

ELA LESSON PLAN		Introduction to Author’s Purpose and Persuasive Strategies (lesson #2 of 3)	
OVERVIEW			
Unit	Where Did You Hear That? Becoming Critical Consumers of News Media		
Lesson Length	Three hours minimum (can be split up over a couple classes)		
Class	ELA, Pre-ASE, GLE 4–8, CCRSAE C & D		
Teachers	Kristi Kaepfel, Ric Nudell, and Aliza Ansell		
STAGE 1—PLANNING for DESIRED RESULTS			
ESSENTIAL & GUIDING QUESTIONS	For what purposes do authors write texts? How does the author’s purpose alter a text’s credibility? How do authors try to persuade us?		
LESSON OBJECTIVES		CCRSAE Instructional Shifts addressed in this lesson	
By the end of this lesson, students will be able to: ✓ Identify three primary author purposes (to inform, to entertain, and to persuade) in authentic texts from newspapers, magazines, and online publications ✓ Describe common persuasive strategies used in news media such as appeal to emotion, use of facts/figures, use of experts, appeal to popularity, and anecdotal evidence and begin to identify them in authentic news media ✓ Use common persuasive strategies in their writing		○ Practice with complex text and its academic language ○ Ground reading, writing, and speaking in evidence from literary and informational texts	
CCR LEVEL-SPECIFIC STANDARDS THAT SUPPORT AND ALIGN WITH THE LESSON OBJECTIVES			
R.4.D. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. R.6.C. Describe how a narrator’s or speaker’s point of view influences how events are described. W.1.C. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
PRIOR KNOWLEDGE NEEDED			
This lesson follows lesson 1 in this unit. Students should also be familiar with a variety of text types such as stories, plays, news articles, science and social studies texts, etc.			

STAGE 2—EVIDENCE of MEETING the LEARNING OBJECTIVES

- Student progress will be evaluated by their ability to orally identify author’s purpose in the guided class discussion with authentic advertisement and headlines, as well as through their written work in which they will practice identifying authors’ purpose and persuasive strategies in authentic texts.
- The persuasive strategies graphic organizer will require students to do a close reading of texts to identify strategies. As such, the organizer will give the teacher insight into the students’ thinking processes and abilities to infer from the text.
- For the writing section in which students compose their first drafts of an opinion piece using persuasive strategies, they will be provided with a checklist of elements the opinion piece should contain.

STAGE 3—ACTION

*Materials provided with this lesson are posted at

<https://www.sabes.org/content/curriculum-critical-media-consumers-unit-lesson-2>

PRE-TEACH VOCABULARY (15 min.)
using appropriate EBRI strategies

**editorial, opinion, fact, objective,
subjective**

(see the [MA STAR Handbook](#), pg. 17, for a chart of vocabulary strategies)

PART 1: PURPOSES FOR WRITING (45–60 min.)

For what purposes do authors write texts? How do authors try to persuade us?

How does the author’s purpose alter a text’s credibility?

Materials:

- 1) example articles of various purposes
- 2) List of examples of headlines and story titles to illustrate PIE (persuade, inform, entertain)
- 3) List of examples of headlines and story titles to infer purpose
- 4) Handout*: *Author’s Purpose Paragraphs*

Introduction:

1. Start by asking students to name some of the types of reading you’ve done in class so far, eliciting answers like stories, plays, news articles, science texts, etc., *OR* hand out a few **example articles of various purposes** to pairs or groups. Ask students to think about why the author wrote each of those things. A story—to entertain and maybe teach a lesson. A news article—to inform?
2. Introduce PIE—the three main reasons an author writes—to persuade, inform, and entertain.
3. Provide students with **examples of each**, e.g.
 - a. inform = news articles such as results of an election;
 - b. entertain = fictional story such as *Harry Potter*; and
 - c. persuade = a lawyer’s defense speech.

Guided Practice:

4. Project or provide students with a **list of headlines/story titles** from magazines, news outlets, etc. (ex. *"Tiger Woods gets DUI in Florida"*, *"Why You Should Care about the UK Election"*, *"Hillary Duff's New Man"*) and have them infer (working as an entire class or and aiding with prompting as needed) what the likely purpose of the article is.
5. Discuss what types of publications/where in the publication you'd find these articles (persuasion in editorials, entertainment articles in tabloid magazines, etc.)

Application:

6. Move to paragraphs of articles. Find articles of each type and level them as needed. Provide students with the **handout on author's purpose*** and ask them to work, alone or in pairs, to try and infer the author's purpose. For differentiation, you could have 2 handouts, one with lower-level texts/shorter passages and one with higher-level text/longer passages.
7. Students will share out and discuss which purpose they identified and reason aloud as to why they made that decision.

PART 2: PERSUASIVE STRATEGIES (1 hr.)

Materials:

- 1) Definitions and examples of common persuasive techniques (ex. from [ReadWriteThink](#))
- 2) Source: [Persuasive advertisements](https://blog.hubspot.com/marketing/persuasive-advertising) (https://blog.hubspot.com/marketing/persuasive-advertising)
- 3) Source: [Web resources for finding advertisements](#)
- 4) Handout*: Paragraphs of editorials that use different persuasive techniques
- 5) Handout*: Persuasive Strategies Graphic Organizer

Introduction:

1. Tell students that they're now going to focus in on the persuasive purpose because it can often be the most consequential one. Tell a story that illustrates the consequences of being persuaded—for example, a story about getting drawn into an online scam. Elicit other stories from students of times someone persuaded them to do, buy, or believe something.
2. Ask: how do authors persuade us? Why do people fall into their traps? Also note, it's not always a bad thing—we can persuade people for good causes as well.
3. Introduce a few common persuasive techniques—appeal to emotion (fear, love, lust, etc.), use of logic (logos), use of experts, popularity, and anecdotal evidence, giving a **definition and example of each**.

Guided Practice:

4. Show **ads that illustrate various persuasive techniques** and identify them as a group, discussing how it was evident. Teachers can pull these from **various online sites**.

Application:

5. Move from advertisements to news articles, again using **paragraphs from actual pieces*** (editorials will be the primary source here) with differentiated levels. Provide students with a **graphic organizer*** to help them track evidence of persuasive techniques being used. Have students share out and discuss what they found.

WRITING/WORK ON NEWSLETTER (CULMINATING ASSESSMENT) (1 hr.)**Materials:**

- 1) Persuasive strategy slips of paper
 - 2) Handout*: Editorial Checklist
 - 3) writing materials and/or internet access for google docs
1. Remind students that the culminating assessment for this unit is a student-made newsletter around a controversial, current topic that contains a variety of article types (news, satire, biased news, editorial). At this point in the unit, students will have already chosen the topic of their newsletter.
 2. Pass out **slips of paper (2 to each group) with a persuasive strategy** studied today on it. Tell students they will write 1-2 paragraphs on their topic with the aim of persuading the reader using the assigned persuasive strategies.
 3. Model the process first by writing your own editorial paragraph with a persuasive strategy on one of the topics.
 4. Provide students with an **editorial checklist*** of what their editorial should contain.
 5. Invite students to work in small groups (3 students each) to write editorials. Explain that students will revise these later in the unit for “publication” in the newsletter. For additional structure, consider assigning students roles in their groups (one writer, one responsible for coming up with how to use the 1st persuasive strategy, one for the idea of the 2nd persuasive strategy). Students can collaborate on the writing together using Google Docs.
 6. When finished with the drafts, students read theirs aloud in groups and have other students identify the persuasive strategies used and how they know.

CLOSING

Materials: Exit slips *OR* internet access for google forms

Exit question (using google forms or writing a few sentences on paper):

*Why do you think it's important that we know when people are trying to persuade us?
Give examples in your answer.*

Consider sharing answers at the beginning of next class to review and open a discussion on situations when it would be helpful to be alert to persuasive strategies.

NOTES: If you have more class time, use it for further writing and editing of these pieces.
After teaching this lesson, add a *Reflection / Notes for Teaching it Again*.

Useful documents on the SABES website:

[“Standards-Aligned Classroom”](#), [“Instructional Planning Guide for ELA”](#), [“Three Key Shifts”](#)