

The Power of Persuasion: Writing for Change

Lesson 1: The Spark and the Blueprint

Duration: 35 Minutes

Focus: Brainstorming and Planning

Materials Needed

- Blank paper or a notebook
- Colored markers or highlighters
- A "Persuasive Map" graphic organizer (or a hand-drawn version)
- Timer

Learning Objectives

- Sarah will select a topic and identify three strong reasons to support her opinion.
- Sarah will organize her ideas into a logical structure using a persuasive writing outline.

1. Introduction: The "Convince Me" Hook (5 Minutes)

Activity: Start with a quick scenario. "Sarah, you really want a 3-day weekend every week. You have one minute to give me your best argument. Go!"

Objective: Explain that persuasive writing is just "selling" an idea using logic and evidence. Review the goal: to move from an idea to a solid plan today.

2. Content & Practice: I Do, We Do, You Do (25 Minutes)

I Do: The "OREO" Method (5 Minutes)

Demonstrate the OREO structure for a persuasive paragraph:

- **O: Opinion** (State what you believe)
- **R: Reason** (Why do you believe it?)
- **E: Evidence/Example** (Give a real-life example)
- **O: Opinion** (Restate your belief with passion)

We Do: The Brainstorming Web (10 Minutes)

Together, look at three potential topics (e.g., "Should pets be allowed in stores?", "Is ice cream better than cake?", "Should kids choose their own bedtimes?"). Sarah picks one. Together, brainstorm "The Big Why"—three main reasons that support this choice. Write these in a mind-map format.

You Do: The Blueprint (10 Minutes)

Sarah uses the graphic organizer to fill in her "Blueprint." She must write down:

1. A catchy Hook (A question or a shocking fact).
2. Her Clear Opinion Statement.

3. Three distinct Reasons with one small Example for each.
4. A Call to Action (What she wants the reader to do).

3. Conclusion: The Blueprint Check (5 Minutes)

Recap: Sarah reads back her three main reasons.

Self-Assessment: "On a scale of 1-5, how convinced would someone be just looking at your plan?"

Lesson 2: The Polished Piece

Duration: 35 Minutes

Focus: Drafting, Editing, and Finalizing

Materials Needed

- The "Blueprint" from Lesson 1
- Lined paper or a digital word processor
- Red pen (for editing) and Green pen (for "glows")
- A simple Editing Checklist (COPS)

Learning Objectives

- Sarah will transform her outline into a cohesive persuasive draft.
- Sarah will use a checklist to self-correct grammar, punctuation, and persuasive strength.

1. Introduction: The "Fixer-Upper" (5 Minutes)

Activity: Show Sarah a messy, unconvincing sentence (e.g., "i think dogs are good because they are soft."). Ask her to make it "Powerfully Persuasive" (e.g., "Dogs are the ultimate companions because their loyal nature provides emotional support to everyone in the family.").

2. Content & Practice: I Do, We Do, You Do (25 Minutes)

I Do: Transition Magic (5 Minutes)

Show how to connect the reasons from Lesson 1 using transition words: "Furthermore," "In addition," "Most importantly," and "Conversely." Explain that these are the "glue" of her writing.

You Do: The Fast Draft (15 Minutes)

Using the timer, Sarah writes her draft based on the blueprint.

Guidance: "Don't worry about perfect spelling yet—just get your persuasive voice onto the paper! Focus on using your transition words."

We Do: The "ARMS & COPS" Edit (5 Minutes)

Teach Sarah the two-step review process:

- **ARMS (Revision):** Add details, Remove boring words, Move sentences for better flow, Substitute weak words for "Power Words."
- **COPS (Editing):** Capitalization, Organization, Punctuation, Spelling.

Work together on the first two sentences of her draft to model the process.

3. Conclusion: Final Polish & Share (5 Minutes)

Activity: Sarah writes her "Final Draft" (or makes final digital corrections).

Success Criteria:

- Does it have a clear opinion?
- Are there three reasons?
- Is there a call to action?

Celebration: Sarah reads her final piece aloud with her "most persuasive voice."

Differentiation & Adaptability

- **For Struggling Learners:** Provide sentence starters (e.g., "One reason I believe this is...") and limit the draft to two strong reasons instead of three.
- **For Advanced Learners:** Encourage the inclusion of a "Counter-Argument" (e.g., "Some people might say... but they are wrong because...") to make the persuasion stronger.
- **Context Switch:** If in a classroom, the "Share" portion can be done as a "Gallery Walk" where students leave sticky-note feedback on each other's drafts.