

Persuasive Writing Course Curriculum

Grade Levels: 5-7

Dates: September 25 - November 13, 2026

Time: 6-7 pm CST

Tutor: Tahani Meraz

Week 1: 9/25/2026 - INTRO TO PERSUASIVE WRITING

- Introduce myself + student introduction
- Brief course description - what is persuasive writing?
- Convince Me Activity: students should attempt to persuade me about a topic of their choosing (must use evidence + reasoning)
- Writing Practice: students will read the provided prompt and write a short paragraph persuading the audience of their chosen side

Week 2: 10/2/2026 - CLAIM, EVIDENCE, REASONING

- Warm-up: students identify whether the paragraph provided is using ethos, pathos, or logos
- Mini lesson on CER in persuasive writing
- Debate Activity: students will choose opposing sides of a controversial but appropriate topic and attempt to persuade the other team - must use CER format
 - Whoever wins gets to choose the fun activity on Friday! (i.e., Gimkit, Blooket)
- Writing Practice: students will write a letter to a higher authority figure (teacher, school administrator, local government official, etc. BUT CANNOT BE PARENT) convincing them about a topic - must use CER format

Week 3: 10/9/2026 - ETHOS, PATHOS, LOGOS

- Warm-up: students read an interesting rhetorical piece, must explain *how* the author did or did NOT convince them of the argument
- Mini lesson on the appeals of ethos, pathos, logos
- Which One? Activity: students must identify the correct rhetorical appeal that is being used by the different examples shown
- Writing Practice: students will write a script for a commercial advertising a random product and must use ALL three appeals

Week 4: 10/16/2026 - KNOW YOUR AUDIENCE

- Warm-up: watch a Shark Tank video about an entrepreneur attempting to convince the judges to invest in a certain product
- Mini lesson on audience in persuasive writing

- Different Audiences Activity: using a provided claim, students will attempt to convince different audiences of the same argument
- Writing Practice: students will read a provided argument and must change the argument so it can effectively persuade a NEW audience

Week 5: 10/23/2026 - COUNTERARGUMENTS & REBUTTALS

- Warm-up: based on a provided claim, students must brainstorm and share possible counterarguments and/or rebuttals
- Mini lesson on how to develop counterarguments & rebuttals
 - Watch a video of an NSDA tournament
- Courtroom Activity: given a pretend legal circumstance, students will be assigned the roles of either prosecution, defense, or judge/jury
 - Prosecution: must argue for the provided claim (CER + appeals)
 - Defense: must prepare counterarguments and/or rebuttals
 - Judge/jury: decides whose argument was MORE convincing
- Writing Practice: students will write a short paragraph (using both CER format + counterargument) persuading the audience of their side

Week 6: 10/30/2026 - RELIABLE EVIDENCE

- Warm-up: provided a set of choices, students must identify which choice has the strongest or most reliable piece of evidence
- Mini lesson on different types of evidence in persuasive writing
- AI/Unreliable vs. Reliable Evidence Activity: students must identify which image is providing trustworthy evidence and which one is developed by AI
- Writing Practice: according to a provided topic, students must research and write out at least THREE pieces of evidence that support/refute the claim

Week 7: 11/6/2026 - HOW TO WRITE A PERSUASIVE ESSAY

- Warm-up: students will recall what they remember or know about the structure of a persuasive essay
- Mini lesson on how to write a persuasive essay + core elements
- Not So Persuasive Activity: students will read an example persuasive essay and identify what the author does not do + what is missing
- Writing Practice: students will write out a skeleton of a persuasive essay based on a provided prompt and write out their thesis

Week 8: 11/13/2026 - MINI PERSUASION PROJECT

- No warm-up → final class today!

- Students will choose what format they want to do their mini persuasion project and what topic they want to do it about
 - Choices: traditional essay, editorial, speech/pitch, or advertisement
- Students will spend the majority of the period working on their project + at the end of class, everyone will share what they wrote or created!