

# Writing a Persuasive Letter

## Teacher Guide to Lesson Pack 003

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This lesson plan does not assume previous experience of the game. Teachers may show VC from *Checkpoint KIDS* of the game, use YouTube clips, or play the game.

The lesson is designed to engage children with a learning opportunity based on computer gaming and is not intended as a substitute for teaching the National Curriculum.

English Assessment Objectives are provided as a means of justifying the lesson in a school environment.

All lesson timings are approximate.

*Checkpoint KIDS* welcomes students' work for submission, but only if the relevant permission slips are completed.

This lesson plan includes an introductory lesson that uses standard teaching resources in line with the NC before it focuses on a gaming resource. The introductory lesson may be omitted if required.

Issue: **6 – October 2020**

Theme: **City Builder**

Game: **SimCity**

Focus: **Writing a Persuasive Letter (complete with blueprint)**

### Lesson Objective:

By the end of this learning episode you will:

- understand how to write a persuasive letter
- understand persuasive methods like
  - ethos, logos, pathos
  - rhetorical devices
- structure a text

### Assessment Objectives:

A05 - adapting for purpose/audience and organising ideas

A06 - sentence structures adapted to purpose with accurate spelling and punctuation

### Literacy Objectives:

- 2<sup>nd</sup> person voice
- paragraphing

**Duration:** 3 x 45 minutes

## Starter (Entry Task All Lessons)

- introduce students to Ancient Greece and Aristotle. PowerPoint provided: TLP003PPT1
- ethos – the voice of the expert
- logos – using logical argument/statistics/facts
- pathos – appealing to the heart/emotive language
- explore texts that employ rhetorical devices – RSPCA:  
[https://www.rspca.org.uk/webContent/staticImages/FR\\_Pack\\_Web.pdf](https://www.rspca.org.uk/webContent/staticImages/FR_Pack_Web.pdf)
- students identify ethos, logos and pathos, and some rhetorical devices
- explain that the students are going to study persuasive techniques and then write a letter to the mayor of a city persuading him/her to allow the erection of a building, public amenity or statue/memorial. The letter will be accompanied by a blueprint
- this lesson plan will focus on gaining support for a SimCity park

## Lesson 1 (Introductory)

### Activity 1:

- focus on a building, amenity or statue/memorial that the students know and explore its raison d'être: WW1 Memorials, Nelson's Column, Shakespeare's birthplace etc. There is an opportunity here to go global if required: Hiroshima Peace Memorial, Wikipedia Monument, Harriet Tubman's birthplace
- this lesson focuses on the statue of Alfred the Great in Winchester (KS2 History Programme of Study) (*Checkpoint KIDS* Issue 6, page 6: Reigns - sovereignty)
- issue the picture of Alfred the Great's statue in Winchester: TLP003WS1a. Ask the students why a king might deserve such a statue. Explain that it was erected 1000 years after his death
  - what sort of king was he?
  - why is he dressed as a warrior?
  - why is he on such a huge piece of stone?
- if required, issue the brief biography and the comprehension: TLP003WS1b (TES free download)
- ask why the people of Winchester would erect the statue
  - when did they erect it? 1901 – opportunity for numeracy: millenary = 1000 years (Note: Alfred actually died in 899)
  - what does it represent? – literally and figuratively – abstract nouns: power, honour, resilience, wisdom, protection etc
  - how does it benefit the community? – are the people of Winchester proud of their historical links to Alfred the Great?
  - it cost £5000 (£620,000 today) – is it a good use of public funds?

- ask the students to imagine that they have to persuade the people of Winchester to erect the statue. Using the resources and their own ideas, they should write sentences that focus on ethos, logos and pathos to persuade the community to erect the statue
  - ethos: Victorians like Charles Dickens revered Alfred
  - logos: Alfred the Great invented the candle clock, defeated the Vikings
  - pathos: the only English king to be called 'great', the 'burning of the cakes' story humanises him
- they should use their sentences to label the image of the statue: TLP003WS1
- complete a self-assessment grid

| Statement   | ✓ or ✗   | Focus |
|---|--|-------|
| I have clearly labelled the image with statements that can be used to persuade. |  |       |
| I have included statements that focus on ethos, logos and pathos.               |  |       |
| I have included some explanation of why the design of the statue is symbolic.   |  |       |
| I have included some comments about the community it serves.                    |  |       |
| SPaG check - labels are horizontal, lower-case and printed.                     |  |       |
| I understand this work so far.  |    |       |
| I would like help with _____<br>_____<br>_____                                  |  |       |

- if required, this content could be used for a persuasive letter at this point:
  - write to the Mayor of Winchester persuading him to allow the erection of a statue of Alfred the Great
  - write to the mayor of any town persuading him/her to allow for the erection of a subject of your choice
- **if continuing with the next activity, guidance for writing an additional persuasive letter follows the SimCity Lesson Plan**

## Lesson 2

### Starter:

- use the 'Starter (Entry Task All Lessons)'
- or, recap Aristotle and lesson objective
- or, recap previous lesson

### Activity 1

- introduce the game SimCity - if possible show a short introductory trailer on YouTube - <https://www.youtube.com/watch?v=SyIRsLoWTgA>
  - look at images of real overpopulated areas, derelict, abandoned etc.: TLP003WS2
  - Why create a park?
    - explore images of parks and promotional posters: TLP003WS2a
    - do the Parks and Recreation posters use ethos, logos or pathos? What rhetorical devices do they use?
    - students create a list of why they think parks are important: this can be child-centric
    - Website listing the importance of parks: <http://www.gardinergreenribbon.com/why-parks-are-important/>
  - students design their park and label using the blueprint: TLP003WS2b. Examples of blueprints are provided: TLP003WS2a
    - include areas such as: paddling pools, lakes, butterfly gardens, play areas, skate parks, seating, cafés, petting zoos, toilets etc.
    - limit the size and scope of the park to a central theme – sports, play, nature etc.
    - include the specific audience for each aspect of the park - students could include an argument for its inclusion/necessity. Again, this can be child-centric
    - site the park in its environment
    - NUMERACY EXTENSION: strategic planning games like SimCity and RollerCoaster Tycoon 3 include a budget and each acquisition is costed. Students could be given a budget together with the cost of items such as trees, paths, toilets etc. This will involve a high level of decision making and negotiation
  - complete a justification grid
- or
- students can develop their own ideas of what the city requires
  - ideas are discussed and developed
    - class hold a debate, each arguing for their project to be adopted
    - each student, pair or group presents to the mayor (teacher) who makes a decision
  - students develop their chosen project
  - complete a justification grid

| Area/Object/Facility   | Reason for Inclusion  |
|--|---|
| Paddling Pool  | Very few houses in the area have gardens for inflatable paddling pools.             |
|  |   |
|  |   |
|  |   |
|  |   |
| I understand this work so far.                                   |  |
| I would like help with _____<br>_____<br>_____<br>_____<br>_____ |   |

**Note:**

By this point students should know:

- who Aristotle was and the basics of ethos, logos and pathos
- some rhetorical devices
- how blueprints communicate information
- that public parks, statues, memorials etc. serve a purpose
- that public parks, statues, memorials etc. can symbolise something else
- that all public projects have to justify their raison d'être

## Lesson 3

### Starter

- Recap previous lesson
- Restate lesson objective

### Activity 1

- students will now focus on writing a persuasive letter
- revisit the rhetorical devices in the PowerPoint: TLP003PPT1
- revisit the RSPCA resources and their use of rhetorical devices  
[https://www.rspca.org.uk/webContent/staticImages/FR\\_Pack\\_Web.pdf](https://www.rspca.org.uk/webContent/staticImages/FR_Pack_Web.pdf)
- if required, practise writing some persuasive arguments for any of the public works studied so far using rhetorical devices and focusing on either ethos, logos or pathos

### Activity 2

- study the letter proforma: TLP003WS3
- planning needs to include appropriate content, logos, pathos and ethos as well as rhetorical devices
- students should use their blueprint of a park, together with their justification grid, to draft a persuasive letter to the mayor of a city persuading him/her to support its construction
  - Note: students may have completed a blueprint and justification grid for a different project
- draft letters should be shared, and self-assessment sheets completed

| Statement   | ✓ or X   | Focus |
|---|--|-------|
| I have included ethos, logos and pathos.  |  |       |
| I have included some rhetorical devices.  |  |       |
| I have written five paragraphs.   |  |       |
| I have followed the format of a formal letter: two addresses, date, greeting, signing off and name. |  |       |
| SPaG check.   |  |       |
| I understand this work so far.  |    |       |
| I would like help with _____  |  |       |
| _____   |  |       |
| _____   |  |       |

- final copies should be produced and shared
- encourage positive feedback
- final self-assessment of this Lesson Pack activity
- submit students' work to *Checkpoint KIDS* together with the relevant permission slips

## Extension Activities

- students with access to SimCity can design a park within the game and submit a screenshot or VC to *Checkpoint KIDS* together with the relevant permission slips
- write a set of rules to govern the park: opening times, no bicycles on footpaths etc.
- write invitations to the opening of the park
- write a persuasive letter to a celebrity, or public figure, persuading them to open the park, or sponsor a part of it
- create and record (in writing or digitally) a radio advert promoting the opening of the park
- create and record (in writing or digitally) an interview with the mayor or members of the community about the park

## Lesson 1 Activity 1

| Statement   | ✓ or ✗   | Focus |
|---|--|-------|
| I have clearly labelled the image with statements that can be used to persuade. |  |       |
| I have included statements that focus on ethos, logos and pathos.               |  |       |
| I have included some explanation of why the design of the statue is symbolic.   |  |       |
| I have included some comments about the community it serves.                    |  |       |
| SPaG check – labels are horizontal, lower-case and printed.                     |  |       |
| I understand this work so far.  |    |       |
| I would like help with _____<br>_____<br>_____                                  |  |       |

## Lesson 2 Activity 1

| Area/Object/Facility                                    | Reason for Inclusion  |
|---|---|
| Paddling Pool   | Very few houses in the area have gardens for inflatable paddling pools.   |
|   |   |
|   |   |
|   |   |
|   |   |
| I understand this work so far.                          |    |
| I would like help with _____<br>_____<br>_____<br>_____ |   |

## Lesson 3 Activity 2

| Statement   | ✓ or ✗   | Focus |
|---|--|-------|
| I have included ethos, logos and pathos.  |  |       |
| I have included some rhetorical devices.  |  |       |
| I have written five paragraphs.   |  |       |
| I have followed the format of a formal letter: two addresses, date, greeting, signing off and name. |  |       |
| SPaG check.   |  |       |
| I understand this work so far.  | <input type="radio"/>  <input type="radio"/>  <input type="radio"/>  |       |
| I would like help with _____<br>_____<br>_____<br>_____   |  |       |

Final self-assessment for TLP003

| Writing a Persuasive Letter                                     |             |   |
|---|-------------|---|
| My Project: _____   |             |   |
| Name: _____   | Date: _____ | Class: _____  |
| Statement   | ✓ or X      | Focus   |
| I have written a persuasive letter in the correct format.       |             |   |
| I have included ethos, logos and pathos.                        |             |   |
| I have included some rhetorical devices.                        |             |   |
| I have written in paragraphs.                                   |             |   |
| I have included a correctly labelled blueprint.                 |             |   |
| SPaG check.   |             |   |
| I have understood the work we have been doing.                  |             |    |
| I have really enjoyed this work because _____<br>_____<br>_____ |             |   |
| In future I would like help with _____<br>_____<br>_____        |             |   |

### Word Bank

amenity, blueprint, collaboration, community, compromise, consumers, culture, economy, enhance, environment, management, negotiate, persuade, planning, proposal, resources, safety, scheme, strategy, survival, terrain, vision