

8 POINTS**LESSON PLAN:**

LETTER TO THE EDITOR

(Image: Library of Congress, 2017749036.)

INTRODUCTION

Learning how to communicate by writing a clear, concise, properly formatted letter can fulfill many curriculum needs. Why not combine your letter-writing lesson with this Get in the Scrap! activity?

MATERIALS

+ Letter-writing materials (pen, paper, or access to a computer)

OBJECTIVES

Students should demonstrate the understanding and ability that goes into writing a formal letter. While common during the WWII era, letter writing is increasingly falling out of common practice. Students can connect with their counterparts of the WWII era by developing these essential skills.

TIME REQUIREMENT

1 class period

KEY THEMES



**ENERGY
CONSERVATION**



SCRAPPING



TEAMWORK



WRITING

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.WHST.6-8.1.A

Introduce claim(s) about a topic or issue; acknowledge and distinguish the claim(s) from alternate or opposing claims; and organize the reasons and evidence logically.

CCSS.ELA-LITERACY.WHST.6-8.1.B

Using credible sources, support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text.

CCSS.ELA-LITERACY.WHST.6-8.1.C

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.6-8.1.D

Establish and maintain a formal style.

CCSS.ELA-LITERACY.WHST.6-8.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PROCEDURES

1. Have students research an issue about recycling, energy conservation, or other environmental matter. You can even divide your students into groups, and can assign each group a particular issue.
2. Each student will then write a letter to the local newspaper editorial page about the issue. If divided into groups, students could compose a letter together or each could write a letter and have it edited by group peers. Each group could share what they learned about their particular issue.
3. When students compose the letter, make sure they include these four main parts: heading, greeting, body, and closing.
4. If you actually send the letters, be sure to abide by your school's privacy policy regarding your students. (Their initials could be used.)

ASSESSMENT

Students should be able to write a properly formatted, well-written letter that connects to key Get in the Scrap! themes. This process allows students to demonstrate the practical application of what they have learned about recycling, energy conservation, or other environmental issues. The letters should draw on knowledge gained by the students through their participation in Get in the Scrap! lessons and activities.