

# FRANKLIN-SIMPSON HIGH SCHOOL

**Course Name:** English 10      **Unit Name:** Unit 5 – Persuading with Research

**Quality Core Objectives:** The primary objectives, which represent the central focus of this unit are as follows: C.a., C.b., C.c., C.d., C.e., C.f.

<b>Unit 9 Persuading Your Audience With Research</b>	
A.6. Persuasive Language and Logic	a. Identify, analyze, and evaluate the effectiveness of persuasive techniques (e.g., appeals to emotion, reason, or authority; stereotyping) and the presence of bias in literature, film, advertising, and/or speeches
	b. Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities
	d. Distinguish between fact and opinion, basing judgments on evidence and reasoning
A.8. Words and Their History	c. Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine the definition, pronunciation, derivation, spelling, and usage of words
B.1. Writing Process	a. Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information
	b. Analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g., writing a letter to the editor endorsing need for a dog park)
	c. Revise, refine, edit, and proofread own and others' writing, using appropriate tools (e.g., checklists, writing conferences, student-developed and professional rubrics or models), to find strengths and weaknesses and to seek strategies for improvement
B.2. Modes of Writing for Different Purposes and Audiences	c. Craft first and final drafts of persuasive papers that support arguments with detailed evidence, exclude irrelevant information, and correctly cite sources
B.3. Organization, Unity, and Coherence	a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing
	c. Add important information and delete irrelevant information to more clearly establish a central idea
	e. Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing
B.4. Sentence-Level Constructions	a. Correct run-ons, fragments, and dangling and misplaced modifiers to improve clarity
	b. Combine phrases and clauses to create simple, compound, complex, and compound-complex sentences and to coordinate or subordinate meaning for effect
	c. Use parallel structure to present items in a series and items juxtaposed for emphasis
	e. Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose

B.5. Conventions of Usage	a. Correctly spell commonly misspelled/confused words
	b. Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity
	c. Make subject and verb agree in number, even when there is some text between the subject and verb
	d. Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)
	e. Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified
	f. Correctly use parts of speech
B.6. Conventions of Punctuation	a. Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways)
	b. Use punctuation correctly within sentences and words
	c. Demonstrate correct use of capitalization

**Unit 9 Persuading Your Audience With Research (continued)**

C. Research	a. Use research methods (e.g., background reading, online searches, surveys, interviews) to locate and collect reliable information from print and nonprint sources
	b. Decide on a research question and develop a hypothesis, modifying questions as necessary during the project to further narrow the focus or extend the investigation
	c. Evaluate source information (e.g., primary and secondary sources) for accuracy, credibility, currency, utility, relevance, reliability, and perspective
	d. Compile and systematically organize important information to support central ideas, concepts, and themes
	e. Summarize, paraphrase, and directly quote from sources, including the Internet, to support the thesis of the paper and/or presentation; accurately cite every source to avoid compromising others' intellectual property (i.e., plagiarism)
	f. Compose a research paper that develops a clear argument and includes title page, outline, first and final drafts, and works-cited page, adhering to guidelines from MLA or other stylebooks

Day	Lesson Content and Objectives	Focus Questions	Critical Thinking (High Yield / Literacy /LTF/etc.)	Engagement	Assessment and/or Accommodations
1-2	A.1.c.,C.c. Modeled Research	I can understand elements of research. I can analyze an article and see both sides of an	Graphic Organizer, Small Groups	Learning with Others, Personal Response, Authenticity	Accommodations: Students will be divided up into two groups. Parallel teaching will take place with two articles about Vegetarianism.  Students will complete an

		<b>argument.</b>			<b>organizer outlining various viewpoints on a single issue.</b>
<b>3</b>	<b>C.b. Brainstorm Research Paper Ideas</b>	<b>I can brainstorm ideas and determine my position for a persuasive essay/speech.</b>	<b>Advanced Organizers</b>	<b>Choice</b>	<b>Students will complete an advanced organizer for their brainstorming ideas.</b>
<b>4</b>	<b>C.a. Database Searches and Boolean Phrases</b>	<b>I will take notes on database searches and Boolean phrases.</b>	<b>Guided notes, graphic organizer, summarizing and notetaking</b>	<b>Modeled expectations, Choice</b>	<b>Students will use notes as directions for computer lab days.</b>
<b>5</b>	<b>C.a., C.c., C.d. Research</b>	<b>I can use databases correctly when searching for reliable resources</b>	<b>Guided notes, summarizing and notetaking, generating and testing hypotheses</b>	<b>Learning with Others, Authenticity, Choice</b>	<b>Students will print out 1-3 reliable sources for their research papers.</b>
<b>6</b>	<b>A.6.a., A.6.b., A.6.c., C.c. Research Paper Stations: MLA, Determining Importance, and Reading Sources</b>	<b>I can create MLA citations for my research. I can determine importance within my source. I can identify logos, pathos, and ethos in my source.</b>	<b>Small Group Stations, Summarizing and Notetaking,</b>	<b>Choice, Learning with others</b>	<b>Students will have an MLA citation stapled to each source.  Students will have completed a quiz over direct quotes, paraphrasing, and summarizing.  Students will have highlighted all sources.</b>
<b>7</b>	<b>C.a., C.c., C.d. Research</b>	<b>I can use databases correctly when searching for reliable resources.</b>	<b>Guided notes, summarizing and notetaking, generating and testing hypotheses</b>	<b>Learning with others, choice</b>	<b>Students will print remainder of sources for research papers.</b>

8	A.6.a., A.6.b., A.6.c., Research Paper Stations: MLA, Determining Importance, Reading Sources	I can create MLA citations for my research. I can determine importance within my source. I can identify logos, pathos, and ethos in my source.	Small Group Stations, Summarizing and Notetaking,	Choice, Learning with others	Students will have an MLA citation stapled to each source.  Students will have determined a direct quote, paraphrase, and summary from each quote to use in research. (Re-written on color- coded notecards, stapled to source)  Students will have highlighted all sources.
9	A.8.c. Vocabulary Unit 6 Assessment	I will use vocabulary words in context.	Identifying similarities and differences	Clear/Modeled Expectations	Summative Assessment: students will complete their Unit 6 vocabulary quiz
10	B.1.a., B.3.a. Developing Counterarguments	I can determine importance in my sources and directly quote, paraphrase and/or summarize evidence. I can generate a counter- argument and determine its weakness.	Graphic Organizer, Summarizing and notetaking	Choice, Sense of Audience	Students will complete a simple graphic organizer outlining their papers. Students will complete all evidence note cards.
11- 12	B.1.a., B.3.c., B.3.e. Detailed Outline	I can create a detailed outline for my argument with evidence.	Graphic Organizer, Guided Notes	Personal Response, Choice, Sense of Audience	Students will complete a detailed outline for research paper. (Accommodations: students will turn in outline as rough draft)
13-	B.1.b., B.1.c., B.2.c., B.3.e., B.4.a., B.4.b., B.4.c., B.4.e., B.5.a.,	I can develop a rough draft based upon my	Graphic Organizer, Generating Hypotheses	Learning with Others, Choice, Sense of Audience	Summative Assessments: Rough Drafts are due.

14	B.5.b., B.5.c., B.5.d., B.5.e., B.5.f., B.6.a., B.6.b., B.6.c., Rough Draft	detailed outline.			
15-16	A.6.a., B.1.b., B.1.c., B.4.a., B.4.b., B.4.c., B.4.e., B.5.c., B.5.d., B.5.e., B.5.f., B.6.a., B.6.b., B.6.c., Peer Editing Circles	I can peer edit one's rough draft, noting logos, pathos, and ethos, in his/her argument.	Graphic Organizer, Advance Questions, identifying similarities and differences	Learning with others, personal response,	General: Students will take a quiz over identifying various arguments. Those who scored low will work in a small group with teacher on guided peer editing. Those who scored high will work with a partner on peer editing.  Pre-AP: Students will highlight various partner's papers in musical chairs organization. Students will give feedback and identify strengths and weaknesses. Students will self-reflect on writing.
17	A.3.b., A.5.f. Re-Teach Author's Purpose	I can determine author's stated or implied purpose in individual excerpts as well as in the work as a whole.	Graphic organizer, summarizing and notetaking	Novelty and variety	Students will identify author's purpose for each individual clip and evaluate the entire work to evaluate how author's purpose can change. Students will discuss results in a small group organizer on the wall.
18	A.3.b., A.5.f. Plots and Sub-Plots, Re-Teach Author's Purpose	I can identify, analyze, and evaluate the author's use of parallel plots and subplots in increasingly challenging text. I can determine	Graphic Organizer	Novelty and variety	Students complete a detailed graphic organizer outlining the parallel plots and subplots in "Elf"

		author's stated or implied purpose in individual excerpts as well as in the work as a whole.			
19	A.3.b., A.5.f. Re-Teach Author's Purpose/Argument	I can analyze an author's implicit and explicit argument, perspective, or viewpoint in a text. I can identify and categorize literary terms (symbolism and allusion). I can determine author's stated or implied purpose in individual excerpts as well as in the work as a whole.	Identifying Similarities and Differences	Learning with Others	Students will compare different characters and their viewpoints within "Charlie Brown Christmas." Students will create group thesis statements over the symbolism with the clip. Class will determine best thesis.
20-25 (Overlap with next unit)	B.1.c., B.2.c., B.4.a., B.4.b., B.4.c., B.4.e., B.5.c., B.5.d., B.5.e., B.5.f., B.6.a., B.6.b., B.6.c., Students make edits and complete final draft.	I can make edits on my paper based upon teacher and peer comments and self-reflection.	Generating Hypotheses	Sense of Audience, Authenticity, Personal Response	Students will make edits on their own based upon teacher and peer remarks. Summative Assessment: Final draft due.

