

## Pesticide Use Persuasive Letter



### Standards:

SCSh6. Students will communicate scientific investigations and information clearly.

- b. Write clear, coherent accounts of current scientific issues, including possible alternative interpretations of the data.
- c. Use data as evidence to support scientific arguments and claims in written or oral presentations.
- d. Participate in group discussions of scientific investigation and current scientific issues.

SB4.-d. Assess and explain human activities that influence and modify the environment such as global warming, population growth, pesticide use, and water and power consumption.

SB5.-e. Recognize the role of evolution to biological resistance (pesticide and antibiotic **resistance**).

### Directions:

Your task is to take a position, either for or against pesticide use, and write a persuasive letter to the Tift County Board of Commissioners trying to persuade them with your standpoint.

<b>G - Goal</b>	The goal is to convince others that pesticide use is harmful to the environment & should not be used or should be limited	The goal is convince others that pesticide use is more beneficial than harmful to the environment and is safe to use.
<b>R - Role</b>	President of S.A.V.E. (Students Against Violating the Environment) club at ABAC	3rd Generation Farmer
<b>A – Audience</b>	Tift County Board of Commissioners	Tift County Board of Commissioners
<b>S - Situation</b>	While picking up trash out of the stream that runs through the ABAC campus one morning with the other S.A.V.E. members, you notice some dead fish floating in the stream. One student comments that he has seen some fields a few miles down that are close to the stream. Automatically you assume that pesticides from the field must be running into the stream and killing the flora and fauna.	Some “tree hugging” college students are creating problems for you by trying to get you to quit using pesticides on your crops. The problem is if you don’t spray your crops, the insects will damage them so badly that you will have a dramatic decrease in crop yield and end up bankrupt.
<b>P – Product</b>	Persuasive Letter	Persuasive Letter
<b>S - Standards</b>	SCSh 6b-d, SB 4d, SB 5e	SCSh 6b-d, SB 4d, SB 5e

### Grading Criteria:

- Format: Must be written as a typed formal business letter.
- Description: Must explain what pesticides are and how they are used for in agriculture.
- Persuasion: Must demonstrate persuasion either for or against pesticide use by including evidence and explanation.
- Must have correct spelling and grammar

\*\*See attached rubric for further explanation of grading criteria

## Rubric for Pesticide Use Persuasive Letter

Criteria	20—Excels	15—Meets	10—Needs Work	5—Does Not Meet	Points Earned
<b>Format</b>	Letter is typed and in a font that is easy to read. Follows proper business letter writing format.	Letter is typed but is in a font that is not easy to read. Follows proper business letter writing format.	Letter is not typed but is in proper business letter writing format.	Letter is not typed, is not easy to read, and is not in proper business letter writing format.	
<b>Description</b>	Letter includes a detailed description of what pesticides are and how they are used in agriculture.	Letter includes a vague definition of pesticides and how they are used in agriculture.	Letter includes either a definition of pesticides OR how they are used in agriculture.	Letter does not include a definition of pesticides or how they are used in agriculture.	
<b>Persuasion</b>	The persuasion of the letter is supported with appropriate evidence to use or not use pesticides.	The persuasion of the letter is supported with evidence to use or not use pesticides, but is not clear and concise.	The persuasion of the letter is supported by one small tidbit of evidence to/not to use pesticides.	There is no evidence to support the persuasion of the letter to/not to use pesticides.	
<b>Errors</b>	There are no scientific errors spotted in the writing.	There is no more than one scientific error spotted in the writing.	There are two scientific errors spotted in the writing.	There are three or more scientific errors spotted in the writing.	
<b>Spelling/Grammar</b>	No spelling or grammatical errors.	Two or less spelling or grammatical errors.	Three to four spelling or grammatical errors.	More than four spelling or grammatical errors.	
<b>Comments:</b>					<b>Points Earned →</b>

