

# Video 1 Lesson Guide:

## Introduction



Collect pretest data  
**BEFORE** beginning this  
lesson!

# 1

### INTRODUCE THE TOPIC: PERSUASION

#### Convince Me!

\*Before students arrive, make a two-column chart. Write “Winter is the best season” at the top of the chart. Write “agree” at the top of one column and “disagree” at the top of the other.

\*Distribute a sticky note to each student, ask students to write their names on the sticky note, and allow them to place their sticky note in the column that expresses their opinion.

\*After everyone has placed their sticky note, look at the results and discuss how people have different views about various topics. These are called opinions. Allow for students to share the reasons behind their choices.

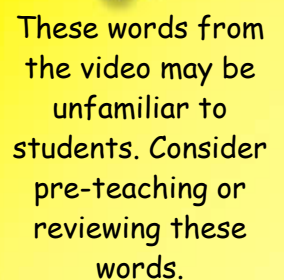
\*Once students have shared, explain that sometimes when you believe in something, you want others to also share your opinion and you might even try to change their minds.

\*Ask students the following question: “Does anyone know the word for trying to convince someone to change his or her mind about something?”

## VOCABULARY

### Pre-teaching: A Glossary

- \* Persuade- to convince
- \* Graphic organizer- a way to organize your thoughts/ideas for writing
- \* Opinion- what you think, feel, or believe about something



These words from the video may be unfamiliar to students. Consider pre-teaching or reviewing these words.

# 2

Show Video 1 (Introduction) to students.



# 3

## Check Your Understanding

### THE GAME OF PERSUASION!

- \*Divide students into pairs or have each person work individually.
- \*Explain to students that they are going to play a very simple game that will help them understand how persuasive arguments work.
- \*Offer an incentive for the winner(s) (i.e. candy, extra computer time, lunch pass, etc.).
- \*Tell the students that they will have 10 minutes to come up with the best reasons why they or their group should get the prize.
- \*Have the students present their arguments. If students are in pairs they can choose one person to be their speaker.
- \*Have a judge decide on the winning pair/individual or ask students to vote for who had the most convincing arguments.



As students are discussing their arguments, use this time to collect formative data and make notes about what students already know for future decision making!


# 4


## Extension Activity




### PERSUASION IS ALL AROUND YOU!

- \*Provide a selection of magazines, newspapers, or advertisements that have examples of persuasion.
- \*Have students look through the selection and make written or mental notes about the “arguments” they see or how the authors/creators are trying to be convincing.





**Technology Based Graphic Organizer (TBGO)**




Hi, Oscar. Welcome to WEGORITE.  
[Main Menu](#)


Name:  Date:


**1 Select a Prompt**







 Prompt selection:	Some people believe that students your age should wear school uniforms. Using specific details and examples to support your position, argue for or against wearing a uniform.	Some people believe that everyone should own a pet, while others do not. Using specific details and examples to support your position, argue for or against owning a pet.
I can pick a side.	<input type="checkbox"/>	<input type="checkbox"/>
I am interested in writing about this prompt.	<input type="checkbox"/>	<input type="checkbox"/>
I chose this prompt.	<input type="checkbox"/>	<input type="checkbox"/>

Pick your essay goal:  

Personal writing goal:

**2 Fill out the table below. Click [here](#) to see an example.** 

 <b>3 Brainstorm:</b>	Visualize Images <input type="checkbox"/>	Search Images <input type="checkbox"/>	Draw a Picture <input type="checkbox"/>	Make a Web <input type="checkbox"/>	Make a List <input type="checkbox"/>	Talk About It <input type="checkbox"/>
--	--	---	--	--	---	---

	 Key Words	 Complete Sentences	 Check Your Work
 <b>4 Identify your opinion</b>			<input type="checkbox"/> I included my opinion.
 <b>5 Determine 1st reason</b>		Choose an item. ▾	<input type="checkbox"/> I included 3 different reasons to support my opinion.  <input type="checkbox"/> I have as many explanations as I planned to have in my goal.
 <b>6 Explain why or say more</b>		Choose an item. ▾	
<b>Determine 2nd reason</b>		Choose an item. ▾	
		Choose an item. ▾	

Features

Goal Setting

Transition Words

Text-to-Speech

NOTE: The scavenger hunt should take place AFTER the above lesson- either the same day or a subsequent day

# Orientation

## to the TBGO!

1

Provide students with some time to explore or “play” with the tool independently. Sometimes the best way to orient yourself to new technology is to dive in and explore without expectations.

2

After students have had a chance to explore the TBGO, provide an opportunity for them to share in small groups or as a whole class what they noticed about the graphic organizer and if anything stuck out to them.

3

Have students complete the scavenger hunt (below) in order to ensure that they know how to access some of the key features of the tool.

**Remember!**

Students should have received an introductory lesson (see above) on the persuasive genre before completing the scavenger hunt.





# A BRIEF INTRODUCTION TO THE TBGO!

**DIRECTIONS:** Answer the following questions by navigating through the TBGO! By answering all the questions you will be able to unlock the treasure by writing in each of the red underlined letters!

1. What is the name of the tool that helps you organize writing?

— — — — — **ORGANIZER**



2. After entering your name and date, what is the next step?

— — — — — **SELECTION.**

**Pick your essay goal:** Choose your essay goal here!  

3. Look at “Pick your essay goal” and click the dropdown. Your goal should include


— — — — — **& EXPLANATIONS.**

 - content videos  - how-to videos  - audio comments

4. Find the orange circle for “Step 2” and click to see the example. Then, looking at the key at the top of the page, the yellow light bulb and the thinking man will both play a

— — — — —

5. Using the mnemonic — — — — — on the left side of the graphic organizer will help you organize your writing.

Choose an item. 

6. The dropdown in the orange box helps you to add — — — — — **WORDS** as you go.

**3** Next,  the text in the orange box. 

7. Click on the “copy” button. To hear your essay read aloud, **DOUBLE** — — — — — on the orange box. This is called “text-to-speech.”

**5** Evaluate: 

8. The last step (Step 5) is to — — — — —. This is a way to check your work and will help you determine your next writing goal!

**Solve:** To persuade someone means to — — — — — !



1. What is the name of the tool that helps you organize writing: **GRAPHIC ORGANIZER**
2. After entering your name and date, what is the next step? **PROMPT SELECTION.**
3. Look at “Pick your essay goal” and click the dropdown. Your goal should include **REASONS & EXPLANATIONS.**
4. Find the orange circle for “Step 2” and click to see the example. Then, looking at the key at the top of the page, the yellow light bulb and the thinking man will both play a **VIDEO.**
5. Using the mnemonic **IDEAS** on the left side of the graphic organizer will help you organize your writing.
6. The dropdown in the orange box helps you to add **TRANSITION WORDS** as you go.
7. Click on the “copy” button. To hear your essay read aloud, **DOUBLE CLICK** on the orange box. This is called “text-to-speech.”
8. The last step (Step 5) is to **EVALUATE.** This is a way to check your work and will help you determine your next writing goal!

**Solve: To persuade someone means to CONVINCE!**



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