When the video/audio is over, students should be given time to complete the worksheet, which focuses on the elements of persuasion, allows them to use wordle.com, and gives them a brief assignment to write a letter.
  - When students are finished, it is suggested that they be allowed to work in small groups to review the examples of terms they found and search for more
and to review their worksheets and share their wordle and letters.

- The teacher should gather the class to review the overall findings as a class. The teacher may want to record findings on chart paper for the whole class to see. Hold a discussion about how King’s use of literary terms helped him spread his message. (Pre-AP/Pre-IB students could be assigned to write an essay addressing that question.)

- **Extension**: Word and phrase choice and how it appeals to the audience – short activity

### Lesson 4: Compare/Contrast Persuasive Texts – Rhetorical and Logical Fallacies (2 days)

- **Reading Focus**: “Introduce the next pieces with the PowerNotes/Video Trailer for “Position on Dodgeball in PE” p. 1004 and “The Weak Shall Inherit the Gym” p. 1008.
  - There is also a LevelUp for Logical Fallacies. Use the handout Analyze Rhetoric and Reasoning (fallacies) and Elements of Nonfiction: Persuasion (compares).

### Lesson 5: Writing Persuasive Texts (3 days)

- **Writing Focus**: Writing Workshop: Persuasive Essay p. 1038 in the literature book. A scoring rubric is available in the textbook.
- **Supplemental Resource**: WriteSource (page 233-236)

### Additional Information

<table>
<thead>
<tr>
<th>Materials/Resources</th>
<th>Notes from Council</th>
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<tbody>
<tr>
<td><strong>Additional Speeches:</strong></td>
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<tr>
<td>“Educating Sons” (Literature Book, page 1022)</td>
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<td>“Audacity of Hope” (President Obama)</td>
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<tr>
<td><strong>Additional Persuasive texts:</strong></td>
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<tr>
<td>“Should the Driving Age Be Raised to 18?” (Literature Book, page 986)</td>
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<td>“Nuclear Energy: Does It Make Sense for the Environment?” (argument) (Literature Book, page 1050)</td>
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<td><strong>Additional Media Literacy</strong></td>
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<td><strong>Additional Resources for Remediation/Tutoring</strong></td>
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<tr>
<td>LevelUp: Analyzing Arguments Presentation</td>
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<tr>
<td>LevelUp: Persuasive Techniques Presentation</td>
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- Pre-AP: May use the LTF lesson on “Letter from Birmingham Jail” to emphasize rhetorical appeals and have students write using the appeals.
- Teachers may use the additional resources as alternatives to text selections listed in the lessons.
- Time has been allotted for teachers to cover the district academic vocabulary.

***See assessment document for this unit’s assessment.***
### Additional Resources for Pre-AP/Pre-IB
- “Letter from Birmingham Jail”

### Parent Resources
- [www.studyisland.com](http://www.studyisland.com)
- [www.usatestprep.com](http://www.usatestprep.com)
- [https://ws.hmhpub.com/writesource/login](https://ws.hmhpub.com/writesource/login)
- [http://my.hrw.com/index.jsp](http://my.hrw.com/index.jsp)