

INTEGRATED

Persuasive Powers

The pen is mightier than the sword

Year 4

Activity Book 2



**The pen
is mightier than the sword**



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Student work plan

Persuasive Powers



Day	Learning activity	Description of learning activity	Approximate timing	Student's initials
2 Persuasion				
Day 5	2.1 Resource file	Create a contents page for resource file	15 mins	
	2.2 But, Mum!	Choose strategies	15 mins	
	2.3 Structure and features of a persuasive argument	Examine the structure of an argument	15 mins	
3 Introduction				
Day 6	3.1 Which is best?	Identify the best introduction	15 mins	
	3.2 Introduction practice	Write introductions	15 mins	
	3.3 Point of view	Answer the questions	20 mins	
	3.4 The other side	Circle the point of view	25 mins	
	3.5 Seeing both sides	Identify both points of view	30 mins	
	3.6 Taking sides	Identify whether statements are for or against	20 mins	

Persuasive Powers



	3.7 Take a side	Practise taking a side	65 mins	
	3.8 Are you as wise as Hoof?	Identify features in the introduction	10 mins	
4 Reasons				
Day 7	4.1 Facts and opinions	Identify the facts and opinions	20 mins	
	4.2 Supporting details	Choose the best example	35 mins	
	4.3 Thinking about reasons	Write examples of reasons	40 mins	
	4.4 Strong reasons	Identify strong and weak reasons	15 mins	
	4.5 Persuasive words	Examine persuasive words	20 mins	
	4.6 Using persuasive words	List persuasive words and use in a sentence	30 mins	
Day 8	4.7 Connectives	Underline the connective words	15 mins	
	4.8 Use your imagination	Complete the sentences	15 mins	
	4.9 Using connectives	Match the connective word to the correct sentence	15 mins	
	4.10 Connect it up	Rearrange the text into the correct order	40 mins	



Persuasive Powers

4.11 Writing reasons	Write sentences	50 mins	
	4.12 Are you as wise as Hoot?	Identify connective words, facts and opinions in the text.	5 mins
5 Rebuttals			
Day 8	5.1 Spoken rebuttals	Fill in the speech bubbles	15 mins
	5.2 Rebuttal practice	Write a rebuttal	15 mins
	5.3 Are you as wise as Hoot?	Identify the framework	5 mins
6 Conclusions			
6.1 Conclusion practice	Write a conclusion	15 mins	
	6.2 Are you as wise as Hoot?	Identify features of a conclusion	5 mins
7 Paragraphs			
Day 8	7.1 Chocolate ice-cream	Read the text and answer the questions	15 mins
	7.2 Topic and closing sentences	Choose suitable sentences	15 mins
	7.3 Paragraph practice	Write a paragraph	30 mins



Persuasive Powers

8 Let's write			
Day9/ Day 10	8.1 Hoot's handy hints	Create a poster	40 mins
	8.2 Writing your persuasive text	Plan, draft, edit and write an argument	50 mins Day 9 110 mins Day 10
	8.2 Oral presentation	Record an oral talk	40 mins



Persuasive Powers

Signposts

Look for signposts throughout the learning modules. They give instructions to help you with the learning activities.



Resource file – This signpost tells you to present your work in your file.



Record – This signpost tells you to record yourself speaking.



Reading – The reading signpost tells you to read from the suggested book.



Multimedia – The multimedia signpost tells you to use an audio CD, CD-ROM, video or DVD.



Presentation – The presentation signpost tells you to ask for help with deciding how you will present your learning, for example writing, artworks, sound recording, video, word processing, making a model, computer-based presentations.



Computer – The computer signpost tells you to use a computer or the internet.



Scissors – The scissors signpost tells you to cut out a page from the book.



Persuasive Powers



Persuasive Powers

2 Persuasion



Hello, I'm Hoot, the boobook owl. Whoooo are you?

Have you ever managed to persuade your parents to let you do, or have, something you are not normally allowed? Such as when you try to persuade your Mum to buy you a lolly while you are in the supermarket, or persuade your parents to let you go to a friend's party.

Did you know you can use these skills of persuasion to write persuasive texts?

Before we can begin, you will first need to complete your resource file contents page.



Persuasive Powers



2.1 Resource file

Many activities that you complete will need to be stored in your resource file. The work to be included in the file will be clearly marked with the following symbol.



To help organise your file, you will need to create a contents page. The contents page should show the title of the activity and what page it can be found on. Complete the contents page as you store a piece of work.

Hint: Think about how to present your work. Your resource file is a showcase of all your work. You will need to consider things such as:

- the neatness of your work
- the layout of your file
- the colours used.

Spend a few minutes setting up the page. Include the title and try to include some features that suit the topic.

If you have access to a computer, you may use it to complete this task.



Persuasive Powers



2.2

But, Mum!

Think about a time you tried to get your parents to let you do something.
How did you persuade them?

✓ Tick the strategies that you think would help you convince your parents.

- Threaten (eg 'If you don't let me go then I will ...')
- Talk calmly
- Appeal to their emotions (eg 'You're the best mum in the world, I love you so much')
- Give examples or logical reasons
- Make them feel guilty (eg 'I'll be the only one without this and no one will want to be my friend.')
- Point out the benefits (eg 'If I get one I will be able to get more homework done')
- Offer to do something in return
- Yell and scream
- Gather information and facts

Write down a sentence or two you think you could use to persuade your parents to get a new toy you've wanted.



Persuasive Powers

We all use persuasion or arguments for a number of reasons, for example to help us:

- represent a point of view on an issue
- try and change people's minds, views or attitudes
- explain why we did or didn't do something.

Just as you try to persuade someone by talking to them, you can also do this by writing.

A persuasive text contains an argument, with reasons for or against.



**A written argument
can be a very powerful
tool, which makes the pen a
very mighty weapon.**



2.3 Structure and features of a persuasive argument

Persuasive texts follow a structure. They have:

- an introduction
- reasons (each in a separate paragraph)
- a rebuttal (another point of view)
- a conclusion.



Persuasive Powers

In this book we will be learning about the features of a persuasive text (argument).

**A
persuasive
argument looks like
this:**



Introduction

Introduces the topic

Tells whether the writer is for or against

Reason

Each reason may contain

- facts or opinions
- persuasive language
- connective words

Reason

Reason

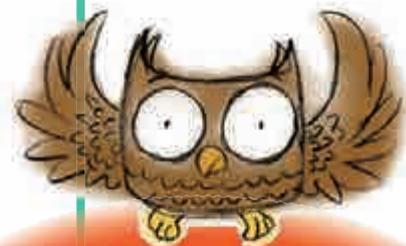
Rebuttal

Looks at the argument from the other point of view

Conclusion

Restates the issue

Ends the argument



**Let's look at an example
of an argument written by my
friend Carly.**



Persuasive Powers

Introduction

No dogs should be allowed on Beckly Beach

Do you want a beach covered in doggy droppings? As a beach lover I believe dogs should not be allowed to ruin the beach for other people. There are many reasons, such as health and behaviour issues, which mean they should be banned.

Reasons supporting the argument

Firstly, too many owners are allowing their dogs to roam free on the beach. This causes many problems, such as when the dogs disturb other beachgoers by running up to them and scaring the children or stealing people's food. Dogs that are not on a lead also cause damage to the surrounding sand dunes and plants by running all over the top of them. This hinders the dune revegetation project. Dogs off the lead are just a menace.

Secondly, a number of dog owners are not cleaning up after their dogs. The other day my friend stepped in some dog droppings while walking on the beach. It was disgusting and we shouldn't have to put up with it! Leaving dog droppings on the beach is very unhygienic and will cause disease to be spread between other dogs and humans.

Thirdly, dogs on the beach can be a danger to beachgoers. When the dogs dig holes it is dangerous for people who are walking and exercising on the beach, as they may trip and fall or injure themselves. Dogs also jump on children and knock them over or bark and scare them, ruining their beach experience.

Rebuttal

Even though some dog owners argue that they need to use the beach for their dogs' exercise, this is outweighed by the fact that there are many dog-friendly parks available for them to go to instead.

In conclusion, I fully support the banning of dogs from Beckly Beach because of the health and safety issues, and I ask you to support this new law.

Concluding statement



Persuasive Powers



So you can see this example follows the structure of a written argument.

Introduction

In the introduction the author introduces the topic and tells the reader their position (how they feel).

An introduction is usually one or two sentences. In the introduction the author tries to draw the reader in and give them a reason to keep on reading; for example, they may use a question in order to grab the reader's attention.

Reason

The next part of the argument has three paragraphs. Each paragraph is about a different reason and begins with a topic sentence. It contains supporting information, such as facts or opinions, to support the author's argument. The paragraphs are connected in a logical order and connective words are used to show the transition.

Reason

Reason

Rebuttal

The rebuttal looks at an argument from the other point of view. The author does this to prove they have considered the other opinion, but have proved that their opinion is better or right.

Conclusion

The concluding statement restates the issue and ends the argument. It may leave the reader with the author's opinion or something to think about. No new information should be introduced in a conclusion.



Persuasive Powers



Let's take a closer look
at the features of a persuasive
argument.

3 Introduction

Introduction

Introduces the topic

Tells whether the writer is for or against

Reason

Each reason may contain

- facts or opinions
- persuasive language
- connective words

Reason

Reason

Rebuttal

Looks at the argument from the other point of view

Conclusion

Restates the issue

Ends the argument

The first part of a written argument is the introduction. In the introduction the writer tells us about the topic and their point of view or whether they are for or against the issue. The writer may also try and draw the reader in by using a question that doesn't require an answer.



These
are called rhetorical
questions.



Persuasive Powers

Let's return to the letter about dogs on Beckly beach. You will see the introduction is highlighted.

No dogs should be allowed on Beckly Beach

Introduction

Do you want a beach covered in doggy droppings? As a beach lover I believe dogs should not be allowed to ruin the beach for other people. There are many reasons such as health and behaviour issues, which mean they should be banned.

Reasons supporting the argument

Firstly, too many owners are allowing their dogs to roam free on the beach. This causes many problems, such as when the dogs disturb other beachgoers by running up to them and scaring the children or stealing people's food. Dogs that are not on a lead also cause damage to the surrounding sand dunes and plants by running all over the top of them. This hinders the dune revegetation project. Dogs off the lead are just a menace.

Secondly, a number of dog owners are not cleaning up after their dogs. The other day my friend stepped in some dog droppings while walking on the beach. It was disgusting and we shouldn't have to put up with it! Leaving dog droppings on the beach is very unhygienic and will cause disease to be spread between other dogs and humans.

Thirdly, dogs on the beach can be a danger to beachgoers. When the dogs dig holes it is dangerous for people who are walking and exercising on the beach, as they may trip and fall or injure themselves. Dogs also jump on children and knock them over or bark and scare them, ruining their beach experience.

Rebuttal

Even though some dog owners argue that they need to use the beach for their dogs' exercise, this is outweighed by the fact that there are many dog-friendly parks available for them to go to instead.

In conclusion, I fully support the banning of dogs from Beckly Beach because of the health and safety issues, and I ask you to support this new law.

Concluding statement



Persuasive Powers

An introduction is usually one or two sentences and will often follow a similar pattern.

For example:

I think _____

because _____

I believe _____

because _____



3.1 Which is best?

Look at the following two introductions and circle the one you think is better.

A

I believe that all students should wear school uniform to school because it helps everyone to fit in and feel part of the school. Who wants to be considered weird by wearing the wrong clothes?

B

I think wearing a school uniform is good.

Which introduction tells us what the writer thinks, but doesn't give us any detail or make the reader want to read more?





Persuasive Powers

Which introduction tells us what the writer thinks and gives us some reasons?

Which introduction has a question to help make the reader think?

Underline the question in red.



3.2 Introduction practice

Practise writing an introduction for the following two topics. Think about how you can get the reader's attention. You may like to use the following scaffolds or an idea of your own. Remember, state the idea or topic and where you stand.

I think _____
because _____
or
I believe _____
because _____



Persuasive Powers



Kids should be allowed to bring their pets to school.



The children of today are spoilt.



Point of view

A point of view is whether you agree or disagree with an issue.



**My friend Carly does not want dogs on the beach
But my friend Dan disagrees – he does want dogs to be allowed on the beach!**



Persuasive Powers

When you read an argument it is important to think about the writer's point of view. Think about the previous letter about Beckly Beach. Re-read the letter and then answer the following questions.

What is the writer's point of view about dogs on Beckly Beach?

- The author loves dogs.
- The author does not want dogs on the beach.
- The author has a cat.
- The author does want dogs on the beach.



What words or phrases in the text give you clues to the author's point of view?

Write down three examples.

What are the three main reasons the author gives to support her point of view?

1. _____
2. _____
3. _____

Which reason do you think is the most important, and why?



Persuasive Powers

What do you think about this issue? Do you agree with the author?

Who do you think may not agree with this point of view?



3.4 The other side

Not everyone will have the same point of view. The author of the letter doesn't want dogs on the beach. What would be the other side to this point of view?

Shade the bubble of the correct answer.

- Dogs are cute.
- Dogs should be allowed on the beach.
- Dogs dig holes.
- Dogs should not be allowed in the park.

Read the following comments from people who also use Beckly Beach. Under each character indicate what if you think their point of view would be:

They want dogs to be allowed on the beach Yes

They do not want dogs on the beach No



Persuasive Powers



'I love taking my dog Bella to the beach. We have so much fun there!'

Yes

No



'It will be so much safer there without those pesky dogs running around.'

Yes

No



'It will be much cleaner on the beach without doggy droppings.'

Yes

No



'Mac and I do everything together; he's my best mate. I always clean up after him. I don't want the dog beach to shut.'

Yes

No



Persuasive Powers



If you were going to write the opposite point of view (dogs should be allowed on the beach), what reasons could you give to support your view?

1. _____
2. _____
3. _____



3.5 Seeing both sides

Before you can write an argument you need to consider both sides.

For the following arguments write down two opposite points of view.

For example:

Everyone must walk to school.

Yes (agree)	No (disagree)
Reason: Walking to school would keep everyone fit and healthy and help the environment.	Reason: Not everyone lives close to school or would have people to walk with them so they stayed safe. There would still be a lot of cars on the road, and the walkers would be exposed to pollution.



Persuasive Powers

Advertising for junk food should be banned.

Yes (agree)	No (disagree)
Reason:	Reason:

School days should be shorter.

Yes (agree)	No (disagree)
Reason:	Reason:

The school canteen should sell lollies.

Yes (agree)	No (disagree)
Reason:	Reason:



Persuasive Powers



3.6 Taking sides

Before writing any type of argument the writer must decide on the issue and whether they are for or against it.



This can also be called taking a side.

For example, Carly and Dan are discussing the topic:

Everyone should wear a hat outside.

No, I think this is a silly idea. What if it is raining? And I don't like wearing hats as they give me hat hair!

Yes, I think this is a great idea. It would protect everyone from the sun.



Dan is **for** the idea of everyone wearing hats outside. Carly is **against** the idea.

Persuasive Powers



If someone is **for**, this means they agree with or support the issue. If someone is **against**, this means they disagree or do not support the issue.

- ✓ For the following statements tick the box to show if they are **for** or **against** the issue of:

All children should have laptops to use at school.

Statement	For (supports the idea)	Against (does not support the idea)
Children like using computers, so they would be more likely to do more work.		
It would cost too much money to give a laptop to every child; the money would be better spent improving the school libraries.		
Children learn better when they are playing interactive games instead of doing pages of writing.		
It would help children who have messy handwriting, as the teacher would be able to read their work.		
Children are too slow at typing. It would take them too long to finish all their work.		
Children could work from home if they couldn't make it in to the classroom.		
Electrical equipment can be unreliable and would break down a lot.		
Teachers wouldn't have to waste time teaching handwriting skills anymore, so there would be more time for other things.		



Persuasive Powers



3.7 *Take a side*



**Let's practise taking
a side.**

For this activity you will need to work with a partner.

First cut out the topic cards on the following page.

Place the cards in a bag or container.

Take turns to pull out a topic.

Read the topic, say whether you are for or against and give two supporting reasons.



Persuasive Powers



Persuasive Powers



Dogs are better than cats.

Only boys should play sport.

Children should not be allowed to buy junk food.

There should be more homework each night.

Reading a book is better than watching TV.

Children should be allowed to have mobile phones at school.

All children should be in bed by 8 pm.

Pets should be able to come to school.

Kids need fewer school holidays than teachers.

Children should be allowed to have TVs in their bedrooms.



Persuasive Powers



Persuasive Powers

When you have completed all of the topics, choose one and complete the following sentences.

The topic was:

I was for/against this issue because:



3.8 Are you as wise as Hoot?

Are you as wise as Hoot? Look at the introduction in the letter about dogs on Beckly Beach. Can you see where the writer has introduced the topic? And where the writer has said if they are for or against the issue? Highlight the sentences.

No dogs should be allowed on Beckly Beach

Do you want a beach covered in doggy droppings? As a beach lover I believe dogs should not be allowed to ruin the beach for other people. There are many reasons such as health and behaviour issues, which mean they should be banned.



Persuasive Powers



Persuasive Powers

4 Reasons

Introduction

Introduces the topic
Tells whether the writer is for or against

Reason

Each reason may contain

- facts or opinions
- persuasive language
- connective words

Reason

Reason

Rebuttal

Looks at the argument from the other point of view

Conclusion

Restates the issue
Ends the argument

The next part of an argument is to give three reasons. The reasons help to **persuade** the reader.



Let's return to the letter about dogs on Beckly Beach. You will see that the reasons are highlighted.



Persuasive Powers

Introduction

No dogs should be allowed on Beckly Beach

Do you want a beach covered in doggy droppings? As a beach lover I believe dogs should not be allowed to ruin the beach for other people. There are many reasons such as health and behaviour issues, which mean they should be banned.

Reasons supporting the argument

Firstly, too many owners are allowing their dogs to roam free on the beach. This causes many problems, such as when the dogs disturb other beachgoers by running up to them and scaring the children or stealing people's food. Dogs that are not on a lead also cause damage to the surrounding sand dunes and plants by running all over the top of them. This hinders the dune revegetation project. Dogs off the lead are just a menace.

Secondly, a number of dog owners are not cleaning up after their dogs. The other day my friend stepped in some dog droppings while walking on the beach. It was disgusting and we shouldn't have to put up with it! Leaving dog droppings on the beach is very unhygienic and will cause disease to be spread between other dogs and humans.

Thirdly, dogs on the beach can be a danger to beachgoers. When the dogs dig holes it is dangerous for people who are walking and exercising on the beach, as they may trip and fall or injure themselves. Dogs also jump on children and knock them over or bark and scare them, ruining their beach experience.

Rebuttal

Even though some dog owners argue that they need to use the beach for their dogs' exercise, this is outweighed by the fact that there are many dog-friendly parks available for them to go to instead.

Concluding statement

In conclusion, I fully support the banning of dogs from Beckly Beach because of the health and safety issues, and I ask you to support this new law.



Persuasive Powers

Each reason may contain

- facts or opinions
- persuasive language
- connective words.



4.1 Facts and opinions

Facts and opinions can be used as reasons to convince the reader.

A fact is information that can be proven to be true

eg we get milk from cows.

An opinion is someone's point of view

eg chocolate milk is better than normal milk.

Read each sentence and decide whether it is a fact or opinion. Shade the correct bubble.

Sunday is the best day of the week.

fact

opinion

Tomatoes are a fruit.

fact

opinion



Persuasive Powers

The best type of cake is chocolate.

fact

opinion

Chickens lay eggs.

fact

opinion

Most people like to eat scrambled eggs.

fact

opinion





Persuasive Powers



4.2 Supporting details

In an argument, facts and opinions can help to persuade the reader by providing details.

For example, look at the following two samples taken from travel brochures.

A

Come to Perth. It's a nice place. You can do lots of things. The beach is good. You will like it.

B

Come to Perth, the capital of Western Australia. Perth is the most wonderful city. The people are the friendliest in Australia, and there are so many things for you to do. If you like to walk, take a stroll through Kings Park to see the stunning view of the city. If you like boats, then you will love the ferry trip along the picturesque Swan River! If you like to eat, then have some yummy fish and chips in Fremantle. Or if you just want to chill out and lie in the sun, then visit one of the many great beaches! So what are you waiting for? Come to Perth.

Which one is a more effective argument (reason) for you to visit Perth?

A

B

Why do you think this is so?

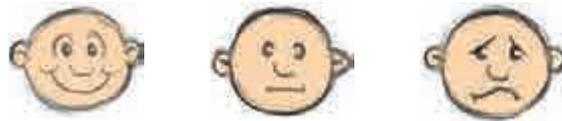
Persuasive Powers



How did the information in sample A make you feel about visiting Perth?



How did the information in sample B make you feel about visiting Perth?



In sample B highlight all the words used that could make you want to visit Perth.

In the following sentences taken from sample B, underline the **fact** in red. Then underline the **opinion** in green.

Come to Perth, the capital of Western Australia. Perth is the most wonderful city.

Complete the following table by writing a fact and an opinion. To help you the first one has been done.

Topic	Fact	Opinion
The canteen should sell lollies.	Lollies are made from sugar.	Lollies taste so yummy!
Parents should make kids eat vegetables.		
Everyone should exercise every day.		



Persuasive Powers



4.3 Thinking about reasons

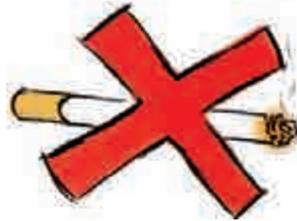
When writing an argument you can use reasons from:

- your own experience (something you've seen or heard or experienced)
- things that most people will know (common sense)
- an opinion
- a fact.



Think about: 'If I had to convince someone about this, what would I say?'

For example:



Experience

If I am in a place where people are smoking, I feel sick and start to cough.

Common sense

Everyone knows that smoking is bad for your health.

An opinion

I hate it. I think smoking is horrible.

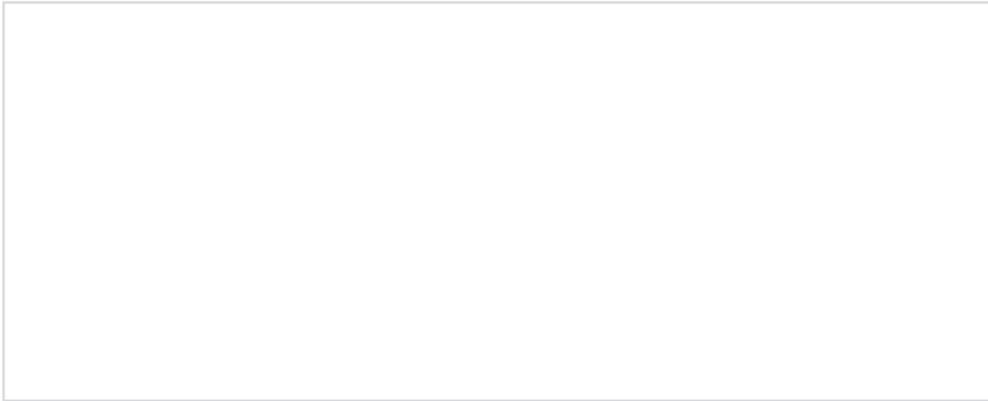
A fact

In Australia each year smoking results in 15 000 deaths.



Persuasive Powers

Draw a picture of the best toy in the world and then write down one example for each type of reason.



_____ is the best toy in the world.

Because (reasons)

Experience

Common sense

An opinion

A fact



Persuasive Powers

Write the title of the best TV show and then write down one example for each type of reason.

The best TV show is _____

Because (reasons)

Experience

Common sense

An opinion

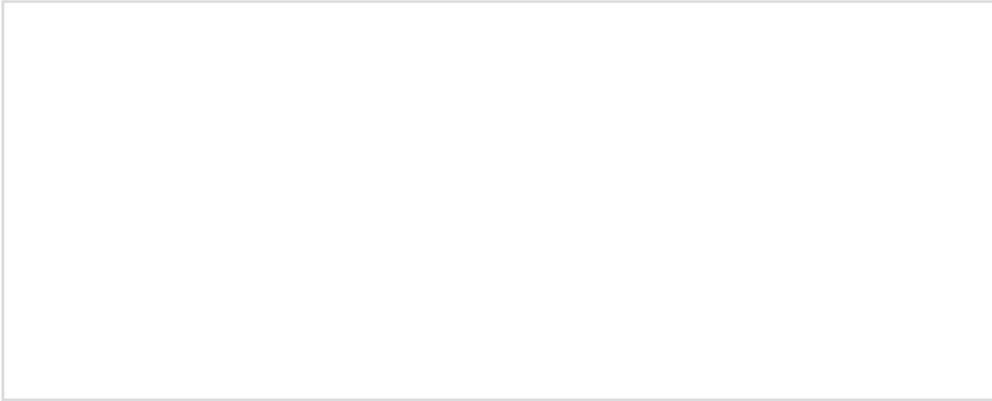
A fact





Persuasive Powers

Draw a picture of the best pet in the world and then write down one example for each type of reason.



_____ is the best pet in the world.

Because (reasons)

Experience

Common sense

An opinion

A fact



Persuasive Powers



4.4 Strong reasons



You want to convince people, so it is important to use strong arguments (reasons) in your writing.

A good reason will:

- support the opinion
- be specific
- be clear
- convince people.

Next to each statement write **S** if you think it is a strong reason or **W** if you think it is a weak reason.

- _____ Smoking should be banned on the beach.
- _____ Smoking is bad for you.
- _____ Smoking will give you bad breath, and yellow teeth and will harm nonsmokers.
- _____ Lollies are yummy.
- _____ You should brush your teeth every day as it helps keep them clean.
- _____ Eating lollies can cause tooth decay and means you will need to spend a lot of time at the dentist.
- _____ I like dogs a lot.
- _____ Everyone knows that dogs make great pets as they are so friendly.
- _____ I am much safer when I ride my bike if I wear my helmet.
- _____ I have a pretty bike helmet.

Remember strong reasons will help you to argue your point of view.





Persuasive Powers



4.5 Persuasive words

When writing reasons, a good writer includes persuasive words.



Let's look at the following sentences.

- A. You *could* buy this product.
- B. You *must* buy this product.



Which sentence do you think is more convincing?

The word *must* is stronger than *could* and so is more persuasive.

Persuasive words are used when a text or person is trying to convince you.

- ✓ Tick the appropriate box if you think the following words or phrases are strong (eg convincing) or weak.



Persuasive Powers

Word/Phrase	Strong	Weak
magnificent		
sort of		
must		
it will ruin ...		
this is unfair!		
maybe		
amazing		
sometimes		
obviously ...		
could		
without a doubt ...		
almost		
we can		

Use words from the following list to make the following sentences more persuasive.

banned, obviously, urge, disgusting, miss, disaster, best, amazing, don't, all

This is the _____ product that you can buy!

_____ this is wrong.

We _____ you to consider this issue.

The smell is _____ .

Don't miss this _____ opportunity.

If you _____ buy this you will _____ out.

If we don't act this will be a _____ .

_____ junk food advertising should be _____ .



Persuasive Powers



4.6 Using persuasive words

Imagine you were trying to persuade someone to try a type of food or product. What types of words or phrases could you use to help convince them?

Look at the following pictures. For each picture write down at least three persuasive words that could be used to convince people. Then write a sentence about each item, using at least one of the words.

For example



- excellence in time keeping**
- essential**
- attractive**
- be on time**

This attractive watch is an essential part of anybody's wardrobe. With its excellent time-keeping ability you will always be on time!





Persuasive Powers









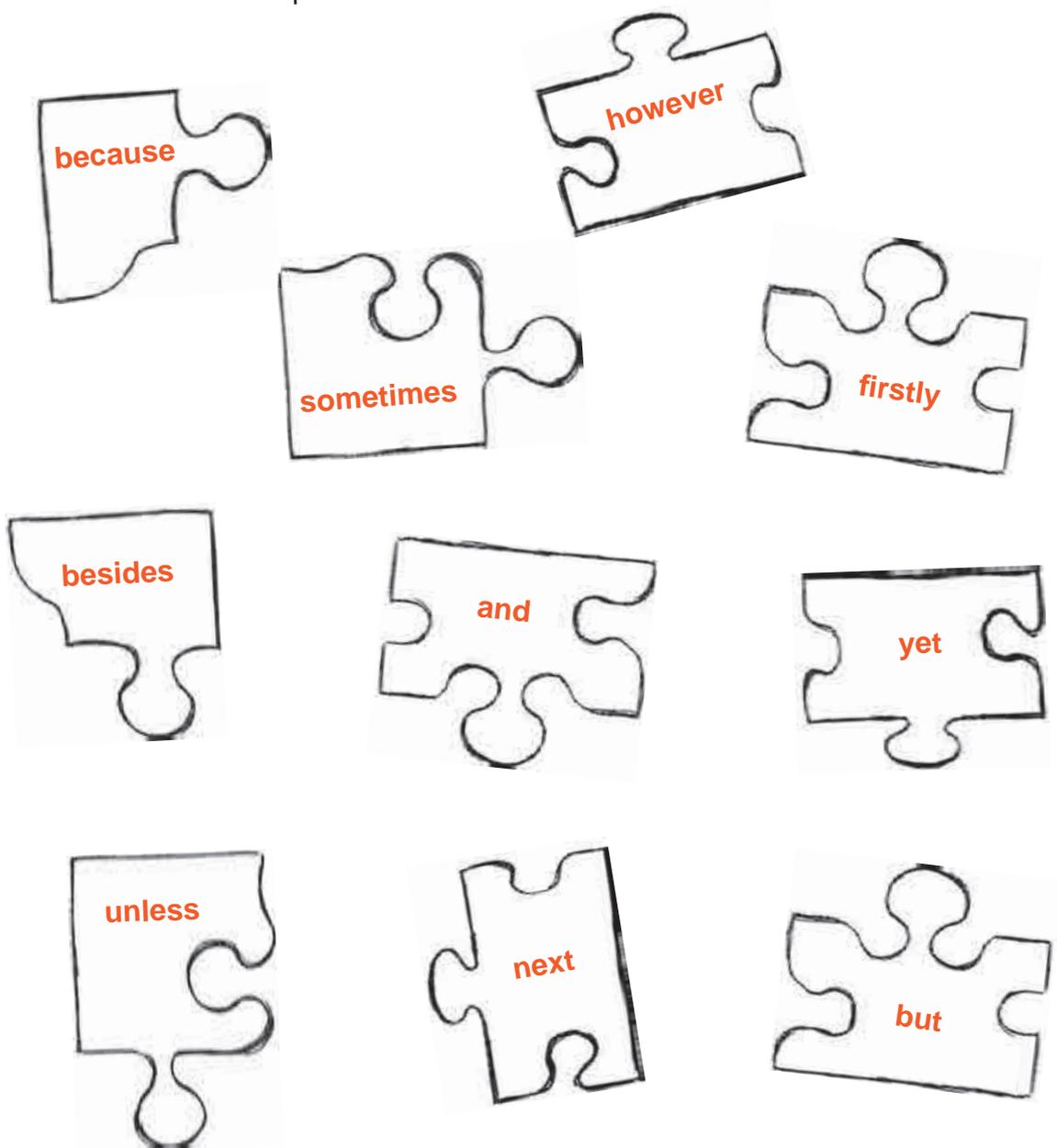
Persuasive Powers



4.7 Connectives

Connective words join words or phrases together. You can use connectives to make your sentences more interesting and to make sure they follow along in the right order.

Here are some examples:





Persuasive Powers

These words show that ideas are connected. They help the reader move from one thought to the next. This is important when you are writing an argument, as it helps the reader go in the direction you want them to and shows them when you are moving on to a new point.

Different connectives are used for different reasons.

To say why something happens:

eg John was late for school *because* he woke up late.

Deb was hungry, *so* she ate the rest of the cake.

Connectives to say when things happen:

eg before, until, after, since, when, while

Mary watched TV *before* she had dinner.

To show order or link reasons

eg firstly, secondly, next, finally

Can you spot and underline the connective word used in each of the following sentences?

Underline the connective word.

I put on my runners *and* went out to the park.

I was going to go to the park, *but* it started to rain.

I have to do my homework *because* my mum said so.

It's been a long time *since* I've made muffins.

I fell asleep *during* the show.

I went to the shop *then* I went home.



Persuasive Powers



4.8 Use your imagination

The following sentences are unfinished. The connective word is highlighted; use your imagination to complete each sentence

Jenny was worried because

Mark had been scared of the dark since

Don and Mandy made it to school on time, but

I washed my hands then

Peter walked down the dark path and

Ben and Sarah play computer games; meanwhile,



Persuasive Powers



4.9 Using connectives



Let's see how well you can use some connective words.

Finish the following sentences using these connectives:

then, so, after, before, but, because

Brad was not sure what he could take, _____ he asked his mum.

Mary poured in the milk _____ she stirred in the sugar.

Jason likes tomatoes _____ he does not like broccoli.

Tilly wanted to ride her new bike _____ she got home from school.

You have to wash your hands _____ you eat food.

We didn't go to the pool _____ Mum was sick.



Persuasive Powers



4.10 Connect it up

In a written argument the connective words are like signposts showing the reader how to follow ideas and paragraphs.

The following letter was written by Dan about dogs on Beckly Beach, but it has been muddled up.



Help Dan by putting it back together.

1. Cut out the sections.
2. Rearrange the sections on the following page.
3. Glue down the sections when you have them in the correct order.
4. When you have finished, re-read the text and answer the questions.



Hint: Use the connective words to help you decide where each paragraph goes.



Persuasive Powers



Even though some people argue that having dogs on the beach causes too many dog droppings this is not the case, as we are all responsible dog owners who clean up after our pets.

Secondly, swimming helps dogs to burn off all their extra energy and in the hot weather it helps them to cool off as well. We all know that if dogs get too hot they can die. By taking your dog to the beach for a swim your dog not only gets a great work-out, but also keeps cool and happy. Swimming in the sea is also good for dogs who are recovering from injuries or old dogs with arthritis. So, as you can see, swimming at the beach is good for your dog's health.

I think dogs should be allowed on Beckly Beach because just like people they need exercise and fun, all of which they can get on the beach. Why would anyone think otherwise?

In conclusion I think all dogs should be allowed on Beckly Beach. I know you will agree with me that this is very important so the dogs and their owners can keep fit, healthy and happy.

Thirdly, bonding time with your dog is important. Have you ever seen a dog frolic in the surf? It's great to watch, makes you laugh and feel good. This time spent on the beach with your dog is good for both of you. Not only will you both get exercise, fresh air and plenty of fun, but you also build a better relationship with your dog. Having fun at the beach, spending good quality time together and training your dog is all part of being a good dog owner.

Firstly, to keep our dogs healthy and happy it is important to give them regular exercise. On the beach dogs are able to run and swim and dig. The beach also gives dogs an opportunity to run free without the restriction of a lead, and so they get better exercise. All the running on the sand helps dogs to release all their built-up energy which leads them to be happier and better companions.



Persuasive Powers



Persuasive Powers

Dogs should be allowed on Beckly Beach.

Introduction

First paragraph

Second paragraph

Third paragraph

Rebuttal

Conclusion



Persuasive Powers

Which connective words helped you to decide where to place each paragraph?

What was the author's point of view?

- The author thinks everyone should have a pet.
- The author does not want dogs on the beach.
- The author has a cat.
- The author does want dogs on the beach.

Who was this written for?

- people thinking about changing the rules for the beach
- people who like to eat in cafés
- people who like cats
- people who want to buy a dog

What reason does the writer give in the rebuttal?

- Responsible dog owners keep them on a lead.
- Responsible dog owners love their dogs.
- Responsible dog owners clean up after their dogs.
- Responsible dog owners go to the park.



Persuasive Powers



4.11 Writing reasons

To help you choose strong reasons it's best to start by writing down as many dot points about the topic as possible. Then you can choose the most relevant or strongest arguments.



Let's practise writing some reasons into sentences.

1. For each topic you will first write as many points as you can think of for each side (for/against).
2. Then decide whether you will be **for** or **against**.
3. Choose three dot points and use them to write three sentences supporting your view.
4. Choose one dot point from the other side and use this to write a sentence.

For example:

Children should be allowed to have mobile phones at school.

1. Write as many dot points as you can think of for each side.

For	Against
• makes contact easy	• noisy
• emergencies	• radiation
• teacher to use	• interrupt lessons
• make part of lessons	• kids not pay attention
• contact with friends	• might not be able to afford one
• learn to use technology	• may get lost or stolen
• access to the net	
• helps with maths	
• kids like to use them	



Persuasive Powers

2. Decide whether you are for or against the issue.

I am **against** this issue.

3. Next choose three dot points and use them to write three sentences supporting your view.

I am **against** this issue.

Phones would be noisy and annoying in the classroom.

The radiation phones give off is bad for your health.

Children may not pay attention during class if they are playing with their phone.

4. Choose one dot point from the other side and use this to write a sentence.

The other side is for.

For

They are useful in emergencies.



Persuasive Powers



Issue 1: Going to school should be voluntary.

1. Write as many dot points as you can think of for each side.

For	Against

2. Decide whether you are for or against the issue.

I am _____ this issue.

3. Choose three dot points and use them to write three sentences supporting your view.

I am _____ this issue.



Persuasive Powers

4. Choose one dot point from the other side and use this to write a sentence.

The other side is _____ .



Issue 2: Watching TV is bad for you.

1. Write as many dot points as you can think of for each side.

For	Against



Persuasive Powers

2. Decide whether you are for or against the issue.

I am _____ this issue.

3. Choose three dot points and use them to write three sentences supporting your view.

I am _____ this issue.

4. Choose one dot point from the other side and use this to write a sentence.

The other side is _____ .



Persuasive Powers



Issue 3: All children should do chores.

1. Write as many dot points as you can think of for each side.

For	Against

2. Decide whether you are for or against the issue.

I am _____ this issue.

3. Choose three dot points and use them to write three sentences supporting your view.

I am _____ this issue.



Persuasive Powers

4. Choose one dot point from the other side and use this to write a sentence.

The other side is _____.



4.12 Are you as wise as Hoot?

Are you as wise as Hoot? Look at the letter about dogs on Beckly Beach. Use a highlighter to show some of the connective words used and any facts or opinions in each reason.





Persuasive Powers

Introduction

No dogs should be allowed on Beckly Beach

Do you want a beach covered in doggy droppings? As a beach lover I believe dogs should not be allowed to ruin the beach for other people. There are many reasons such as health and behaviour issues, which mean they should be banned.

Reasons supporting the argument

Firstly, too many owners are allowing their dogs to roam free on the beach. This causes many problems, such as when the dogs disturb other beachgoers by running up to them and scaring the children or stealing people's food. Dogs that are not on a lead also cause damage to the surrounding sand dunes and plants by running all over the top of them. This hinders the dune revegetation project. Dogs off the lead are just a menace.

Secondly, a number of dog owners are not cleaning up after their dogs. The other day my friend stepped in some dog droppings while walking on the beach. It was disgusting and we shouldn't have to put up with it! Leaving dog droppings on the beach is very unhygienic and will cause disease to be spread between other dogs and humans.

Thirdly, dogs on the beach can be a danger to beachgoers. When the dogs dig holes it is dangerous for people who are walking and exercising on the beach, as they may trip and fall or injure themselves. Dogs also jump on children and knock them over or bark and scare them, ruining their beach experience.

Rebuttal

Even though some dog owners argue that they need to use the beach for their dogs' exercise, this is outweighed by the fact that there are many dog-friendly parks available for them to go to instead.

In conclusion, I fully support the banning of dogs from Beckly Beach because of the health and safety issues, and I ask you to support this new law.

Concluding statement



5 Rebuttals

Introduction

Introduces the topic

Tells whether the writer is for or against

Reason

Each reason may contain

- facts or opinions
- persuasive language
- connective words

Reason

Reason

Rebuttal

Looks at the argument from the other point of view

Conclusion

Restates the issue

Ends the argument

A rebuttal looks at the argument from the other point of view. You may not realise it, but you have probably used a spoken rebuttal many times before. Often when you are trying to convince your parents to let you do or have something you will listen to them and then try to show them you are right.





Persuasive Powers

For example:



Now,
Jenny, you can't have the
chocolate bar. You know it's not good for you to
eat lots of chocolate, and if you eat it now you
will spoil your tea.

Yeah,
but if I get one I could
save it for later. That way it
wouldn't spoil my tea!



In the cartoon, Jenny has listened to her dad's point of view and then used a rebuttal to show that she should get the chocolate bar.



Remember,
a rebuttal looks at an argument
from the other point of view. This is done to
prove that the person has considered the other
opinion but can prove that their opinion is
better or right.



Persuasive Powers

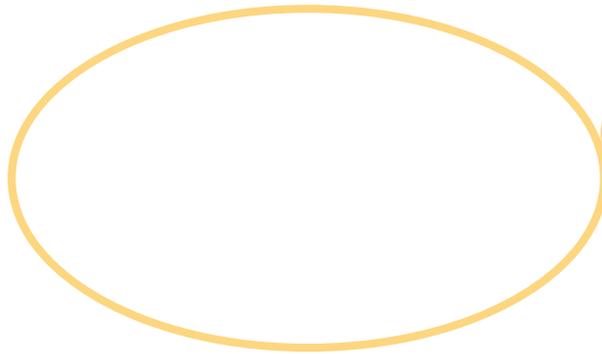


5.1 Spoken rebuttals

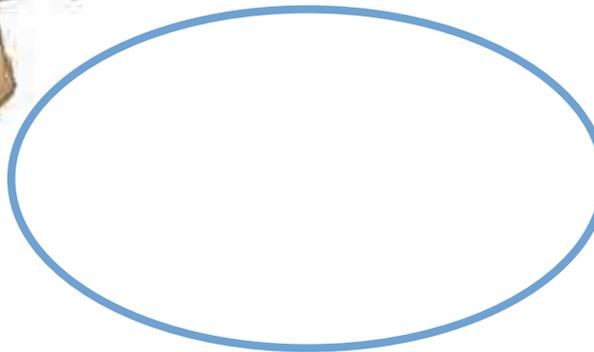
Look at the following cartoons and fill in the speech bubbles for the children's rebuttals.



I don't think we can get a dog. They are expensive, someone has to look after and walk it every day, and it may chew up the furniture.



Mobile phones are not for kids. You need to understand how to use one, and what will happen when the bill comes in? If you need to get in contact with me you can always go to a pay phone.

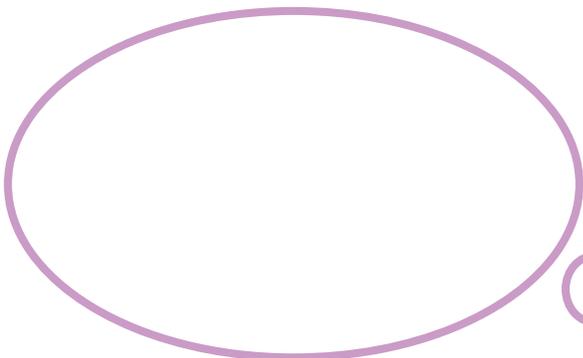




Persuasive Powers



Well, I think that putting a TV in your room is a bad idea. You will stay up late watching it and won't be able to get out of bed in the morning.



A good persuasive text provides the reader with reasons (arguments) for their point of view. It is important for the writer to show that they have considered the other point of view and demonstrate how their point of view is right or explain why they disagree with the other side.



5.2 Rebuttal practice

Let's return to the letter about dogs on Beckly Beach. You can see the writer has given three reasons and then includes a rebuttal.



Persuasive Powers

Introduction

No dogs should be allowed on Beckly Beach

Do you want a beach covered in doggy droppings? As a beach lover I believe dogs should not be allowed to ruin the beach for other people. There are many reasons such as health and behaviour issues, which mean they should be banned.

Reasons supporting the argument

Firstly, too many owners are allowing their dogs to roam free on the beach. This causes many problems, such as when the dogs disturb other beachgoers by running up to them and scaring the children or stealing people's food. Dogs that are not on a lead also cause damage to the surrounding sand dunes and plants by running all over the top of them. This hinders the dune revegetation project. Dogs off the lead are just a menace.

Secondly, a number of dog owners are not cleaning up after their dogs. The other day my friend stepped in some dog droppings while walking on the beach. It was disgusting and we shouldn't have to put up with it! Leaving dog droppings on the beach is very unhygienic and will cause disease to be spread between other dogs and humans.

Thirdly, dogs on the beach can be a danger to beachgoers. When the dogs dig holes it is dangerous for people who are walking and exercising on the beach, as they may trip and fall or injure themselves. Dogs also jump on children and knock them over or bark and scare them, ruining their beach experience.

Rebuttal

Even though some dog owners argue that they need to use the beach for their dogs' exercise, this is outweighed by the fact that there are many dog-friendly parks available for them to go to instead.

In conclusion, I fully support the banning of dogs from Beckly Beach because of the health and safety issues, and I ask you to support this new law.

Concluding statement



Persuasive Powers

In the rebuttal, what reason does the writer give to refute the other point of view?

When writing a rebuttal the first step is to think of the other argument or point of view. Then the writer can use a framework in order to write the rebuttal.

When writing a rebuttal it can help you to use a framework. Here are some examples:

Although some people may think _____, I think this is misguided because _____.

Other people may _____, but I disagree because _____.

Some may say _____; however, _____.

Some people may _____, but this is outweighed _____.

Although it may be _____, this is ridiculous because _____.

Use one of the frameworks to write a different rebuttal that could be used in the Beckly Beach letter.

Hint: You may like to talk to an adult about this.



Persuasive Powers



5.3 *Are you as wise as Hoot?*

Are you as wise as Hoot? Can you see which framework Carly has used in her rebuttal?

Even though some dog owners argue that they need to use the beach for their dogs' exercise, this is outweighed by the fact that there are many dog-friendly parks available for them to go to instead.



Persuasive Powers

6 Conclusions

Introduction

Introduces the topic

Tells whether the writer is for or against

Reason

Each reason may contain

- facts or opinions
- persuasive language
- connective words

Reason

Reason

Rebuttal

Looks at the argument from the other point of view

Conclusion

Restates the issue

Ends the argument

In a written argument, the conclusion restates the issue and ends the argument. It may leave the reader with the author's opinion or something to think about. No new information should be introduced in a conclusion.





Persuasive Powers



6.1 Conclusion practice

Let's return to the letter about dogs on Beckly Beach. You can see the writer has given three reasons, a rebuttal and a conclusion.

Introduction

No dogs should be allowed on Beckly Beach

Do you want a beach covered in doggy droppings? As a beach lover I believe dogs should not be allowed to ruin the beach for other people. There are many reasons such as health and behaviour issues, which mean they should be banned.

Reasons supporting the argument

Firstly, too many owners are allowing their dogs to roam free on the beach. This causes many problems, such as when the dogs disturb other beachgoers by running up to them and scaring the children or stealing people's food. Dogs that are not on a lead also cause damage to the surrounding sand dunes and plants by running all over the top of them. This hinders the dune revegetation project. Dogs off the lead are just a menace.

Secondly, a number of dog owners are not cleaning up after their dogs. The other day my friend stepped in some dog droppings while walking on the beach. It was disgusting and we shouldn't have to put up with it! Leaving dog droppings on the beach is very unhygienic and will cause disease to be spread between other dogs and humans.

Thirdly, dogs on the beach can be a danger to beachgoers. When the dogs dig holes it is dangerous for people who are walking and exercising on the beach, as they may trip and fall or injure themselves. Dogs also jump on children and knock them over or bark and scare them, ruining their beach experience.

Rebuttal

Even though some dog owners argue that they need to use the beach for their dogs' exercise, this is outweighed by the fact that there are many dog-friendly parks available for them to go to instead.

In conclusion, I fully support the banning of dogs from Beckly Beach because of the health and safety issues, and I ask you to support this new law.

Concluding statement



Persuasive Powers

In the conclusion the writer asks the reader to do something. What is it?

Why do you think the writer does this?

- to make people feel good
- to make people hate dogs
- to make people mad
- to make people think about supporting this law

Write a different conclusion for the letter.



Persuasive Powers



6.2 *Are you as wise as Hoot?*

Are you as wise as Hoot? Can you see how the writer has restated the argument and then ended the text?

In conclusion, I fully support the banning of dogs from Beckly Beach because of the health and safety issues, and I ask you to support this new law.



Persuasive Powers

7 Paragraphs

A written argument uses paragraphs. A good persuasive text will contain three reasons (arguments) each in a separate paragraph.



Look at the Beckly Beach letter. Can you see the paragraphs?

No dogs should be allowed on Beckly Beach

Introduction

Do you want a beach covered in doggy droppings? As a beach lover I believe dogs should not be allowed to ruin the beach for other people. There are many reasons such as health and behaviour issues, which mean they should be banned.

Reasons supporting the argument

Firstly, too many owners are allowing their dogs to roam free on the beach. This causes many problems, such as when the dogs disturb other beachgoers by running up to them and scaring the children or stealing people's food. Dogs that are not on a lead also cause damage to the surrounding sand dunes and plants by running all over the top of them. This hinders the dune revegetation project. Dogs off the lead are just a menace.

Secondly, a number of dog owners are not cleaning up after their dogs. The other day my friend stepped in some dog droppings while walking on the beach. It was disgusting and we shouldn't have to put up with it! Leaving dog droppings on the beach is very unhygienic and will cause disease to be spread between other dogs and humans.

Thirdly, dogs on the beach can be a danger to beachgoers. When the dogs dig holes it is dangerous for people who are walking and exercising on the beach, as they may trip and fall or injure themselves. Dogs also jump on children and knock them over or bark and scare them, ruining their beach experience.

Rebuttal

Even though some dog owners argue that they need to use the beach for their dogs' exercise, this is outweighed by the fact that there are many dog-friendly parks available for them to go to instead.

In conclusion, I fully support the banning of dogs from Beckly Beach because of the health and safety issues, and I ask you to support this new law.

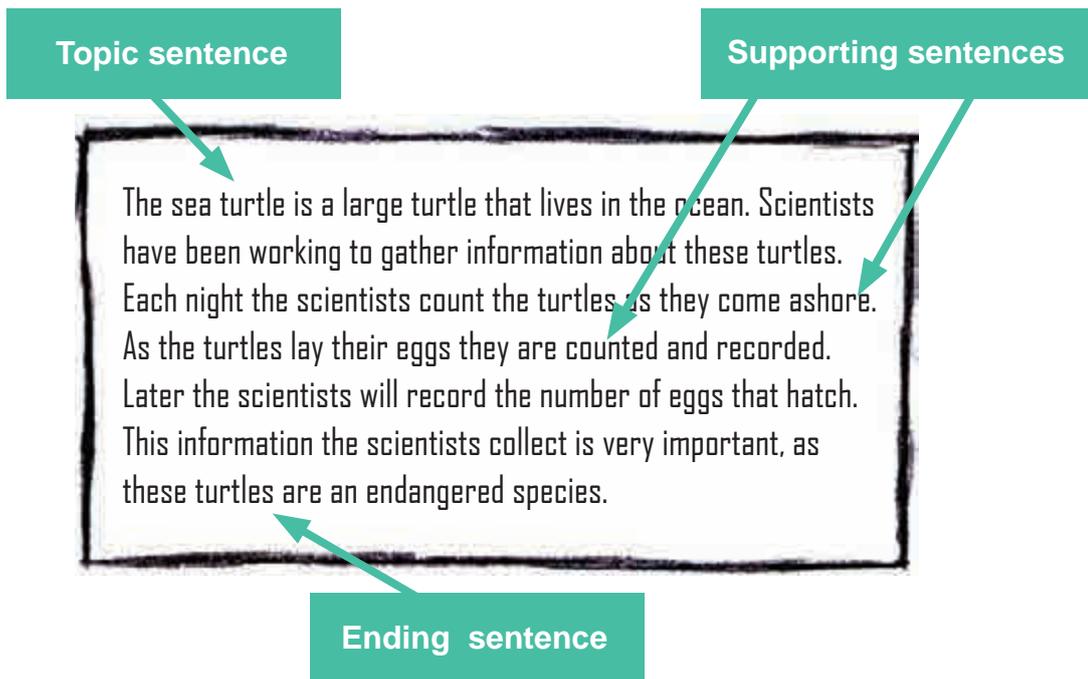
Concluding statement



Persuasive Powers

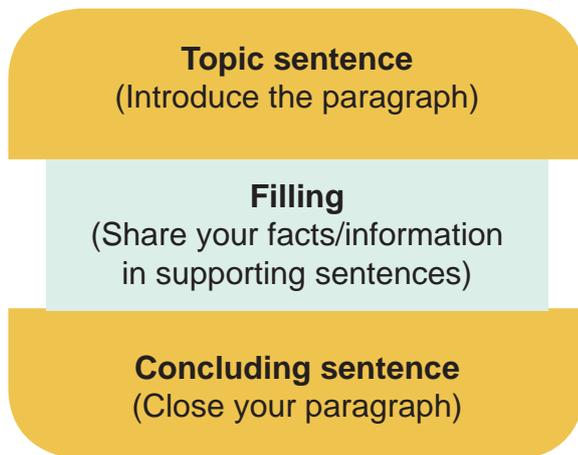
A paragraph is a group of sentences about an idea. A paragraph is usually three to four sentences. It begins with a topic sentence followed by supporting sentences and it finishes with a concluding sentence.

For example:



The topic sentence contains the key idea of the paragraph. It may make a statement which is developed in the rest of the paragraph. The supporting sentence adds more details. The ending sentence concludes the paragraph.

It can help you when writing a paragraph to think of it like a sandwich.





Persuasive Powers



7! Chocolate ice-cream

Read the following paragraph and then answer the questions.

Chocolate ice-cream is the best flavour of ice-cream in the world. Chocolate ice-cream has the yummy smell and taste of rich, velvety chocolate. When you take a spoonful your tastebuds sing with joy, and you cannot resist yet another mouthful until it is all gone. Enjoy chocolate ice-cream in hot weather or cold - it doesn't matter when, as it is always yummy.

What is the main topic this paragraph is about? _____

Use a highlighter pen to highlight the topic sentence.

Next highlight the concluding sentence.

Has the writer used any facts? Yes No

Has the writer used any opinions? Yes No

What do you think the writer could add to make this paragraph more interesting?



Persuasive Powers

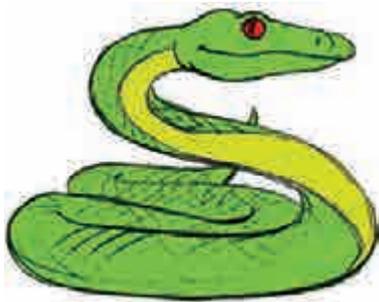


7.2

Topic and closing sentences

Look at the pictures.

For each picture choose a suitable **topic sentence** to begin a paragraph by shading the bubble of the correct answer.



- Snakes are slimy.
- Snakes are interesting and sometimes dangerous reptiles that are found all around the world.
- Lizards are reptiles, just like snakes.
- Reptiles are cold-blooded.



- Kids have hair.
- I like coloured hair.
- These days children can have many different haircuts or colours.
- These days there are many children who go to school.

Write a topic sentence for the following.





Persuasive Powers

Finish the following paragraph by writing a closing sentence.

Recycling is an important part of life. You can recycle many things, from bottles to boxes, and even old mobile phones. When you recycle something it means there is less pollution in the world, and it can help you save money.



7.3 Paragraph practice

Let's practise writing a paragraph. You can choose to write a paragraph about your favourite food or toy.



Questions to ask yourself when writing a paragraph.

Can I use any facts or opinions to support my topic sentence?

Why is this topic important?

What do I want the reader to know?

How can I make this paragraph more interesting?

You may choose to use the paragraph sandwich template.



Write your paragraph on a blank sheet of lined paper, and when you have finished place a copy of your paragraph in your resource file.



Persuasive Powers



Persuasive Powers

8 Let's write



We have looked at the structure and features of a written argument. Remember, we have talked about:

Introduction

Introduces the topic

Tells whether the writer is for or against

Reason

Each reason may contain

- facts or opinions
- persuasive language
- connective words

Reason

Reason

Rebuttal

Looks at the argument from the other point of view

Conclusion

Restates the issue

Ends the argument



Persuasive Powers



8.1 Hoot's handy hints

I have some handy hints which can help you when you write.



- Pick your topic or choose your side.
- Use strong arguments (reasons).
- Leave out things which do not support your argument.
- Use persuasive words.
- Stick to the topic.
- Have an interesting introduction and ending.
- Include a rebuttal.
- Present information in a logical order.
- Use a new paragraph for each reason.
- Use capital letters.
- Use connective words.

A poster displaying these handy hints can help you when you are writing an argument.

Your task is to design a Hoot's Handy Hints poster.

On your poster you will need to include the handy hints.

You may choose to add pictures (or even a portrait of Hoot).

To create your poster use a blank sheet of paper.



Persuasive Powers

Hint: Make sure you write the hints in clear writing.



Place your poster in a location where it will help remind you.
Take a photo of your poster and include it in your resource file.

If you have access to a computer you may use it to complete this task.



8.2 Writing your persuasive text

Now it's time for you to use all of your knowledge and write an argument.

Remember:
a persuasive text is an
argument, with reasons for
or against.



The best way to do this is to have a plan. But before you plan, you need to choose the topic.



Persuasive Powers



You can choose from the following topics.

Only boys should play sport.

Children should not be allowed to buy junk food.

Watching TV is bad for you.

Kids must help with the chores.

Going to school should be voluntary.

Kids need fewer holidays than teachers.

Summer is the best season.

Playing computer games is good for kids.

Children should be allowed to have TVs in their bedrooms.

Reading a book is better than watching TV.

We need water restrictions.



Persuasive Powers



2

Think about both sides of the argument and complete the chart to help you choose your reasons.



Hint:
Remember to
use dot points.

For	Against



Persuasive Powers



2

Think about both sides of the argument and complete the chart to help you choose your reasons.



Introduction

Introduces the topic

Tells whether the writer is for or against

Reason

Each reason may contain

- facts or opinions
- persuasive language
- connective words

Reason

Reason

Rebuttal

Looks at the argument from the other point of view

Conclusion

Restates the issue

Ends the argument

Complete the following plan by jotting down dot points of your ideas.

Remember: This is just a plan, so there is no need to write lots of information.



Persuasive Powers

Feature of the text	Hints
Introduction	<p>What is the issue?</p> <p>Where do you stand on this?</p> <p>Can you ask a question to hook people?</p>
Firstly	<p>Remember to put your strongest argument first.</p> <p>You can offer reasons that include:</p> <ul style="list-style-type: none"> ● things you know from your own experience (something you've seen or heard or experienced) ● things that most people will know (common sense) ● an opinion ● a fact.
Secondly	<p>You can offer reasons that include:</p> <ul style="list-style-type: none"> ● things you know from your own experience (something you've seen or heard or experienced) ● things that most people will know (common sense) ● an opinion ● a fact.
Thirdly	<p>You can offer reasons that include:</p> <ul style="list-style-type: none"> ● things you know from your own experience (something you've seen or heard or experienced) ● things that most people will know (common sense) ● an opinion ● a fact.
(Rebuttal) Other people may say _____ , but I disagree because _____ .	<p>Choose a framework to help you complete this section.</p>
Conclusion	<p>Restate the issue.</p> <p>Restate some reasons.</p> <p>Leave the reader with something to think about.</p>



Persuasive Powers



Look over your reasons. Do you need to do any research? You may find information in many places such as books, magazines, the internet and other people.

If you do need to do some research, complete it now. When you have finished, return to the next step.



Next write a draft of your persuasive text. Writing a draft helps you to get all your thoughts down on paper. (As you write your draft, remember to refer back to Hoot's handy hints.)



The next step is to edit and revise your work. This is not just about checking your spelling and punctuation, but checking to see if you have included strong reasons and persuasive language, and that your writing is convincing.

In this step you may need to:

- add in additional information
- rearrange the order to make it more logical
- remove any information that does not support your point of view or is confusing
- replace some words with more persuasive ones.

Use the following checklist to help you.



Persuasive Powers

	Yes	No
My point of view is clear.		
The ideas are in a logical sequence.		
The ideas flow from one paragraph to the next.		
I have used connective words.		
I've checked to see if I can substitute more persuasive words.		
I've used some persuasive techniques (eg repetition, exaggeration).		
I've checked the spelling.		
My sentences begin with capital letters.		
Every sentence is finished with a full stop, question mark or exclamation mark.		
I've checked to see if there is any information that can be deleted.		
I have an introduction.		
I have included a rebuttal.		
I have a conclusion.		
Will the reader be convinced?		



Persuasive Powers



7

Complete a final good copy.



8



Place a copy in your resource file.



8.3 Oral



Your final task is to present your argument as a talk.

You will video or record this.

To complete this activity, you may choose to read your argument or simply speak using notes. If you don't read it, write down dot points on note cards so you remember what to say.

For example:

Firstly

I think summer is the best season as

- *the weather is hot*
- *you can swim*
- *stay outside*
- *wear light clothes*

Secondly

- *it is the holidays*
- *you can have fun*
- *see all your friends*
- *sleep in*
- *go away somewhere*

Persuasive Powers



Remember
to make eye contact with the audience and to speak clearly and loudly.

You may like to have a rehearsal.

Give your presentation and remember to record it.



After you have finished, complete the checklist on your presentation with an adult.

Send a copy of the presentation to your teacher.

				Comment
I spoke at a good pace (not too fast or too slow).				
I spoke with a clear voice.				
I used my note cards.				
My introduction got people's attention.				
I included three reasons (arguments) with supporting evidence.				
I included a rebuttal.				
I had a conclusion.				
I used persuasive language.				
My argument was convincing.				



Persuasive Powers



Well done! You have learnt so many things about being persuasive. Now you will be able to use your skills by practising on your parents and friends.

Good luck!



Persuasive Powers



Feedback
and
solutions

A cartoon owl with large eyes and a yellow beak is perched on the left side of a black rectangular frame. It is holding a red balloon. To the right of the owl, the words "Feedback and solutions" are written in a green, hand-drawn font.

3 Introduction

3.1 Which is best?

Look at the following two introductions and circle the one you think is better.

A

I believe that all students should wear school uniform to school because it helps everyone to fit in and feel part of the school. Who wants to be considered weird by wearing the wrong clothes?

B

I think wearing a school uniform is good.

Which introduction tells us what the writer thinks, but doesn't give us any detail or make the reader want to read more?

B

Which introduction tells us what the writer thinks and gives us some reasons?

A

Which introduction has a question to help make the reader think?

A

Underline the question in red.



Persuasive Powers

3.2 Introduction practice

Answers will vary. Some examples are:



Kids should be allowed to bring their pets to school.

I don't think kids should be allowed to bring their pets to school because they would cause too much trouble and get up to lots of mischief.



The children of today are spoilt.

Who says children are spoilt? I don't think children today are spoilt. Yes, they may have more stuff than before, but this is because people are better off.

3.2 Introduction practice

What is the author's point of view about dogs on Beckly Beach? (**Hint:** It may help you to re-read the letter.)

- The author loves dogs.
- The author does not want dogs on the beach.
- The author has a cat.
- The author does want dogs on the beach.

What words or phrases in the text give you clues to the author's point of view?

Write down three examples.

Answers will vary. Some examples are: beach covered in doggy droppings, disturb, disgusting, shouldn't have to put up with it, menace, ruining



Persuasive Powers

What are the three main reasons the author gives to support her point of view?

1. Dogs are running free and causing problems.
2. Dog owners don't clean up the droppings.
3. They are a danger to beachgoers.

Which reason do you think is the most important and why?

Answers will vary. An example is: not cleaning up the droppings, as this could cause health problems.

What do you think about this issue? Do you agree with the author?

One answer could be: No, I think dogs should be allowed on the beach.

Who do you think may not agree with this point of view?

Dog lovers may not agree.

3.4 *The other side*

Not everyone will have the same point of view. The author of the letter doesn't want dogs on the beach. What would be the other side to this point of view?

Shade the bubble of the correct answer.

- Dogs are cute.
- Dogs should be allowed on the beach.
- Dogs dig holes.
- Dogs should not be allowed in the park.



Persuasive Powers

Read the following comments from people who also use Beckly Beach. Under each character indicate what if you think their point of view would be:

They want dogs to be allowed on the beach Yes

They do not want dogs on the beach No



'I love taking my dog Bella to the beach. We have so much fun there!'



Yes



No



'It will be so much safer there without those pesky dogs running around.'



Yes



No



'It will be much cleaner on the beach without doggy droppings.'



Yes



No



'Mac and I do everything together; he's my best mate. I always clean up after him. I don't want the dog beach to shut.'



Yes



No



Persuasive Powers

If you were going to write the opposite point of view (dogs should be allowed on the beach), what reasons could you give to support your view?

Answers will vary. An example is:

- 1 Dogs need exercise.
- 2 Dog owners like to do things with their dogs.
- 3 Swimming is good for dogs.

3.5 Seeing both sides

Answers will vary. Some examples are:

Advertising for junk food should be banned.

Yes (agree)	No (disagree)
Reason: Then people would not be tempted to buy it and they would not get fat.	Reason: Some people like to see what new foods are available.

School days should be shorter.

Yes (agree)	No (disagree)
Reason: We would have more time to play with our friends.	Reason: We would not have enough time to fit in all the school work, so we would get more homework.

The school canteen should sell lollies.

Yes (agree)	No (disagree)
Reason: Lollies make a good treat.	Reason: They are bad for you and they may make some kids become fat.



Persuasive Powers

3.6 Taking sides

- ✓ For the following statements tick the box to show if they are **for** or **against** the issue of:

All children should have laptops to use at school.

Statement	For (supports the idea)	Against (does not support the idea)
Children like using computers, so they would be more likely to do more work.	✓	
It would cost too much money to give a laptop to every child; the money would be better spent improving the school libraries.		✓
Children learn better when they are playing interactive games instead of doing pages of writing.	✓	
It would help children who have messy handwriting, as the teacher would be able to read their work.	✓	
Children are too slow at typing. It would take them too long to finish all their work.		✓
Children could work from home if they couldn't make it in to the classroom.	✓	
Electrical equipment can be unreliable and would break down a lot.		✓
Teachers wouldn't have to waste time teaching handwriting skills anymore, so there would be more time for other things.	✓	



Persuasive Powers

3.8 Are you as wise as Hoot?

No dogs should be allowed on Beckly Beach

Do you want a beach covered in doggy droppings? As a beach lover I believe dogs should not be allowed to ruin the beach for other people. There are many reasons such as health and behaviour issues, which mean they should be banned.

4 Reasons

4.1 Facts and opinions

Read each sentence and decide whether it is a fact or opinion. Shade the correct bubble.

Sunday is the best day of the week.

fact opinion

Tomatoes are a fruit.

fact opinion





Persuasive Powers

The best type of cake is chocolate.

fact opinion

Chickens lay eggs.

fact opinion

Most people like to eat scrambled eggs.

fact opinion

4.2 Supporting details

Which one is a more effective argument (reason) for you to visit Perth?



Why do you think this is so? Answers will vary. An example is: Sample B gives more details and examples of things to do and see.

How did the information in sample A make you feel about visiting Perth?



How did the information in sample B make you feel about visiting Perth?



Answers will vary.



Persuasive Powers

In sample B highlight all the words used that could make you want to visit Perth.

Answers may vary. Some examples are:

Come to Perth, the capital of Western Australia. Perth is the **most wonderful** city. The people are **the friendliest** in Australia, and there are **so many** things for you to **do**. If you **like to walk**, take a **stroll** through Kings Park to see the **stunning view** of the city. If you **like boats**, then you will **love** the ferry trip along the **picturesque Swan River**! If you **like to eat**, then have some **yummy fish and chips** in Fremantle. Or if you just want to **chill out** and lie in the sun, then visit one of the **many great beaches**! So what are you waiting for? **Come to Perth.**

In the following sentences taken from sample B, underline the **fact** in red. Then underline the **opinion** in green.

Come to **Perth, the capital of Western Australia.** **Perth is the most wonderful city.**

Complete the following table by writing a fact and an opinion. To help you the first one has been done.

Topic	Fact	Opinion
The canteen should sell lollies.	Lollies are made from sugar.	Lollies taste so yummy!
Parents should make kids eat vegetables.	Vegetables contain vitamins and minerals.	I hate broccoli.
Everyone should exercise every day.	Exercising every day will keep you healthy.	I love to play basketball.



Persuasive Powers

4.3 Thinking about reasons

Answers will vary. Some examples are:

My doll is the best toy in the world.

Experience

I like it when I dress her up in cool clothes.

Common sense

Every girl likes her doll.

An opinion

My doll is the best dressed doll ever!

A fact

My doll has blonde hair.

The best TV show is *Cops and Robbers*

Experience

My family like to all sit down and watch the show together.

Common sense

Everybody knows the cops are the good guys.

An opinion

This show is cool.

A fact

The show is on at 7.30 pm on Tuesday nights.



Persuasive Powers

Teela is the best pet in the world.

Experience

When I take her for a walk we both have fun and get good exercise.

Common sense

Dogs make good pets.

An opinion

She has the most beautiful eyes.

A fact

She is black and tan.

4.4 Strong reasons

Next to each statement write **S** if you think it is a strong reason or **W** if you think it is a weak reason.

W Smoking should be banned on the beach.

W Smoking is bad for you.

S Smoking will give you bad breath, and yellow teeth and will harm nonsmokers

W Lollies are yummy.

S You should brush your teeth every day as it helps keep them clean.

S Eating lollies can cause tooth decay and mean you will need to spend a lot of time at the dentist.

W I like dogs a lot.

S Everyone knows that dogs make great pets as they are so friendly.

S I am much safer when I ride my bike if I wear my helmet.

W I have a pretty bike helmet.



Persuasive Powers

4.5 Persuasive words

Tick the appropriate box if you think the following words or phrases are strong (eg convincing) or weak.

Word/Phrase	Strong	Weak
magnificent	✓	
sort of		✓
must	✓	
it will ruin ...	✓	
this is unfair!	✓	
maybe		✓
amazing	✓	
sometimes		✓
obviously ...	✓	
could		✓
without a doubt ...	✓	
almost		✓
we can	✓	

Use words from the following list to make the following sentences more persuasive.
banned, obviously, urge, disgusting, miss, disaster, best, amazing, don't, all

This is the **best** product that you can buy!

Obviously this is wrong.

We **urge** you to consider this issue.

The smell is **disgusting** .

Don't miss this **amazing** opportunity.

If you **don't** buy this you will miss out.

If we don't act this will be a **disaster**.

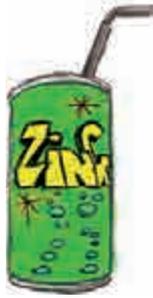
All junk food advertising should be **banned**.



Persuasive Powers

4.6 Using persuasive words

Answers will vary. Some examples are:



refreshing
fizzy
icy

Zing is a refreshing new drink you must try.



reliable
fantastic
leading
unbelievable
fashionable

This fantastic phone has unbelievable features.



delicious
yummy
moist
tasty
amazing

This cake is so moist and delicious you will want to eat it all.



Persuasive Powers



fantastic
fun
enjoyable
safe

This fun toy makes your time in the pool enjoyable and safe.

4.7 Connectives

Can you spot and underline the connective word used in each of the following sentences?

Underline the connective word.

I put on my runners and went out to the park.

I was going to go to the park, but it started to rain.

I have to do my homework because my mum said so.

It's been a long time since I've made muffins.

I fell asleep during the show.

I went to the shop then I went home.



Persuasive Powers

4.8 Use your imagination

The following sentences are unfinished. The connective word is highlighted; use your imagination to complete each sentence.

Answers will vary. Some examples are:

Jenny was worried because she had not studied for the test.

Mark had been scared of the dark since he was a little boy.

Don and Mandy made it to school on time, but they had forgotten their lunch.

I washed my hands then I made my lunch.

Peter walked down the dark path and into the woods.

Ben and Sarah play computer games; meanwhile, Mum cleans the pool.

4.9 Using Connectives

Brad was not sure what he could take, so he asked his mum.

Mary poured in the milk then she stirred in the sugar.

Jason likes tomatoes but he does not like broccoli.

Tilly wanted to ride her new bike after she got home from school.

You have to wash your hands before you eat food.

We didn't go to the pool because Mum was sick.



Persuasive Powers

4.10 Connect it up

Dogs should be allowed on Beckly Beach.

Introduction

I think dogs should be allowed on Beckly Beach because just like people they need exercise and fun, all of which they can get on the beach. Why would anyone think otherwise?

First paragraph

Firstly, to keep our dogs healthy and happy it is important to give them regular exercise. On the beach dogs are able to run and swim and dig. The beach also gives dogs an opportunity to run free without the restriction of a lead, and so they get better exercise. All the running on the sand helps dogs to release all their built-up energy which leads them to be happier and better companions.

Second paragraph

Secondly, swimming helps dogs to burn off all their extra energy and in the hot weather it helps them to cool off as well. We all know that if dogs get too hot they can die. By taking your dog to the beach for a swim your dog not only gets a great work-out, but also keeps cool and happy. Swimming in the sea is also good for dogs who are recovering from injuries or old dogs with arthritis. So, as you can see, swimming at the beach is good for your dog's health.

Third paragraph

Thirdly, bonding time with your dog is important. Have you ever seen a dog frolic in the surf? It's great to watch, makes you laugh and feel good. This time spent on the beach with your dog is good for both of you. Not only will you both get exercise, fresh air and plenty of fun, but you also build a better relationship with your dog. Having fun at the beach, spending good quality time together and training your dog is all part of being a good dog owner.

Rebuttal

Even though some people argue that having dogs on the beach causes too many dog droppings this is not the case, as we are all responsible dog owners who clean up after our pets.

Conclusion

In conclusion I think all dogs should be allowed on Beckly Beach. I know you will agree with me that this is very important so the dogs and their owners can keep fit, healthy and happy.



Persuasive Powers

Which connective words helped you to decide where to place each paragraph?

firstly, secondly, thirdly, even though, in conclusion

What was the author's point of view?

- The author thinks everyone should have a pet.
- The author does not want dogs on the beach.
- The author has a cat.
- The author does want dogs on the beach.

Who was this written for?

- people thinking about changing the rules for the beach
- people who like to eat in cafés
- people who like cats
- people who want to buy a dog

What reason does the writer give in the rebuttal?

- Responsible dog owners keep them on a lead.
- Responsible dog owners love their dogs.
- Responsible dog owners clean up after their dogs.
- Responsible dog owners go to the park.



Persuasive Powers

4.11 Writing reasons

Issue 1: Going to school should be voluntary.

Answers will vary. Some examples are:

For	Against
<ul style="list-style-type: none">• you can choose when you go• choose how long you stay• do other things rather than be in school	<ul style="list-style-type: none">• some kids won't go at all• may fall behind• not be able to pass tests• not be able to get a job• hard to keep track of who is in the class• not many people to talk to

I am against this issue.

If going to school was voluntary, some children might not go at all.

The other side is for.

School should be voluntary because you could choose when you wanted to go.

Issue 2: Watching TV is bad for you.

For	Against
<ul style="list-style-type: none">• you might get fat• no exercise• sore eyes	<ul style="list-style-type: none">• you can learn things• you can watch funny things to make you laugh• it is relaxing

I am for this issue.

Watching TV is bad for you because it gives you sore eyes.



Persuasive Powers

The other side is against.

Watching TV can help you to learn things.

Issue 3: All children should do chores.

For	Against
<ul style="list-style-type: none">• learn responsibility• helps parents• earn pocket money• practise things• can be fun	<ul style="list-style-type: none">• takes too much time• less time to play• chores are too hard• miss my friends• it's not fair

I am against this issue.

Children should not have to do chores because they take too long and there is not enough time to play.

The other side is for.

Children should do chores because it helps their parents.



Persuasive Powers

4.12 Are you as wise as Hoot?

No dogs should be allowed on Beckly Beach

Do you want a beach covered in doggy droppings? As a beach lover I believe dogs should not be allowed to ruin the beach for other people. There are many reasons such as health and behaviour issues, which mean they should be banned.

Firstly, too many owners are allowing their dogs to roam free on the beach. This causes many problems, such as when the dogs disturb other beachgoers by running up to them and scaring the children or stealing people's food. Dogs that are not on a lead **also cause damage to the surrounding sand dunes and plants by running all over the top of them.** This hinders the dune revegetation project. Dogs off the lead are just a menace.

Secondly, a number of dog owners are not cleaning up after their dogs. The other day my friend stepped in some dog droppings while walking on the beach. **It was disgusting and we shouldn't have to put up with it!** Leaving dog droppings on the beach is very unhygienic and will cause disease to be spread between other dogs and humans.

Thirdly, dogs on the beach can be a danger to beachgoers. When the dogs dig holes it is dangerous for people who are walking and exercising on the beach, as they may trip and fall or injure themselves. Dogs also jump on children and knock them over or bark and scare them, **ruining their beach experience.**

Even though some dog owners argue that they need to use the beach for their dogs' exercise, this is outweighed by the fact that there are many **dog-friendly parks available for them to go to instead.**

In conclusion, I fully support the banning of dogs from Beckly Beach because of the health and safety issues, and I ask you to support this new law.

5 Rebuttals

5.1 Spoken rebuttals

Look at the following cartoons and fill in the speech bubbles for the children's rebuttals.

Answers will vary. Some examples are:



I don't think we can get a dog. They are expensive, someone has to look after and walk it every day, and it may chew up the furniture.



Yeah, but I can look after the dog and walk it every day so it's tired and won't chew up anything!



Mobile phones are not for kids. You need to understand how to use one, and what will happen when the bill comes in? If you need to get in contact with me you can always go to a pay phone.



I know they are expensive, but I can put in some of my pocket money to help with the bill, and I will only make calls if it is an emergency.

Persuasive Powers



Well, I think that putting a TV in your room is a bad idea. You will stay up late watching it and won't be able to get out of bed in the morning.

Yes, but I will be able to watch educational shows which will help me at school, and I promise I won't stay up late watching it.



5.2 Rebuttal practice

In the rebuttal, what reason does the writer give to refute the other point of view?

There are many dog-friendly parks for them to go to.

Use one of the frameworks to write a different rebuttal that could be used in the Beckly Beach letter.

Answers will vary. An example is:

Other people may say that dog owners leave the beach clean, but I disagree because I have seen all the doggy droppings on the beach.

5.3 Are you as wise as Hoot?

Even though some dog owners argue that they need to use the beach for their dogs' exercise, **this is outweighed by** the fact that there are many dog-friendly parks available for them to go to instead.

6 Conclusions

6.1 Conclusion practice

In the conclusion the writer asks the reader to do something. What is it?

Support the new law.

Why do you think the writer does this?

- to make people feel good.
- to make people hate dogs.
- to make people mad.
- to make people think about supporting this law.

Write a different conclusion for the letter.

Answers will vary. An example is:

In conclusion, dogs on Beckly Beach cause safety, health and environmental issues and so they should not be allowed on the beach.



Persuasive Powers

6.2 Are you as wise as Hoot?

No dogs should be allowed on Beckly Beach

Do you want a beach covered in doggy droppings? As a beach lover I believe dogs should not be allowed to ruin the beach for other people. There are many reasons such as health and behaviour issues, which mean they should be banned.

Firstly, too many owners are allowing their dogs to roam free on the beach. This causes many problems, such as when the dogs disturb other beachgoers by running up to them and scaring the children or stealing people's food. Dogs that are not on a lead also cause damage to the surrounding sand dunes and plants by running all over the top of them. This hinders the dune revegetation project. Dogs off the lead are just a menace.

Secondly, a number of dog owners are not cleaning up after their dogs. The other day my friend stepped in some dog droppings while walking on the beach. It was disgusting and we shouldn't have to put up with it! Leaving dog droppings on the beach is very unhygienic and will cause disease to be spread between other dogs and humans.

Thirdly, dogs on the beach can be a danger to beachgoers. When the dogs dig holes it is dangerous for people who are walking and exercising on the beach, as they may trip and fall or injure themselves. Dogs also jump on children and knock them over or bark and scare them, ruining their beach experience.

Even though some dog owners argue that they need to use the beach for their dogs' exercise, this is outweighed by the fact that there are many dog-friendly parks available for them to go to instead.

In conclusion, I fully support the banning of dogs from Beckly Beach because of the health and safety issues, and I ask you to support this new law.

7 Paragraphs

7.1 Chocolate ice-cream

Chocolate ice-cream is the best flavour of ice-cream in the world.

Chocolate ice-cream has the yummy smell and taste of rich, velvety chocolate. When you take a spoonful your tastebuds sing with joy, and you cannot resist yet another mouthful until it is all gone. Enjoy chocolate ice-cream in hot weather or cold - it doesn't matter when, as it is always yummy.

What is the main topic this paragraph is about? Chocolate ice cream

Use a highlighter pen to highlight the topic sentence.

Next highlight the concluding sentence.

Has the writer used any facts? Yes No

Has the writer used any opinions? Yes No

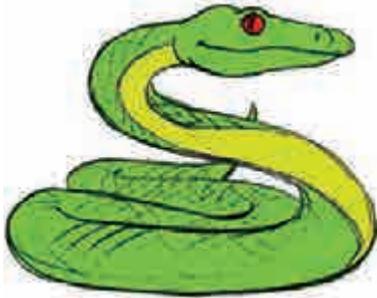
What do you think the writer could add to make this paragraph more interesting?

Answers will vary.



Persuasive Powers

7.2 Topic and closing sentences



- Snakes are slimy.
- Snakes are interesting and sometimes dangerous reptiles that are found all around the world.
- Lizards are reptiles, just like snakes.
- Reptiles are cold-blooded.



- Kids have hair.
- I like coloured hair.
- These days children can have many different haircuts or colours.
- These days there are many children who go to school.

Write a topic sentence for the following.

Answers will vary. An example is:

Chocolate is a yummy snack that people like to eat.



Finish the following paragraph by writing a closing sentence.

Answers will vary. An example is:

Recycling is an important part of life. You can recycle many things, from bottles to boxes, and even old mobile phones. When you recycle something it means there is less pollution in the world, and it can help you save money.

Everyone should recycle and help save our planet.



Persuasive Powers

Overview

Year 4: Persuasive Powers

Western Australian Curriculum

Year 4 English

Content strands	
Language	
Literature	
Literacy	

Content Descriptions	
Language	
Language Variation and Change	
Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487)	
Language for Interaction	
Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)	
Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)	
Text Structure and Organisation	
Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)	
Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)	
Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)	
Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)	

Expressing and Developing Ideas	
Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493)	
Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)	
Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)	
Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)	
Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)	
Phonics and Word Knowledge	
Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779)	
Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling (ACELA1780)	
Understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes (ACELA1828)	
Literature	
Literature and Context	
Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)	
Responding to Literature	
Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)	
Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)	
Examining Literature	
Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)	

Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606)	
Creating Literature	
Create literary texts that explore students' own experiences and imagining (ACELT1607)	
Create literary texts by developing storylines, characters and settings (ACELT1794)	
Literacy	
Texts in Context	
Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)	
Interacting with Others	
Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)	
Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)	
Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)	
Interpreting, Analysing, Evaluating	
Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)	
Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)	
Read different types of texts by combining contextual , semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1691)	
Creating Texts	
Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)	

Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)	
Write using clearly-formed joined letters, and develop increased fluency and automaticity (ACELY1696)	
Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697)	

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Revised 2020

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