NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_PERIOD:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Persuasive Writing Unit:**

**WHAT’S YOUR OPINION?**

* **ESSENTIAL QUESTIONS OF THE UNIT:**
1. What are the pro/con arguments for having athletic teams in school?
2. How does information on an issue help someone form an opinion?
3. When you have a strong personal opinion, how difficult can it be to see both sides of a debate?
4. Is it important to see both sides of an argument or belief? Why or why not?
5. How is the structure of an opinion/argumentative essay different from an explanatory essay? (hint: counter-argument!)
* **TEXTS USED IN THIS UNIT:**
	1. “Video Games: A College Sport?” (separate packet)
	2. “What’s Fair in Sports?” (separate packet)
	3. “Research Says Exercise Works Out the Brain as well as the Body”
	4. “Should Girls be Allowed to Play High School Football?”
	5. “For Teens, When is it Safe to Play Again after a Concussion?’
	6. “Basketball Programs help Boys Believe in themselves, and behave Better”
	7. “States take Aim at Heat Stroke, other serious High School Sports Injuries”
* **CULMINATING ASSESSMENTS:**
1. **Whole-Class Discussion**: “A penny for your thoughts” is a discussion style where each student begins discussion with two pennies on their desk. When they want to share an idea or develop/disagree with an existing idea, they will toss the penny gently into the middle of the circle.
2. **Persuasive Essay:** Students will create a five paragraph opinion essay that answers the question: should high schools have athletic teams?
3. **Put your game down, flip it, and reverse it:** Students will create another five paragraph opinion essay that argues the opposite opinion, eek!
4. **Action!** Students will be placed in small groups to create and execute 2-3 minute nightly news segments. The segment must use ethos, pathos, and logos to convince the audience of a clear opinion on youth sports.

**TEXT THREE: Research says exercise works out the brain as well as the body**

* 1. Comprehend: What is the central idea of the article?

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* 1. Analyze: How does the section “Brain’s Later Stages” help develop the central idea of the article?

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* 1. Interpret: Why does the author include the sentence, “As people get older, BDNF levels fall, and this decline is one reason why some older adults lose memory and mental abilities?”

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* 1. Think and Defend: Should you exercise more, and what benefits would you receive? (ACES)

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* 1. Bonus Activity ☺

**TEXT FOUR: Should Girls be Allowed to Play High School Football?**

1. Comprehend: What is the central idea of the article?

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1. Prove it(!): Copy two sentences directly from the text that support your “central idea” above:

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1. Interpret: What do you think the author’s purpose is?

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1. Think and Defend: Should girls be allowed to play football? (ACES)

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1. Bonus Activity ☺

**TEXT FIVE: For Teens, When is it Safe to Play Again after a Concussion?**

1. Comprehend: What are the symptoms of a concussion?

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1. Analyze: Which paragraph in the section “We All Worry” supports the claim that much thought was not given to when it was safe for kids to play again. Copy it.

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1. Compare and Contrast: How are the central ideas of Text 3 (“Research says exercise…”) and Text 5 (“For teens, when is it safe…”) similar? (ACES)

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1. Bonus Activity ☺

**TEXT SIX: Basketball program helps boys believe in themselves**

1. Comprehend: What is the central idea of the article?

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1. Analyze: Which section from the article best explains Kyle Earley’s motivation to help students learn new behaviors?

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1. Interpret: How does starting the article with a child’s experience affect the reader when reading this text?

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1. Think and Defend: We have read six different sports articles so far this unit. Which one was the most persuasive to you? Why? Name at least two strategies you notice the author uses to influence the opinion of you, the reader.

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1. Bonus Activity ☺

**TEXT SEVEN: States Take Aim at Heat Stroke**

1. Comprehend: What is the central idea of the article?

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1. Analyze: Copy a sentence from the section “More Trainers Needed” that supports the central idea statement above.

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1. Interpret: Should parents be blamed for an increase in youth sports injuries? (ACES)

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1. Interpret: What is the author’s point of view about athletic injuries? (ACES)

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1. Bonus Activity ☺