

Earrings Persuasive Lesson –

Nanette Raska

NGSS: *The Benchmarks are the same for all suggested grade levels. The grade level is omitted in the following benchmarks:*

LA. _3.1.1, LA. _3.1.2, LA. _3.2.3, LA. _3.3.1, LA. _4.3.1, LA. _4.3.2

CCSS: W_1a-d, W_4, W_5, W_6,

Grade levels: 2-5

Genre:

Opinion/Persuasive

Rationale:

To initiate topic and supporting Ideas for persuasive writing as well as to demonstrate the use of persuasive techniques in authentic literature.

Mentor text/ stimulus:

Earrings, by Judith Viorst, is a humorous story of a young girl whose parents refuse to let her get her ears pierced. She presents logical arguments with wonderful emotional appeal. She offers several concessions if they will only see it her way.

Materials:

Chart/ poster /overhead of the persuasive techniques

Before:

1. Read Earrings aloud to the class. Students may want to hear it several times.

During:

2. Discuss with students why the girl wants the earrings. Why are the earrings important to her?
3. Reread the story again and have the students make a list of the reasons or you can list them on the board or overhead.

She loves them.

Teachers, lady dentists, mothers and grandmothers wear them.

She is mature.

- *clears the plates*
- *don't have to tell her to take a bath*

She is the only girl in her class, school, world, solar system who does not have them

They keep earlobes warm in winter.

She needs them.

- *make her look good*
- *make her feel good*
- *make her feel proud*
- *good for her posture*
 - o *stands up straighter*
 - o *head held higher*

It is urgent she has them now before she gets too old.

4. Discuss with students what the girl will do for her parents if she can have her ear pierced. **If-then . . .**

*-walk the dog for a year
-clean her room for a year
-read a book a week
-be nice to the little brother
-will wear old clothes so will not need new ones
-will never mention it again as soon as they agree*

5. Share what writers do to persuade someone that they want something:

- Claim what it is that they want
- quote experts or people that support what they want
- give data or facts
- Appeal to the audience's emotions
- Try to sound trustworthy and believable
- try to show a sense of urgency
- Use graphs and tables

See attached chart

6. Refer back to the reasons the young girl uses in the book and match up the persuasive techniques to the reasons.
7. Use sentence strips to make a collection of each sample to hang in the room as part of print rich environment to writers.

After:

8. Have students make a list of **“Wants”** in their writer's notebook and choose one **“Want”** to write about.
9. **ESL, SWD and less proficient writers** may need a concrete stimulus to help them write. For example, after completing steps 1-8, bring in a collection of earrings and let the students choose one they want for themselves or give someone (mother sister, girlfriend, babysitter). Have them list all the reasons they chose those earrings. Remind them of the techniques mentioned above.
10. Have students pair/share their responses and have their partner listen for the different persuasive techniques.
11. If they did not include one of the techniques they can go back into their entry and include more.

Extensions:

- Another variation would be for a group of two or three students to prepare a presentation why their earring is the best.
- Student can spend several days selecting another **“Want”** and drafting until they find one they want to take through the writing process to publication.

Persuasive Strategies to Use:	Examples:
▪ Claim your main point	
▪ Experts or Important People that support your side of the argument	
▪ Use logic, numbers, facts	
▪ Appeal to emotions	
▪ Make yourself believable	
▪ Build a sense of urgency	
▪ Use graphs, tables or illustrations	