

Lesson Plans for Persuasive Multi-genre Research Project

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Objectives/TEKS:

analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.[8A]

summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion.[9A]

distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported.[9B]

make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns.[9C]

synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.[9D]

evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts.[10A]

evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts).[11A]

translate (from text to graphic or from graphic to text) complex factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.[11B]

evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;[12B]

evaluate the objectivity of coverage of the same event in various types of media; and[12C]

evaluate changes in formality and tone across various media for different audiences and purposes.[12D]

plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.[13A]

Procedures

Day 1:

1. Survey: Who's done research? What is it? What's it teach?
2. PowerPoint introduction to multi-genre research paper with explanation of expectations, assignments and due dates.
3. Choose a research topic (persuasive). Students may choose a topic not on list, but it must be school appropriate and easy to research. Information must be found on SIRS database.
4. Students create a "favorites" folder on Chrome to keep track of research. Begin looking for at least 3 sites that support position and target 1 that disagrees.

Day 2:

1. Briefly discuss problems/concerns with websites so far. Mini-lesson on how to do a Google search.
2. Take top 3 websites from research and place them in Tagxedo (Genre 1).
3. Write a thesis statement based on the Tagxedo. Post thesis statements around the room.

Day 3:

1. Topic discussion board: Students post the three most interesting facts they've discovered so far to support their thesis.
2. Work on Works Cited page using easybib.com
3. Create a persuasive outline map for paper to guide the rest of the research process.

Day 4:

1. Topic discussion board on Blackboard: Students pose and answer questions to other students concerning their topics
2. Intro to Genre 2: Smore/Glogster.
3. Use websites to create a "top 10" infographic of most important facts that supports the persuasive thesis. Infographic must include pictures, music or video.

Day 5:

1. Check progress on Smore, and finish digital poster.
2. Add sources used on Smore to Easybib/works cited.
3. Share with class if time permits.

Days 6-9:

1. Review samples of PSAs and rubric for project.
2. Planning guide for PSA: importance (why should the audience care), results, call to action, begin the draft of script.
3. Gather pictures and select music (freeplaymusic.)
4. Record audio of script and add to Photostory or Movie Maker.
5. Save as MP3 and upload to Blackboard

Day 10

1. Review outline of paper and sample student papers.
2. Write outline and start draft of persuasive essay.

Day 11

1. Mini-lesson: internal documentation (MLA format)
2. Peer edit/teacher review of rough draft

Days 12-15

1. Create Wiki on Blackboard
2. Review all drafts of all genres and rubrics for each. Begin making corrections for final drafts of all documents. Make sure to include works cite and foot notes for every genre. Put the final copy of all documents on Wiki in Blackboard.
3. Review all submissions for spelling, grammar, punctuation, etc.
4. Review the work of other student submissions on the Wiki pages. Make a comment, connection or correction to at least two other classmates' work.
5. Present PSAs to class.