

**Subject :** Greater access to technology in the Grade 8 classroom (we need more iPads)

**Name :** Anonymous Student

This PURPOSE of your letter is to persuade someone to change or improve something that is important to you (think of Greta Thunberg’s speeches to the UN about the climate crisis).

The name of the person you are addressing in the letter here (ex: Mrs. Lise Drisdelle-Cormier),

The technology director for the DSF-S school district

**First paragraph (INTRODUCTION):** Introduce yourself; explain **what** you are writing for; explain **what you are hoping to achieve with this letter**. (This paragraph can be relatively short, with approximately 3-5 sentences to provide the above information). Try to isolate **2-3 points that you would like to make**. If there are any details about you or your situation that are particularly relevant to the subject, you can introduce them here.

I am a Grade 8 student in the **Centre d’apprentissage 8**, at the Centre scolaire Samuel-de-Champlain, and I am writing you today to address an important problem that affects my classmates, and most of the students at my school; a lack of access to educational technology. I believe that our school needs more devices to meet the needs of its students, and that the lack of access to technology is having a negative effect on our learning and our future.

**Second, Third & Fourth paragraphs (BODY):** One at a time, choose a strategy to use that will help you to make your point, and elaborate the points that you introduced in the introductory paragraph above. Try to connect each one of these points to a real-world event (if possible). *Rhetorical Strategies : Narrative, Description, Exemplification, Cause & Effect, Comparison & Contrast.*

Strategy used : **Comparison & Contrast**

Despite being the biggest francophone school in the Saint John region, with a student population of over 700 students, we have only one computer lab, and with COVID restrictions, it is not open to nearly three quarters of the students. In the Centre d’apprentissage 8, we were very lucky this year, because we

have access to a cart of 29 iPads, which means that we have a ratio of almost one iPad for every three students. This means that we have to share these devices between us, which makes personalization impossible, and limits our ability to work collaboratively.

Strategy used : **Exemplification**

We know that one of the most important things we will learn in school is how to work together, and to collaborate on projects with a common goal, however, it is hard to collaborate when not everyone has the same access to the tools they need. Recently, we were working on a social studies project which asked us to work together to build a model of a village from the Middle Ages. Because there was approximately only one device for every three students, we wound up having to build our village in « shifts », with one student actively engaged in building, and the other two watching passively. While it is true that we don't need a device for everything we do at school, it is also true that when we don't have enough someone always loses out.

Strategy used : **Cause & Effect**

While having to wait your turn for an iPad might not seem like a big deal in the short-term, over time it can mean that some students will inevitably wind up with more time with the technology, while others will always be playing catch-up. In addition to whatever other inequalities we might have arrived in the school system with, the limited access to educational devices means that the school reinforces some of those inequalities, and even creates new ones. When we are working on a project, and one person has greater access and control of the product than the others, that person has more of a say;

when we live in a society where some people’s voices are more important than others, we get tyranny. Collaboration is what Equity and Democracy are built on, so ensuring that every student has access to educational technology is really an investment in the future of our community, and a more democratic society.

**Fifth paragraph (CONCLUSION):** Summarize the Points you have made and re-state what it is you hope this letter will accomplish, or what action you would like the recipient to take. Remember that this is the last part they read, and the first thing they will remember, so you want to be sure that your point is clear, and that you end on a CALL-TO-ACTION.

In conclusion, I hope that you will consider our request for more education devices. In saying yes to this request, you will make it easier for students at our school to work collaboratively, help us to be more engaged in our own learning, and give each and every one of us the same opportunity to express themselves, and be heard. I know that you care about education, and that you recognize what a critical role your work plays in an equitable and democratic society like our own, and I hope that you will agree that investing in us is an investment in your future too!

**Sixth paragraph:** Thank the person for their time and attention, and let them know that you look forward to hearing from them.

Thank you for your time and attention. I look forward to hearing from you, and welcome any questions or comments you might have.

Sincerely, Anonymous Student