

Theme: New 7 Wonders of Nature (Persuasion)

Important Question: “What makes a natural place worthy of saving or recognizing?”

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Language: English

Level: 5th grade inclusion ESL

For other target languages, the important question will be “What makes this site worth saving or recognizing?”

GOALS/OBJECTIVES

Students will be able to:

1. deliver a persuasive speech to peers, convincing them that their natural site should be included in the Top 7 Wonders of Nature.
2. Students will be able to explain/apply the current national and/or global focus on the environment as a way to gain cultural perspective.

Summary of Assessment Tasks

What kind of task will demonstrate that students have learned and can do the objective

<i>Communication</i>	Interpretive task Students will:	Interpersonal task Students will:	Students will: Presentational task
<i>Performance Assessment</i> (Note: The performance assessment tasks are integrated throughout the instructional unit; they are not meant to be given as a whole at the end of the unit.)	<p>*choose a natural wonder and in pairs read articles on the internet or in a book/encyclopedia about their selected natural wonder.</p> <p>*complete a graphic organizer of three Big Ideas. (Inference: “why should we save this place?”)</p>	<p>*watch a commercial about sports and discuss its effectiveness.</p> <p>*negotiate with partner and decide on which will be their top three natural wonders.</p>	<p>*give a 1minute speech to their peers about their natural wonder (other students in the building). In the case of a world language class, students can videotape their presentations for showing to higher or lower level class.</p> <p>*write a 5-paragraph persuasive essay making an argument for their natural wonder. For world language classrooms, 10-12 sentences depending on the level of the class.</p>

<p><i>What are the <u>Cultural Aspects</u>?</i></p>	<p>Practices: Identify and preserve natural places in North America Perspectives: Understand the cultural need/push to identify and preserve these places Perspectives: Understand how people in North America sell products Products: Natural places in North America</p>
<p><i>What are the <u>Connections to other subjects</u>?</i></p>	<p>Social Studies/History: Connection between the 7 Wonders of the Ancient World; history of preserving and identifying important and/or famous places Environmental Studies: Understanding the role of natural places in society and the world Create an awareness of conservancy.</p>
<p><i>What are the language and cultural <u>Comparisons</u></i></p>	<p>Cultural: compare important and/or famous places in North America Language: naming of places in the U.S. and in the students' home language</p>
<p><i>What are the connections to <u>Communities in and outside of the classroom</u>?</i></p>	<p>Use of the language outside the classroom: Students present or videotape a one-minute speech for viewing by classmates in another class. Use of the language at home to talk about names of natural places</p>

Assessment Task 1

<i>Mode of Communication</i>	Interpretive task
<i>Performance Assessment</i>	<p>1. In pairs, students explore Natural Wonders from a teacher provided list and work in pairs to choose three and formulate big ideas, i.e., important information. (This can be adapted to famous sights or landmarks in target language countries for language classroom other than English). Students research the three natural wonder they chose, using the Internet to find articles, pictures, short videos, etc. to generate a list of reasons why their particular place should be included in the Seven Natural Wonders.</p> <p>2. Students complete a graphic organizer that states Three Big Ideas as to why their Natural Wonder should be recognized. Supporting details are required. These details will be reasons and extrapolations from what students discovered in their research.</p> <p><i>Example:</i> <i>Big Idea#1: The Mississippi River is the 2nd longest river in the U.S.</i> <i>Supporting Details: You have thousands of miles to enjoy activities like: canoeing, rafting, and fishing without seeing another person! You can visit 10 states if you travel from the source to the mouth. It's part of the longest river system in North America.</i></p> <p>This occurs early in the unit, after students have seen natural places and discussed the seven wonders of the world.</p> <p>*See graphic organizer below</p>

Big Idea (GOOD, CONVINCING reasons). Our Choices	Details BE SPECIFIC! Tell me more Explain why these are good ideas and reasons
1.	
2.	
3.	

Elementary Level Interpretive Task Rubric for use with Graphic Organizer

	Inferring <i>How well does the student infer meaning from the research?</i>	Comprehension <i>How well does the student interpret and summarize the research?</i>
Exceeds	Student draws conclusions from the research that are relevant.	Student uses strategies to understand and summarize what is read.
Meets	Student draws conclusions from the research that are relevant. Clarification may be needed by the listener(s) and/or reader(s).	Student is using strategies to understand and summarize what is read but support is needed occasionally..
Approaching	Student is beginning to draw conclusions from the research that are relevant.	Student is beginning to use strategies to understand and summarize but requires frequent support to understand what is read.

Comprehension strategies could include the following: Asking questions; repeating words, talk arounds, active listening, etc.

Task 2: Elementary Level Interpersonal Assessment

<i>Mode of Communication</i>	Interpersonal task
<i>Performance Assessment</i>	<p>1. Students evaluate a commercial. (Purpose is to set the stage, build background knowledge) Show students a persuasive commercial. http://www.youtube.com/watch?v=WztnJkER6GY In groups of three, discuss:</p> <ol style="list-style-type: none"> a. What are they trying to “sell”? b. How are they convincing you that you should do what they say? c. Were they effective? What can they do better? <p>Share responses with class as a whole.</p> <p>2. Students negotiate with their partner to select their top 3 places for the project. Using the Internet and the New 7 Wonders of Nature website, http://www.new7wonders.com/nature/en/index/ pairs of students negotiate their top three picks.</p> <p>(After completing this, pairs randomly draw numbers to select a site and make sure there are no duplicates. Start with number 1 and they chose which Wonder they would like, number 2 chooses next, and so on. This makes it fair with no repeats, and if a group chooses one that’s on another group’s list, that group has two other sites to choose from)</p>

Rubric for Interpersonal Task

SUE* Method

	S	U	E	Grade/points
Student 1	+	+	✓	B
Student 2	+	✓	✓	B-/C+
Student 3	✓	✓	✓	C
Student 4	✓	+	✓	C-

*

- S = Success: Did the student successfully accomplish what was assigned?
- U = Understanding: How easy was the response to understand?
- E = Effort: Was the speaker making an effort to communicate rather than just answer briefly?

Rubric for Interpersonal Task taken from Blaz, D. (2001). A collection of performance tasks and rubrics. NY: Eye on Education. p.36.

Assessment Task 3

<i>Mode of Communication</i>	Presentational Task
<p><i>Performance Assessment</i></p> <p>This task occurs at the end of the unit.</p>	<ol style="list-style-type: none"> 1. Students write a 5-paragraph persuasive essay using their 3 Big Ideas. In the case of other target languages, students can be asked to write 10-12 sentences in the language. 2. Using their graphic organizer (from the interpretive task) and their essay, students create a 60-second speech to deliver to their peers (other students in the school). <p>This speech requires both students to be speaking.</p> <p>Students give a 60-second persuasive speech to their peers, convincing them that they should vote for their Natural Wonder (site or monument for other target languages). Students use Power point to present their speech.</p> <p>The votes are tallied and the winners are congratulated/rewarded. Speeches can be recorded and played at Open House to meet the community standard.</p>

Presentational Task

Non-negotiables:

Essay is:

- typed, double-spaced, Times New Roman, 12 point
- proof read, and revised

Speech

- 4 slides with pictures
- Both students have an equal share of speaking during the speech
- 3 Big Ideas from graphic organizer are used

Elementary Level Presentational Primary Trait Task Rubric Persuasion

	Persuasion <i>How well is the student able to persuade?</i>
Strong	Student develops a persuasive argument that is well developed and supported.
Acceptable	Student presents a somewhat persuasive argument but without consistent development and support.
Approaching	Student attempts to persuade but does not provide sufficient support

Proficiency-based Rubric for Intermediate Writing Tasks

	Exceeds	Meets	Not there yet
Task Completion	Includes all categories and provides additional relevant information and interesting details.	Includes all of categories and some details	Not all categories are included and or details are not included or very few.
Accuracy	Few minor errors.	Some accuracy errors that do not interfere with comprehensibility.	Errors are frequent and/or interfere with comprehensibility.
Vocabulary	Vocabulary is varied and descriptive.	Vocabulary is sufficient and varied with little or no English.	Vocabulary is repetitive and or relies on English.
Sentence-level discourse	Uses simple sentences and attempts to vary sentence patterns.	Uses memorized simple sentences in same pattern that is list-like.	Not all expressions are sentences.

Analytic Generic Intermediate Rubric – Presentational

	Task fulfillment	Awareness of Audience	Language Control
3	Student exceeds the elements required by the tasks.	Vocabulary and picture address the audience succeeds in convincing the audience.	Grammatical structures are error free; few errors are minor and do not interfere with comprehension.
2	Student includes all or most of the elements required by the tasks.	Vocabulary and picture attempt to address and convince the audience.	Grammatical structures are generally accurate; occasional errors do not significantly interfere with comprehension
1	Student includes some of the elements required by the tasks.	Either vocabulary and/or picture interfere with the message to the audience.	Grammatical structures contain frequent errors and there is little evidence of revision; errors interfere with comprehension.

The instructional and formative assessment components of the unit (these will vary for other languages)			
Functions	Structures	Vocabulary	Materials/Resources
<p>(Asking questions, telling time, describing, telling likes and dislikes, narrate; etc.)</p> <p>“I think that’s a great idea. Have you thought about...?”</p> <p>“What do you think about...?”</p> <p>“You should/must/need to...”</p>	<p>Verbs, adjectives, adverbs</p> <p>Comparative structures: -er, -est</p>	<p>What are the essential words needed? What are additional words that are nice to know?</p> <p>Outdoor activities relevant to the natural wonder (varies depending upon the sights picked)</p>	<p>Pictures, stories, online resources, videos, games</p> <p>WebWizard: to direct students to internet sites about their topic</p> <p>Books about their topics Access to Voice Thread</p> <p>Maps Ballots</p>

Planning Template: Preparing for (Interpersonal/Presentational/Interpretive) Assessments

	Learning Activities: Description
Beginning	<p>Students view pictures to introduce vocabulary. In pairs, students sort vocabulary words on paper slips into categories.</p> <p>Students watch a video on national parks or natural tourist attractions and listen for new vocabulary words. Words could be checked off on a sheet or they could circle pictures of the words</p> <p>As a class, students will discuss one of the Wonders of the World and list reasons why they are on the list in preparation for the interpretive assessment.</p> <p>Students choose a natural place to be recognized as one of their seven natural wonders. http://www.new7wonders.com/nature/en/index/</p>
Middle	<p>Students view a persuasive commercial. In groups of three, discuss:</p> <ol style="list-style-type: none"> 1. What are they trying to sell? 2. How are they selling it to you? 3. Were they effective? <p>The class brainstorms communication strategies and active listening, asking questions, asking about unfamiliar words, etc.</p> <p>Students make a mind map of words from the commercial listing words used to try to persuade</p> <ol style="list-style-type: none"> 1. Using Voice Thread, student pairs record their three Big Ideas for the place they have chosen. This recording is shared with another pair of students who will leave feedback for the pair. (Teacher assigns pairs for partnering) 2. Students use a teacher provided checklist to provide feedback to their partner pair.

End

3. Students create 4 Power Point slides:

- a. Title slide
- b. Big Idea #1
- c. Big Idea #2
- d. Big Idea #3

All slides require pictures that are relevant to the Big Idea.

These slides are the visual aide during the presentation.

Students create a 5-paragraph essay and 4 Power Point slides.

See notes in the descriptions above for adaptations to other languages.