*English Instructional Plan Analyzing and Planning Persuasive Writing 7-8*

## Primary Strand: Writing 7.7, 8.7

## Integrated Strand/s: Communication and Multimodal Literacies 7.1, 8.1

## Reading 7.6, 8.6

## Essential Understanding:

* understand that writing should be purposefully crafted, with attention to deliberate word choice, precise information, and vocabulary
* understand that vocabulary and tone must be selected with awareness of audience and purpose

## Essential Knowledge, Skills, and Processes:

* write persuasively, organizing reasons logically and effectively
* identify counterclaims and counter-arguments that address those claims
* create a thesis statement that focuses the essay, expresses the writer’s position in an argument, or explains the purpose of the essay
* elaborate the central idea, providing sustained unity throughout the writing
* choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy

## Primary SOL:

## 7.7 Write in a variety of forms to include narrative, expository, persuasive, and reflective

* 7.7h - Distinguish between fact and opinion to support a position.

## 8.7 Write in a variety of forms to include narrative, expository, persuasive, and reflective

## 8.7i - Distinguish between fact and opinion to support a position.

* 8.7h - Identify a counterclaim and provide a counter - argument.

## Reinforced (Related Standard) SOL:

* **7.6** Read, comprehend, and analyze a variety of nonfiction texts.
* **8.6** Read, comprehend, and analyze a variety of nonfiction texts.

## Academic Background/Language:

* Students should be familiar with the purpose of a letter to the editor and understand the difference between fact and opinion.

## Materials

* Copies of the attached Wes’s Letter to the Editor handout
* Copies of the attached Wes’s Letter to the Editor Graphic Organizer
* Highlighters in two colors
* Copies of a teacher-compiled list of persuasive writing topics about which students will write persuasive letters to the editor

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

Note: This lesson can be expanded to emphasize reading and analysis of persuasive techniques.

* Tell the students to imagine that the city council has decided to ban all fast food restaurants and discount stores from the area. Ask them what reasons they would give for the council to reconsider and reverse its decision. Have students work in pairs to list their ideas.
* Have student pairs share their ideas with the class. Discuss the reasons presented, pointing out or eliciting from students which reasons are fact and which are opinion.
* Pass out copies of the attached Wes’s Letter to the Editor handout. Read the letter as a class. Discuss, and ask students to explain Wes’s main idea.
* Pass out highlighters and copies of the attached Wes’s Letter to the Editor Graphic Organizer. Have students write in the organizer the main idea, position, or thesis identified by the class. Then, have them identify the arguments in each of the six paragraphs and summarize them in the organizer.
* Have students highlight the arguments written in their organizer, using one color for fact and one for opinion. Discuss the effectiveness of these arguments and the reasons for including both facts and opinions in persuasive writing, noting that opinion must be based on fact to be credible.
* Put students in groups of four. Give each group a copy of a list of persuasive writing topics and a blank copy of the graphic organizer. Allow each group to select one of the topics from the list. Tell them to select the one they feel the most strongly about because they will be more successful in developing arguments for it than for the topics of lesser interest.
* Have each group decide on their main idea and then brainstorm arguments to support it. Remind them to refer to Wes’s letter to the editor for ideas.
* Have groups complete their graphic organizers, summarizing arguments for each paragraph. They may wish to adjust the number of paragraphs. Remind groups to include a balance of facts and opinions.
* Share and discuss as a class, reviewing the ideas of thesis, counter-arguments, fact and opinion.

## Assessment (Diagnostic, Formative, Summative)

* Students can be assessed on the completed graphic organizer based on their selected topic.

## Writing Connections:

* Have the students begin writing a persuasive letter to the editor about the topic they selected, using their ideas written on the graphic organizer.

## Extensions and Connections (for all students)

* Provide articles from magazines and newspapers for students to highlight all of the fact and opinion statements they can find.
* Include an activity on Aristotle’s Elements of Persuasion: ethos, pathos, logos.

## Strategies for Differentiation

* + Allow for groups of six instead of three so students may partner read and collaborate to complete the graphic organizer.
	+ Limit the number of fact and opinion statements the students must highlight.
	+ For English Learners, provide persuasive topics that are representative of their culture and language backgrounds.
	+ Provide EL’s with sentence frames/starters, e.g. “I think \_\_\_\_ because I know \_\_\_\_. At first I thought \_\_\_\_ but now I think \_\_\_\_ because \_\_\_\_.”

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

## Wes’s Letter to the Editor

Dear Editor,

1. Brockingham is run by people who are more interested in tourists than its residents. The problem is that the people running the government, and nearly everything else in Brockingham, refuse to accept new ideas. By banning all fast-food restaurants and discount stores, they take away all the places kids can afford to shop.
2. These people forget that when they were young, they could go to the South Street Soda Fountain and get an ice-cream soda for 25 cents. Today you can’t find an ice-cream soda anywhere in Brockingham for less than $2! Why? Because the only places selling ice cream in Brockingham are Danker & Phillips, de Chambord, and The Emporium Restaurant. Have you tried buying a hamburger in one of those places? You can get an Emporium Deluxe with lettuce, tomato, cheese, and a pickle for a mere $6.98! Where can kids go for a snack?
3. There is not a single restaurant in Brockingham where a family of four can eat dinner for less than $100. Add a 15% tip and sales tax and you have spent nearly $125 to eat a meal you could prepare at home for about $12. Have you noticed that Brockingham families never dine in Brockingham? But take a look at Parkersburg on a Friday night. It seems as if you’re walking down a Brockingham High corridor when you walk down South Main Street in Parkersburg.
4. Fast-food restaurants are also a good place for school kids to get an after-school job. Fast- food restaurants are busiest during the early supper hours when students are able to work, whereas the fancy food restaurants cater to late-night diners. Working in one of these establishments requires working shifts that are too late for most students.
5. The City Council claims that local merchants, rather than national chains, should benefit from the tourist business. I agree that it is important to support local businesses, but I think the fast-food restaurants would encourage more people to shop in Brockingham. As it is now, most tourists who come to Brockingham stop to eat at low-cost, convenient places in Southport or Regis Landing. How does that help Brockingham food establishments? Many people who stay overnight in Brockingham drive 25 miles to Parkersburg for breakfast at Jiffy Burger. That place is packed every weekend morning. Those profits could be kept in Brockingham.
6. Another thing that disturbs me is that we must travel 25 miles to the nearest discount store. If I need a tire for my bike, I have a choice of buying one at Surf and Peddle Sport Shop for $15 or driving to Parkersburg Discount Center where I can buy the same kind of tire for $9. When I am in Parkersburg, Dad always fills up the tank of the car, since the same brand of gas is at least 8 cents cheaper there than in Brockingham. Again, I think the ban on all food chains and discount houses is counterproductive for our city.

Wes Woodrow



## Wes’s Letter to the Editor Graphic Organizer

