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Lesson

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: Putting it Together: Analyzing and Producing Persuasive Text

OVERVIEW

In the final lesson of this unit, students appropriate what they have learned from their in-depth study of persuasive texts to independently analyze a persuasive speech and write their own persuasive texts. For this reason, the lesson only has extending understanding tasks. Students begin by consolidating their knowledge of how writers deliberately use persuasive devices by analyzing and assuming the role of one of the writers studied in the unit. Taking on the role of highly accomplished writers helps students to position themselves as writers of high quality persuasive texts. Students then examine a persuasive speech, written by someone close in age, which had a big effect on the world when it was delivered at a world conference. Finally, students apply the persuasive techniques learned in the unit as they construct their own persuasive texts.

COMMON CORE STANDARDS

Writing

- W7.1/8.1 Write arguments to support claims with clear reasons and evidence
- W7.4/8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience

Reading Informational Text

- RI 7.2 Determine two or more central ideas in a text and analyze their development over the course of the text
- RI 7.5 Analyze the structure an author uses to organize a text, including how major sections contribute to the whole and to the development of ideas.
- RI8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas, provide an objective summary of the text
- RI 8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Language

- L7.6/8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Audience

Middle School (grades 7th and 8th)

Classroom time frame

4 days (four 45 minute class periods)

Key text

- Transcript of Speech given at the 1992 UN Earth Summit, by Severn Suzuki
- Video: *The Girl Who Silenced the World for 5 Minutes* (available at a number of sites, including www.youtube.com)

Instructional Sequence*

Extending Understanding

- Role Play and Mixer
- Speech Analysis
- Persuasive Writing

* For further information about the tasks comprising the Instructional Sequence see the task descriptions at the end of the lesson. Each task is described and includes information about its purpose, requirements for use, structure and steps for implementation, as well as suggestions for additional scaffolding.

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Extending Understanding

- Role Play and Mixer
- Speech Analysis
- Persuasive Writing

Role Play and Mixer

Students are assigned a writer discussed in the unit to review and play the author in a role-play. Assign one of the writers whose speeches were analyzed in the unit to each student. Students will use notes, handouts, and information from the Internet, if needed, to compile bullet points about their author on a large index card. The card will be used in the Mixer when students assume the role of the person they are assigned. Explain to students that the questions that will focus their review are written in the first person point of view because the students will speak using the first person in the Mixer. Distribute Handout #1: *Role Play* to students and explain the following focus questions for their review. Provide students with the following focus for their review:

Who am I?

Some important facts to know about me

Why I wrote my speech

Why people read my speech today

How I made a difference in the world

Remind students that they should turn the question into a statement when they take notes. Their answers should begin with that statement. Invite them to use these statements as they begin to describe themselves to others.

When students have completed their research and compiled their notes, they are ready for the Mixer. Place the names of the authors in a box, making sure that you have enough cards for each student to select one.

Purpose

Speech Analysis

The Speech Analysis task is the first of two summative performances. In this task, students read a speech and respond to five required questions and two free-choice questions that engage them in analyzing the text. The required Speech Analysis questions invite them to analyze how the central idea of a speech is developed within specific paragraphs and over the course of the text. Free choice questions engage students in analyzing how the speaker uses persuasive devices to develop her argument. Students cite direct evidence or summarize evidence from the text before writing a final answer on the handout provided. Their answers provide a summative assessment of their mastery of key reading standards targeted in the unit. The rubric included in the handouts can be used to assess students' mastery. Teachers may choose to use a percentage correct scoring approach or may weight questions they consider especially important.

Students must find the person in the room who is a match for their card and sit down and role-play. For example, if someone draws the Martin Luther King card, and they are also playing Martin Luther King, they must walk around the room and find another person who is Martin Luther King by asking, "Who are you?" Students are simultaneously hunting for authors and playing their author. Once a pair of students are matched, the two sit and interview each other using their bullet point card if needed.

Have students repeat the process several times, so that all students sit and assume their roles at least twice.

Speech Analysis

Tell students that they are now going to read and analyze a speech written by a 12 year-old girl. Distribute Handout #2: *The Girl who Silenced the World for Five Minutes*, and discuss the background information. Explain to students that before analyzing the speech, they will have the opportunity to listen to the author delivering the speech. Play the video of Severn's speech, using subtitles if needed.

Ask for students' reactions to the speech, focusing on what struck them about it. Some scaffolding questions to ask include asking about what lines stood out or how the listeners' body language changed over the course of the speech, for example.

Distribute Handout #3: *Speech Analysis* and review some of the concepts covered in unit, if needed. Now distribute Handout #4: *Speech Analysis Rubric*; review categories for proficient and outstanding, and make connections between indicators on the rubric and questions on the handout. Let students know that they are working independently, and that this is a summative assessment. Ask students to use the rubric to self-assess their analysis of the speech. Provide time for students to go back to text and make revisions to the evidence or final responses, as needed.

Persuasive Writing Post-Assessment: Summative Assessment

Tell students that they will now write their own persuasive essays. Remind students that when they participated in a pre-assessment of persuasive writing at the beginning of the unit they chose a situation and wrote a persuasive essay for or against the issue. Explain that writing the final persuasive essay is a chance to show what they have learned in the unit. Tell students that they will be able to choose the same situation or another one to focus on during their writing, and that this time they will also read an article about the issue and use information from the article as evidence to support their viewpoints.

Distribute the post-assessment. Point out the informational texts that correspond to the writing situations. As with the pre-assessment, you may answer any questions that students may have about the task.

In the post assessment, students are instructed to brainstorm ideas for their essay in the space provided. If you want to provide additional structure for students to plan, outline, and draft their essays, use Handouts 5-7 in this lesson. After students have selected one of the three situations and annotated the corresponding article, ask them to use Handout #5: Persuasive Essay Outline. Students can exchange outlines with a partner, if needed. Tell students that they will use Handout #6: Persuasive Essay Graphic Organizer to draft their essay. After students have drafted their essay, they exchange papers with a partner. Partners review essays using Handout #7: Peer Response Sheet and explain their feedback to each other. Students then write their final draft.

Students' essays may be scored using a district rubric or the optional "kid-friendly" rubrics provided in the handouts. Two versions of the rubric are included, a peer assessment version and a self-assessment version. If you decide to use these rubrics, you can include the peer response rubric in the partner response section of the assessment. Students can score their own writing at the end of the assessment using the self-assessment rubric. As with any rubric, review the performance indicators with students so that the rubric can guide students as they write, respond to peers' essays, and revise their own essays.

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Handout #1: Role Play Review

Authors: Abraham Lincoln, Martin Luther King, Robert Kennedy, George Wallace, Barbara Jordan

Questions	Notes about me:
Who am I?	I am...
Why I wrote my speech?	I wrote my speech because...
Why people read my speeches today?	People read my speeches now because they...
How I made a difference in the world?	I made a difference in the world by...

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Handout #2: The Girl who Silenced the World for Five Minutes

Severn Cullis-Suzuki started the Environmental Children's Organization (ECO) when she was only 9-years-old. ECO was a small group of children committed to learning and teaching other kids about environmental issues. In 1992 they raised their own money and attended the UN's Earth Summit in Rio de Janeiro. A then 12-year-old Severn closed a Plenary Session with this amazing speech that received a standing ovation. She received a lot of praise for her talk then—even Al Gore called it “the best speech at Rio.” The speech went viral on YouTube, where it is called The Speech that Silenced the World for Five Minutes.

“Hello, I am Severn Suzuki speaking for E.C.O - the Environmental Children's Organization. We are a group of 12 and 13 year-olds trying to make a difference, Vanessa Suttie, Morgan Geisler, Michelle Quigg and me. We've raised all the money to come here ourselves, to come 5,000 miles to tell you adults you must change your ways. Coming up here today, I have no hidden agenda. I am fighting for my future. Losing my future is not like losing an election, or a few points on the stock market.”

“I am here to speak for all generations to come. I am here to speak on behalf of the starving children around the world whose cries go unheard. I am here to speak for the countless animals dying across this planet, because they have nowhere left to go. I am afraid to go out in the sun now, because of the holes in our ozone. I am afraid to breathe the air, because I don't know what chemicals are in it. I used to go fishing in Vancouver, my home, with my Dad until, just a few years ago, we found a fish full of cancers. And now we hear of animals and plants going extinct every day, vanishing forever. In my life, I have dreamt of seeing the great herds of wild animals, jungles and rainforests full of birds and butterflies, but now I wonder if they will even exist for my children to see.”

notes

"Did you have to worry of these things when you were my age? All this is happening before our eyes and yet we act as if we have all the time we want and all the solutions. I'm only a child and I don't have all the solutions, but I want you to realize, neither do you. You don't know how to fix the holes in our ozone layer. You don't know how to bring the salmon back up a dead stream. You don't know how to bring back an animal now extinct. And you can't bring back the forest that once grew where there is now a desert. If you don't know how to fix it, please stop breaking it."

"Here you may be delegates of your governments, business people, organizers, reporters or politicians. But, really, you're mothers and fathers, sisters and brothers, aunts and uncles and all of you are someone's child. I'm only a child, yet I know we are all part of a family, 5 billion strong, in fact 30 million species strong. And borders and governments will never change that. I'm only a child, yet I know we are all in this together and should act as one single world towards one single goal."

"In my anger, I am not blind and in my fear I am not afraid of telling the world how I feel. In my country we make so much waste, we buy and throw away, buy and throw away, buy and throw away and yet Northern countries will not share with the needy. Even when we have more than enough we are afraid to share, we are afraid to let go of some of our wealth. In Canada, we live the privileged life. We've plenty of food, water and shelter. We have watches, bicycles, computers and television sets. The list could go on for 2 days. Two days ago here in Brazil, we were shocked when we spent time with some children living on the streets. This is what one child told us, 'I wish I was rich and if I were, I would give all the street children food, clothes, medicines, shelter and love and affection'. If a child on the street who has nothing is willing to share, why are we who have everything still so greedy? I can't stop thinking that these are children my own age, that it makes a tremendous difference where you are born. And that I could be one of those children living in the favelas of Rio. I could be a child starving in Somalia, or a victim of war in the Middle East or a beggar in India. I am only a child, yet I know if all the money spent on war was spent on finding environmental answers ending poverty and in finding treaties, what a wonderful place this earth would be."

"At school, even in kindergarten, you teach us how to behave in the world. You teach us to not to fight with others, to work things out, to respect others and to clean up our mess, not to hurt other creatures, to share, not be greedy. Then, why do you go out and do the things you tell us not to do? Do not forget why you are attending these conferences, who you are doing this for. We are your own children. You are deciding what kind of a world we are growing up in. Parents should be able to comfort their children by saying 'Everything is going to be all right, it's not the end of the world, and we are doing the best we can'. But I don't think you can say that to us anymore. Are we even on your list of priorities? My dad always says, 'You are what you do, not what you say'. Well, what you do makes me cry at night. You grown-ups say you love us. But I challenge you, please, make your actions reflect your words. Thank you."

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Handout #3: Speech Analysis for The Girl Who Silenced the World for Five Minutes

Questions	Evidence from Text	Final Response
All students answer 1-5		
1. What is Severn Suzuki's argument?		
2. What specific evidence does she use to support her argument?		
3. How does she develop her argument? What ideas does she expand or extend over the course of the speech?		
4. Which paragraph do you think is especially effective at developing her argument? (Write the first sentence of the paragraph in the Evidence box.)		
5. What ideas from the beginning of her speech are included or expanded in her conclusion?		

Choose two of the following questions to answer		
What type of appeal does Severn Suzuki use the most?		
What does she want her audience to think, feel, or do when she uses this appeal? (Write three examples of the appeal from the text in the Evidence box.)		
Is Severn Suzuki engaging in a “soft” sell or “hard” sell of her ideas? What specific language signals this? Does she succeed?		
What type of cohesive devices does she use to tie together her ideas? (Write examples from the text in the Evidence box.)		

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Handout #4: Speech Analysis Rubric

	Outstanding	Proficient	Needs Development
Argument	<p>Determines central argument</p> <p>Provides strong evidence of how author develops ideas in major sections of the text</p> <p>Analyzes how conclusion connects or extends central ideas</p>	<p>Identifies one or more main ideas</p> <p>Provides examples of development from different parts of the text</p> <p>Makes connections between ideas in conclusion and main ideas in beginning</p>	<p>May or may not identify main ideas</p> <p>Does not provide examples of development or examples, if cited, do not address the whole text</p> <p>Mentions ideas in author's conclusion but does not connect them to relevant ideas in beginning</p>
Persuasive Devices	<p>Provides strong evidence and explanation of author's use of specific persuasive techniques at multiple levels (words, phrases, within and across paragraphs, etc)</p>	<p>Understands author's use of persuasive techniques and provides relevant examples from the text</p>	<p>Demonstrates partial understanding of persuasive techniques</p>
Evidence	<p>Cites strong evidence to support analyses</p>	<p>Cites relevant evidence to support ideas</p>	<p>Evidence is missing or is not relevant</p>

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Handout#5: Persuasive Essay Outline

I. Introduction

What is your argument or main idea? This will be your thesis:

II. Body

What are three main points that support your argument? This is your evidence.

- 1.
- 2.
- 3.

What are the opposing views or arguments? Who might disagree with you, and why? Consider their point of view:

- 1.
- 2.
- 3.

How will you respond to the ideas or views of those who disagree with you? What counter evidence can you offer to persuade them to agree with you?

- 1.
- 2.

III. Conclusion

How will you end your essay? What will your closing be?

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Handout#6: Persuasive Essay Graphic Organizer

Audience: Educators at school or district

Purpose: Persuade readers to take action

Introduction

Goal: Make your readers want to read your essay

Guiding Question: How will I present my topic and thesis or claim in a compelling way?

Background information:

Thesis statement or claim:

Body Paragraphs

Goal: Support your thesis or claim with enough evidence and reasoning that readers are persuaded to accept your ideas and take action

Guiding Question: How will I convince my readers that they should accept my ideas? (Write as many paragraphs as needed, anywhere from 1-4. Each paragraph follows the same structure)

Statement in support of thesis or claim:

Evidence:

Explanation of evidence:

Statement in support of thesis or claim:

Evidence:

Explanation of evidence:

Write additional paragraphs below, following the same format.

Conclusion

Goal is to write a potent or powerful conclusion

Guiding Questions: How will I close my essay? Will I summarize my ideas or extend my argument?

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Handout#7: Peer Response Sheet

Read your partner's essay and respond to the following questions:

What is the thesis or claim?

What are the main points of the argument?

- 1.
- 2.
- 3.

What evidence does the writer use to support these points?

- 1.
- 2.
- 3.

Are there any opposing arguments? If so, what are they?

What type of conclusion does the writer use (restatement, expansion of ideas)? Is it effective?

Now assess your partner's essay using a rubric. Based on your scores, list one thing the writer did WELL, and one idea for improvement:

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Post- Assessment Persuasive Writing Instructions for Writing

Please complete following information. Your teacher will tell you when to turn the page.

Name:

Date:

Name of school:.....

Teacher's name:.....

Room number:.....

Introduction

This post-assessment activity requires you to write a second persuasive essay in response to a writing prompt. You will be given the same three situations from the pre-assessment, and you will pick one issue to write about. You may pick the same situation you chose before or a new situation. Your purpose for writing is to convince your readers to act or think differently about the issue. One important change from the pre-assessment is that you will read an informational text about the situation before you begin writing. As you read, you will identify evidence that you will use to support your thesis. In your essay you will need to:

- State your opinion in the form of a thesis or claim
- Support your opinion with evidence from the informational texts and your own life experience and explain how the evidence supports your thesis
- Address any concerns or differing viewpoints your reader may have about your opinion and evidence by making a counter argument
- Write a conclusion that summarizes your ideas

Your audience will be your teacher and other educators. You will write your persuasive essay under teacher supervision.

Your writing will be assessed on how well you develop:

- A strong opening that makes your reader care about your ideas
- A clearly stated opinion that it is easy for readers to understand
- Strong evidence, from the readings and your own life, along with explanations or reasoning about why the evidence supports your opinion
- Address any concerns or differing viewpoints your reader may have about your opinion and evidence by making a counter argument
- Your ideas in an organized way
- Your use of language that is appropriate for your audience and purpose

Once you select the situation you will write about, you will be asked to:

- 1) Brainstorm ideas
- 2) Write a first draft
- 3) Read a partner's essay and provide feedback
- 4) Reflect on how you will revise your essay based on your partner's feedback
- 5) Revise your essay

Writing Situations: Pick one of the following to write about.

1. *Writing Situation 1:* Due to potential problems, many school systems have adopted a policy that bans cell phones on school grounds. However, some parents have provided these items out of concern for safety. Do you agree or disagree that cell phones should be banned on school grounds?
2. *Writing Situation 2:* In some countries, students are responsible for the basic daily cleaning of their school buildings. Fifteen minutes are set aside each day for all students to sweep, dust, and clean their classrooms and corridors. Do you agree or disagree that fifteen minutes should be set aside each day for all students to sweep, dust, and clean their classrooms and corridors?
3. *Writing Situation 3:* Many people believe violent video games promote negative behaviour in teens and that students under 18 should not be able to play these video games. Do you agree or disagree that teenagers under the age of 18 should not play violent video games?

Informational Text for Writing Situation 1

Question: Should cell phones and pagers be banned on school grounds?

My opinion:

Underline evidence in the following text that you will use in your essay to support your opinion and explain why you chose the evidence in the right-hand column.

[L.A. Unified to Study Campus Cellphone Ban](#)
— [By Duke Helfand and Erika Hayasaki | Times Staff Writers](#)

The Los Angeles Board of Education is expected to reopen a debate today over students using cellphones on school grounds, possibly relaxing its policy that bans the devices on campus for being disruptive.

The school board is scheduled to take the issue up in the wake of a change in state law last year that rescinded or overturned a 15-year-old prohibition on “electronic signaling devices” at California schools. Responding to parents who want to reach their children during emergencies, such as school shootings or earthquakes, the state is allowing districts to set their own rules.

Los Angeles Unified Superintendent Roy Romer and school board President Jose Huizar both said that they think students should be allowed to “possess” cell-phones on campus, but that their use should be heavily regulated.

Romer’s staff had proposed continuing an outright ban on the devices, citing a desire by principals to stop youngsters from using them to cheat on tests by using text messages and to avoid the interruptions of lessons with ringing phones. In a recent district survey, 74% of secondary school principals wanted to keep the ban and 77% predicted problems if rules were eased.

But Romer and Huizar said they are open to cellphones on campus so that students and parents can reach each other in emergency situations, such as the shooting that occurred across the street from Taft High School in Woodland Hills this month.

“I truly believe that we ought to prohibit the use but not the possession,” Romer said, adding that he would allow principals some discretion in enforcement.

Reason for choosing evidence

Huizar added, "An outright ban is probably not in the best interest of students at this time."

The district's current policy, based on the now-abandoned 1988 state law, prohibits students from possessing and using cellphones on campus, except in cases of medical necessity.

Students, teachers and parents had different reactions to the potential change in policy.

Belmont High sophomore Jose Manuel said he carries a cellphone at school -- despite the district's ban. He said he wants to continue to keep it at his side, even if it's turned off, because he worries about school shootings.

"What if there's an emergency and somebody is dying?" asked Jose, 15. "How will I be able to call for help?"

Christy Esquivel, 17, said she keeps her navy blue Nokia phone in her bag mostly for emergencies, but she admitted that she likes to play games on the phone when she is bored, "mostly in my math class."

Esquivel sat on a curb in front of Belmont High on Monday chatting with her boyfriend on the cellphone that she pays for by working at Rite Aid. She said she often calls her boyfriend or friends during class breaks and lunch and has never been disciplined for it.

"I can't be without my phone now," she said. "I'm so used to it. I can always call my mom to tell her where I will be."

Informational Text for Writing Situation 2

Question: Do you agree or disagree that fifteen minutes should be set aside each day for all students to sweep, dust, and clean their classrooms and corridors?

My opinion:

Underline evidence in the following text that you will use in your essay to support your opinion and explain why you chose the evidence in the right-hand column.

Communing Through Cleaning

— *By Adam Voiland/ U.S. News & World Report.*

The sight of the school principal on hands and knees might seem strange. But in Japan, it's the period of about 15 minutes each day when students, teachers, and administrators all drop whatever they are doing, pull out the buckets and mops, and give everything a good scrub.

Most Japanese schools don't employ janitors, but the point is not to cut costs. Rather, the practice is rooted in Buddhist traditions that associate cleaning with morality—a concept that contrasts sharply with the Greco-Roman notion of cleaning as a menial task best left to the lower classes.

"Education is not only teaching subjects but also cooperation with others, ethics, a sense of responsibility, and public morality. Doing chores contributes to this," says a member of the Board of Education. "Besides, if students make a mess, they know they will have to clean it up. So naturally, they try to keep things clean."

At lunchtime, the students even put on hairnets and help serve and clear away dishes from the midday meal. "Cleaning is just one part of a web of activities that signal to children that they are valued members of a community," says Christopher Bjork, an educational anthropologist at Vassar College.

Community is also built in the classroom. Rather than having students move between classes when subjects change, the teachers rotate, leaving students with the same classmates for much of the day. The idea is to get students to function harmoniously in a group. If a student shouts during class, for instance, or won't clean, it's largely up to classmates to pressure him to behave.

Reason for choosing evidence

Getting American kids to cooperate is a harder task, but some American educators see lessons in the Japanese model. The Academy of the Pacific Rim Charter Public School in Boston has adapted many elements of the Japanese system, including homeroom groups and daily cleaning.

“I’ve learned to pick up after myself,” says Mary-Rose Delapp, 12, a student at the academy. “When cleaning time comes, I’m helping my classmates, and I think that prepares me for a life of helping people.”



Informational Text for Writing Situation 3

Question: Do you agree or disagree that teenagers under the age of 18 should not play violent video games?

My opinion:

Underline evidence in the following text that you will use in your essay to support your opinion and explain why you chose the evidence in the right-hand column.

Does game violence make teens aggressive?

— *By Kristin Kalning Games editor msnbc.com*

Can video games make kids more violent? A new study employing state-of-the-art brain-scanning technology says that the answer may be yes.

Researchers at the Indiana University School of Medicine say that brain scans of kids who played a violent video game showed an increase in emotional arousal – and a corresponding decrease of activity in brain areas involved in self-control, inhibition and attention.

Does this mean that your teenager will feel an uncontrollable urge to go on a shooting rampage after playing “Call of Duty?”

Vince Mathews, the principal investigator on the study, hesitates to make that leap. But he says he does think that the study should encourage parents to look more closely at the types of games their kids are playing.

“Based on our results, I think parents should be aware of the relationship between violent video-game playing and brain function.”

Mathews and his colleagues chose two action games to include in their research – one violent the other not.

The first game was the high-octane but non-violent racing game “Need for Speed: Underground.” The other was the ultra-violent first-person shooter “Medal of Honor: Frontline.”

The team divided a group of 44 adolescents under age 18 into two groups, and randomly assigned the kids to play one of the two games. Immediately after the play sessions, the children were given MRIs of their brains.

Reason for choosing evidence

The scans showed a negative effect on the brains of the teens who played “Medal of Honor” for 30 minutes. That same effect was not present in the kids who played “Need for Speed.”

The only difference? Violent content.

What’s not clear is whether the activity picked up by the MRIs indicates a lingering — or worse, permanent — effect on the kids’ brains.

And it’s also not known what effect longer play times might have. The scope of this study was 30 minutes of play, and one brain scan per kid, although further research is in the works.

But not everyone is convinced that this latest research adds much to the debate — particularly the game development community. One such naysayer is Doug Lowenstein, president of the Entertainment Software Association.

“We’ve seen other studies in this field that have made dramatic claims but turn out to be less persuasive when objectively analyzed.”

The Entertainment Software Association has a whole section of its Web site dedicated to the topic of video game violence, which would suggest that they get asked about it — a lot.

And they’ve got plenty of answers at the ready for the critics who want to lay school shootings or teen aggression at the feet of the game industry. Several studies cited by the ESA point to games’ potential benefits for developing decision-making skills or bettering reaction times.

Increasingly parents are more accepting of video game violence, chalking it up to being a part of growing up.

“I was dead-set against violent video games,” says Kelley Windfield, a Sammamish, Washington-based mother of two. “But my husband told me I had to start loosening up.”

Laura Best, a mother of three from Clovis, California, says she looks for age-appropriate games for her 14 year-old son, Kyle. And although he doesn’t play a lot of games, he does tend to gravitate towards shooters like “Medal of Honor.” But she isn’t concerned that Kyle will become aggressive as a result.

“That’s like saying a soccer game or a football game will make a kid more aggressive,” she says. “It’s about self-control, and you’ve got to learn it.”

Task 1: Brainstorm and plan your writing in the area below. You will have about 10 minutes.

Think about the situation you selected and plan your writing in the area below. Your plan should contain:

- Your personal point of view on the issue
- Three or four points to support your argument
- One argument against your opinion that you will address in your essay
- The order in which you will make these points in your opinion piece.

Task 2: Write your persuasive essay. You will have about 30 minutes

Handwriting practice area consisting of 20 horizontal dotted lines.

Task 3: Exchange your writing with a partner

Directions to partner: Read the first draft of your partner’s essay. Based on your knowledge of persuasive writing, write one comment telling your partner what he or she has done well and one suggestion for revising the writing to make it more persuasive. Write your first and last name on the line provided. Use the box below to write your feedback.

Your name:

Task 4: Based on my partner’s feedback, I will revise my first draft by doing the following:

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Optional Handouts:
Kid-friendly Persuasive Essay Rubrics

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Analyzing and Producing Complex Texts

Lesson: Putting it Together: Analyzing and Producing Persuasive Text

Optional Handout #1: Peer Response Persuasive Essay Rubric

Use this rubric to assess your dyad partner's first draft of his or her essay. It is okay if some aspects of your partner's essay score higher or lower in some areas. Write your scores at the bottom of the rubric. Based on your assessment, provide your partner suggestions for revision.

	Focus of Text	Development of Central Idea	Organization of Writing
6	<ul style="list-style-type: none"> The writer's thesis or claim is clear The writer has an interesting/engaging introduction The writer's logic is clearly maintained The writer has an effective conclusion The writer's voice is appropriate for his/her audience and purpose for writing 	<ul style="list-style-type: none"> All of the writer's major points develop the central idea Most points are developed evenly The writer used effective evidence, such as facts/statistics, explanations, examples The writer fully explains how evidence supports thesis or claim The writer includes a counter argument that addresses any concerns that readers may have The writer's points are logically connected and interrelated 	<ul style="list-style-type: none"> The writer's structure is clear and appropriate to his/her purpose for writing All points are appropriately paragraphed and interrelated The writer ties together sentences in paragraphs and the paragraphs together with appropriate transitions, pronouns, repetition or other devices
5	<ul style="list-style-type: none"> The writer's introduction makes his/her topic and thesis or claim clear The writer's logic is clearly maintained The writer has an effective conclusion The writer's voice is appropriate for his/her audience and purpose for writing 	<ul style="list-style-type: none"> All of the writer's major points are develop the central idea; support may be uneven The writer developed some details using facts/statistics, explanations and support The writer explains how the evidence supports the thesis or claim The writer addresses concerns that readers may have The writer's points are logically presented and connected 	<ul style="list-style-type: none"> The writer's structure is clear and appropriate to his/her purpose for writing The writer used appropriate paragraphing The writer's ideas flow The writer used transitions, pronouns or repetition to tie sentences together

4	<ul style="list-style-type: none"> The writer's introduction lists everything that is discussed in the writing The writer maintains his/her position The writer's conclusion is clear but may simply restate the introduction The writer's voice may not be consistent 	<ul style="list-style-type: none"> The writer develops most main points with details Support or reasoning may be uneven Most of the writer's points are logically presented and organized 	<ul style="list-style-type: none"> The writer's structure is evident Most major points are paragraphed appropriately Most of the writing flows from one point to another The writer's sentences connect to each other in different ways
3	<ul style="list-style-type: none"> The writer identifies his/her position somewhere in the text The writer may not have written enough The writer's voice shifts to informal or may disappear 	<ul style="list-style-type: none"> Some major points are developed but support may be general The writer may have change the topic or support may be unrelated to thesis or claim 	<ul style="list-style-type: none"> The writer's structure is noticeable The writer has some appropriate paragraphs The writing does not flow from one idea to another
2	<ul style="list-style-type: none"> The writer's topic may be unclear or may veer The writer may not have written enough The writer may have been too informal for his/her audience or may not be aware of the audience 	<ul style="list-style-type: none"> Most of the support is very general The writer may have listed his/her points The writer may repeat the same reasons 	<ul style="list-style-type: none"> The writer attempted to structure his/her writing but the reader has to work hard to find the structure The writing has few appropriate paragraphs The writer's ideas jump around and do not flow
1	<ul style="list-style-type: none"> The writing is confusing The writer did not write enough 	<ul style="list-style-type: none"> Most of the support is very general The writer may have listed his/her points The writer may repeat the same reasons 	<ul style="list-style-type: none"> The writer attempted to structure his/her writing but the reader has to work hard to find the structure The writing has few appropriate paragraphs The writer's ideas jump around and do not flow

Comments about parts of my partner writing that were persuasive:

Suggestions for making the persuasive essay stronger:

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Optional Handout #2: Self-assessment Persuasive Essay Rubric

Use the rubric to self-assess your essay after your first revision. Based on your self-assessment, revise your writing as needed.

Score for Focus of Text:

Score for Development of Central Idea

Score for Organization of Writing

How I will revise to make my writing more effective:

	Focus of Text	Development of Central Idea	Organization of Writing
6	<ul style="list-style-type: none"> • My thesis or claim is clear • I have an interesting/engaging introduction • My logic is clearly maintained • I have an effective conclusion • My voice is appropriate for his/her audience and purpose for writing 	<ul style="list-style-type: none"> • All of my major points develop the central idea • Most points are developed evenly • I used effective evidence, such as facts/statistics, explanations, examples • I fully explain how evidence supports thesis or claim • I include a counter argument that addresses any concerns that readers may have • My points are logically connected and interrelated 	<ul style="list-style-type: none"> • The structure of my essay is clear and appropriate to my purpose for writing • I use appropriate paragraphing • I tie together sentences in paragraphs and paragraphs together with appropriate transitions, pronouns, repetition or other devices

5	<ul style="list-style-type: none"> • My introduction makes my thesis or claim clear • My logic is clearly maintained • I have an effective conclusion • My voice is appropriate for my audience and purpose for writing 	<ul style="list-style-type: none"> • All of my major points develop the central idea; support may be uneven • I develop some details using facts/statistics, explanations and support • I explain how the evidence supports the thesis or claim • I address concerns that readers may have • My points are logically presented and connected 	<ul style="list-style-type: none"> • The structure of my essay is clear and appropriate to my purpose for writing • I use appropriate paragraphing • My ideas flow • I use transitions, pronouns or repetition to tie sentences together
4	<ul style="list-style-type: none"> • My introduction lists everything that is discussed in the writing • I maintains my position • My conclusion is clear but may simply restate the introduction • My voice may not be consistent 	<ul style="list-style-type: none"> • I develop most main points with details • My support or reasoning may be uneven • Most of my points are logically presented and organized 	<ul style="list-style-type: none"> • The structure of my essay is evident • Most of my major points are paragraphed appropriately • Most of my writing flows from one point to another • My sentences connect to each other in different ways
3	<ul style="list-style-type: none"> • I identify my position somewhere in the text • I may not have written enough • I shift my voice to informal 	<ul style="list-style-type: none"> • I develop some major points but my support may be general • I may change the topic or support may be unrelated my thesis or claim 	<ul style="list-style-type: none"> • The structure of my essay is noticeable • Some of my ideas have appropriate paragraphs • My ideas do not flow from one to another
2	<ul style="list-style-type: none"> • My topic may be unclear or may veer • I may not have written enough • I may have been too informal for my audience or may not be aware of the audience 	<ul style="list-style-type: none"> • Most of my support is very general • I may have listed his/her points • I may repeat the same reasons 	<ul style="list-style-type: none"> • I attempted to structure the essay but the reader has to work hard to find the structure • I have few appropriate paragraphs • My ideas jump around and do not flow
1	<ul style="list-style-type: none"> • The writing is confusing • I did not write enough 	<ul style="list-style-type: none"> • My support may be confusing • I did not write enough to judge this area 	<ul style="list-style-type: none"> • The writing appears to have no plan • I did not write enough to judge this area

Tasks in Lesson 5

Putting it Together: Analyzing and Producing Persuasive Text

Role-Play and Mixer

Speech Analysis

5

Lesson

Unit: Persuasion Across Time and Space:
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Role Play and Mixer

Purpose: In this task students assume the role of an author that they have read and studied. The purpose of this Extending Understanding task is two-fold. First and foremost, it invites students to connect texts they have read and analyzed and the writers or speakers of those texts, to the present. Too often students read and study texts as if they “stand alone” separate from the writer and from themselves. In becoming an author of an acclaimed text, students also try on a new identity—a writer who has something to say. For many students who lack a voice as a writer, this task may be the first time they are a writer.

Required for use: To be effective, guidelines for preparation and for enactment of the role need to be given to students and time allotted for them to assume a first person perspective as the author. Equally important is that students have had ample time to study the texts and have some familiarity with time period of the author as part of a larger theme. Unless students can situate themselves in that time and place, it may be difficult for those who have no background knowledge to assume the role.

Structure of the activity: Students are assigned a writer from a unit to review and play the character in a role play. The teacher prepares focus questions to guide student preparation, including any needed research on the Internet, and to prepare bullet-points about their author on a large index card. The card is used in the mixer and is written in the first person. When students have completed their research and compiled their notes, they are ready for the mixer. The teacher places the names of the authors in a box, making sure that there are enough cards for each student to select one. Each student selects a card and finds that author in the room by asking, “Who are you?” The other author must offer something from his/her index card and if the answer matches that author, the person asking the question interviews that author. Everyone is both asking and answering the question Who am I?

Use in Lesson 5: The Role-Play Mixer task helps students transition from the study and analysis of texts to the eventual writer of persuasive texts as the final performance in the unit. Students are assigned one of the authors read in the unit: Jordan, Lincoln, Kennedy, King and Wallace, and provided with the following focus for their preparation:

1. Who am I?
2. Some important facts to know about me
3. Why I wrote my speech
4. Why people read my speeches today
5. How I made a difference in the world

Process outline:

- Students are assigned an author and given a focus for preparation.
- Students research any additional information needed to address the focus areas.
- Students write their notes in the first person on index cards
- Teacher prepares a container of names of the authors, in sufficient number
- Students draw a name and begin hunting for that person by asking, "Who are you?"
- When a student finds a match for the name, he or she interviews the author.
- Students keep mixing until everyone has interviewed two authors.

Speech Analysis

Purpose: This summative performance task invites students to examine a text closely, and guides them through an analysis and reflection of specific structural elements and stylistic choices the author uses to forward an idea, argument, or concept.

Required for use: The concepts and structures presented in the Speech Analysis Matrix need to have been taught and reinforced throughout a lesson or text, prior to asking students to engage in this level of analysis. The teacher may revisit or review as needed at this stage of the lesson, but this should be a review only. Questions 1-5 in the matrix are questions that require students to analyze a central idea, while the free choice questions focus on the speaker's use of persuasive devices. When constructing the matrix, the teacher needs to take care in the wording and the purpose of each question.

Structure of the activity: Students read a speech and respond to five required questions and two free-choice questions that engage them in analyzing the text. The required Speech Analysis questions invite them to analyze how the central idea of a speech is developed within specific paragraphs and over the course of the text. Free choice questions engage students in analyzing how the speaker uses persuasive devices to develop her argument. Students cite direct evidence or summarize evidence from the text before writing a final answer on the handout provided. Their answers provide a summative assessment of their mastery of key reading standards targeted in the unit. The rubric included in the handouts can be used to assess students' mastery. Teachers may choose to use a percentage correct scoring approach or may weight questions they consider especially important.

Process outline:

- Students listen to the speech on audio, if available, or read aloud by the teacher.
- Students share their reactions to the speech, focusing on what struck them about it.
- Teacher distributes handout, "Speech Analysis," and reviews some or all concepts in the unit, depending on the needs of the students.
- Students complete questions 1-5 (Speech Analysis).
- Students select two additional questions to answer regarding the speaker's use of persuasive devices.

Understanding Language

Language, Literacy, and Learning
in the Content Areas

Understanding Language aims to enrich academic content and language development for English Learners (ELs) by making explicit the language and literacy required to meet Common Core State Standards (CCSS) and Next Generation Science Standards <http://ell.stanford.edu> .

