

Graffiti art or breaking the law? Opinion Writing

Learning Targets: Students will be able to create an opinion piece, stating their opinion about graffiti.	
Understandings/Prior Knowledge: Students must know the writing process.	Essential Question(s): Is Graffiti art or breaking the law?

Key Understanding	Standards Addressed:
	Literacy W.3.1, W.4.1, W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
	HA Connection:
	Responsibility Excellence

Set-up	Classroom Set-Up: Large group discussion Individual Work
	Materials and Equipment Needed: Projector Graphic Organizers for writing Article, "Graffiti Is a Public Good, Even As It Challenges the Law"

Product	RUBRIC:
	*Feel free to utilize your designated writing rubrics for each genre of writing or you can use the Wonders Writing Rubric here.

Lesson Flow 45-60 min	Mins	Procedure:
	Opening: 5-10 mins	Share the article, "Graffiti Is a Public Good, Even As It Challenges the Law". Read it together and orally discuss the sides of the article. Use your chosen reading strategies to break down the content with the article (i.e. Close reading).
	10-20 mins	Create a T-chart to discuss the two sides. Have students work in pairs to collaborate and share opinions.
	30 mins	Students work independently to write an opinion piece, stating their opinion on whether graffiti is art or breaking the law.

Reflection	How will you check for understanding during instruction and how will you know if learning targets are met? Component 1F → 3D
	Teachers can individually conference with students based on their writing pieces at each stage to ensure that students are producing a quality piece.



MELE MURALS