

<b>Unit Overview</b>	High School Unit Overview
<b>Suggested Class</b>	<b>Composition I</b>
<b>Suggested Lessons</b>	Five of 45 minutes each (optional single day lesson at end of unit)
<b>Topic</b>	Each integrated unit of five lessons contributes to a cumulative social activism project to spread awareness for the Don't mess with Texas® campaign. For the high school culminating project, students will write a persuasive letter addressed to a key business or political stakeholder (i.e. targeted company, local law enforcement, state representative) with a proposal for reducing litter in Texas.
<b>TEKS Covered in Unit</b>	<p>ELA/Composition: The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p>(A) Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.</p> <p>(B) Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <ul style="list-style-type: none"> <li>(i) Using an organizing structure appropriate to purpose, audience, topic, and context.</li> <li>(ii) Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.</li> </ul> <p>(C) Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.</p> <p>(D) Edit drafts using standard English conventions.</p> <p>(E) Publish written work for appropriate audiences.</p>

	<p>Civics- Citizenship: Explain civic responsibilities of Texas citizens and the importance of civic participation.</p>
<p><b>Lesson 1 Overview</b></p>	<p><b>Prewriting – Identifying the Issue and Key Stakeholders to Impact Change</b></p> <p>Objectives: Students identify why combating litter is important. Students identify various stakeholders in business and local/state government who can influence reducing litter. Students identify the stakeholder to address.</p> <p>Introduce the problem of litter in Texas. Students read <i>Litter Survey Results</i> (pgs. 1-2) from <a href="#">2019 Litter Prevention Research Full Report</a> on the Don't mess with Texas® website.</p> <p>Students read pages 27-30 of the <a href="#">2019 Texas Litter Survey</a></p> <p>Students review the <a href="#">2020 Attitudes and Behaviors Study Executive Summary</a></p>
<p><b>Lesson 2 Overview</b></p>	<p><b>Drafting – The Hallmarks of a Strong Argumentative Letter</b></p> <p>Objectives: Students will identify the components of a strong argumentative letter. Students will use the prewriting graphic organizer to plan their letter. Students write a first draft of their letter.</p> <ul style="list-style-type: none"> <li>● Share University of North Carolina Writing Center Tips &amp; Tools for Writing an Argument</li> <li>● Students will use prewriting graphic organizer to plan their letter</li> <li>● Students begin drafting their letter</li> </ul>
<p><b>Lesson 3 Overview</b></p>	<p><b>Drafting Continued</b></p> <p>Objective: Students will complete the first draft of their argumentative letter.</p> <ul style="list-style-type: none"> <li>● Students continue/complete their drafted letter</li> </ul>

<p><b>Lesson 4 Overview</b></p>	<p><b>Revising &amp; Editing – Peer Feedback</b></p> <p>Objectives: Students will review a peer’s letter and suggest revisions and edits. Students will revise and edit their letters based on feedback from peers.</p> <ul style="list-style-type: none"> <li>• Students engage in peer review and feedback: once for revising and once for editing</li> </ul>
<p><b>Lesson 5 Overview</b></p>	<p><b>Publishing – Outreach and Communication</b></p> <p>Objective: Students produce a final draft of their argumentative letter and plan for delivery.</p> <ul style="list-style-type: none"> <li>• Identify the individual(s) at the company or in government to whom the letter will be addressed</li> <li>• Type final copy of the letter</li> <li>• Plan and execute delivery (email, post office)</li> </ul>

<p><b>Lesson Plan</b></p>	<p>Prewriting — Identifying the Issue and Key Stakeholders to Impact Change — Day 1</p>
<p><b>Suggested Class</b></p>	<p>Composition I</p>
<p><b>Suggested Lessons</b></p>	<p>One of five (45 minutes)</p>
<p><b>Topic</b></p>	<p>Argumentative Letter to Decrease Litter</p>
<p><b>Learning Objectives</b></p>	<p>Students identify why combating litter is important.</p> <p>Students identify various stakeholders in business and local/state government who can influence reducing litter.</p> <p>Students decide whether to write to a company or government official.</p>

<p><b>Standards</b></p>	<p>ELA/Composition: The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p>(A) Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.</p> <p>(B) Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <ul style="list-style-type: none"> <li>(i) Using an organizing structure appropriate to purpose, audience, topic, and context</li> <li>(ii) Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.</li> </ul> <p>(C) Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.</p> <p>(D) Edit drafts using standard English conventions.</p> <p>(E) Publish written work for appropriate audiences.</p>
<p><b>Materials</b></p>	<p>Students read the Litter Survey Results (pgs. 1-2) from <a href="#">2019 Litter Prevention Research Full Report</a> on the Don't mess with Texas® website.</p> <p>Pages 27-30 of the <a href="#">2019 Texas Litter Survey</a></p> <p><a href="#">2020 Attitudes and Behaviors Study Executive Summary</a></p>
<p><b>Introduction</b></p>	<p>Teacher will ask students to share what they know about the Don't mess with Texas® campaign and the impact of litter on state resources and the environment.</p>

## Instruction

Students read the *Litter Survey Results* (pgs. 1-2) from [2019 Litter Prevention Research Full Report](#) on the Don't mess with Texas® website.

**Guiding question:** Teacher facilitates a class discussion about the importance of combating litter. Opens the conversation by asking the students, “What are your takeaways from the report?”

Students read pages 27-30 of the [2019 Texas Litter Survey](#)

**Guiding question:** Based on what you just read/interpreted from the graph and who you know has influence on public policy, who are the stakeholders in business and local/state government who can influence reducing litter?

Turn and talk with your partner. Be prepared to share your identified stakeholder and justify your claim.

Students review the [2020 Attitudes and Behaviors Study Executive Summary](#)

**Question:** What did you notice about the factors that influence people to reduce litter?

Look at this [collaboration](#) between Whataburger and Don't mess with Texas®.



	Now go back to the 2019 Litter Survey and look at where Whataburger is on the graph. What do you think the connection is between the collaboration and amount of Whataburger litter?
<b>Assessment</b>	Based on everything you've read today, who will be your target audience and what is your proposed solution or message?
<b>Follow-up/Reflection</b>	Students will determine and identify which stakeholder they will address their letter to, and how they will deliver.

<b>Lesson Plan</b>	Drafting – The Hallmarks of a Strong Argumentative Letter — Day 2
<b>Suggested Class</b>	ELA/Composition
<b>Suggested Lessons</b>	One of five (30 minutes)
<b>Topic</b>	Persuasive Letter to Decrease Litter at School
<b>Learning Objectives</b>	<p>Students will identify the components of a strong argumentative letter.</p> <p>Students will use prewriting graphic organizer to plan their letter.</p> <p>Students write a first draft of their letter.</p>
<b>Standards</b>	<p>ELA/Composition: The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p>(A) Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.</p> <p>(B) Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p>

	<p>(i) using an organizing structure appropriate to purpose, audience, topic, and context; and</p> <p>(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;</p> <p>(C) Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.</p> <p>(D) Edit drafts using standard English conventions.</p> <p>(E) Publish written work for appropriate audiences.</p>
<b>Materials</b>	<a href="#">UNC Tips &amp; Tools for Writing an Argument</a>
<b>Introduction</b>	Students share with the class who they've chosen to address in their argumentative letter and why.
<b>Instruction</b>	<p>Students are prompted to navigate to the <a href="#">UNC Tips &amp; Tools site</a>.</p> <p>Students read the entire article. Teacher walks the students through the components of an argument as explained on the site.</p> <p>Teacher distributes the argumentative letter graphic organizer.</p> <p>For guided instruction, teacher and class will collaboratively complete the graphic organizer for what a compelling letter to Whataburger might have said to get them to collaborate with the Don't mess with Texas® campaign.</p> <p>Students have time to complete their own organizer for their targeted stakeholder and draft their letter as the teacher circulates providing support or feedback as needed.</p>
<b>Assessment</b>	Students self-assess based on the argumentative letter graphic organizer and against the UNC Tips & Tools.
<b>Follow-up/Reflection</b>	If students were not able to check "yes" on the self-assessment tool, they should revise and organize before continuing the draft the next day.

<b>Lesson Plan</b>	Drafting Continued — Day 3
<b>Suggested Class</b>	Composition I
<b>Suggested Lessons</b>	One of five (45 minutes)
<b>Topic</b>	Argumentative Letter to Decrease Litter
<b>Learning Objectives</b>	Students will complete the first draft of their argumentative letter.
<b>Standards</b>	<p>ELA/Composition: The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p>(A) Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.</p> <p>(B) Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <ul style="list-style-type: none"> <li>(i) using an organizing structure appropriate to purpose, audience, topic, and context; and</li> <li>(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;</li> </ul> <p>(C) Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;</p> <p>(D) Edit drafts using standard English conventions.</p> <p>(E) Publish written work for appropriate audiences.</p>
<b>Materials</b>	Argumentative letter graphic organizer
<b>Introduction</b>	Students will use this time to complete the first draft. Referencing the checklist, students will ensure the components of a strong argument are included in their letter.



<b>Instruction</b>	Students work on the draft as the teacher circulates and conferences with students as necessary.
<b>Assessment</b>	Students should self-assess using the graphic organizer self-assessment checklist to ensure each component is present and articulate.
<b>Follow-up/Reflection</b>	If the draft is incomplete or self-assessment determines further revising is necessary, students must complete as homework.

<b>Lesson Plan</b>	Revising & Editing – Peer Feedback — Day 4
<b>Suggested Class</b>	Composition I
<b>Suggested Lessons</b>	One of five (45 minutes)
<b>Topic</b>	Argumentative Letter to Decrease Litter
<b>Learning Objectives</b>	<p>Students will review a peer’s letter and suggest revisions and edits.</p> <p>Students will revise and edit their letters based on feedback from peers.</p>
<b>Standards</b>	<p>ELA/Composition: The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p>(A) Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;</p> <p>(B) Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p style="padding-left: 40px;">(i) using an organizing structure appropriate to purpose, audience, topic, and context; and</p>

	<p>(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;</p> <p>(C) Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.</p> <p>(D) Edit drafts using standard English conventions.</p> <p>(E) Publish written work for appropriate audiences.</p>
<b>Materials</b>	Peer revising & editing checklist
<b>Introduction</b>	<p>Teacher gives the following guidelines for revising with a peer and asks students why these guidelines are important.</p> <ol style="list-style-type: none"> <li>1. <b>Read the entire letter completely twice.</b> “Why would you read twice?” (First time to get familiar, second time to understand what is being said, structure, and how it is being said)</li> <li>2. <b>Pretend you are the stakeholder reading the letter.</b> “Why should you read the letter from this lens?” (To give feedback that it’s convincing, to see it from the lens of someone who can impact change)</li> <li>3. <b>Make suggestions, not corrections.</b> “What do I mean when I say ‘make suggestions, not corrections’?” (Your job as a peer reviewer is to bring the suggestions to the writer’s attention but not to make the work your own)</li> <li>4. <b>Be honest and constructive.</b> “How can you be honest in a helpful way?” (Start by telling the writer what you liked and then talk about what didn’t work, ask questions)</li> <li>5. <b>Be specific.</b> “How can you make the following statements more specific? ‘It’s hard to understand’ or ‘the reason here is vague’.” (I think you need to make this statement more clear, what is your second reason for your proposed solution?)</li> </ol>
<b>Instruction</b>	<p>Students will independently re-read and annotate the <a href="#">UNC Writing Center’s Tool for Writing an Argumentative Essay</a>.</p> <p>Students exchange essays and complete the peer revising and editing checklist for their partner’s letter.</p> <p>Students are allowed to conference for 10 minutes to give more in-depth feedback or clarification based on the checklist.</p>

	Students independently work to revise and edit their letter for final copy.
<b>Assessment</b>	Peer revising & editing checklist
<b>Follow-up/Reflection</b>	Students who did not complete the editing and revising process may do so for homework.

<b>Lesson Plan</b>	Publishing-Outreach and Communication — Day 5
<b>Suggested Class</b>	Composition I
<b>Suggested Lessons</b>	One of five (45 minutes)
<b>Topic</b>	Argumentative Letter to Decrease Litter
<b>Learning Objectives</b>	<p>Students will type the final copy of their letter.</p> <p>Students will plan for delivery (i.e. email, post office).</p>
<b>Standards</b>	<p>ELA/Composition: The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p>(A) Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.</p> <p>(B) Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <ul style="list-style-type: none"> <li>(i) using an organizing structure appropriate to purpose, audience, topic, and context; and</li> <li>(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;</li> </ul> <p>(C) Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of</p>

	<p>parallel constructions and placement of phrases and dependent clauses.</p> <p>(D) Edit drafts using standard English conventions.</p> <p>(E) Publish written work for appropriate audiences.</p>
<b>Materials</b>	Computers/printer, envelopes
<b>Introduction</b>	<p>Teacher states that students have come to the last step of the writing process: publishing.</p> <p>Students will address the audience/stakeholder to whom the letter is written, the method of delivery, and most effective delivery option.</p>
<b>Instruction</b>	<p><b>Publishing - Outreach and Communication</b></p> <p>Students are provided time to research the individual(s) at the company or in government who can facilitate delivery of the letter to the stakeholder.</p> <p>Students will locate the email or the physical address of the contact.</p> <p>Students will type the final copy of the letter.</p> <p>Students will execute delivery via email or physical mail.</p>
<b>Assessment</b>	Students also email/submit their letter to the teacher for grading.
<b>Follow-up/Reflection</b>	Students will track who received a response and/or action from their stakeholder.

**Single Day Option**

<b>Lesson Plan</b>	Argumentative Letter to Decrease Litter – Single Day Option
<b>Suggested Class</b>	Composition
<b>Suggested Lessons</b>	45 minutes in the computer lab or all students have laptops
<b>Topic</b>	The Writing Process: the Argumentative Letter

<b>Learning Objectives</b>	<p>Students identify why combating litter is important.</p> <p>Students identify various stakeholders in business and local/state government who can influence reducing litter.</p> <p>Students decide whether to write to a company or government official.</p> <p>Students will write an argumentative letter addressed to a key business/government stakeholder with a proposed solution or message for the litter problem.</p>
<b>Standards</b>	<p>ELA/Composition: The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p>(A) Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.</p> <p>(C) Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.</p> <p>(D) Edit drafts using standard English conventions.</p> <p>(E) Publish written work for appropriate audiences.</p>
<b>Materials</b>	Computers/printer, envelopes
<b>Introduction</b>	<p>Students will read pp 27-30 of the <a href="#">2019 Texas Litter Survey</a></p> <p>Teacher will facilitate a conversation eliciting the conclusions students have drawn based on the reading.</p> <p>Student will write a letter to a key stakeholder articulating the impact litter has on the environment and what responsibility that businesses or government official should take to remedy the litter problem.</p>
<b>Instruction</b>	Students are given 30 minutes to write an argumentative letter to a key government or business stakeholder.

	<p>Students are provided time to research the individual(s) at the company or in government who can facilitate delivery of the letter to the stakeholder.</p> <p>Students will locate the email or the physical address of the contact.</p>
<b>Assessment</b>	<p>Students also email their letter to the teacher for grading.</p>
<b>Follow-up/Reflection</b>	<p>Students will edit, revise, and type the final copy of the letter.</p> <p>Students will execute delivery via email or physical mail.</p> <p>Students will track who received a response and/or action from their stakeholder.</p>