

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - LA, Writing	Cognitive Skill Level - Evaluation	Correlation to Framework - 01.05	Lesson Number - 15
<p>Activity Title—Viewpoint and Persuasive Writing</p> <p>Goal/Objective</p> <p>To help students develop persuasive writing skills</p> <p>Lesson Outline</p> <p>Introduction</p> <p>There are many times when adults are called on to persuade someone to accept or understand their position or reasons for doing certain things. Adult may need to use persuasive writing to obtain a refund, get a job or convince a family member to relocate. There are many occasions when persuasive writing can be helpful. This activity will provide students with an opportunity to build their skill of persuasion through the writing process.</p> <p>Activity</p> <p>As a group brainstorm a series of issues that impact students in their daily lives. For example: dealing with violence in schools by applying stiffer penalties on parents, cutting taxes at the risk of hurting the economy, etc. Based on the list of issues posted, have student select an issue. If possible the students should choose issues that they have some concerns or feelings about. Group students who have same viewpoints on the issue. Have students conduct research on the Internet or in the media center about their respective issues. Have students make one list of the factual knowledge that they have about the issue, then another list that expresses their personal feelings on the issue. Have the students work in teams to develop a persuasive brochure or infomercial (3 minute limit) to present to the rest of the class. Be sure that for every group supporting an issue, you have a group opposing that issue.</p> <p>Debriefing/Evaluation Activity</p> <p>Have each group present their material to rest the class. Have the opposing group report as well. Have students vote on the best arguments presented for or against each issue. Have students discuss the persuasiveness of each group's efforts.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Access to research tools, such as the media center or Internet, magazines, etc. • Audiovisual equipment as needed • Paper and pencils • Timer for presentations
			<p>Extension Activity</p> <p>Have students conduct debates with members of their class or with other students in the program. Provide an issue that will be addressed and allow the students an opportunity to conduct research and develop their arguments.</p>
			<p>ESE/ESOL Accommodations</p> <p>Pair students who need help with another student who will help them.</p> <p>Provide a peer helper for those students who need help.</p>
			<p>Real-Life Connection</p> <p>Have students watch a political show such as "Face the Nation" to see different viewpoints presented by the various participants. Explain to students that they should be cognizant of the reasons that people state specific opinions (party politics, conservative or liberal leanings, etc) and that they might not always be based on fact.</p>

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<p>Activity Title—</p> <p>Introduction</p> <p><i>Say:</i> There are many times when you have to persuade someone to accept or understand your position or your reasons for doing certain things. The ability to persuade an individual to accept your opinion or viewpoint can be very useful when you have to obtain a refund, get a job or convince a family member to relocate. There are many occasions when persuasive writing can be helpful. This activity will provide you with an opportunity to build your skills of persuasion through the writing process. There is one other reason for understanding the fine art of persuasion. Many times you hear opposing viewpoints on the news. <i>Ask:</i> How do you know which version to believe? Unfortunately that can often be difficult to do—unless you understand how you build persuasive arguments based on facts. This activity will help you develop those skills.</p> <p>Main Activity</p> <p><i>Ask:</i> What are some current issues that you really care about? Solicit from the group at least 4-6 issues. Issues might include: dealing with violence in schools by imposing penalties on parents, tax cuts at the risk of hurting the economy, etc. Based on the list of issues posted, have each student select an issue and whether they are for or against the issue. If possible students should choose issues that they have strong concerns or feelings about. I</p> <p>Group students so they can work in teams to develop their arguments for or against the identified issue. <i>Say:</i> I want each team to make one list of the factual knowledge that they have about the issue, then another list that expresses their personal feelings on the issue. You will need to research your issue to obtain the factual information. When you finish your research develop a persuasive brochure or infomercial (3 minute limit) to present to the rest of the class.</p> <p>Teacher's Note: Be sure that for every group supporting an issue, you have a group opposing that issue.</p> <p>Debriefing/Evaluation Activity</p> <p>Have each group present their material to rest the class. Have the opposing group report as well. Have students vote on the best arguments presented for or against each issue. Have students discuss the persuasiveness of each group's efforts.</p>			