Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
Seventh	**Reading**		**The Author's Position of Power**

Length of Unit	Time of Year Taught	Expected Prior Knowledge
6 lessons in 2 weeks	**Second Quarter**	- Students' prior learning includes steps of the writing process and the 6 traits of writing, narrative point of view (e.g. first person, third person, omniscient), persuasive techniques used in advertising, reading strategies (pre, during, and post), writing summaries, and experience in writing thesis statements and multi-paragraph essay development in 6th grade and this year in 7th grade.

Unit Description

The students will be looking at a variety of informational texts from a variety of places. They will use reading strategies to comprehend and analyze the information that is read. They will have group discussions on an author's purpose of and supporting detail in each piece of writing. At the conclusion of the unit, the students will determine the author's point of view or purpose in a persuasive text and analyze how the author's position differs from another author who has written text on the same topic. Their analysis will be presented in a multi-paragraph explanation.

Standard	**7.RI.6** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
Summative Assessment	TSWD analysis of informational text by writing a summary that explains an author's point of view or purpose and how the author distinguishes his position from another.
Assessment Scoring .	The summative assessment will be scored using a Reading Rubric reflecting the criteria in **the reading standard**. A score of 80% is mastery.
Materials/ Resources Needed	At least 10 advertisements, an excerpt from "Appearances Are Destructive" by Mark Mathabane, Interactive Student Notebook, copies for each student of Churchill's "Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940" and Roosevelt's "Declaration of War on Japan," the Argument Chart, a copy for each student of the Summative Assessment Assignment Sheet, and a variety of persuasive selections to choose from for the summative assessment (Shakespeare Monologues, Presidential Address Transcripts, speeches from famous movies), Scoring Guide Rubric.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Lesson Instruction	**Lesson Objective:** Students will identify the author's purpose for writing persuasive text. The teacher will introduce points of view of different authors by showing different forms of advertisements using a projector and a computer. The ads should be a	**Lesson Objective:** Students will determine what word choices, details, and persuasive techniques an author uses to clarify his purpose persuasive text. The teacher passes out a copy of *"Blood, Toil, Tears and Sweat: Address to Parliament*	**Lesson Objective:** Students will complete an Argument Chart on a speech. The teacher shows an Argument Chart (attached) on the projector and asks students to duplicate it in their interactive notebooks with room for writing underneath	**Lesson Objective:** Students will determine *how* an author distinguishes his/ her position from that of others. The teacher assigns partners among the students ensuring that each partner in the pair has completed the Argument Chart for a	**Lesson Objective:** Summative Assessment The teacher distributes the Summative Assessment Assignment Sheet and rubric. The outlined expectations and timeline) is	**Lesson Objective:** Student will self-edit their papers using the scoring rubric, and then begin the final copy of the summary. The teacher reminds students about the focus on the three parts of the Argument Chart that should be addressed in their

	combination of blatant as well as subtle pleas for the reader to spend money on some product or service or send money to support a cause. Next the teacher will provide copies of several print ads to each student and ask students to read the text of each ad and indicate if it appeals to them or not, and why. Then tell students that advertising and charity appeals are among the most widespread sources for persuasive writing. Ask students where else they would expect to find persuasive writing. (Allow students to provide the transition from advertisement to other forms of persuasion; e.g. sermons, speeches, etc.). The teacher will ask students to write down the following three steps in their interactive student notebooks: Step 1: Find the topic, Step 2: Find what the writer says about the topic (his/her viewpoint), and Step 3: Decide what you think about the writer's argument. The teacher explains the definition of the word "assertion" (shown on the board as "a statement or belief that the writer explains and supports") and asks students to write it in	*on May 13th, 1940." and "Declaration of War on Japan" by Franklin D. Roosevelt*. The teacher directs the students to read through the speech transcripts one time. After the students are finished, they are instructed to write a brief 1-3 sentence summary in their interactive student notebooks naming the topic of the speech, the author's assertion, and what they think about the author's argument in each speech. The teacher will call on students randomly to read their summary. After the sharing, the teacher asks the students to reread the speech transcripts. This time they will take a highlighter and highlight every word, phrase, or persuasive technique they identify as clarifying the author's purpose. The instructor will allow sufficient time and monitor the students as they work. When the class is ready, the speeches will be projected on	each column of the chart. Then the teacher explains that every good argument has at least three parts. Additionally, "these three parts can appear in any order. They can also be mixed together. Your job as a critical reader is to check that all three parts are present. If one part is missing, the argument is flawed." The teacher then shows an example of an argument chart completed on Mathabane's "Appearances are Destructive." (from Lesson 1) Next students are asked to review their notes on the speeches provided in the previous lesson. Half the students are assigned to complete the Argument Chart on "Declaration of War" and the remainder of the students will use the "Blood, Toil…." The teacher will monitor student progress as they work on their charts. Closure: Near the end of class, students are directed to reflect on the following question in a journal entry: What words, phrases, and	different transcript (both Churchill's and Roosevelt's speeches must be represented in the partnership). Students are told they will have 30 minutes (time is flexible depending on student need) to share their argument chart with their partner, as well as their journal reflection from the previous lesson, and then work together to form a brief conclusion about how the arguments of the two authors are different from each other. They must also identify the specific support used by each one. When students are ready, the partners will take just one minute to present their conclusions with the class. Closure: Students are asked to provide the following explanation in their journals: "Explain how supporting details and persuasive strategies are important in making the purpose clear in a speech?"	explained to the students. All questions will be answered to make sure the assignment is understood by the class. The teacher will place a variety of speeches, paired by topic, on the front table in the classroom. These are transcripts from impactful speeches from history, presidential addresses, famous speeches in movies and Shakespeare monologues. The teacher will instruct them that they have 20 minutes to peruse the sets of speeches and select the pair of speeches they will use to write their summaries. They are instructed to begin the prewriting process for their summary by first completing the Argument Chart for the speeches they have selected. They are reminded that they need to develop an introduction (which contains a brief summary and	summary. **Note: Teacher will collect their summaries on the designated due date and use the scoring guide rubric to score their work.**

	their interactive student notebook. The teacher then directs the students to write down their response to each of the three steps as they read an excerpt from "Appearances Are Destructive" by Mark Mathabane. The teacher asks students to look for the topic and the author's assertion in the text. They will then be sharing their ideas on the text to their partners. After they have finished sharing, the teacher models his/her own thought process when following the three steps. Students are asked to reflect on their learning in a journal entry.	the board. The instructor will guide the class as they discuss the word choices, details, and persuasive techniques an author uses to clarify his purpose persuasive text. . Students are asked to reflect on their learning in a journal entry.	persuasive strategies did the author provide to support his argument? And, Why do you think the argument presented was either effective or ineffective?		thesis), supporting paragraphs, and a strong conclusion. Time will be provided in class for reading the speeches, analyzing the speech by completing the Argument Charts, and beginning the rough draft of their summaries. The Due Date of the draft is announced for students to write it on their Summative Assignment Sheet.	

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 4**	**Lesson 4**
Student Activities	The students participate interactively with the teacher's presentation. When prompted, students provide the transition from advertisement to other forms of persuasion: e.g. sermons, speeches,etc. In their interactive student notebooks, students write down the three steps for identifying the author's viewpoint in a text, and the definition of the word "assertion." Students to write down their response to each of the three	Students read *"Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940." and "Declaration of War on Japan. "* Then they are to write a brief 1-3 sentence summary in their interactive student notebooks naming the topic of the speech, the author's assertion, and what they think about the author's argument in each speech. When called on randomly,	Students duplicate the Argument Chart in their interactive notebooks with room for writing underneath each column of the chart. Using their assigned speech, students complete the Argument Chart. Students reflect on the following question in a journal entry: What words, phrases, and persuasive strategies did the author provide to support his	Students meet with a partner who has completed the Argument Chart on a speech that differs from their own. Partners work together to form a brief conclusion about how the arguments of the two authors are different from each other. They also identify the specific support used by each one. Then, as partners, they present their	Students review with the teacher the outlined expectations for their summary, the timeline, on the Summative Assessment Assignment Sheet. Then each student selects a pair of text selections from the front of the room for use in writing their summary for the summative assessment. They begin the	Students use time in class today for self-editing and writing the final draft of their summary. Students will submit the final copy of their summaries on the assigned due date

	steps as they read an excerpt from “Appearances Are Destructive.” After identifying the author’s topic and assertion, students share their ideas on the text to with partners. Students reflect on their learning in a journal entry.	they read their summary. Students reread the speech transcripts and highlight every word, phrase, or persuasive technique they identify as clarifying the Guided by the teacher, they discuss the word choices, details, and persuasive techniques an author uses to clarify his purpose persuasive text**.** Students reflect on their learning in a journal entry.	argument? And, Why do you think the argument presented was either effective or ineffective?	conclusions with the class. Students provide the following explanation in their journals: “Explain how supporting details and persuasive strategies are important in making the purpose clear in a speech?”	prewriting process for their summary by first completing the Argument Chart in order to analyze the speeches they have selected. As directed by the teacher, students use class time for reading their selections, completing the Argument Charts, and beginning the rough draft of their summaries. Students note the due date for rough draft and the final copy on their Summative Assessment Assignment Sheet.	

Argument Chart

Assertion	Support	Different Viewpoint
A statement of belief that the author explains and then supports.	The facts, figures, statistics, persuasive techniques, and examples the author gives to support his assertion.	Different viewpoint presented by another author and how his position is distinguished from the other position.

Summative Assessment Assignment Sheet: The Author's Position of Power

Student Name_____

Rough Draft Due Date: _____ Final Copy Due Date: _____

Assignment: You will write a multi-paragraph explanation that analyzes the purpose for an author's speech. In your analysis you will answer the following questions:

1. What is the topic of the speech?
2. What is the author's assertion (statement of belief) or purpose for the speech?
3. What persuasive words, facts, and information did the author use to be convincing?
4. How does his purpose differ from another author's speech on the same topic?

Steps:

1. Look through the provided speeches and choose one set of speeches for your explanation.
2. Read the speeches. Determine the purpose of each.
3. Highlight important persuasive words, facts, details and information the authors use to convey their purpose.
4. Use the Argument Chart to help process the information in the speeches. Brainstorm/pre-write in order to write a summary that conveys the view of the author and the strategies the author uses to get his/her point to the reader.
5. Write a topic sentence that states the author's purpose in ONE of the speeches (You choose which one of the two.

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6. Write a rough draft of the summary identifying the strategies author uses to support his (assertion) argument regarding the topic.
7. Include an analysis of how the author's his assertion or point of view differs from the author of the other speech you selected on the same topic.
8. Write your final copy in ink or word-processed.
9. Attach your speeches to your final copy.

REMEMBER: "What is the purpose of the speech?, "How does the author/illustrator convey his/her point of view?" and "What different forms of persuasive language did the author use?"

Student Name: _____

Rubric/Scoring Guide: The Author's Point of View or Purpose

Summative Assessment: TSWD analysis of informational text by writing a summary that explains an author's point of view or purpose and how the author distinguishes his position from another.

Reading Trait	**Reading Rubric Criteria**	**Score**			
		F 1-2	**A 3**	**M 4**	**E 5-6**
Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	**1. The summary identifies the author's purpose or point of view of the text. (reflects reading standard)**				
	2. The explanation summarizes the information in the newspaper article. (reflects reading standard)				
	3. The summary provides direct examples from the article to support the author's purpose or point of view. (reflects reading standard)				
	4. The summary explains the strategies the author uses (word choices, facts, and opinions) to convey his purpose or point of view. (reflects reading standard)				

FINAL SCORE: _____/6_____

A score of 6 = 100%
A score of 5.0-5.9 = 90-98%
A score of 4.0-4.9 = 80=89%
A score of 3.0-3.9 = 70-79%
A score of 2.0-2.9 = 60-69%

(Calculating the Score: Total the score and divide that total by the number of criterion items listed on the Scoring Guide. This number over 6 equals the score for the paper. It can be no higher than 6/6. A score of 80% is mastery.)