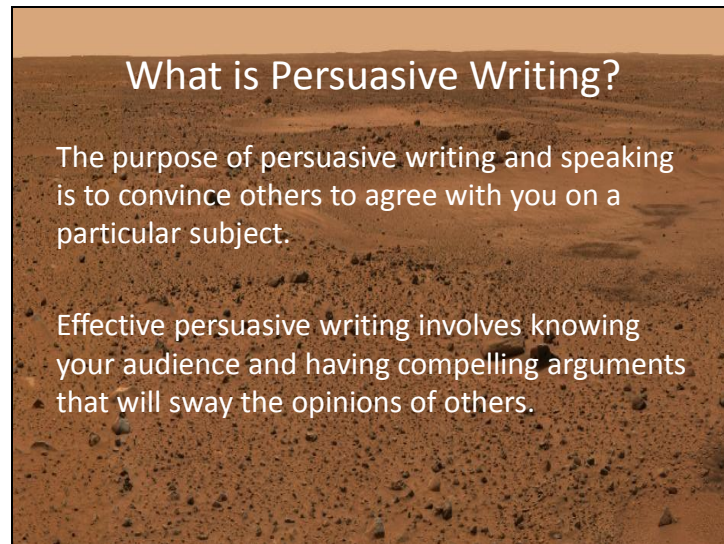


Today you will be working with some of your classmates to decide on the best way to land your rover on Mars.

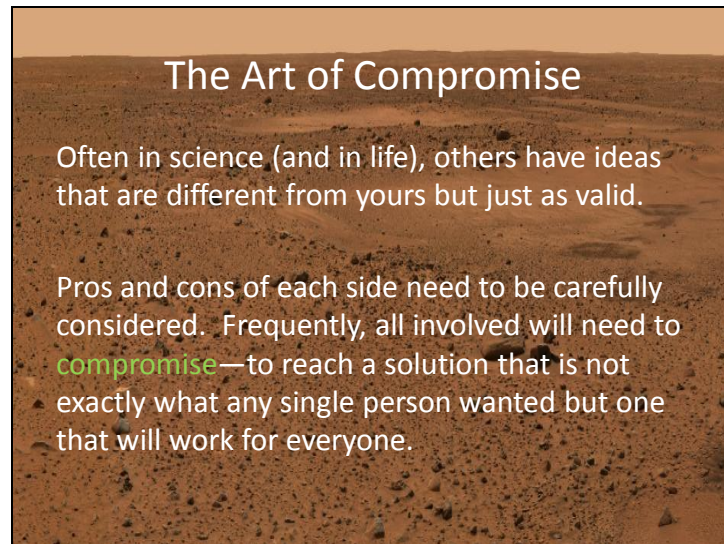
You will research the different ways for landing a rover and decide which one you think will work best. You will then work with the other members of your team who agree that the method you selected for landing on Mars is the best. Together you will write a brief paper in which you try to convince the rest of your team that your method should be the one the entire team selects to land the rover on Mars. We call this persuasive writing. Today's mini-lesson will explain what you must keep in mind when you write persuasively.

You will also listen to the arguments of team members who think a different method is best for landing on Mars. Once all teams have presented, your team will need to come to an agreement on which method your team will use. An important part of working as a team is being willing to compromise. This means that sometimes the team agrees to do what you want but not always.



Paraphrase the information on this slide.

Although Persuasive Writing may appear to be just a school writing activity, it is actually a very important life skill. For example, when NASA undertakes a project such as Mars Rover, there are thousands of highly trained experts who work on it. These scientists and engineers develop many ideas and plans about where to go on Mars, what to do once there, how to make the Rover, what instruments to include on the Rover and thousands of other details. Often these experts have very different ideas regarding these decisions. In these cases, the NASA experts will create a persuasive essay to convince the other experts and supervisors that their ideas are the best for the mission. Although one person's idea might make up the majority of the final decision, it is a group effort and through compromise the experts can combine parts of different ideas to create the final plan.



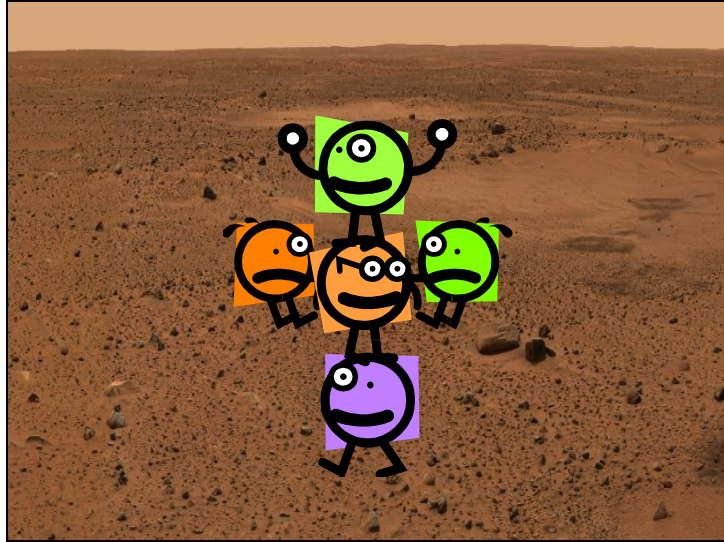
Paraphrase the information on this slide.

In real life, scientists believe passionately in the ideas that they create and the solutions they come up with. However, when several scientists look at the same problem, it is very likely that they will develop solutions that are very different from one another. This does not mean that some scientists are **WRONG** and that only one is **RIGHT**. There are often many solutions to a problem that will work.

So, what do scientists do? They do often write or speak persuasively, trying to convince their colleagues that the solution they have developed will solve the problem and is the best solution. However, at the same time, scientists listen respectfully to their colleagues as they discuss why an alternate solution might work better. They then consider the pros and cons of each of the suggested solutions and together decide which will work best.

Sometimes, one scientist's idea is so incredible that the others agree that his or her solution is the best. But most of the time, the solution that is selected is a combination of ideas of presented by several people.

Slide 4

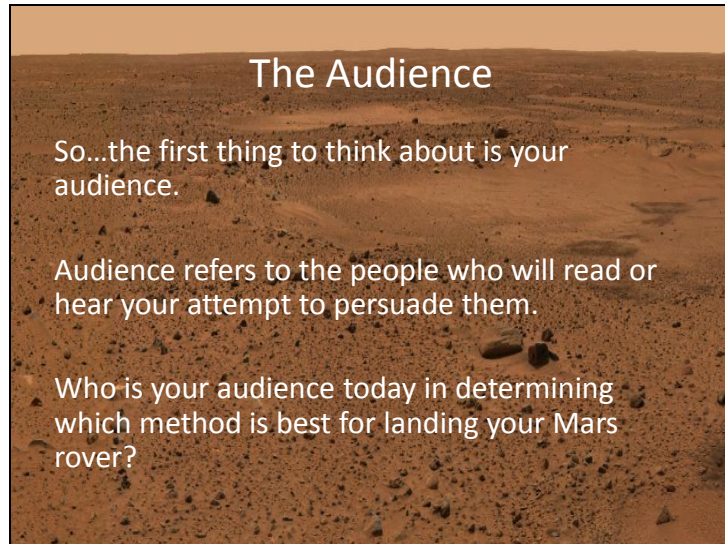


This slide has 1 CLICK of animation.

REMEMBER, the purpose of your persuasive writing is not to WIN like in a tug-of-war. CLICK

But rather, the purpose is to work cooperatively with everyone on your team to come up with the BEST solution that will make your Mars Rover mission succeed.

Even so, you will need to think carefully about your ideas and must be able to explain them to your team members so they can see the benefits. If you don't state your ideas clearly and persuasively, your team members might discard your idea, even though it might have a lot of merit (be really good).



The Audience

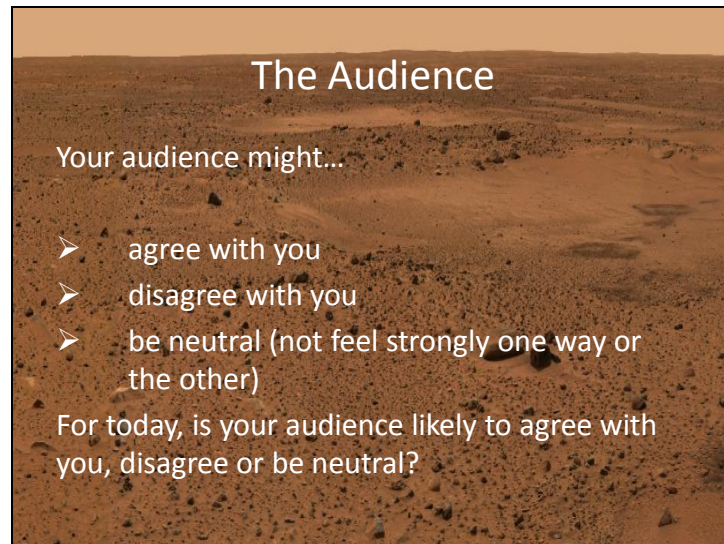
So...the first thing to think about is your audience.

Audience refers to the people who will read or hear your attempt to persuade them.

Who is your audience today in determining which method is best for landing your Mars rover?

Paraphrase the information on this slide.

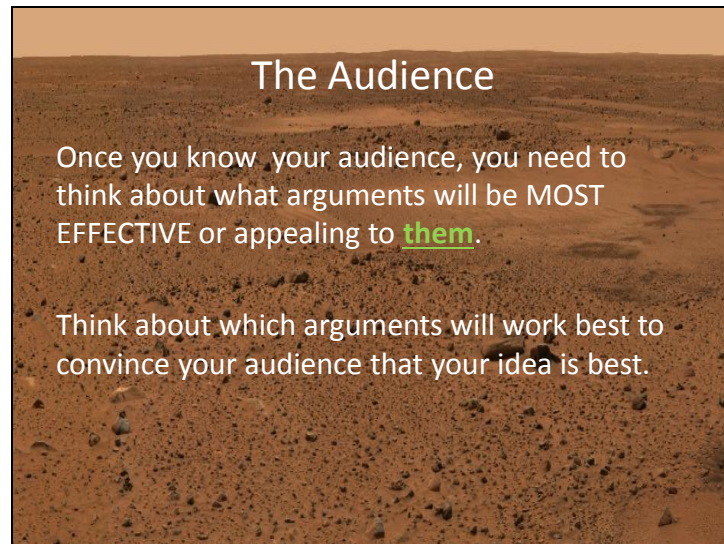
Guide students to the answer that their “audience” today is the other members of their Mars mission team.



Once you know who your audience is, think about how they are already likely to feel on the subject. Do you think they probably agree with you, disagree with you, or are they neutral (don't have a preference)? Depending on how they feel, you will have to frame (or write) your arguments differently.

Think about today—are the members of your Mars rover team likely to agree with your idea of how to land the rover on Mars, disagree with you, or not have a strong preference?

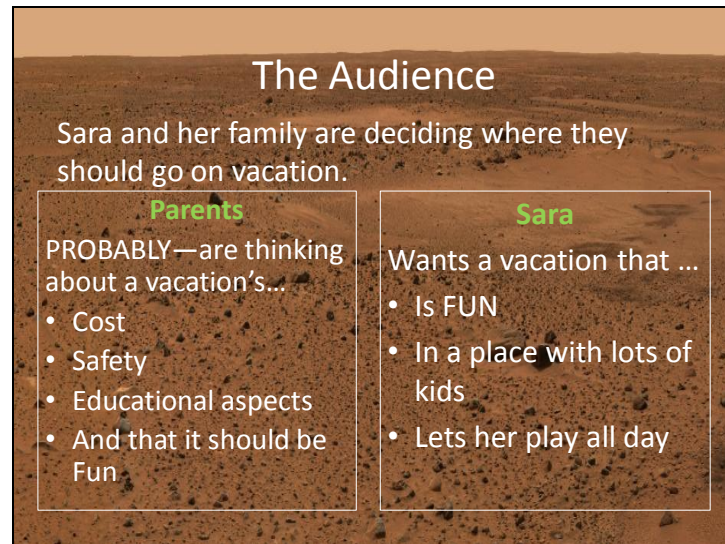
TEACHERS: Guide students to realize that each member of the team is likely to have an opinion on landing the Mars rover, so few or no members of the team are likely to be neutral. It is possible that either most of the team agrees on the landing method or there are strong disagreements within the team.



When writing a persuasive essay, knowing your audience is crucial. Remember, you aren't trying to convince yourself. You already agree with yourself and don't need to convince you. You need to think about what will convince your audience, the people who in this case will decide how you will land your rover on Mars.

What your team wants is the BEST solution that will help you have a successful Mars Rover mission. Be sure to write your arguments keeping in mind what your team members want.

Let's see how this works in a very practical way.



The Audience

Sara and her family are deciding where they should go on vacation.

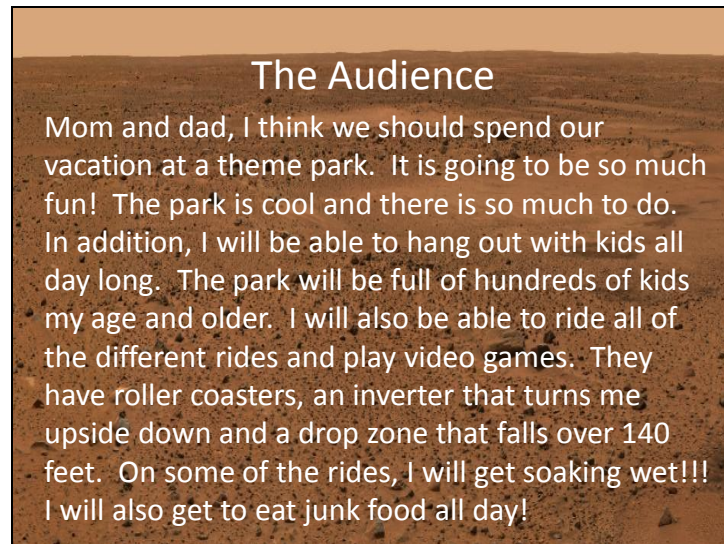
Parents	Sara
<p data-bbox="479 567 787 630">PROBABLY—are thinking about a vacation's...</p> <ul data-bbox="487 640 779 819" style="list-style-type: none">• Cost• Safety• Educational aspects• And that it should be Fun	<p data-bbox="820 567 1128 609">Wants a vacation that ...</p> <ul data-bbox="828 619 1120 777" style="list-style-type: none">• Is FUN• In a place with lots of kids• Lets her play all day

This slide has 2 CLICKS of animation.

Sara and her family are deciding where to go/what to do on their family vacation. They decided that she and her parents will each come up with an idea of where to go and discuss the reasons why they picked their idea. As Sara develops her ideas on where to go and why, she needs to consider what her parents will want. Sara knows that PROBABLY her parents are concerned about...CLICK (paraphrase the information).

By contrast, Sara's ideas are quite different Sara wants a vacation that is FUN, has lots of kids and one where she can play all day. CLICK

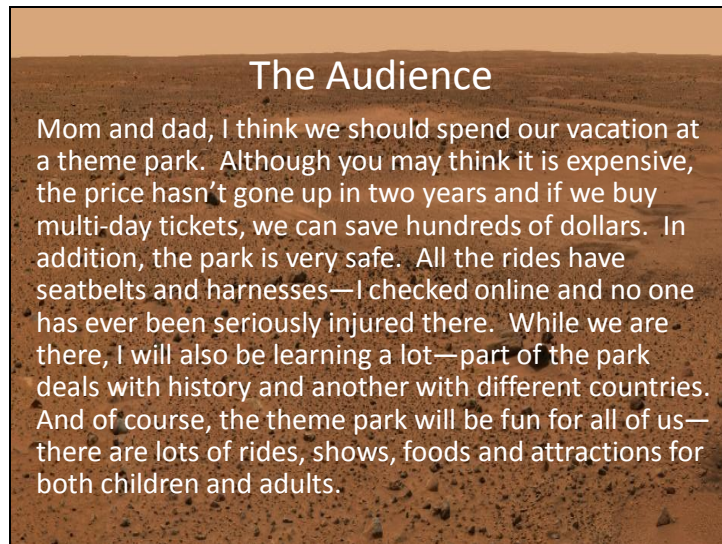




The Audience

Mom and dad, I think we should spend our vacation at a theme park. It is going to be so much fun! The park is cool and there is so much to do. In addition, I will be able to hang out with kids all day long. The park will be full of hundreds of kids my age and older. I will also be able to ride all of the different rides and play video games. They have roller coasters, an inverter that turns me upside down and a drop zone that falls over 140 feet. On some of the rides, I will get soaking wet!!! I will also get to eat junk food all day!

TEACHER: Read this to your students. This first essay is written from the “what a kid wants” viewpoint. Although these are valid reasons that Sara may have, when stated to the parents, they are likely to not work because in some cases, do NOT address the parents’ concerns and priorities for a family vacation.

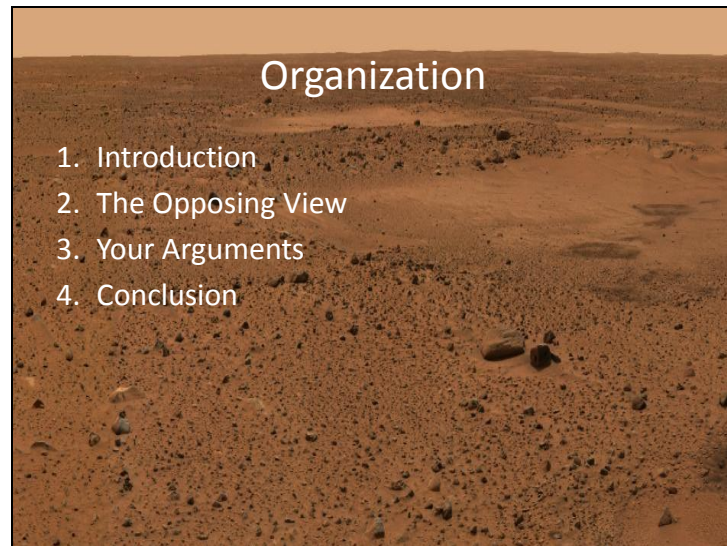


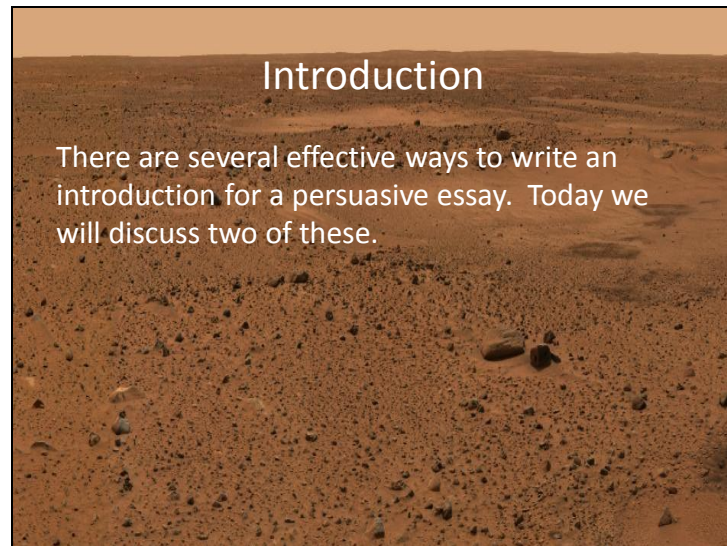
The Audience

Mom and dad, I think we should spend our vacation at a theme park. Although you may think it is expensive, the price hasn't gone up in two years and if we buy multi-day tickets, we can save hundreds of dollars. In addition, the park is very safe. All the rides have seatbelts and harnesses—I checked online and no one has ever been seriously injured there. While we are there, I will also be learning a lot—part of the park deals with history and another with different countries. And of course, the theme park will be fun for all of us—there are lots of rides, shows, foods and attractions for both children and adults.

TEACHER: Read this to your students. This essay is written thinking about the audience, what they want, what they may worry about and how to convince them despite their doubts.

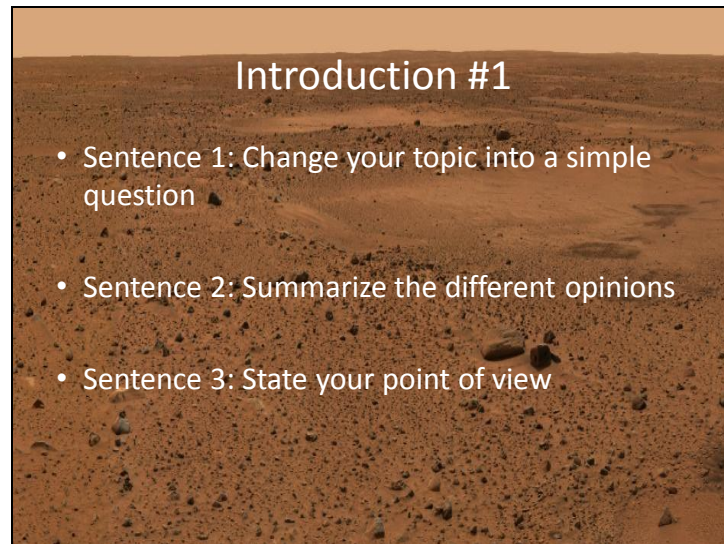
After reading both to your students, discuss with them which would be more effective and why.





Introduction

There are several effective ways to write an introduction for a persuasive essay. Today we will discuss two of these.



Introduction #1

- Sentence 1: Change your topic into a simple question
- Sentence 2: Summarize the different opinions
- Sentence 3: State your point of view

Paraphrase the information on this slide.

Let's now look at an example of what this style of introduction would look like...

Introduction # 2

- Start with a broad statement
- Become more specific
- State your opinion in the topic sentence

The diagram is an inverted triangle with a white outline. Inside the triangle, the word 'Broad' is at the top, 'More specific' is in the middle, and 'Topic Sentence' is at the bottom. The background of the slide is a photograph of a desert landscape with reddish-brown soil and small rocks.

The second type of introduction starts with a very broad statement and narrows down (like the triangle shown on the slide) until you reach the topic sentence in which you state your opinion.

The first sentence should be about the bigger theme beyond the actual topic. In this case, although the child wants to convince his/her parents to let him go to the amusement park, the broader issue is really about trust between parents and children and parents and kids have argued about this for a very long time.

The next sentence gets more specific and serves to connect the broader issue with the specific topic.



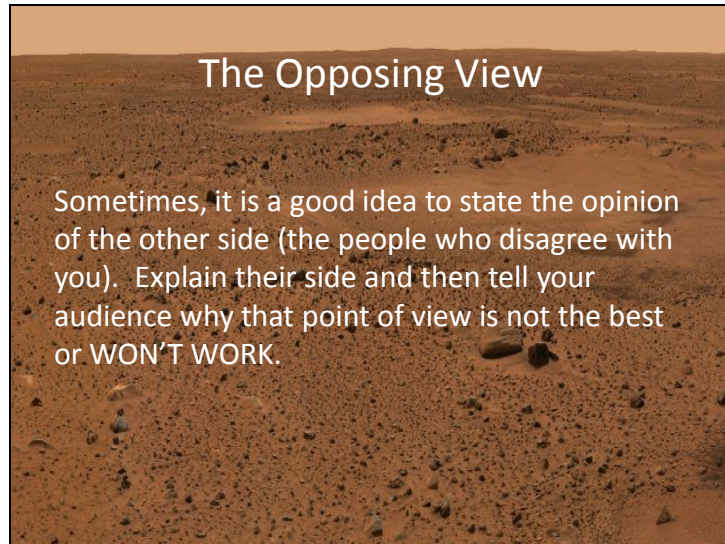
Vacationing at a theme park

Step 1: A BROAD Statement:
Family members can have very different ideas about the perfect summer vacation destination.

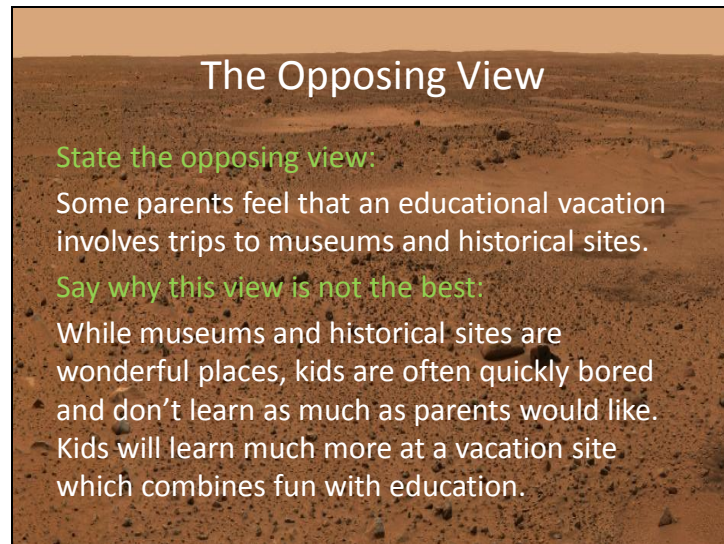
Step 2: More specific (1 or 2 sentences):
Parents have real concerns about the cost of the vacation, selecting a safe destination and having it be educational. Kids are more concerned about having a fun and memorable experience.

Step 3: Topic sentence. State your point of view:
Let me now explain to you why a theme park would be the ideal vacation choice for our whole family.

Read this to the students and discuss it with them. Let them know that they can use either introduction when they write persuasive essays. Both can be useful as a particular style may work better in one situation than the other.



The next step is to state the opposing view. (Paraphrase the information on this slide.) If you do know why the opposing view is wrong or you cannot think of good reasons as to why the opposing view will not work, you may skip this step.



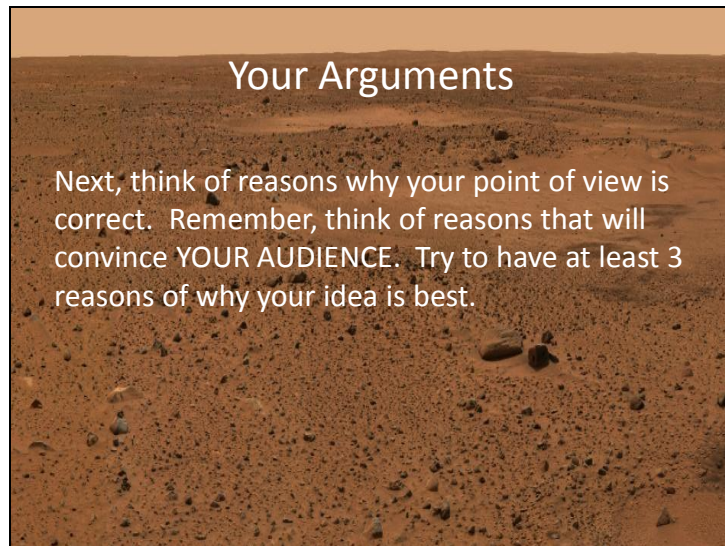
The Opposing View

State the opposing view:
Some parents feel that an educational vacation involves trips to museums and historical sites.

Say why this view is not the best:
While museums and historical sites are wonderful places, kids are often quickly bored and don't learn as much as parents would like. Kids will learn much more at a vacation site which combines fun with education.

Read the slide.

SAY: Even though the child is explaining why the opposing view won't work, she does so very respectfully.



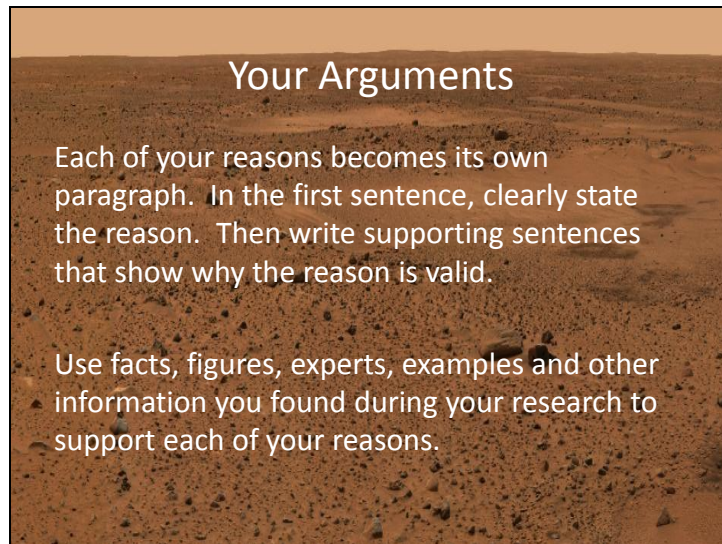
TEACHER: Paraphrase the information on this slide. Then say, “One good way to do this is to brainstorm all of the ideas you can think of. Once you have your list, you can cross off arguments that are not as strong as others or ones that you realize might not appeal to your audience. Let’s look at an example.”

Your Arguments

- Fun for all—many things for all of us to do 1
- ~~Won't spend entire day on computer~~
- ~~Will have a great time~~ Not strong arguments
- ~~Can eat junk food~~ Won't appeal to audience
- Won't be expensive, have coupon 3
- I can learn lots of things at a theme park 2
- ~~The rides are very cool~~ Won't appeal to audience
- ~~Many rides get us wet!!~~ Not a strong argument

TEACHERS: If time permits, allow the students to brainstorm and come up with arguments that they feel might convince the parents to choose a theme park for the family vacation. Then go through all of the reasons and allow the children to select the strongest three reasons that will appeal to the audience (the child's parents). Provide guidance as needed.

If time does not permit, you can use the example on this slide to show this same skill more briefly. The arrows explain why certain ideas were eliminated. Three are left and they are numbered 1, 2 and 3 as the strongest, second strongest and third strongest argument.



Your Arguments

Each of your reasons becomes its own paragraph. In the first sentence, clearly state the reason. Then write supporting sentences that show why the reason is valid.

Use facts, figures, experts, examples and other information you found during your research to support each of your reasons.

Paraphrase the information on this slide. Then say, “Now let’s look at how one of the arguments we selected might look when written in a paragraph with supporting sentences.”

Your Arguments

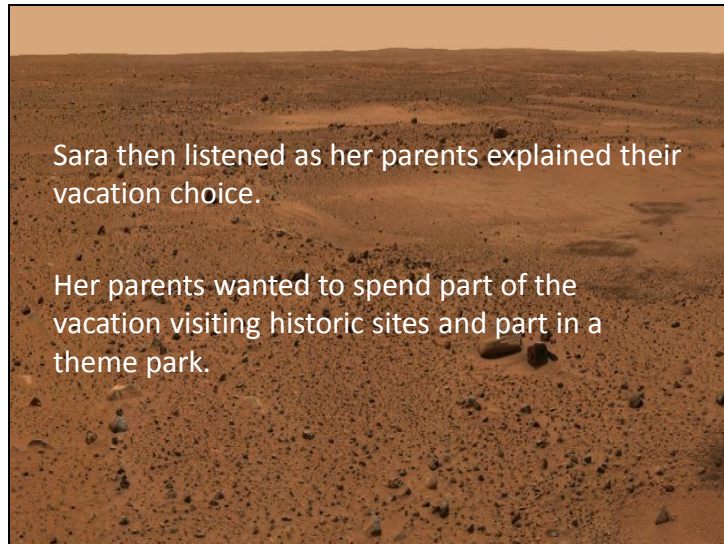
One reason for spending our vacation in a theme park is that the visit will be educational. American psychologist, **William Glasser**, once stated that people remember **20%** of what they hear, **30%** of what they see but **80%** of what they experience (Glasser, 1998). In addition, a study at Ohio State University showed that people who went to the historical theme parks remembered **50%** more about the historical events shown than those that read about them in a book or after visiting a museum (Fritz, 2007).

Read this paragraph to the student. The student's reason is appealing to the parent because parents want their children to be responsible. Then point out that the rest of the paragraph supports the child's reason for wanting to go to the amusement park by himself.

The supporting sentences should come from the research students find that support their opinion. If students are unable to find facts, figures, experts or examples during their research to support their reasons, they can use include other information, such as anecdotes about themselves or their friends.



Once you have stated all of the reasons and backed them up with supporting sentences, you need to end your persuasive essay with a conclusion that sums up for your audience why you feel that your solution is the best. Your first sentence should restate your position. Thank your audience for their time and consideration of your point of view.



Her parents stated...

Visiting historic sites would...

- Show Sara that history is real and could be fun
- Allow Sara to ask experts about these events
- Watch people re-enact history, making it come to life
- Provide more accurate and detailed information than a theme park as theme parks goal is to entertain more than to educate

Visiting a theme park would

- Reward Sara for her hard work in school
- Have some summer fun

The final compromise

After her parents finished, they sat with Sara and together decided to combine both their ideas. Sara picked a theme park near a historic site her parents mentioned. They worked out a schedule that included several days of relaxation and several of exploring history.

Both Sara and her parents were satisfied with the results.

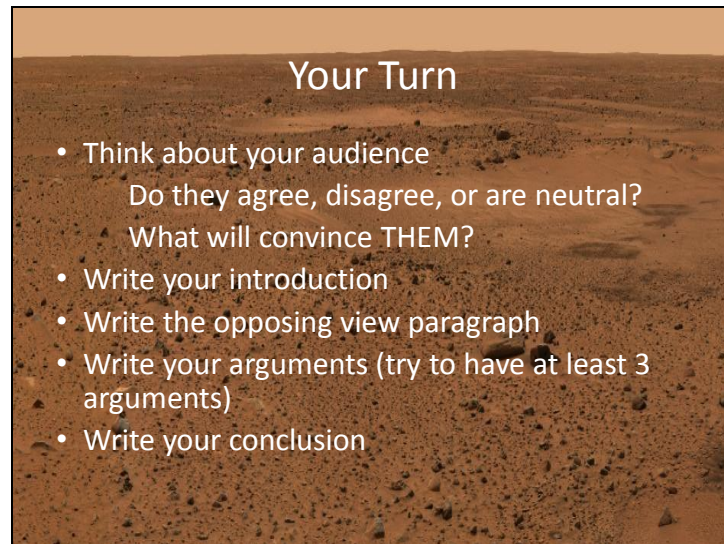


Your Turn

- Work on your persuasive essay to present to your team on why the group should pick the method you prefer to land your rover on Mars.
- Remember to think about your audience when developing your reasons.
- Remember to back up each reason with facts, figures, experts, examples and other information from your research.

Paraphrase the information on this slide.

If more than one person on a team selected the same landing method, they may work as a team to write their persuasive essay.



Your Turn

- Think about your audience
 - Do they agree, disagree, or are neutral?
 - What will convince THEM?
- Write your introduction
- Write the opposing view paragraph
- Write your arguments (try to have at least 3 arguments)
- Write your conclusion

There are 5 CLICKS of animation on this slide.

TEACHER: This is an optional slide for you to help your students to write their persuasive essays in an organized and timely fashion. Each step of the process is bulleted on this slide. CLICK to bring up the first step and allow students to work on it. Once most students are ready, CLICK to bring up each successive step until they finish an initial draft of their essay.

If you wish, leave the PowerPoint on the following slides as the students complete their persuasive writing:

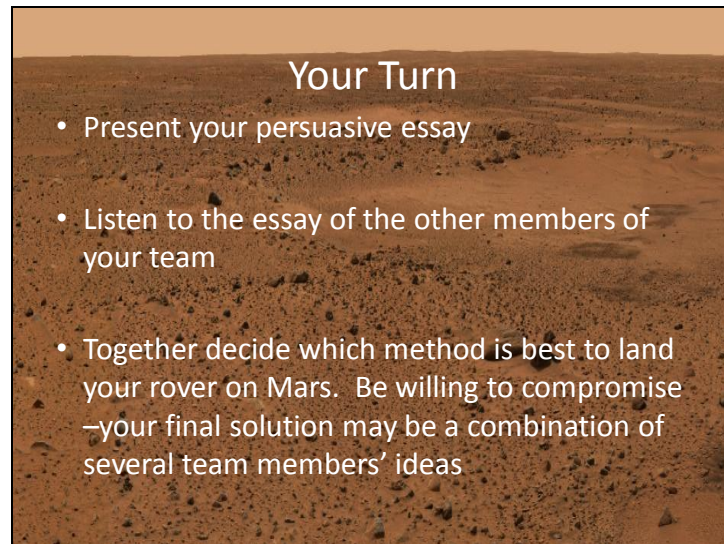
AUDIENCE: Slide 5

INTRODUCTION: Any slide from 12-15 (depending on your preference)

OPPOSING VIEW: Slide 17

YOUR ARGUMENTS: Slide 19 during the brainstorming, then 21 during the writing

CONCLUSION: Slides 21-23

The background of the slide is a photograph of the Martian surface, showing a vast, flat, reddish-brown landscape with small rocks and a hazy horizon under a pale orange sky.

Your Turn

- Present your persuasive essay
- Listen to the essay of the other members of your team
- Together decide which method is best to land your rover on Mars. Be willing to compromise –your final solution may be a combination of several team members' ideas