

Master Teacher

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Time Allotment

40 minutes

Overview

This lesson is designed to teach students the definition of persuasive writing, and to have them use the elements of persuasive writing to complete a writing assignment. The Web site will be used to introduce persuasive writing and the video will be used to define the elements of persuasive writing.

Differentiation of Instruction

Activities for this lesson are based on guidelines from SC Curriculum Standards Implementation Guide, Chapter Four, pages 7-8, 19. Differentiation of Instruction (<http://www.myschools.com/offices/cso/SIG/k5.htm>) modifications for special needs students are included in the lesson plan. The modifications support the achievement of the selected standards.




The Web sites and video used in this site can be used for English/Language Arts standards in grades 3-6 and can be modified based on the needs of the students. This particular lesson will be taught to 5th graders and could be used in the inclusion classroom or the resource room.

Subject Matter

Language Arts

Learning Objectives

Students will be able to:

-  Define persuasive writing;
-  Identify persuasive statements;
-  Write a persuasive paragraph.

South Carolina Standards

(These Standards are available online at <http://www.myschools.com/Offices/CSO/>.)

Writing 5-W1.2: Demonstrate the ability to plan for audience and purpose and to generate drafts that use a logical progression of ideas to develop a specific topic.

Media Components

Video

Club Write, Lesson 5: "Persuasive Writing."

This video is targeted towards students in grades 4-6. The students in the video learn the definition of persuasive writing, generate ideas for persuasive writing, and follow the writing process through to publication.

Web Site

Dolphin Safe Tuna (<http://oncampus.richmond.edu/academics/as/education/projects/webquests/dolphins/index.htm>)

contains information about the safety of dolphins in the tuna industry. The PowerPoint presentation contains good information for students and gets them interested in the lesson.

Materials

Per student:


paper
pencil

For teacher:

chalk/dry erase marker/overhead

Adapting NTTI Strategies for Deaf/Hard of Hearing and/or Visually-Impaired Students

Adapting Video

-  Closed captioned and total communication for deaf students

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- Interpret (sign) closed-captioned video to provide total communication for deaf students.
 - Use visual communication to enhance understanding of the video scenes for students not reading at the vocabulary level of the captions.
 - Signing over narration helps students focus when an emphasis on certain information is needed.
- ✍ PAUSE strategy and closed captioned
 - When using closed captioned, pausing the video can cause the loss of 1-3 sentences of closed captioned as the pause is released and the video begins to play at the pause point. Suggestions for modifying the PAUSE strategy:
 - The teacher may need to rewind after the pause and then begin to play the video.
 - Play closed captioned in longer segments and provide a video guide sheet with the **Focus for Media Interaction**.
 - Play the video segments through from the beginning point to the ending point. The **Focus for Media Interaction** would be given at the beginning. Tell the students that they will watch the entire segment, and then watch it again, pausing for them to answer the focus task for each segment. Tell them some of the caption is lost at pause points, read carefully the first time.
- ✍ Non-captioned video
 - Prepare to interpret (sign) the video for deaf students.
 - Arrange for a qualified interpreter to sign the video. Plan the lesson in advance to allow time for this arrangement.
- ✍ Screen size for visually-impaired students
 - Use a projection device with the VCR to project the video to a large screen.
 - Allow students to sit close to TV or large screen.
 - Determine how the students can touch the TV screen, if not by hand, then with a pointer (yardstick). Provide an opportunity for the visually-impaired student to touch or trace images if touch would enhance the learning.
- Adapting Web Sites**
- ✍ Web sites with audio
 - Provide an interpreter for each hearing-impaired student.
 - Use with small groups with teacher interpreting and guiding the activity.
 - Direct students to alternate text files for the video/audio if available.
- ✍ Screen size for visually-impaired students
 - Use a projection device with the computer to project to a large screen.
 - Allow students to sit close to computer screen or projector screen.
 - Determine how the students can touch the screen, if not by hand, then with a pointer (yardstick). Provide an opportunity for the visually-impaired student to touch or trace images if touch would enhance the learning.
- ✍ Web sites with total communication for the blind
 - Use sites encoded with Braille.

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- Use sites with audio.
- Use sites that are easily read by text reader software. (Page is formatted from left to right allowing tab or arrow keys to move the reader through the text and images. Images have alternate text that identifies the image in relation to the text on the page.)

Prep for Teachers

- ✎ Preview and bookmark the Web site on all student computers.
- ✎ Preview and cue video to starting point.
- ✎ Make sure all students have paper and pencil and you have the materials you need for the lesson.
- ✎ When using media, provide students with a **Focus for Media Interaction**, a specific task to complete and/or information to identify during or after viewing of video segments, Web sites, or other multimedia elements.

Introductory Activity

Step 1: Provide students with a **Focus for Media Interaction** by asking them to read the information on the Web site and decide if they agree with the author. Have the students access the bookmark for *Dolphin Safe Tuna* (<http://oncampus.richmond.edu/academics/as/education/projects/webquests/dolphins/index.htm>). The students need to scroll down until they see *Dolphin Safe Tuna*. Have students click on this. The students should see dolphins in the middle of the screen and a “student page” to the left. Have the students double click on the “Introduction.” A can of tuna will appear at the top of the page. Have students read the two paragraphs that are below the can of tuna. Once the students have done this, have

them go click on “Process & Roles,” which will be on the “student page” to the left. A dolphin jumping over the sun will appear in the middle of the screen. Have the students double click on this to view the PowerPoint presentation. To maximize the screen, click on the large box in the top right corner. Students move from Web page to Web page by clicking on the screen. New information should come up and the pages will progress. When students are at the end of the presentation, a blank screen that says “the end” will appear.

Step 2: Determine which students agree and which disagree with the information given on the Web site. Then as a class briefly discuss the issue of dolphin safe tuna and the reason for the controversy. Ask the students to give statements the author made that helped them form an opinion.

Learning Activities

Step 1: Students will watch a lesson from the ITV series *Club Write* to gain understanding of persuasive writing.

Write the words *Persuasive Writing* on the board or overhead. Ask the students how the Dolphin Safe Tuna presentation persuaded them to form an opinion. Accept any answers.

Provide students with a **Focus for Media Interaction** by telling them they are about to watch a video that will explain more about persuasive writing and cue them to listen for the definition.

Insert Lesson 5: “Persuasive Writing” into the VCR. BEGIN when the teacher enters the room wearing a yellow jacket and says, “I am very excited about this!” STOP the tape after the boy says, “Everyone was excited about the contest, so Mrs. Scott decided to make it our next Writing Club

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assignment.” Mrs. Scott is standing in front of the class.

Step 2: Go back to the board and ask the students if anyone can give the definition of persuasive writing. Once someone has said, “to convince the reader of something,” write the definition on the board. Then ask the students to list several types of persuasive writing we see each day (examples: posters, speeches, letters to newspaper, television ads). Record these answers on the board and leave them up for the remainder of the lesson.

Step 3: Tell the students that when writing to persuade they begin by stating a belief or opinion and then use facts or reasons to support their statements.

Refer back to *Dolphin Safe Tuna* (<http://oncampus.richmond.edu/academic/s/as/education/projects/webquests/dolphin/s/index.htm>). Ask the students the following questions. Allow them to revisit the Web site for answers.


What is the problem?
Who is involved?
What is the viewpoint of the fishermen?
What is the viewpoint of the environmentalists?
Who do you believe is right and why?


Culminating Activity


Step 1: The students will use what they learned from the video to develop their own persuasive paragraphs.

Step 2: Divide the students into four groups. Assign the groups the following topics:

 School lunch is the best!

 All school lunches should be catered from McDonalds.

 Recess is a waste of time and should be eliminated!

 Recess is the best part of the school day and should be lengthened.

Step 3: Instruct the students to write a paragraph that attempts to convince the reader that their beliefs are correct. After the paragraphs have been written, allow students to volunteer to read their group’s paragraph. The listeners should identify the persuasive statements in each paragraph.


Cross-Curricular Extensions

Social Studies: Write a persuasive paragraph stating why you feel Candidate A or Candidate B is better qualified for the job.

Science/Health: Write a persuasive paragraph stating why students should not do things that would be harmful to their bodies. (Examples: smoking, drugs, drinking) Write a persuasive paragraph stating why students should do things to help care for their bodies. (Examples: dentist visits, eating healthy foods, exercise)

Math: Write a persuasive paragraph stating why one method of solving a problem is better than another method.

Community Connections

 Persuasive paragraphs could be sent to the local newspaper or could be used in local writing contests.