



Saskatchewan Catholic Schools Curriculum Permeation

**REVEALING  
CHRIST  
IN ALL WE TEACH**

**ENGLISH  
LANGUAGE ARTS 3**

**2014**

*"Revealing Christ in All We Teach"*

## *“Revealing Christ In All We Teach”*

*A Curriculum Permeation initiative of the Saskatchewan Catholic School Boards Association*

### **Introduction:**

“The Gospel spirit should be evident in a Christian way of thought and life which permeates all facets of the educational climate. Prime responsibility for creating this unique Christian school climate rests with the teachers, as individuals and as a community.” (The Religious Dimension of Education in a Catholic School, 1988 #25 -26.)

Teachers in Saskatchewan are mandated by the Ministry of Education to implement provincial curricula. Teachers in Saskatchewan Catholic Schools are further charged to utilize the “Revealing Christ in All We Teach” resources to permeate the Ministry curriculum with the Catholic world view.

Our Catholic schools seek to create a learning environment that reflects the identity and character of the Catholic Church. In each of our Catholic schools throughout Saskatchewan, we strive to become learning environments in which the uniqueness of our Catholic faith is expressed in all we do.

We believe that teaching in our Catholic schools is a ministry in which all are called to witness their faith. The teaching that occurs within our Catholic schools ought to reflect more than the content and objectives of the provincial curricula. In addition to these core fundamentals, we are called to infuse our Catholic beliefs and values in all subject areas.

In an ever-increasing secular world in which religious beliefs are dismissed, we must take up the challenge to see that the teaching of our Catholic values and beliefs are not limited to Religion and Christian Ethics classes alone, but are taught across the entire curricula. Our Catholic faith must permeate all subject areas! This undertaking is critical to the distinctiveness of Catholic education in Saskatchewan.

As Catholic educators, how do we permeate our Catholic teachings across the curricula? How do we, for example, discuss our church’s teachings on respect for the environment in science classes? How do we promote social justice in our studies of the humanities? How do we critique literary works through the eyes of our faith? In biology, how do we promote the sanctity of all human life, indeed, all of creation?

At the direction of the Saskatchewan Catholic School Boards Association, the following resource has been produced to assist teachers in the permeation of our Catholic faith across the curricula. A number of dedicated Catholic teachers in Saskatchewan have contributed to this resource by developing and sharing a variety of activities, lessons, and units for this purpose.

**Please note:** Teachers are invited to submit feedback and/or suggestions for additional faith permeation ideas to their Religious Education coordinator/consultant.

*“Revealing Christ in All We Teach”*



Saskatchewan Catholic Schools Curriculum Permeation  
Gr. 3 English Language Arts - Faith Permeation Essential Connections

**Unit Theme: From Compassion to Action**  
**Writing Persuasive Letters**

**This unit focuses on the Outcomes of the Saskatchewan Grade 3 English Language Arts Curriculum.**

**Catholic Faith Focus for Learning:**

**“When action meets compassion, lives change” - Dave Ramsey.**

Compassion means to suffer together, it’s the feeling you get when others are challenged in some way and you want to do something to help. Jesus taught us to be compassionate and to act on it.

We use the Golden Rule from Matthew 7:12, “Do onto others as you would have them do to you”, when caring for people in our communities.

**Catholic Faith Big Ideas:**

Students will understand that ...

- God told us to “love your neighbor as yourself” (Mark 12:31).
- We are called to help those most in need and expect nothing in return.
- Showing compassion brings us closer to God.

**Catholic Faith Essential Skills:**

Students will understand that:

- We should always show compassion (caring) to others.
- We show compassion in thoughts and actions.
- We use the Golden Rule to guide our compassionate hearts.
- There are many ways we can show compassion to those in need.

**Catholic Faith Essential Questions:** *How can we show compassion to those in need in our community?*

**Description of Culminating Task:** Persuasive Letter based on one of the **Corporal Works of Mercy.**

**NOTE: All yellow highlighted/shaded areas indicate faith permeation.**

**NOTE: All purple highlighted/shaded areas indicate important teacher notes and/or optional content.**

*“Revealing Christ in All We Teach”*

**Additional Resources:**

- *Christ the Teacher Catholic Schools - English Language Arts Assessment Rubrics*
  - Located online at: <https://www.christtheteacher.ca/ctcs/assessment-evaluation/>
- *Catechism of the Catholic Church*
- *Bible*
- *Suggested Texts Throughout Lessons (Appendix 2)*
- *Teaching Strategies: “Beyond Monet: The Artful Science of Instructional Integration,”*  
*Barrie Bennet & Carol Rolheiser (2001).*

### **Important Notes about Culminating Task/Permeation**

Before you begin this unit, you will promptly need to decide which **Corporal Works of Mercy** (Appendix 1) you want your students to focus on for this unit. You may choose to study all seven and allow students to guide their own inquiries, or you may choose one or two of the Works based on your students interests/knowledge and your community needs.

You will notice that the culminating task has the option of having students send their letters off to the School Community Council. The intention is to have students prepare their letters for an authentic audience. However, you may choose to have their letters addressed to a different audience (ex. Parish, Knights of Columbus, CWL, Principal, School Division Office, School Board, etc.), or you may have students decide on their own audience based on the topic they have chosen. Another option would be to consider the arguments and suggestions as a possible class social justice project.

Although this task suggests having the recipient choose one or two of the proposals, you may ask to have your audience provide feedback or assess the students' letters. Whatever option you choose, it is highly recommended to provide each student with specific feedback on their completed tasks.

As a final note, although this task is designed as a letter writing task, you may consider whether you want the students to write and mail letters OR if you would like them to send emails. Both formats would require specific lessons such as:

<b>Mailed Letter</b>	<b>E-mail</b>
Addressing envelopes	Addressing Email
Structure of Letter	Subject Line
Heading and Closing	Attaching a Document

#### **Possible Cross-Curricular Connections to this Unit:**

<b>Subject</b>	<b>Outcomes</b>
Health Education	USC 3.2, 3.4 DM 3.4 AP 3.1
Social Studies	IN 3.1 PS 3.1, 3.2, 3.3 RW 3.1, 3.2

Culminating Task  
**“Action Meets Compassion”**  
**Writing Persuasive Letters**

ESSENTIAL QUESTION: How can we show compassion to those in need in our community?

**TASK:**

Our school’s S.C.C. needs your help! They are looking for unique ways to show compassion to those in need in our community and are currently accepting proposals as to how to use their charity funds.

They have asked each member of our class to submit a persuasive letter that details WHO in our community needs help, WHY we should help them, and a detailed description of HOW we could help those in need. Your idea should be based on one of the **Corporal Works of Mercy.**

Members of the S.C.C. will review your proposals and choose which ideas to discuss at their next meeting.

**CRITERIA FOR YOUR LETTER:**

\* Split your letter into 3 sections: Introduction, Middle & Conclusion

<b>INTRODUCTION</b>		<b>MIDDLE</b>	<b>CONCLUSION</b>
<b>O</b> Opinion	<b>R</b> Reasons	<b>E</b> Examples	<b>O</b> Opinion
<b>Who in our community needs help?</b>	<b>Why should we help them?</b>  <i>Connect your opinion to at least one of the Corporal Acts of Mercy</i>	<b>How can we help them?</b>  <i>Give a clear and detailed description of how we can help.</i>	<b>Restate your opinion on who we should help and why.</b>
<p><b>Other:</b></p> <ul style="list-style-type: none"> <li>* As a part of the process, you will need to show evidence of both pre-writing &amp; revision.</li> <li>* Carefully choose your words in order to persuade your audience.</li> <li>* Present your final product using proper letter format and paragraph structure.</li> </ul>			

***“Action Meets Compassion - Persuasive Letters”***  
**ELA 3 - CULMINATING TASK ASSESSMENT RUBRIC**

	<b>1</b> “Little Evidence”	<b>2</b> “Partial Evidence”	<b>3</b> “Sufficient Evidence”	<b>4</b> “Extensive Evidence”
	With help, I understand parts of the simpler ideas and do a few of the simpler skills.	I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	I understand the more complex ideas and can master the complex skills that are taught in class. <b>I achieve the outcome.</b>	I have a deep understanding of the complex ideas, and can apply the skills I have learned to situations that were not taught in class.
<b>Corporal Works/Topic:</b>	* My topic does not connect to one of the Corporal Works of Mercy.	* My topic somewhat connects to one of the Corporal Works of Mercy.	* My topic clearly connects to one of the Corporal Works of Mercy.	* My topic effectively connects to more than one of the Corporal Works of Mercy.
Comments:				
<b>CC 3.4 - I can communicate my ideas and experiences in a clear, easy-to-follow letter. I have a purpose, interesting details, and correct paragraph structure.</b>				
<b>CC3.4 - Writing Process</b>				
<b>Pre- Writing</b>	* My pre-writing is insufficient.	*My pre-writing is mostly complete.	* My pre-writing is complete.	* My pre-writing is extensive and thoughtfully completed.
Comments:				
<b>CC 3.4 - Organization</b>				
<b>Introduction</b>	* My introduction has no real lead.  * The reader wonders what my opinions are.	* My introduction has a basic, predictable lead.  * The reader has a peek at my feelings and opinions.	* My introduction has an effective lead that hooks the reader.  * The reader can tell what my feelings and opinions are.	* My introduction has an original lead (not studied in class) that hooks the reader.  * My text has energy, and my feelings and opinions shine through.

	<b>1</b> “Little Evidence”	<b>2</b> “Partial Evidence”	<b>3</b> “Sufficient Evidence”	<b>4</b> “Extensive Evidence”
<b>Middle</b>	* I write with very limited details.	* I write with some details.	* I include enough details to give the reader a clear picture.	* My ideas are richly developed with details and examples.
<b>Conclusion</b>	* I have no conclusion.	* I have a forced conclusion.	* I have a clear conclusion.	* My conclusion is appropriate and effective.
<b>Paragraphs</b>	* I need help to write and organize paragraphs.	* I can write using mostly correct paragraph structure.	* I can write using correct paragraph structure.	* I can write with paragraphs that are complete and varied.
Comments:				
<b>CC 3.4 - Writing Process</b>				
<b>Revision</b>	* I do some basic revisions, with help.	* I do some basic revisions.	* I show evidence of extending, reworking <b>OR</b> polishing my letter for an audience outside of my classroom.	* I show extensive evidence of extending, reworking <b>AND</b> polishing my letter for an audience outside of my classroom.
Comments:				



## Unit Instruction Plan/Lesson Sequence

### Lesson 1 - Introduction Lesson Walking to Learning About Compassion

#### Outcomes:

**CC 3.3 Indicator a.** *Use oral language to clarify and extend personal understanding, interact courteously with others, and sustain conversations by extending others' contributions.*

**CR 3.3 Indicator i.** *Listen attentively and courteously to each other in discussions, show respect for the ideas, language and communication systems of others, and give sensitive and thoughtful responses.*

#### Required Materials:

\* Prepared Classroom Chart:

Compassion Can	
Look Like ...	Sound Like ...

- \* Blindfolds - one for each group of students
- \* Whistle or other sound signal

**Note:** This lesson has the students leaving the classroom and venturing outside to explore ideas of compassion. However, if this is not possible, a large open space such as a hallway or gymnasium could be used.

**Important Note:** Please read the notes on the “Think-Pair-Share” strategy (Appendix 3), as this is a frequently referenced teaching strategy throughout the entire unit.

#### Lesson:

- a. Split your class up into equal sized groups (preferably groups of four, if possible). Number students from 1-4.
- b. Explain to students that they are about to go on a walk. The point of the **walk** is to see which team can cross the finish line first. Ensure the students are aware that every member of the team must step over the finish line at the same time. All students must walk; at no time, can they run.
- c. Be sure to make the starting and ending point of your race clear to the students. You will want it to be fairly long.
- d. Explain to students that whenever they hear your signal (whistle), they are to freeze and listen for instructions.

- e. Have students start out on their walk. Have them stop throughout the race and follow one of the instructions. Then, they continue on their walk until they hear the next whistle:
- \*Group Member # 1 - “You must turn around and walk backwards while the others walk forward.”
  - \* Group Member #2 - “Switch shoes with another group member.”
  - \*Group Member #3 - “Sit on the ground; you are no longer able to move one of your legs at all.”
  - \* Group Member #4 - “Put on the blindfold.”
  - \*Group Member of Choice - “One group member remains standing, while all the others crawl on their knees.”
- f. Once all group members have crossed over the finish line, have them sit together as a group. The goal is to get them to notice how they became more compassionate and thoughtful about one another and that the thought of winning became less critical as the race got more difficult. If this did not happen, it will be important to discuss. As a group, have the students Think-Pair-Share (Appendix 3) and then discuss as a whole class the following questions:
- o How did you feel about winning the race at the beginning and at the end?
  - o How did you feel about your fellow group members at the beginning and the end?
  - o How did you feel as other groups were passing you?
  - o How did you feel when you were the group member who was assigned a task? How did you feel about the other group members at first ... then later in the race?
- g. Display the word COMPASSION so all students can see it. Explain that compassion literally means “to suffer together; it’s the feeling you get when others are challenged in some way **and you want to do something to help.**” Discuss how there is a difference between just feeling bad/sad/sorry for someone else and then wanting to do something to help and acting on it.
- h. Display chart for students (Compassion can look/sound like ...). As a group have students Think-Pair-Share times when members of their group acted on their compassion and what it looked like (lending a hand, holding someone’s hand, tying someone else’s shoes, etc.) and what it sounded like (encouraging, guiding, etc.). Add examples to the chart.
- i. Have students share times in their lives when they were shown compassion - someone felt their suffering and acted upon it. Add examples to the chart.
- j. Introduce students to the essential question for this unit: How can we show compassion to those in need in our community?

## Lesson 2: First Compassion ... then ACTION!

### “Taking a Closer Look at Compassion”

#### Outcomes:

- CR 3.2 Indicator c.** *Understand and apply the suitable cues and conventions to construct and confirm meaning when viewing.*
- CR 3.4 Indicator b.** *Select and use appropriate strategies to construct and confirm meaning.*
- Indicator c.** *Understand and apply the suitable cues and conventions to construct and confirm meaning when reading.*
- Indicator d.** *Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, texts.*

#### Resources:

- \* Prepared Quote: “When Action Meets Compassion Lives Change,” - Dave Ramsey (pdf poster)
- \* Prepared chart/SMART board document and a copy for each student (Appendix 4)

Text	Who is suffering?	How might they be feeling?	Who feels compassion?	What ACTION is taken?	How might things change?

- \* Compassion Can Look Like/Compassion Can Sound Like ... chart from previous lesson
- \* Carefully chosen read aloud or video that has a strong message/lesson that the students will be able to discuss. (Text suggestions Appendix 2)
- \* Carefully chosen short texts or videos for independent work
- \* **Text Suggestions:** (Options: picture books (Appendix 2), short stories, previous read aloud texts students are familiar with). You may choose to have a variety of texts or you may have one text for the whole class. However, *it is critical that you choose texts that are at an appropriate reading level for your students.*
- \* **Video Suggestions:**

“Do Unto Others As You Would Have them Do Unto You,”

<https://www.youtube.com/watch?v=kLRMuYf0HEY&feature=youtu.be>

“The Little Frog” -

<https://www.youtube.com/watch?v=jB5fxJvOk0k&index=2&list=PL4DD269410AE4DAAC>

“Red” -

<https://www.youtube.com/watch?v=jL9CSuKfeoM&list=PL4DD269410AE4DAAC&index=3>

“Sally” -

[https://www.youtube.com/watch?v=A\\_8kuHtgMV0&index=1&list=PL4DD269410AE4DAAC](https://www.youtube.com/watch?v=A_8kuHtgMV0&index=1&list=PL4DD269410AE4DAAC)

“The Golden Rule”-

<https://www.youtube.com/watch?v=d56rsXJ86Yw>

#### Lesson:

*“Revealing Christ in All We Teach”*

Part 1 - I Do/We Do

- a. Display quote: “When action meets compassion, lives change.” - Dave Ramsey
- b. Review yesterday’s race and the students’ experiences with compassion. Discuss how their experiences changed when someone in their group acted on their compassion.
- c. Share with students that there are endless opportunities to act compassionately, but sometimes we miss it because we are busy focusing on ourselves (our needs, our feelings). Introduce today’s chart and point out to students that one way we can be more aware of compassion is to ask ourselves questions such as:
  - Who is suffering?
  - How might they be feeling?
  - How might I act compassionately towards them?
- d. Explain to students that using questions to guide us is also a strategy that strong readers use. They have questions in mind that they want to find the answers to within the text, and as they are reading, they keep an eye out for the answers as a way of helping them understand what is happening. Sometimes the answers to these questions will be found right in the text (Who is suffering? Who shows compassion? What action do they take?), and sometimes we will have to use what we are reading and our background knowledge to answer the questions the best we can (What might they be feeling? How might things change?).
- e. Introduce today’s read aloud (or video). Show the students the cover, any pictures, etc. and query them if they have any predictions about what the book is going to be about. Activate their background knowledge about the topic chosen and/or raise any questions that they are wondering before reading.
- f. Begin reading the text aloud. You will first want to **MODEL** for the students how to use this strategy. As you come to a part of the text that refers to one of the questions (Who is suffering? How might they be feeling?), you will want to stop and think aloud, jotting down answers on the chart. Explain to students when you found the answers right in the text and when you made inferences based on what you are reading/what you know. For example, What might the character be feeling? You will want to model the thinking language for the students of inferring: I think ... Maybe ... Perhaps ...
- g. As you continue through the text, stop at key points and have the students think-pair-share, and continue to add to your chart.

- h. As you finish up the text, ask students to Think-Pair-Share with a partner about the last question - “How might things change?” (for both the person suffering and the one who acted compassionately?) Engage in a class discussion, encouraging students to consider one another’s ideas by adding on to and expanding them. You will want to highlight the language of the chart -- How “might” things change, emphasizing that there is no one right answer. You may want to provide the students with some speaking prompts to encourage conversation such as:

“I’m thinking .... because ...”  
 “This reminds me of ...”  
 “ Or maybe ....”  
 “ I agree with ... because ...”  
 “I disagree with ... because ...”

### Part 2 - You Do:

NOTE: This lesson now releases the responsibility to the students to practice this skill independently. You may choose to continue this portion of the lesson on the same day or break up the lesson here and teach Part B in a subsequent lesson.

- i. Review the strategy modeled: focus your understanding of a text by reading with questions in mind. Remember that not all answers can be found in texts. Therefore, students must use their background knowledge and what they are learning from the text to infer the answers to some questions.
- j. Give each student a “Reading with a Question in Mind” handout (Appendix 4) and review the questions that are guiding their reading/viewing:
- Who is suffering?
  - How might they be feeling?
  - Who shows compassion?
  - What ACTION is taken?
  - How might things change?
- k. You have a choice of how you group students for this lesson: Group (ideally no more than three) and use a common text for the whole class **OR** give each group a different text **OR** groups can view additional videos. **Be very mindful to ensure any text given to a student is accessible to their individual reading levels and abilities.**
- l. Students will work individually to read/view the text they have been given, then record their thoughts on the “Reading with a Question in Mind” chart (Appendix 4).
- m. Once students have completed their work individually, group them together to discuss their responses with partners/groups. Remind the students that they do not have to come to a consensus on ONE right answer, but any differences need to be discussed as a group.

- n. Remind students of discussion prompts (post if necessary) to encourage respectful and productive conversation:
- “I’m thinking .... because ...”
  - “This reminds me of ...”
  - “ Or maybe ....”
  - “ I agree with ... because ...”
  - “I disagree with ... because ...”
- o. Once students have discussed their texts in groups, reconvene as a whole class and review your class compassion Can Look Like.../Sound Like... chart. Add new examples based on today’s reading/viewing experiences.

## Lesson 3 - Looking at the Task

### Part A: Introduction to Persuasion

#### Outcomes:

**CR 3.3 Indicator f.** *Identify and explain what peers said about a particular text or subject.*

**Indicator i.** *Listen attentively and courteously to each other in discussions, show respect for the ideas, language and communication styles of others, and give sensitive and thoughtful responses.*

**CC 3.3 Indicator a.** *Use oral language to clarify and extend personal understanding, interact courteously with others, and sustain conversations by extending others' contributions.*

#### Required Materials:

\* Persuasive Starters (Appendix 5) cut one for each student

\* Prepared Chart :

What is a persuasive argument?	What makes a strong persuasive argument?

\* Culminating Task Description & Rubric (Student copies and one displayed for all to see) (Appendix 17&18)

**Note 1:** Before you introduce the task to the students, you need to confirm who your audience will be and which of the **Corporal Works of Mercy** you will study.

**Note 2:** From this lesson on, students will need a folder/notebook to keep the materials needed to complete the culminating task organized.

#### Lesson:

- a. Before you begin, explain to the students that there are rules to today's lesson: You must speak one at a time, you must listen to what others are saying and you must remain respectful to everyone's thoughts and ideas.
- b. Out loud and with as much seriousness as you can muster, share a statement that is going to surprise the students and that they will have a strong reaction to such as:
  - This week we are going to do (selected subject/activity) for the whole day ...
  - We are going to replace recess with (selected subject/activity) for this week ...
  - This week we are going to have to stay late/come early/come on the weekend ...
  - The school division is considering getting rid of summer holidays and having year round school ...
- c. Allow the students to react, and then invite their arguments regarding why they feel is or is not a good idea. Note that you may be persuaded to change your mind if they give very strong arguments.

- d. Allow students time to Think-Pair-Share potential arguments and then begin a discussion. **Note: Depending on the size of your class, you may choose to do this as a whole class activity or split students into smaller discussion groups.** You may want to introduce conversation stems to promote respectful/productive conversation:
- I think .... because ...
  - But what about ...
  - I agree with ... because ...
  - I disagree with ... because ...
  - I'd like to add on to what ... said ...
  - What about ...?
- e. Explain to students that what they were just doing was being “persuasive” (you may choose to display that word). They were trying to convince others of their opinion. Have students Think-Pair-Share a time recently, maybe with parents or friend, that they acted persuasively - trying to convince them.
- f. Turn the activity over to the students. Introduce the persuasive stems (Appendix 5) to the students, and have them call out a potential ending to each starter if they were trying to persuade their parents: (encourage the proper tone of voice, too!)
- Let me ... (ex. sleep over at Jamie’s house tonight!)
  - Take me ... (ex. Shopping for a new pair of runners!)
  - Buy me ... (ex. My very own iPhone!)
  - Give me... (ex. Money to go to the movies!)
  - Help me ... (ex. Find my soccer uniform!)
- g. Allow each student to choose one of the cut out persuasive starters, or hand one out to each student. In partners, one student (A) will take on the role of themselves and the other student (B) will be a parent or teacher. Model for students how (A) will try to persuade (B) of what they want using strong arguments. (B) can have counter-arguments. Remind students of the initial rules for this lesson: You must speak one at a time, you must listen with what others are saying, you must remain respectful to everyone’s thoughts and ideas.
- h. Allow students 2-3 minutes for their persuasive discussions, then have them switch. Now student (B) will use their persuasive stem to try to convince (A) who becomes the parent/teacher.
- i. When complete, call the students back together and discuss their experiences: “What is a persuasive argument?” “What makes a strong persuasive argument?” - jot their responses down on the class chart.
- j. Explain to students that they will be developing persuasive arguments for the culminating task of this unit. Review the essential question for this unit: “How can we **SHOW** compassion to those in need in our community?” Ask students to Think-Pair-Share with a partner why the word **SHOW** is highlighted. (We need to not only feel for others, but act on it as well).



- k. Provide each student with an individual copy of the culminating task (Appendix 17). Have students read the explanation of the task independently, (or depending on your readers, read aloud to the class). Have students Think-Pair-Share with a partner: first partner (A) shares with partner (B) what they understand about what the task is asking them to do, while the other partner (B) listens.
- l. Inform students it is time to switch partners. This time, Partner B will add their understanding of the task, **but must not repeat anything Partner A has already said.**
- m. Discuss any student questions/misunderstandings regarding what the task is asking and/or the requirements. Review terms: *Proposal*, *Persuasive letter*. Note that Corporal Works of Mercy will be discussed in an upcoming lesson.
- n. End the lesson by bringing students attention back to the quote from yesterday: “When action meets compassion, lives change.” - Dave Ramsey
- o. Display the “Compassion Can Look Like/Sound Like ...”chart. Discuss that while there are many ways to ACT compassionately, this unit calls us ACT by writing letters. Display quote: “Let us pick up our books and our pens. They are our most powerful weapons. One child, one teacher... one pen can change the world.” - Malala Yousafzai. Have students Think-Pair-Share and connect compassion to the culminating task, noting that writing is a way to make a change.
- p. Have students store their task description in their task folder.

## Lesson 4 - Looking at the Task

### Part B: Exploring Persuasive Letters

#### Outcomes:

- CR 3.3 Indicator i.** *Listen attentively and courteously to each other in discussions, show respect for the ideas, language and communication styles of others, and give sensitive and thoughtful responses.*
- CC 3.3 Indicator a.** *Use oral language to clarify and extend personal understanding, interact courteously with others, and sustain conversations by extending others' contributions.*
- AR 3.1 Indicator a.** *Reflect on writing experiences by explaining what is effective or what works in a text.*  
**Indicator b.** *Reflect, with guidance, on strategies and consider how to improve.*  
**Indicator c.** *Apply criteria to judge the quality of writing.*

#### Resources:

- \* Variety of persuasive letter examples (Appendix 6-9) - enough copies so that each partnership will have at least 2 examples to work with
- \* Sticky notes for students
- \* Chart : “We notice that persuasive letters have ...”
- \* Sample Culminating Task (.pdf)
- \* Culminating Task Rubric (Appendix 18)
- \* Classroom Corners Labelled 1,2,3,4

#### Lesson:

- a. Explain to students that one thing strong writers do is to immerse themselves in the genre of writing that they are about to undertake. Review from yesterday that this task requires them to write a persuasive letter and that to persuade it to convince your audience. Review who the audience for this task is with students.
- b. Give groups (2-3) of students at least two examples of persuasive letters (Appendix 6-9). Together with their partners, students are to look carefully at the letters and see what they have in common, paying attention to the different parts of the letters and jotting down on the sticky notes when they see something that is the same among all the letters.
- c. Call students back together. Have one group at a time share one of their observations, going around to all groups until they have shared everything they have noticed. The idea here is to have students not repeat what other groups have already said. When students share, have them come up and put their sticky note on the “We notice persuasive letters have ...” chart.
 

**Note:** There will be several things students notice. Be sure to push them beyond the visual elements, and if necessary, guide them towards elements that are studied within this unit: Introduction (hook), Middle with Reasons, Concluding Paragraph that restates opinion, paragraph structure.
- d. Give students each a copy of the sample completed culminating task (pdf) or display on SMART Board/Projector for all students to view.

**Note:** The culminating task is currently set up so that you can choose whether the students are writing a letter or sending an email. The sample task provided is as a letter to mail. If you would prefer to have an email, you will need to prepare a sample for your students to view.

- e. Using the sample, tell students they are now going to take the place of the teacher. Explain that together you will go through each of the required criteria, one at a time, and assess where it would fall on the rubric. **Note:** The sample task does not necessarily meet all criteria.
- f. Read the letter aloud with the class and then begin looking at the rubric. Go through the rubric one criteria at a time and have students choose where they would place the sample on the rubric. Go to the corner of the room labelled with that number - 1,2,3 or 4. (You may need to set up parameters as to how long they have to go to a corner and encourage them this is not about going with friends).
- g. Once students are in a corner, have them partner up (groups of 3 if necessary - ensuring everyone has someone to talk to) and discuss **WHY** they placed it where they did. Share and discuss as a class. **Note:** students will have a chance later on in the unit to suggest ways to improve the task. This lesson is intended to get them familiar with the task and how they will be assessed.
- h. Move through each element of the rubric in the same way: choose a corner, discuss with a partner, share as a class, and provide evidence.
- i. Once students have gone through the rubric and assessed the sample task, ensure that they put their hand outs in their folder for future use.

## Lesson 5 - Generating Topic Ideas

### Part A: Corporal Works of Mercy

#### Outcomes:

CC 3.3 Indicator a. Use oral language to clarify and extend personal understanding, interact courteously with others, and sustain conversations by extending others' contributions.

CC 3.4 Indicator a. Work through the stages of a writing process - pre-writing.

#### Required Materials:

\* Prepared Scripture Passages: Mark 12:31 and Matthew 7:12

\* Signs hung up around the classroom each one labelled with one of the Corporal Works of Mercy (Appendix 1) - Feed the Hungry, Shelter the Homeless, Clothe the Naked, Give Drink to the Thirsty, Bury the Dead, Visit the Sick, Visit the Imprisoned

\* **Note:** This lesson has students studying all 7 of the Corporal Works of Mercy. If you have chosen to study only a few, you would use only those Works.

\* Put Yourself in Someone Else's Shoes Handout (Appendix 10)

\* Tape/Sticky Tack

\* Ideas Generating Handout (Appendix 11) OR Writer's Notebooks

\* Prepared Class chart to model idea generating:

CORPORAL WORKS OF MERCY	WHO needs help?	HOW might we help?
Feed the Hungry		
Shelter the Homeless		
Clothe the Naked		
Give Drink to the Thirsty		
Bury the Dead		
Visit the Sick		
Visit the Imprisoned		

\* Optional: "[Corporal Works of Mercy](http://www.youtube.com/watch?v=b9bKyL_Celw)" by Frank G. video - [http://www.youtube.com/watch?v=b9bKyL\\_Celw](http://www.youtube.com/watch?v=b9bKyL_Celw)

#### Lesson:

- a. Introduce students to scripture passage Matthew 7:12 - "Do to others what you would like them to do to you" and/or Mark 12:31 - "... Love your neighbour as yourself." And discuss how these passages relate to being compassionate. Showing/acting on compassion requires us to put ourselves in someone else's shoes and imagine what we would need if we were in that situation.

- b. Have students walk with you around the room and point out the seven Corporal Works of Mercy - explain what they are: kind and loving actions the church urges us to take in order to help (show compassion) to others with their material and physical needs.
- c. In partners, give each group of students the “Put Yourself in Someone Else’s Shoes” handout, and have them cut out each strip (each partnership should have 7 squares). Explain that just as Jesus taught us to treat others as we would want to be treated, we are going to put ourselves in someone else’s shoes and brainstorm how we could help.
- d. Partners will read each card (or alternatively the teacher reads aloud), then they have two tasks - 1: Answer the question “Put yourself in their shoes... What could someone do to help?” 2. Decide which Corporal Works of Mercy the situation belongs to and tape/sticky tack it next to the proper sign in the classroom.
- e. As a class go through the scenarios in the handout and confirm which scenario connects with the Corporal Works of Mercy (Allow students the opportunity to move their cards, if necessary):
1. Feed the Hungry
  2. Clothe the Naked
  3. Bury the Dead
  4. Visit the Sick
  5. Shelter the Homeless
  6. Visit the Imprisoned
  7. Give Drink to the Thirsty
- f. Refer students back to the culminating task description. Review that the task asks them to write a letter and choose a need based on one of the Corporal Works of Mercy.
- g. Explain to students that generating ideas for writing this letter are different than writing stories or reports. Review the essential question: *How can we show compassion to those in need in our community?* For this task, they need to notice and think about issues, needs, and injustices in their own community and lives.
- h. Give each student an ideas handout (Appendix 11), or have them jot the chart down in their writer’s notebooks. Explain to students that one way they can think of ideas for this project is to think about people/issues in our community that connect to the Corporal Works of Mercy and imagining what ACTION they could take to help. Jot their ideas on the provided chart.
- i. Using the class chart, model aloud for the students while moving around the classroom to each Corporal Works of Mercy Station, reading some of their classmates suggestions, and then jotting down some ideas of WHO in your community might need help and HOW we might help. Give students time to move around the classroom and jot down ideas for every Corporal Works of Mercy.

- j. After a few minutes, ask the students to Think-Pair-Share with someone beside them, giving them time to add more ideas to their list if they choose. Remind students of the audience and purpose of this task and to narrow their ideas to those which would fit the parameters of the task (in the local community and practical, something that hasn't been done before).
- j. Ensure today's handouts are kept organized in their folder.

*Optional Idea Generating Lessons: Additional Idea Generating Ideas*

1. Explain to students that writers are always looking around them for inspiration for their writing. Take students on a walk around the school or various neighborhoods in your community and allow them to jot down ideas based on the **Corporal Works of Mercy**.
2. Take students on a picture walk - take various pictures of your community and present them to your class as a means of generating ideas of who might need help and how they could help.
3. Show a video on the **Corporal Works of Mercy** and have students jot down ideas inspired from what they are watching.

## Lesson 6: Pre-Writing

### Choosing a topic & O.R.E.O. Planning

#### Outcomes:

CC 3.4 **Indicator a.** *Work through the stages of a writing process - pre-writing.*

**Indicator b.** *Select and use appropriate strategies (before, during, after) to communicate meaning when writing.*

AR 3.1 **Indicator b.** *Reflect, with guidance, on strategies and consider how to improve.*

#### Required Materials:

\* Class Idea Generating Chart (same as Appendix 11)

\* Student Idea Generating Charts (Appendix 11)

\* Oreo cookies - one for each student

\* O.R.E.O. Planner (Appendix 12), one copy for each student and a class chart for all to see

**Note:** If you are using the provided Sample Culminating Task (pdf), you will find a completed story planner there.

\* “*We notice persuasive letters have ...*” chart

\* *Essential Question: How can we show compassion to those in need in our community?*

\* Student folders/ writer’s notebooks

\* Culminating Task Rubric (Appendix 18)

\* Sample culminating task & planner (pdf)

#### Lesson:

- a. Refer students back to their idea generating charts from yesterday.
  
- b. Once students have completed their charts, explain to them that they need to start thinking about which ideas are sticking out to them. Write down the following questions for students to see:
  - Which of these ideas are really sticking out to me?
  - Which of these ideas do I have a lot to say about?
  - Which of these ideas mean a lot to me?
  - Which of these ideas are unique and practical?
  - Which of these ideas might relate to my audience?
  
- c. Modelling your thinking aloud for the students. Begin to go through some of your ideas on the class chart and thinking aloud, using the above questions, highlight/circle/star topics (inspiration can come from either WHO or HOW column) that are possibilities for the final task. Then have students do the same. **Remember the topic must be related to your community.**
  
- d. Give students time to individually work through their lists, highlighting or circling their top 3 to 5 ideas.

- e. Next, model working through the narrowed down list and talk aloud how you decide on a final topic (one that is unique and practical and means a lot to you/or would be very helpful in our community).
- f. In partners, have students Think-Pair-Share their top ideas with a partner and discuss:
- I'd really like them to help ... because ...
  - Is this idea that is appropriate for my audience?
  - Does this topic connect to one of the **Corporal Works of Mercy**?
- g. Have students Think-Pair-Share different scenarios when plans are needed before you begin something. (Ex. Reading a recipe before baking, blueprints before building a house, game plans before playing a game, etc.). Explain to students that writers also plan their stories before they begin drafting by thinking about why am I writing this? Who am I writing to? and What do I want to say?
- h. Hand out the story planner (Appendix 12), modeling for them either writing on a chart they all can see. Or, show students the sample planner from culminating task on how to first start with the essential question (How can we show compassion to those in need in our community?), the audience and the purpose. Discuss why we are starting with this first.
- i. Refer students to “We notice persuasive letters have ...” chart from previous lesson. Explaining today that you will focus on the different sections of the letter.
- j. Give each student an Oreo and explain that persuasive letters are structured very much like an Oreo. The top and bottom layer hold it together and the middle is the part that lays it all out (the delicious details for the reader).
- k. Using your Oreo as a visual, model on a sample letter and then model these parts on a planning chart. **You may choose to model how to complete a chart or show students the sample planner from the culminating task:**

Introduction (Top Layer): What am I trying to convince my reader? WHO do I want them to help out? And WHY should we help them? **[Corporal Works of Mercy]**. Have students remove and eat their first layer of their Oreo, turning to Think-Pair-Share with a partner the WHO and WHY of their idea.



Middle (Icing Layer): If I am trying to convince them to choose my idea, what unique and practical suggestions can I make about HOW we can help? Students eat the middle layer, turning to Think-Pair-Share with a partner the HOW of their idea.

Conclusion (Bottom Layer): What are the most important parts of my persuasive arguments that I want to leave my readers with at the end? Restate the WHO and WHY of my argument. Students can eat the bottom layer and restate the WHO and WHY of their argument with a partner.

- l. Send students off to work independently on planning their letters. Individually confer with students during this work time and ask a few if they would be willing to share. Choose those who are clear on their arguments of WHO, WHY and HOW we can help.
- m. Refer students to the **Corporal Works of Mercy** & Pre-writing sections of the task rubric. Have them Think-Pair-Share to evaluate where they currently are at and what they may need to focus on:

	<b>1</b> “Little Evidence”	<b>2</b> “Partial Evidence”	<b>3</b> “Sufficient Evidence”	<b>4</b> “Extensive Evidence”
<b>Corporal Works/Topic:</b>	* My topic does not connect to one of the <b>Corporal Works of Mercy.</b>	* My topic somewhat connects to one of the <b>Corporal Works of Mercy.</b>	* My topic clearly connects to one of the <b>Corporal Works of Mercy.</b>	* My topic effectively connects to more than one of the <b>Corporal Works of Mercy.</b>
<b>Pre-Writing:</b>	* My pre-writing is insufficient.	* My pre-writing is mostly complete.	* My pre-writing is complete.	* My pre-writing is extensive and thoughtfully completed.

- n. Ensure today’s handouts are kept organized in their folder.

## Lesson 7: Drafting Writing an Introduction

### Outcomes:

- CC 3.3 Indicator a.** *Use oral language to clarify and extend personal understanding, interact courteously with others, and sustain conversations by extending others' contributions.*
- CC 3.4 Indicator a.** *Work through the stages of a writing process - drafting.*  
**Indicator b.** *Select and use appropriate strategies (before, during, after) to communicate meaning when writing.*  
**Indicator i.** *Write personal letters.*
- AR 3.1 Indicator b.** *Reflect, with guidance, on strategies and consider how to improve*  
**Indicator c.** *Apply criteria to judge the quality of writing.*

### Required Materials:

- \* O.R.E.O. Planner (Appendix 12)
- \* Persuasive Introductions Organizer (Appendix 13) OR chart in Writer's Notebooks
- \* Sample Culminating Task (pdf)
- \* Culminating Task Rubric (Appendix 18)
- \* Chart - "We Notice Persuasive Letters Have ..."
- \* Hooks from this lesson or various persuasive texts with a variety of leads
- \* Prepared Class Chart - Copied from Appendix 13
- \* Lined Paper/Writer's Notebooks to draft stories

**Note:** This lesson has been broken up into two parts. Feel free to teach as one or two lessons, whatever is most appropriate for your students.

### Lesson:

#### PART 1: THE HOOK

- a. Ask students to recall (Think-Pair-Share) the first day of school or when they first stepped foot into this classroom. What did they notice and what were their first impressions?
- b. Discuss the importance of first impressions in a variety of life situations. Explain to students that just like in life, the introduction of a letter is very important. It sets the tone for the reader.
- c. Explain to students that a common mistake when writing persuasive letters is to jump right into what you are trying to persuade the audience about. But just like a good book or movie, we first need to hook or grab the reader's attention so that we spark their interest and they will want to continue reading.
- d. Explain that the introduction for their letter has 3 parts: 1. HOOK (at the beginning to grab the reader's attention), 2. Opinion (WHO I think we should help?) and 3. WHY? (Connection to **Corporal Works of Mercy**).

- e. Have students Think-Pair-Share to evaluate the introduction of the sample task using the Introduction portion of the rubric:
- Is there a lead? Does it hook you?
  - Is it clear WHO this writer wants to help?
  - Is it clear WHY this writer wants to help?
  - Is there a connection to a **Corporal Work of Mercy**?
  - Where would you place it on the rubric? How could you change it?

**Note:** You will want to discuss the differences between basic/predictable (Once upon a time, There once was ..., One day ...), effective (using a strategy explicitly taught in class), and original (using a strategy not explicitly taught in class).

	1	2	3	4
<b>CC 3.4 - Organization</b>				
<b>Introduction</b>	* My introduction has no real lead.  * The reader wonders what my opinions are.	* My introduction has a basic, predictable lead.  * The reader has a peek at my feelings and opinions.	* My introduction has an effective lead that hooks the reader.  * The reader can tell what my feelings and opinions are.	* My introduction has an original lead (not studied in class) that hooks the reader.  * My text has energy, and my feelings and opinions shine through.

- f. Refer students to prepared chart “Persuasive Introductions,” and give each student an organizer (Appendix 12), or have them jot the chart into their writer’s notebooks. Explain to students that there are a variety of leads we can use to hook a reader at the beginning of a persuasive letter. Today, students will study and practice several strategies and draft a few leads to find one that best fits their letter.
- g. Present the first strategy: “**State your Opinion Directly.**” Also present an example: “*There are too many plastic bags being used at your grocery store.*” Then have students Think-Pair-Share possible revisions to the sample culminating task’s lead using the “State Your Opinion Directly” strategy. Call on random partners to share their suggestions and write these revisions onto the class chart.

- h. Refer students to their individual organizers/or writer's notebooks, Thinking about their own audience and topic, have them draft a possible lead using the "State your Opinion Directly" strategy on their organizer.
- i. Present the second strategy: "**Ask a Question.**" And present an example: "*Would you like to have the night off and not have to make supper every Friday night?*" Then have students think-pair-share possible revisions to the sample culminating task's lead using the "Asking a Question" strategy. Call on random partners to share their suggestions and write these revisions onto the class chart.
- j. Refer students to their individual organizers/or writer's notebooks. Thinking about their own audience and topic, have them draft a possible lead using the "Asking a Question" strategy on their organizer.
- k. Present the third strategy: "**Put your Reader in Someone Else's Shoes.**" Present an example: "*Imagine you are a farmer who enjoys the peace and beauty of living out in the country. One morning, you wake up and head outside, only to find the plastic grocery bags waving in the wind, stuck in your fence.*" Have students Think-Pair-Share possible revisions to the sample culminating task's lead using the "Put your Reader in Someone Else's Shoes" strategy. Call on random partners to share their suggestions and write these revisions onto the class chart.
- l. Refer students to their individual organizers/or writer's notebooks. Thinking about their own audience and topic, have them draft a possible lead using the "Put Your Reader in Someone Else's Shoes" strategy on their organizer.
- m. Once students have attempted all three strategies, ask students to re-read their three leads and highlight the one that sticks out to them the most as a writer. Have them Think-Pair-Share with a partner, and discuss:
- Where would you place this lead on the rubric?
  - Does it catch your attention?
  - Is there a way I could make it more effective?

#### PART 2 - Adding the WHO and the WHY

- n. Explain to students that once you have hooked the reader, and they have decided to keep reading your letter, the introduction must also clearly state your opinion (what you are trying to persuade your audience of). In this case, it's the WHO and the WHY.

- o. Students should have already planned out the WHO and the WHY on their O.R.E.O. planner in point form. Use the sample planner (pdf) and model aloud for students how to take their point form ideas and put them into sentence form. Also model the conventions of proper sentences.
- p. Have students expand the WHO and WHY sections of the “Persuasive Introductions” Organizer (Appendix 13) in sentence form.
- q. Using the “Persuasive Introductions” organizer, model for students how they now have all three elements of their introduction - Hook + WHO to help + WHY to help - Model for student how putting these three pieces together creates a strong introductory paragraph. You will want to model this aloud and also model writing it for them to see.
- r. On lined paper or in writer’s notebooks, send students off to independently draft their introductions.
- s. Using the introduction portion of the rubric, have students read their introductions to a partners, trying to make it sound as persuasive as possible. **Note:** You will want to discuss the differences between basic/predictable (Once upon a time, There once was ..., One day ...), effective (using a strategy explicitly taught in class), and original (using a strategy not explicitly taught in class).
- t. Together, students should place their introduction on the rubric, discuss strengths and areas of improvement, and make any necessary additions/changes

	1	2	3	4
<b>CC 3.4 - Organization</b>				
<b>Introduction</b>	* My introduction has no real lead.  * The reader wonders what my opinions are.	* My introduction has a basic, predictable lead.  * The reader has a peek at my feelings and opinions.	* My introduction has an effective lead that hooks the reader.  * The reader can tell what my feelings and opinions are.	* My introduction has an original lead (not studied in class) that hooks the reader.  * My text has energy, and my feelings and opinions shine through.

- u. Ensure students store all of their organizers, planners, drafts in their folder.

## Lesson 8: Drafting Expanding the Middle

### Outcomes:

- CC 3.3 Indicator a.** *Use oral language to clarify and extend personal understanding, interact courteously with others, and sustain conversations by extending others' contributions.*
- CC 3.4 Indicator a.** *Work through the stages of a writing process - drafting.*  
**Indicator c.** *Understand and apply the suitable cues and conventions to construct and communicate meaning when writing.*  
**Indicator i.** *Write personal letters.*
- AR 3.1 Indicator b.** *Reflect, with guidance, on strategies and consider how to improve.*  
**Indicator c.** *Apply criteria to judge the quality of writing.*

### Required Materials:

- \* O.R.E.O. Planner (Appendix 12)
- \* Sample Culminating Task (pdf)
- \* Culminating Task Rubric (Appendix 18)
- \* Drafts of Letters
- \* Chart - “*We Notice Persuasive Letters Have ...*”

### Lesson:

- a. Review the parts of a persuasive letter and refer to the sample culminating task and/or the “*We Notice Persuasive Letters Have ...*” chart (introduction, supportive middle, and conclusion).
- b. Explain to students that the middle is where they get to describe in detail *a unique and practical* way that compassion could be shown in your community (O.R.E.O. Planner - Appendix 12). This is where the audience is going to be most critical and ask lots of questions like ... How are we going to do that? How is that going to work? How much is that going to cost? When drafting the middle, writers need to put themselves in the shoes of their audience and give as much detail to be as convincing as possible.
- c. Explain to students that this is another way we can rely on our fellow authors to help us prepare to draft. One partner (A) will share their idea for HOW we can help, the other partner (B) will pretend to be the critical audience, imagining they are wondering if they should choose this idea - they must ask as many questions as they need (one at a time) until it is clear and sounds practical. Partner (A) will share their idea again, this time including all of the details of their plan as if they were drafting it.

- d. Demonstrate to students. Teacher will be partner (A) and will present their idea, the class will be partner (B), the critical audience.

Example:

Partner A: *We should provide homeless people with backpacks of goods that would make life easier for them.*

Partner B: What will be in the backpacks? A: *Blanket, socks, mitts, hats, water bottles, toothbrush and tooth paste, granola bars, hand warmers)*

Partner B: Where will the backpacks come from? A: *Purchased or donated by students.*

Partner B: How will we deliver them? A: *Adults can give them to those in need or give to a shelter to hand out.*

Partner A (restates idea with all details included, using convincing language): *We should provide homeless people with backpacks of good that would make life easier for them. The backpacks could be purchased or donated by students in the school. We would pack the backpacks with blankets, mitts, toques, toilet paper, toothbrushes, shampoo, granola bars, hand warmers and bottles of water. When they are finished the bags could be delivered to people who need them or given to a shelter to hand out.*

- e. Explain to students that the final explanation with all of the details and questions answered is the middle paragraph of their letter. Model how to write into sentences what was just rehearsed orally on the chart where you drafted the introduction from the last lesson. Be conscious to model at least three well developed sentences.
- f. With partners, have students take turns being both Partner A and Partner B. Once they have both orally shared their idea with details, send them off to work on drafting their middle paragraphs by using details that will convince their audience.
- g. As students are working independently, engage in individual and small group conferences to support students in building their arguments and to encourage them to elaborate as much as possible.
- h. Have students meet back up in their partnerships to listen to each other's written arguments. Together with partner, students should place their middle on the rubric, discuss strengths and areas of improvement, and make any necessary additions/changes:

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Middle</b>	* I write with very limited details.	* I write with some details.	* I include enough details to give the reader a clear picture.	* My ideas are richly developed with details and examples.

## **Lesson 9: Drafting**

### **Conclusions - Finishing Strong**

#### **Outcomes:**

- CC 3.3 Indicator a.** *Use oral language to clarify and extend personal understanding, interact courteously with others, and sustain conversations by extending others' contributions.*
- CC 3.4 Indicator a.** *Work through the stages of a writing process - drafting.*
- Indicator c.** *Understand and apply the suitable cues and conventions to construct and communicate meaning when writing.*
- Indicator i.** *Write personal letters.*
- AR 3.1 Indicator b.** *Reflect, with guidance, on strategies and consider how to improve.*
- Indicator c.** *Apply criteria to judge the quality of writing.*

#### **Required Materials:**

- \* O.R.E.O. Planner (Appendix 12)
- \* Sample Culminating Task (pdf)
- \* Culminating Task Rubric (Appendix 18)
- \* Drafts of Letters
- \* Chart - “*We Notice Persuasive Letters Have ...*”

#### **Lesson:**

- a. Review the parts of a persuasive letter. Refer to the sample culminating task and/or the “*We Notice Persuasive Letters Have ...*” chart: (introduction, supportive middle, and conclusion).
- b. Ask students to recall a time when it was very hard to finish up something they already started.
- c. Explain to students that a common mistake that writers make, just like runners at the end of a race, is to lose steam at the end and just want to get the letter finished. But just like the bottom of an Oreo, the conclusion holds the letter together and is the last thing the reader’s will read before moving on to the next letter.
- d. Explain that the concluding paragraph does not provide any new information; it *restates your opinion and makes a final plea to the audience*. Here we want to use very convincing language. Model writing a final paragraph (or assess the one in the culminating task), using these steps:
  1. Restate your opinion of WHO needs help and WHY
  2. End with a strong sentence that makes a final plea to your audience (you may choose to connect this to your hook).



- e. Have students refer to their O.R.E.O. planner or their “Persuasive Introductions” organizer and review their opinion of WHO needs help and WHY. Have them orally practice their concluding paragraphs with a partner, while the partner listens to see if the conclusion is convincing and the final sentence makes a strong final plea.
- f. Send students off to independently continue working on their drafts, making sure to restate their opinion and end with a strong sentence.
- g. As students are working independently, engage in individual and small group conferences to support students in concluding their arguments.
- h. Have students meet in their partnerships to listen to each other’s written arguments. Together with their partner, students should place their conclusion on the rubric, discuss strengths and areas of improvement, and make any necessary additions/changes:

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Conclusion</b>	* I have no conclusion.	I have a forced conclusion.	* I have a clear conclusion.	* My conclusion is appropriate and effective.

## Lesson 10 - Revising to Use Paragraphs

### Outcomes:

CC 3.4 **Indicator a.** *Work through the stages of a writing process - revising.*

**Indicator b.** *Select and use pertinent before, during and after strategies to construct meaning when writing.*

**Indicator j.** *Extend, rework, and polish pieces of writing for an audience in and beyond the classroom.*

### Required Materials:

- \* Chart - “*We Notice Persuasive Letters Have ...*”
- \* “Revising for Paragraphs,” Handout (Appendix 14)
- \* Sample Culminating Task (pdf)
- \* Culminating Task Rubric (Appendix 18)
- \* Drafts of Letters

### Lesson:

- a. Display for students or give them individual copies of the “Revising for Paragraphs” (Appendix 14) handout. Ask students to Think-Pair-Share what they notice about the first letter (Part A): no paragraphs, one big group of text, hard to read, hard to know what is the beginning, middle and end. Explain that reading a piece without paragraphs is kind of like driving with no road signs - there are no signs for the readers to help them navigate the text.
- b. Now have students look at Part B. If they could only read one of these letters (Part A or B), which one would they choose and why? Explain to students that paragraphs help the reader (easier to read, they give readers a break), but they are also a tool that helps the writer to organize their ideas and information. Each paragraph usually has its own topic or central idea.
- c. Read the sample letter aloud (Appendix 14) with the students. The first time, read Part A. Next, read Part B, stopping to pause after every paragraph. When complete, have students Think-Pair-Share about what they noticed was different between A and B.
- d. Read Part B again, this time pausing after each paragraph. On their own handout, ask students to circle each paragraph. Then in the margin, students write a word or phrase that summarizes what information that paragraph shares with the reader. Discuss how the paragraphs coincide with the “Beginning, Middle & End” framework they have been working with in their letters.

- e. Be sure to highlight that each paragraph is on a new line and is *indented*. You may choose to model this on large chart paper for the students.
- f. Model for students how to take a completed draft and revise it for paragraph structure. Some possibilities:
- circle each separate paragraph (with a different coloured pencil crayon)
  - cut out each paragraph and glue on another sheet of paper leaving ample room in between paragraphs
  - proofreading symbol (¶) that indicates the beginning of a new paragraph
- g. In partnerships, have students visually look at one another's letters and place it on the paragraph section of the rubric, discussing strengths and where revisions might be necessary:

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Paragraphs</b>	* I need help to write and organize paragraphs.	* I can write using mostly correct paragraph structure.	* I can write using correct paragraph structure.	*I can write with paragraphs that are complete and varied.

- h. As students are working independently, engage in individual and small group conferences to support students in revising for paragraph structure.

## Lesson 11 - Revising Extending, Reworking & Polishing

### Outcomes:

CC 3.4 **Indicator a.** *Work through the stages of a writing process - revising.*

**Indicator b.** *Select and use pertinent before, during and after strategies to construct meaning when writing.*

**Indicator j.** *Extend, rework, and polish pieces of writing for an audience in and beyond the classroom.*

AR 3.1 **Indicator a.** *Reflect on and assess writing and the selected strategies used.*

### Required Materials:

- \* Sample Culminating Task (pdf)
- \* Culminating Task Rubric (Appendix 18)
- \* Chart - “*We Notice Persuasive Letters Have ...*”
- \* Drafts of Letters
- \* Clipboards with paper or sticky notes

### Lesson:

- a. Begin the lesson with a game of “telephone”. Sit with your class in a circle. One person begins a message by whispering it in the ear of the student sitting beside them. The message continues being whispered from ear to ear until it gets to the final person who will then relay the message aloud.
- b. Explain to students that our writing can sometimes be like the game “telephone.” We plan and start with lots of ideas and energy, but sometimes by the end, we have lost the message and it can be hard to tell who or why we were writing.
- c. Although you are finished writing your letter, it is very beneficial to open it back up and see if there are any changes that might make it more clear and powerful for our reader.
- d. Explain to students that one strategy to revise our writing is to put ourselves in the shoes of our audience: have someone else read your writing aloud to you, you listen to it, think about it and assess your letter as if you were the reader.
- e. Using the task rubric and the Chart - “*We Notice Persuasive Letters Have ...*” chart, brainstorm with students some questions you might ask yourself while you revise your letter.
  - Suggestions:
    - Is my opinion clear? Does my reader know what I am asking them?
    - Do I have a connection to one of the **Corporal Works of Mercy?**
    - Does my lead hook you?
    - What do I feel while I’m reading?
    - Do I have a complete description of my idea?

- Does the ending leave you feeling satisfied?
  - Is there anything that sounds incomplete?
  - Is there anything that doesn't fit?
- f. Using the Sample Culminating Task, have one student pretend to be the audience who will be reading your letter. Have them read the letter aloud to the class. Modelling aloud for the students, jot your revision thoughts on a piece of paper or on sticky notes as they read the letter to you. You might want to have a stop signal to ask them to pause when you need to jot something down. You may want to model having them repeat something to you, start again from the beginning or the start of a paragraph.
- g. Model using the sticky notes that you just took and going back into the original and making revisions to the first draft based on your notes. Some possible revision strategies you may want to model are:
- Crossing out text and adding above
  - Crossing out text and using an arrow to add on the side/margin
  - Putting a star or number on the area and writing revisions on a different piece of paper
  - Adding revision to a strip of paper and taping it to the side of the draft
- h. Using the revision portion of the rubric, discuss where you might place the teacher's modeled work on the rubric. Then discuss the differences between extending, reworking and polishing and find examples of each in the teacher's modeled revisions.
- i. In partners, have students take turns reading aloud their letters to one another and making revision notes on sticky notes. You may need to focus particular students to read with only one or two questions in mind.
- j. Send students off to work independently. While they are writing, engage in individual and small group conferences to support students in revising their letters. Ask a few individuals if they would be willing to share their revisions with the rest of the class.
- k. Bring the class back together, ask a few students to share the original text and then their revisions. Discuss as a class whether they were extending, reworking or polishing their text with those revisions.
- l. Refer students to the revision portion of the rubric:

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Revision</b>	* I do some basic revisions, with help.	* I do some basic revisions.	* I show evidence of extending, reworking <b>OR</b> polishing my letter for an audience outside of my classroom.	* I show extensive evidence of extending, reworking <b>AND</b> polishing my letter for an audience outside of my classroom.

- m. Looking at their revisions, have students Think-Pair-Share with a partner and place their revisions on the rubric. If they are not yet at a 3 or 4, have them discuss additional revisions they might continue to work on. You might choose to discuss simply making changes because you have to (Level 2) versus making meaningful revisions that add to the overall message and purpose of the letter.

**Optional Lessons:**

Because each class/student is unique, it is difficult to anticipate some of the lessons you may choose to include in this unit. Depending on your class, and what you have already studied as writers, you may choose to include some of the following lessons:

- Using transition words
- Writing with voice
- Sentence Fluency

**Editing:**

- Capitalization
- Spelling
- Punctuation

**Publishing:**Mailed Letter:

- Addressing an envelope
- Structure of a letter
- Greeting and closing

E-mail:

- Addressing an e-mail
- Subject line
- Attaching a document

## Lesson 12: Reflecting and Making a Work Plan

**Note:** Now is the time for the students to work independently to complete their letters. You will want to set a mailing date, confirm the audience, as well as determine how many work periods students will be allowed to complete this task. You may need to give students access to computers in order to complete their letters.

### Outcome:

**CC 3.4 Indicator a.** *Work through the stages of a writing process and begin to write for extended periods of time.*

**AR 3.2** *Set personal goals to write and represent more effectively.*

### Required Materials:

\* Copy of “Project Work Plan” (Appendix 15) for each student.

### Lesson:

- a. Confirm with students the presentation date and how many work periods will be available for them to complete their task. You will also want to share the dates they will have access to computers (if you choose to have them type out their letters).
- b. Give each student a copy of the “Project Work Plan” (Appendix 15) and explain that each one of them will develop an individualized plan for their own project to ensure: 1) their letter contains all the required criteria, and 2) they have enough time to complete each element.
- c. Read the guiding questions at the top, and then give students individual work time to complete the chart.
- d. Have students think-pair-share with someone beside them:
  - Am I clear on who my audience is and why I am writing this letter?
  - What areas do I think will need the most work?
  - What areas am I confused/not sure about?
  - Where do I need help? Who can I ask for help?
- e. Students should keep this work plan in the front of their folders/writers’ notebooks. As you move forward in the upcoming work days, use this chart to begin each day’s class, and focus the students for that day. Have students reflect on what they have completed, what they are going to work on next, how they are doing in regards to time, and to problem solve/offer support wherever necessary.



## Lesson 13: Mailing Day! Assessing my Own Task

### Outcome:

**AR 3.1** *Reflect and assess own representing experiences and selected strategies they have used.*

**AR 3.2** *Set personal goals to represent more effectively.*

### Required Materials:

- \* Students' Completed Letters
- \* Audience Assessment (Appendix 19)
- \* Copy of the Rubric for Each Student (Appendix 18)
- \* Reflection/Self-Assessment for Each Student (Appendix 16)
- \* Essential Questions from Beginning of Unit: **How can we show compassion to those in need in our community?**

### Notes on Presentation:

You will want to decide how you want your audience to “assess” the presentations. Will you have them use a rubric? As a class, will you generate a list of criteria for them to use? Do you want them to only give comments? Will the comments be written or verbal?

### Lesson:

- a. Celebrate with students as they have completed the task and sent their letters away to create changes in their community!
- b. Give each student an individual copy of the “Action Meets Compassion” Reflection/Self-Assessment.” (Appendix 16)
- c. Have students reflect on their work/completed task and assess themselves on each element of the rubric. Students should give reasons for why they would place themselves where they did.
- d. You may choose to have students use one colour to highlight their assessment of themselves on the rubric, and use another colour on the same rubric when you assess the presentations so they can later reflect again.
- e. You may choose to have additional reflection questions for students to complete, such as:
  - What is one thing you feel very proud of? Why?
  - What is one area you feel was difficult /challenging for you? Why?
  - Can you suggest any changes/additions to this task for future use?

- Do you see yourselves using persuasive letters in future situations? If so, how?
- What aspects of the Corporal Works of Mercy will you carry with you?
- Reflect on your thoughts about the questions we started with:
  - **How can we show compassion to those in need in our community?**
- How has this unit inspired you to act to provide for those in need in our community?

## Appendix 1

**Corporal Works of Mercy**

*“When we attend to the needs of those in want, we give them what is theirs, not ours. More than performing works of mercy, we are paying a debt of justice. The works of mercy are charitable actions by which we come to the aid of our neighbour in his spiritual and bodily necessities.”*

*- Catechism of the Catholic Church 2446-2447*

For Kids: The corporal works of mercy are kind and loving actions we take in order to help others with their material and physical needs.

Practical Suggestions for Practicing the Corporal Acts of Mercy:

*Adapted from “Practical Suggestions for Practicing the Corporal and Spiritual Works of Mercy” by Joe Paprocki, DMin, Loyola Press*

<http://corpuschristinh.org/wp-content/uploads/2015/12/Practical-Suggestions-Corporal-Works-of-Mercy.pdf>

<b>Feed the Hungry</b>	<b>Shelter the Homeless</b>	<b>Clothe the Naked</b>	<b>Bury the Dead</b>
<ul style="list-style-type: none"> <li>- support &amp; volunteer at food banks, soup kitchens, and other organizations that feed the hungry</li> <li>- avoid wasting food</li> <li>- share meals with others</li> <li>- food drive</li> <li>- homeless backpacks</li> </ul>	<ul style="list-style-type: none"> <li>- help others with home repairs or care for their homes</li> <li>- support/volunteer at homeless shelter</li> <li>- support after natural disasters</li> <li>- housing for low-income families</li> <li>- foster parents</li> <li>- orphanage</li> </ul>	<ul style="list-style-type: none"> <li>- donate clothes to those in need</li> <li>- clothing drive for cold weather</li> <li>- baby blankets</li> <li>- clean laundry</li> </ul>	<ul style="list-style-type: none"> <li>- prayers/cards to widows/family of deceased</li> <li>- visit the cemetery</li> <li>- volunteer at the cemetery</li> <li>- send mass cards to families of those who have died</li> </ul>
<b>Visit the Sick</b>	<b>Visit the Imprisoned</b>	<b>Give Drink to the Thirsty</b>	
<ul style="list-style-type: none"> <li>- spend quality time with those who are sick/homebound</li> <li>- send cards, e-mails, phone those who are sick</li> <li>- take patients to medical appointments</li> <li>- deliver meals to those who are sick/homebound</li> </ul>	<ul style="list-style-type: none"> <li>- prayer for families of inmates</li> <li>- holiday gifts for prisoners and their families</li> </ul>	<ul style="list-style-type: none"> <li>- baby formula/bottles</li> <li>- drinks on hot days</li> <li>- water fountains</li> <li>- clean water</li> <li>- water conservation</li> </ul>	

## Appendix 2

**POSSIBLE TEXT SUGGESTIONS**

<b>Compassion &amp; Charity</b>
<p>           “The Giving Tree,” - Shel Silverstein            “Thank You Mr. Falker,” Patricia Polacco            “Fly Away Home,” Eve Bunting            “One Green Apple,” Eve Bunting            “The Dot,” Peter Reynolds            “Tight Times,” Barbara Shook Hazen            “The Lady in the Box,” Ann McGovern            “Those Shoes,” Maribeth Boelts            “The Hundred Dresses,” Eleanor Estes            “A Day’s Work,” Eve Bunting            “The Can Man,” Laura Williams            “Each Kindness,” Jacqueline Woodson            “An Angel for Solomon Singer,” Cynthia Rylant            “Miss Rumphius,” Barbara Cooney            “Mother Teresa: Saint of the Poor,” Nina Morgan            “One-eyed Cat,” Paula Fox            “Stone Soup,” Ann McGovern and Winslow Pels            “Those Shoes,” Maribeth Boelts and Noah Z. Jones         </p>
<b>Letter Writing</b>
<p>           “Click, Clack, Moo, Cows that Type,” Doreen Cronin            “Dear Mrs. LaRue: Letters from Obedience School,” Mark Teague            “La Rue Across America: Postcards from the Vacation,” Mark Teague            “An Armadillo in Paris,” Julie Kraulis            “First Year Letters,” Julie Dannenberg            “The Jolly Postman or Other People’s Letters,” Allan Ahlberg            “Sincerely Yours.: Writing You Own Letter,” Nancy Loewen            “Yours Truly, Goldilocks,” Alma Flo Ada            “Dear Mr. Blueberry,” Simon James         </p>
<b>Persuasive Arguments</b>
<p>           “I Wanna Iguana,” Karen Kaufman Orloff            “Earrings,” Judith Viorst            “I Wanna New Room,” - Karen Kaufman Orloff            “I Wanna Go Home,” - Karen Kaufman Orloff            “Red is Best,” Kathy Stinson            “Should We Have Pets?: A Persuasive Text,” Sylvia Lollis         </p>

## Appendix 3

**Strategy - “Think-Pair-Share”**

*Information adapted from: “Beyond Monet: The Artful Science of Instructional Integration,” Barrie Bennet & Carol Rolheiser (2001).*

**What is it?**

Think-Pair-Share is a strategy that gathers students into groups of 2-4. Students are asked to first think to themselves about a particular question posed by the teacher, then share with a partner.

**How does it work?**

Sounds simple, but often one student does all of the talking. How do you know that students are listening to one another and actually engaging in a conversation/discussion around the posed question? Are students paraphrasing what the other student said before moving on in the conversation?

Teachers may choose to include more accountability/scaffolding into this strategy by assigning students a role (A & B). By asking A to start, and having B to paraphrase, reversing the process (B share and A paraphrase), and then calling on random groups to share their group’s thoughts with the class, you are encouraging more active listening/discussion.

**Things to consider:**

Ensure that you are using an appropriate amount of wait-time, especially as the complexity of the questions increase.

Make sure students are aware if they will be called on to share publicly or just with their partners, and your classroom culture allows for safe sharing of information.

Ensure ALL students are engaged in conversation. Consider the needs of your ELL students, your socially isolated students or if you have an odd number of students.

## Appendix 4 - Lesson 2

?? Reading with a Question in Mind ??

<b>Text:</b>
Who is suffering?
How might they be feeling?
Who feels compassion?
What ACTION is taken?
How do things change?

## Appendix 5- Lesson 3

Persuasion Argument Starters...

**Let me...**

**Take me...**

**Buy me...**

**Give me...**

**Help me...**

**Persuasive Letter Example 1:**

September 1, 2014

Principal Johnson  
1 School Street  
Dog River, SK  
S0Z 0Z0

Dear Principal Johnson:

My name is Lisa and I am a new student at St. Mary's School. At my last school we had a store, and it was a really good idea. I am writing you today to ask for your permission to start a store in our classroom during recess and lunch time.

I think that if there was a store in our school, the students would be very excited, because it would be something for them to look forward to every day. It would also be a good way for the school to promote healthy food choices, as we would only sell healthy items. Lastly, it would be an excellent way to raise money for our school and extra things we need to purchase.

With your permission, we would start working on the store right away. I think that having a school store would be a very positive thing for St. Mary's School. Thank you for taking time to read this letter, I look forward to your reply.

Sincerely,

Lisa



December 1, 2014

Mayor Jones  
501 Persuasive Street  
Dog River, SK  
S0Z 0Z0

Dear Mayor Jones:

Do you have a pet? If you do, you know how special they are. My dog, Lucky, is my very best friend. We have had him since he was just a puppy. Lucky is a very nice dog and is very good with little kids. When my Mom and Dad go to work and I am at school, Lucky is stuck inside the house all day. Lucky is getting unhealthy and fat, he needs more exercise. I am writing today to ask you to install an off leash dog park in our town.

Many communities in Saskatchewan are building off leash dog parks. They are easy and cheap to build, all you need is space and a fence. These parks give dogs and their owners a place to safely run free, get exercise and burn off their energy.

When people take their dogs to dog runs, there is less animal waste around the city, because the animals are in one place and the waste is easy to clean up.

Dogs get a lot of their energy out in the dog runs, and don't need to run around their backyards barking and making lots of noise, which means less people calling to complain about noisy dogs.

Our town needs a dog park, I hope you will consider putting one up sooner rather than later. It is cheap, it cleans up our town, and it makes everyone, including the dogs, much happier.

I look forward to your response.

Respectfully,

Lucky's Owner

Appendix 8 - Lesson 4

**Persuasive Letter #3**

October 4, 2014

General Manager  
Dog River Grocery Store  
101 Main Street  
Dog River, SK  
S0Z 0Z0

Dear Mrs. Smith:

Last week, I went to the grocery store with my Mom and I couldn't believe that your grocery store is still using plastic grocery bags! There are many different types of grocery bags: paper, cloth and plastic. I believe that you should offer your customers reusable cloth bags instead of plastic grocery bags.

First, to make plastic, petroleum is used, and to make paper, trees are cut down, so I think cloth bags are much better for the environment, and we can keep our earth clean.

Second, cloth bags are stronger and can hold more groceries, so people wouldn't have bags break and lose groceries that they just spent lots of money to buy.

Last, cloth bags are reusable, you can use them again and again. All you have to do is throw them in the back of your car, and remember to take them out when you get to the grocery store.

Your grocery store is a great business in our town, but you need to stop using plastic bags. Cloth bags are better for the environment, they are much stronger, and they teach people how to reuse.

Sincerely,

Local Shopper

**Persuasive Letter #4**

February 22, 2014

Mom  
1 Family Blvd.  
Dog River, SK  
S0Z 0Z0

Dear Mom:

“Eat your supper! Finish what’s on your plate!” You lecture us every night at the supper table. You want us to eat everything you cook and you want us to be healthy. But sometimes we just really don’t like what we are supposed to eat. If we had homemade pizza every Friday night, I don’t think you would have to tell us to finish our supper or finish what’s on our plate, because it would be all gone!

Homemade pizza is much healthier than store bought or delivery pizza, because we know exactly what is going on it, and we can add lots of vegetables.

Pizza nights would be easy for you, because we can add our own toppings, so you wouldn’t even need to make supper.

You would be much happier, because we would eat all of our supper and we can enjoy supper as a family with no lectures.

You want us to be healthy and eat good food, homemade pizza every Friday night would be one way you could do this. Plus, it is easy for you and much less stressful.

Sincerely,

Your children

**PUT YOURSELF IN SOMEONE ELSE'S SHOES**

<p>1. This morning, Mark crawled out of bed and when he opened the fridge there was nothing but a carton of sour milk. Mark's mom is really sick. Her medicine is very expensive and there is no money for food.</p>	<p>Put yourself in Mark's shoes ... how could someone help?</p>
<p>2. It's the first snow of the winter and all the kids show up to school in their new snow gear. Chelsea comes shivering in a hoodie and a ripped pair of jeans.</p>	<p>Put yourself in Chelsea's shoes ... how could someone help?</p>
<p>3. Last week Jake went to the cemetery with his Grandma. They were there to visit his Grandpa's grave. When they got there, they noticed the trees were overgrown and the grass was really long.</p>	<p>Put yourself in Jake &amp; his Grandma's shoes ... how could someone help?</p>
<p>4. Anita lives alone and has a really bad case of the flu. She is so sick, she can barely get out of bed. She hasn't left the house for a week.</p>	<p>Put yourself in Anita's shoes ... how could someone help?</p>
<p>5. This summer there was a huge thunder storm and Caleb's whole basement was flooded with water. His family cannot live in their house and they have no family that lives close by.</p>	<p>Put yourself in Caleb's shoes ... how could someone help?</p>

6. You just found out that the local prison doesn't have a library. The prisoners aren't allowed to watch TV or use the computers.

<p>6. You just found out that the local prison doesn't have a library. The prisoners aren't allowed to watch TV or use the computers.</p>	<p>Put yourself in their shoes ... how could someone help?</p>
<p>7. A group of workers has been working on a construction job across from your house all day. It is the middle of summer and very hot outside. The workers are sweating and haven't stopped all morning for a break.</p>	<p>Put yourself in the worker's shoes ... how could someone help?</p>

**Corporal Works of Mercy in our Community**

*“How can we show compassion to those in need in our community?”*

<b>CORPORAL WORKS OF MERCY</b>	<b>WHO needs help?</b>	<b>HOW might we help?</b>
<b>Feed the Hungry</b>		
<b>Shelter the Homeless</b>		
<b>Clothe the Naked</b>		
<b>Give Drink to the Thirsty</b>		
<b>Bury the Dead</b>		
<b>Visit the Sick</b>		
<b>Visit the Imprisoned</b>		

O.R.E.O. Project Organizer



**"How can we show compassion to those in need in our community?"**

<b>PURPOSE:</b>			
<b>AUDIENCE:</b>			
<b>Introduction</b>		<b>Middle</b>	<b>Conclusion</b>
<b>O</b> (Opinion) <b>WHO</b> needs help?	<b>R</b> (Reasons) <b>WHY</b> should we help them?	<b>E</b> (Examples) <b>HOW</b> can we help?	<b>O</b> (Opinion) Restate <b>WHO</b> we should help and <b>WHY</b> .



**PERSUASIVE INTRODUCTIONS**

**Part 1: HOOK**

<b>Lead Strategy</b>	<b>Now you try it...</b>
<b>State Your Opinion Directly</b>	
<b>Ask a Question</b>	
<b>Put your Reader in Someone Else's Shoes</b>	

**Part 2: OPINION**

<b>WHO should we help?</b>	
----------------------------	--

**Part 3: REASONS**

<b>WHY should we help?</b>  (Corporal Works of Mercy)	
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**Revising for Paragraphs****Part A:**

October 1, 2014

Dear Manager,

Imagine you live all by yourself and you are very sick. Your family lives far away and you do not have a car. You need to get to a doctor's appointment, but you have no one to take you there. You need help. People who are sick and living alone need our help. In the Corporal Acts of Mercy, we are told to care for and visit the sick. One way we could help the sick is to set up free taxi rides for them. We could buy taxi gift certificates from taxi companies in the city and provide them to those who are sick and can't get to their appointments on their own. People who are sick and who live alone need our help. I have seen many elderly people at the care home, giving them free taxi rides to their appointments would make things much easier for them.

Sincerely,

Joe Student

Appendix 14 - Lesson 10

**Revising for Paragraphs**

**Part B:**

October 1, 2014

Dear Manager,

Imagine you live all by yourself and you are very sick. Your family lives far away and you do not have a car. You need to get to a doctor's appointment, but you have no one to take you there. You need help. People who are sick and living alone need our help. In the Corporal Acts of Mercy, we are told to care for and visit the sick.

One way we could help the sick is to set up free taxi rides for them. We could buy taxi gift certificates from taxi companies in the city and provide them to those who are sick and can't get to their appointments on their own.

People who are sick and who live alone need our help. I have seen many elderly people at the care home, giving them free taxi rides to their appointments would make things much easier for them.

Sincerely,

Joe Student

**PROJECT WORK PLAN**

Presentation Date:

Dates to Work on in Class:

Questions to ask yourself:

- \* Am I clear on who my audience is and why I am writing this letter?
- \* What areas do I think will need the most work?
- \* What areas am I confused/not sure about?
- \* Where do I need help? Who can I ask for help?

<b>Task:</b>	<b>What do I need to do?</b>	<b>When am I going to do this?</b>	<b>Completed</b> ✓	
<b>Corporal Act(s) of Mercy</b>  Have I chosen which one(s) I will connect to my letter? Have I included this in my introduction?				
<b>Introduction</b>  Do I have an effective introduction that communicates my opinion?				
<b>Middle</b>  Have I added enough details to give the reader a clear picture HOW we could help?				

Task:	What do I need to do?	When am I going to do this?	Completed ✓	
<b>Conclusion</b>  Do I have a clear and effective conclusion that restates my opinion?				
<b>Paragraphs</b>  Do I have a new paragraph for each new thought?  (Beginning, middle and end)				
<b>Revision</b>  Have I gone through my draft to extend, rework OR polish my letter for my audience?				
<b>Publishing</b>  Have I completed the final draft of my letter in proper form AND am ready to send it?				

## Appendix 16 - Lesson 13

**“Action meets Compassion” Presentation REFLECTION**

1. Read through the assessment rubric for this task. Assess yourself on each element of the rubric and complete the chart below, be sure to give reasons & evidence for your assessment.

**Remember:**

1 = Little Evidence, 2= Partial Evidence, 3= Sufficient Evidence, 4= Extensive Evidence

Outcome	Self-Assessment	Why?
Topic - Corporal Works of Mercy:		
CC 3.4 Pre-Writing		
Introduction		
Middle		
Conclusion		

Outcome	Self-Assessment	Why?
Paragraphs		
Revision		

1. After completing this unit, reflect on your thoughts about the questions we started with: **How can we show compassion to those in need in our community?**

2. What aspects of the **Corporal Works of Mercy** will you carry with you?

Culminating Task  
**“Action Meets Compassion”**  
**Writing Persuasive Letters**

ESSENTIAL QUESTION: How can we show compassion to those in need in our community?

**TASK:**

**Our school’s S.C.C. needs your help! They are looking for unique ways to show compassion to those in need in our community, and are currently accepting proposals as to how to use their charity funds.**

They have asked each member of our class to submit a persuasive letter that details **WHO** in our community needs help, **WHY** we should help them, and a detailed description of **HOW** we could help those in need. Your idea should be based on one of the **Corporal Works of Mercy.**

Members of the S.C.C. will review your proposals, and choose which ideas to discuss at their next meeting.

**CRITERIA FOR YOUR LETTER:**

\* Split your letter into 3 sections: Introduction, Middle & Conclusion

INTRODUCTION		MIDDLE	CONCLUSION
O Opinion	R Reasons	E Examples	O Opinion
Who in our community needs help?	Why should we help them?  <i>Connect your opinion to at least one of the Corporal Acts of Mercy</i>	How can we help them?  <i>Give a clear and detailed description of how we can help.</i>	Restate your opinion on who we should help and why.
<b>Other:</b> * As a part of the process, you will need to show evidence of both pre-writing & revision * Carefully choose your words in order to persuade your audience * Present your final product using proper letter format and paragraph structure			

## Appendix 18

**“Action Meets Compassion - Persuasive Letters”**  
**ELA 3 - CULMINATING TASK ASSESSMENT RUBRIC**

	<b>1</b> “Little Evidence”	<b>2</b> “Partial Evidence”	<b>3</b> “Sufficient Evidence”	<b>4</b> “Extensive Evidence”
	With help, I understand parts of the simpler ideas and do a few of the simpler skills.	I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	I understand the more complex ideas and can master the complex skills that are taught in class. <b>I achieve the outcome.</b>	I have a deep understanding of the complex ideas, and can apply the skills I have learned to situations that were not taught in class.
<b>Corporal Works/Topic:</b>	* My topic does not connect to one of the <b>Corporal Works of Mercy.</b>	* My topic somewhat connects to one of the <b>Corporal Works of Mercy.</b>	* My topic clearly connects to one of the <b>Corporal Works of Mercy.</b>	* My topic effectively connects to more than one of the <b>Corporal Works of Mercy.</b>
Comments:				
<b>CC 3.4 - I can communicate my ideas and experiences in a clear, easy-to-follow letter. I have a purpose, interesting details, and correct paragraph structure.</b>				
<b>CC3.4 - Writing Process</b>				
<b>Pre- Writing</b>	* My pre-writing is insufficient.	*My pre-writing is mostly complete.	* My pre-writing is complete.	* My pre-writing is extensive and thoughtfully completed.
Comments:				
<b>CC 3.4 - Organization</b>				
<b>Introduction</b>	* My introduction has no real lead.  * The reader wonders what my opinions are.	* My introduction has a basic, predictable lead.  * The reader has a peek at my feelings and opinions.	* My introduction has an effective lead that hooks the reader.  * The reader can tell what my feelings and opinions are.	* My introduction has an original lead (not studied in class) that hooks the reader.  * My text has energy, and my feelings and opinions shine through.



	<b>1</b> “Little Evidence”	<b>2</b> “Partial Evidence”	<b>3</b> “Sufficient Evidence”	<b>4</b> “Extensive Evidence”
<b>Middle</b>	* I write with very limited details.	* I write with some details.	* I include enough details to give the reader a clear picture.	* My ideas are richly developed with details and examples.
<b>Conclusion</b>	* I have no conclusion.	* I have a forced conclusion.	* I have a clear conclusion.	* My conclusion is appropriate and effective.
<b>Paragraphs</b>	* I need help to write and organize paragraphs.	* I can write using mostly correct paragraph structure.	* I can write using correct paragraph structure.	* I can write with paragraphs that are complete and varied.
Comments:				
<b>CC 3.4 - Writing Process</b>				
<b>Revision</b>	* I do some basic revisions, with help.	* I do some basic revisions.	* I show evidence of extending, reworking <b>OR</b> polishing my letter for an audience outside of my classroom.	* I show extensive evidence of extending, reworking <b>AND</b> polishing my letter for an audience outside of my classroom.
Comments:				

Appendix 19

**Guest Panel Feedback:**

Thank you for reading my letter and considering my proposal. I look forward to your feedback on my letter.

Please provide feedback and comments on my letter based on the following criteria:

Student Name: \_\_\_\_\_

Criteria	1 "Little Evidence"	2 "Partial Evidence"	3 "Sufficient Evidence"	4 "Extensive Evidence"
Comments:				
Comments:				
Comments:				