

## Lesson Plan

### Campaign for Change

**Book:** *Improving Farming and Food Science to Fight Climate Change*

**Series:** Fighting Climate Change with Science

**Level:** Navigator

### Objective

To have students write persuasive letters asking a person or company to adopt more Earth-friendly practices, supporting their opinions and claims with reasons and evidence.

### Supplies

- *Improving Farming and Food Science to Fight Climate Change* book
- Computer access for students
- Paper and pencils

### Before the Activity

Read the *Improving Farming and Food Science to Fight Climate Change* book, or assign it to students to read on their own.

### Activity

*Improving Farming and Food Science to Fight Climate Change* discusses how agriculture and livestock impact the environment, how regenerative farming practices can be used to fight climate change, and how new discoveries in lab-produced meats can change the food landscape. As more people learn about the problems of the agricultural industry, more positive changes are taking place. Consumers are changing their buying habits, and they're encouraging farmers and companies to take action as well.

In this activity, each student will write a persuasive letter to a person or company of their choice. This might be a parent, a local grocery store, or a large agricultural company. In their letters, students should try to persuade the person or company to be more aware of regenerative farming practices and alternate meat sources. Each letter should include the following sections:

- an appropriate greeting/salutation
- an opening paragraph that clearly states the student's reason for writing
- 3 body paragraphs that give reasons for what and why the person or company should change
- a concluding paragraph that summarizes the student's argument
- an appropriate closing and signature

Students may refer to and quote the book to write their letters. They may also do research to find additional information about how farming practices and food science impact the environment. Students can create a handwritten draft of the letter if they like, but the final version should be typed.

### **Evaluation**

Collect the letters at the end of class. Award each student up to 25 points:

- 1 point for an appropriate salutation, closing, and signature
- 3 points for an opening paragraph that clearly states the student's purpose
- 5 points for each body paragraph that gives supporting evidence for the student's argument
- 3 points for a concluding paragraph that summarizes the student's argument
- 3 points for writing that is relatively free of spelling and grammatical errors

### **Standards**

This lesson may be used to address the Common Core State Standards' reading standards for informational text, grade 5 (RI 5.2, 5.7), and writing standards, grade 5 (W 5.4, 5.6).