**PERSUASIVE WRITING FRAMEWORK**

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| **Subject:** Language | **Strand:** Writing | **Grade:** 8 | **Time:** 60 min |
| **Lesson Description:** | Students will be learning the framework of persuasive writing and learn to organize their ideas, arguments and evidence. Students will also distinguish between facts and opinions through an exercise. | | |
| **Lesson Goal:** | * Students will learn the framework in persuasive writing and have an understanding of how to organize their ideas * Students will be able to distinguish between facts and opinions and will be able to write a short opinion piece | | |
| **Curriculum Expectations:** | Developing Ideas  1.2 Generate ideas about more challenging topics and identify those most appropriate to the purpose  Organizing Ideas  1.5 Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, a debate, or a report of several paragraphs, using a variety of strategies  Voice  2.2 Establish a distinctive voice in their writing appropriate to the subject and audience | | |
| **Materials:** | * Handouts (graphic organizer and article) * YouTube access for video (projector, laptop & speakers) | | |
| **Instructions:** | ***Step 1***: Independent Reading (10 min)  ***Step 2:*** Consolidation (5 min)   * So the defense team won. * Have the jury describe how they came to that conclusion * What made arguments successful? (having evidence and creating arguments with support)   ***Step 3:*** Hook (5 min)   * Watch YouTube video “Rick Mercer Rant: War on Fun” * Why do we rant? What was Rick Mercer ranting about? What was his main argument (thesis)? How did he support his argument? What information did he use? Did he use facts?   ***Step 4:*** Lecture (5 min)   * Ask students what is the difference between fact and opinion * In persuasive writing or an opinion piece, how could you use facts and opinions?   ***Step 4:*** Activity (10 min)   * Hand out article and read together as a class * Students are to read the article and highlight in one colour what they think are opinions and in another colour highlight what they think are facts. (underlining in different coloured pens or pencils is another option) * Ask class what they highlighted as facts and what they have highlighted as opinions.   ***Step 5***: Introduction to Graphic Organizer (5 min)   * Hand out paper with graphic organizers for ideas, position, arguments and evidence * Go through graphic organizer explaining the main elements * Using the following questions, students will choose one and fill in the graphic organizer. * “Beauty is in the eye of the beholder” Do you think this statement is true? * Do you think violent video games cause violence?   ***Step 6:*** Writing (20 min)   * Using their graphic organizer as a guide, students will write a paragraph on the question chosen. * I will be collecting their work at the end of class. | | |
| **Assessment:** | Assessment for this lesson is assessment for learning. I will collect the writing they have done in class to see how students are progressing. I also would like to see where they stand in their writing. | | |