

Unit: The Power of Persuasion - A Grade 5 Inquiry Journey

Overview: This four-part lesson series guides the learner through the Inquiry Cycle (Tuning In, Finding Out, Going Further, and Reflecting) to master the art of persuasive writing. Sarah will move from analyzing model texts to crafting her own compelling argument.

Lesson 1: Tuning In & Finding Out - The Anatomy of an Argument

Materials: 3-4 short persuasive samples (an advertisement, a letter to a principal, a book review), highlighters (3 colors), "OREO" Graphic Organizer (Opinion, Reason, Evidence, Opinion).

Learning Objectives

- Identify the purpose of persuasive writing.
- Deconstruct a model text to find its core components (Hook, Opinion, Reasons, Conclusion).

Introduction (The Hook)

Ask: "If you could change one rule in this house/school right now, what would it be?" Once Sarah answers, ask: "How would you convince me to actually do it?" Discuss that persuasion isn't just asking—it's building a case.

Body (The Inquiry)

I Do: Present a model text (e.g., a letter arguing for longer recess). Read it aloud and point out the "Big Idea" (the opinion) and how the writer uses "Reasoning" to support it. Introduce the OREO structure.

We Do: Using a second text, work together to highlight the Opinion in yellow, the Reasons in blue, and the Evidence/Examples in pink. Discuss: "Which reason was the most convincing and why?"

You Do: Sarah selects a topic she is passionate about (e.g., "Why we should get a pet rabbit" or "Why Minecraft is educational"). She fills out an OREO graphic organizer, focusing only on the "bones" of her argument.

Conclusion & Assessment

Recap: What are the four parts of an OREO argument? **Formative Assessment:** Check the graphic organizer to ensure Sarah has a clear opinion and at least three distinct reasons.

Lesson 2: Sorting Out - The Persuader's Toolbox

Materials: "Power Word" list (e.g., *essential*, *urgent*, *cruel*, *incredible*), two contrasting texts (one factual/dry, one persuasive/emotive), sticky notes.

Learning Objectives

- Distinguish between facts and opinions.
- Identify and use "Power Words" and rhetorical questions to influence a reader.

Introduction (The Hook)

Show two sentences: "The apple is red" and "This crisp, succulent apple is the ultimate healthy snack."
Ask: "Which one makes you want to eat it? Why?"

Body (The Inquiry)

I Do: Explain that persuaders use "Emotional Language" and "Rhetorical Questions" (questions with obvious answers). Model turning a "boring" sentence into a "persuasive" one on a whiteboard.

We Do: Look at a new model text. Hunt for "Power Words." On sticky notes, write down the words that make the reader feel something (fear, excitement, or guilt). Categorize them on a "Word Wall."

You Do: Sarah revisits her OREO organizer from Lesson 1. Her task is to "upgrade" her reasons using at least three Power Words and one Rhetorical Question. (Example: Instead of "Rabbits are cute," use "Rabbits provide an *extraordinary* sense of companionship.")

Conclusion & Assessment

Success Criteria: Sarah can identify at least three words in a text designed to trigger an emotional response. **Check:** Does her upgraded organizer show a shift from simple facts to persuasive language?

Lesson 3: Going Further - Drafting the Masterpiece

Materials: Transition word bank (e.g., *Furthermore*, *In addition*, *Consequently*, *Most importantly*), drafting paper or digital document.

Learning Objectives

- Write a cohesive five-paragraph persuasive passage.
- Use transition words to link ideas logically.

Introduction (The Hook)

Play a "Logic Chain" game. Give Sarah a premise: "It is raining." She must use a transition word to lead to a conclusion: "*Therefore*, we must stay inside." Continue the chain to show how ideas flow.

Body (The Inquiry)

I Do: Show how to turn a single "Reason" from the organizer into a full paragraph. Demonstrate how to start with a transition word, state the reason, and give a "Real-World Example."

We Do: Write an introductory "Hook" together. Practice the "Imagine..." technique (e.g., "Imagine a world where every student had their own dragon...").

You Do: Sarah writes her full draft. She must include:

- An Introduction with a Hook and Opinion.
- Three Body Paragraphs (one for each reason).
- A Conclusion that restates the opinion with a "Call to Action" (telling the reader exactly what to do next).

Conclusion & Assessment

Recap: Review the importance of transitions. **Formative Assessment:** Read the draft aloud. If the flow feels "choppy," highlight where a transition word is missing.

Lesson 4: Reflecting & Acting - The Final Pitch

Materials: "CUPS" Editing Checklist (Capitalization, Usage, Punctuation, Spelling), "ARMS" Revising Checklist (Add, Remove, Move, Substitute), a "microphone" or podium (optional).

Learning Objectives

- Evaluate and edit writing for clarity, impact, and mechanical accuracy.
- Present the persuasive argument to a target audience.

Introduction (The Hook)

The "Silent Edit": Give Sarah a sentence with five hidden errors. See how fast she can find them. Explain that even the best writers need "fresh eyes" to make their work shine.

Body (The Inquiry)

I Do: Demonstrate the "ARMS" technique. Look at a sample paragraph and "Substitute" a weak word for a stronger one. "Move" a sentence to see if it makes more sense elsewhere.

We Do: Sarah and the educator swap papers (or Sarah reads her work to a "partner"). The partner provides one "Star" (something persuasive) and one "Wish" (something that could be clearer).

You Do: Sarah performs her final edit using the CUPS/ARMS checklists. Once polished, she "Acts" on her inquiry by presenting her piece. This could be mailing the letter, filming a "commercial" of the text, or giving a speech to the family.

Conclusion & Assessment

Reflecting: Ask Sarah: "What was the hardest part of convincing someone? Which technique do you think is your strongest?"

Summative Assessment: Use a rubric to grade the final passage based on:

- Clear Opinion (1-5)
 - Logical Supporting Reasons (1-5)
 - Use of Persuasive Language/Transitions (1-5)
 - Organization and Mechanics (1-5)
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Differentiation Strategies

- **For Scaffolding (Struggling Learners):** Provide "Sentence Starters" for every paragraph (e.g., "One compelling reason is...") and reduce the requirement to two body paragraphs.
- **For Extension (Advanced Learners):** Introduce "Counter-Arguments." Ask Sarah to identify what someone on the *other* side would say and write a paragraph "debunking" that counter-argument.