

7th Grade
Language Arts
Persuasive
Writing Project

By Jennifer Sisco-Smith

Feb. 18, 2015

EDTC 633

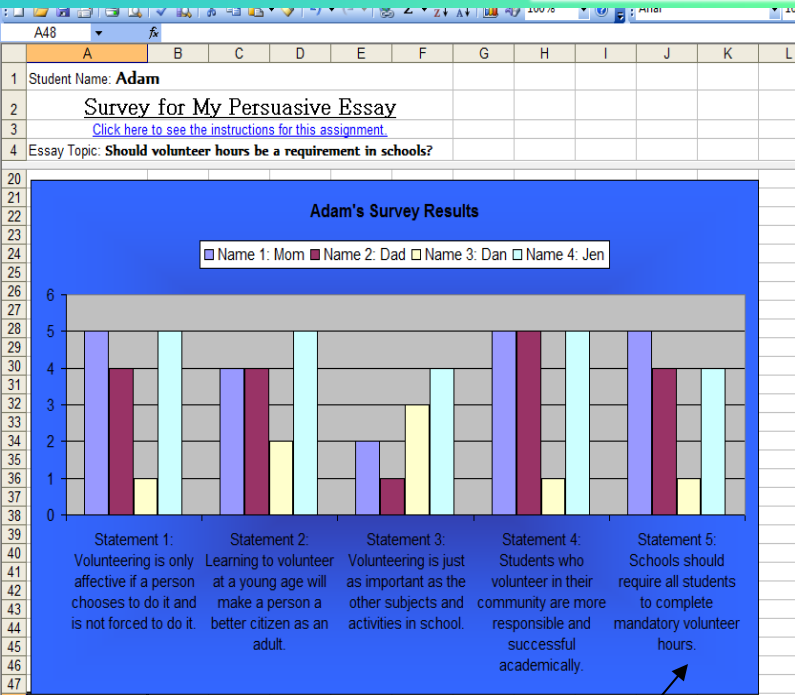
Excel Project

Lesson Plan Overview and Timeline

- To begin this lesson, each student will be selecting a topic of his/her choice that will be the focus of a persuasive writing assignment.
- Then, students will be creating and conducting surveys based on the topics they chose. Responses to these surveys must be in the form of 1-5 answers (1 = “strongly disagree”, 2 = “disagree”, 3 = “no opinion”, 4 = “agree”, and 5 = “strongly agree”)
- Next, they will use Microsoft Excel to log the survey results and create a bar graph to display those results.
- Finally, each student will use the survey results as statistical supporting evidence in a persuasive essay.
- Timeline for this project is one to two weeks, both in class and independently.

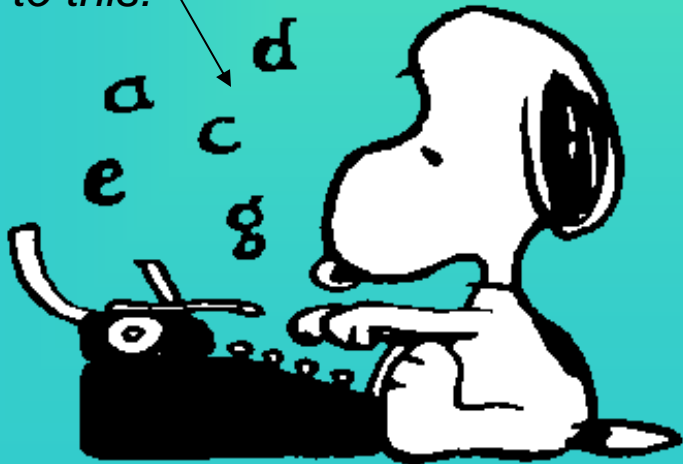


Goal and Objectives



Students will go from this

to this!



Goal:

- Compose a persuasive essay about the topic of your choice using information obtained through your surveys.

Objectives:

- Decide on what the topic of your persuasive essay will be based on your interests and/or experiences.
- Create a survey/ questionnaire focusing on your topic for others to complete.
- Conduct the survey by having friends and/or family members respond to the questions/ statements you developed.
- Analyze survey results using Microsoft Excel.
- Create a bar graph in Excel to better compare/ contrast survey results.
- Form a thesis and compose a persuasive essay using your survey results to support your argument and develop counterarguments.

Grade 7 Common Core State Standards (CCSS)

- CCSS ELA – Writing (W)
 - 7.1 (A, B, C, D & E)
 - 7.4 - 7.5 - 7.6 - 7.7 - 7.10
- CCSS ELA – Speaking and Listening (SL)
 - 7.1 - 7.3 - 7.6
- CCSS ELA – Language (L)
 - 7.1 - 7.2 - 7.3 - 7.4 - 7.5 - 7.6



Using Excel for this Project

- Once students have chosen their topics, developed surveys and conducted their surveys, it's time to use Excel to log and organize their survey results.
- Each student will have access to this blank Excel form which I (as the teacher) have formatted for them:

Microsoft Excel - Excel Project Sisco-Smith

File Edit View Insert Format Tools Data Window Help

B7 fx

	A	B	C	D	E	F	G
1	Student Name:						
2	Survey for My Persuasive Essay						
3	Click here to see the instructions for this assignment.						
4	Essay Topic:						
5		Statement 1:	Statement 2:	Statement 3:	Statement 4:	Statement 5:	
6	Name 1:						
7	Name 2:						
8	Name 3:						
9	Name 4:						
10							
11	Minimum						
12	Maximum						
13							
14							
15							
16							

Survey Results

1 = Strongly Disagree

2 = Disagree

3 = Neutral/No Opinion

4 = Agree

5 = Strongly Agree

	A	B	C	D	E	F	G
1	Student Name:						
2	Survey for My Persuasive Essay						
3	Click here to see the instructions for this assignment.						
4	Essay Topic:						
5		Statement 1:	Statement 2:	Statement 3:	Statement 4:	Statement 5:	
6	Name 1:						
7	Name 2:						
8	Name 3:						
9	Name 4:						
10							
11	Minimum						
12	Maximum						
13							
14							
15							
16							

	A	B	C	D	E	F	G
1	Student Name:						
2	Survey for My Persuasive Essay						
3	Click here to see the instructions for this assignment.						
4	Essay Topic:						
5		Statement 1:	Statement 2:	Statement 3:	Statement 4:	Statement 5:	
6	Name 1:						
7	Name 2:						
8	Name 3:						
9	Name 4:						
10							
11	Minimum	0	0	0	0	0	
12	Maximum						
13							
14							
15							
16							

Using Excel for this Project

- All students need to do is fill in the blanks with their survey results. All students have been instructed that survey responses should be on a 1-5 scale. If they forget or make a mistake as they are filling in data, I have made sure to include a “gentle reminder” message.
- The cells have been formatted to highlight in different colors based on the responses that are entered.

The screenshot shows a Microsoft Excel spreadsheet with the following data:

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Student Name: Charlie												
2	<u>Survey for My Persuasive Essay</u>												
3	Click here to see the instructions for this assignment.												
4	Essay Topic: Should athletes using performance-enhancing drugs be allowed in the hall of fame?												
5		Statement 1: Prof	Statement 2: Prof	Statement 3: Prof	Statement 4: Prof	Statement 5: Prof							
6	Name 1: Adam	4	1	5	0	1							
7	Name 2: Amanda	2	2	4									
8	Name 3: Mom	5	1	5									
9	Name 4: Dad	2	2	4									
10													
11	Minimum	2	1	4									
12	Maximum	5	2	5									
13													
14													

A warning dialog box titled "Microsoft Excel" is displayed in the foreground. It contains a yellow warning triangle icon and the text: "All answers need to be from 1-5 based on the directions! Continue?". There are three buttons: "Yes", "No", and "Cancel".

Using Excel for this Project

- If students forget their assignment instructions, a hyperlink to those instructions (which are in a Microsoft Word document) has been added to the Excel spreadsheet.


Hyperlink to the instructions document.

	A	B	C	D	E	F	G	H	I
1	Student Name: Charlie								
2	<u>Survey for My Persuasive Essay</u>								
3	Click here to see the instructions for this assignment.								
4	Essay Topic: Should athletes using performance-enhancing drugs be allowed in the hall of fame?								
5		Statement 1: Prof	Statement 2: Prof	Statement 3: Prof	Statement 4: Prof	Statement 5: Prof			
6	Name 1: Adam	4	1	5	1	1			
7	Name 2: Amanda	2	2	4					
8	Name 3: Mom	5	1	5					
9	Name 4: Dad	2	2	4					
10									
11	Minimum	2	1	4					
12	Maximum	5	2	5					
13									
14									


Survey Results
 1 = Strongly Disagree
 2 = Disagree
 3 = Neutral/No Opinion
 4 = Agree
 5 = Strongly Agree

Jennifer Sisco-Smith
 7th Grade Language Arts
 Excel Project
 February 18, 2015


Student Instructions for Persuasive Writing Project Using Excel



When writing persuasively, one great way to strengthen your points and reasons is to incorporate statistics. Through this persuasive writing project, you will be gathering statistics from various people to support your arguments. Each of you will then be composing a persuasive essay about a topic that interests you and that you would like to share your personal views on. Before you begin writing, though, there is some groundwork that needs to be done. To complete this persuasive writing project, you need to follow the instructions below:



1. Brainstorm topics that interest you. Select one that you can form a clear opinion about. This will be the topic of your persuasive essay.
2. Create a survey with at least 5 questions/statements related to/about your topic. Each person's opinion about each statement will be ranked as follows:
 - 5 = Strongly Agree
 - 4 = Agree
 - 3 = Neutral/No Opinion (Neither "agree" nor "disagree")
 - 2 = Disagree
 - 1 = Strongly Disagree
3. Survey at least 4 people. Use the Excel Spreadsheet to log the questions asked and the answers from those you surveyed. (**Note: I have already formatted the Excel spreadsheet for you. All you need to do is fill in the blanks. Remember: The more people you survey, the better! If you survey more than 4 people or have more than 5 questions, come see me to help you adjust the Excel cells.)
4. You will then create a bar chart in Excel to easily compare the responses of the people you surveyed.
5. Based on the survey responses and your own views, write your thesis statement. Then use persuasive writing outline to organize your essay. Your main support for your argument/ counterarguments should come from the information you gained through the surveys you conducted.
6. Once you have completed the outline, write your persuasive essay. Be sure to revise and proofread it carefully before turning it in!



Using Excel for this Project

- Once survey results have been input, students will create a bar graph to better visualize the opinions of the people they questioned. They can format their graphs any way they choose!
- A “split screen” has been added to the spreadsheet so that the overall topics of their essays are always visible as they scroll up or down.

Split Screen

Student Name: Amanda

Student Name: **Amanda**

Survey for My Persuasive Essay

[Click here to see the instructions for this assignment.](#)

Essay Topic: **Should public schools have uniforms?**

	Statement 1: Wea	Statement 2: Clo	Statement 3: Wea	Statement 4: Wea	Statement 5: All
Name 1: Grandma	2	4	4	5	4
Name 2: Grandpa	1	3	4	4	4
Name 3: Jim	4	4	2	2	2
Name 4: Karen	5	5	1	1	1
Minimum	1	3	1	1	1
Maximum	5	5	4	5	4

Amanda's Survey Results

Statement	Name 1: Grandma	Name 2: Grandpa	Name 3: Jim	Name 4: Karen
Statement 1: Wearing a uniform will stifle a student's creativity in school.	2	1	4	5
Statement 2: Clothes are an important form of an individual's self-expression.	4	3	4	4
Statement 3: Wearing uniforms in school will improve students' grades.	4	4	2	2
Statement 4: Wearing uniforms in school will improve students' behavior in school.	5	4	1	1
Statement 5: All schools, public and private, should require students to wear uniforms.	4	4	1	1

Student Name: Amanda

Student Name: **Amanda**

Survey for My Persuasive Essay

[Click here to see the instructions for this assignment.](#)

Essay Topic: **Should public schools have uniforms?**

Amanda's Survey Results

Statement	Name 1: Grandma	Name 2: Grandpa	Name 3: Jim	Name 4: Karen
Statement 1: Wearing a uniform will stifle a student's creativity in school.	2	1	4	5
Statement 2: Clothes are an important form of an individual's self-expression.	4	3	4	4
Statement 3: Wearing uniforms in school will improve students' grades.	4	4	2	2
Statement 4: Wearing uniforms in school will improve students' behavior in school.	5	4	1	1
Statement 5: All schools, public and private, should require students to wear uniforms.	4	4	1	1

Rubric for this assignment

Below is the rubric that will be used for grading this assignment.

(This rubric was adapted from the Zaner-Bloser 6-Trait Writing Rubrics.)

Argument Writing Rubric		Mrs. Sisco-Smith		<small>(Adapted from "6 Traits of Writing" by Zaner-Bloser)</small>	
	4	3	2	1	
Survey Questions, Results & Bar Graph	Student used Excel well to organize the survey results. Both spreadsheet and graph are organized and show survey responses clearly. Survey questions were well-thought out and clearly related to author's topic.	Student used Excel well to organize the survey results. Both spreadsheet and graph are mostly organized and show survey responses. Survey questions were mostly well-thought out and clearly related to author's topic.	Student used Excel to organize the survey results. Both spreadsheet and graph are somewhat organized and results could have been displayed more clearly. Survey questions could have been more thought out or do not clearly relate to author's topic.	Student either did not use Excel to organize the survey results or did not complete the spreadsheet and bar graph. Survey questions could have been more thought out and do not clearly relate to author's topic.	
Thesis and Reasons	The writer's claim is stated clearly. Counterclaims are anticipated and addressed very well. Reasons are clearly addressed in the body paragraphs.	The writer's claim is stated adequately. The author may fail to anticipate or address one or more common counterclaims. Reasons are addressed in the body paragraphs, but may lack clarity.	A claim is stated. Counterclaims are not anticipated or are not addressed well. Reasons given may not be on-topic or relate to the author's thesis.	The writer does not state a claim. Reasons are not provided.	
Relevant Evidence and Support	Several pieces of relevant and accurate evidence is used for each reason/argument. Evidence has clearly come from the survey results.	Supporting evidence is present for each argument/reason. Evidence has come from the sources provided. Could have used more pieces of evidence.	There is little relevant evidence and support for the writer's reasons.	Supporting details and evidence are not provided.	
Organization	The argument is organized logically, including a strong introduction. A compelling conclusion restates the thesis & (when applicable) includes a call to action. Body paragraphs focus on clear reasons and supporting details. Clear & unique transitions clarify the relationships between the claim, reasons, supporting evidence, and counterclaims.	The argument is organized logically, including an introduction. The conclusion may not restate the thesis or may not include a call to action (when applicable). Body paragraphs focus on reasons, but more relevant supporting details may be needed. More or better transitions may be needed to clarify the relationships between the claim, reasons, supporting evidence and counterclaims.	The argument is not organized logically. The introduction or conclusion is missing (or problematic). Body paragraphs may not focus on clear reasons and/or relevant supporting details. Transitions are not appropriate or effective. Counterclaims are not addressed effectively.	The writing is not organized as an argument. The introduction and conclusion are missing. Body paragraphs are vague or off-topic. Reasons and supporting evidence are not present. Transitions are not used. Counterclaims are not addressed.	
Word Choice and Voice	The voice strongly supports the writer's purpose and consistently connects with the audience. A respectful, confident tone is maintained. Compelling language conveys the writer's ideas and engages the reader. Nouns and verbs are clear and precise, supported by a few carefully selected modifiers.	The voice mostly supports the writer's purpose. The tone is mostly respectful and confident, but may be too informal in some places. Some of the language is compelling, but some is vague or ineffective. Some nouns and verbs are strong, but others are weak, requiring too much help from modifiers. Modifiers are satisfactory.	The voice is fairly weak or passive throughout the piece and fails to connect with the audience. The tone is inconsistent. Much of the language is vague or ineffective. Nouns and verbs lack clarity or precision. Too many or too few modifiers are used, and many of these are weak.	The voice is flat or absent. The language is not compelling. Words are weak, negative, or used incorrectly.	
Sentence Fluency and Mechanics	The sentences vary greatly in length and structure, adding style and interest. Almost all sentences begin differently. The text flows smoothly and is effortlessly read aloud with inflection. The writing has been carefully edited. Grammar, usage, and mechanics are correct.	Sentence length and structure vary somewhat, with some sentences adding style or interest. Some sentence beginnings are repeated. Parts of the text flow smoothly. The paper can be read aloud with inflection. The writing contains some minor errors that may distract the reader, but meaning remains clear.	In many places, the writing does not flow smoothly because sentences are the same length or begin the same way. The paper is difficult to read aloud with inflection. Many errors are repeated. Line-by-line editing in specific places is needed. The errors interfere with meaning in some places.	Sentences are incomplete or incorrect. Sentence beginnings are repeated over and over again. The text does not flow smoothly. The writing has not been edited. Serious errors affect or alter the meaning.	

Brainy Bits



- Sense & Meaning

- Students made “sense” of the task and terminology used through their prior knowledge and new learning of statistics and persuasive writing.
- “Meaning” was created for students because they each decided on the topic of their essays based on their own personal interests.
- Additionally, “meaning” was also developed through the real-world task of developing relevant questions and conducting surveys of their peers and/or family members.

Brainy Bits (continued)

- Gardner's Multiple Intelligences:

- Linguistic: Students will be writing unique survey statements/ questions about their topics. They will also be composing a persuasive essay to culminate this project.
- Logical/Mathematical: Students' survey responses will range from 1-5 and they will use an Excel spreadsheet to organize their survey responses. They will then use those results as statistical support for their arguments.
- Visual/Spatial: Students will create bar graphs with their survey results. This will help them visualize and compare their responses to their survey statements/ questions.
- Interpersonal: Students will be speaking with and surveying peers and/or family members in order to gather information for their spreadsheets and, ultimately, their essays.
- Intrapersonal: Each student will be deciding on what the topic of his/her essay will be. The topic will be based on the students' personal interests. Also, writing a persuasive essay will allow students to express their opinions on the topics they selected.



Works Cited

Images:

Picture on Slide 1 - <http://www.keepcalm-o-matic.co.uk/p/keep-calm-and-study-persuasive-writing/>

Picture on Slide 2 – Microsoft Powerpoint Clip Art

Picture on Slide 3 (bottom – Snoopy) - <http://wild-about-travel.com/2011/11/5-tips-finding-work-travel-writer/>

Picture on Slide 4 - <http://www.oesd.wednet.edu/Page/529>

Picture on Slide 10 - <http://ohsudev.mrooms3.net/mod/book/view.php?id=8049>

Picture on Slide 11 (top) - https://bu.digication.com/Mr_Young/Intelligence/published/?sh_1828704=3&moduleinstid=1828704&page_mode=published

Picture on Slide 11 (bottom) - <http://www.chicagointernalcleansing.com/brain-power/>

Information:

1. "English Language Arts Standards » Language » Grade 7." *English Language Arts Standards » Language » Grade 7*. Web. 17 Feb. 2015. <<http://www.corestandards.org/ELA-Literacy/L/7/>>.
2. Strategies for Writers." *Strategies for Writers*. Web. 18 Feb. 2015. <<https://sfw.z-b.com/ngae/>>.
3. "Multiple Intelligences Theory (Gardner) | Learning Theories." *Learning Theories*. Web. 18 Feb. 2015. <<http://www.learning-theories.com/gardners-multiple-intelligences-theory.html>>.
4. Sousa, David A. *How the Brain Learns*. 4th ed. Thousand Oaks, Calif.: Corwin, 2012. Print.