

# Mastering the Art of Persuasion: A 4-Part Writing Series

## Series Overview

This series guides learners through the complete process of persuasive writing, from deconstructing professional examples to publishing a polished, convincing argument. Designed for Class 5 students, it emphasizes logical reasoning, emotional appeal, and clear structure.

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## Lesson 1: The Anatomy of Persuasion

**Time:** 40 Minutes

**Materials:** Highlighters (3 colors), a sample persuasive text (e.g., "Why Every School Should Have a Garden"), "Features of Persuasion" checklist.

### Learning Objectives

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

### 1. Introduction: The Hook (5 Mins)

Ask: "If you wanted to stay up 30 minutes later tonight, how would you convince your parents?" Listen to the arguments used. Explain that persuasion isn't just "asking"—it's building a bridge between your idea and someone else's mind.

### 2. I Do: Modeling Feature Identification (10 Mins)

Read the first paragraph of the sample text aloud. Use a highlighter to mark the **Hook** (an interesting question or fact) and the **Opinion Statement** (the main point). Explain *why* these are necessary to grab and hold attention.

### 3. We Do: Guided Practice (10 Mins)

Read the body paragraphs together. Search for "Transition Words" (First, Additionally, However). Ask the student to find one **Fact** and one **Opinion** used to support the author's claim. Highlight these in a second color.

### 4. You Do: Independent Scavenger Hunt (10 Mins)

The student looks at the final paragraph. They must find and highlight the **Call to Action** (what the author wants the reader to *do*). Fill out a "Features Checklist" confirming they found all parts of the text.

### 5. Conclusion & Assessment (5 Mins)

Recap: What are the four main parts of a persuasive letter?

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**Success Criteria:** Student can correctly label the four main parts of the sample text.

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## Lesson 2: The Idea Factory & Mind Mapping

**Time:** 40 Minutes

**Materials:** Large blank paper, markers, "Persuasive Topic" prompt list.

### Learning Objectives

- Select a debatable topic with a clear stance.
- Organize arguments and evidence using a visual mind map.

### 1. Introduction: The Power of 'Why' (5 Mins)

Play a quick game of "Convince Me." Give a silly topic (e.g., "Dogs are better than cats"). The student has 30 seconds to give three "whys." Explain that great writing starts with a strong "why."

### 2. I Do: Selecting a Topic (5 Mins)

Show how to pick a topic that is "just right"—not too broad (e.g., "Nature") and not too narrow (e.g., "I want a blue pen").

*Example Topic: "Should students be allowed to choose their own seats?"*

### 3. We Do: Brainstorming (10 Mins)

Brainstorm three reasons for the chosen topic.

- Reason 1: Comfort leads to better focus.
- Reason 2: Encourages social responsibility.
- Reason 3: Increases happiness at school.

### 4. You Do: The Mind Map (15 Mins)

The student chooses their own topic (e.g., "Homework should be banned" or "We should go on a field trip to the zoo").

- Center Circle: The main opinion.
- Branches: 3-4 main reasons.
- Sub-branches: Supporting details, facts, or "Imagine if..." scenarios for each reason.

### 5. Conclusion & Assessment (5 Mins)

Review the map. Are the reasons different from each other, or do they repeat?

**Success Criteria:** A completed mind map with a clear central claim and at least three distinct supporting reasons.

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## Lesson 3: Drafting & The Word Surgeon

**Time:** 40 Minutes

**Materials:** Mind map from Lesson 2, "Strong Verbs" cheat sheet, notebook/laptop.

### Learning Objectives

- Draft a multi-paragraph persuasive piece using the mind map.
- Use persuasive "Power Words" to strengthen the argument.

### 1. Introduction: From Map to Sentences (5 Mins)

Explain that a draft is like a skeleton; today we are adding the "muscle." Show how a branch on the mind map becomes a full paragraph.

### 2. I Do: The O.R.E.O. Method (10 Mins)

Model how to write one body paragraph:

- **O:** Opinion Statement ("I believe seating choice is vital...")
- **R:** Reason ("...because it helps students feel trusted.")
- **E:** Example/Evidence ("When I feel trusted, I work harder.")
- **O:** Opinion Restated ("Therefore, choosing seats improves work habits.")

### 3. We Do/You Do: The First Draft (20 Mins)

Student begins writing their draft. **Scaffolding:** For the first 10 minutes, the teacher/parent helps bridge transitions. For the next 10, the student writes independently. **The Word Surgeon Task:** During the last 5 minutes of writing, the student must find three "weak" words (like 'good' or 'bad') and replace them with "Power Words" (like 'exceptional' or 'detrimental').

### 4. Conclusion & Assessment (5 Mins)

Read the strongest sentence aloud.

**Success Criteria:** A completed rough draft consisting of an introduction, at least two body paragraphs, and a conclusion.

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## Lesson 4: The Final Polish & Presentation

**Time:** 40 Minutes

**Materials:** Rough draft, colored pens for editing, final "publishing" paper or digital document template.

### Learning Objectives

- Edit for "CUPS" (Capitalization, Usage, Punctuation, Spelling).
- Produce a final, polished version of the persuasive text.
- Practice "delivering" the argument with conviction.

## 1. Introduction: Presentation Matters (5 Mins)

Ask: "Would you be more convinced by a letter covered in scribbles, or one neatly typed or written?" Explain that clarity in appearance matches clarity in thinking.

## 2. I Do/We Do: The CUPS Check (10 Mins)

Provide a short "messy" sentence. Together, fix the CUPS errors.

*Example: "i think kids should get more mony because they work hard" -> "I believe children should receive a higher allowance because they contribute significantly to household chores."*

## 3. You Do: Final Polish (15 Mins)

The student performs a final edit on their draft and then transcribes it into its final "Published" format. This can be a formal letter, a blog post format, or a script for a speech.

## 4. Presentation: The Pitch (7 Mins)

The student reads their work aloud. **Goal:** Use eye contact and emphasis on "Power Words." **Feedback:** Use the "Two Stars and a Wish" method (Two things that were very convincing, one thing to strengthen for next time).

## 5. Conclusion (3 Mins)

Reflect: "How did your writing change from the mind map to the final draft?"

**Success Criteria:** A clean, error-free final draft that includes all persuasive elements studied in Lesson 1.

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## Differentiation Strategies

- **For Struggling Learners:** Provide sentence starters (e.g., "One reason I believe this is...") and limit the requirement to two body paragraphs instead of three.
- **For Advanced Learners:** Encourage the use of a "Counter-Argument" (addressing what the other side might say) and a "Rebuttal" (explaining why they are still wrong).
- **Digital Option:** Sarah can create a slide deck or a short video "commercial" instead of a written letter for her final draft.