

**A. Learning objective:** Students will write a persuasive paragraph that presents one clear argument, uses the appropriate tone, and includes at least two claims supported by evidence.

<b>Title: Persuade Like a Pro: Craft Your Winning Argument</b>					
Slide	Files	Graphics	Text on screen	Audio	Interactions
1	persuasion_people.jpeg  CC	School logo in the left-hand corner  Progress bar at the bottom of the viewport  A graphic relevant to persuasion that includes two people, one trying to convince the other  Bottom navigation – “home” and “next” buttons	Module title in attention-grabbing font  Brief welcome and overview of the module's purpose  Button: “Start module”	The narrator introduces the learners to the topic, stating what they will learn.	When the start button is clicked, it moves to slide 2.

<b>Title: Introduction</b>					
Slide	Files	Graphics	Text on screen	Audio	Interactions
2	vid.mp4  Video subtitles	School logo in the left-hand corner  Progress bar at the bottom of the viewport  The video is in the middle of the screen, with a transcript that can be displayed or hidden below.  Bottom navigation – “back,” “home,” and “next” buttons	The three to four-minute video starts with a sequence of social media posts and blog/article snippets that highlight how people express opinions on familiar topics. It introduces the concept that persuasion is everywhere and poses the question: “What makes someone/something convincing?”	Video audio	Under the video, a prompt appears asking the reflection question: “When was the last time you tried to convince someone of something?”

<b>Title: Module overview</b>					
Slide	Files	Graphics	Text on screen	Audio	Interactions
3	CC	<p>School logo in the left-hand corner</p> <p>Progress bar at the bottom of the viewport</p> <p>Infographic displaying key takeaways of the module:</p> <ol style="list-style-type: none"> <li>1. Persuasion definition</li> <li>2. Tone</li> <li>3. Argument</li> <li>4. Claims and evidence</li> </ol> <p>Bottom navigation – “back,” “home,” and “next” buttons</p>	As the narrator says each key takeaway, the corresponding circle on the infographic is highlighted.	The narrator will explain the key takeaways from the module, including what students will learn in each lesson. The narrator will also state what learners will be able to do by the end of the module.	If the key takeaway circles are clicked, they jump to the corresponding lesson on the topic.

Title: Lesson 1: Defining persuasion					
Slide	Files	Graphics	Text on screen	Audio	Interactions
4	CC	<p>School logo in the left-hand corner</p> <p>Progress bar at the bottom of the viewport</p> <p>A small, relevant photo or icon appears next to each chunk of text.</p> <p>For example, an icon appears next to the definition of persuasion; another appears next to the purpose of persuasive writing.</p> <p>Bottom navigation – “back,” “home,” and “next” buttons</p>	<p>The text explains the basics of persuasion, including the definition and the purpose of persuasive writing.</p> <p>The chunks of text appear as the narrator says them.</p>	<p>The narrator reads the text on the screen.</p>	

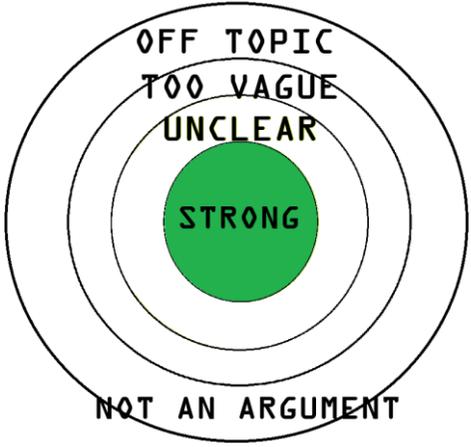
<b>Title: Lesson 1: Assessment</b>					
Slide	Files	Graphics	Text on screen	Audio	Interactions
5	CC	<p>School logo in the left-hand corner</p> <p>Progress bar at the bottom of the viewport</p> <p>Bottom navigation – “back,” “home,” and “next” buttons</p>	<p>3 multiple choice questions about lesson 1</p> <p>Feedback appears on the right side next to the question</p>	The narrator reads the text on the screen.	

<b>Title: Lesson 1: Assessment</b>					
Slide	Files	Graphics	Text on screen	Audio	Interactions
6  *Note: Badge reward screens will appear after every lesson. This is the sample of the format.	CC  Sprouting_seed.png	School logo in the left-hand corner  Progress bar at the bottom of the viewport  Bottom navigation – “back,” “home,” and “next” buttons  Badge graphic  “keep going” graphic	Congrats! You completed Lesson 1!  You’ve become a...  Happy sprouting seed!	The narrator reads the text on the screen.	Clicking on the sprout graphic will cause it to wiggle.

<b>Title: Lesson 2: Tone</b>					
Slide	Files	Graphics	Text on screen	Audio	Interactions
7	CC	<p>School logo in the left-hand corner</p> <p>Progress bar at the bottom of the viewport</p> <p>Bottom navigation – “back,” “home,” and “next” buttons</p>	<p>CC (if turned on)</p> <p>The text explains the difference between a formal tone and a casual tone in writing. It gives tips on the “dos and don’ts” in formal writing (avoiding contractions, slang, abbreviations, etc.) presented in a table with a “do” and a “don’t” column. It explains that persuasive writing usually has a formal tone.</p>	The narrator reads the text on the screen.	

<b>Title: Lesson 2: Tone (dos and don'ts)</b>					
Slide	Files	Graphics	Text on screen	Audio	Interactions
8	CC	<p>School logo in the left-hand corner</p> <p>Progress bar at the bottom of the viewport</p> <p>A table stating the “dos” and “don'ts” of formal writing style</p> <p>Bottom navigation – “back,” “home,” and “next” buttons</p>	<p>CC (if turned on)</p> <p>The text gives tips on the “dos and don'ts” in formal writing (avoiding contractions, slang, abbreviations, etc.) presented in a table with a “do” and a “don't” column. It explains that persuasive writing usually has a formal tone.</p>	<p>The narrator reads the text on the screen.</p>	

<b>Title: Lesson 2: Tone (drag and drop exercise)</b>					
Slide	Files	Graphics	Text on screen	Audio	Interactions
9	CC	<p>School logo in the left-hand corner</p> <p>Progress bar at the bottom of the viewport</p> <p>Bottom navigation – “back,” “home,” and “next” buttons</p>	<p>CC (if turned on)</p> <p>Read the sentences and decide whether the style is formal or informal. Click to reveal the answer.</p> <p>Small boxes with example sentences are arranged in a grid pattern on the screen. When the boxes are clicked, they reveal the tone of the sentence (formal or casual).</p>	The narrator reads the text on the screen.	<p>Small boxes with example sentences are arranged in a grid pattern on the screen. When the boxes are clicked, they reveal the tone of the sentence (formal or casual). When clicked again, it goes back to the example sentence.</p>

Title: Lesson 3: Stating your argument					
Slide	Files	Graphics	Text on screen	Audio	Interactions
10	argument_target.jpeg  CC	<p>School logo in the left-hand corner</p> <p>Progress bar at the bottom of the viewport</p> <p>A target to visually represent a strong hit at the “center” (bullseye) of the target.</p>  <p>Crude example</p> <p>Bottom navigation – “back,” “home,” and “next” buttons</p>	<p>CC (if turned on)</p> <p>The text explains that your argument is your main point and outlines what makes a strong argument. It mentions that the argument should be clearly stated in the paragraph and that a strong argument is <b>clear, specific, and debatable.</b></p>	The narrator reads the text on the screen.	<p>When the rings of the target graphic are clicked, it shows an example of an argument that fits that category. All will be related to the same topic to avoid confusion. For example, clicking “off topic” reveals an argument considered off topic or not an argument; clicking “strong” will reveal a strong argument.</p> <p>When the user hovers over the word “debatable,” the definition appears.</p>

Title: Lesson 3: Stating your argument (exercise): “Strong or weak?”					
Slide	Files	Graphics	Text on screen	Audio	Interactions
11		<p>School logo in the left-hand corner</p> <p>Progress bar at the bottom of the viewport</p> <p>Two buckets, one labeled “strong” and the other labeled “weak”</p> <p>Bottom navigation – “back,” “home,” and “next” buttons</p>	<p>Drag and drop activity – “Strong or not?”:</p> <p>Learners will drag and drop example sentences into a “strong” or “weak” bucket. Pop-up text feedback will be provided at completion.</p> <p>Instructions remain written on the screen at the top of the activity.</p> <p>The “example sentence” pops up so the learner can click and drag it to the correct bucket.</p>		<p>Drag and drop interaction. Feedback appears underneath the activity.</p> <p>The learner can click the link “review what makes a strong or weak argument” to review the lesson material if needed.</p> <p>The learner earns a badge when finished.</p>

<b>Title: Lesson 4: Claims and evidence</b>					
Slide	Files	Graphics	Text on screen	Audio	Interactions
12		<p>School logo in the left-hand corner</p> <p>Progress bar at the bottom of the viewport</p> <p>Relevant icons next to each chunk of text.</p> <p>Bottom navigation – “back,” “home,” and “next” buttons</p>	<p>CC (if turned on)</p> <p>The text explains that for an argument to be persuasive, it must be supported by evidence. It also explains that sometimes, you will need to do research to find evidence.</p> <p>Examples will be given an argument, two claims, and evidence to support each claim.</p>	<p>The narrator reads the text on the screen.</p>	<p>“Click here” link leads to the school’s student resource center through their library website.</p>

**Title: Lesson 4: Claims and evidence**

Slide	Files	Graphics	Text on screen	Audio	Interactions
13		<p>School logo in the left-hand corner</p> <p>Progress bar at the bottom of the viewport</p> <p>Argument-claim-evidence brick wall graphic demonstrating that a strong argument is supported by claims, which are supported by evidence. Without their support, the argument crumbles.</p> <div data-bbox="719 762 1256 1070" data-label="Diagram"> </div> <p>Very crude example</p> <p>Bottom navigation – “back,” “home,” and “next” buttons</p>	<p>CC (if turned on)</p> <p>Click the bricks to see what happens to your argument when it loses support.</p>	<p>The narrator reads the text on the screen.</p> <p>Sample: “A claim is a statement that tells what you believe. To be convincing, your claim must be supported by evidence. Evidence gives your argument strength and helps others believe your point of view.”</p> <p>The sound of crumbling bricks is heard when the brick wall falls.</p>	<p>If individual evidence and claim bricks are clicked, the wall progressively cracks. Eventually, after a certain number of bricks are clicked, the wall crumbles down.</p>



Title: Identifying the parts of a persuasive text (exercise)					
Slide	Files	Graphics	Text on screen	Audio	Interactions
14	CC	<p>School logo in the left-hand corner</p> <p>Progress bar at the bottom of the viewport</p> <p>Argument   Claim 1   Evidence 1   Claim 2   Evidence 2</p> <p>School recess should be extended because it helps students stay healthy and improves their focus in class. First, recess gives kids the chance to move around and get exercise, which is important for staying healthy. According to doctors, children need at least 60 minutes of physical activity each day. Secondly, taking a break helps students concentrate better when they come back to the classroom. A study done by the CDC states that students who get regular recess perform better on tests and pay more attention in class. Longer recess gives kids the break they need to do their best in school.</p> <p>Result for completed activity</p> <p>Bottom navigation – “back,” “home,” and “next” buttons</p>	<p>A simple persuasive text is displayed on the screen.</p> <p>Underneath, text will pop up asking the student to identify an element of the text by highlighting it. Quality feedback is given for both correct and incorrect answers. After the activity is completed with all correct answers, the argument, claims, and evidence are all highlighted/labelled in different colors. (See graphic)</p> <p>Instructions: Parts of the text will appear on the left side of the screen. Find and click them in the paragraph.</p>	<p>The narrator will read the text. It can be paused if needed.</p> <p>A triumphant noise plays when the activity is completed.</p>	<p>Students select and highlight elements of the text when prompted.</p> <p>The learner earns a badge when finished.</p>

Title: Lesson 4: Claim constructor tool					
Slide	Files	Graphics	Text on screen	Audio	Interactions
15-18  *Note: The claim constructor was broken up into several slides to avoid a cluttered visual design. While PowerPoint displays each step on a separate slide, in the actual course, the claim constructor tool will be coded to be within the same screen. For example, when step 1 is completed, it disappears, and step 2 appears on the screen.	CC	School logo in the left-hand corner  Progress bar at the bottom of the viewport  Bottom navigation – “back,” “home,” and “next” buttons	Now we will begin to build a simple persuasive paragraph with an argument, claim, and supporting evidence.  Select: - A list of topics (drop-down appears) - My own topic (textbox appears)  Select/write your argument: (Drop-down or textbox)  Select a claim/write your own claim: (Drop-down of claims or a textbox appears)  Select the evidence: (multiple pieces of possible evidence appear in the drop-down)/Write your own evidence.  Reflection prompt: How does this evidence support your claim?	The narrator reads the text on the screen.	After filling each prompt, the next one appears in its place.  Once the fields are completed, the paragraph is automatically generated and displayed on the screen. When the learner highlights the argument, claim, and evidence, they each change color and indicate what they are.  The learner earns a badge when finished.

Title: Lesson 4: Claim constructor tool (reflection exercise)					
Slide	Files	Graphics	Text on screen	Audio	Interactions
19	CC	<p>School logo in the left-hand corner</p> <p>Progress bar at the bottom of the viewport</p> <p>Reflection icon next to the “reflection” h2</p> <p>Bottom navigation – “back,” “home,” and “next” buttons</p>	<p>The resulting paragraph automatically appears here using the inputs from the learner on the previous screens.</p> <p>Reflection Let’s reflect on our writing. Explain briefly:</p> <ol style="list-style-type: none"> <li>1) Why you believe your paragraph is persuasive</li> <li>2) Why your claim supports your argument</li> <li>3) How your evidence supports the claim</li> </ol> <p>A textbox appears where the learner types his/her answers to the prompts.</p>	The narrator reads the text on the screen.	<p>A textbox appears where the learner types his/her answers to the prompts.</p> <p>Clicking the “submit” button submits the exercise for review by the course instructor.</p> <p>*Note: the text typed in the textbox will remain even after submission. It will not disappear after moving on to the next screen. That way, the learner can refer to it at any time.</p>

Title: Summary					
Slide	Files	Graphics	Text on screen	Audio	Interactions
20	CC	<p>School logo in the left-hand corner</p> <p>Progress bar at the bottom of the viewport</p> <p>Icons that represent key elements (e.g., a speech bubble for an argument or checkmarks for claims)</p> <p>Bottom navigation – “back,” “home,” and “next” buttons</p>	<p>The text includes the key takeaways of the module.</p> <p>You’ve learned how to write a strong persuasive paragraph!</p> <ul style="list-style-type: none"> <li>- Start with a clear argument</li> <li>- Support it with at least 2 claims</li> <li>- Back up each claim with evidence</li> <li>- Use the right tone for your audience</li> </ul>	<p>The narrator reads the text on the screen. He/she slightly pauses between bullet items.</p>	<p>When students hover over the icons, small reminders related to the content pop up. For example, “argument = main point.”</p>

Title: Assessment					
Slide	Files	Graphics	Text on screen	Audio	Interactions
21	<p>CC</p> <p>organizer.doc (downloadable for those who would like to plan their paragraph digitally or on paper)</p>	<p>School logo in the left-hand corner</p> <p>Progress bar at the bottom of the viewport</p> <p>Bottom navigation – “back,” “home,” and “next” buttons</p>	<p>Now, it’s time to write a persuasive paragraph on your own! <b>You can’t use the same topic that you used in the practice activity.</b> Please choose a different topic. If you need ideas, click the “help” button in the navigation.</p> <p>Your paragraph will include:</p> <ol style="list-style-type: none"> <li>1) Use the correct <u>tone</u> and a formal style</li> <li>2) A clearly stated <u>argument</u></li> <li>3) Two <u>claims</u> to support your argument</li> <li>4) One piece of <u>evidence</u> to support each claim</li> </ol> <p>Click the words to review the previous lessons if you need a reminder.</p> <p><b>Resources:</b> Download this <u>organizer</u> to plan your paragraph. Ask your teacher to print it out if you prefer. You can also type your paragraph in a Word document and submit it later.</p>	<p>The narrator reads the text on the screen. The audio can be silenced if needed.</p>	<p>The underlined words are a link that leads to the corresponding lesson if the learner needs to review before the assessment.</p> <p>The learner can click the “organizer” link to download the organizer to plan his/her paragraph.</p>

<b>Title: Assessment submission</b>					
Slide	Files	Graphics	Text on screen	Audio	Interactions
22	CC	<p>School logo in the left-hand corner</p> <p>Progress bar at the bottom of the viewport</p> <p>Bottom navigation – “back,” “home,” and “next” buttons</p>	<p><b>Your paragraph will include:</b></p> <p>1) Use the correct <u>tone</u> and a formal style</p> <p>2) A clearly stated <u>argument</u></p> <p>3) Two <u>claims</u> to support your argument</p> <p>4) One piece of <u>evidence</u> to support each claim</p> <p>A textbox where the student can type his/her paragraph.</p>	<p>The narrator reads the text on the screen. The audio can be silenced if needed.</p>	<p>Once the student submits his/her paragraph, AI analyzes the work based on the learning objective requirements, and feedback is given on the screen.</p> <p>A textbox where the student can type his/her paragraph.</p> <p>“Submit” button to turn in the paragraph for revision.</p>

Title: Upload a file					
Slide	Files	Graphics	Text on screen	Audio	Interactions
23	CC	<p>School logo in the left-hand corner</p> <p>Progress bar at the bottom of the viewport</p> <p>Bottom navigation – “back,” “home,” and “next” buttons</p>	<p><b>If you wrote your paragraph in a Word document, submit it below.</b></p> <p>The file name will appear below the submission form to preview it before submitting.</p>	<p>The narrator reads the text on the screen. The audio can be silenced if needed.</p>	<p>Once the student submits his/her paragraph, AI analyzes the work based on the learning objective requirements, and feedback is given on the screen.</p> <p>Students select and upload the file of their paragraph that he/she typed in a word processor.</p> <p>A preview of the file name that the learner can click and preview before submitting appears once the file is uploaded.</p> <p>“Submit” button to turn in the paragraph for revision.</p>

<b>Title: Assessment feedback screen</b>					
Slide	Files	Graphics	Text on screen	Audio	Interactions
24	CC feedback_download.pdf	School logo in the left-hand corner  Progress bar at the bottom of the viewport (complete)  Confetti animation  Happy avatar celebrating animation  Bottom navigation – “back,” “home,” and “next” buttons	AI-generated analysis appears on the screen in this format:  Your argument: Your two claims: 1) 2)  Your evidence: 1) 2)  Suggestions:	The narrator reads the text on the screen.	“download feedback” button will initiate a PDF copy of the feedback about the learner’s paragraph generated by AI.

Title: Peer review & revise (“Feedback buddies”)					
Slide	Files	Graphics	Text on screen	Audio	Interactions
25	<p>CC</p> <p>peer_review_worksheet.doc (downloadable form with guiding questions and a simple rubric)</p> <p>collaborating_students.png</p>	<p>School logo in the left-hand corner</p> <p>Progress bar at the bottom of the viewport</p> <p>Illustration of two students reviewing work together at a desk</p> <p>Bottom navigation – “back,” “home,” and “next” buttons</p>	<p>Work with a partner to help each other make your paragraphs even better!</p> <p>Follow these steps:</p> <ol style="list-style-type: none"> <li>1. Download the peer review worksheet.</li> <li>2. Read your partner’s paragraph.</li> <li>3. Use the checklist to give helpful and specific feedback. Be kind!</li> <li>4. Reflect on the feedback you received and revise your paragraph.</li> </ol> <p>Button: “Download a peer’s paragraph”</p> <p>Button: “Download peer review worksheet”</p>	<p>The narrator reads the text on the screen, with emphasis on being helpful, specific, and kind with feedback.</p>	<p>A revised version of the paragraph can be uploaded as a final submission upon completing peer review.</p> <p>When clicked, the “Download a peer’s paragraph” button will download a random peer’s paragraph for feedback.</p> <p>When clicked, the “download peer review worksheet” button will initiate the download of the peer review guide.</p>

<b>Title: Closing</b>					
Slide	Files	Graphics	Text on screen	Audio	Interactions
26	CC  Animation files	School logo in the left-hand corner  Progress bar at the bottom of the viewport (complete)  Confetti animation  Happy avatars celebrating animation  Bottom navigation – “back,” “home” button	Congratulations! You have completed the persuasive writing module!  You have learned how to: Write a strong argument, add claims, support them with evidence, and use the correct tone in your writing.  Button: “Return home”	The narrator reads the text on the screen.	A final badge is earned upon completion.  “Return home” button leads to the first slide.