

## **Collaborative Unit Development Plan**

**Unit Developer(s):** Cindy Kelly & Peter Shull

### **Reading Skills / Indicator Focus:**

1.4.14 Identifies or describes author's position in persuasive text and describes **persuasive techniques** used to support position:

Bandwagon approach	Citing statistics	Testimonials
Glittering generalities	Citing authority	Appeals to reason,emotion

1.4.15 Distinguishes between **fact and opinion**; recognizes **propaganda, bias** and stereotypes.

1.4.2 Understands the purpose of **text features** and uses them to locate information

**Length of Unit:** variable. May be used as 'warm up' over several days or as the bulk of instructional time for a few days.

### **Instructional Plan:**

1. Read "What is Propaganda" and answer questions at the end. Teachers may want to do this as a shared reading activity with the entire class, or have students work in pairs to read and answer the questions.

2. Hand out and read through the "Check for Persuasive Techniques" worksheet. Share that these are the propaganda techniques students will need to know for the state asmt. (also common techniques that authors use.).

3. Show PowerPoint – NOTE: The Propaganda PowerPoint shows many persuasive techniques, including quite a few that are not tested. This might be confusing for students, esp. for test prep focus of unit. You might want to show the 10<sup>th</sup> grade Edwards/Byrne/Long PowerPoint instead, since it shows examples of only those persuasive techniques being tested.

4. Choose an article from the selection in the handouts to model with the students. —"A Fair Compromise" from the write-in reader is an easy one. Show them how to locate persuasive techniques within the article using an overhead or whiteboard. Fill in one or two of the "Check for Persuasive Techniques" boxes on your own, then ask students to find more techniques in the same article.

5. Discuss the difference between facts and opinion. Using the same article, have students complete the Fact vs Opinion worksheet.

6. Review text structures and text features. Using the same article, ask students to identify all the text features and at least two text structures.

7. Group students into teams of 2-3. Provide them a new article, —“Driven to Distraction,” for example and repeat the above process. (Repeat for as much practice as time permits.)

Post-test

**Resources Needed:**

- What is Propaganda?
- Check for Persuasive Techniques
- Fact vs Opinion

“Where Sweatshops Are a Dream” document.

[www.nytimes.com/2009/01/15/opinion/15kristof.html?](http://www.nytimes.com/2009/01/15/opinion/15kristof.html?)

“A Fair Compromise” pg 419 of Write-in-Reader (11<sup>th</sup> grade level—yellow.)

“Guilt by The Bottleful” by Alex Williams

<http://teacher.scholastic.com/scholasticnews/indepth/upfront/features/index.asp?article=f121007> [Water Bottles](#)

“Driven to distraction”

[http://www.boston.com/news/globe/editorial\\_opinion/editorials/articles/2006/01/04/driven\\_to\\_distraction/](http://www.boston.com/news/globe/editorial_opinion/editorials/articles/2006/01/04/driven_to_distraction/)

“Let Detroit Go Bankrupt” by Mitt Romney

[http://www.nytimes.com/2008/11/19/opinion/19romney.html?\\_r=1&em](http://www.nytimes.com/2008/11/19/opinion/19romney.html?_r=1&em)