

Unit: The Power of Persuasion (4-Part Series)

Lesson 1: What is Persuasion? (Identifying Features)

Duration: 40 Minutes

Materials: Two colored highlighters, a printed sample persuasive paragraph (Topic: Why Video Games are Good for Learning), and a "Persuasion Checklist" handout.

Learning Objectives

- Identify the primary purpose of persuasive writing.
- Recognize key features: Hook, Opinion Statement, Supporting Reasons, and Call to Action.

Lesson Flow

1. The Hook (5 Mins): Play "Convince Me!" The instructor holds a plain pencil. The student has 60 seconds to "sell" the pencil to the instructor using the most creative reasons possible. Discuss: What worked? Did you appeal to my logic or my feelings?

2. I Do: Introduction to Features (10 Mins): Explain that persuasion is the art of convincing someone to agree with your point of view. Introduce the "OREO" acronym: **O**pinion, **R**easons, **E**xamples/Evidence, **O**pinion (Restated).

3. We Do: Reading & Marking (10 Mins): Read the "Video Games for Learning" paragraph together.

- Highlight the *Opinion* in yellow.
- Highlight the *Reasons* in green.
- Underline the *Call to Action* at the end.

4. You Do: Feature Hunt (10 Mins): Provide a second short paragraph (Topic: Why Schools Should Have Gardens). The student must independently find and label the Hook, the three Reasons, and the final "Call to Action."

5. Conclusion & Recap (5 Mins): Summarize: Persuasion isn't just "wanting" something; it's proving *why* it's a good idea. **Success Criteria:** Can the student name the three main parts of a persuasive paragraph?

Differentiation: *Support:* Provide a word bank of "Persuasive Clue Words" (e.g., because, clearly, surely). *Extension:* Ask the student to identify if the reasons are based on "Fact" or "Feeling."

Lesson 2: Building Your Case (Planning & Brainstorming)

Duration: 40 Minutes

Materials: Graphic Organizer (Idea Map), a list of "Spicy Topics" (e.g., Should kids get paid for chores? Should weekends be 3 days long?), and sticky notes.

Learning Objectives

- Select a debatable topic and form a clear opinion.
- Brainstorm and categorize three strong supporting reasons.

Lesson Flow

- 1. The Hook (5 Mins):** "The Great Debate." Choose a silly topic (e.g., Is a taco a sandwich?). Spend 2 minutes debating. Explain that a good writer chooses a topic they actually care about.
- 2. I Do: Modeling Brainstorming (10 Mins):** Model how to pick a topic. "I choose: Dogs are the best pets." On a board/paper, write the topic in the center and draw "reason branches." Show how to discard weak reasons (e.g., "Dogs are cute" is okay, but "Dogs encourage exercise" is a stronger logical reason).
- 3. We Do: Topic Selection (5 Mins):** Review the "Spicy Topics" list. The student selects one or proposes their own. Ensure it is a topic with at least two sides.
- 4. You Do: The Graphic Organizer (15 Mins):** The student fills out the organizer.
 - Box 1: Their Big Opinion.
 - Box 2-4: Three distinct reasons.
 - Box 5: One "Counter-Argument" (What would someone on the other side say? How can you answer them?).
- 5. Conclusion & Recap (5 Mins):** Review the map. **Success Criteria:** Does the student have a clear opinion and three logical reasons that don't repeat each other?

Differentiation: *Support:* Allow the student to dictate their reasons while the instructor scribes. *Extension:* Require at least one reason to be based on an external "fact" or "statistic" the student researches.

Lesson 3: Putting Pen to Paper (The First Draft)

Duration: 40 Minutes

Materials: Transition Word Bank (First, Furthermore, In addition, Consequently), the Graphic Organizer from Lesson 2, and lined paper or a digital document.

Learning Objectives

- Draft a persuasive piece using transition words to link ideas.
- Write a "Call to Action" that tells the reader what to do next.

Lesson Flow

- 1. The Hook (5 Mins):** "The Glue Game." Show three unrelated sentences. Ask the student how to connect them. Introduce transition words as the "glue" that makes writing smooth rather than "choppy."
 - 2. I Do: Drafting the Hook (10 Mins):** Show three ways to start: A Question, a Bold Statement, or a Statistic. Model writing the first two sentences of the dog essay using a Question hook.
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3. We Do: Incorporating Transitions (5 Mins): Look at the Transition Word Bank together. Pick three words that fit the student's specific reasons (e.g., "Most importantly" for the strongest reason).

4. You Do: The Big Draft (15 Mins): The student uses their Graphic Organizer to write their full draft.

- Paragraph 1: Hook and Opinion.
- Paragraph 2: The three reasons with "glue" (transitions).
- Paragraph 3: The "Call to Action" (The Final Request).

5. Conclusion & Recap (5 Mins): Read the draft aloud. **Success Criteria:** Does the writing flow logically from start to finish?

Differentiation: Support: Provide sentence starters (e.g., "The first reason I believe this is...").

Extension: Encourage the use of "Emotive Language" (words that trigger feelings, like 'devastating' or 'magnificent').

Lesson 4: The Polishing Touch (Editing & Presenting)

Duration: 40 Minutes

Materials: Red and blue pens, "ARMS & CUPS" editing checklist, and a final "Publishing" sheet (fancy paper or a clean digital template).

Learning Objectives

- Revise the draft for clarity and persuasive impact (ARMS).
- Edit for conventions: Capitalization, Usage, Punctuation, and Spelling (CUPS).

Lesson Flow

1. The Hook (5 Mins): "The Messy Note." Show a note with no punctuation and weak words (e.g., "i want a toy bc its gud"). Ask: Would a boss or a parent say 'yes' to this? Explain that polish equals power.

2. I Do: ARMS vs. CUPS (10 Mins): Explain **ARMS** (Revision): **A**dd words, **R**emove boring bits, **M**ove sentences, **S**ubstitute weak words for "Power Words." Explain **CUPS** (Editing): The "technical" check (spelling/grammar).

3. We Do: Peer Polish (10 Mins): The instructor and student swap papers (or the instructor uses a sample). Find one "weak" word (like 'good') and brainstorm three better alternatives (like 'beneficial,' 'outstanding,' or 'vital').

4. You Do: Final Edit & Publish (10 Mins): The student goes through their draft twice: - Pass 1: Use ARMS to make it sound more convincing. - Pass 2: Use CUPS to fix errors. Then, rewrite or print the final "Published" version.

5. Conclusion & Presentation (5 Mins): The student "performs" their persuasive piece. **Summative Assessment:** Use a simple 3-point rubric (Clear Opinion, 3 Reasons, Transition Words used, Polish).

Differentiation: Support: Focus only on CUPS (spelling/punctuation) if the student is overwhelmed.

Extension: Record the student delivering the speech and analyze their tone and body language for

added persuasion.