

Teacher Notes



Elements of the Persuasive Argument

Activity 2 Collaborating on Persuasion

Activity at a Glance

- ◆ **Subject:** English
- ◆ **Subject Area:** Composition
- ◆ **Category:** Types of Composition
- ◆ **Topic:** Persuasive Composition
- ◆ **Grade Level:** 10-12
- ◆ **Prerequisites:** None
- ◆ **Total Teaching Time:** 60 minutes

Materials

- ◆ Voyage™ 200 Personal Learning Tool (PLT), TI-83 Plus
- ◆ **Elements of Persuasion** edc resource file
- ◆ TI-GRAPH LINK™ cable or TI-Navigator™
- ◆ Internet-enabled PC or other reference sources for topic research purposes

Activity Overview

Students will work together to write persuasive letters, determining a role and purpose and using the three elements of persuasive writing. Students will work with one or two partners so they may share both creative and formatting responsibilities, learning from one another as they write. Students will search for facts to support their requests, as needed.

Tip

You may want to include web sites or other resources that students might consult for this assignment. Since one of the characteristics of persuasive writing is to have proof to support the positions, variety of sources available for student use. Remind students to determine their RAFT components (the format is a persuasive letter) before they begin writing.

Directions

Before the Activity Begins

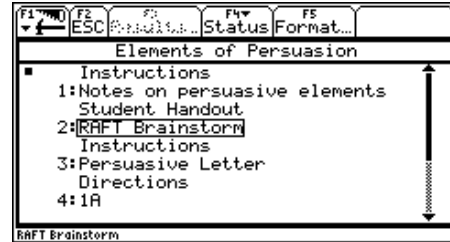
Present lesson objectives. Ask students to review their notes on persuasion. Place students in groups of two or three. Group members will collaborate to write a persuasive letter on a topic meaningful to them using the Persuasive Letter section of their resource file. An example might be for students to write a letter to their parents asking permission to do something they are not ordinarily

permitted to do, offering concrete reasons why the rule should be changed or ignored for this particular instance, and so forth.

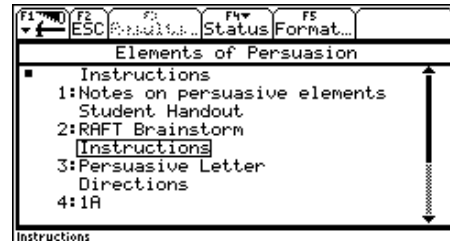
To access and use the Instructions and **Persuasive Letter** sections:

Voyage™ 200 PLT (or TI-92 Plus)

1. If necessary, exit the previous section by pressing **F2, ESC**.

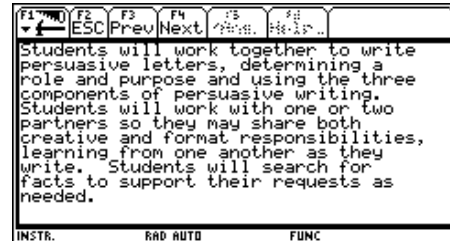


2. Use \downarrow to highlight the **Instructions** section.



3. Press **ENTER**. All students should read the instructions before starting to write their letters.

As in the previous activity, one student is appointed the recorder, and the others dictate their ideas.

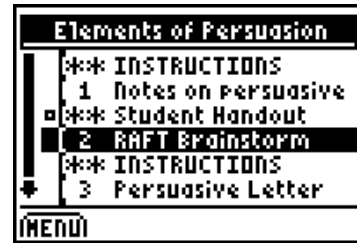


4. When the group is finished reading the instructions, the recorder moves to the persuasive letter section by pressing **F4: Next**. To move the cursor into the box, press **ENTER**.

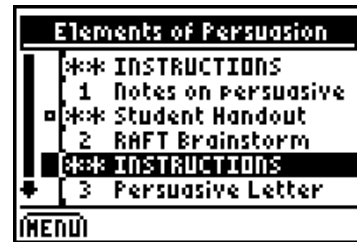


TI-83 Plus

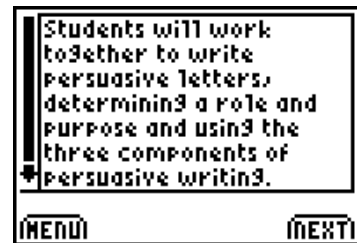
1. To exit the 2 RAFT Brainstorm section, press **MENU** (using the \square key) and then select 3:► Item List to redisplay the section listing.



2. All students should read the Instructions section before writing their letters. To access this section, use \square to highlight it.



Press \square . Read the entire text by pressing \square . When all group members are done, the recorder moves to the **Persuasive Letter** section by pressing **NEXT** (the \square key.)



3. Type the persuasive letter. Be sure the device is in Alpha mode (\square \square) before starting to type.



During the Activity

Circulate among the groups and remind students of the importance of shaping their letters using the components of persuasive writing.

After the Activity

Collect students' letters using the TI-GRAPH LINK™ cable. Discuss the activity.