

Salisbury House Tour Theme: Life and Work of Carl and Edith Weeks

Title: Can You Convince Me?

Time Frame: Two-Three weeks

Grade: 3-8th

Subject: English/Literacy (also involve social studies, science, math and art)

Iowa Core Standard(s):

W.8.1: Write arguments to support claims with clear reasons and relevant evidence

a. b. c. d. e.

Materials:

- Computers with Internet access
- PowerPoint
- LCD projector (optional)
- Chart paper or chalkboard
- Sticky notes
- Persuasive Strategy Presentation (below)
- Resource websites (below)

Lesson Overview:

After conducting research on Weeks' Armand Co. and the history of cosmetics (Social Studies); making their own lip gloss (science); determining production and marketing cost to set a profitable sale price (math); creating brand labeling (art); the student will write a persuasive essay to sell their product to customers. This writing will include the examples of the seven persuasive strategy definitions and serve as a script to create and infomercial with a group of peers.

Motivation: To show "at risk" students it is possible to achieve their dreams and goals. "If you can dream it, you can build it." A favorite quote of Carl Weeks.

Procedure:

SESSION 1: THE GAME OF PERSUASION

1. Post the chart you created where students can see it (see Preparation, Step 3). Distribute sticky notes, and ask students to write their names on the notes. Call students up to the chart to place their notes in the column that expresses their opinion.
2. After everyone has had a chance to put their name on the chart, look at the results and discuss how people have different views about various topics and

are entitled to their opinions. Give students a chance to share the reasons behind their choices.

3. Once students have shared, explain that sometimes when you believe in something, you want others to believe in it also and you might try to get them to change their minds. Ask students the following question: “Does anyone know the word for trying to convince someone to change his or her mind about something?” Elicit from students the word *persuade*.
4. Explain to students that they are going to play a game that will help them understand how persuasive arguments work.
5. Follow these rules of the game:
 - Have students get into their groups.
 - Explain that sometimes when you play games the winner gets a reward and that at the end of this game the winning team will get the reward you have chosen (see Preparation, Step 1).
 - Have each team choose a recorder, or designate a recorder for each team yourself. The recorder's job is to write down the team's arguments.
 - Tell students that they must work together as a team for 15 to 20 minutes to come up with the best reason why the class should award their group the prize. Their reasons can be serious or playful.
 - Use a signal to let them know when to begin and when time is up.
 - Have students present their arguments. Students can either present as a group or choose one person to be their speaker.
 - Have the judge decide on a winning group or ask students to vote for a group other than themselves that had a convincing argument.

Note: While students are working, there should be little interference from you. This is a time for students to discover what they already know about persuasive arguments. Use the Observations and Notes handout as you listen in to groups and make notes about their arguments. This will help you see what students know and also provide examples to point out during Session 2 (see Step 4).

Home/School Connection: Have students are to find an example of a persuasive piece from the newspaper, television, radio, magazine, or billboards around town and be ready to report back to class during Session 2. Provide a selection of magazines or newspapers with advertisements for students who may not have materials at home. For English-language learners (ELLs), it may be helpful to show examples of advertisements and articles in newspapers and magazines.

SESSION 2: ANALYSIS OF AN ARGUMENT

1. Begin by asking students to share their homework. You can have them share as a class, in their groups from the previous session, or in partners.
2. After students have shared, explain that they are going to get a chance to examine the arguments that they made during Session 1 to find out what strategies they already know how to use.

3. Pass out the Persuasive Strategy Definitions to each student. Tell students that you are going to explain each definition through a PowerPoint presentation.
4. Read through each slide in the Persuasive Strategy PowerPoint Presentation. Discuss the meaning and how students used those strategies in their arguments during Session 1. Use your observations and notes to help students make connections between their arguments and the persuasive strategies. It is likely your students used many of the strategies, and did not know it. For example, imagine the reward for the winning team was 10 extra minutes of recess. Here is one possible argument:

“Our classmate Sarah finally got her cast taken off. She hasn’t been able to play outside for two months. For 60 days she’s had to go sit in the nurse’s office while we all played outside. Don’t you think it would be the greatest feeling for Sarah to have 10 extra minutes of recess the first week of getting her cast off?”

This group is trying to appeal to the other students’ emotions. This is an example of *pathos*.
5. As you discuss the examples from the previous session, have students write them in the box next to each definition on the Persuasive Strategy Definitions sheet to help them remember each meaning.

Home/School Connection: Ask students to revisit their persuasive item found. Have the students check this against the Persuasive Strategies Presentation to look for the persuasive strategies that the creator of the piece incorporated. Check for understanding with your ELLs and any special needs students. It may be helpful for them to talk through their persuasive piece with you or a peer before taking it home for homework. Arrange a time for any student who may not have the opportunity to complete assignments outside of school to work with you, a volunteer, or another adult at school on the assignment.

SESSION 3: PERSUASIVE WRITING

1. Divide the class into groups of two or three students. Have each group member talk about the persuasive strategies they found in their piece.
2. After each group has had time to share with each other, go through each persuasive strategy and ask students to share any examples they found in their persuasive pieces with the whole class.
3. Explain to students that in this session they will be playing the game they played during Session 1 again; only this time they will be working with a partner to write their argument and there will be a different prize awarded to the winning team.
4. Share the Persuasive Writing Assessment with students and read through each category. Explain that you will be using this rubric to help evaluate their essays. Reassure students that if they have questions or if part of the rubric is unclear, you will help them during their conference.

5. Have students get together with the partners you have selected (see Preparation, Step 1).
6. Get students started on their persuasive writing by introducing them to the interactive Persuasion Map. This online graphic organizer is a prewriting exercise that enables students to map out their arguments for a persuasive essay.

Have partners enter their names and topics on the opening screen.

The goal or thesis is the **claim** or stance that they are taking on the issue.

Students should then brainstorm three reasons to support their claim, and facts and examples to support each reason.

Challenge students to use the persuasive strategies discussed during Session 2 in their writing. Remind students to print their maps before exiting as they cannot save their work online.

7. Have students begin writing their persuasive essays, using their printed Persuasion Maps as a guide. To maintain the spirit of the game, allow students to write their essays with their partner. Partners can either write each paragraph together taking turns being the scribe or each can take responsibility for different paragraphs in the essay. If partners decide to work on different parts of the essay, monitor them closely and help them to write transition sentences from one paragraph to the next. It may take students two sessions to complete their writing.
8. Meet with partners as they are working on their essays. During conferences you can:

Ask students to show you the persuasive strategies they are using

Guide students to use a variety of persuasive strategies

Make sure students are using their Persuasion Map as a guide

Check their supporting facts and examples for accuracy

Help groups write an interesting beginning and ending

Encourage partners to read their paragraphs to and provide feedback for each other

Edit for grammar and mechanics

SESSION 4: PRESENTING THE PERSUASIVE WRITING

1. During this session, partners will present their written argument to the class. Before students present, hand out the Check the Strategy sheet. This checklist is the same one they used for homework after Session 2. Direct students to mark off the strategies they hear in each presentation.
2. Use the Observations and Notes sheet to record your observations.

3. After each set of partners presents, ask the audience to share any persuasive strategies they heard in the argument.
4. After all partners have presented, have students vote for the argument other than their own that they felt was most convincing.
5. Tally the votes and award the prize to the winning team. To end this session, ask students to discuss something new they have learned about persuasive arguments and something they want to work on to become better at persuasive arguments.

Modifications:

- Graphic Organizers: Persuasive Strategy Definition Sheet, Persuasion Map
- Lap top/word processor (Fusion)
- Co-Writer

How this meets the standard(s):

- The students will have created an infomercial based on their argumentative essays to support claims with clear reasons and relevant evidence.
- Layered activities to support Bloom's Taxonomy to build higher order thinking skills such as analyzing, evaluating and creating
- Roles (actors, script writers, camera man, graphic artist, tech support, director, etc.) in creating an infomercial provide opportunities for Multiple Intelligences.

This lesson plan and accompanying materials were created during the *Salisbury House: An Interdisciplinary Exploration* class offered through Heartland AEA in 2015. The group members who created this lesson plan are: Michelle Hathaway, Barb Montis, and Karla O'Toole.

Persuasive Strategy Presentation

Claim

State Your Argument

- Example: I am going to try to convince you that grass is blue.

Big Names

Important people or experts can make your argument seem more convincing.

- Example: Former U.S. President Bill Clinton thinks that junk food should be taken out of vending machines.

Logos

Facts, numbers, and information can be very convincing.

- Example: A chocolate chip cookie has 44% fat. That's not very healthy.

Pathos

Getting people to feel happy, sad, or angry can help your argument.

- Example: Your donation will help feed this kitty for one day at the animal shelter.

Ethos

If people believe and trust in you, you're more likely to persuade them.

- Example: I've been there before so you can trust me. I'm just like you.

Kairos

Try to convince your audience that this issue is so important they must act now.

- Example: This is a one-time offer! You can't buy this item after today.

Research

Using reliable research can help your argument seem convincing.

- Example: A recent study found that walking a mile a day helps to lower blood pressure.

Resources:

<http://www.cosmeticsinfo.org/Ancient-history-cosmetics>

http://en.wikipedia.org/wiki/History_of_cosmetics

http://rusticescentuals.com/Lip-Balm_Flavor_Oils/

http://www.sciencebuddies.org/science-fair-projects/project_ideas/Chem_p022.shtml

<http://www.rcampus.com/rubricprinteditc.cfm?mode=1>

<http://www.readwritethink.org/resources/resource-print.html?id=56>

www.cosmeticsandskin.com/companies/armand.php#