

**Level:** 9<sup>th</sup> Grade

**Class Size:** 20-25 students

**Unit:** Spooks of Ages - Persuasive Essay

**Time Needed:** 45 minutes per class

**Sequence In Unit:** Week 3 - Days 1 through 5 (Abbreviated Plan)

**Maine Learning Results connections for this week:**

- English Language Arts, Grade 9 - Diploma A3 (Informational Texts)
  - a. “Evaluate the extent to which the author’s conclusions can be logically drawn from the provided evidence.”
  
- English Language Arts, Grade 9 - Diploma B3 (Writing - Argument/Analysis Expository)
  - b. “Write thesis-driven essays that build a logical argument and support assertions with examples and evidence that are accurate, credible, and relevant.”
  
- English Language Arts, Grade 9 - Diploma B4 (Writing - Persuasive Expository)
  - a. “Employ a variety of persuasive techniques including anticipating, addressing and refuting potential counterclaims in a thesis-driven logical argument to influence the opinion, belief, or position of others.”
  
- English Language Arts, Grade 9 - Diploma D1 (Language - Grammar and Usage)
  - a. “Use appropriate *diction*, *syntax* and *figurative language* to suit purpose, context, and audience.”
  
- Social Studies, Grade 9 - Diploma A1 (Applications of Social Studies Processes, Knowledge, and Skills - Researching and Developing Positions on Current Social Studies Issues)
  - g. “Develop a clear, well-supported position.”

**Monday**

- Review the style of persuasive essay.
- Pass out handout packet that will include
  1. Example essay
  2. Outline example – might help some students with pre-writing
  3. Introduction/Conclusion paragraph chart – will help students grasp the concept of these two intricate paragraphs.
  4. Rubric of final product and what is expected – allowing students to know fully what is expected of them is the only fair method of grading. (This rubric is borrowed from <http://rubistar.4teacher.org>, more specifically from a teacher known as Mrs. Wilson.)
- Allow time for students to be able to pre-write and ask clarifying questions.

## **Tuesday**

- Hold individual conferences with students that don't yet have a topic or that may need explicit instruction on what a persuasive essay is.
- Allow students time in the library for research. (At least two cited sources must be books, only one of which can be a reference form, such as a dictionary or encyclopedia.)

## **Wednesday**

- Allow for peer editing of rough drafts in class using the assessment rubric (to be handed out) borrowed from Writers INC.
- Give students at least ten minutes for each editing session – this means roughly 20 minutes for each pair. This should allow for two edits during the class.
- Take stock of where the class is; whether or not the students need more time editing or need more time researching for their paper. Some students may simply need time to type their paper.

## **Thursday**

- Offer students time for editing, research, or simply typing, depending on what the students need. If students are claiming that they are done, or that they would rather do the work at home, offer them the task of editing for others.

## **Friday**

- Students will turn in their final drafts at the beginning of the class.
- FUN DAY! Pick a series of paranormal associated cartoons (like Casper) to watch and discuss.