

Unit Overview	Middle School Unit Overview
Suggested Class	Social Studies/Writing
Suggested Lessons	Five of 30 minutes each (optional single day lesson at end of unit)
Topic	Each integrated unit of five lessons contributes to a cumulative social activism project to spread awareness for the Don't mess with Texas® campaign. For the middle school culminating project, students will write a persuasive letter addressed to a key school stakeholder (i.e. principal, head custodian, parent teacher organization) with a proposal for reducing litter at school.
TEKS covered in unit	<p>ELA/Writing: Student is able to compose multi-paragraph argumentative texts using genre characteristics and craft and compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.</p> <p>Social Studies- Citizenship: Explain civic responsibilities of Texas citizens and the importance of civic participation.</p>
Lesson 1 Overview	<p>Prewriting — Brainstorm ideas and organize topic</p> <p>Objective: Students will brainstorm ideas for reducing litter at school and choose a solution to plan and organize a letter to a key stakeholder who can impact the change at school.</p> <p>Introduce the problem of litter in Texas. Students read the Litter Facts from the Don't mess with Texas® website.</p> <p>Brainstorm:</p> <ol style="list-style-type: none"> 1. What are the reasons why reducing litter is important for the environment and your immediate school community? (Can be sorted into two columns) 2. What are some possible solutions to the community litter problem?

	<p>Teacher will give the definition of a stakeholder (a person with an interest or concern in something).</p> <ol style="list-style-type: none"> 3. What can you or a key stakeholder (i.e. principal, head custodian, parent teacher organization) do to impact change at school? 4. Who are the stakeholders at school who can impact the change you are seeking? <p>The teacher will facilitate a discussion and identification of the school stakeholders who can impact change.</p> <p>Students will complete prewriting graphic organizer independently.</p>
<p>Lesson 2 Overview</p>	<p>Drafting — Create a rough draft of your writing</p> <p>Objective: Students will identify the components of an exemplary persuasive letter. Students use a checklist to draft a persuasive letter.</p> <ul style="list-style-type: none"> ● Share exemplar persuasive letter to the students ● Review the components of the letter ● Provide students with the scholastic persuasive letter checklist ● Students draft their letter
<p>Lesson 3 Overview</p>	<p>Revising — Improve your writing</p> <p>Objective: Students will distinguish revising from editing. Students will use a checklist to give precise feedback to a partner. Students revise their persuasive letter.</p> <ul style="list-style-type: none"> ● What is revising? How is it different from editing? ● Mini-lesson about using the checklist to give precise feedback ● Students revise based on feedback and reshare with partner

Lesson 4 Overview	<p>Editing — Proofread your work</p> <p>Objective: Students will distinguish editing from revising. Students will use the Editing Checklist for Self- and Peer-Editing to review a partner's letter and give five specific feedback points. Students review their own letter using the editing checklist. Students edit their own writing.</p> <ul style="list-style-type: none"> • What is editing? How is it different from revising? • Mini-lesson about using the Editing Checklist for Self- and Peer- Editing • Students use the editing checklist to review partner's letter • Students review their own letter and use the editing checklist • Based on peer and reflected feedback, students edit their own writing
Lesson 5 Overview	<p>Publishing — Create a clean, final copy</p> <p>Objective: Students will compose the final draft of their letter and plan for delivery.</p> <ul style="list-style-type: none"> • Type or neatly write final copy of the letter • Plan for delivery (i.e. personally deliver with a message, email, post office)

Lesson Plan	Prewriting — Brainstorm ideas and organize topic — Day 1
Suggested Class	Social Studies/Writing
Suggested Lessons	One of five (45 minute)
Topic	Persuasive Letter to Decrease Litter at School
Learning Objectives	Students will brainstorm ideas for reducing litter at school and choose a solution to plan and organize a letter to a key stakeholder who can impact the change at school.

<p>Standards</p>	<p>ELA/Writing: Student is able to compose multi-paragraph argumentative texts using genre characteristics and craft and compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.</p> <p>Social Studies- Citizenship: Explain civic responsibilities of Texas citizens and the importance of civic participation.</p>
<p>Materials</p>	<p>Litter Facts from the Don't mess with Texas® website, Reading Rockets Persuasive Letter Graphic Organizer (from student resource packet)</p>
<p>Introduction</p>	<p>Teacher will ask students to share what they know about the Don't mess with Texas® campaign.</p> <p>Teacher will share that littering is a big problem in Texas and those who litter can face serious consequences for littering, including a fine anywhere from \$500 to \$2,000.</p> <p>Students will read Litter Facts independently. Teacher will ask at least two students to identify which fact was most surprising to them and why.</p>
<p>Instruction</p>	<p>Teacher will conduct the following brainstorming activity with the students.</p> <p>Brainstorming questions: Teacher will record the students' ideas either via butcher paper, on the board, or on a Google Doc:</p> <ul style="list-style-type: none"> • What are the reasons why reducing litter is important for the environment and their immediate school community? (Can be sorted into two columns) • What possible solutions to the community litter problem? <p>Teacher will give the definition of a stakeholder (a person with an interest or concern in something).</p> <p>The teacher will facilitate a discussion and identification of the school stakeholders who can impact change.</p>

	<ul style="list-style-type: none"> • What can you or a key stakeholder (i.e. principal, head custodian, parent teacher organization) do to impact change at school? • Who are the stakeholders at school who can impact the change you are seeking? <p>Each student will select a potential solution for reducing litter at school. Students will complete Prewriting graphic organizer independently including all the reasons why this is an important cause, and how it will impact change.</p>
Assessment	The teacher will provide feedback on the prewriting graphic organizer to ensure the topic is focused and provides a clear solution.
Follow-up/Reflection	Students will determine and identify which stakeholder they will address their letter to, and how they will deliver.

Lesson Plan	Drafting — Create a rough draft of your writing - DAY 2
Suggested Class	Social Studies/Writing
Suggested Lessons	One of five (30 minutes)
Topic	Persuasive Letter to Decrease Litter at School
Learning Objectives	<p>Students will identify the components of an exemplary persuasive letter.</p> <p>Students draft a persuasive letter using the provided checklist</p>
Standards	<p>ELA/Writing: Student is able to compose multi-paragraph argumentative texts using genre characteristics and craft and compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.</p> <p>Social Studies- Citizenship: Explain civic responsibilities of Texas citizens and the importance of civic participation.</p>
Materials	Scholastic Persuasive Letter Checklist, Scholastic Exemplar

	Persuasive Letter (from student resource packet)
Introduction	Teacher reinforces the purpose of a persuasive letter: to convince someone to take action.
Instruction	<p>Teacher states the students will receive a copy of an exemplar persuasive letter and a checklist. Together, they will read the letter and identify how it satisfies the components of the checklist.</p> <p>Teacher reads or calls on a volunteer to read the letter aloud. With a partner, students highlight/number the parts of the letter that correlate to the items on the checklist. (3 min)</p> <p>Groups share evidence the exemplar is a strong persuasive letter.</p> <p>Students have time to draft their letter as the teacher circulates providing support or feedback as needed.</p>
Assessment	Students self assess based on the persuasive letter checklist
Follow-up/Reflection	Students will complete the draft for homework if not completed during the allotted time.

Lesson Plan	Revising — Improve your writing - DAY 3
Suggested Class	Social Studies/Writing
Suggested Lessons	One of five (30 minutes)
Topic	Persuasive Letter to Decrease Litter at School
Learning Objectives	<p>Students will distinguish revising from editing.</p> <p>Students will use a checklist to give precise feedback to a partner.</p> <p>Students revise their persuasive letter.</p>
Standards	ELA/Composition: Student is able to compose multi-paragraph argumentative texts using genre characteristics and craft and compose correspondence that reflects an opinion, registers a

	<p>complaint, or requests information in a business or friendly structure.</p> <p>Social Studies- Citizenship: Explain civic responsibilities of Texas citizens and the importance of civic participation.</p>
<p>Materials</p>	<p>Scholastic Persuasive Letter Checklist (from student resource packet)</p>
<p>Introduction</p>	<p>The teacher will introduce that they will each be assigned a peer to help them revise their draft.</p> <p>Teacher asks for a volunteer to remind the group what revising is. (Revising involves making changes to one’s writing such as adding or deleting information and reorganizing ideas and information.)</p> <p>Teacher gives the following guidelines for revising with a peer and asks students why these guidelines are important.</p> <ol style="list-style-type: none"> 1. Read the entire letter completely twice. “Why would you read twice?” (First time to get familiar, second time to understand what is being said, structure, and how it is being said) 2. Pretend you are the stakeholder reading the letter. “Why should you read the letter from this lens?” (To give feedback that it’s convincing, to see it from the lens of someone who can impact change) 3. Make suggestions, not corrections. “What do I mean when I say ‘make suggestions, not corrections’?” (Your job as a peer reviewer is to bring the suggestions to the writer’s attention but not to make the work your own) 4. Be honest and constructive. “How can you be honest in a helpful way?” (Start by telling the writer what you liked and then talk about what didn’t work, ask questions) 5. Be specific. “How can you make the following statements more specific? ‘It’s hard to understand’ or ‘the reason here is vague’.” (I think you need to make this statement more clear, what is your second reason for your proposed solution?)
<p>Instruction</p>	<p>Teacher will read the Persuasive Example Letter and model using the Scholastic Persuasive Letter Checklist to give example feedback.</p> <p>Teacher models using the strategy on the screen using the Persuasive Letter Checklist.</p>

	<p>Teacher gives the students examples of feedback and asks which would be helpful if given by a peer. If it's not helpful, have students give suggestions for ways to deliver in a more positive tone while still being clear. Be sure to use many positive statements, but include a few negative as well.</p> <p>Students will then use the Persuasive Letter Checklist to review their peer's draft. They should have time to:</p> <ul style="list-style-type: none"> • Read their peer's paper two times • Use the checklist to provide feedback about one another's paper • Have time to take notes on the checklist for their own personal revisions • Begin revisions on their own paper
Assessment	Persuasive Letter Checklist- did the student take notes from their peer reviewer?
Follow-up/Reflection	Finish all revisions to the draft based on feedback from their peer reviewer.

Lesson Plan	Editing — Proofread your work - DAY 4
Suggested Class	Social Studies/Writing
Suggested Lessons	One of five (30 minutes)
Topic	Persuasive Letter to Decrease Litter at School
Learning Objectives	<p>Students will distinguish editing from revising.</p> <p>Students will use the Editing Checklist for Self- and Peer-Editing to review a partner's letter and give specific feedback.</p> <p>Students review their own letter using the editing checklist.</p> <p>Students edit their own writing.</p>
Standards	ELA/Writing: Student is able to compose multi-paragraph argumentative texts using genre characteristics and craft and compose correspondence that reflects an opinion, registers a

	<p>complaint, or requests information in a business or friendly structure.</p> <p>Social Studies- Citizenship: Explain civic responsibilities of Texas citizens and the importance of civic participation.</p>
Materials	Editing Checklist from student resource packet
Introduction	Teacher reminds students that they previously provided feedback and revised their writing using the persuasive letter checklist. Teacher shares that today, students will provide feedback using an editing checklist.
Instruction	<p>Teacher asks for a volunteer to remind the group what revising is. (Revising involves making changes to one’s writing such as adding or deleting information and reorganizing ideas and information.)</p> <p>Teacher explicitly defines “editing” as “the review of spelling, capitalization, punctuation, sentence structure, grammar, and correcting any mistakes”.</p> <p>Teacher asks students to find their copy of the Editing Checklist for Peer and Self Editing in the student resource packet.</p> <p>Teacher explains that when reviewing for editing needs, the partner reads through the material four times so they can focus on each aspect:</p> <ul style="list-style-type: none"> ● Punctuation: periods, commas, quotation marks ● Capitalization: beginning of sentences, proper nouns ● Grammar: teacher reviews the concept of a run-on sentence (a sentence with multiple complete thoughts joined together to make one giant sentence) ● Spelling: teacher notes that it can be helpful to look at spelling working backwards in the letter — checking from last word to first <p>Teacher gives students eight minutes to complete the peer review/checklist.</p> <p>Students return the letter and checklist to the author. Students have the opportunity to use the peer feedback to edit and self-check their work.</p>
Assessment	Editing Checklist for Peer and Self Editing
Follow-up/Reflection	Students who did not complete the editing and self-check

	process may do so for homework.
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Lesson Plan	Publishing — Create a clean, final copy - DAY 5
Suggested Class	Social Studies/Writing
Suggested Lessons	One of five (30 minutes)
Topic	Persuasive Letter to Decrease Litter at School
Learning Objectives	<p>Student will type or neatly handwrite final copy of the letter</p> <p>Students will plan for delivery (i.e. personally deliver with a message, email, post office)</p>
Standards	<p>ELA/Writing: Student is able to compose multi-paragraph argumentative texts using genre characteristics and craft and compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.</p> <p>Social Studies- Citizenship: Explain civic responsibilities of Texas citizens and the importance of civic participation.</p>
Materials	Computers/printer, paper, pens/pencils, envelopes
Introduction	<p>Teacher states that students have come to the last step of the writing process: publishing.</p> <p>Students will identify the audience/stakeholder to whom the letter is written and the method of delivery.</p>
Instruction	<p>Students take their draft with all revisions and edits and produce a final copy — neatly written or typed.</p> <p>Students will address an envelope with the recipient's information or will prepare an email.</p> <p>Students will execute on their delivery plan.</p>
Assessment	Scholastic Persuasive Letter Writing Rubric
Follow-up/Reflection	After a week has passed, students share the response they

	have received from stakeholders and evaluate the effectiveness of their letters.
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Single Day Option

Lesson Plan	Persuasive Letter to Decrease Litter at School — Single Day Option
Suggested Class	Social Studies/Writing
Suggested Lessons	45 minutes
Topic	Writing a Persuasive Letter in response to prompt
Learning Objectives	Students will write a persuasive letter addressed to a key school stakeholder (i.e. principal, head custodian, parent teacher organization) with a proposal for reducing litter at school in response to a writing prompt.
Standards	<p>ELA/Composition: Student is able to compose multi-paragraph argumentative texts using genre characteristics and craft and compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.</p> <p>Social Studies- Citizenship: Explain civic responsibilities of Texas citizens and the importance of civic participation.</p>
Materials	Computers/printer, paper, pens/pencils
Introduction	<p>Teacher will ask students to share what they know about the Don't mess with Texas® campaign.</p> <p>Teacher will share that littering is a big problem in Texas and those who litter can face serious consequences for littering, including a fine anywhere from \$500 to \$2,000.</p> <p>Students will read Litter Facts independently. Teacher will read the prompt: Think about the reasons why reducing litter is important for the environment and your community. What are some possible solutions to the litter problem and how can you persuade a key stakeholder at school to contribute to a solution?</p>
Instruction	Students are given 30 minutes to write a persuasive essay in

	response to the prompt.
Assessment	Read, Write, Think Persuasive Writing Rubric
Follow-up/Reflection	Students will commit to scheduling a time to approach the stakeholder named in their essay to discuss a litter solution.