

# lesson topic: **Persuasive Writing** in the **Garden**

source: **Common Core Learning Standards for English Language Arts & Literacy**  
<http://www.corestandards.org/ELA-Literacy/RL/introduction-for-k-5>

## overview

**In this lesson, students will:** use a variety of strategies to convince their peers to choose a given theme for the school garden.

## objectives

**In this lesson, students will learn:**

- how to write an argument to support an opinion using relevant evidence W5.1
- to conduct sustained research using credible print and digital resources R5.7, R5.8, R5.9
- to develop and present effective presentations for a specific audience SP5.4,
- how to use visual displays in presentations to enhance main ideas SP5.5

## materials

**For this lesson, you will need:**

- Chart paper or SMART Board
- Examples of different types of persuasive writing
- Books, journals, or internet access
- Access to computers with word processing
- Assorted art supplies

## resources

**For this lesson, you can read:**

Read Write Think: Grades 3-5  
*Can You Convince Me? Developing Persuasive Writing*

<http://www.readwritethink.org/classroom-resources/lesson-plans/convince-developing-persuasive-writing-56.html?tab=3#tabs>

## learning activity

*(several class periods):*

- 1. Ask students if anyone has ever tried to convince them of an idea or used techniques to change their mind about a topic?** Introduce the term “persuade”. Discuss elements that make an argument persuasive.
- 2. Provide different types of persuasive material** such as a video or an advertisement. As a group review one piece of text and help students pull out tactics used to persuade the viewer.
- 3. Remind students that the school is installing a garden,** and it is up to the school community to decide how to design the space. It is important to be aware of the different perspectives that people might have about what should be grown in your school garden.
- 4. Assign students into cooperative teams.** They should research the different types of gardens that could be installed based on a site survey and your school’s garden budget.
- 5. If possible students should be provided with time to interview different interest groups** who can use the garden including students, teachers, parents, the principal, custodian, school nurse and those who work in the school cafeteria.
- 6. Each group will be asked to produce a persuasive presentation** to convince their peers or the school community to choose a specific theme. Students can be encouraged to choose the presentation technique that they think will be the best to reach their intended audience.

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## presentations types

- **Advertising executives** create a poster or brochure
- **Artists** create a mural with a slogan that promotes their point of view
- **Newspaper reporters** a newspaper article or a letter to the editor
- **Playwrights** create and perform a play
- **Politicians** write a speech or a formal letter
- **Songwriters** create and a perform song or rap

## presentation

After the groups have had an extended time to complete their assignments, provide time for each group to make a presentation. Conclude the performances with a discussion about which forms of communication are most persuasive.

## creative activity

### *For this lesson, you can:*

Create a school newsletter to keep your school community informed about the progress of your school garden. Include interviews with students and staff involved with the project.

## extending the lesson

### *Continue the fun by:*

Conducting a class or school wide vote to determine the chosen garden themes for the school year. Assign classes or a garden club to research, design and install chosen gardens with adult assistance. Host community work days with the school community to install and maintain the space. Reach out to local cooperative extensions or garden based organizations for additional assistance.