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| **TGC Fellow Unit Template \*** | | |
| Prepared by: **Faisal Mohyuddin** School/Location: **Highland Park High School (Highland Park, Illinois)** | | |
| Subject: **English** Grade: **11** Unit Title: **Mastering the Art of Persuasion**  Time Needed: **6 Weeks** | | |
| **Unit Summary:** One of the hallmark units for all juniors at HPHS (who, per state requirement, are enrolled in either American Literature or American Studies) is called Argumentation and Persuasion. Students interact with a variety of arguments in a variety of forms (written, visual, spoken, etc.) in order to learn the terminology related to argumentation, how to deconstruct an argument’s persuasiveness, how to employ rhetorical strategies effectively in their own writing, and how to effectively and ethically conduct research to be more informed, more adept producers and consumers of arguments. The centerpiece of this unit is understanding one’s audience and its “constraints” (values, beliefs, customs, cultural practices, concerns, needs, circumstances, level of agency, etc.) and how these factors impact the audience’s reception of and response to the argument—to what extent an audience is open or resistant to the arguer’s position and call-to-action. By more carefully selecting and deeply understanding one’s audience, a student can more deliberately customize her/his argument so that it appeals to this person/group in a targeted manner.  During the unit, students will study a variety of historical and contemporary arguments focused on issues of local, national, and global significance; they will learn how arguments are situated within their respective contexts. In addition to investigating a variety of topics, their study will includes arguments (teacher- and student-selected) from around the world so that they can see a diverse range of rhetorical customs, techniques, and modes.  Throughout the unit, students—working collaboratively and individually—will craft a variety of arguments or argument plans (formative and summative in nature), which will be shared in writing and in presentations. The topics will address a number of global topics and include an investigation of how these topics have local impact and relevance. Students will select a variety of real and “virtual” audiences—with varying degrees of proximity to themselves—and explore how the same argument needs to be designed and presented differently (and in different genres) to different audiences. Finally, students will “take action” by using their arguments to help them make a positive change in their world, but also by extending their efforts beyond the arguments.  Because this unit is considered the most important unit of the year, one that we continue to build upon as the year unfolds, a lot of time is spent assessing what students already know about effective communication based on what they have through formal education and through human socialization. That they come in knowing so much is both a positive (it allows them to be closer to mastery) and a negative (it makes them think they already know this material and therefore don’t need to engage themselves in the work seriously). Consequently, much of work done—individually, collaboratively, and as a class—asks students to slow down, take a step back, consider the limitations of what they already know and can do, and to consider alternatives ways to be persuasive. This unit (and subsequent units) also will expose students to a more globalized, multi-genre, technology-rich opportunities to learn the art of persuasion. | | |
| **Stage 1 Desired Results** | | |
| **ESTABLISHED GOALS:**  *from:*  **College Board Standards for College Success**  **READING:**   * R1.3: Student comprehends organizational patterns, textual features, graphical representations, and ideas in informational and literary texts. * R2.1: Student uses prior knowledge to comprehend and elaborate the meaning of texts. * R2.2: Student uses context to comprehend and elaborate the meaning of texts. * R3.1: Student rhetorically analyzes author’s purpose, intended audience, and goals. * R3.2: Student interprets, analyzes, and critiques author’s use of literary and rhetorical devices, language, and style. * R4.1: Student uses strategies to prepare to read. * R4.2: Student uses strategies to interpret the meaning of words, sentences, and ideas in texts. * Student uses strategies to go beyond the text. * Student uses strategies to organize, structure, and synthesize text content. * Student monitors comprehension and reading strategies through the reading process.   **WRITING:**   * W1.1: Student analyzes components of purpose, goals, audience, and genre. * W2.1: Student takes inventory of what he or she knows and needs to know. * W2.2: Student generates, selects, connects, and organizes information and ideas. * W3.1: Student generates text to develop points within the preliminary organizational structure. * W3.2: Student makes stylistic choices with language to achieve intended effects. * W4.1: Student evaluates drafted text for development, organization, and focus. * W4.2: Student evaluates drafted text to determine the effectiveness of stylistic choices. * W5.1: Student edits for conventions of standard written English and usage. * W5.2: Student employs proofreading strategies and consults resources to correct errors in spelling, capitalization, and punctuation. * W5.3: Student edits for accuracy of citation and proper use of published guidelines. * W5.4: Student prepares text for presentation/publication.   **SPEAKING:**   * S1.1: Student understands the transactional nature of the communication process. * S2.1: Student communicates in one-to-one contexts. * S2.2: Student plans for and participates in group discussions. * S3.1: Student analyzes purpose, audience, and context when planning a presentation or performance. * S3.2: Student gathers and organizes content to achieve purposes for a presentation or performance. * S3.3: Student rehearses and revises. * S3.4: Student presents, monitors audience engagement, and adapts delivery.   **LISTENING:**   * L3.1: Student listens to comprehend. * L3.2: Student listens to evaluate. * L3.3: Student listens empathically.   **MEDIA LITERACY:**   * M1.1: Student understands the nature of media communication. * M2.1: Student understands, interprets, analyzes, and evaluates media communication. * M3.1: Student analyzes purpose, audience, and media channel when planning for a media communication * M3.2: Student develops and produces an informational or creative media communication. * M3.3: Student evaluates and revises a media communication.   **GLOBAL COMPETENCY:**   1. Students will investigate a variety of topics (at least one in great depth) that is both global and local in its scope and relevance. 2. Students will investigate the world around this issue to better understand how it is shaped by global realities and in turn impacts the larger world. 3. Students will seek to identify the various stakeholders connected to this issue, understand their multiple perspectives, and see how perspectives are informed by geography, economics, religion, culture, nationality, etc. 4. Students will learn how people in other parts of the world solve problems and consider how their approaches might or might not work in a local setting. 5. Students will work collaboratively to take action using their persuasive skills and greater sense of global awareness to work for positive change—and do so using technology and social media. 6. Students will explore the inherently interdisciplinary nature of rhetoric. They will see how rhetorical techniques are used in literature, journalism, history, psychology, science, economics, political science, religion, technology, media production, social media communication, law, law enforcement, mathematics, engineering, sociology, geography, visual arts, music, theater and performance, and daily human communication.   **RESOURCES:**   1. An expansive array of arguments for students to interpret and analyze. 2. Access to computers, paid databases, libraries and librarians, other sources of information, software that facilitates collaboration (e.g. GoogleDocs and Skype), and different forms of social media. 3. Access to human resources, such as librarians, experts in a particular field, and student learning partners—including people from other parts of the world. | ***Transfer*** | |
| *Students will be able to independently use their learning to…*   * Become more active, informed, global citizens who have the capacity to communicate effectively and respectfully with a diverse range of audiences for specific purposes. * More deeply recognize and respect different points of view and different rhetorical techniques and customs. * Become more active, expert researchers equipped to learn from a worldwide network of resources. * Develop critical thinking and problem-solving skills by being more attentive, careful, and open-minded listeners and observers. * Learn how to understand and address local problems using the input, expertise, and past experiences of people from around the world—and to establish global partnerships to solve real-life problems. * Use a toolkit of rhetorical devices and techniques to inspire people to act to make positive change both in their communities and in other places around the world. | |
| ***Meaning*** | |
| **UNDERSTANDINGS**  *Students will understand that…*   * U1. Persuasion and rhetorical communication is an inherent part of human relationships all over the world. * U2. There are certain “universal” practices in successful persuasion, the most important one being that effective persuasion is dependent on the arguer’s awareness, strong understanding, and “targeting” of her/his audience’s culture(s), values, beliefs, circumstances, concerns, needs, agency. * U3. Studying persuasion more globally allows us to better understand different cultures and how they interact with one another. * U4. Exploring global perspectives and diverse rhetorical practices allows us to look at ourselves and others more reflectively in order to become more accepting, understanding, empathic, and more skilled. * U5. Examining rhetoric globally can teach us how better to recognize, investigate, and resolve “local” problems. | **ESSENTIAL QUESTIONS**   1. What is the nature of the problem that I am addressing? 2. Why is a particular situation the way it currently is? What is the history of this problem? 3. Why is it important to understand how different cultures and communities address problematic situations? 4. Who are the stakeholders connected to this issue I have selected, directly and indirectly? 5. To what extent have I/we contributed to this problem—and how can I use this awareness to help others become more aware of their connection to the problem? 6. Where do similar problems exist, locally, nationally, globally? 7. Who is the best audience for me to target? Who do I need to persuade to act so that changes can be made? 8. How can I learn from others from around the globe about how to understand and resolve this issue? 9. What information is out there for me to find and use? What information must I gather on my own? How will I most effectively identify a more global range of sources? 10. Why might I be wrong—in terms of my perception of this issue, what changes I am proposing, and what is best for others and myself? |
| ***Acquisition*** | |
| *Students will know this content:*   * That any text can be seen as an argument—as an attempt to persuade. * Definitions of different rhetorical terms, including but not limited to: argument, persuasion, exigence, purpose, call-to-action, proposition, audience (target/intended vs. secondary), audience constraints, appeal, ethos appeal, pathos appeal, logos appeal, opposing/alternate viewpoint, and refutation. * How the process of persuasion works—successfully and unsuccessfully. * The direct relationship between appeals and the constraints of an audience. * What constitutes a credible source/author and credible research. * What the strengths and limitations are of various databases (free and paid), search engines, and print materials/collections. * A more historical and global knowledge of rhetorical traditions and practices. * How we are surrounded by persuasion—in interpersonal interactions, in educational experiences, in group membership, in consumption of media and popular culture, in the pursuit of goals, in self-reflection, etc. | *Students will master these skills:*   * Reading, interpreting, and analyzing a diverse and global range of arguments in various genres. * Deconstructing the structural design of an argument in order to investigate the purposefulness of the structure. * Researching examples of arguments, global perspectives on a particular topic, informational sources, and audiences and their constraints. * Maximizing their ability to be mindful, engaged, informed, and discerning consumers of persuasion. * Maximizing their ability to persuade others in well-informed, respectful, ethical, and open-minded ways. * Using and citing specific evidence completely and ethically to support a position. * Selecting and coming to know an appropriate audience for an argument and then designing their argument accordingly. * Presenting their arguments using a variety of print and non-print genres and a variety of technology and social media. |
| **Stage 2 – Evidence** | | |
| **Evaluation Criteria** | **Assessment** | |
| 1. Student will be able to activate and demonstrate current understanding of rhetoric-related knowledge, content, and skill, and to establish a baseline from which to set goals. 2. Student will be able to more completely establish baseline of content and skill in order to set goals and begin monitoring her/his own learning—and engage in collaborative feedback and learning work. 3. Student will be able to more completely establish baseline of content and skill in order to set goals and begin monitoring her/his own learning—and to reinforce collaboration. 4. Students will be able to study a variety of approaches, styles, and media related to rhetoric—and reflect on how to employ these strategies in their own persuasive work. 5. Students will understand that an audience is a complex, fluid, human entity that needs to be investigated closely. 6. Students will see how the same argument must be presented differently to different audiences, and within different contexts. 7. Students will apply what they are learning, revise their arguments accordingly, and prepare to conduct meaningful research. 8. Students will study how persuasion is used in advertising and how it works on a psychological, emotional, and subconscious levels—and they will explore how and why the same product is marketed differently in different countries. 9. Students will learn how to correctly integrate and cite research into their writing. | 1. **Initial (Baseline) Persuasive Letter**: Students will read two articles (one offering a local Seattle angle, one a more national angle) on Seattle’s October 2014 decision to change the name of Columbus Day to Indigenous Peoples Day. Then students will write a persuasive letter to a “generic” local audience (generic in order to set up an upcoming target audience selection assessment) in which they take a position on Columbus Day. 2. **Pretest on Terminology:** Students will be asked to define each of the terms related to persuasion, as well as to explain the relationship between various terms, and then co-assess their pretests with a partner or in small groups. The grade will not count. The goal is to further establish students’ initial level of knowledge, and to help students set content-area goals for unit, set up collaborative partnerships, and reinforce the emphasis on growth. 3. **Effective Persuasion Skills (Prior Knowledge) Inventory:** Students will work collaboratively to compile a list of effective persuasive strategies, consider the strengths and weakness of each one, and then share key observations informally with the class. 4. **Analysis of Various Text and Non-Text Arguments (Ongoing):** Throughout the unit, students will closely read and annotate (or watch/observe/listen to and take notes on) several arguments to investigate what effective persuasion looks like. They will show their work by annotating texts, engaging in small-group interpretive discussions, typing up analytic responses, and presenting their analyses to the class. In their study of these texts, they will identify use/inclusion of terminology and strategies, consider awareness of audience and its constraints, interpret how writing/crafting choices work persuasively in relation to audience, and analyze the exigence, purpose, and call-to-action. They will also analyze structural choices, considering the purpose and effect of various choices. Texts will include student-written op/eds (including one from the school newspaper on the bullying of military families); contemporary published pieces (on topics such as not Black Friday shopping, not buying bottled water, the need to deconstruct destructive stereotypes of Muslims in America and around the world); historical texts (including “Give Me Liberty, or Give Me Death,” excepts from Thomas Paine’s *The Crisis*, The Declaration of Independence, “How to be a Colored Me” by Zora Neale Hurston); artwork (“Washington Crossing the Delaware”); photographs (from different parts of the world); television commercials (from different parts of the world—including the study of the same product being advertised in different countries); etc. Texts initially will be chosen by the teacher, but eventually students will select their own arguments to study. 5. **Audience Constraints Chart:** After studying the definition of “constraints,” students will work collaboratively to identify one target audience in a written argument and then identify (using prior knowledge, inferences, and research) a list of constraints for this audience. These constraints will be categorized as facilitating more openness on the part of the audience, or more resistance. 6. **Audience + Audience Constraints Exploration Presentations:** In small groups, students will select one of several topics, take a position on the topic, and then envision an argument targeting two distinct audiences randomly assigned to the group. The topics include the need for better recycling practices at school and home, the need to learn a/another world language, making community service a graduation requirement, shifting to year-round school, and the need to know where the food we consume comes from. Audiences include school principal, parent, local politician, department chair, friend/classmate, celebrity, and journalist/media personality. Students investigate the different constraints of each audience, consider each audience’s level of power to make a change and/or influence others, and articulate calls-to-action that target each audience. Students also consider the best mode in which to reach each respective audience—conversation, speech, letter, video, Facebook post, etc. An additional step is to change the setting for the argument with one of the audiences so that students can consider how geographical and cultural contexts impact their audience’s constraints and their persuasive approaches. Finally, students will make presentations in which they offer a summary and rationale for their various rhetorical approaches for the same topic, with the primary emphasis of their remarks being on audience and setting. 7. **Target Audience Selection, Rationale, Revised Appeals, and Research Plan:** In advance of revising their Columbus Day letters so that they reflect a more complete, calculated understanding of persuasion, students will select a more specific and appropriate audience for their arguments. Students will conduct formal and informal research into the selected audience to better understand its constraints, and then come up with a more targeted set of appeals with which to craft a more targeted persuasive approach. In the last part of this assignment, students will identify what research they need to do to support their position more fully, better understand their audience’s constraints and potential to make changes and/or influence others, and more strategically determine in which manner/mode to present their arguments. 8. **Analysis of Television Commercials + Print Advertising:** While students will be working with a variety of non-print texts, this unit will take a closer look at advertising. Students will watch a variety of commercials that use humor, pathos, fear, narcissism, desire, loneliness, and adventurousness to connect to and persuade consumers. Students will deconstruct how commercials operate on psychological and emotional levels, working to uncover the subconscious mechanism at work. After analyzing a number of commercials and print ads, they will look at how the same product is marketed in different countries and to different audiences. During this activity, students will also look at how social media is being used in advertising. 9. **How to Cite Sources Activity:** Students will practice ways to select credible sources and to then properly cite them in their writing. This activity will be done in isolation (with students writing sentences and short paragraphs) with the goal of employing proper citation formatting in their other work, especially their summative assessments. | |
|  | Assessment **OF** Learning: (ex: performance task, project, final paper)   1. **Test on Terminology and Concepts:** Halfway through the unit, students will take a test to assess how well they understand the foundational content and skills of this unit. If necessary, additional study will be needed, after which a retake will be offered. 2. **Research-Based Revision of Columbus Day Letter:** Based on what they have learned, and research they have conducted (about Columbus, Columbus Day, global perspectives on the man and his legacy, and their chosen audience), students will revise their Columbus Day letters in a way that demonstrates the best of their rhetorical learning. Afterwards, students will reflect upon (in writing and in conversation) what revision choices they made and why they made the choices they made. 3. **Final Argumentation Project on a Topic of Local and Global Relevance:** Working in teams, students will select one of the following topics, conduct research into the issues/problems related to the topic, and then take a position on the matter:  * Global recycling leaders and best practices * Language study and proficiency around the world * School calendars, graduation requirements, and best practices * Violence in schools * Healthy eating practices * Community service * Political activism * Bullying and cyberbullying prevention * Propose another topic that is local and global in scope   Their research must include a variety of global sources in a variety of media, and illuminate how a more global understanding of a situation can help us more effectively solve problems close to home that is beneficial to others, too. Each group will select on country on which to focus their research and their compare-contrast evaluation. If possible, students will collaborate with experts/learners from that other country. Then students will select two or three audiences to target, research each one’s constraints, and then plan various modes in which to connect to and persuade each audience in different ways: videos, public service announcements, print ads/ad campaign, commercials, Facebook campaign, Twitter campaign, written op/eds, letters, proposed policies, and others. Students will investigate the most effective ways in which to work rhetorically—and will have to use technology and social media in the design of their arguments.  Finally, students will present their arguments in a more public, real-life manner: speaking at a city council meeting and/or a school board meeting, sending their videos/articles to a local media outlet or to a talk show or our school’s internal television network, meeting with the school principal, and/or having a mini conference within the school or with some area schools—and with students from across the world who can use Skype/Facetime to “attend” this conference. The goals would include “taking action” for the sake of making a positive change in the world. | |
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| *Summary of Key Learning Events and Instruction ( Make this a useful outline or summary of your unit, your daily lesson plans will be separate)*  ***Week One****:*   * Read articles about changing the name of Columbus Day and then write a persuasive letter. * Pretest on Persuasion. * Effective Persuasion Skills (Prior Knowledge) Inventory. * Start looking at some model arguments.   ***Week Two****:*   * Formal study of terminology and concepts, with practice work, to set goals. * Annotate Columbus Day letter and reflect on pretest to monitor progress towards set goals. * Continue studying variety of arguments.   ***Week Three:***   * Focus on audience constraints and complete “Audience Constraints Chart.” * Audience Constraints Exploration Mini-Projects. * Class presentations. * Selection, rationale for, and research of target audience for Columbus Day letter. * Test on terminology.   ***Week Four:***   * Revision of Columbus Day letter, plus reflective responses. * Advertising (TV commercials and print ads) analysis. * Begin final project: selecting topic, coming up with a research and persuasion plan, and beginning the research process. * How to evaluate sources, use databases and search engines, and properly cite sources.   ***Week Five:***   * Work on project. * Get feedback from teacher and another class group. * Revise and continue working on project.   ***Week Six:***   * Finish project. * Present project: share and “take action.” * Reflect on the overall unit, on how to continue striving to make a positive change. | | |
| *\*adapted from Understanding by Design Model* | | |

**Lesson Plan 1 – Prepared by Faisal Mohyuddin**

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| **TGC FELLOWS UBD Lesson Template** | | |
| Lesson Title: **Practice with Audience + Audience Constraints** Subject: **English (American Literature)**  Materials Needed: **Provocative statements printed out on paper, tape, blank paper, scissors, and basket.**  Global Competency: **Understanding different points of view, different styles and modes of communication, and the impact of different cultures on the process of persuasion.** | | |
| **W**here is the lesson going?  (Learning Target or SWBAT) | **Learning Targets:**   1. I can understand that knowing my audience is an essential part of effective persuasion. 2. I know how to effectively persuade a chosen target audience—and how to adjust this argument so that it appeals to a different audience or within a different context. 3. I can understand that persuasion should be presented in an engaging, compelling manner. | |
| **H**ook: | | **T**ailored Differentiation: |
| When students enter the class, there will be “provocative” statements related to the five topics, topics that will promote some preliminary discussion. These statements include “I’m too busy, too stressed, too good to recycle,” “Bilingualism should be a requirement for college acceptance,” “Summer vacations are bad for learning and should be discontinued,” and “I don’t care what I eat as long as it’s cheap and tastes good.” After a few minutes of free discussion, students should be directed to select one statement and respond to it silently in writing. | | * Encourage students to take on different responsibilities within their respective groups: note-taker, presenter, facilitator, questioner, etc. * All groups to select additional topics. * Allow groups/students to select their audiences. * Break down instructions even further so that tasks are manageable. |
| **E**quip: | |
| 1. Get into your groups and they will share their responses to their selected statements. 2. Pick one topic (recycling, world language, community service, school calendar, and create a sense of exigence for an argument about that topic. 3. Come up with a list of purposes for that topic. Decide which one or two purposes are the most important. Be sure that the purposes are determined by the exigence. 4. Begin envisioning a persuasive approach to communicate and support this position. | |
| **Rethink and revise:** | |
| 1. “Select” audiences (by raffle-style lottery selection of slips of paper from a basket). 2. Give each of your two audiences a name and personality, as real as possible. 3. Then for each audience:    1. Make a list of five constraints that will make it easier for you to persuade this person.    2. Make a list of five constraints that will make it harder for you to persuade this person.    3. Decide what an appropriate call-to-action would be for this audience.    4. Explain how the call-to-action will help the purpose be achieved.    5. Describe how you would try to persuade *this particular audience* to listen to you. | |
| **Evaluate:** | |
| Select a representative to share your work with the rest of the class. Focus on sharing the following information:   1. What your call-to-action is for each audience, a rationale for each one, and an explanation of how and why they are different. 2. How your persuasive approach would be different for the two audiences. | |
| Notes:  *Groups can be set up in advance, be assigned randomly using the counting-off system, or be self-selected. The recommendation is that they are not self-selected because it will help diversify the collaborative groupings in the class.* | |
| **O**rganization: |
| Put the statements around the room prior to students arriving in the classroom (if possible), make copies of the assignment sheet, cut up slips of paper onto which the names of the audiences will be written, these slips should be folded up, and then these slips should be put into a basket/bowl. |