

# Okra Pod Persuasion

## Very Best Variety - Lesson 3



### For the Classroom:

- Group structure - whole group or small group
- Location - at tables
- Approximate time - 30 minutes

### Standards:

- CCSS.ELA-LITERACY.W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

### Materials:

- ["Okra Varieties"](#) Cards
- ["Persuasive Writing Mind Map"](#) (1 per student)
- Pencil (1 per student)



### Procedures:

#### 1. Engage:

- a. "There are so many different okra varieties and they all have unique qualities and some have really special stories. Today, you are going to get to pick your favorite!"

#### 2. Explore:

- a. "Each of you will get a chance to explore all of the different okra varieties that Southern Exposure Seed Exchange offers. You will pick your favorite and try to convince the class of why the one you chose is the best. At the end of class, we will take a vote to see who was most persuasive and to find out what okra variety our class would most like to plant."
- b. Distribute or display "Okra Varieties" cards. Distribute "Persuasive Writing Mind Map" (1 per student). Provide time for students to explore the different okra varieties and fill out their persuasive writing mind map with the sentence frames:

We should grow \_\_\_\_\_ variety of okra because:

- 1.
- 2.
- 3.

#### 3. Evaluate:

- a. Select students to orally share their persuasive argument. Students that selected the same okra variety can present together and each share one reason one after another until they have shared all of the reasons.
- b. Finally, allow students to vote on the variety that they would most like to plant in the school garden based on who was most persuasive. You may want to provide each student with three votes to offset the tendency for each student to vote for their own variety.

**Teacher's Note:** This project could be extended to exploring other seed sources or asking local farmers about their favorite okra varieties. Additionally, students could engage in the full writing process with this piece, rather than ending at the mind map.

**Lesson Created by Jenna Mobley for Georgia Organics**