

Lesson Overview

Title: Advocating and Persuasive Writing

Subject: Language Arts & Science

Time: 2-3 x 75mins

Grade: 4

Developed by: Kaitlyn Provost

Lesson Description

Students will learn about Indigenous awareness and the importance of advocating for change. After reading the story *Nibi's Water Song* by *Sunshine Tenasco* students will discuss the importance of having clean water and the realities that Indigenous communities are facing with a lack of clean water. Students will work in pairs to brainstorm ideas to convince others that change needs to happen for Indigenous communities. After brainstorming, students will individually write a persuasive letter to the Prime Minister of Canada advocating for clean water for Indigenous communities. They will individually write their draft letter, and then return to their pair for peer feedback. This feedback will then be applied to the final draft of the letter. This activity is designed as an assessment activity for a persuasive writing unit.

Stage 1: Desired Results

Big Ideas/Essential Question

Why is it important to advocate?

How can persuasive letters make a change?

Ontario Curricular Overall Expectation

Language

B. Foundations of Language

B3. Language Conventions for Reading and Writing

C. Comprehension: Understanding and Responding to Texts

C1. Knowledge about Texts

C2. Comprehension Strategies

C3. Critical Thinking in Literacy

D. Composition: Expressing Ideas and Creating Texts

D1. Developing Ideas and Organizing Content

D2. Creating Texts

D3. Publishing, Presenting, and Reflecting

Science

B. Life Systems

B1. Relating Science and Technology to Our Changing World

Ontario Curricular Specific Expectation

Language

B3.1, B3.2, B3.3

C1.1, C1.2, C1.4, C1.6, C1.7

C2.1, C2.2, C2.5, C2.7

C3.2, C3.4, C3.5, C3.6, C3.7, C3.8

D1.3, D1.4, D1.5

D2.1, D2.3, D2.4, D2.5, D2.6

D3.1, D3.2, D3.3

(Being Assessed)

Science

B1.1, B1.2

Key concepts and/or skills to be learned/applied:	Prior Knowledge:
<ul style="list-style-type: none"> - Persuasive writing techniques. - Editing skills/ Peer feedback - Writing process - Publication process 	<ul style="list-style-type: none"> - Persuasive writing - Lived experiences (access to water)
Stage 2: Planning learning experience and instruction	
Student Groupings	Instructional Strategies
<ul style="list-style-type: none"> - Pairs (Think, Pair, Share Discussion) - Large group session (Read-aloud) - Large Group (Discussion on videos) - Pairs (Brainstorming & Peer assessment) - Individual (Draft & Final) 	<ul style="list-style-type: none"> - Clear instructions posted. - Flow of activities clearly labelled. - Expectations clearly posted. -
Materials	Considerations
<ul style="list-style-type: none"> - Nibi’s Water Song by Sunshine Tenasco - Persuasive writing brainstorming sheet (Appendix 1) - Persuasive writing outline sheet (Appendix 1) - Peer feedback sheet (Appendix 1) - Videos: #1: https://www.youtube.com/watch?v=GnFTOAh0-p0 #2: https://www.youtube.com/watch?v=A33XRMLBbOc&t=43s - Rubric (Appendix 1) 	<p>Students may require extra reminders to remain on task and help follow the outline of the assignment. Have students work in pairs to support student needs.</p> <p>Students will need notice when the period is almost over, so they can wrap up what they are working on.</p>
Activity Flow	Accommodations
<ul style="list-style-type: none"> - Discussion - Read-aloud. - Discussion - Videos - Discussion - Persuasive letter to the Prime Minister of Canada 	<ul style="list-style-type: none"> - Translation technology provided for ELL learners, if required. - Text-to-speech technology
	Modifications
	<ul style="list-style-type: none"> - The letter can be shorter, including fewer details. - Research already provided for the student. - Scribing available
Stage 3: Learning experience and instruction	
Motivational Hook:	
<ul style="list-style-type: none"> - Think, Pair, Share: What does advocating mean? - When should we advocate? 	
Open:	
<ul style="list-style-type: none"> - Read the book – Nibi’s Water Song - Discussion <ul style="list-style-type: none"> o Do you think Nibi could have achieved the same results without advocating? o What do you think Nibi did that made a difference? o How do you think the environments in these locations have been impacted due to the water? - Watch video #1 - Watch video #2 - Discussion <ul style="list-style-type: none"> o How do these videos make you feel? o After watching the videos, how have they inspired you to write your letters? 	

- What did you notice about the environment?
- Has the lack of water affected the environment in the videos?

Body:

- Brainstorm ideas for a persuasive letter.
- Discuss ideas with a partner.
- Begin draft letter.
- Peer reviews
- Final draft

Close:

- Label and seal letters.
- Discussion
 - What did you learn from this experience?
 - How can you use this in the future?
 - Do you feel more confident advocating for change with these skills?

Early Finishers

Early finishers will brainstorm ideas for how the Prime Minister might respond to these letters. They will anticipate the responses to the letters and brainstorm ideas for how these responses could be met. Another option for early finishers is to plan other ideas about how we can help Indigenous communities while waiting for the government to help. What is something we can do right now to help?

Link to Future Lessons

This activity can stem into future lessons when discussing social studies and the various social justice issues that communities are facing. Students will already have an understanding of persuasive writing and the impact of advocating for change; therefore, students should be able to apply these same understandings to future social justice issues.

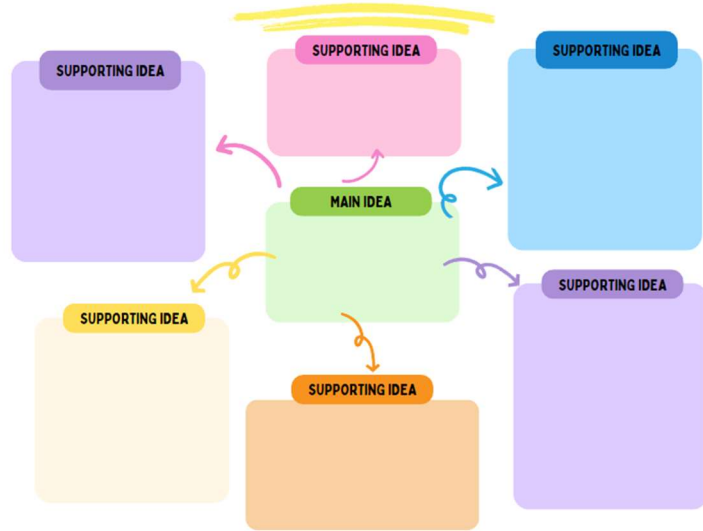
Assessment

- Assess the final letter.
- Use rubric (Appendix 1)

Appendix 1 (Resources)

Graphic Organizer for Ideas

GRAPHIC ORGANIZER



Brainstorming Sheet

OPINION WRITING Name: _____ Date: _____

INTRODUCE TOPIC: _____

STATE OPINION: _____

REASON #1	REASON #2	REASON #3
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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RESTATE OPINION: _____

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Peer Feedback Sheet



The form is a light pink rounded rectangle with a dark teal border. It features two speech bubble icons on the left and one envelope icon on the right. The word "Feedback" is written in a large, black, cursive font in the center. Below the title, there are four horizontal lines for writing. The first line contains the text "I love", and the second line contains "Next time remember to".

Feedback

I love

Next time remember to

Grade 4 Persuasive Letter Rubric

Criteria	Level 1 (Limited)	Level 2 (Basic)	Level 3 (Proficient)	Level 4 (Advanced)
Argument Clarity & Strength D2.4	The letter lacks a clear argument or persuasive elements. Arguments are unclear or weak. The letter contains no reasons.	The letter presents a basic argument with some attempts at persuasion, but it lacks depth and effectiveness. The letter contains 1-2 reasons.	The letter presents a clear and logical argument with convincing persuasion techniques. The letter contains 3 reasons.	The letter presents a compelling and well-structured argument with strong persuasive elements effectively tailored to the audience. The letter contains 3 reasons and a rationale for each reason.
Supporting Details & Evidence D1.3,	The letter lacks relevant supporting details or evidence.	The letter includes some supporting details or evidence, but they are not consistently relevant or effective.	The letter includes relevant supporting details or evidence to strengthen the argument.	The letter provides thorough and compelling supporting details or evidence that effectively reinforces the argument.
Introduction & Conclusion	The letter lacks a clear introduction and/or conclusion.	The introduction and/or conclusion are present but lack clarity or effectiveness.	The letter includes a clear introduction that sets up the argument and a conclusion that summarizes key points.	The introduction effectively engages the reader, and the conclusion leaves a lasting impact, effectively summarizing the argument.
Logical Sequence D1.4	The letter lacks a logical sequence of ideas or follows a confusing structure.	The letter attempts a logical sequence but may lack coherence or consistency.	The letter demonstrates a logical sequence of ideas, with transitions that guide the reader smoothly through the argument.	The letter exhibits a well-organized structure with seamless transitions, enhancing the coherence and flow of ideas.
Language Use D2.3	The language is unclear or inappropriate for the audience and purpose.	The language is basic and may contain errors or lack sophistication.	The language is clear and appropriate for the audience and purpose, with minimal errors.	The language is engaging, and precise, and demonstrates a sophisticated command of vocabulary and style.
Conventions B3.1, B3.2, B3.3	The letter contains numerous grammatical, spelling, or punctuation errors that hinder readability.	The letter contains some grammatical, spelling, or punctuation errors that occasionally distract from the message.	The letter demonstrates consistent use of grammar, spelling, and punctuation, enhancing readability.	The letter showcases an exemplary command of grammar, spelling, and punctuation, enhancing clarity and professionalism.