**Name**: Kathleen Callaghan

**Course / Grade**: English II for ELLs / 10th grade

**Content Area**: English for Speakers of Other Languages (ESOL)

**Unit Title**: The Power of Persuasion

**Program Model**: Sheltered content English language arts class for English language learners; Mixed proficiency grade level class

**WIDA Proficiency Levels**: Entering (Level 1) to Expanding (Level 4)

**Time in U.S. Schools**: From 2 months to 4 years

**Class Length**: 70 minutes, daily

**The Power of Persuasion:**

**Social Movements and Social Change through a Global-Historical Lens**

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS  ***CCSS Goals***  **Reading Informational Texts**   1. RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. RI.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. 3. RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.   **Reading Literature**   1. RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.   **Writing**   1. W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 3. W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.   **Speaking & Listening**   1. SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. 2. SL.9-10.4 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. 3. SL.9-10.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.   **Language**   1. L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.   **WIDA Performance Indicators**  See WIDA Performance Indicators—Students will set goal to work at one WIDA level higher than their most recent WIDA PL. | ***Transfer*** | |
| *Students will be able to independently use their learning to…* ***EXTEND LEARNING BEYOND…***   * Identify local problems in their society and their global connections, sources, or ramifications. * Understand and articulate ways in which various forces, institutions, groups, and individuals exert power to influence personal and social outcomes. * Develop a plan of action to address a social problem. * Articulate, define, and describe the global-local interrelationship of a social problem. * Understand and see themselves as social actors capable of affecting change. | |
| ***Meaning*** | |
| **UNDERSTANDINGS**  *Students will understand that…* ***Big Ideas***   1. Power is enacted in a variety of ways by both large institutions such as a governments or corporations and by individuals and grass-roots level organizations. 2. Throughout history and across the world, committed citizens have affected social change through individual and collective action. 3. Seemingly local and particular social problems can have origins and/or ramifications across the world. 4. There are many different ways of being in the world, and ways of experiencing and interacting with the world, and that to be aware of this (cosmopolitanism) will enable individuals to act more freely and effectively. | **ESSENTIAL QUESTIONS**   1. What is power, and where does it come from? 2. How can individuals and groups who are oppressed by the institutions in their lives fight for more power and equality in their lives? 3. What methods and actions of social change are most effective? 4. How do context, purpose, and audience change the choice of method for achieving a social change goal? 5. What rights and responsibilities do we have as citizens of our community, society, country, and world? 6. How do events, issues, or problems that we see in our immediate surroundings have causes or effects or similarities with issues and problems in other parts of the world? 7. How can we be agents of change and social justice in our world? |
| ***Acquisition*** | |
| ***Students will know…***   1. Types of rhetorical devices used in persuasive writing such as logos, ethos, and pathos. 2. Common types of logical fallacies 3. Types of supporting details and evidence to support claims. 4. The goals and history of at least three different types of social movements (environmentalism, immigration reform, abolish apartheid movement, Indian independence, civil rights, Chinese democracy movement, Occupy, etc.) 5. The development and history of at least three different social movements in three different countries (e.g., the U.S., India, Mexico, Ecuador, Guatemala, Brazil, etc.) 6. Philosophies, methods, and actions undertaken by successful social movements. 7. How Internet technology and social media has been and is employed by social movements in the last 20 years. | ***Students will be skilled at… BE ABLE TO DO***   1. Using multiple resources to research a topic. 2. Using supporting evidence in speaking and writing to defend a proposition. 3. Analyzing and interpreting use of rhetoric, logos, ethos, and pathos in persuasive arguments. 4. Recognizing and explaining logical connections and fallacies in persuasive arguments. 5. Using rhetorical and logical propositions to create a persuasive argument in speaking and writing. 6. Using digital media effectively to present a persuasive argument. 7. Using a selected social media platform to advance a chosen agenda. |
| **Stage 2 – Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| Analyze, infer, list, describe, explain, identify, give examples, summarize, compare  Locate, select, identify, organize, produce, recite, compose  Identify, explain, summarize, express, locate, distinguish, infer, organize, analyze, compose, evaluate, critique  Research, prepare, organize, identify, describe, give examples, select, judge, evaluate, critique  Locate, Identify, evaluate, judge, classify, organize  Research, identify, evaluate, select, organize, describe, illustrate, summarize, recite  Identify, evaluate, select, compose, illustrate, summarize, choose, produce, create  Describe, give examples, organize, hypothesize, develop, apply, create, construct | **TRANSFER TASK(S):**   * **Text Analysis**: Students will work with partners on texts to and analyze the roots and origins of a given social issue, delineating or extrapolating how that problem might have sources, ramifications, or parallels in a global context (e.g., food deserts in urban communities of color and traditional farmers in developing countries being pushed out by GMOs) * **Interviews**: Identify 3 to 5 different people of different ages, backgrounds, and/or walks of life, and interview them as to what they see as some of the most pressing social problems in the world or the U.S. today * **Jigsaw Cooperative Learning**: study and analyze a particular social movement or activist response to a social problem or issue, and then teach and explain about this social movement/activist to peers * **Socratic Seminar**: Having read and discussed a variety of social issues/problems from history, present day, and in different settings (U.S., other countries) and the social movements or activists that developed in response to them, engage in a thoughtful and explorative discussion of citizens’ rights, responsibilities, and possibilities. * **Digital Resource File**: Create a list of websites, Facebook pages, and/or Twitter or Tumblr profiles of social movements or activists for social change * **Oral Presentation**: Research a particular social movement and/or change leader and give a poster presentation explaining what type of activism methodologies the movement or leader used and to what degree it was successful in achieving the movement’s goals. * **Using Digital Media**: Create a PowerPoint or Prezi presentation on a particular social movement in a chosen setting, and post it to the class’s Blackboard discussion group. * **Direct Action**: Students will identify a particular social issue or problem that they identify with or feel strongly about and choose 1 or more social change/activism methodologies of to employ personally, engage in them, and then reflect on its efficacy. * **Research Paper**: Having identified a particular social issue or problem, students devise a solution, develop a thesis about that solution, and write a persuasive research paper describing the problem and presenting their solution (will extend beyond the persuasive writing unit). | |
| Identify, give examples, compare, classify, recite, summarize, prepare, distinguish, categorize, evaluate, evaluate | **OTHER EVIDENCE:**   * Short vocabulary and content quizzes (three times throughout unit) * Unit test to assess content knowledge (English language arts: logical fallacies; ethos, logos, pathos; rhetorical devices; tone and style; persuasive writing; use of supporting evidence) * Essay comparing and contrasting two different approaches to achieving social change (e.g., civil disobedience vs. boycotts, or marches/protests vs. petitions/letter-writing campaigns) | |
| **Stage 3 – Learning Plan** | | |
| ***Summary of Key Learning Events and Instruction***   * From an earlier Unit: Reading Ch. 4 Animal Farm (AF) by George Orwell – Will tie in and support the PoP Unit   + Notes:     - “Power corrupts, and absolute power corrupts absolutely” to be memorized.     - Definition and examples of propaganda   + What is power? Who is powerful?     - Students brainstorm in small groups what power means to them; how we can determine who has power; and identify individuals they can think of who are powerful, and explain why. Report out to the class.   **Power of Persuasion: Learning about Persuasive Techniques by Studying Social Movements**   * **(Week 1) Day 1 – Overview of PoP: SM & SC unit, unit syllabus and calendar, descriptions of major projects**   + Motivational video: View clips of civil rights protests, sit-ins, marches juxtaposed - with George Wallace blocking integration of schools; with March on Washington. Students write Reflection. * **Day 2 - Introduction to persuasion: Recall types of supporting details**   + Read a brief text about the 1968 protest at the Mexican Olympics. Identify the use of the five different types of supporting details * **Day 3 - Introduction to Rhetoric: Logos, Ethos, Pathos**   + Notes for definitions and examples.   + Given 3 different letters to a newspaper editor on the topic of immigration reform, students identify use of logos, ethos, and pathos in the authors’ arguments. * **Day 4 - Logical Fallacies**   + Notes and handouts on definitions and examples   + Video clip of propaganda examples that rely on fallacious reasoning. Incorporate Soviet-era anti-U.S. propaganda; Cold War era anti-Soviet propaganda; U.S. based anti-communism propaganda.   + Locate and print a variety of letters to the editor on the topic of immigration reform as well as the comments pages from sites like a YouTube about the DREAM Act. Students work in groups to identify instances of logical fallacies in the writers’ arguments. * **Day 5 – Review, clarify, assess**   + In groups, students create summary posters on: 5 types of supporting details; using logos, pathos, ethos; types of logical fallacies   + Weekly quiz * **(Week 2), Day 6 – Social Movements in Response to Social Problems: Methods of Activism**   + As a model for the Text Analysis, students view, take notes on, and discuss a presentation and video clip that briefly outlines the context and history of the movement for independence in India and Mohandas Gandhi’s methods.   + By using guided notes and class discussion as supports, students identify the initial problem, rhetorical arguments used in the independence movement, and methods of activism used. Video clips and quotes from the civil rights movement and MLK, Jr. are provided to prompt students in identifying a connection between the Gandhi and the Indian independence movement and MLK and the civil rights movement. * **Day 7 – Text analysis, Part 1**   + Students are given a text that gives a brief history of a social movement or social issue/problem (example: either the Tiananmen Square democracy movement in China, abolish apartheid movement, or the global collapse of the bee population). Ancillary materials such as a newspaper column or letters to the editor about the issue are included. Students work with the whole class and with partners to read and understand the texts. * **Day 8 – Text Analysis, Part 2**   + (continued) Next, students work in small groups to identify: What was the initial problem? How did people respond to the problem? (Methods of activism) What arguments did they make? Identify uses of ethos, logos, or pathos. What types of supporting details did they use in their arguments? Looking at the columns or comments about the issue, identify any fallacious reasoning you see. Finally, students are asked to identify a connection between the particular social issue presented and our social location (“connect with the text” – what does this text have to do with us, here and now? How does it affect us?)   + **Home Assignment: Interviews**: Identify 3 to 5 different people of different ages, backgrounds, and/or walks of life, and interview them as to what they see as some of the most pressing social problems in the world or the U.S. today * **Day 9 – Jigsaw Cooperative Learning, part 1 (Expert Groups)**   + Students work in 4 different heterogeneous groups. Each group has a different text giving a brief description and history of a particular social movement or activist response to a social problem or issue. Students work together first in their expert groups to study and analyze the text and history, identifying the initial problem, rhetorical arguments, methods taken to solve the problem, resistance met, logical fallacies if any offered by the opposition, and connections between this problem and our social location.   + Examples of texts will represent different social movements or change agents from around the world and from different eras, such as: Paolo Freire’s literacy movement in Brazil; Rigoberta Menchu’s indigenous rights movement in Guatemala; abolish apartheid movement in South Africa; traditional farmers in Africa being pushed out by GM crops; the Arab Spring; environmentalism from the 1970s. * **Day 10 – Jigsaw Cooperative learning, part 2 (Expert Groups)**   + Students continue work in their expert groups working with their text   + **Home Assignment**: Given a list of choices, research a particular social movement and/or change leader. Create a PowerPoint or Prezi presentation explaining what the problem was; what type of persuasion and activism methodologies the movement or leader used; and to what degree it was successful in achieving the movement’s goals. Students need to think about and explain how the problem resonates both globally and locally. * **(Week 3) Day 11 – Jigsaw Groups, part 1**   + Students reconfigure into new groups, where each student or pair read a different text and learned about a different social movement or problem. Students then teach and explain about this social movement/activist to their peers. Students have guided notes sheets to complete as their peers teach them about their text. * **Day 12 – Jigsaw Groups, part 2**   + Students continue their work in their Jigsaw Groups and complete their summary sheets. They end up with summaries and information on 3 – 4 different social movements/responses to social problems from around the world. * **Day 13 – Socratic Seminar**   + With the class recall the various texts and historical example of social movements and change agents we have now learned about. Develop a list of activism methodologies we have seen utilized to bring about social change (sit-ins, marches, boycotts, civil disobedience, lobbying, letter writing campaigns, referenda, consciousness-raising circles, etc.)   + Having read and discussed a variety of social issues/problems from history, present day, and in different settings (U.S., other countries) and the social movements or activists that developed in response to them, engage in a thoughtful and explorative discussion of citizens’ rights, responsibilities, and possibilities. * **Day 14 – Oral Presentations**   + Students present their PPT or Prezi on a particular social movement and/or change leader, explaining what problem was; what type of activism methodologies the movement or leader used; how the initial problem resonates both globally and locally; and to what degree the movement was successful in achieving the movement’s goals. * **Day 15 – Essay**   + For an in-class assessment, students write an essay comparing and contrasting two different approaches to achieving social change (e.g., civil disobedience vs. boycotts, or marches/protests vs. petitions/letter-writing campaigns).   + Students should incorporate use of logos/pathos/ethos and supporting details and evidence in their essay. * **Day 16 – Preparing for direct action**   + Recall the list of activism methodologies we developed.   + Having been prompted and reminded to complete their Interview Home Assignment, students work together in pairs, small-groups, and whole-class to share and brainstorm current global and local social problems or issues they have identified. Having generated a list of social issues, students identify one issue or problem they feel strongly about.   + Students then work with a partner or small group to begin to identify ways in which a global problem (example, malnutrition in Africa; global warming) can have echoes or parallels in local problems (diabetes epidemic in U.S. and/or food deserts in urban neighborhoods; Hurricane Katrina or Hurricane Sandy).   + This issue/problem will become the topic for the Research Paper (which will extend beyond the Power of Persuasion unit). * **Day 17 – Digital Resource File (Media Center)**   + Having identified the social problem/issue that will be their Research Topic, students spend a day in the media center locating and bookmarking a list of websites that are focused towards working on their issue. Facebook, Tumblr, and Twitter profiles will have to be added to at home.   + Students identify one concrete, time-bound direct action or social action methodology they can take on their issue. Within the following week (as the official Power of Persuasion unit ends) they are to attempt to engage in their direct action (write a letter to the editor; create a poster; post Twitter comments with @ and # to get more attention; create a Facebook page; post to a Facebook page, etc.). They will reflect on and share their experience within a week. | | |