Instructional Unit Title: Everything’s An Argument (Perspective)

The teacher may use a historical Civil Rights speech (e.g., MLK’s “I Have A Dream” speech) so that the students can identify claims, evidence, and key persuasive techniques. [Understanding text and Responding to text]

The teacher may provide exemplary persuasive speeches so that students can begin to consider the structure and other elements of speeches. Teacher note: This Learning Experience transitions students from writing about their topic/issue to preparing their speech to persuade their classmates to pursue their SLP. [Producing text]

The teacher may provide exemplary formal presentations (e.g., YouTube video “Presentation Bad/Good” by Hussain Shafee) so that students can consider elements that contribute to effective persuasive speeches. [Understanding text, Critiquing text]

The teacher may facilitate an evaluation of students’ persuasive performance so that students can analyze the effectiveness of their presentation and preparation and connect self-critique with the process of improving future presentations. Teacher note: This Learning Experience follows the student presentation. [Critiquing text]

The teacher may guide students through the brainstorming process of identifying personal interests and values so that students can begin considering ways in which their personal interests can serve community needs. Teacher note: This Learning Experience transitions students into researching and writing about their chosen SLP topic. [Producing text]

The teacher may revisit peer editing steps so that students can deepen their understandings of the connections between giving and getting feedback and the writing process/effective writing. [Producing text]

The teacher may provide criteria and materials for evaluating the reliability of print and internet resources so that students can effectively distinguish between “more reliable” and “less reliable” resources. [Critiquing text, Producing text]

The teacher may model the inquiry process so that students can begin considering the aspects of quality generative questions. [Producing text]

The teacher may bring examples of successful Service Learning Projects (SLP) so that the students can identify the principles of service learning.

PERFORMANCE ASSESSMENT: As a student in the seventh grade, you will advocate for a service project that you believe is worthy to commit your time, energy and resources. Imagine that your class has been given a large sum of money to be devoted toward a service project. Your service project can address a need at the local, state, national, or international level. You will develop a presentation in which you demonstrate the ability to write a compelling claim, use relevant evidence, and effective persuasive techniques to persuade your peers that your service project is the best investment for that money.

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