

**Grade: 5**

**Lesson Number: 6**

**Unit Name: Writing**

**Course: Boli**

**Title: Persuasive Writing**

### **Standards**

#### **Standard 3: Writing Composition with a Central Idea**

- Students write clear and coherent compositions that develop a central idea.
  - *Students can create multi-paragraph compositions, including a developed topic sentence, and simple supporting facts and details. Paragraphs should include transitional expression that link one paragraph to another in a clean line of thought. Summary should be found in the conclusion.*
  - *Students learn the formats to write persuasive letters or compositions.*
  - *Students describe the setting, characters, objects, and events using adjectives and appropriate vocabulary.*

### **Objectives**

1. Students will write a persuasive paragraph and/or essay with a main idea, supporting points, arguments refuting their opponents and a strong conclusion all in Pañjābī.

### **Prerequisites**

- None

### **Materials**

- Paper and pen

### **Advanced Preparation**

- This is the first in a two-part lesson on persuasive writing.

### **Engagement (5 minutes)**

- Ask children to raise their hand, if they feel, they most often win an argument.
- Ask those who raise their hand to tell you why they think they are able to do so.
- Tell them that today you will see them in action and they'll have an opportunity to prove it to you.

### **Exploration (35-40 minutes)**

- After the question, ask students to draw a line with two arrows at either end on a piece of paper.
- Label one end "ਨਾਂ" and the other end "ਹਾਂ." Next, ask them to make an X representing where they stand on a controversial statement.
  - Example: Students should wear uniforms in school (ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਸਕੂਲ ਵਿਚ ਵਰਦੀ ਪਾਣੀ ਚਾਹੀਦੀ ਹੈ।)
- If they agree, they draw an x on the "yes" end of the continuum.
- If they disagree, they draw an x on the "no" end.

- If they are undecided they draw an X somewhere in the middle depending on the way they are leaning.
- Next, ask students to write down in Pañjābī three reasons why they marked the X at the yes or no end or why they are undecided.
- Then they are to be directed to two corners of the room where they will share ideas and add to their list of supporting points.
- One corner is for those who marked an X on or near the "yes" on their continuum.
- The other is for those who marked the "no" end.
- Those who were somewhere in the middle of the continuum will visit both corners to hear two sides of the issue. Eventually, they must take a stand and record supporting points for their position.
- Students meet in their corners, read from their lists of supporting points, and strengthen their arguments.
- When students finish writing their lists, they return to their seats.
- Explain to the students that a strong persuasive piece of writing will address opposing arguments.
- This is when students face off to refute each other.
- Have four volunteers for the "yes" side line up facing four volunteers for the "no" side.
- A student offers a point in support of his/her position, while the opposing student in line refutes the point and then offers a supporting reason for his/her side. This goes back and forth for awhile and new volunteers can be invited to come up and "face off" in front of the class.
- After the "face off" congratulate everyone on a job well done.

#### **Explanation/Extension (10-15minutes)**

- After you are done, have the students write their paragraph or essay with a main idea in Pañjābī, supporting points, arguments refuting their opponent and a conclusion that restates their main idea and explains the bottom line or why the issue and their stand is important to them. Have them work on it individually.
- Have children finish their paragraphs and bring them to the next class to hand in.

#### **Evaluation (On-going)**

- Evaluate children on enthusiasm and active participation in the discussions and writing of their paragraphs when they hand them in.