Lesson plan

Persuasive writing practice

Lesson plan – Persuasive writing practice

Persuasive writing	
Learning objectives	To practise persuasive writing techniques and style.
Lesson objectives	Learners will recognise parts of a persuasive text. Learners will discuss the purpose and audience of texts. Learners will discuss devices used in persuasive writing.
Previous learning	Learners have had some experience of persuasive texts and the language they use.
Additional resources	**Resources** www.readingrockets.org/strategies/persuasive_writing www.teachwire.net/news/persuasive-writing-worksheets-and-resources-for-ks3-and-ks4-english

Plan		
Task 1	**Classroom activities**	**Resources**
	In pairs, learners read a persuasive text, identifying its • purpose (what the text is trying to achieve), • form (the shape the writing takes, e.g., letter, speech) • key arguments. Give learners a persuasive essay (see Appendix 1 for an example article) discuss in small groups what the purpose and intended audience is for the text. Learners identify the ways in which the reader is positioned by a text and the emotions which are evoked, supporting ideas with reference to language choice/evidence from text. Give learners a list of devices used in persuasive writing: • rhetorical questions • shocking statistics • emotive language. In groups, learners list points which could be used to balance an argument which gives only one viewpoint.	**Useful resources include:** • magazine articles and blogs which adopt strong views • samples of learner responses to a persuasive task (Example Candidate Responses booklet) • advertisement campaigns • online resources to find alternative views. • Charity appeal letter
Task 2	Learners discuss as a class and evaluate how persuasive three texts on the same topic are.	
Task 3	Learners identify bias in a text by collecting evidence, e.g., of exaggerated claims, hyperbolic language, threatening predictions. Learners work in pairs to refute a series of assertions. Then develop a persuasive essay against the original premise. Discuss the success criteria for an effective piece of persuasive writing. Learners use this as a check list. Content, tone, syntax, diction, and structure should be considered along with style and accuracy.	

Additional information	
Differentiation: How do you plan to give more support? How do you plan to challenge the more able learners?	Some learners might find it helpful to read a number of different persuasive texts and make a note of the types of words which are commonly used. More able learners could be asked to write their own title and answer for a persuasive examination question.
Assessment: How are you planning to check learners' learning?	Assessment will look for successful completion of a persuasive essay.

Reflection and evaluation	
• Were the lesson objectives realistic? • What did the learners learn today? • What was the learning atmosphere like? • Did my planned differentiation work well? • Did the timings work? • What changes did I make from my plan and why?	

Summary and evaluation	
• What went really well? (teaching / learning.) • What would improve the lesson? • What have I learned from this lesson that will inform my next lesson?	

Appendix 1 – Example Candidate Response

Latest Technology: Is it worth it?

The internet and technology are both beautiful things. Billions ~~of~~ of people and objects around the world all elegantly connected by a series of overlapping webs as if ~~ths it is~~ it is all a part of some grand design. These two things simplify modern life and will continue to do so. However, does that mean that you ~~too~~ should buy all of ~~into~~ it?

If you are reading this article, you probably have experienced the internet. In fact, you might be ~~reading~~ reading this on a phone or computer right now. ~~What you may not Th~~ If you are, there's probably some company somewhere that knows that you are. They know what time you opened your device, which ~~what~~ search engine you used, and which website and article you went to. These 'tech' companies ~~are not~~ sell your ~~selling your~~ data ~~because they have~~ to other companies in exchange for

money. These 'tech' companies are not selling your data because they have no funds and their owners are destitute. They have millions, if not billions, in investments for ~~their~~ the growing technology market. They are selling the data to make a quick buck. Knowing this, it comes as no surprise that 47% of people hesitate to buy new technology because of concerns with their privacy. Technology companies should be wiser about how they use our data.

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Of course, there is still a large group of people who do buy new technology. There is a group coined the 'early adopters' who simply get a thrill in knowing that they are a part of an exclusive club of people with the latest in technology. They ~~switch between~~ buy new products like they are groceries. There is also a group of professionals who buy the new technology ~~for~~ to see the new ideas and how these ~~creations~~ ideas are implemented. They do this so they can improve a product that they are working on.

Then, there are normal people who buy a product to fulfill their own needs. They are often hesitant to buy new technology unless it is absolutely necessary. ~~Now~~

Now to address the question: should you buy it? The truth is, that there is no simple answer. Young people tend to fall into all of these ~~o~~ categories. ~~Based on your need~~ I do, however, strongly recommend avoiding being like the first group. If you have a genuine interest in technology, you can always follow the news. It is best to not waste your money ~~constantly~~ constantly buying the latest products. If you still want to