

<b>Title: Persuasive Monologue</b>	
<b>Year Level: Year 8</b>	<b>Subject: English</b>
Curriculum: Content Descriptors aligned to the Australian Curriculum	
Language: <ul style="list-style-type: none"> <li>• Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (<a href="#">ACELA1542 - Scootle</a>)</li> <li>• Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (<a href="#">ACELA1543 - Scootle</a>)</li> <li>• Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (<a href="#">ACELA1766 - Scootle</a>)</li> <li>• Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (<a href="#">ACELA1547 - Scootle</a>)</li> </ul>	
Literature: <ul style="list-style-type: none"> <li>• Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (<a href="#">ACELT1626 - Scootle</a>)</li> </ul>	
Literacy: <ul style="list-style-type: none"> <li>• Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (<a href="#">ACELY1731 - Scootle</a>)</li> </ul>	
Resources: <ul style="list-style-type: none"> <li>• Planning Sheet</li> <li>• Draft Template</li> </ul>	Where do find? <ul style="list-style-type: none"> <li>• Included below</li> <li>• Included below</li> </ul>
<b>Lesson Sequence:</b>	<b>Duration: 2 hours (over 2 lessons)</b>
<ol style="list-style-type: none"> <li>1. Explain to students that this task is about practicing their persuasive devices to create a monologue.</li> <li>2. Read the scenario on the planning sheet to students. Emphasise the expectations of the task: to write a monologue that will persuade the Governor to release you, despite the crimes you have committed as a pirate.</li> <li>3. Explain that each student is going to pretend to be a pirate for this task.</li> <li>4. Brainstorm argument ideas as a class. Write arguments on the board that support the point of view (Governor you need to release me). Students can use these ideas or produce their own.</li> <li>5. Remind students about the hamburger format that they should follow (see examples on Planning Sheet attached.) This format includes an Introduction, 3 body paragraphs and a Conclusion.</li> </ol>	



6. *\*NOT APPLICABLE FOR ALL SCHOOLS BUT STILL A USEFUL FORMAT\** The sequence of a body paragraph should follow the TEEL format (Topic; Evidence; Explain; Linking sentence). Expand on these parts if applicable.
7. Check for student understanding
8. Explain that students will complete the hamburger on the Planning Sheet before writing the speech. This will organise their ideas to help scaffold their writing.
9. Direct students to get started on their planning. Give them 10 – 15 minutes to fill in the hamburger planning sheet. Remind students that this is a monologue. It is an in-character speech where students express their thoughts about the scenario and describe their feelings.
10. Engage class back as a group and encourage students to share their topics for their persuasive speech. Students may have used the examples from the class brainstorm or come up with their own.
11. Remind students that each paragraph should include at least 4 sentences (using the TEEL format for body paragraphs). Encourage them to use modal vocabulary to persuade the Governor within their monologue.
12. Give students time to write their monologue, supporting students as they complete the task.
13. Students may not complete the task during this lesson. Give them more time if possible.