

## **Eighth Grade English/Persuasion Lesson Plan**

**Lesson Plan Title:** Persuasion: The Anti-War Movement and Military Recruitment

**Concept/Topic To Teach:** Persuasion. Text analysis of proposition and argument. Propaganda techniques. Moral decision making/non-violence.

**Standards Addressed:** California Eighth Grade Language Arts Standards R 2.2, R. 2.7, W 2.4, LS 1.8. This also fulfills LAUSD Language Arts Curriculum, Instructional Component 4: Persuasion.

**General Goal(s):** To compare, analyze, and dissect contrasting texts for logic, accuracy and coherence. To identify propositional arguments. To write a five paragraph essay with a clear thesis that addresses the goals outlined above and offers a clear argument for or against persuasion techniques generated by the military towards K-12 students.

**Specific Objectives:** To move students from dependence to independence in making important moral and sociopolitical decisions. To allow students to recognize tactics and techniques of persuasive argument and contrast those to propaganda. To introduce the concept of non-violence to students.

- Required Materials:**
- 1) Military Recruiting information (from Recruiting stations/personnel/web/magazines/Channel One). Pro-war speech.
  - 2) Addicted To War, a graphic novel by Joel Andreas; Class set of 25. Video of Eminem's "Mosh". Anti-War Speech.
  - 3) Handouts on Military Recruitment and OpEds and news articles
  - 4) Non-violence materials

**Anticipatory Set (Lead-In):** Handouts on Military Recruitment and news articles; Questionnaire on students prior knowledge of military recruiting techniques. Instructional Conversations on geopolitical concerns and free expression.

**Time Line:** Five weeks from March 7 – April 18 allowing time for CAT-6 testing

## **Step-By-Step Procedures:**

Week One: Build vocabulary and introduce literary concepts--Unity; coherence; logic; and internal consistency.

Week Two: Review Recruiting Brochures and start reading Addicted To War. Define Proposition. Text analysis of proposition and argument. Ongoing vocabulary development.

Introduce framework of Persuasion Instructional Component:

### Analyzing Proposition and Argument

Writers of speeches often make a *proposition*—a subject or statement to be discussed or debated—when they begin their speech. The proposition is the main point of the writer’s speech. In order for a proposition to effectively persuade the reader or listener, it is necessary to present sufficient support:

- ◇logical arguments
- ◇facts
- ◇expert opinions
- ◇personal observations

First identify the speaker’s proposition or main point. Then look for the details that support the proposition. Finally, you should evaluate the speech by looking at your own response. Were you influenced by the speaker to believe in his or her argument?

Speakers Proposition:::::What does the speaker want me to believe?

Supporting Details:::::How does the speaker support his or her argument?

Your response:::::Did you ‘buy’ the argument? Why or why not?  
(from *Prentice Hall Literature :8<sup>th</sup> grade: p.404*)

Week Three: Introduce propaganda techniques. Analysis of graphic/visual information delivery devices (brochures/videogames/speech {Bush State of the Union 1/05?} vs. graphic novel/videos/speech{ML King Jr./Malcolm X?}). Utilize Thinking Maps to compare and contrast.

Week Four: Write a five paragraph essay with a clear Thesis Statement exploring Persuasion techniques with clear references to above text and to military recruitment materials.

Week Five: Introduce concepts of non-violence and moral decision making. Instructional Conversations.

**Plan For Independent Practice:**

Write an OpEd piece or letter to the editor. Start a local peace club. Research Central American wars of the 1980s.

**Closure (Reflect Anticipatory Set):**

Follow-up questionnaire; Starting a Peace Club; Social Justice Academy at Belmont HS (presentation?).

**Assessment Based On Objectives:**

Write a five paragraph essay with a clear thesis and at least three references on a school laptop computer.

**Adaptations (For Students With Learning Disabilities):**

Graphic novels/visual presentations using multimedia sources.

**Extensions (For Gifted Students):**

Oral presentation/debates. Investigative journalism piece with interviews. Poetry/Songwriting on war.

**Possible Connections To Other Subjects:**

History/Social Studies  
Technology  
Art  
Music