



3RD **GRADE**

VOLUME 3.3

Persuasive **Writing Unit for** *Martin Luther King Jr.*

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Welcome to the 3.3 Persuasive Writing Unit for *Martin Luther King Jr.*!

If this is your first time using this guide, you will want to read through this introduction carefully, as it provides information that you will find critical to your establishment of a successful language arts block!

This persuasive writing unit is meant to be taught in conjunction with the *Read Side by Side Reading Program*, Unit 3.3, *Martin Luther King Jr.* The book *Martin Luther King Jr.* will be used as a mentor text to build students' background knowledge and expose students to the craft of writing.

This unit takes approximately 15 days to complete, from brainstorming and planning to sharing the published piece! Lessons in this unit give students explicit instruction in the steps of the writing process and the structure of persuasive writing. Some craft and grammar lessons will be incorporated as students revise and edit their writing. You may want to supplement with additional craft, grammar, and spelling lessons between writing units.

Prior to starting the unit, you will want to consider how students will share their writing. Student read their writing aloud to their own classmates, visit another classroom, or make their writing available for others to read in the classroom, library or other public location.

After students have had the opportunity to publish their writing, assess their work using the checklist for grading a narrative story provided at the end of the unit.

Schedule

To complete this unit, you will need to set aside 30-minutes for writing, 2-4 times a week.

Instructional days begin with a whole-class lesson. Lessons will be 10-15 minutes in length, allowing a short time after the lesson for students to work on the assignment. While working, students will access the help of a writing partner as needed. It may be helpful to seat partners next to each other during the work time. The teacher then confers with partnerships as needed.

Working days allow students to get started right away on writing projects. During the work time, students will continue to access a partner or the teacher for help as needed. If it is challenging to find time every day for writing, teachers might assign these work-projects as homework.

Narrative schedule:

1. Brainstorm & Plan	<ul style="list-style-type: none">• Make a list of writing ideas.• Select a strong idea from the list.• Complete the <i>Quadrant Chart</i>.• Design an illustration, cover or banner.	Day 1-4
2. Draft	<ul style="list-style-type: none">• Write a draft using the 4-quadrant method.	Days 5-8
3. Revise & Edit	<ul style="list-style-type: none">• Use transition words.• Use feeling words.• Use strong words to convince the reader.• Include a call to action.	Days 9-10
	<ul style="list-style-type: none">• Edit and revise using a checklist.	Day 11
4. Publish & Share	<ul style="list-style-type: none">• Complete a final product that is handwritten, typed, or other.• Share with a real audience.	Days 12-15

Day 1: Brainstorm Ideas & Plan: Introduction

Lesson Goals: Brainstorm ideas for writing in response to the prompt. Begin to plan a piece of writing using the *Quadrant Chart*.

Materials:

Blank Paper
Quadrant Chart

Instructional Procedures:

1. *Introduction:* Introduce the persuasive writing prompt:

Persuade others to learn about Martin Luther King Jr.

A persuasive piece of writing provides strong reasons for someone to do something, and ends with a call-to-action or instruction about what to do and how to do it. In this writing piece you will convince the reader that they should learn about the life of Martin Luther King Jr., provide reasons why it is important to learn about his life, and end with instructions for how to learn more about his life.

1. *Discuss:* Who was Martin Luther King Jr.?

Example: He was one of the greatest American leaders of the Civil Rights Movement.

Discuss: Why is he important to learn about?

Example: His life teaches others how to peacefully fight for freedom and equal rights for themselves and others.

2. *Plan:* Model labeling the *Quadrant Chart*:

- Box 1 – Introduction – Thesis that answers the prompt.
- Box 2 – Main Idea 1
- Box 3 – Main Idea 2
- Box 4 – Conclusion

3. *Draft:* Draft the first part of the introduction, which provides a thesis statement that answers the prompt.

Example:

Martin Luther King Jr. was one of the greatest American leaders of the Civil Rights Movement. His life teaches others how to peacefully fight for freedom and equal rights for themselves and others. I believe others should learn about Martin Luther King Jr.'s life because he _____ and _____.

4. *Brainstorm:* On a blank sheet of paper, model brainstorming several reasons why others should learn about Martin Luther King Jr. Include character traits, beliefs, and important events in the list.

Share tips for brainstorming main ideas:

- A *character trait*, such as ‘a strong leader’.
- A *belief*, such as ‘he believed in love, not hate’.
- An *important event*, such as ‘he gave one of the greatest speeches in American history’.
- Demonstrate how to combine ideas. For example: He led the Montgomery Bus Boycott. He led the march to Birmingham City Hall. Both of these events could be combined by saying, “He led many peaceful protests to end segregation.”

Example List of Main Ideas:

- He was a strong leader.
- He was brave.
- He believed in love, not hate.
- He believed in peace.
- He believed in equal rights.
- He led the Montgomery Bus Boycott.
- He led the march to Birmingham City Hall.
- He gave one of the greatest speeches in American history.

Model selecting two main ideas from your list and adding these main ideas to the introduction and to the *Quadrant Chart*.

Example: Box 1

Martin Luther King Jr. was one of the greatest American leaders of the Civil Rights Movement. His life teaches others how to peacefully fight for freedom and equal rights for themselves and others. I believe others should learn about Martin Luther King Jr.’s life because he believed in love, not hate and he led many peaceful protests to end segregation.

Work Time & Collaboration: Give students time to fill out the *Quadrant Chart* (Box 1) for their own persuasive essay. Then, give time for partners to share their writing plan and receive feedback.

- What do you like about my writing plan?
- What might I do to improve it?

QUADRANT CHART

(Name)

(Date)

(File Name)

(Title of Chart)

1	2
3	4

Day 2: Brainstorm Ideas & Plan: Body Paragraphs

Lesson Goals: Brainstorm ideas for writing in response to the prompt. Begin to plan a piece of writing using the *Quadrant Chart*.

Materials:

Quadrant Chart

Instructional Procedures:

1. *Plan:* Model writing Main Idea #1 in box 2 of the Quadrant Chart. List details to support the main idea. Demonstrate how to go back into the book *Martin Luther King Jr.* to find details to support your thinking.

Example: Box 1

Martin Luther King Jr. believed in love, not hate.

- He was a minister.
- He did not like violence.
- He said, “Love your enemy.”
- He spoke from his heart.

2. *Plan:* Model writing Main Idea #2 in box 3 of the Quadrant Chart. List details to support the main idea. Demonstrate how to go back into the book *Martin Luther King Jr.* to find details to support your thinking.

Example: Box 2

He led many peaceful protests to end segregation.

- He led the Montgomery Bus Boycott.
- He led the march to Birmingham City Hall.
- He led the march to Washington D. C.
- He led a march to Montgomery.

Work Time & Collaboration: Give students time to fill out the *Quadrant Chart* (boxes 2 & 3) for their own persuasive essay. Then, give time for partners to share their writing plan and receive feedback.

- What do you like about my writing plan?
- What might I do to improve it?

Day 3: Plan: Conclusion

Lesson Goals: Continue to plan a piece of writing using the *Quadrant Chart*. Plan the conclusion and call to action.

Materials:

Quadrant Chart

Instructional Procedures:

1. *Introduction:* Tell students that they will now be planning the conclusion of their persuasive writing. When writing a persuasive writing piece, the conclusion will summarize the key points of the piece of writing and provide instructions for how to learn more about Martin Luther King Jr.'s life.
2. *Plan:* Model summarizing the key points in the first part of the conclusion paragraph. Use box 4 of the *Quadrant Chart* to record your notes.

In conclusion, it is important to learn about the life of Martin Luther King Jr. because _____ and _____.

Example: In conclusion, it is important to learn about the life of Martin Luther King Jr. because he inspires others to love their enemies and peacefully fight for civil rights.

3. *Plan:* Model planning a call-to-action in the second part of the conclusion paragraph. Continue to use box 4 of the *Quadrant Chart* to record your notes.
Example: You can read more about Martin Luther King Jr. and his inspiring story in the book *Martin Luther King Jr.* by Rob Lloyd Jones. Also, take time to watch his most famous "I Have a Dream Speech" found on youtube.com.

Work Time & Collaboration: Give students time to finish filling out the *Quadrant Chart* (box 4) for their own persuasive essay. Then, give time for partners to share their writing plan and receive feedback.

- What do you like about my writing plan?
- What might I do to improve it?

Day 4: Plan: Title & Illustration

Lesson Goals: Continue to plan a piece of writing by choosing a title, then making an illustration, cover, or banner.

Materials:

Art materials or illustration software.

Instructional Procedures:

1. *Introduction:* Tell students they will be writing a title for their persuasive essay and creating an illustration, cover, or banner for their writing. Share tips for writing a good title:
 - It should provide the main idea.
 - It should be relatively short.
 - It should get the reader interested.
 - It should put a picture in the reader's mind.

Work Time & Collaboration: Give students time to create a title and illustration, cover, or banner for their essay. Then, give time for partners to share their illustrations and receive feedback.

- What do you like about my illustration?
- What might I do to improve my illustration?

Day 5-8: Draft, Introduction, Body Paragraphs, and Conclusion

Lesson Goals: Draft the introduction, body paragraphs, and conclusion.

Materials:

Transition Word List

Instructional Procedures:

1. *Introduction:* Tell students that they will now be drafting the introduction, the body paragraphs, and the conclusion of their persuasive writing piece.
 - Persuasive writing uses transition words between paragraphs (see list).
 - Persuasive writing concludes with a call to action.
2. *Model* drafting a persuasive essay that incorporates transition words and a call to action.

Work Time & Collaboration: Give students time to draft the introduction, the body paragraphs, and the conclusion. Then, give time for partners to share their writing and receive feedback.

- What do you like about my writing?
- What might I do to improve my writing?

TRANSITION WORD LIST

First,	Second,	Third,	In Conclusion,
<p>First of all, To begin with, Initially,</p>	<p>Additionally, Also, Furthermore, Another, Equally Important, In addition, Next,</p>	<p>Last, Lastly, Finally,</p>	<p>In summary, In the end, As you can see, It is clear,</p>

Day 9: Revise: Include feelings that will tug at the reader’s heart.

Lesson Goals: Revise a piece of writing to include feelings that will tug at the reader’s heart.

Materials:

Feelings Word List

Instructional Procedures:

3. *Introduction:* Tell students that persuasive writing uses feelings that will tug at the reader’s heart.

In the book *Martin Luther King Jr.* Rob Lloyd Jones shares the feelings of Martin in order to make the reader feel emotionally attached to the story.

When Martin was forced to give up his seat to a white man on the bus, Rob Lloyd Jones writes, “a mix of emotions washed over him: confusion, shame and—most of all—anger. He was furious that black people were treated so badly in America. And he was growing more and more determined to do something about it (p. 15).”

When the bus boycott seemed to be working, “Everyone was excited, shouting at once... Martin was stunned. He was proud to be associated with the boycott, but he had never expected to lead it (p. 31).”

Model revising a piece of writing to include feelings. Use the list provided as a reference tool.

Work Time & Collaboration: Give students time to revise their writing to include feelings. Then, give time for partners to share their writing and receive feedback.

- What do you like about my writing?
- What might I do to improve my writing?

FEELINGS WORD LIST

Happy	Powerful	Energized	Surprised
Cheerful Content Delighted Glad Joyful Pleased Satisfied Wonderful	Bold Ambitious Determined Courageous Certain Empowered Sure Strong Confident Proud	Creative Curious Inspired Focused Invigorated Vibrant Strengthened Hopeful	Shocked Startled Astonished Amazed Astounded Stunned Flabbergasted Stupefied
Sad	Mad	Confused	Other feeling words
Saddened Unhappy Disappointed Heartbroken Hopeless Blue Down Miserable Upset Depressed Dissatisfied	Angry Annoyed Grumpy Grouchy Irritated Frustrated Furious Infuriated	Doubtful Dumbfounded Indecisive Jumbled Mixed-up Perplexed Uncertain Unsure	Peaceful Silly Wonderful Tense Worried Anxious Afraid Quiet Guilty Relieved Scared Shy Compassion Grateful Loving Embarrassed Proud Ashamed Jealous Calm Smug Cautious

Day 10: Revise: Use strong language to convince the reader.

Lesson Goals: Revise a piece of writing to include strong language.

Materials:

Persuasive/Strong Word List

Instructional Procedures:

1. *Introduction:* Tell students that persuasive writing uses strong language to convince the reader.

Discuss the Persuasive/Strong Word List selected from the book *Martin Luther King Jr.*

2. *Model* revising a piece of writing to include strong language from the list provided.

Work Time & Collaboration: Give students time to their writing to include strong language. Then, give time for partners to share their writing and receive feedback.

- What do you like about my writing?
- What might I do to improve my writing?

PERSUASIVE/STRONG WORD LIST

Some examples of persuasive/strong words from the book *Martin Luther King Jr.*:

- Triumphant
- Better
- Determined
- Passionate
- Proud
- Important
- Proved
- Achieved
- Hoped
- Right
- Encouraged
- Admired
- Refused
- Won
- Courage
- Protested
- Led
- Inspired
- Joined
- Demanded change
- Struggled
- Disobeyed
- Shocked
- United
- Incredible
- Desperate
- Miraculous
- Symbolized
- Mourned

Day 11: Edit and Revise

Lesson Goals: Reread a piece of writing and make edits and revisions.

Materials:

Editing and Revision Checklist

Instructional Procedures:

1. *Introduction:* Tell students that they will now be editing and revising their persuasive writing pieces to make them easy to read as well as convincing.

2. *Edit:* Model rereading your writing and marking edits as you go:
 - Capitals
 - Punctuation
 - Spelling
 - ParagraphingAs you make editing marks, discuss the changes you will make and how they will help the reader understand the piece of writing better. Give students time to reread their writing and record editing marks.

3. *Revise:* Model rereading your writing and marking revisions as you go:
 - Complete sentences
 - Transition words
 - Persuasive/strong language (See list)
 - Details and elaboration to help the reader visualize
 - Key vocabulary

Work Time & Collaboration: Give students time to their edit and revise their writing. Then, give time for partners to share their writing and receive feedback.

- What do you like about my writing?
- What might I do to improve my writing?

Editing Checklist:

- _____ Sentences start with a capital letter.
- _____ I used capital letters for proper nouns.
- _____ I have punctuation at the end of each sentence.
- _____ I checked my words for spelling.
- _____ I indented paragraphs.

Revision Checklist:

- _____ I started with an introduction that is clear.
- _____ I ended with a conclusion that is clear.
- _____ I used transition words at the beginning of paragraphs.
- _____ I used language to show how one event may have caused another event.
- _____ Sentences make sense.
- _____ Sentences stay focused on the topic.
- _____ I added details and elaboration that are important to the topic.
- _____ I used key vocabulary.

Day 12-15: Publish & Share

Lesson Goals: Publish a piece of writing.

Instructional Procedures:

1. *Introduction:* Tell students they will now be preparing their piece of writing for others to read. This is called publishing.
2. *Discuss:* how stories will be published—handwritten, typed, or other. Let them know when and how their stories will be shared with the class.

Work Time & Collaboration: Give students time to publish their writing and share their writing with an audience.

Ideas for sharing:

- read essays aloud to classmates,
- read essays aloud to another class,
- make essays available for others to read (in the classroom, library, hallway bulletin board or other); and
- take essays home to share with family.

An **author's chair** is a fun classroom tradition. It is a decorated chair in which an author sits to share his/her writing. Teachers can paint a wooden chair or have each new class decorate a pillowcase to go over the back of a chair. This quickly transform a standard classroom chair into something special for young authors.

Checklist for Assessing a Persuasive Essay

<p>Cover/Illustration/ Banner _____/4</p>	<p>____ Has a title that is short. ____ The title puts a picture in the reader's mind.</p> <p>____ Cover/illustration/banner introduces the main idea. ____ Cover/illustration/banner gets the reader interested.</p>
<p>Introduction Paragraph ____/3</p>	<p>____ The introduction includes a thesis statement that answers the prompt. ____ The introduction presents two main ideas. ____ The introduction is written clearly to grab the reader.</p>
<p>Body Paragraphs ____/6</p>	<p>Body Paragraph 1 ____ Introduces one main idea. ____ Provides important details/reasons/examples to support the main idea. ____ Provides enough detail to adequately support the main idea.</p> <p>Body Paragraph 2 ____ Introduces one main idea. ____ Provides important details/reasons/examples to support the main idea. ____ Provides enough detail to adequately support the main idea.</p>
<p>Conclusion ____/2</p>	<p>____ The conclusion restates the answer to the prompt. ____ The conclusion includes a call to action.</p>
<p>Craft and Structure ____/4</p>	<p>____ Paragraphs are well organized. ____ Paragraphs include transition words. ____ Feeling words are used to tug at the reader's heart. ____ Strong language is used to convince the reader.</p>
<p>Revision and Editing ____/5</p>	<p>____ Writing is edited for spelling. ____ Writing is edited for grammar. ____ Writing is edited for punctuation. ____ Writing shows evidence of revision. ____ Published writing is polished.</p>
<p>Collaboration & Effort ____/4</p>	<p>____ Worked well with a partner. ____ Respectfully gave feedback to a partner. ____ Respectfully received feedback from a partner. ____ Showed good effort and persistence.</p>
<p>Total: ____/28</p>	<p>Comments:</p>

Martin Luther King Jr.

A Peaceful Protester and Inspiring Leader



Martin Luther King Jr. was one of the greatest American leaders of the Civil Rights Movement. His life teaches others how to peacefully fight for freedom and equal rights for themselves and others. I believe others should learn about Martin Luther King Jr.'s life because he believed in love, not hate and he led many peaceful protests to end segregation.

First, Martin Luther King Jr. believed in love not hate. He was saddened to see the black community treated harshly. He showed love to his community when he became a minister. When his house was bombed, Martin did not respond with anger. Instead, he encouraged people to love their enemy. Martin spoke from his heart and passionately believed everyone deserved to be treated equally.

Second, he led many peaceful protests to end segregation. In 1955, he led the Montgomery Bus Boycott and this boycott achieved the end of segregation on buses. In 1963, he led the march to Birmingham City Hall and was triumphantly ended segregation in Birmingham. Also, he demanded change when he marched to Washington D. C. and delivered the famous "I Have a Dream" speech.

In conclusion, it is important to learn about the life of Martin Luther King Jr. because he inspires others to love their enemies and peacefully fight for civil rights. Read more about Martin Luther King Jr. and his inspiring achievements in the book *Martin Luther King Jr.* by Rob Lloyd Jones. Also, take time to watch his most famous "I Have a Dream Speech" found on youtube.com.