

Teacher Edition

Revised Edition

Performance

Coach



English Language Arts

7



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Persuasive Texts Student Edition pages 78–89

LESSON OVERVIEW

Objectives

Students will:

- recognize types of persuasive texts and identify their purpose.
- evaluate how an author supports claims with relevant reasons and evidence.
- classify types of evidence an author can use to support an argument.
- recognize opposing arguments and rebuttals.
- identify bias and the use of persuasive techniques.
- recognize the use of persuasive language.

Discussion Questions

- ▣ What is the purpose of a persuasive text?
- ▣ What are some features of a persuasive text?
- ▣ What is the role of evidence in a persuasive text?

Differentiation

Lesson Support For students struggling to evaluate an argument, provide the following checklist. Have students use the checklist to evaluate an editorial in a local newspaper.

- Is the claim stated clearly in the introduction?
- Are the reasons directly connected to the claim?
- Is there sufficient evidence to support each reason?
- Is there a strong rebuttal to an opposing argument?

If students struggle to identify an opposing argument, have them look for key words, such as *even though*, *although others*, *some people may suggest*. To practice, have them reread paragraph 4 of “Heinrich Schliemann: Father of Archaeology,” circle the key words, and then identify the opposing argument and rebuttal.

Key Terms

- | | |
|-----------------|-----------------|
| argument | opposing |
| bandwagon | argument |
| appeal | persuasive |
| biased | language |
| case study | persuasive |
| claim | technique |
| conclusion | persuasive text |
| counterargument | point of view |
| evidence | propaganda |
| example | reason |
| expert opinion | rebuttal |
| generalization | statistic |
| introduction | stereotyping |
| irrelevant | |
| evidence | |

Lesson Extension Have students use the information from the two passages and additional research to write and give a speech as Heinrich Schliemann. Have them either pose as Schliemann accepting an award for his accomplishments or defending his record against criticism.

Persuasive Texts

In this lesson, students will read and evaluate **persuasive texts**. They will learn to identify the author's point of view and evaluate a claim based on the quality of reasons and sufficiency of evidence. Students will also learn to recognize bias and a writer's use of persuasive techniques to influence the audience.

Suggest types of persuasive texts, such as letters to the editor or speeches, and point out how they all state a strong opinion, or **point of view**. Emphasize that persuasive texts, unlike informational texts or stories, try to persuade the audience to think or do something. Ask students to suggest examples they have read recently and identify the claim or opinion. Refer to those examples throughout the lesson to discuss with students the key features of persuasive texts.

Summarize how persuasive texts follow the form of an **argument**, starting with a **claim** in the **introduction**, following with **reasons** and **evidence** to support that claim, and ending with a **conclusion**. Encourage students to draw, label, and complete a flowchart with these elements to show the structure and order of persuasive texts.

▲ **ELL Support** To help students understand the main elements of a persuasive text, have them write claim, reasons, evidence, and conclusion on separate index cards and work with partners to write definitions on the back.

► Evaluating Argument

Have students compare and contrast the relevant and **irrelevant evidence** in the chart in the Student Edition. Both examples relate to reading, but the relevant evidence provides a statistic that supports the reason while the irrelevant evidence is unrelated to how children perform in school.

Then have students read and mark the paragraph in the Student Edition. The first sentence identifies the author's point of view that taxpayer money should not fund public libraries. To help identify the relevant evidence, students should ask: "Does this sentence support the idea that taxpayer's money should not be spent on public libraries?" If the answer is *no*, then the sentence is irrelevant. Students should mark the sentence, "The first library was founded in the city of Philadelphia in 1731." as irrelevant.

► Types of Evidence

As students read about the different types of evidence, including **example**, **case study**, **statistics**, and **expert opinions**, be sure they recognize that all of the evidence listed in the chart is relevant evidence that can support the claim in the sample paragraph above the chart.

► Rebuttal to Opposing Argument

Emphasize that well-written persuasive texts acknowledge **opposing arguments** and offer a **rebuttal**. Have students read the example in the Student Edition. Ask: "What **counterargument** is given in the text?" (Some people disagree with using taxpayer money for libraries.) "What rebuttal does the writer offer?" (Taxpayers who use the library save money.)

► Persuasive Techniques

Use the chart to review **persuasive techniques**, such as **propaganda**, **bandwagon appeal**, **generalizations**, and **stereotyping**. Provide sample advertisements, and have students identify the techniques used in them.

► Author's Bias

Remind students that persuasive texts may be **biased**. Ask: "What does it mean for a text to be biased?" (The author distorts what or how the information is presented.) "Why are persuasive texts more likely to be biased than other kinds of text?" (They give opinions.) "How can readers decide if a text is biased?" (Think about what the writer has to gain or wants.)

▲ **Common Errors** Students might think that any bias in a persuasive text is bad. Clarify that bias is normal because the author has a strong point of view. Writers must be careful, though, not to overuse persuasive techniques, omit key facts, lie, or distort information just to make a point. Readers must be alert to writers who might get carried away with their claims and must read carefully to identify any of these poor writing choices made by the author.

▲ **Journal Prompt** Complete the following statement to write a claim, reason, opposing argument, and rebuttal: I believe seventh graders should be permitted to _____ because _____. Some people may argue that _____, but _____.

Language Spotlight • Persuasive Language

Have students read the sentences and circle examples of **persuasive language**. They should identify “vote for tyranny,” “destroy our city,” (exaggeration) “recklessly dangerous,” “right,” (strong adjectives) and “care about our city’s future” (sense of urgency). Students should identify the second sentence as having the strongest persuasive language. A sample additional sentence might be: *Bill Sampson is the most honest candidate the city has ever seen!*

Standards Focus

Present and Delineate Arguments Have students summarize the essay they wrote for item 6 in the Student Edition and read their summaries aloud to the class. Remind them to use appropriate eye contact, adequate volume, and clear pronunciation as they speak. Have audience members take notes so they can later identify the speaker’s claim and the soundness of his or her reasoning in their evaluations.

2 COACHED EXAMPLE

Using the Passage

Students will read a persuasive text about why Heinrich Schliemann should be recognized as the “father of archaeology.” Encourage students to draw on what they learned in **Getting the Idea** to identify the author’s claim, persuasive techniques, opposing argument, and rebuttal.



Text Complexity Details “Heinrich Schliemann: Father of Archaeology”

Qualitative

LOW MIDDLE LOW **MIDDLE HIGH** HIGH

May have multiple purposes; complex organization; somewhat complex language that is occasionally unfamiliar and overly academic; requires moderate levels of content knowledge; some references to research

Quantitative 1090L

Reader-Text-Task Although the passage is complex, there is ample evidence to support the reasons for the author’s claim, thus enabling readers to analyze the argument. The reader will be asked to identify the author’s claim, as well as persuasive techniques.

Answers

1. Students are asked to identify the author’s claim.
C

This sentence supports the claim that Schliemann should be recognized as the “father of archaeology.”

2. Students need to find two examples of persuasive techniques.

Possible response: “No one can question his devotion to learning and studying new things.” (generalization) “The field of archaeology, and the world, would not be the same had it not been for Schliemann’s contributions as the father of archaeology.” (propaganda)

Students can refer to the chart in the Student Edition for an explanation of the types of persuasive techniques.

3. Students evaluate a statement from the passage.
B
Choice A is not included in the statement. Choices C and D name a persuasive technique and type of evidence not used in the statement.
4. This item has two parts. First, students identify the opposing argument, and then they identify the rebuttal.

Part A C

To find opposing arguments, students can look for key words such as “although,” “some people,” and “even though.”

Part B D

Students should look back at paragraph 8 to find the author’s rebuttal.

Using the Passage

Students will complete the **Lesson Practice** independently. The **Reading Guide** helps students monitor their comprehension while they read and apply the skills and strategies they learned in this lesson. Students can take notes in the margins, mark up the text, or think about key ideas.



Text Complexity Details

“Heinrich Schliemann: Archaeological Con Artist”

Qualitative

LOW MIDDLE LOW **MIDDLE HIGH** HIGH

Multiple purposes; some explicit connections between ideas; language that is complex and generally unfamiliar; overly academic; requires domain-specific content knowledge; few references to outside ideas

Quantitative 1190L

Reader-Text-Task Many of the paragraphs are short, with a consistent structure that allows readers to take in the content in smaller chunks. Transitions enable readers to follow the logic of the passage. The reader will be asked to analyze the structure, identify the use of persuasive techniques, and evaluate evidence.

Answers

- Possible responses: (1) “His personal motivations trumped any desire to follow the appropriate procedures one should uphold as a scholar or archaeologist.” (2) “Worst of all, Schliemann often lied about the date of the discovery, and he did this to cover up the thievery of some of the treasure.” (3) “Although supporters of Schliemann may claim that he was a pioneer of archaeology who ‘discovered’ Troy, perhaps they too have fallen for Schliemann’s fabricated stories he spun to glorify himself.” (DOK 3)
- Possible response: The author begins the argument by stating his claim—“Heinrich Schliemann, the man who some call the father of archaeology, was more of a money-hungry treasure seeker than he was an archaeologist.” He then organizes his argument in chronological order to show how the events of Schliemann’s life support the claim. The supporting paragraphs build on each other by showing how Schliemann lied in his earlier life, took information from others

to decide where to excavate, then used poor methods to excavate Troy, and stole treasures and lied about them. (DOK 3)

- B; C (DOK 3)
- Possible response: The author sufficiently showed enough holes in Schliemann’s stories to support the idea that he was a liar who cared more about discovering treasures than about finding and preserving historical artifacts. Examples of text evidence that show this deception are: “Calder and Traill believe that Schliemann’s early interest in archaeology was exaggerated and that he falsified information to obtain a U.S. citizenship,” “For one, his story changed later in his life to say the treasure was found on or inside the wall of Troy, when really it was found outside the wall.” and “He smuggled some of his findings out of Turkey.” (DOK 4)
- Part A B**
Part B A; C (DOK 3)
- Responses will vary. Refer to the Analytic Writing Rubric. Top-scoring students responses should:
 - analyze each author’s claim and how it is supported with reasons and evidence.
 - compare and contrast the evidence provided in each passage.
 - compare and contrast how each author interprets the facts related to the topic.
 - include textual evidence from each passage to support the response.
 - express ideas clearly and concisely.
 - use correct spelling, grammar, capitalization, and punctuation. (DOK 4)