

SYRACUSE CITY SCHOOL DISTRICT



Grade 04 Unit 06 Writing Unit Paired Persuasive Speeches

Immigration

Standards: W.4.1, W.4.4, W.4.7, L.4.2, L.4.3, SL.4.1-SL.4.4

Unit Description: Research Reading (Immigration) & Writing for Change

In this set of units, students will leverage reading research skills to gain information – and form an evidence-based opinion – about a class topic. 4th graders will study the topic of immigration and research issues surrounding immigration past and present. As they research, 4th grade students will put to use critical nonfiction reading skills, such as determining importance, determining central ideas, and analyzing an author’s point of view.

As writers, 4th graders will draft persuasive essays that state a claim on one of the class issues; they will learn to provide key text evidence to support their claims. These essays will serve as the foundation for class debates on the issues being studied. Students will learn how to convey an opinion clearly and effectively in a mock-debate setting.

Note to Teacher: You will notice that the beginning of the writing unit does not coincide with the beginning of the reading comprehension unit. The reason for this is we are allowing time to build background knowledge related to conducting research on the topic prior to creating a persuasive speech/debate.

Implementation Dates:

April 13 – May 29, 2015

Culminating Events – Debates:

May 28-29, 2015

WRITING STANDARDS	LANGUAGE STANDARDS
<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g. for instance, in order to, in addition)</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>L.4.2 Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>
<p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, and listening.</p> <p>a. Choose words and phrases to convey ideas precisely</p> <p>(b and c not assessed in this unit)</p>
<p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	
SPEAKING AND LISTENING STANDARDS	
<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on other's ideas and expressing their own clearly. (see a-d in your CCLS)</p> <p>SL.4.2 Paraphrase portions of the text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.4 Report on a topic or text, tell a story, recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	

Assessment Description	Writing Rubric
<ul style="list-style-type: none"> 4th graders produce an outline of an argument 4th grade teams present two sides of an argument in speech presentation 	<p>Grade 4 Opinion Rubric</p>

Recommended Texts	Topic/subtopics of study
<p>The New Americans: lesson plan with resources for use in developing claims and finding supporting evidence on the topic of immigration.</p>	<p>Pros and Cons: immigration questions answered with opposing pro/con viewpoints.</p> <p>The New York Times Upfront: Magazine for Teens- list of</p>

<p>When researching in preparation for the debate: Revisit any articles from the reading Comprehension Unit NY TIMES choose from the various articles provided at this link USA TODAY choose from various pieces provided here</p>	<p>articles for use in preparing debates (specifically look at: The Great Immigration Debate and The Debate Over Immigration 200 years and Counting) Migration Information Source</p>
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Big Ideas		Essential Questions	
<ul style="list-style-type: none"> Writers support their points of view with reasons, facts, and details. 		<ul style="list-style-type: none"> <i>How can we support our opinions?</i> 	
Vocabulary		Anchor Charts	
<ul style="list-style-type: none"> Advantage Argument Convince Debate Disadvantage Documentation Issue 	<ul style="list-style-type: none"> Opinion Oppose(opposed, opposing) Persuade Pro/Con Rebuttal Stance Statement 	<ul style="list-style-type: none"> Persuasion Chart Boxes and Bullets Chart Strong Evidence Chart Rules for Debate Accountable Talk Debate Protocol 	

Standard/Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Supports & Scaffolds	INDEPENDENT PRACTICE
<p>*Prepare students for the unit with 2-3 immersion days: During this time, study examples similar to what your students will work to produce. Teach students to articulate the qualities of paired persuasive speeches or debates through the use of examples and media. Watch debates between students on topics other than immigration. Highlight the key components of successful debate, quality research, and quoting from sources. Some possible media links-</p> <p>What is Scholastic Debate? 1:27 minute clip defines debate. Elementary School Debate Team: 2:41 minute clip showcasing the debate team of a Baltimore Elementary School. 6th graders debate nuclear energy- 2:35 minute clip about how a class prepared to debate on nuclear energy. Breck Elementary Students: 4th graders debate- Shares procedures for debate 13:46 minute clip.</p> <p>*Students should actively participate in taking notes and brainstorming an outline of different ways to structure the debate process in the classroom. Teachers should guide students to a final protocol for debate. Teachers may also consider running a “mock” debate on a simple topic such as, “Should kids be allowed to have pets.” in order to practice the debate protocol. (Link to Breck Elementary protocol)</p>				

Standard/Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Supports & Scaffolds	INDEPENDENT PRACTICE
<p>Writers can describe the qualities of effective</p>	<p>6.1 Writers describe effective arguments by determining the claims, evidence, and counterclaims.</p>	<p>Think-Pair-Share: What is the claim? What is the evidence? Can there be a counterclaim?</p>	<ul style="list-style-type: none"> Teacher reviews the definition of the concepts of claim, evidence, and counterclaim. Teacher models using pages 	<p>Articles: NY TIMES (choose articles from this link to use in independent practice and debate preparation)</p>

Standard/Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Supports & Scaffolds	INDEPENDENT PRACTICE
arguments				Partner Pairs will repeat the process from the Check for Understanding: What is the claim? What is the evidence? Can there be a counterclaim?
	6.2 Writers determine if an argument is effective by reading about the topic and comparing the evidence.	Stop and Jot: "What evidence supports the claim that the article makes? (choose an article from the recommended texts)	<ul style="list-style-type: none"> Teacher models using pages Lead students to determine what evidence from the text supports the effectiveness of the argument. 	Article: What part of illegal don't you understand? Partner pairs will work to develop a claim with supporting evidence to argue why lunches like those described in "Good and Plenty" may not be best for very active people.

This is where your Reading Unit meets your Writing unit. Students should be using the research they are looking at in Reading to begin to develop claims, evidence, and counterclaims for their debate (speech) topic.

Writers take a stance on an issue and support it with evidence	6.3 Writers determine if an argument is valid by examining the facts presented and weighing the evidence.	Writers use their research articles to complete a WEIGHING THE CHOICES graphic organizer.	<ul style="list-style-type: none"> Debate teams will collaborate to discuss their topic of study. Teachers will facilitate groups assisting with the graphic organizer. 	Work on opening statement for debate using research from reading and what you know about effective argument. (6.1/6.2)
	6.4 Writers take a stance on an issue by gathering evidence from multiple sources.	PRO/CON LIST : writers will make a pro and con list related to their debate topic of study.	<ul style="list-style-type: none"> Debate teams will collaborate to discuss their topic of study. Teachers will facilitate groups assisting with the list. 	Work on citing research that supports your stance. Refer to the pro/con list to guide your search for details that support your stance.
	6.5 Writers effectively support an argument by	Students will use the PERSUASIVE ESSAY CHECKLIST as a model for	<ul style="list-style-type: none"> Debate teams will collaborate to discuss their 	Work on closing statement for debate using research from

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	stating their claim and supporting it with facts.	developing their speech. They will share the pen as they organize their ideas into writing.	topic of study. <ul style="list-style-type: none"> Teachers will conference with groups providing feedback on the shared writing experience. 	reading and what you know about effective argument. (6.1/6.2)
Writers add more evidence and counter-arguments to make their arguments convincing	6.6 Writers strengthen their argument by addressing the opposing viewpoint and using it to support their claim.	Students will use their TRANSITION WORDS BANK to include contrasting statements that address the viewpoint in opposition to their claim.	<ul style="list-style-type: none"> Debate teams will collaborate to discuss their topic of study. Teachers will conference with groups providing feedback on the use of transition words in the speech. 	Finalize your speech/debate points: assign roles/speaking points to group members. Write statements on index cards.
BEFORE PRACTICE AND FINAL DEBATES BEGIN... <ul style="list-style-type: none"> Writers revise and edit their argument to prepare for the persuasive speech/debate. Debate Teams prepare for presentation by conferencing with teacher or peers to ensure that their argument is being effectively supported with evidence from text. 				
Public speakers practice speaking slowly, clearly, and purposefully	6.7 Speakers engage the audience by pacing their rate of speech and expression in a way that helps listeners understand their points. 6.8 Speakers create a diverse message by paraphrasing portions of various texts. 6.9 Speakers persuade an audience by stating their claim and supporting it with evidence.	Debate teams will be paired up with a team from another topic of study to practice their speech and receive feedback before the final presentation. Their focus should be on rate of speech, opening statement, stating their claim, transition words, evidence, recognizing the opposition, and closing statement.		

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Public Speakers Report on a topic or text using appropriate facts and relevant, descriptive details	PRESENTATION: <ul style="list-style-type: none"> Review Rules for Debate and Debate Protocol created during immersion. Teams will engage in their debates making sure to follow the rules and protocol. 	Audience will listen and score the speeches from each debate team using the DEBATE SCORE SHEET .		

SUGGESTED PACING:

***Note to Teachers: The Reading Unit begins before the writing unit in order to build the background needed to develop a strong debate. There are also two state assessments and NYSESLAT testing during this unit which will impact pacing.**

April 28: Immersion Writing	April 29: Immersion Writing	April 30: Immersion Writing	May 1: 6.1	May 2: 6.1
May 5: 6.2	May 6: 6.2	May 7: 6.3	May 8: 6.3	May 9: 6.4
May 12: 6.4	May 13: 6.5	May 14: 6.5	May 15: 6.6	May 16: 6.6
May 19: 6.7-6.9	May 20: 6.7-6.9	May 21: 6.7-6.9	May 22: 6.7-6.9	May 23: 6.7-6.9
May 26: Memorial Day	May 27: Practice debates	May 28: Debates	May 29: Debates	May 30: Debates