

Task #4
5 Paragraph Essay Carousel Activity: Defining Characteristics

Content Standards:

1. TSWBAT identify the defining characteristics of persuasive writing.

Process Standards:

1. TSWBAT work cooperatively with a group.

Task:

Overview:

- This task is very similar to the Trade Book Carousel Activity.
- Use examples of 5 paragraph persuasive essays (from previous years or created by teacher)
- The students will work in groups of 3-4.
- The students will rotate from one station to another reading the essays and deciding whether or not it includes the defining characteristics.
- Use a variety of persuasive essays; some that are good persuasive pieces (have all four defining characteristics) and some that are not.
- May want to use heterogeneous groups based on reading level.

Introductory Activity:

1. Explain to the students that they will be doing a carousel activity where they read a 5 paragraph persuasive essay and decide whether or not the essay is a good persuasive piece.
2. Explain that it will work the same way as the Trade Book Carousel Activity.
3. Ask the students to discuss with a partner what makes a good persuasive piece.
4. Discuss answers as a class (should come up with the all 4 defining characteristics).

Whole Group Activity:

1. Model the activity using an essay that contains all the defining characteristics of a good persuasive piece. (procedures of activity listed below)
2. Stop and discuss when student identifies characteristic (mark with sticky note).

Small Group Activity:

1. Review the rules of the carousel activity and exactly how it will work.
 - a. Two essays per station (5-7 stations)
 - b. 8 minutes per station
 - c. Take turns who reads aloud (each student reads at least one essay).
 - d. When they identify a defining characteristic in the essay, use a sticky note to mark it and write which characteristic it is on the sticky note. (take off when done).
 - e. When all done reading, go back through the essay and decide whether or not it is a good persuasive piece based the defining characteristics found.
 - f. Make 3-column-chart in writing journal.
 - i. On the left side of the t-chart record the title of the essay.

- ii. In the middle, make a list of defining characteristics found in the essay.
 - iii. On the right side, write whether or not it is a good persuasive piece and explain why. (Should include which defining characteristics found and/or did not find).
 - g. If the students get done with one essay before the 8 minutes are up, follow the same procedures for the second essay (if not done with 2nd essay in given time that is ok) (it is just there to keep them engaged because some essays may not take full time).
 - h. When the time for one station is up, the students will rotate to another station and begin the same process with the essays at the next station.
2. Go over rubric for carousel activity.
 3. Tell students they will also be assessed on how well they work with a group.
 - a. Review the rubric the students will complete at the end of the carousel activity. (The teacher will also complete a rubric for the group based on the students' rubric they completed and observations made during the activity). (Can keep antidotal notes on a sticky note).
 4. Get started!
 5. As students work, rotate around the room and observe whether or not students are working cooperatively. Take note of students who are off task and/or not working cooperatively so can use it on the rubric.
 6. At end of carousel activity, have the students complete the cooperative learning checklist for themselves and add comments for other group members they feel did not fulfill the criteria.

Conclusion Activity:

1. Have a grand conversation discussing which essays were good persuasive pieces and why.
2. Tell the students that they should be familiar enough with a good persuasive piece and now they will begin writing a persuasive piece of their own (5 paragraph essay).

Criteria:

Content Standard #1

1. In the middle of the 3-column-chart, the students should include the defining characteristics they found in each.
2. Students' explanation of why the essay is or is not a good persuasive piece is based on the defining characteristics they found in the book.

Process Standard #1

1. Shared Responsibility: Shared workload equally with group.
2. Considerate to Group Members: Always listened to group members' ideas.
3. Group Participation: Shared an acceptable amount of own ideas.
4. Considerate to Other Groups: Was considerate of other groups by always talking quietly.
5. On-Task: Was always on-task and never had off-topic discussions.

Rubrics:

Carousel Activity:

	0 points	1 point	2 points	3 points	Total
List of Defining Characteristics	There is no list of defining characteristics found in each essay.	List of defining characteristics found in each essay is somewhat accurate and complete	List of defining characteristics found in each essay is mostly accurate and complete.	Accurate and complete list of defining characteristics found in each essay.	x2 /6
Good/Bad Persuasive Piece Explanations	There is no explanation of why essay is a good or bad persuasive piece.	Weak explanations: rarely includes the defining characteristics found or not found.	Somewhat strong explanations: only sometimes includes the defining characteristics found or not found.	Strong explanations: always includes the defining characteristics found or not found.	x3 /9
Total					/15

Comments: _____

Cooperative Learning/Group Work

Cooperative Learning Self-Assessment		
Name: _____		Activity: _____
As a Team Member I...	As a Team Member I....	As a Team Member I...
<input type="checkbox"/> let my team members do all the work. <input type="checkbox"/> did not listen to my team members' ideas. <input type="checkbox"/> did not share any ideas of my own. <input type="checkbox"/> was not considerate of other groups by talking loudly. <input type="checkbox"/> was often off-task and/or was having off-topic discussions.	<input type="checkbox"/> let my team members do most of the work. <input type="checkbox"/> only sometimes listened to my team members' ideas. <input type="checkbox"/> only shared some of my ideas or shared too much so others couldn't. <input type="checkbox"/> was somewhat considerate of other groups by rarely talking loudly. <input type="checkbox"/> was somewhat off-task and/or sometimes had off-topic discussions.	<input type="checkbox"/> shared the workload equally. <input type="checkbox"/> always listen to my team members' ideas. <input type="checkbox"/> shared an acceptable amount of my ideas. <input type="checkbox"/> Was considerate of other groups by always talking quietly. <input type="checkbox"/> Was always on-task and never had off-topic discussions.
Were there any teammates of yours that did not meet all the criteria as a good team member? If so, who and what did they do/not do that they could improve on? _____ _____		

(Use the self-assessment and antidotal notes taken during carousel activity to complete rubric for each student).

	1 point	2 points	3 points	Total
Shared Responsibility	Let other members do all the work.	Let other members do most of work.	Shared workload equally with group	/3
Considerate to Group Members	Did not listen to members' ideas.	Sometimes listened to members' ideas.	Always listened to members' ideas.	/3
Group Participation	Did not share any of own ideas.	Only shared some of own ideas or shared too much so others could not.	Shared an acceptable amount of own ideas.	/3
Considerate to Other Groups	Was not considerate of other groups by talking loudly.	Was somewhat considerate of other groups by rarely talking loudly.	Was considerate of other groups by always talking quietly.	/3
On-Task	Was off-task and/or was having off-topic discussions.	Was somewhat off- task and/or sometimes had off-topic discussions.	Was always on-task and never had off-topic discussions.	/3
Total				/15

Comments: _____
