

# CHANGE MY MIND

## Teacher Guide

<http://www.pbs4549.org/changemymind>





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## Credits

### Project Coordinator

Maria Mastromatteo, PBS 45 & 49

### Teacher Design Team

- Cathy Page Adler, Ravenna City School District
- Tami Applegarth, Springfield Local School District
- Lori Pyles, Portage County Juvenile Detention Center

### Teacher Guide Layout and Design

Paula Kritz, PBS 45 & 49

### Video

Produced by PBS 45 & 49 (WNEO/WEAO, Youngstown/Akron, Ohio)

### Executive Producer

Maria Mastromatteo, PBS 45 & 49

### Producer

Duilio Mariola, PBS 45 & 49

### Videographer

Duilio Mariola, PBS 45 & 49

### Script

Larry Chance, Chance Productions

### Web

Layout and Design  
Paula Kritz, PBS 45 & 49

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# Change My Mind

## Overview

**Change My Mind** is based on the concept that students will be bombarded with persuasive techniques in all aspects of their life. They need to recognize when persuasive techniques are being used and, in turn, how students can use them to try and persuade others. This project is directed at the persuasive writing process. The multimedia kit is keyed to grades 8-10 language arts standards and includes a teacher guide, five videos and a Web site.

### The Teacher Guide

The teacher guide is divided into four parts:

1. **Teacher Resource Pages:** You can use these pages for your own reference or in the classroom.
2. **Learning Persuasive Techniques:** These short student handouts define each persuasive writing technique.
3. **Using Persuasive Techniques:** These lesson plans and projects are designed to support your teaching of the persuasive techniques.
4. **Writing Approaches:** This section describes two approaches to writing persuasive essays – the logical essay and using a framing metaphor to enhance the meaning.

### The Videos

**Change My Mind** videos loosely follows the format of a late-night talk show. The host acts as a conduit for guests to use their persuasive writing skills and presentation techniques to sway him toward their way of thinking.

**Video 1: Appeal to Emotion** considers the effects of emotional pleas on the audience. Whether using powerful new images or words in text or speech, appeals to emotion are powerful.

**Video 2: Appeal to Logic** shows how rational arguments and the use of facts, figures and statistics can help to support one's position.

**Video 3: Appeal to Authority** shows how an expert can be used to provide credibility or importance to a product or service. The expert can be real or perceived.

**Video 4: Loaded Language** deals with the concept of purposely using connotations, or the meanings that words have beyond the dictionary definitions, to persuade or manipulate people's thinking.

**Video 5: Bandwagon** shows how the need to be part of the group can be a very convincing tool of persuasion.

### The Web

All lesson plans are available online in both PDF format and as regular Web pages at [www.pbs4549.org/changemymind](http://www.pbs4549.org/changemymind). All videos are streamed. Also included on the Web site are games, a hotlist and other information for students and teachers.

# Three Considerations When Trying to Persuade

**Aristotle** (384 B.C. to 322 B.C.) was a Greek philosopher. He was a student of Plato and the teacher of Alexander the Great. He wrote about many diverse subjects including physics, poetry, government, ethics, biology and more. It is said that he took the very abstract work by Plato and made it easier to understand.

Aristotle named three techniques one could employ when trying to persuade someone: ethos, logos and pathos.

- **Ethos (ethics)** means that a person is influenced by the writer's character or image as shown in the syntax, voice, attitude and presentation. Aristotle called it the "moral rightness" of an argument. It also includes the expertise and knowledge of the speaker (or writer). Aristotle said that if a speaker has "good sense, good moral character and goodwill," we are inclined to believe what the person has to say. To apply the technique of ethos, consider the following:

1. What kind of image do you want to project?
2. How can you protect this image?
3. What words or ideas do you want to avoid in order not to harm your image?
4. What effect do misspelled words and grammatical errors have on your image?

- **Logos (logic)** means an argument based on reason. He saw it as the ability to construct logical arguments and to persuade that your assumptions are true, therefore the solution is true. To apply the technique of logos, consider the following:

1. Could you lay out your problem like a mathematical equation?
2. Are any of these common fallacies apparent?
  - a. The popularity of an idea doesn't equal the truth of the idea.
  - b. There are circular definitions (the use a word to explain the same word).
  - c. Anonymous authorities are quoted.
  - d. There are errors in cause and effect.

- e. Unsupported statements are accepted
- f. Heavily connotative language is used to sway thinking.
- g. Generalizations are unexamined and are simply accepted.
- h. Definitions are too wide or too strict, limiting the argument.
- i. Fake emergencies are set up when alternatives might exist. ("There are only these two choices! Act now!")
- j. The truth being proven rests on the assumption that the truth is true. ("The Bible is the true word of God because it says so in the Bible.")

- **Pathos (passion)** is the use of emotional appeals to get the audience to accept one's viewpoint. It is intended that the message inspire followers. A common use of pathos in argument is to create a sense of rejection if the audience doesn't agree. To apply the technique of pathos, consider the following:

1. What assumptions are being made by the presenter?
2. What is the emotion being addressed (anger, love, belonging, fear, prestige, etc.)?
3. Is the appeal appropriate to the audience?

# Persuasive Writing Strategies and Techniques

## Rhetorical Strategies

Argument	Explanation	Example
Appeal to authority	Calls on an expert (individual, group or other source) to provide credibility or importance to product, service or position.	Dentist promotes a certain brand of toothpaste.
Appeal to emotion	Uses emotionally charged language or images.	Audience is shown pictures of devastation caused by natural disasters and is asked to support relief efforts.
Appeal to ethics	Positions the writer or speaker as a person of good sense, good moral character and good intentions.	A political candidate says he refuses to mud-sling and prefers to talk about the issues instead.
Appeal to logic	Provides rational arguments to support one's claim using facts, figures and statistics.	Facts are given that support the need to reduce traffic fatalities.

## Specific Persuasive Techniques

Technique	Explanation	Example
Bandwagon	Attempts to convince the audience that something is good because "everyone" is buying into it ("jumping on the bandwagon") by appealing to the desire to be part of the group or appealing to the desire to be included.	"Everyone is switching to this cell phone network. Shouldn't you?"
Card stacking	Leaves out information necessary for the audience to make an informed decision; "stacks the cards" in favor of one's viewpoint by using only arguments that support a position or by ignoring or denying the arguments against it.	A newspaper uses a large picture of a smiling spokesperson for an organization that it favors or a less-attractive or smaller picture of a person speaking on behalf of a position they do not endorse.
Endorsement/testimonial	Uses a popular figure such as a celebrity to endorse a product, service or cause.	Celebrities with beautiful complexions endorse Proactive.
Exaggeration	Overstates the effectiveness or importance of a product.	An anti-wrinkle cream promises to take off 10 years in one night.
Euphemisms	Substitutes an agreeable or inoffensive expression for one that may offend or suggest something unpleasant.	The phrase "though we are experiencing heavy casualties" to describe people dying.



Fear	Presents a dreaded circumstance and usually follows it up with the kind of behavior needed to avoid that horrible event.	"This is your brain (image of an egg). This is your brain on drugs (image of the egg being cracked into a hot frying pan)."
Glittering generalities	Uses slogans or simple phrases that sound good but provide little or no information due to the vagueness of the message or the positive connotations of the words.	A politician states, "A vote for me is a vote for peace."
Name calling	Uses derogatory implications or innuendoes to turn people against something.	Burger King implies that its flame-broiled burgers are superior to the other fast-food companies, specifically McDonald's.
Plain-folks appeal	Works by suggesting that everyday things are superior to special or extravagant things.	Country Time lemonade sells itself as simple and therefore valuable – a return to the "good old days" when plain folks and simple ways were important.
Repetition	Repeats product, service or position several times.	"Head On – apply it directly to your forehead. Head On – apply it directly to your forehead. Head On – apply it directly to your forehead."
Rhetorical questions	Asks a question in which no response is expected or desired (the answer is obvious). The question is used for effect or is used to emphasize a point.	"Can we continue to allow our troops to die?"

Selective connotation/word choice	Chooses words that will influence audience's perception of an item or issue.	"The assignment was asinine." vs. "The assignment was irksome."
Sex appeal	Uses beautiful and sexy people to sell you something.	A handsome man promotes using a Gillette razor.
Scientific approach	Uses tests, statistics and scientific-sounding jargon or diagrams to lend credibility to something.	A chair is ergonomically designed to fit the contours of your body.
Snob appeal	Plays on our desire for fancy items and the "good life."	Video shows the glassware to call a cat to a Fancy Feast dinner.
Something for nothing	Belief that most people are seeking a "good buy" or "something for nothing."	"If you buy this computer, we'll throw in a free printer."
Transfer	Uses words, images or symbols that arouse emotions and connect the viewer's emotion to the product being sold.	A tire dealer places red, white and blue banners throughout his store, or a political activist closes his speech with a prayer.
Urgency/call to action	Creates the impression that you have to act fast.	"Order now! Supplies are limited! Everything must go!"

# Persuasion Terminology

**Appeal to authority:** A rhetorical strategy where any authority position (whether that authority is real or not) is used to strengthen the argument.

**Appeal to emotion:** A rhetorical strategy where the reasoning of an argument plays upon a person's emotions in order to help with persuasion. A fallacy in arguments often referred to as "ad populum" (to the people).

**Appeal to ethics:** A rhetorical strategy where the reasoning of an argument is based on making the morally correct decision.

**Appeal to logic or reason:** A rhetorical strategy where an argument is made by presenting facts that lead the audience to a specific conclusion.

**Argumentation:** Writing or speaking in which a point of view is debated.

**Argument:** Discourse (speech or writing) intended to persuade.

**Assertion:** A statement or belief that the writer explains and then supports (stance).

**Bait and switch:** A tactic in which a customer is attracted by the advertisement of a low-priced item but is then encouraged to buy a higher-priced one.

**Bandwagon:** Suggesting that everyone is doing or believing something and that you should, too.

**Bias:** A mental leaning, inclination, prejudice or bent; an inclination of temperament or outlook; a personal and sometimes unreasoned judgment.

**Card stacking:** Selectively presenting only part of the information in order to lean the argument one way or another.

**Coherence:** The quality of a piece of writing in which the ideas are clearly arranged so a reader can follow the progression from one idea to the next.

**Commentary:** A literary work that makes an even-handed and reflective statement about life (can be serious or playful in tone).

**Concession:** Acknowledging other valid opinions about a subject; the admitting of a point claimed in argument.

**Connotation:** The attitudes and feelings associated with a word as opposed to a word's literal meaning; for example, dislike, hate, repugnance, extreme distaste (choice of words conveys the author's feelings).

**Counter argument:** A point or statement in opposition to the argument being made in a written document or speech.

**Credibility:** The quality or state of offering reasonable grounds for being believed.

**Cutaway:** A drawing or model of something with part of its outside removed to give a view of the inside.

**Deductive reasoning:** A pattern of thought that proceeds from small, specific details or reasons to a broader, more general conclusion.

**Denotation:** A word's dictionary definition.

**Diction:** Clarity and distinctiveness of pronunciation; choice of words in speaking or writing.

**Editorial:** A brief, informed essay of opinion about a timely and important topic; often possesses a call to action.

**Editorialize:** 1. To express an opinion in the form of an editorial. 2. To introduce opinion into the reporting of facts. 3. To express an opinion (as on a controversial issue).

**Endorsement:** A propaganda technique in which a famous or respectable person gives credibility to a product by recommending it.

**Euphemism:** The substitution of an agreeable or inoffensive expression for one that may offend or suggest something unpleasant.

**Fallacy (false argument):** An often plausible argument using false or invalid inference; a typical error in reasoning that arises commonly in ordinary discourse and renders unsound the argument in which it appears.

**Figurative language:** When words are intended to suggest more than their denotative definitions.

**Flaw:** Imperfection or weakness and especially one that detracts from the whole or hinders effectiveness.

**Glittering generalities:** Using simple phrases that sound good but have no real value or meaning.

**Graphic organizer:** A method of organization of information that incorporates diagrams or other pictorial devices.

**Hyperbole:** A figure of speech that uses a deliberate exaggeration (e.g., I have told you a million times).

**Imagery:** Words and phrases that create vivid sensory experiences for a reader.

**Imply:** To suggest or express indirectly.

**Inductive reasoning:** A pattern of thought that starts with a general idea and leads to specific details.

**Infer (inference):** A general conclusion drawn from information that is given.

**Loaded words:** Words that are slanted for or against the subject.

**Media:** A means of communication, especially of mass communication, such as books, newspapers, magazines, radio, television, motion pictures and recordings.

**Metaphor:** A figure of speech in which an implied comparison is made between two unlike things (e.g., "he's a tiger").

**Nuance(s):** A delicate shade of difference.

**Objective:** Relating information in an impersonal manner without feelings or opinions.

**Opposing viewpoint:** The "other side" of the argument.

**Persuade:** To convince one to think or act a certain way.

**Persuasive technique:** A method used in speaking or writing to get an audience to agree with the speaker or writer's point of view.

**Propaganda:** The spreading of ideas, information or rumor for the purpose of helping or injuring an institution, cause or person.

**Public documents:** Nonfiction materials such as newspapers, editorials, speeches, court records and county documents.

**Rebuttal:** An argument or proof that contradicts or opposes another viewpoint.

**Refute:** To prove wrong by argument or evidence; to show to be false or erroneous.

**Rhetorical question:** A question where an answer is not expected; often used to involve the audience and create interest.

**Selective connotations:** Purposely selecting words that will imply stronger negative or positive judgment to aid the argument or help present the idea.

**Simile:** A figure of speech in which a comparison is made between two unlike objects using the words "like" or "as" (e.g., she's as sly as a fox).

**Stereotyping:** A standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion, prejudiced attitude or uncritical judgment.

**Subjective:** Thinking or writing that includes personal feelings, attitudes and opinions.

**Support:** The facts, figures, statistics and examples the author gives that prove the assertion is correct.

**Supporting details:** Details that are used to furnish evidence, describe a process or create an impression.

**Testimonial:** A propaganda technique where a famous or respectable person gives credibility to a product by stating that he or she uses it.

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**Tone:** The reflection of an author’s attitude toward his or her subject.

**Transfer:** To project positive or negative qualities (praise or blame) of a person, entity, object or value to another in order to make the second more acceptable or to discredit it.

**Transitions:** Words and phrases that help explain relationships between sentences and allow a reader or writer to move from one idea to another.

**Urgency:** To suggest that swift action is necessary and anyone who doesn’t act could miss out; persuasion through desperation.

**Validity:** A truthful or factual condition; a logical argument; the evidence that the inferences drawn from test results are accurate.

Source: *English Language Arts State Standards book*, **dictionary.com** and teacher contributions.



# CHANGE MY MIND

## **Learning Persuasive Techniques**

<http://www.pbs4549.org/changemind>





# Introduction to Rhetorical Strategies and Persuasive Techniques

## Overview

This lesson is designed to give students the opportunity to become familiar with rhetorical strategies and specific persuasive techniques. Students may complete the handouts individually or in groups.

## Objective

Students will understand the rhetorical strategies and persuasive techniques used in presentations and media messages.

## Standards Addressed

### Language Arts — Writing Standards

#### *Communications: Oral and Visual, Listening and Viewing — Benchmark B*

##### **Grade 8**

02. Identify and analyze the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.
03. Determine the credibility of the speaker (e.g., hidden agendas and slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.

##### **Grade 9**

02. Identify types of arguments used by the speaker, such as authority and appeals to emotion.
03. Analyze the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.

##### **Grade 10**

02. Interpret types of arguments used by the speaker such as authority and appeals to emotion.
03. Evaluate the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.

#### *Communications: Oral and Visual, Listening and Viewing — Benchmark C*

##### **Grade 8**

04. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and how they contribute to meaning.

##### **Grade 10**

04. Identify how language choice and delivery styles (e.g., repetition, appeal to emotion, eye contact) contribute to meaning.

## Language Arts — Reading

### *Reading Applications: Information, Technical and Persuasive Text, Benchmark B*

#### **Grade 8**

05. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial and emotional word repetition) and examples of bias and stereotyping.

#### **Grades 9 and 10**

04. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques and examples of propaganda, bias and stereotyping.

## Procedure

1. Have the class complete the handouts that accompany this lesson.
2. The purpose of these handouts is to familiarize the students with each of the persuasive techniques. There are two approaches that can be taken with this lesson:
  - a. Over a period of days, students can complete each of the handouts, going over the definition and reviewing their responses.
  - b. Students can work with a partner, and each pair of students can complete a different handout. The pairs then present their work to the class. There could be discussion and examples given during the presentations.
3. Disseminate all of the completed handouts to the class so they can use them as resource sheets for the remaining activities in this teacher guide.

## Evaluation

Each of these pages can be graded with a score of one to five.

These handouts can be corrected and filed with students as resource pages to be used in with the extension activities in the teacher guide or the games and activities on the Web.

Name \_\_\_\_\_

# Appeal to Authority

Definition: A rhetorical strategy that calls upon an individual or other source as an expert to give credence to an argument made by an author of a work.

## Examples:

- An allergy commercial actor explains why the medication works well while wearing a white lab coat.
- A composition uses the phrase “They say ...”
- A well-known professional basketball player is shown in shoe advertisements.
- A composition quotes a local university professor.

1. Which of the four examples above can be considered a dependable authority?
2. Explain why the ones you didn't choose aren't dependable authorities?
3. Which of the four examples above might impress or sway people's minds if they aren't specifically watching out for such influence?
4. Pretend that you have been assigned to write a paper against gun control in your state. What legitimate authority figure might you call upon for help?
5. What persuasive – but not necessarily credible – authority figure or phrase might you call upon for help?

Name \_\_\_\_\_

# Appeal to Emotion

Definition: A rhetorical strategy where the reasoning of an argument plays upon a person's emotions.

## Examples:

- A politician says that we have to fight the war "over" there so that we don't have to fight it here at home.
- A commercial offers to tell you what your friends won't.
- A newspaper editorial for private-school vouchers states that our public schools are dens of thieves and thugs.
- A high school runs an article about drinking and driving with detailed descriptions and graphic pictures of automobile crashes.

1. Which of the four examples above is the most believable?

2. Why are the other choices not as believable?

3. Which of the four examples above will impress or sway people's minds if they aren't specifically watching out for such influence?

4. Pretend that you have been assigned to write a paper that supports students carrying their cell phones in class. What appeals might you use?

5. Which of the appeals that you cited above are actually legitimate? Which do you think might be most effective?

Name \_\_\_\_\_

# Appeal to Ethics

Definition: A rhetorical strategy based on making the morally correct decision.

## Examples:

- "Ask not what your country can do for you; ask what you can do for your country." – John Fitzgerald Kennedy
- "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character." – Martin Luther King Jr.
- "So, after Sept. 30, you won't need the U.N. You will simply need men with shovels and bleached white linen and headstones. In many ways, it's unfair, but it is, nevertheless, true that this genocide will be on your watch. How you deal with it will be your legacy, your Rwanda, your Cambodia, your Auschwitz." – George Clooney to the United Nations regarding Darfur
- "The way ahead is not easy. We shall need all the wisdom, imagination, and courage we can muster. We must and shall guarantee the civil rights of all our citizens." – Harry Truman addressing the NAACP

1. If you were writing a letter encouraging your peers not to drink or use drugs, would appeal to ethics work? What type of arguments would you cite?
2. Does appeal to ethics work better with younger or older people? Explain your answer.
3. You'll notice the above examples are from speeches. Why aren't there four examples from commercials selling products?
4. Cite two appeal to ethics arguments that a parent might use on his or her child.
5. Is the moral quality of the speaker important in one of these arguments or are the words enough by themselves? Does it matter that George Clooney in the example above is an actor?

Name \_\_\_\_\_

# Appeal to Logic or Reason

Definition: A rhetorical strategy where the argument is made by presenting facts that lead the audience to a specific conclusion.

Examples:

- "OnStar service inside your car is better than carrying a cell phone because a cell phone can't call for you when you're injured."
- "There was no discernable difference in the ACT scores of graduating seniors who wore school uniforms and those who didn't."
- "We are the only company who will roll over and save your unused phone minutes each month."
- "Stand firm, parents. If you say 'no' at first and then give in later, you are only teaching your children to beg, whine and pester you."

1. If you were writing a paper encouraging your peers not to smoke, would appeal to logic work? What type of facts would you cite?
2. Name some famous appeals to logic and reason. (Example: O.J. Simpson's lawyer said of the gloves used as evidence, "If it doesn't fit, you must acquit.")
3. Appeal to logic and reason seems infallible. Can it ever be wrong? Can you give an example?
4. This year's debate is about popular video games. State two logical reasons why they are harmful to people your age. State two for the helpful side of the argument.
5. What does the answer to #4 tell you about appeal to logic?

Name \_\_\_\_\_

# Bandwagon

Definition: Suggesting that everyone is doing or believing something and that you should, too.

## Examples:

- "Over 5 million people have called Colonial Penn Insurance."
- The Alli weight loss product commercial starts with one computer blogger and ends with hundreds all talking about the product and how it works.
- "Join the thousands who have chosen to switch to the better network."
- "It's been number one three weeks in a row; check it out."

1. Do these devices really work? Why or why not?
2. Polls and bandwagon techniques might have a bit in common. Do you think announcing the results of polls alters the opinions of undecided people? Explain your answer.
3. Are teens more susceptible than adults to this technique? Why or why not?
4. Sometimes the bandwagon technique is geographical: The West Coast is all about going green, so it's the latest thing to do. Can you think of other geographical areas and their influence in starting the bandwagon moving?
5. You have been assigned to design the posters inviting everyone to attend the upcoming school dance. How will you use the bandwagon technique?

Name \_\_\_\_\_

# Card Stacking

Definition: Selectively presenting only part of the information in order to lean the argument one way or another.

## Examples:

- "What about side effects? Well, Alli diet pill won't leave you jittery or make your heart race."
- "Thirty-three people wrote in support of our decision."
- "This product has absolutely no trans fats."
- "Hundreds of people died instantly and hundreds more died later from the effects of the unnecessary bomb dropped on Hiroshima."

1. Give examples of how you'd use this technique to advertise your used car.
2. Give examples of how you've used this technique on your own parents.
3. Is this technique ever justified? (For example, historically school social studies textbooks have presented the good and noble ideas and ignored the more embarrassing facts. The justification was to support patriotism.) Explain your answer.
4. Are card stacking and lying the same thing? Explain your choice.
5. You have been assigned to write a paper to persuade your parents to allow you to join the military after graduation. What three reasons will you use? What three will you steadfastly ignore?



Name \_\_\_\_\_

# Endorsement or Testimonial

Definition: Propaganda techniques that attempts to connect a famous or respectable person with a product or item.

## Examples:

- Dr. Robert Jarvik, creator of the artificial heart, used to endorse Lipitor, a drug that reduces cholesterol in the body.
- Diet ads in print almost always show before and after pictures.
- When Oprah Winfrey mentions a book, it becomes a best seller. She made an offhand comment about never eating beef again and Texas cattle ranchers took her to court, saying she seriously damaged their business and livelihood.
- Jared Fogle lost over 200 lbs. by eating only Subway foods.

1. Do these endorsements really work? Why or why not? Could LeBron James successfully endorse a work of fiction? Could Oprah endorse a sports shoe?
2. You know that many of the television advertisements that show a random person choosing one product over another actually use paid actors. Does the endorsement ad still work?
3. When the commercial using Dr. Jarvik first aired and appeared in print, people complained that he didn't practice medicine and that he used a body double for the scenes depicting him rowing and running. Can you think of other celebrity endorsements that have collapsed in controversy?
4. You are required to put together a campaign to change the school cafeteria's selections. What local celebrity endorsements could you use? Are there teachers or students who would provide effective testimonies?
5. Think of 10 considerations that must be made when selecting an endorser. For example, does age matter? Profession? Education? Celebrity?

Name \_\_\_\_\_

# Euphemism

Definition: The substitution of an agreeable or inoffensive expression for one that may offend or suggest something unpleasant.

## Examples:

- The use of "terminally injured" rather than "killed" in this sentence: "Seven people were terminally injured in the DUI accident earlier this morning."
- The use of "friendly fire" rather than "accidental killings" in this sentence: "Some experts suggest that one third of our casualties may be from friendly fire."
- Referring to women as "big, beautiful, bountiful" rather than obese in this sentence: "A big, beautiful, bountiful store for big, beautiful, bountiful women."
- Preferring to use the terminology "pro-choice" rather than the more politically charged "pro-abortion" and "pro-life" rather than "anti-abortion."

1. Restate the four examples above, removing their euphemisms and using exact language. What is the effect?
2. Are euphemisms politeness, preciseness or persuasion? Defend your answer.
3. You are part of a team of students asked to speak to parents about supporting the installation of metal detectors in your school. What are some phrases you can use for convincing parents to support this cause without scaring them?
4. Which profession might possibly be very practiced in the use of euphemisms? Defend your answer.
5. List five topics that are addressed in television commercials but are carefully draped in euphemisms because the topics themselves are touchy for public discussion.

Name \_\_\_\_\_

# Exaggeration/Hyperbole

Definition: Exaggerating or overstating an idea's or product's value.

## Examples:

- "Kids love it!"
- "There's no better tool on the market."
- "Erase years from your face, almost instantly."
- "Our schools today are turning out nothing but hoodlums and punks who are not equipped to work in the modern world."

1. Do these exaggerations work? What particular quality must they have to be successful? When are they ineffective?
2. You have been assigned a poster campaign against allowing students to have cell phones at all times. What hyperbole can you use?
3. Many Internet advertisements ask the viewer to "roll over" the photo to see the change. The differences are obviously and ridiculously exaggerated, so why is the technique successful in selling?
4. You're joining a campaign to ban homework. What hyperbole will you use on posters and in your writings?
5. Parents are famous for using hyperbole in their arguments. Name several and tell whether or not they were effective.

Name \_\_\_\_\_

# Glittering Generalities

Definition: Using simple phrases that sound good but have no real value or meaning.

## Examples:

- "I am the candidate for change."
- The Acura automobile slogan, "Advance."
- "It's new!"
- A popular slogan on teacher stationery, "Making the Difference!"

1. Do these devices really work? Why or why not?

2. A spaghetti sauce commercial says, "It's in there." Kia Motors claims that it has "the power to surprise." A room deodorizing spray claims to smell "like the great outdoors." Dove chocolate claims it is an "experience like no other." Explain how glittering generalities can be dangerous.

3. Politicians use glittering generalities a great deal. Why might this be?

4. Try to make up your own glittering generality that would help promote an extreme sport convention.

5. Propel Water sells itself as the fitness water. Its current slogan is "Fit has a feeling." Can you get even emptier and vaguer in your new slogan for this product?

Name \_\_\_\_\_

# Plain Folks

Definition: Attempting to gain credibility by presenting an argument with the suggestion that the speaker is just like you and understands your life and needs.

## Examples:

- A politician wears a suit when he addresses bankers and an open-collared shirt and rolled-up sleeves when he addresses farmers.
- The speaker said, "Hey, I know how tough it is to ..."
- A commercial shows an aloof lawyer babbling in legalese in the background while the front man explains that, in contrast, he'll speak to you in plain language and will work for your needs alone.
- The actress Sally Fields says that she, just like you, leads a very busy life, so she's glad she only has to take her Boniva pill once a month.

1. How do politicians and movie stars insult us when they use this technique?
2. If it is true that this technique can be insulting, then why does it continue to be used?
3. Which of the four examples above will impress or sway people's minds if they aren't specifically watching out for such influence?
4. Do adults ever use the "I'm just like you and therefore I understand" technique on teens? Give examples. Is it effective?
5. You are running for president of your class. What examples of this technique might you use in your speeches?

Name \_\_\_\_\_

# Repetition

Definition: The act of repeating a statement to enforce it.

## Examples:

- Ann Richards, the governor of Texas, gave a speech outlining things that were wrong in the country. Repeatedly, after each item, she suggested that President George Bush lacked leadership skills by asking, "And where was George?"
- "Last night, Japanese forces attacked Hong Kong. Last night, Japanese forces attacked Guam. Last night, Japanese forces attacked the Philippine Islands. Last night, the Japanese attacked Wake Island. And this morning, the Japanese attacked Midway Island." – Franklin D. Roosevelt's speech outlining America's reasons for joining World War II
- "I have a dream that one day this nation will rise up ... I have a dream that one day on the red hills of Georgia ... I have a dream that one day even in the state of Mississippi ... I have a dream that my four little children will one day live ..." – opening lines of Martin Luther King Jr.'s speech
- "This is the product that will make the difference. This is the product that will make the difference. This is the product that will make the difference."

1. What makes repetition effective?
2. What makes repetition dangerous?
3. You are writing a speech in favor of gun control. What repetitive phrase or statistic might help your cause?
4. The first three examples above might be considered effective. The fourth is probably seen as annoying. Why is it different?
5. You are going to give a speech against cutting foreign languages from the curriculum. How could you employ the phrase "no mas" (no more) repetitively in your work? Write out several lines.

Name \_\_\_\_\_

# Rhetorical Question

Definition: A question where an answer is not expected; often used to involve the audience and create interest.

## Examples:

- "What would you do for a Klondike Bar?"
- "Have you driven a Ford lately?"
- "What else could the president have done in that situation?"
- "How can we continue to allow people in Africa to die of AIDS without helping?"

1. Some say rhetorical questions shift the work of making the point onto the audience or reader. Explain how that works using one of the examples above.
2. You have been assigned a paper that will defend your school's music program that is in danger of being eliminated. List three rhetorical questions you might use.
3. Would you use your questions from #2 or do you find them to be unethical and weak arguments? Defend your answer.
4. Think of a classical argument between a parent and child. Are these arguments loaded with rhetorical questions? What are some?
5. Prove that you understand the workload shift of a rhetorical question by answering the following question with a rhetorical one of your own: Why?

Name \_\_\_\_\_

# Scientific Approach

Definition: When an argument is made by presenting tests, statistics, diagrams and scientific jargon that lead the audience to a specific conclusion.

## Examples:

- "Achieve a 68 percent reduction of deep wrinkles in just six months."
- "The refractory index of our manufactured diamonds is very high, and the color dispersion is actually superior to that of mined diamonds."
- "Studies show that students who participate in musical education for at least five years have 28 percent higher math, language and reasoning skills."
- "The following graphic shows how supposedly controlled genetically altered food products contaminate our natural food chain on a daily basis."

1. Do statistics arguments work on most people? What makes them effective?
2. You will notice that very few of the scientific arguments presented in advertisements have the details of the study or experiment included. Why is such information important? Why is it left out?
3. A company that sells indigestion remedies shows a simple cutaway outline of a mouth, esophagus and stomach being coated protectively by their product. Can such a product really work that way? Explain why or why not.
4. Now that you have answered #3 above, why would a company take the chance of insulting its customers' intelligence? Why are such illustrations so powerful?
5. What does this technique have in common with appeal to authority?



Name \_\_\_\_\_

# Selective Connotation and Word Choice

Definition: The purposeful selection of words that will imply stronger negative or positive judgment to aid the argument or help present the idea.

## Examples:

- A radio deejay discusses the news report that has just ended and refers to the student protesters as "rabble rousers."
- Giant Eagle's brand of fabric softener is labeled exactly that. It doesn't sell as well as the one called Snuggle.
- The word responsive has a positive connotation; the word obnoxious suggests the opposite.
- A word such as brawny has a positive or connotation; fat, however, has a negative connotation.

1. Does paying attention to connotation and word choice make a difference in persuasive writing? Why or why not?
2. If you were a politician running on a campaign that urged America to bring home all of its troops and let the world fend for itself, what words would be helpful in your speeches?
3. Pretend you are the politician running against #2 above. Match his words with your own. Be sure to select words with connotations that will help your cause.
4. How are connotations assigned? Do they change? How?
5. Make a list of at least 10 cars that have names selected for their connotations. Is this word choice influential in selling cars? Defend your answer.

Name \_\_\_\_\_

# Sex Appeal

Definition: When the reasoning of an argument plays upon desire to help with persuasion.

## Examples:

- The man selling aftershave is shirtless and has incredibly defined abdominal muscles.
- The written argument for better nutrition mentions that your skin will be clearer, your nails stronger and your hair shinier.
- The cell phone company has attractive cheerleaders gathered around their pitchman.
- A stunning model in an evening gown stands next to every car in the car show.

1. List 10 examples of specific commercials that use sex appeal as a persuasive technique.
2. Name five ideas or products that cannot be sold with sex appeal.
3. Which of the four examples above will impress or sway people's minds if they aren't specifically watching out for such influence?
4. Pretend that you have been assigned to write a brochure supporting school athletic programs. It will be given to incoming freshmen. Would invoking sex appeal work? Would it be appropriate?
5. Has this technique ever worked on you? Can you think back and pinpoint a specific brand of deodorant, toothpaste, shampoo or other product that you have purchased that was advertised using sex appeal?

Name \_\_\_\_\_

# Snob Appeal

Definition: When the reasoning of an argument plays upon a human's need to feel superior in order to help with persuasion.

## Examples:

- Cat food is served in a crystal goblet.
- A credit card company offers gold and platinum cards rather than the original yellow, blue and red.
- The family passes the word that "He went to Jared."
- A restaurant critic writes that a particular establishment has food and spirits designed for "the discriminating palate."

1. Name three situations in which snob appeal is probably correct. (For example, does one truly get better shoes from Air Jordan than Keds?)
2. Name three situations in which snob appeal is probably incorrect. (For example, does one truly get better diamonds from Jared than Kohls?)
3. Which of the four examples above will impress or sway people's minds if they aren't specifically watching out for such influence?
4. Do colleges and school systems have snob appeal? Is it legitimate? Can one really get a better education there? Explain your answers.
5. Does this technique influence your age group? Are there certain clothing labels or MP3 players or phone brands that offer "style points" to those who have them? What are they?

Name \_\_\_\_\_

# Something for Nothing

Definition: Using the suggestion that other good things are attached (with no mention of possible cost or consequence) if the listener accepts the argument or product being presented.

## Examples:

- "Order the necklace now and we'll include a set of matching earrings."
- "We're offering cash rebates on every purchase you make."
- "Vote for me and I'll bring health care to every single American."
- "We'll do your taxes for you, and we'll give you your return immediately on a new Visa card."

1. Explain the saying "There's no such thing as a free lunch." How does it apply to the examples above? Where are the hidden "costs" in each?
2. Many charities send free gifts such as address labels or note cards with their mailed requests for donations. What's wrong with this practice? What might be right with it?
3. You're assigned to a student group whose goal is to help pass the school levy. Think of two something-for-nothing statements that you could use to convince the voters.
4. Visualize walking through a grocery store and looking for all the "free" things. For example, you can probably find cereals with free toys inside the box. List at least four such examples. Can you think of even one item that is truly without a cost?
5. This technique must seem pretty transparent to you by now. Why is it still effective on many consumers?

Name \_\_\_\_\_

# Transfer

Definition: To project positive or negative qualities (praise or blame) of a person, entity, object or value to another in order to make the second more acceptable or to discredit it.

## Examples:

- A carpet cleaning company calls itself Freedom Floors and always includes pictures of fully uniformed soldiers at attention.
- The FTD (Floral Transit Delivery) Company uses an image of Mercury, the Roman god of swift and reliable message delivery, for its logo.
- Mom's apple pie, lemonade on hot summer days, boys with homemade kites are shown with Dr. Sam's antibiotic bandages.
- "I think we should make a star-spangled effort to beat this team."

1. Transfer is often a very visual persuasive device. Find a phone book, flip through the yellow pages, and find as many examples as you can in just five minutes.
2. Is transfer too subtle to be effective? Defend your answer.
3. You have been asked to design posters to encourage the community to support the school district in the upcoming levy vote. What transfer devices could you use?
4. You are trying to open a composition with a transfer device that will encourage your readers against hiring sharpshooters to kill off large numbers of the local deer population which is causing damage in your town. What will your first few sentences be?
5. Is transfer universally effective or must it pay attention to geography and age of audience? Explain your answer.



# CHANGE MY MIND

## Using Persuasive Techniques

<http://www.pbs4549.org/changemymind>





# The Hidden Power of Connotations

## Overview

This is a lesson designed to make students aware of words' connotations and how they might be used in the persuasive writing technique of name-calling. There are several separate exercises that can be done all in one class period or over a series of days to reinforce the meaning.

## Objectives

Student will be able to define connotation and describe how to use it as a persuasive technique.

## Standards Addressed

### Language Arts — Writing Standards

#### *Writing Applications, Benchmark E*

#### **Grades 8, 9 and 10**

05. Write persuasive compositions that:
  - a. Establish and develop a controlling idea.
  - b. Support arguments with detailed evidence.
  - c. Exclude irrelevant information.
  - d. Cite sources of information.

#### *Communications: Oral and Visual, Listening and Viewing — Benchmark B*

#### **Grades 8, 9 and 10**

02. Identify and analyze the persuasive techniques used in presentations and media messages.

## Procedure

Work through the following exercises as time, choice and need allows.

### Exercise 1

1. Pass out blank, unlined paper and make sure all students have writing tools. Tell them they must remain completely silent during this exercise because even a small sound from them can change the outcome. Explain how, if you told them to draw a dog and someone yapped like a small Chihuahua, influence how they draw their pictures. Therefore, for the exercise to be successful, they must remain silent.
2. Tell the students that you are going to say a word and they should do their best to draw it. It can be comical or cartoonish, but it must be large enough on the paper to be seen from the front of the room. They are not allowed to ask questions or get clarification; they may not check each others' papers. They must simply draw. When everyone is clear with the instructions, say the word "Bertha" and allow students time to draw.
3. Collect papers individually, putting the ones on top that best depict an obese female.

4. Show some of the pictures to the class and follow up with discussion: Why did so many people draw pictures of overweight, ugly-looking women? Possible answers include: The name rhymes with earth. There is a large golf club named The Big Bertha. There is a large gun called Big Bertha. There is a fishing rod by the same name. Big and Bertha are alliterative.
5. Tell the class that you have twin daughters, Bertha and Tina, who are going to a school dance. Ask any boy in the class which one he'd escort. The obvious choice will be Tina.
6. Lead discussion: What visual image do the students get for a girl named Tina? Possible answers will include: It sounds like Tiny. "T" is a quick and delicate sound, compared to the "B" in Bertha. "T" tinkles and "B" bombs. Point out that you said the girls were twins, but they still visualized two very different images.
7. Stress that some words have attachments much like the attachment device on e-mail. There is the exact text meaning, but then a picture opens up. Those attached pictures that go along with some words are called connotations.

## Exercise 2

1. Ask the class to think of other names that have common connotations. A child named Brittany might make them think of Britney Spears, for example. The name Homer might make them think of Homer Simpson or the classical poet Homer. Chris Crutcher, a popular author of teen books, has a character named Mark Brittain whose siblings are Matthew, Luke, John and Mary. What is he suggesting about this family just by giving them these names? Keeping all that in mind, where do our connotations originate? Answers might include: popular culture, classical culture, historical influence, Biblical influence and music.
2. Have students write a definition of connotation in their own words. Review them to check for comprehension. Have the class work together to create a definition. Have students put that definition with examples in their notes.

## Exercise 3

1. Review the definition of a connotation. Choose which of the following scenarios will work best for your class, write the choices on the board and have students discuss the effects:
  - I'm going to have a conference with your parents. Do you want me to tell them you made an error, a mistake, a blunder, a miscalculation, a goof or a boo-boo? Why?
  - You and your peers decide to protest the quality of the cafeteria food. You are going to skip lunch and go outside to stand along the street with signs asking for a change in your selections. The local press has been alerted. Would you like the reporter to refer to you as teens, hoodlums, rabble-rousers, freedom fighters, protesters, demonstrators, activists, marchers, a mob, a crowd or rioters? Can a reporter alter how listeners might feel about you by choosing particular words with an awareness of connotation? Should he or she?
  - Would you rather own a dog, puppy, mongrel, hound or canine? What's the difference? Which word would you use to sell the animal? Why?
  - Parents are typically referred to as mother and father, mom and dad, mama and papa, ma and pa and mommy and daddy. What's the difference?
2. What are the differences here: female, girl, lass, gal, lady, woman, dame, broad, doll, hottie and chick? Which gives the most intelligent connotation? Which the oldest? Which is most likely to smoke, drink and swear? Which cares most about a career? Now do the same with male, boy, lad, babe, chap, gentleman, man, dude, hunk and guy.
3. Review how connotations, especially the unspoken pictures they create, can be powerful persuaders.

#### Exercise 4

1. Explain that you are going to have students create a visual picture in their minds. They are not to talk while you do – they should work to create an exact picture in their minds. Ask them to picture a 19-year-old male sitting on the front porch of his own house during a summer day. He is playing a guitar. Now ask students to visualize the details. Remind them not to speak, just get clear pictures. What is he wearing? What kind of hair does he have? How is he seated? What does the porch look like? The porch furniture? Any flowers? What drink is on the table beside him? What car is in the driveway? What does the landscaping look like? The mailbox? The neighboring houses?
2. Tell the class that you are going to make one change in the picture: the guitar is now a banjo. Ask what happened to their visual pictures? Why? Both are stringed instruments, so why the abrupt change in the overall scene and feeling? Are such connotative changes valid or real? Probably not, but they strong.
3. Conclude that connotations can be subtle, sneaky and unfair, but there is no doubt of their power.

#### Exercise 5

1. Ask students if they'd wash their faces with a soap called Pigeon. The word dove is associated with spiritualism, Aphrodite, love, Valentine's Day, peace, good chocolate ... pigeon is associated with statues and window ledges.

#### Exercise 6

1. Have the class visualize walking through their favorite grocery store and looking at the various product names. Are advertisers trying to influence purchasing decisions through the use of connotations? Why is a brand of butter called Land O Lakes instead of Yellow Grease? Why Snuggle? White Rain? Tide? Why is "farm fresh" used when everyone knows it is actually "factory fresh"?

2. Now have the class think of car makes and models. Why Mustang? Viper? Explorer? Navigator? Mercury? Ram? Why not drive something named Pillow or Twinkle?
3. Can connotations be used to persuade and influence you if you're not aware of them? How powerful are these names? Can they separate an unaware person from his or her money?

#### Exercise 7

1. Explain how during the 1950s, Americans sometimes feared the advance of communism as a threat to democracy. Senator McCarthy worked very hard to find and get rid of any hidden pockets of communism in this country. He often referred to the Communist belief system as "The Yellow Stain." This is name-calling that relies heavily on connotation. Have the class discuss connotations that this phrase might have created, such as the following:
  - A bigoted reference to skin color
  - The idea that yellow is associated with cowardice
  - The image of someone urinating in his pants and how that is shameful
  - The relationship of the color yellow to urine, suggesting something spreading farther and farther
  - The word stain suggests something that shouldn't be there
  - It suggests something that will be tough to fight
  - Unaware people don't take the time to dissect the term; they just feel and react to the negativity, so McCarthy's strategy was successful for awhile

## Evaluation

Distribute the Connotations handout for the students to complete. Instruct them to rewrite the paragraph given and purposely load it with words with strong connotations. They should underline all of their changes.

Changes such as adding adjectives (example: *liberal*) and changing verbs (example: *spoke* changed to *whined*) and nouns (example: *issue* changed to *disaster*) would be worth one point apiece.

10-12 points or effective changes = good understanding and awareness coupled with effort = A

7-9 points or effective changes = solid understanding and awareness = B

4-6 points or effective changes = comprehension = C

1-3 points of effective changes = may not understand completely = D

Name \_\_\_\_\_

# Connotations

Rewrite the following benign paragraph to make it more persuasive. You can add or change words to make strong connotations. Please underline the words that you add or change.

The candidates running for the office of president of the United States debated each other last night on the topic of terrorism. Candidate Smith spoke on the issue of increased homeland security measures. Candidate Jones spoke about the value of gathering international information and support. Candidate Williams noted the issue of open border lands and easily copied personal identification of citizens. Candidate Richards spoke on the need to increase military spending and research.

Revisions such as adding adjectives (example: *liberal*), changing verbs (example: *spoke* changed to *whined*) and changing nouns (example: *issue* changed to *disaster*) will be worth one point apiece.

# Slogans and Symbols in Commercials

## Overview

This lesson is designed to help students understand how slogans and logos are designed to appeal to consumers' emotions. The students create an imaginary product and make a slogan and logo for it.

## Objective

Students will be able to define transfer as a persuasive technique and give examples; describe how slogans and logos can influence purchasing decisions; and identify various persuasive techniques.

## Standards Addressed

### Language Arts — Writing

#### Grades 8, 9 and 10

#### Writing Applications — Benchmark E

05. Write persuasive compositions that:
  - a. Establish and develop a controlling idea.
  - b. Support arguments with detailed evidence.
  - c. Exclude irrelevant information.
  - d. Cite sources of information.

#### Writing Process, Prewriting — Benchmark A

01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
04. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.

#### Grade 8

#### Communications: Oral and Visual, Listening and Viewing — Benchmark B

02. Identify and analyze the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.

#### Grade 10

#### Communications: Oral and Visual, Listening and Viewing — Benchmark C

04. Identify how language choice and delivery styles (e.g., repetition, appeal to emotion, eye contact) contribute to meaning.

## Materials

- Poster board
- Colored markers
- Video camera

## Procedure

### Part 1

1. Talk to the students about the persuasive technique of transfer, or when words, images or symbols arouse emotions and connect the consumer's emotions to the product being sold. Give some examples such as "melts in your mouth, not in your hands" for M&Ms and "snap, crackle, pop" for Rice Krispies.
2. Pass out the student handout Slogans and Symbols: Transfer and have students work with a partner to complete the pages. You could also use a projector to show the pictures.
3. Have students share their handout responses.
4. Distribute the Power of Transfer handout and have students work in pairs to complete it.

### Part 2

1. Divide the class into groups of two or three students. Have them create the following:
  - A make-believe product
  - A slogan for the product
  - A logo or picture for the product
  - A commercial to sell the product to their classmates
2. Remind students of the various persuasive techniques. This lesson deals with transfer, so they should have some element of transfer in their commercial. They can use whichever other techniques they would like.
3. Ask them to make a list of the techniques they used in creating their commercial.
4. Have each group present their product to the class. They might use a poster, video, PowerPoint presentation, skit, song or any other approach that is acceptable to you.
5. Have the class vote on which product they would buy. The winning product might get some kind of award or small prize.

6. **Enrichment:** Students could actually create a product. This is much more time consuming but could be combined with a lesson about inventions.





## Evaluation

Used transfer as a persuasive technique	10
Used at least one other persuasive technique	10
Identified the techniques correctly	10
Used a slogan for their product	10
Created a logo or picture for their product	10

Name(s) \_\_\_\_\_

# Slogans and Symbols: Transfer

Study the items in the left column. Use the right column to describe what each item brings to mind.

<b>Symbol (Picture)/Text</b>	<b>What do you think of?</b>
	
	
	
	
<p><b>Just a few left!</b></p>	
<p><b>Liquidation sale!</b></p>	
<p><b>Open immediately!</b></p>	



Name(s) \_\_\_\_\_

# The Power of Transfer

Read each phrase in the left column. In the middle column, draw a picture or write a slogan that relates to each phrase. In the right column, list possible products that the phrase could help promote.

Feeling You Have	Picture or Slogan	Possible Product
Want to be rich		
Want to be smart		
Want to be beautiful		
Want to be fun		
Want to have a pet		
Want a nice family		
Want to be athletic		

Adapted from *Persuasive Writing* by Tara McCarthy, Scholastic Inc.

# Celebrity Power

## Overview

Sean “P. Diddy” Combs is a music mogul and a business leader. Some of his income comes from endorsements for ProActiv and Pepsi. This lesson discusses what happened when two endorsements come into conflict.

## Objective

Students will accomplish the following:

- Describe the persuasive techniques used by Pepsi and ProActiv
- Identify who the intended audience is for the advertisements
- Explain why they would buy or not buy the article
- Write about how they would rule on the lawsuit

## Standards Addressed

### Language Arts — Writing

#### **Communications: Oral and Visual, Listening and Viewing — Benchmark B Grades 8, 9 and 10**

02. Identify and analyze the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.
03. Determine the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.

## Procedure

1. Have students work in pairs.
2. Distribute the written story about P. Diddy and the assignment sheet.
3. Either discuss or show the Pepsi commercial featuring P. Diddy, which is accessible online using a simple search. The rap star’s Proactiv commercial has raw language, but it and the Pepsi commercial are described in general in the P. Diddy story.
4. Ask the students what they know about P. Diddy, Proactiv and Pepsi.
5. Have them answer the questions in the Product Comparison handout.
6. After about 20 minutes, discuss the following:
  - a. The persuasive technique in the Proactiv ad is endorsement or testimonial.
  - b. For Pepsi, the techniques are endorsement, testimonial, bandwagon and snob appeal.
  - c. How credible P. Diddy is as a spokesman for these products.
  - d. For Proactiv, he can tell how it worked for him, but he cannot speak with authority as to the validity of his claim.
  - e. For Pepsi, he can tell how he liked it that others wanted to buy a Pepsi truck and be “cool” like him, so this works with him as a spokesperson.
  - f. What verdict would the students make if they had to make a judgment on P. Diddy’s case against Proactiv?

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## Evaluation

Correctly named technique being used	10 points each	20 points
Used reasoning on credibility	5 points each	10 points
Gave a statement about judgment on ruling	10 points each	20 points
	<b>TOTAL</b>	<b>50 points</b>

# P. Diddy

Shawn “P. Diddy” Combs was born in 1970. Previously known as “Puffy” for the way he puffed his chest out to look bigger when he played high school football, he became not only a musician but also a record producer and an entrepreneur with his own clothing line.

Along with Jessica Simpson and Vanessa Williams, P. Diddy became a spokesperson for Proactiv Solution, a skin product that says it will “banish their breakouts and get them on the path to clear, beautiful, star-quality skin.” He states that he has used the product for the past six years in order to “moisturize my situation and preserve my sexy.”

Diddy also has an endorsement with Pepsi. In a commercial that aired during the Super Bowl, the trendsetter is stranded on the way to an awards show and asks a Pepsi driver who’s passing by to give him a ride to the ceremony. When other celebrities see him arrive at the event in a Pepsi truck, they want one as well. At the end of the commercial, we see Carson Daly of MTV driving a Pepsi truck and waving to P. Diddy – who wonders what’s going on.

## The Problem

Months after P. Diddy’s ads began running, it was reported that he started experiencing skin breakouts. He stated that it made him look foolish to have bumps on his skin while using Proactiv. It was then reported that he filed a \$1.5 million lawsuit against Guthy-Renker, the makers of Proactiv, for failing to leave his skin with no bumps.

Shortly after this, Guthy-Renker filed a countersuit, claiming that P. Diddy’s skin was getting bumps because he was drinking Diet Pepsi, which contains aspartame and other ingredients that neutralize the effects of skin-care products. A doctor then stated that aspartame also has proven to increase appetite, especially sweets, which also are bad for the skin.

## Fact or Fiction?

After a time, there were stories on the Internet that stated that P. Diddy had not really sued the company; it was a hoax. A representative of Guthy-Renker said that P. Diddy continues to endorse the product. Stories on the Internet also continued to tell of the ongoing lawsuit. This makes us wonder – fact or fiction? Could this event have been a tool to build audience interest – a marketing tool?

Names \_\_\_\_\_

# Product Comparison

	<b>Proactiv</b>	<b>Pepsi</b>
What does the product do?		
Where might this advertisement have been shown or printed?		
Who is the audience for this advertisement?		
Describe the technique(s) used.		
Would you buy this product? Why or why not?		
How credible is P. Diddy as a spokesperson for this product?		
If you were the judge who had to rule on these two lawsuits, how would you rule and why?		
Because of this hoax, has P. Diddy's credibility been damaged? Why or why not?		

# Rhetorical Strategies

## Appeals to Authority, Emotions, Ethics and Logic

### Overview

Using current events, students think of controversial topics about which they can practice using persuasive writing techniques.

### Objective

Students will be able to identify different persuasive techniques for writing.

### Standards Addressed

#### Language Arts — Writing

##### *Writing Applications — Benchmark E*

##### **Grades 8, 9 and 10**

05. Write persuasive compositions that:
- Establish and develop a controlling idea.
  - Support arguments with detailed evidence.
  - Exclude irrelevant information.
  - Cite sources of information.

##### *Writing Process, Prewriting — Benchmark A*

##### **Grades 8, 9 and 10**

01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.

### Procedure

- Distribute the Controversial Topics handout.
- Have students think of and list two or three controversial topics at the international, national, local and school levels and list them on the handout.
- Once they have finished, have them share their topics and list them on the board.
- Students can then pick one topic of interest from their own lists or the lists on the board. As an option, select one topic as a whole class. Have groups work on the same topic.
- Provide a model for the writing of brief persuasive arguments for the various types of appeal for a controversial topic.
- Allow the students to conduct minor research on their topics of choice.
- Instruct the students to write brief persuasive arguments for appeal to authority, appeal to emotion, appeal to emotion, appeal to ethics and appeal to logic.

8. Collect the handouts for grading. As an option, students can share their persuasive arguments with the class or in their groups.

9. **Option:** Have students share their persuasive arguments with the class or in their respective groups.

10. **Extra practice:** Use the handout The Voice of Authority.

## Evaluation

- |   |           |
|---|-----------|
| 1. Completion of Worksheet<br>Deduct one point for each area not completed on handout               | 10 points |
| 2. 2. Research on Topic<br>10 = excellent; 9 = good; 8 = fair; 7 = poor; 6 = unacceptable; 0 = none | 10 points |
| 3. Accuracy of Appeals<br>Deduct two points for each appeal lacking accuracy                        | 10 points |
| 4. Total Points Available   | 30 points |
| Total Points Earned: _____ Percentage: _____ Grade: _____   |           |

Name \_\_\_\_\_

Due \_\_\_\_\_

# Controversial Topics

Think of two or three controversial topics at the international, national, local and school levels and list them in the numbered spaces below. Once class members have shared their ideas for topics, list the ones that interest you in the spaces marked "other."

International	National	Local	School
i.e., global warming	i.e., teens and social Web sites	i.e., passing a school levy	i.e., school security
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
other:	other:	other:	other:
other:	other:	other:	other:
other:	other:	other:	other:

#1-#3 = individual student ideas

other = classmate ideas

**Final Topic of Research:** \_\_\_\_\_

**Notes:**



<b>Persuasive Technique</b>	<b>Persuasive Argument</b>
Appeal to authority (expert in area)	
Appeal to emotion: sympathy (tug at heartstrings)	
Appeal to emotion: fear (scare into action)	
Appeal to ethics (sense of right and wrong)	
Appeal to logic (use of reason)	

# The Voice of Authority

"I'm not a doctor, but I play one on TV." Is this an authority speaking?

In an appeal to authority, something is claimed to be true based on the expertise of an authority rather than objective facts. When analyzing appeals, make sure that the person really is an expert in the field, there is sufficient agreement to make it a fact and the presenter of the information is not biased.

Keith Curry Lance, director of library research at Colorado State Library and the University of Denver, made the following comments in a report sanctioned by the ProQuest Company: "Scientific research of the learning process, including recent brain research, validates that the most effective and long-term learning occurs when students are given opportunities to solve problems that are relevant to their world and have an opportunity to express their reasoned opinions and conclusions after in-depth study (Source: [www.proquestk12.com/lsm/pqelib/pdfs/SBReLibTeacherTraining.pdf](http://www.proquestk12.com/lsm/pqelib/pdfs/SBReLibTeacherTraining.pdf)). Student curiosity and the innate desire for self-expression provide powerful motivation for learning. Research activities that integrate critical thinking and original thought are the essential skills that students will need to succeed in school, college and in careers in the Information Age."

## Is the source objective?

1. Is the source presenting straight facts?
2. Are the facts being filtered through another author's analysis?
3. If so, is that author objective?
4. Are the source's conclusions in line with those of most other experts in the field?
5. Have we verified those conclusions by assessing the facts ourselves?

# Logical Fallacies

## Overview

Logos is an argument based on reason. It is the ability to construct logical arguments and to persuade others that your assumption is true; therefore, your solution is true. Students will look at misleading notions that are sometimes used.

## Objective

Students will be able to give examples of types of logical fallacies and write statements that contain them.

## Standards Addressed

### Language Arts — Writing

#### *Communications: Oral and Visual, Listening and Viewing — Benchmark B*

##### **Grade 8**

02. Identify and analyze the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.

##### **Grade 9**

02. Identify types of arguments used by the speaker, such as authority and appeals to emotion.
03. Analyze the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.

##### **Grade 10**

02. Interpret types of arguments used by the speaker such as authority and appeals to audience.
03. Evaluate the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.

#### *Communications: Oral and Visual, Listening and Viewing — Benchmark C*

##### **Grades 8 and 9**

04. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and explain how they contribute to meaning.

##### **Grade 10**

04. Identify how language choice and delivery styles (e.g., repetition, appeal to emotion, eye contact) contribute to meaning.

#### *Communications: Oral and Visual, Speaking Skills and Strategies — Benchmark F*

##### **Grades 8 and 9**

10. Deliver persuasive presentations that:
  - a. Establish and develop a logical and controlled argument.
  - b. Include relevant evidence, differentiating between evidence an opinion, to support a position and to address counter-arguments or listener bias.

- c. Use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason.

**Communications: Oral and Visual, Speaking Applications – Benchmark F**

**Grade 9**

- 10. Deliver persuasive presentations that:
  - a. Establish and develop a logical and controlled argument.
  - b. Include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias.
  - c. Use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason.
  - d. Consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and
  - e. Use speaking techniques (e.g., reasoning, emotional appeal, cast studies or analogies).

**Language Arts – Reading**

**Reading Applications: Informational, Technical and Persuasive Text – Benchmark B**

**Grade 8**

- 05. Assess the adequacy, accuracy and appropriateness of an author’s details identifying persuasive techniques (e.g., bandwagon, testimonial and emotional word repetition) and examples of bias and stereotyping.

**Grades 9 and 10**

- 04. Assess the adequacy, accuracy and appropriateness of an author’s details identifying persuasive techniques (e.g., transfer, glittering generalities, bait and switch) and examples of propaganda, bias and stereotyping.

**Procedure**

- 1. Distribute the Types of Logical Fallacy student handout.
- 2. Read the following example of a logical fallacy:  
*There are many examples of logos in the world today. One such example was seen in the 1960s commercial for Excedrin. “I am not a doctor, but I play one on TV.” This is an instance of false authority, when someone who is not an expert but rather a popular celebrity gives testimony. This offers the hope that people will purchase this brand just because a celebrity who is well-liked or is well-known endorses it.*
- 3. Review the types of fallacies and have students give examples of each type from their experience.
- 4. Either record some commercials from TV, use commercials from the Internet (some sites are listed at [www.pbs4549.org/changemymind](http://www.pbs4549.org/changemymind)) or have the students tape commercials from television that illustrate these logic fallacies. Show the commercials and have the students discuss the technique(s) used and name the logical fallacy used.
- 5. Have the students work with a partner to complete the Logical Fallacies handout.

## Answers to Matching Section of Handout

1. B, False Authority
2. I, Prejudicial Language
3. D, Ad Hominem Fallacy
4. E, Complex Question
5. I, Prejudicial Language
6. F, Wrong Direction
7. H, Equivocation
8. C, Hasty Generalization

## Evaluation

Using the Logical Fallacies handout, students can earn 1 point for each of the multiple choice questions and 2 points for each one that they write. This is a total of 18 possible points. A percent for the total correct can be used as the evaluation.

Number Correct	Percent
18	100
17	94
16	89
15	83
14	78
13	72
12	67
11	61
10	56
9	50
8	44
7	39
6	33
5	28
4	22
3	17
2	11
1	6

# Types of Logical Fallacy

Misusing logical appeal in a persuasive setting can hurt the credibility of a claim or person. Below are different types of logical fallacy that can cause one to lose credibility.

Logical Fallacy	Definition	Example
Ad hominem	An attack against an opponent's character instead of against an argument.	Francis Bacon's philosophy should be dismissed since Bacon was removed from his chancellorship for dishonesty.
Begging the question	When the claim is included in the evidence, so nothing is proved.	Since I'm not lying, I must be telling the truth.
Complex cause	A complex event is shown as having only one cause.	We lost the game because Wilson missed the last shot.
Complex question	When two different points are linked together in one statement.	Do you support freedom and the right to bear arms?
Either/or; also called false dilemma	When only two options are given when many choices exist.	Either you're for the Republican plan or you're a socialist and un-American.
Equivocation	Using a same word with two different meanings.	The sign said, "Fine for Parking Here," so since it was fine, I parked here.
False analogy	Comparing two things that are not similar enough to compare.	That political leader is the Jesus Christ of the 20th century.
False authority	When someone who is not an expert gives testimony.	I bought a Harley Davidson because Arnold Schwarzenegger says it's the best motorcycle.
Faulty cause and effect	Lack of connection between two consecutive events.	Because I watched "Friends" last night, I passed my math test.
Hasty generalization	When a claim draws a conclusion based on insufficient evidence.	Women are bad drivers.
Moral equivalence	Comparing something minor to something serious, as if they are equal.	That police officer who gave me a ticket is as bad as Hitler.
Placing blame elsewhere	Avoiding the issues by attacking something else.	You criticize Chinese human rights violations, but what about the homeless in American slums?
Prejudicial language	Loaded or overly emphasized word choice.	Right-wing fanatics and NRA stormtroopers will fight to keep guns firing.
Red herring	When a rebuttal ignores the question asked.	Question: Did the president have an affair? Answer: The president is very busy at the moment with the Middle East peace talks and has no time for silly accusations.
Stacking the deck	Completely leaving out one side of an argument.	There should be no "moment of silence" in schools because it discriminates against certain religions, causes unnecessary controversy and takes away from study time.
Straw man	Attacking an opponent's weaker argument rather than his strongest.	Senator Jones says that we should not fund the attack submarine program. I disagree entirely. I can't understand why he wants to leave us defenseless like that.
Wrong direction	The cause-and-effect relationship is reversed.	Cancer causes smoking.

Name \_\_\_\_\_

Due \_\_\_\_\_

# Logical Fallacies

**Part I:** Match the correct fallacy from the right to the sentence on the left that best describes it. You may not use your notes. There may be answers left over.

- |  |                         |
|--|-------------------------|
| 1. As an English teacher, I must say that Coke is better than Pepsi.                                 | A. Complex clause       |
| 2. People who agree with affirmative action are racists.   | B. False authority      |
| 3. James supports the new tax system. What do you expect from a rich kid?                            | C. Hasty generalization |
| 4. Do you support Hillary Rodham Clinton and the senator from Virginia?                              | D. Ad hominem fallacy   |
| 5. Any reasonable person can see through the cloud of lies coming from the Democrats.                | E. Complex question     |
| 6. More sex education has led to an increase in teen pregnancy.                                      | F. Wrong direction      |
| 7. God helps those who help themselves, so I am going to help myself to more of this tuna casserole. | G. Straw man            |
| 8. All men have bad tempers.   | H. Equivocation         |
|  | I. Prejudicial language |

**Part II:** Make up five of your own fallacies and write them in the space below. Identify the fallacy type for each.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

# Choosing a Persuasive Technique

## Overview

Three companies are selling land in an Amazon rain forest. Students review each company's offer, determine what persuasive technique is being used and decide which offer they think is most valid.

## Objective

Students will be able to analyze three persuasive paragraphs and determine their effectiveness.

## Standards Addressed

### Language Arts — Writing Conventions

**Communications: Oral and Visual, Listening and Viewing, Benchmark B  
Grades 8, 9 and 10**

02. Identify and analyze the persuasive techniques used in presentations and media messages.

### Grades 9 and 10

03. Analyze the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.

## Procedure

1. Have students work with a partner or a group of three. Provide each group with a list of persuasive techniques (see handout in this guide) and the Amazon Rain Forest – Persuasive Comparison handout.
2. Instruct the groups to read the three appeals on the handout and then write their thoughts about which persuasive technique was used.
3. Each group should select the technique that most appeals to them and tell why they selected that appeal.
4. As a class, review each group's findings.
5. Individually, students may choose to write about either the appeal their group selected, or they may create their own appeal using a different persuasive technique to try and sell the rain forest land.



## Answers

**Appeal #1** — Techniques used:

- Urgency/call to action
- Appeal to emotion

**Appeal #2** — Techniques used:

- Appeal to logic

**Appeal #3** — Techniques used:

- Snob appeal
- Celebrity endorsement

## Evaluation

Either give points for each of the items below or use this list as a checklist for student work.

1. \_\_\_\_\_ Introduction is interesting.
2. \_\_\_\_\_ Thesis is correct.
3. \_\_\_\_\_ Transitions connect all paragraphs.
4. \_\_\_\_\_ Reason paragraphs have proper structure (topic sentence, explanatory sentences, specific, colorful examples, closing sentence).
5. \_\_\_\_\_ Essay ends with a call to action.
6. \_\_\_\_\_ The appropriate audience is addressed.
7. \_\_\_\_\_ A variety of sentence patterns is used.
8. \_\_\_\_\_ Details are specific and interesting.

Name \_\_\_\_\_

# Amazon Rain Forest — Persuasive Comparison

You have been studying the Amazon rain forest and would like to buy some land to keep the rain forest from being destroyed. You find three different agencies that are selling land. Read the three offers below and determine what persuasive technique each is using to sell the land. After you have read all three, decide which one you think is the most convincing and write about your decision. Remember to use correct grammar and spelling.

## Appeal #1 — Action Amazon

It's disappearing fast. Farmers are using the land to graze their cattle. Miners are taking the minerals out of the land and polluting the river. Thousands of plant species that are used for medicines are disappearing every day. This is your chance to protect the rain forest before it's too late! Every day is a day where this precious resource is disappearing. Don't let your children get diseases that can be cured by rain forest plants. Make sure that in the future you have air to breathe.

You can buy rain forest land for \$40/acre. ACT NOW—before it is too late! If you act before the end of this week, you can save \$3 per acre. Send your money immediately to Action Amazon at 2132 Frog Ave., Iquitos, Peru. You will receive a deed to your land.

What persuasive technique(s) were used in this plea?

## Appeal #2 — KARE — Keep Amazon Resources for Everyone

We are losing Earth's greatest biological treasures just as we are beginning to appreciate their true value. Rain forests once covered 14 percent of the earth's land surface; now they cover a mere 6 percent and experts estimate that the last remaining rain forests could be consumed in less than 40 years.

One and one-half acres of rain forest are lost every second with tragic consequences for both developing and industrial countries.

Take action now! Send your donation to KARE, 6060 Lizard Pass, Huaraz, Peru. You will receive a deed to your land.

What persuasive technique(s) were used in this plea?

---

### **Appeal #3 — Help the Rain Forest Group**

You can make a difference! We hope that we can count on you to keep the rain forest alive. Keep the future bright for future generations. Our studies show that our contributors are highly educated and understand the need to keep this valuable resource vital. People of distinction are helping to keep the rain forest vital.

You can buy rain forest land for \$40/acre. Send your money immediately to Action Amazon at 3306 Burning Bush Ave., Nazca, Peru. You will receive a deed to your land.

What persuasive technique(s) were used in this plea?

Option A: Write about which appeal you chose and why.

Option B: Select a different persuasive technique and try to sell the land to your classmates.

# Hooking the Audience: Persuasion in Print

## Overview

Print advertisements and public service announcements (PSAs) are prevalent and powerful in our society. In this lesson, students create their own print advertisement or PSA that incorporates at least three different persuasive techniques.

## Objective

Students will learn and review different persuasive techniques, identify examples of the different techniques and display their knowledge by successfully creating an advertisement or public service announcement.

## Standards Addressed

### Language Arts — Writing

#### *Writing Applications, Benchmark E*

#### **Grades 8, 9 and 10**

05. Write persuasive compositions that:
- Establish and develop a controlling idea.
  - Support arguments with detailed evidence.
  - Exclude irrelevant information.
  - Cite sources of information.

#### *Writing Process, Prewriting, Benchmark A*

#### **Grades 8, 9 and 10**

01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.

## Materials

- Magazines and Sunday-edition newspapers
- Scissors
- Colored markers and pencils
- Folders

## Procedure

### Part 1

1. Well ahead of the day that you want to begin this lesson, ask the students to begin bringing in magazines and Sunday newspapers.
2. Have them read through the techniques and examples aloud.
3. Ask the class to contribute their own examples of television commercials and PSA examples.

4. Place students in groups of three or four and distribute newspapers, magazines, scissors, markers and one folder and Persuasive Techniques Checklist to each group.
5. Direct students to clip advertisements and PSAs that utilize the various persuasive techniques on the checklist, label the techniques on the back with the marker and complete the checklist.
6. The group members should place all of their materials into the group folder.

### Part 2

1. Once you have checked each group's work for understanding and accuracy, distribute the Hooking the Audience: Directions handout for the student-created print advertisement or PSA. Read the directions aloud and emphasize that the advertisement/PSA must utilize at least three different persuasive techniques.

## Lesson Plan Options

You may want to control the quantity and types of persuasive techniques that students focus on in their newspaper and magazine searches. Modify the checklist based upon teacher objectives.

You may want to limit students' options and have them create either an advertisement or a PSA.

You may want to focus the student-created advertisement or PSA on subjects such as the following that are relevant to teens' concerns:

- Product (existing or newly created): acne medication, ATV/automobile, clothing, electronic, food, game/gaming system, power drink, technological gadget
- Service: car wash, cell phone or gaming service, hair stylist, music site, post office, restaurant, ski resort, social services, social Web site (i.e., MySpace), study skills, travel agency

- PSA: abuse, bullying, "drama," dropout rates, global warming, peer acceptance, peer pressure, pregnancy, social networking Web sites, school security/violence, substance use/abuse

## Evaluation

### Part 1

#### Group Activity

- Identifying persuasive techniques from magazine/newspaper advertisements/PSAs – assign one point for each persuasive technique clipped and identified correctly
- **Option #1:** Students must clip a separate advertisement/PSA for each persuasive technique
- **Option #2:** Students can use the same advertisement/PSA for multiple persuasive techniques

**Total Points Available: 22 points**

### Part 2

#### Student-Created Advertisement/PSA

- Followed directions (project is 8½" x 11" in size and includes all persuasive techniques) 1-10 points
- Mental stimulation (creative concept and strength of persuasive techniques) 1-20 points
- Visual stimulation (neat, legible and colorful) 1-10 points
- Conventions (correct punctuation, mechanics, usage/spelling and grammar) 1-10 points

**Total Points Available: 50 points**

Group Members \_\_\_\_\_

# Persuasive Techniques Checklist

Find an example to illustrate each of these persuasive techniques. One example may use several techniques. Label the examples and place them into your folder along with this sheet.

- |   |  |
|---|--|
| <input type="checkbox"/> Appeal to authority          | <input type="checkbox"/> Glittering generalities |
| <input type="checkbox"/> Appeal to emotion (fear)     | <input type="checkbox"/> Name-calling            |
| <input type="checkbox"/> Appeal to emotion (sympathy) | <input type="checkbox"/> Plain folks appeal      |
| <input type="checkbox"/> Appeal to ethics             | <input type="checkbox"/> Repetition              |
| <input type="checkbox"/> Appeal to logic/reason       | <input type="checkbox"/> Rhetorical question     |
| <input type="checkbox"/> Bandwagon                    | <input type="checkbox"/> Scientific approach     |
| <input type="checkbox"/> Card-stacking                | <input type="checkbox"/> Sex appeal              |
| <input type="checkbox"/> Diction/word choice          | <input type="checkbox"/> Snob appeal             |
| <input type="checkbox"/> Endorsement/testimonial      | <input type="checkbox"/> Something for nothing   |
| <input type="checkbox"/> Euphemism                    | <input type="checkbox"/> Transfer                |
| <input type="checkbox"/> Exaggeration/hyperbole       | <input type="checkbox"/> Urgency                 |

Notes:

# Hooking the Audience

Ads and commercials are paid announcements produced for targeted audiences to sell products or ideas. They are the economic force that finances commercial media.

Public service announcements (PSAs) inform the public about safety and health information, community services or public affairs. They are produced and programmed much like commercials, but usually are not produced for profit.

Your job is to create an ad or PSA using at least three persuasive techniques. Use the Persuasive Techniques Checklist for ideas about techniques that you might use. Following are steps to follow:

1. Decide what you want to "sell" to the audience. Do you want to use a product currently on the market or dream up your own product?
2. Decide on the specific message of your public service announcement. Your PSA should fit on a standard piece of paper.
3. Decide what audience you will be targeting.
4. Choose the idea or story of your ad or announcement — the way you will tell the audience your message.
5. Decide exactly what the viewer will see and hear.
6. Determine what persuasive techniques you will use and label them.
7. Present your creation to the class.

Your project will be evaluated in the following manner:

1. Followed directions (1-10 points) \_\_\_\_\_  
(should be 8½" x 11" in size and include at least three persuasive techniques)
2. Mental stimulation (1-20 points) \_\_\_\_\_  
(creative concept and strength of persuasive techniques)
3. Visual stimulation (1-10 points) \_\_\_\_\_  
(neat, legible and colorful)
4. Conventions (1-10 points) \_\_\_\_\_  
(correct punctuation, mechanics, usage/spelling and grammar)

Total Points Available: 50

Total Points Earned: \_\_\_\_\_ Percentage: \_\_\_\_\_ Grade: \_\_\_\_\_

# Dear Persuasion

## Analyzing a Persuasive Open Letter

### Overview

This lesson allows students to analyze a letter written by award-winning poet Naomi Shihab Nye about one of America's most painful and devastating events, Sept. 11, 2001.

### Objective

Students will be able to identify persuasive techniques and explain their effect on the audience.

### Standards Addressed

#### Language Arts — Writing

#### *Communications: Oral and Visual, Listening and Viewing Benchmark B*

##### Grade 8

02. Identify and analyze the persuasive techniques (e.g., bandwagon, testimonial glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.

##### Grade 9

02. Identify types of arguments used by the speaker, such as authority and appeals to emotion.
03. Analyze the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.

##### Grade 10

02. Interpret types of arguments used by the speaker such as authority and appeals to audience.
03. Evaluate the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.

#### *Communications: Oral and Visual, Listening and Viewing, Benchmark C*

##### Grades 8 and 9

04. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and explain how they contribute to meaning.

##### Grade 10

04. Identify how language choice and delivery styles (e.g., repetition, appeal to emotion, eye contact) contribute to meaning.



## Procedure

1. Distribute Naomi Shihab Nye's open letter, "To Any Would-Be Terrorists," to students.
2. Have the students highlight and label the persuasive techniques used within the letter.
3. Instruct them to analyze and explain the effect these techniques have on the audience.

## Options

1. Teachers can have students write their own persuasive open letters pertaining to a topic being studied at the time, i.e. discrimination.
2. Use Mary Fisher's "A Whisper of AIDS" speech from the 1992 Republican National Convention as an alternative piece. It can be found on the Internet at <http://www.americanrhetoric.com/speeches/maryfisher1992rnc.html>.

## Evaluation

There are at least 25 persuasive techniques in Shihab Nye's letter. Two points can be given for each technique found and identified correctly, for a total of 50 points. Grades can be based on a percentage of the number correct. Note: There is much room for discussion on this. Credit could be given if a student can defend his or her choice of technique.

# **“To Any Would-Be Terrorists”**

**by Naomi Shihab Nye, Arab-American Poet**

I am sorry I have to call you that, but I don't know how else to get your attention. I hate that word. Do you know how hard some of us have worked to get rid of that word, to deny its instant connection to the Middle East? And now look. Look what extra work we have.

Not only did your colleagues kill thousands of innocent, international people in those buildings and scar their families forever, they wounded a huge community of people in the Middle East, in the United States and all over the world. If that's what they wanted to do, please know the mission was a terrible success, and you can stop now.

Because I feel a little closer to you than many Americans could possibly feel, or ever want to feel, I insist that you listen to me. Sit down and listen. I know what kinds of foods you like. I would feed them to you if you were right here, because it is very very important that you listen.

I am humble in my country's pain and I am furious.

My Palestinian father became a refugee in 1948. He came to the United States as a college student. He is 74 years old now and still homesick. He has planted fig trees. He has invited all the Ethiopians in his neighborhood to fill their little paper sacks with his figs. He has written columns and stories saying the Arabs are not terrorists, he has worked all his life to defy that word. Arabs are businessmen and students and kind neighbors. There is no one like him and there are thousands like him – gentle Arab daddies who make everyone laugh around the dinner table, who have a hard time with headlines, who stand outside in the evenings with their hands in their pockets staring toward the far horizon.

I am sorry if you did not have a father like that. I wish everyone could have a father like that.

My hard-working American mother has spent 50 years trying to convince her fellow teachers and choir mates not to believe stereotypes about the Middle East. She always told them, there is a much larger story. If you knew the story, you would not jump to conclusions from what you see in the news. But now look at the news. What a mess has been made.

Sometimes I wish everyone could have parents from different countries or ethnic groups so they would be forced to cross boundaries, to believe in mixtures, every day of their lives. Because this is what the world calls us to do. WAKE UP!

The Palestinian grocer in my Mexican-American neighborhood paints pictures of the Palestinian flag on his empty cartons. He paints trees and rivers. He gives his paintings away. He says, “Don't insult me” when I try to pay him for a lemonade. Arabs have always been famous for their generosity. Remember? My half-Arab brother with an Arabic name looks more like an Arab than many full-blooded Arabs do and he has to fly every week.

My Palestinian cousins in Texas have beautiful brown little boys. Many of them haven't gone to school yet. And now they have this heavy word to carry in their backpacks along with the weight of their papers and books. I repeat, the mission was a terrible success. But it was also a complete, total tragedy and I want you to think about a few things.

1. Many people, thousands of people, perhaps even millions of people, in the United States are very aware of the long unfairness of our country's policies regarding Israel and Palestine. We talk about this all the time. It exhausts us and we keep talking. We write letters to newspapers, to politicians, to each other. We speak out in public even when it is uncomfortable to do so, because that is our responsibility. Many of these people aren't even Arabs. Many happen to be Jews who are equally

troubled by the inequity. I promise you this is true. Because I am Arab-American, people always express these views to me and I am amazed how many understand the intricate situation and have strong, caring feelings for Arabs and Palestinians even when they don't have to. Think of them, please: All those people who have been standing up for Arabs when they didn't have to.

But as ordinary citizens we don't run the government and don't get to make all our government's policies, which makes us sad sometimes. We believe in the power of the word and we keep using it, even when it seems no one large enough is listening. That is one of the best things about this country: the free power of free words. Maybe we take it for granted too much. Many of the people killed in the World Trade Center probably believed in a free Palestine and were probably talking about it all the time.

But this tragedy could never help the Palestinians. Somehow, miraculously, if other people won't help them more, they are going to have to help themselves. And it will be peace, not violence, that fixes things. You could ask any one of the kids in the Seeds of Peace organization and they would tell you that. Do you ever talk to kids? Please, please, talk to more kids.

2. Have you noticed how many roads there are? Sure you have. You must check out maps and highways and small alternate routes just like anyone else. There is no way everyone on earth could travel on the same road, or believe in exactly the same religion. It would be too crowded, it would be dumb. I don't believe you want us all to be Muslims. My Palestinian grandmother lived to be 106 years old, and did not read or write, but even she was much smarter than that. The only place she ever went beyond Palestine and Jordan was to Mecca, by bus, and she was very proud to be called a Hajji and to wear white clothes afterwards. She worked very hard to get stains out of everyone's dresses – scrubbing them with a stone. I think she would consider the recent tragedies a terrible stain on her religion and her whole part of the world. She would weep. She was scared of airplanes anyway. She wanted people to worship God in whatever ways they felt comfortable. Just worship. Just remember God in every single day and doing. It didn't matter what they called it. When people asked her how she felt about the peace talks that were happening right before she died, she puffed up like a proud little bird and said, in Arabic, "I never lost my peace inside." To her, Islam was a welcoming religion. After her home in Jerusalem was stolen from her, she lived in a small village that contained a Christian shrine. She felt very tender toward the people who would visit it. A Jewish professor tracked me down a few years ago in Jerusalem to tell me she changed his life after he went to her village to do an oral history project on Arabs. "Don't think she only mattered to you!" he said. "She gave me a whole different reality to imagine – yet it was amazing how close we became. Arabs could never be just a 'project' after that."

Did you have a grandmother or two? Mine never wanted people to be pushed around. What did yours want?

Reading about Islam since my grandmother died, I note the "tolerance" that was "typical of Islam" even in the old days. The Muslim leader Khalid ibn al-Walid signed a Jerusalem treaty which declared, "in the name of God, you have complete security for your churches which shall not be occupied by the Muslims or destroyed."

It is the new millenium in which we should be even smarter than we used to be, right? But I think we have fallen behind.

3. Many Americans do not want to kill any more innocent people anywhere in the world. We are extremely worried about military actions killing innocent people. We didn't like this in Iraq, we never liked it anywhere. We would like no more violence, from us as well as from you. HEAR US! We would like to stop the terrifying wheel of violence, just stop it, right on the road, and find something more creative to do to fix these huge problems we have. Violence is not creative, it is stupid and scary and many of us hate all those terrible movies and TV shows made in our own country that try to pretend otherwise. Don't watch them. Everyone should stop watching them. An appetite for explosive sounds and toppling buildings is not a healthy thing for anyone in any country. The USA should apologize to the whole world for sending this trash out into the air and for paying people to make it.

But here's something good you may not know - one of the best-selling books of poetry in the United States in recent years is the Coleman Barks translation of Rumi, a mystical Sufi poet of the 13th century, and Sufism is Islam and doesn't that make you glad?

Everyone is talking about the suffering that ethnic Americans are going through. Many will no doubt go through more of it, but I would like to thank everyone who has sent me a consolation card. Americans are usually very kind people. Didn't your colleagues find that out during their time living here? It is hard to imagine they missed it. How could they do what they did, knowing that?

4. We will all die soon enough. Why not take the short time we have on this delicate planet and figure out some really interesting things we might do together? I promise you, God would be happier. So many people are always trying to speak for God - I know it is a very dangerous thing to do. I tried my whole life not to do it. But this one time is an exception. Because there are so many people crying and scarred and confused and complicated and exhausted right now - it is as if we have all had a giant simultaneous break-down.

I beg you, as your distant Arab cousin, as your American neighbor, listen to me.

Our hearts are broken, as yours may also feel broken in some ways we can't understand, unless you tell us in words. Killing people won't tell us. We can't read that message.

Find another way to live. Don't expect others to be like you. Read Rumi. Read Arabic poetry. Poetry humanizes us in a way that news, or even religion, has a harder time doing. A great Arab scholar, Dr. Salma Jayyusi, said, "If we read one another, we won't kill one another." Read American poetry. Plant mint. Find a friend who is so different from you, you can't believe how much you have in common. Love them. Let them love you. Surprise people in gentle ways, as friends do. The rest of us will try harder too. Make our family proud.

Naomi Shihab Nye

Source: *Islamic Studies, Islam, Arabic and Religion Web site of Dr. Alan Godlas of the University of Georgia*

# Discussion Points

## “To Any Would-Be Terrorists”

by Naomi Shihab Nye, Arab-American Poet

I am sorry I have to call you that, but I don't know how else to get your attention. I hate that word. Do you know how hard some of us have worked to get rid of that word, to deny its instant connection to the Middle East? **(Rhetorical Question)** And now look. Look what extra work we have.

Not only did your colleagues kill thousands of innocent, international people in those buildings and scar their families forever, they wounded a huge community of people in the Middle East, in the United States and all over the world. If that's what they wanted to do, please know the mission was a terrible success, and you can stop now. **(Appeal to Emotion)**

Because I feel a little closer to you than many Americans could possibly feel, or ever want to feel, I insist that you listen to me. Sit down and listen. I know what kinds of foods you like. I would feed them to you if you were right here, because it is very very **(Repetition)** important that you listen. **(Urgency)**

I am humble in my country's pain and I am furious. **(Word Choice/Diction)**

My Palestinian father became a refugee in 1948. He came to the United States as a college student. He is 74 years old now and still homesick. He has planted fig trees. He has invited all the Ethiopians in his neighborhood to fill their little paper sacks with his figs. He has written columns and stories saying the Arabs are not terrorists, he has worked all his life to defy that word. Arabs are businessmen and students and kind neighbors. There is no one like him and there are thousands like him – gentle Arab daddies who make everyone laugh around the dinner table, who have a hard time with headlines, who stand outside in the evenings with their hands in their pockets staring toward the far horizon. **(Plain Folks Appeal; Appeal to Emotion)**

I am sorry if you did not have a father like that. I wish everyone could have a father like that. **(Sympathy)**

My hard-working American mother has spent 50 years trying to convince her fellow teachers and choir mates not to believe stereotypes about the Middle East. She always told them, there is a much larger story. If you knew the story, you would not jump to conclusions from what you see in the news. But now look at the news. What a mess has been made. Sometimes I wish everyone could have parents from different countries or ethnic groups so they would be forced to cross boundaries, to believe in mixtures, every day of their lives. Because this is what the world calls us to do. WAKE UP!

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1. Many people, thousands of people, perhaps even millions of people, in the United States are very aware of the long unfairness of our country's policies regarding Israel and Palestine. We talk about this all the time. It exhausts us and we keep talking. We write letters to newspapers, to politicians, to each other. We speak out in public even when it is uncomfortable

to do so, because that is our responsibility. Many of these people aren't even Arabs. Many happen to be Jews who are equally troubled by the inequity. I promise you this is true. Because I am Arab-American, people always express these views to me and I am amazed how many understand the intricate situation and have strong, caring feelings for Arabs and Palestinians even when they don't have to. Think of them, please: All those people who have been standing up for Arabs when they didn't have to. But as ordinary citizens we don't run the government and don't get to make all our government's policies, which makes us sad sometimes. We believe in the power of the word and we keep using it, even when it seems no one large enough is listening. That is one of the best things about this country: the free power of free words. Maybe we take it for granted too much. Many of the people killed in the World Trade Center probably believed in a free Palestine and were probably talking about it all the time.

But this tragedy could never help the Palestinians. Somehow, miraculously, if other people won't help them more, they are going to have to help themselves. And it will be peace, not violence, that fixes things. You could ask any one of the kids in the Seeds of Peace (**Allusion**) organization and they would tell you that. Do you ever talk to kids? Please, please, talk to more kids. (**Appeal to Emotion**)

2. Have you noticed how many roads there are? Sure you have. You must check out maps and highways and small alternate routes just like anyone else. There is no way everyone on earth could travel on the same road, or believe in exactly the same religion. It would be too crowded, it would be dumb. (**Word Choice**) I don't believe you want us all to be Muslims. My Palestinian grandmother lived to be 106 years old, and did not read or write, but even she was much smarter than that. The only place she ever went beyond Palestine and Jordan was to Mecca, by bus, and she was very proud to be called a Hajji and to wear white clothes afterwards. She worked very hard to get stains out of everyone's dresses – scrubbing them with a stone. I think she would consider the recent tragedies a terrible stain on her religion and her whole part of the world. She would weep. She was scared of airplanes anyway. She wanted people to worship God in whatever ways they felt comfortable. Just worship. Just remember God in every single day and doing. It didn't matter what they called it. When people asked her how she felt about the peace talks that were happening right before she died, she puffed up like a proud little bird and said, in Arabic, "I never lost my peace inside." To her, Islam was a welcoming religion. After her home in Jerusalem was stolen from her, she lived in a small village that contained a Christian shrine. She felt very tender toward the people who would visit it. A Jewish professor tracked me down a few years ago in Jerusalem to tell me she changed his life after he went to her village to do an oral history project on Arabs. "Don't think she only mattered to you!" he said. "She gave me a whole different reality to imagine – yet it was amazing how close we became. Arabs could never be just a 'project' after that."

Did you have a grandmother or two? (**Rhetorical Question**) Mine never wanted people to be pushed around. What did yours want?

Reading about Islam since my grandmother died, I note the "tolerance" (**Word Choice**) that was "typical of Islam" even in the old days. The Muslim leader Khalid ibn al-Walid signed a Jerusalem treaty which declared, "in the name of God, you have complete security for your churches which shall not be occupied by the Muslims or destroyed."

It is the new millennium in which we should be even smarter than we used to be, right? (**Rhetorical Question**) But I think we have fallen behind.

3. Many Americans do not want to kill any more innocent people anywhere in the world. We are extremely worried about military actions killing innocent people. We didn't like this in Iraq, we never liked it anywhere. We would like no more violence, from us as well as from you. HEAR US! (**Word Choice**) We would like to stop the terrifying wheel of violence, just stop it, right on the road, and find something more creative to do to fix these huge problems we have. Violence is not creative, it is stupid and scary and many of us hate all those terrible movies and TV shows made in our own country that try to pretend otherwise. Don't watch them. Everyone should stop watching them. An appetite for explosive sounds and toppling buildings is not a healthy thing for anyone in any country. The USA should apologize to the whole world for sending this trash out into the air and for paying people to make it.

But here's something good you may not know - one of the best-selling books of poetry in the United States in recent years is the Coleman Barks translation of Rumi, (**Allusion**) a mystical Sufi poet of the 13th century, and Sufism is Islam and doesn't that make you glad? (**Rhetorical Question**)

Everyone is talking about the suffering that ethnic Americans are going through. Many will no doubt go through more of it, but I would like to thank everyone who has sent me a consolation card. Americans are usually very kind people. Didn't your colleagues find that out during their time living here? It is hard to imagine they missed it. How could they do what they did, knowing that? (**Rhetorical Question**) (**Appeal to Emotion**)

4. We will all die soon enough. Why not take the short time we have on this delicate planet and figure out some really interesting things we might do together? I promise you, God would be happier. So many people are always trying to speak for God - I know it is a very dangerous thing to do. I tried my whole life not to do it. But this one time is an exception. Because there are so many people crying and scarred and confused and complicated and exhausted right now - it is as if we have all had a giant simultaneous break-down. (**Word Choice/Diction**)

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Our hearts are broken, as yours may also feel broken in some ways we can't understand, unless you tell us in words. Killing people won't tell us. We can't read that message. (**Appeal to Emotion**)

Find another way to live. Don't expect others to be like you. Read Rumi. Read Arabic poetry. Poetry humanizes us in a way that news, or even religion, has a harder time doing. A great Arab scholar, Dr. Salma Jayyusi, (**Appeal to Authority; Allusion**) said, "If we read one another, we won't kill one another." Read American poetry. Plant mint. Find a friend who is so different from you, you can't believe how much you have in common. Love them. Let them love you. Surprise people in gentle ways, as friends do. The rest of us will try harder too. Make our family proud.

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# Making a Commercial

## Overview

Commercials are attempts by producers to persuade you to buy their products. In this lesson, students create a commercial and identify the persuasive techniques they are using.

## Objectives

Students will be able to successfully apply persuasive techniques to the creation of a commercial.

## Standards Addressed

### Language Arts — Writing

**Communications: Oral and Visual, Listening and Viewing, Benchmark B**

#### Grade 8

02. Identify and analyze the persuasive techniques (e.g., bandwagon, testimonial glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.

#### Grade 9

02. Identify types of arguments used by the speaker, such as authority and appeals to emotion.
03. Analyze the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.

**Communications: Oral and Visual, Listening and Viewing, Benchmark F**

#### Grade 8

04. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and explain how they contribute to meaning.
10. Deliver persuasive presentations that:
  - a. Establish and develop a logical and controlled argument.

**Communications: Oral and Visual, Speaking Skills and Strategies, Benchmark F**

#### Grades 8, 9 and 10

10. Deliver persuasive presentations that:
  - a. Establish and develop a logical and controlled argument.
  - b. Include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias.
  - c. Use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason.
  - d. Use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and.
  - e. Use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).



## **Communications: Oral and Visual, Listening and Viewing, Benchmarks B, F and G**

### **Grade 10**

02. Interpret types of arguments used by the speaker such as authority and appeals to audience.
03. Evaluate the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.
04. Identify how language choice and delivery styles (e.g., repetition, appeal to emotion, eye contact) contribute to meaning.
10. Deliver persuasive presentations that:
  - a. Establish and develop a logical and controlled argument.
  - b. Include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias.
  - c. Use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason.
  - d. Consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution).
  - e. Use speaking techniques (e.g., reasoning, emotional appeal, cast studies or analogies).

## **Materials**

### **Video Projects:**

- Camera
- LPD projector
- Film

### **Oral Presentations:**

- Colored markers
- Poster board

## **Procedure**

1. As a class, go back to the commercials used in the Logical Fallacies section and review the types of persuasive techniques that were found in those commercials.
2. Divide the class into pairs or groups of three.
3. Have each group decide on a category or situation about which to create a commercial: politics, celebrities, beauty pageant, sports, public service announcement, etc.
4. For the commercial, have the groups create a product or use a product that is already on the market. (This works best when students create the product they are going to advertise.)
5. Students should write a script, noting in the script where the persuasive techniques are. They should use at least five persuasive techniques in their work.
6. Encourage the groups to follow the same "frame" at the end that they used in the beginning, and to make their commercials one to five minutes in length.
7. The commercial can be videotaped or can be given as an oral presentation.
8. Each team will be given a group grade from zero to 100 points. The total score will then be multiplied by the number of people in the group.
9. The group can then divide the total score in whatever way they would like. For example, if a group of three people gets 86 points for the total project, they will multiply 86 by three for a total of 258 points. The group should decide, for example if each person gets 86 points or if one person who worked very hard should get 100 points and the other two, 79 points each. The group can divide their total points in any way they like, as long as the total is 258 points. There must be consensus among the group members.

## Evaluation

Rubric for Commercial

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Creativity</b>	Extremely Creative	Creative	Unoriginal	Predictable	Not creative
<b>Seriousness/ Credibility</b>	Actors all took project serious and remained focused.	Some moments were unproductive; general focus was kept.	Group did not work well together; there was a loss of focus throughout.	Little seriousness was given to the project. Focus was lost at the beginning and never regained.	There was no focus. The group members did not get along well with each other.
<b>Distribution of Work</b>	Each group member had an equal workload.	Group members distributed the work; however, one did more than the others.	The workload was divided on paper; two group members did not pull their weight.	The workload was not divided evenly. All members did not appear in the video.	One person did the majority of the work. Lacked commitment from other members.
<b>Length</b>	Video was between one and five minutes in length.	Video was too long (five or six minutes) or too short 45 to 59 seconds).	Video was more than seven minutes in length or was less than 30 seconds long.	Video was nine to 10 minutes in length or was less than 15 seconds in length.	Video was more than 10 minutes in length.
<b>Organization of Presentation</b>	Project had above-average organization.	Project was well-organized.	Project was organized.	The project had little organization.	The project had little to no organization.
<b>Script: Fluency. Spelling, etc.</b>	All materials were to expectations.	Materials were fluid and there were few spelling errors.	Project met average expectations.	Materials were divided among the group, but not completed.	Little to no effort was put forth on the script; there was no fluency.
<b>Use of Persuasive Techniques</b>	Video effectively used more than six techniques.	Video effectively used six techniques.	Video used four to five techniques.	Video used two to three techniques.	Video used one technique.

# Creating a Commercial

Commercials are attempts by producers to encourage you to buy their products. In this exercise, you will create a commercial and identify the persuasive techniques you are using.

## Your task:

1. Decide on a category or situation: politics, celebrities, beauty pageant, sports, public service announcement, etc.
2. Create a product or concept or use a product or concept that is already on the market.
3. Use at least 5 persuasive techniques in your commercial.
4. Write a script, noting in the script where the persuasive techniques are being used.
5. Follow the same "frame" at the end that you used in the beginning.
6. Commercial should be one to five minutes long.

The commercial can be videotaped or can be given as an oral presentation. Your team will be given a group grade on your project of from zero to 100 points. Your total score will then be multiplied by the number of people in your group. Your group can then divide the total score in whatever way you would like. For example, your group of three people gets 86 percent for the total project. This will be multiplied by three for a total of 258 points. You could give each person 86 points or you could give one person that worked really hard 100 point and the other two each 79 points. You can divide your 258 points in any way your group would like so long as the total is 258 points. There must be consensus among the group members. If there is no consensus, everyone gets the group grade.



# CHANGE MY MIND

## Writing Approaches

<http://www.pbs4549.org/changemymind>



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# Using a Metaphor to “Frame” Persuasive Writing

Aristotle states in *Poetics*: “[T]he greatest thing by far is to be a master of metaphor. [It is] a sign of genius, since a good metaphor implies an intuitive perception of the similarity in dissimilars.”

## What is a metaphor?

The term **metaphor** meant in Greek “carry something across” or “transfer.” It is a comparison between two things, based on resemblance or similarity. A metaphor is a device for seeing something in terms of something else. “Raining cats and dogs” lets you carry the image of many cats and dogs to the concept of a lot of rain. A “table leg” uses the concept of something long, thin and straight that holds up the body to a similar support for a table. A metaphor indirectly applies the characteristics of one thing to another. If someone is a “wet blanket,” that person is rather cold and not much good for fun. If a dream is “all Elmer’s glue and glitter” it is cheap and not something that will last long.

## Why use metaphors?

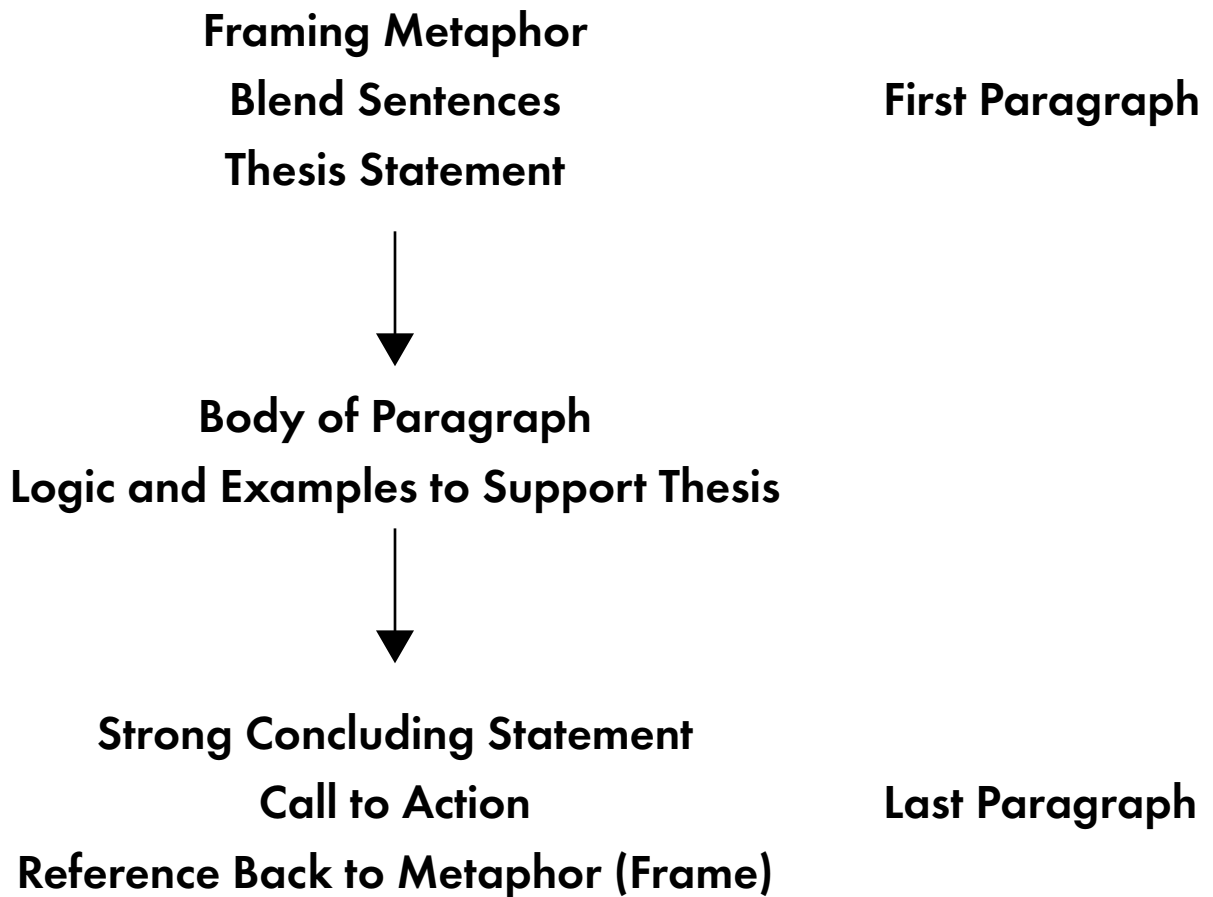
1. Metaphors make language come alive.
2. They give the speaker a frame of reference for the topic. The writer can make an emotional connection before the arguments are stated.
3. They use a minimum of words to create a thought, for example, “my school is a prison.”

## How are similes and metaphors different?

A simile is a form of metaphor that compares two different things to create a new meaning. A simile always uses “like” or “as” within the phrase and is more explicit than a metaphor. For example, Shakespeare’s line “The world is a stage” (metaphor) could be rewritten as a simile to read: “The world is like a stage.”

## How can I use a metaphor in persuasive writing?

Metaphors can be used as a frame around a piece of writing. It would be built in this manner



### Sample Persuasive Writing

When I'm at school, I look Minnesota, but I feel California. I'm forced to wear this lovely plaid skirt and white blouse. I'd like to do away with the dress code at this school.

I am the same person in plaid or in my jeans. The way I dress is not the measure of how much I learn. I am forced to be like everyone else rather than displaying the independent me – the person who wants to think for herself. Uniforms are expensive. My parents not only have to buy my regular clothes, but also have to spend money on uniforms.

For these reasons, I feel I should have the right to select what I want to wear to school. I'd like the cold realities of Minnesota replaced with the independent-thinking, "groovy" realities of California.



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# Writing an Appeal to Logic Persuasive Paper

The purpose of persuasive writing is to influence or change a person's opinion or thoughts on a topic. Your goal is to get others to go along with your thinking, become an advocate of your position or take the action that you desire.

The first step for writing a persuasive essay is to choose the topic. The possibilities are infinite. Think about issues in your school. Dress codes, uniforms, drug or locker searches, homework policies, school choice, cell phone policies or social networking sites are but a few of the topics that may affect you directly. More global issues including women's rights, civil rights, the war, the death penalty, cloning, gun control, legalization of drugs and more, are some of the very controversial topics that we hear about and think about. Advertisers use persuasive practices to sell commercial products to help you choose who to vote for. Persuasive writing and persuasive techniques are all around us.

Once you have chosen your topic, but before you write, you need to make a plan of attack. You need to list the reasons why what you believe is correct and the objections that others might have to your position. These are called the arguments. You need to try to find facts that support your position and argue against the facts that oppose your position.

The structure of your essay should include an opening or introduction. In this section, you should state the topic (sometimes in the form of a question). You also need to be sure that you state your position on the issue, usually as the last sentence of the introduction.

The body of your essay should examine the reasons you hold the position that you do. It should also contain the arguments against your position and a statement as to why they are incorrect. You should reveal any research that supports your position, in other words, why your position is correct. Remember to use transitional words like while, although, however, in other words, to sum up, because, first, next sometimes or on the other hand, to show how ideas are connected. They take the reader from the original thought to a new thought that is in the direction of the position you want them to take. Your last paragraph should be your strongest.

The conclusion should briefly restate the issue and the arguments that you made. Try to close with a powerful statement that goes back to your original question or statement.

# Sample Argument Chart

\*Every argument has two sides.\*

<b>Assertion</b>	<b>Support</b>	<b>Opposing Arguments</b>	<b>Rebuttals and Concessions</b>
<p>A claim, statement or declaration that the writer supports with evidence</p> <p>Also referred to as <b>position</b> or <b>stance</b></p>	<p>The types of evidence including the following that the writer gives that prove the assertion is correct:</p> <ul style="list-style-type: none"> <li>• Facts, figures, statistics</li> <li>• Expert testimony</li> <li>• Personal accounts, anecdotes</li> <li>• Examples</li> <li>• Analogies</li> <li>• Definitions</li> </ul> <p>Use clear reasoning – use persuasive techniques, particularly those that appeal to reason/logic</p> <p>Avoid flawed or illogical reasoning – avoid fallacies that allow opponents to easily attack your arguments</p> <p>Also referred to as <b>points</b>, e.g., point #1, point #2, etc.</p>	<p>Is the “other side” of the argument</p> <ul style="list-style-type: none"> <li>• Provides arguments against the assertion</li> <li>• Provides support for the opposing arguments</li> </ul> <p>Also known as <b>objections</b></p>	<p><b>Rebuttals</b> are responses that refute the opposing arguments.</p> <ul style="list-style-type: none"> <li>• Prove wrong by argument or evidence</li> <li>• Show to be false or erroneous</li> </ul> <p>Counters the opposing arguments</p> <p>Counter is against or in opposition to</p> <p><b>Concessions</b> are the act or instance of accepting as true valid, or accurate.</p> <p>Anticipate possible objections to your assertion and then answer them by either rebutting, refuting or conceding</p> <p>Treat the opposing arguments and opponent with respect and dignity at all times</p>

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# Argument Chart

\*Every argument has two sides.\*

<b>Assertion</b>	<b>Support</b>	<b>Opposing Arguments</b>	<b>Rebuttals and Concessions</b>

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# Logical Essay Organizer

What is the issue?

What is your position?

What supports your position?

What is in opposition of your position and how can you refute it?

Make a concluding statement.

# The Beginning and the End: The Frame

## Part 1 of 3

### Overview

In this lesson to be completed over several days, students learn a new way to open and close a paper or speech. They review compositions to see how the frame device works, then practice the technique.

### Objectives

Students will be able to apply a frame device as an opening and closing element for writing theme papers.

### Standards Addressed

#### Language Arts — Writing

##### *Writing Applications, Benchmark E*

##### **Grades 8, 9 and 10**

05. Write persuasive compositions that:
  - a. Establish and develop a controlling idea.
  - b. Support arguments with detailed evidence.
  - c. Exclude irrelevant information.
  - d. Cite sources of information.

##### *Writing Process, Prewriting, Benchmark A*

##### **Grades 8, 9 and 10**

01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
04. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.

##### *Writing Process, Drafting, Revising and Editing, Benchmark C*

##### **Grades 8, 9 and 10**

06. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.

##### *Writing Process, Drafting, Revising and Editing, Benchmark D*

##### **Grades 8, 9 and 10**

15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.

## Procedure

1. Review pathos, logos, and ethos by writing this sentence on the board and having students explain its meaning: During any form of persuasion, a smart person considers the passions of the audience (pathos), the logic of the argument (logos) and the ethical presentation of the speaker (ethos).
2. Tell the class you are going to teach them an effective trick that works for beginning and ending a paper and also helps immediately to engage the passion or interest of the audience.
3. As a class, discuss the traditional way they were told to write a paper – introduce the topic in the first paragraph, discuss the topic in the middle paragraphs and review the topic in the last paragraph. Ask the students if they disliked having to restate what they had already said twice.
4. Either distribute or display the paper by Hope Leslie Poor, discussing the overall organization. Does the “tell what you’re going to say, say it, tell what you said” method work in persuasion? Does it engage the passion or interest of the audience? Can it actually insult the audience?
5. Students by this point may also have been taught to begin papers with rhetorical questions or quotations. Review these methods quickly and ask how effective they are in engaging the pathos of the audience. Do they involve the reader/listener? How? Of the three methods known to students so far (introduce, tell, review; rhetorical question; and quotation from a famous person), which is most effective in grabbing the attention and passion of the audience? Why?
6. Dissect the paper by Frank Lee Good, asking the same questions as you did about the Hope Leslie Poor paper. What did Good do at the opening and closing of his paper? Does it involve the reader/listener? Does it make it seem more professional? Why?
7. Look at the work by Michael Heaton of The Plain Dealer, who also used a framing device. Does it work for him? Distribute copies if possible. Students often will refer to this article and Frank Lee Good’s paper as models.
8. If you’d like, encourage students to look for framing devices in the sports columns of the daily newspaper. Sports reporters often use this technique.
9. Through questions and answers, build an outline on the chalkboard that illustrates the framework of this device. It should look something like the following:
  - I. First paragraph
    - a. Framing metaphor
    - b. Blend sentences
    - c. Thesis statement
  - II. Body of paper using logic and examples to support thesis
  - III. Last paragraph
    - a. Strong concluding statement
    - b. Some sort of a call to action
    - c. Quick reference back to the framing metaphor
10. With the students, check the outline quickly against the samples to make sure it is valid.
11. Hand out copies of the paper by Sam Pull and put an overhead transparency of the same paper up for the class to see. Students should be able to mark off or box the various sections according to the outline established above. The teacher can walk around the room, checking markings quickly to determine comprehension at this point.
12. For more in-depth discussion, decide as a class whether or not the frame is working. Does it encourage the reader/listener to tune in? Does it set a tone that will help encourage the desired response? Opinions will vary on this one. Some may feel that the pessimism of the metaphor will alter the tone and make the reader/listener less open to change.

Formal evaluation for this lesson can be found at the end of the Part 3 lesson plan.

# Hope Leslie Poor

Hope Leslie Poor  
Mr. Drone  
Persuasive Writing and Speaking  
24 September 2007

## My Paper

My paper is about dress codes. I think they are stupid because they aren't necessary; they take away our rights; they turn us into zombies; they don't change anything, and they cost money.

They are stupid because they aren't necessary. We are here to learn. It doesn't matter what we are wearing as long as we are learning.

They are stupid because they take away our rights. We should be allowed to wear whatever we want. Don't stifle our creativity by making us all the same.

They are stupid because they turn us into zombies. They make us so that we follow the crowd and are never individuals. That's completely wrong. We have to learn to be independent.

They are stupid because they will cost money. Right now I have all the clothes I need. I don't need to go out and buy uniforms, too. My mother works hard enough for our money. She doesn't want to spend it on some pants and shirts I'll only wear at school.

They are stupid, too, because studies say so. The studies we read in class show no difference caused by the uniforms except some more kids went to college. Who says college is so important? Bill Gates dropped out.

So, in summary, I say that uniforms are bad because they are stupid. They are stupid because they aren't necessary; they take away our rights; they turn us into zombies; they don't change anything, and they cost money. Get rid of them!

# Frank Lee Good

Frank Lee Good

Mr. Drone

Persuasive Writing and Speaking

24 September 2007

## Polos Don't Make the Princess

Remember Cinderella? She was that sweetie who did all the chores while her dense and evil step-sisters sat about taking up oxygen. Cindy and the two evil girls all went to the ball. All three were dressed in designer gowns worthy of a princess. And yet, the evil sisters were still evil, and Cindy was still a honey. It seems to me that clothes don't determine character; it's the character inside them who matters. That certainly applies to school uniforms.

The studies discussed in our class showed that uniforms make absolutely no difference in schooling other than that uniform-wearing schools have a higher number of graduates attending college. That may be a true and worthy effect, but the cause is being assumed. Most uniformed schools are religious schools that cost the parents more money. Those parents are heavily involved in their children's lives and education. One would guess those children would do better and have families who are able to afford university tuition. I'm not saying that income is the reason for the difference. I'm just saying that the reason for the difference hasn't been proven yet. My assumption is just as valid as the one offered by the study. We simply don't know.

Our parents, and we, if we're honest about it, want an outstanding and hassle-free education. I'm not sure the single, unproven difference of uniforms is worth the change in our district. It would prove initially unsettling, expensive for the parents, and possibly expensive for the Board if lawsuits arise. More thought is necessary here. The powers that be can put us all into the same blue pants and the same white polos, but that doesn't necessarily determine success. Without some sort of make-believe magic, pumpkins are still going to be pumpkins.



# Sam Pull

Sam Pull

Mr. Drone

Persuasive Writing and Speaking

24 September 2007

## Dress Code Overboard!

I used to watch a cartoon that had some sort of sad character on it which, I think, was a blue donkey. He always hung his head and shuffled and moaned, "It'll never work. We're all doomed. We might as well sink ourselves in the river right now." When I was younger, I thought that was funny. Now that I see it happening in my school, it just scares me. Sometimes people say something doesn't work when they haven't first given it a fair try. That's how I feel about our current dress code: Hold the pessimism and at least try it before you change it!

Right now the school board is considering uniforms. They say the current dress code is not working because it doesn't encourage respect. I'm not even sure what that means between the students. I know that seeing another student in blue pants and a white polo if all students are wearing the same thing will not change my respect level for that student. My respect is based on the student's personality and way of carrying himself, not how he dresses.

Does it refer to respecting the teachers? I think the entire student body would respect them more if they, one – enforced the existing code, and two – followed it themselves. The teachers don't enforce the current dress code, at least not equally. An adored student can get away with jeans full of holes, spaghetti straps, and sandals. Let a "D" student try the same and she's going to detention, especially if she might be slightly overweight. The teachers also don't follow the code themselves. They wear flip-flop shoes and show skin between their tops and pants. It's not only a blatant disregard of the dress code; it can be downright scary.

Perhaps uniforms are necessary. I don't know. I don't think we can make that decision though until we've given the current dress code a true shot at working for this school. No one is following or enforcing it now. Maybe if we do that in a uniform fashion, we can forget about the uniforms themselves altogether. I'm not against change; I just think that before we toss our current code overboard, we should see if it floats all by itself.

# **“Extreme Encounters” Tome Is Ultimate Rubbernecker’s Bible**

**by Michael Heaton of The Plain Dealer**

2002 was a year fraught with all variety of calamity and misery. We had the big corporate scandals, the Catholic church debacle, the FBI embarrassment. And things went south from there.

Eminem and Ozzy Osbourne emerge as our nation’s greatest entertainers, and even “The Sopranos” had a lousy season. More people than ever are unemployed, we’re heading toward a stupid, pointless war nobody but George W. and Dick Cheney want and Adam Sandler is becoming increasingly more difficult to avoid at movie theaters.

Adam Sandler as a one-man show business force of nature? What’s wrong with this country?

But perhaps there are things for which we should all be grateful. Like what? Well, if you’re reading this column, you didn’t drown this year. You weren’t attacked by a school of piranhas. You weren’t caught in an avalanche or a fall in quicksand. You didn’t catch a bullet, weren’t hit by lightning and didn’t come down with Mad Cow Disease.

The reason I bring up these for the most part life-ending disasters is because one of my favorite reads this year was a book called “Extreme Encounters” by Greg Emmanuel. The book embodies the term “morbid fascination.” The author has gone to the trouble of researching exactly what it’s like to experience terrible physical, mental and emotional traumas of every stripe.

All the author’s note gave up about Emmanuel is that he has written for MTV, VH1, GQ, New York and other publications. He lives in Brooklyn. I don’t know if that counts as an extreme encounter or not. I guess it depends on his neighborhood.

The book is divided into sections containing trauma caused by nature, attacks by animals, by everyday accidents, medical mishaps, sports injuries and so on. Every chapter is researched and packed with facts and statistics about how many people succumb to these freaky feats and fates on an annual basis.

Emmanuel also uses two brilliant literary techniques to suck willing readers in. The first is that each chapter begins with a quote from a person who experienced the misadventure about which you’re reading. This anchors the fact in your brain that this kind of horrible stuff actually does happen with some regularity to people who do or do not deserve it.

The second genius move he pulls is writing each chapter in the second person. This way every chapter is hypothetically about *you* the reader.

*"You see it coming and quickly slam the door. You run frantically around the house looking for a place to hunker down. Unfortunately, without a basement or a storm cellar, there's no good place to hide."*

This is how Emmanuel begins the chapter on being sucked up in a tornado, an experience he also says wasn't too far from the way it was depicted in "The Wizard of Oz." The house flying, I mean. Not the Munchkins and witches.

I can't tell you why I found this book so compelling other than after reading about disasters in newspapers all my life, this is the first accounting telling me not only that these disasters do occur but also what they actually *feel* like.

Reading this book allows you to cheat nature. You get the knowledge of what it's like – going over Niagara Falls in a barrel, being attacked by an army of fire ants or spending time in solitary confinement – without having to experience it.

And the encounters in this book range from the exotic, such as being mauled by a grizzly bear, to the rather common world's No.1 killer, a heart attack. The one chapter I could not bear to read was the one about being buried alive. The mere thought of that wigs me out. Other than that, I read the book cover to cover.

There's nothing quite so vicariously thrilling as sitting propped up in a warm bed with the covers pulled up on a cold winter night, or sitting in front of a crackling fire with a big dog at your feet and a large snifter full of brandy at the ready, as you decide between the chapter on getting hit in the eye by a 95 mph Major League fastball or the one on the delirium that follows 100 hours without sleep.

Or what about the classic hair dryer in the bathtub full of water scenario? You saw it in a James Bond movie. But did you know that in an average year, 360 people die in accidents in and around the bathroom?

Each chapter in "Extreme Encounters" offers a varied, unique and thus fascinating peek into events that can lead to the cold dark and endless abyss called death. The dirt nap after all is the ultimate extreme encounter. The horror no one avoids.

That and Adam Sandler movies.

# The Beginning and the End: The Frame

## Part 2 of 3

### Overview

In this lesson, students brainstorm ideas that they can use to build a frame around their persuasive writing. They then decide on a class topic.

### Objectives

Student will understand the concept of a metaphor and the master writing of a thesis statement.

### Standards Addressed

#### Language Arts — Writing

##### *Writing Applications, Benchmark E*

##### **Grades 8, 9 and 10**

05. Write persuasive compositions that:
  - a. Establish and develop a controlling idea.
  - b. Support arguments with detailed evidence.
  - c. Exclude irrelevant information.
  - d. Cite sources of information.

##### *Writing Process, Prewriting, Benchmark A*

##### **Grades 8, 9 and 10**

01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
04. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.

##### *Writing Process, Drafting, Revising and Editing, Benchmark C*

##### **Grades 8, 9 and 10**

06. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.

##### *Writing Process, Drafting, Revising and Editing, Benchmark D*

##### **Grades 8, 9 and 10**

15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.

## Procedure

1. Review what was learned by having students work together to write a summary of material covered so far.
2. Review the concept of metaphor as a figure of speech in which a word or phrase that ordinarily represents one thing is used to represent another, thus making an implied comparison, as in “a sea of troubles” or “all the world’s a stage”) (Shakespeare).
3. Distribute and work through the Building Frames handout.
4. For the step, pass out small pieces of paper. Some teachers like to use cloud, raindrop or brain shapes to cleverly play on the “brainstorming” idea.
5. Have each student think of and write down a possible metaphor for the selected topic. Then have the students fold the paper and toss it into a box.
6. When all are finished, have each student draw a paper from the box. Getting one’s own paper back isn’t a problem.
7. Have each student report what is written on the paper.
8. Put workable ones on the board for consideration. This method of “brainstorming” may seem silly, but it keeps all students engaged in the process.
9. Have students vote for three appropriate choices from the suggested frame topics and write those choices on paper.
10. Ask them to discuss why each will or won’t work well using the questions on the handout.
11. The results of this discussion can be used as evaluation of whether or not the students are considering the need of the audience.

Formal evaluation for this lesson can be found at the end of the Part 3 lesson plan.

Name \_\_\_\_\_

# Building Frames

Now that you've learned what a frame for writing a paper looks like, it is time to try building your own. The first step is to identify exactly what you want to say – your thesis – the main point you are making. As an exercise in frustration, try to put it into exactly eight words. For example:

We are courting danger with genetically modified foods.  
1 2 3 4 5 6 7 8

There is no real reason for picking exactly eight words other than it forces you, the writer, to isolate exactly what you are arguing, and it gives me, the teacher, a laugh when I see all of you counting on your fingers. Here are a few more examples:

1. Homework is necessary in math but otherwise useless.
2. The Cleveland Indians' Chief Wahoo logo is racist.
3. Killing deer just to control numbers is disgusting.
4. Video games aren't harmful and can be educational.

Once you've focused your topic, it's time to select a metaphor. Make a list of physical objects that have something in common with your topic. For example, pretend you are writing the Chief Wahoo one above and you want the logo changed. What else needs changed? A dirty diaper? The cafeteria's food choices? Oil in your car? The number of reality shows on prime time television?

Stop now and hold a brainstorm for one of the topics above.

Write the eight-word thesis that your class has selected:

Now write the top three choices selected from the brainstorming results:

1.

2.

3.

Remember, you are working on a device to open and close your paper, but you are also attempting to engage the passion of your reader/audience. Discuss together whether there is anything wrong with any of your choices.

Will one make your audience feel negatively toward your stand?

Will one enrage your audience?

Will one insult them?

Will one bore them to tears?

Which is most likely to win the easy agreement and approval of your reader/listener?

Seriously consider these questions when you are choosing a metaphor to use as a frame.

# The Beginning and the End: The Frame

## Part 3 of 3

### Overview

Students review what they have learned in Parts 1 and 2 and write a paper based on the frame they created as a class.

### Objectives

Students will demonstrate proficiency in using a framing device for opening and closing thesis papers.

### Standards Addressed

#### Language Arts — Writing

##### *Writing Applications, Benchmark E*

##### **Grades 8, 9 and 10**

05. Write persuasive compositions that:
  - a. Establish and develop a controlling idea.
  - b. Support arguments with detailed evidence.
  - c. Exclude irrelevant information.
  - d. Cite sources of information.

##### *Writing Process, Prewriting, Benchmark A*

##### **Grades 8, 9 and 10**

01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
04. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.

##### *Writing Process, Drafting, Revising and Editing, Benchmark C*

##### **Grades 8, 9 and 10**

06. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.

##### *Writing Process, Drafting, Revising and Editing, Benchmark D*

##### **Grades 8, 9 and 10**

15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.



## Materials

- Transparencies made of samples or large-screen projector and computer
- Screen, overhead projector and transparency pens
- Small pieces of paper (can be blue raindrop, grey thundercloud or pink brain shapes)

## Procedure

1. Work through the Discussion Questions handout together to review and reinforce learning to date. The handouts can be printed out several times and cut into separate questions that each student will choose.
2. The students can work on their own answers and present them. Having students work separately on the same questions will give wider responses.
3. Ask students to write frames for any assigned persuasion papers.

## Evaluation

There are various points throughout the lesson to determine comprehension and whether or not the lesson can continue without reinforcement of the concept. The most important assessment, however, will be whether or not the student can and does use the framing device in his or her own work. Whether or not you require them for your papers is up to you. If you don't, and the students attempt to use the framing device independently, that is a good sign. Below is a sample grading rubric to help evaluate any persuasive papers/speeches you might assign.

	<b>Excellent</b>	<b>Acceptable</b>	<b>Weak</b>	<b>Not Acceptable</b>
<b>Pathos (engaging the audience's interest and enthusiasm for your topic)</b>	The framing device engages the good will of the audience and is effective in introducing and closing the topic.	The framing device is there and working, but is somehow weak in its effectiveness and still needs work.	The framing device was attempted but not used well at all. It does not work at all.	There was no attempt to frame the paper or speech.
<b>Logos (using clearly stated and well developed reasoning)</b>	The speaker's opinion was strengthened using three persuasive techniques taught in class.	The speaker's opinion was strengthened using two persuasive techniques taught in class.	The speaker's opinion was strengthened using one of the persuasive techniques taught in class.	There was no use of persuasive techniques taught in class.
<b>Ethos (presenting in the best possible way to increase credibility)</b>	The speaker's attitude, control and demeanor showed extreme effort, respect for, and interest in his topic.	The speaker's attitude, control and demeanor showed obvious effort, respect for, and interest in his topic.	The speaker's attitude, control and demeanor showed some effort, respect for, and interest in his topic.	The speaker's attitude, control and demeanor showed no effort, respect for, or interest in his topic.

## Discussion Questions

1. Which do you think is most important: the pathos, logos or ethos of the persuasive speech? Defend your choice.
2. Why is it important to know who your audience is?
3. What are some specifics one must know about the audience?
4. Why do advertisers care so much about "target groups"?
5. What is a connotation and what does that have to do with framing a speech or paper?
6. What's wrong with this choice for a speech in front of your classmates? *The history of the Russian Imperial Dynasty will be the metaphor to introduce the topic that the tradition of crowning homecoming queens should end.*
7. Is using humor usually a good idea when choosing a comparison frame for your topic? Why or why not?
8. Why, in Nike shoe advertising, does a single picture of a deserted, run-down basketball court with Michael Jordan standing alone with his back to the camera and a basketball under his arm work better than a cutaway diagram of the shoe's construction and details about its scientific support for the future health of your feet? How is that advertiser's choice of picture a lot like a writer's choice of frame? What other commercials set a tone by appealing to your desires or passions rather than your logic?

# On Dasher, on Dancer, on Zeus

## Tom, Grade 7

I just sat through six weeks of mythology. I'm not complaining. It was probably one of the best classes I've taken. I didn't fall asleep, and I may have actually learned something about where our words begin. All things considered though, I'd say those gods were about as believable as Santa Claus. Maybe at one time you could fool me with all those stories about the fat man coming down the chimney and flying reindeer, but not anymore. How could the Greeks have believed in them their whole lives?

One of the most unbelievable one of them all was Ares. I can't imagine having the power to do absolutely anything and then wasting it on watching crowds beat each other senseless all day long with my sister and her apples. Sure, that would be strange to see, and I'd probably watch it, but spend my every waking moment on it? I don't think so. I'd be using that power to enjoy myself. I'd make the fastest cars and the most awesome climbing machines, and then I'd spend my day playing – not watching people get slaughtered.

Speaking of making things, Hephaestus is pretty unbelievable, too. That man has the ability to put together all the beautiful jewelry and deadly weapons and he still can't get his wife to stay at home by his side? I find it hard to believe that he simply doesn't build the ultimate war machine and then take over Olympus. Think of him being in charge. Think of the revenge Hera would suffer!

Another ridiculous one is Demeter. Can you think of anything fun she ever gets to do? She farms, that's it. She sees her daughter half the year and during that time, what do they do together? They farm. When her daughter isn't around and she doesn't have to farm, she pouts. What a boring existence! I'd put some dweeb in charge of the rototiller and then head out for the nearest beach.

The gods were fun while they lasted, but I really can't understand how people actually believed in their stories. I pulled on a department store Santa's beard to see if it was real when I was four. If I saw Zeus today, I'd have to give his beard a yank, too.

# Untitled

## Alyssa, Grade 7

Prince Charles had everything he could want: a beautiful wife, who was also a princess, money and power. His wife, Princess Diana was the most photographed woman ever. She was tall, weightless, flawless and overall gorgeous. Prince Charles decided that she's pretty, but that's not everything, so I'll cheat on her with Camilla Parker-Bowles. Camilla was ugly, but Chuck said, "I don't care, she's got a great personality." In the case with Charles and Camilla, beauty isn't everything, which is how I feel about women's and teens' magazines today.

Teen People, J-14, YM, Cosmopolitan, and Redbook are some that always women and teens who are perfect. The people on the cover and in the articles are always toothpicks. This bothers me way too much. When I see girls who are reading these magazines, all they ever say is, "I wish I was as skinny as her. I'm all fat." Then they starve themselves.

Almost every girl I know eats lemonade and a Little Debbie for lunch. Then all they do is say they're hungry. But refuse to eat any more food for fear of gaining weight. Well Honey, sorry to say, a Debbie and a lemonade aren't calorie free. So, if they really want to lose weight, they should pack a salad or some veggies because sweet snacks and brownies aren't going to get them anywhere.

My dream for America is that magazines get rid of all those perfect anorexic people and that we get more Camillas in them.

# CHANGE MY MIND

## Standards

<http://www.pbs4549.org/changemymind>



# Language Arts

## Writing Applications

08-10 Benchmark      E      *Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.*

Grades 8, 9 and 10      Y2003.CEW.S02.G08-10.BE.L08.I05, Y2003.CEW.S01.G08-10.BA.L09.I01,  
Y2003.CEW.S01.G08-10.BA.L10.I01

05. Write persuasive compositions that:

- establish and develop a controlling idea;
- support arguments with detailed evidence;
- exclude irrelevant information; and
- cite sources of information.

**The Beginning and the End: The Frame, Part 1, p. 93**

**The Beginning and the End: The Frame, Part 2, p. 100**

**The Beginning and the End: The Frame, Part 3, p. 104**

**The Hidden Power of Connotation, p. 41**

**Hooking the Audience: Persuasion in Print, p. 68**

**Rhetorical Strategies – Appeals to Authority, Emotion, Ethics and Logic,  
p. 54**

## Writing Process, Prewriting

08-10 Benchmark      A.      *Formulate writing ideas, and identify a topic appropriate to the purpose and audience.*

Grades 8, 9 and 10      Y2003.CEW.S01.G08-10.BA.L08.I01, Y2003.CEW.S01.G08-10.BA.L09.I04,  
Y2003.CEW.S01.G08-10.BA.L10.I01

01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.

**The Beginning and the End: The Frame, Part 1, p. 93**

**The Beginning and the End: The Frame, Part 2, p. 100**

**The Beginning and the End: The Frame, Part 3, p. 104**

**Hooking the Audience: Persuasion in Print, p. 68**

**Rhetorical Strategies – Appeals to Authority, Emotion, Ethics and Logic,  
p. 54**

**Slogans and Symbols in Commercials, p. 46**

Grades 8, 9 and 10

Y2003.CEW.S01.G08-10.BA.L08.I04, Y2003.CEW.S01.G08-10.BA.L09.I04,  
Y2003.CEW.S01.G08-10.BA.L10.I04

04. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.

**The Beginning and the End: The Frame, Part 1, p. 93**

**The Beginning and the End: The Frame, Part 2, p. 100**

**The Beginning and the End: The Frame, Part 3, p. 104**

**Slogans and Symbols in Commercials, p. 46**

## **Writing Process, Drafting, Revising and Editing**

08-10 Benchmark

C. *Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.*

Grades 8, 9 and 10

Y2003.CEW.S01.G08-10.BC.L08.I06 , Y2003.CEW.S01.G08-10.BC.L09.I07,  
Y2003.CEW.S01.G08-10.BC.L10.I06

06. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).

**The Beginning and the End: The Frame, Part 1, p. 93**

**The Beginning and the End: The Frame, Part 2, p. 100**

**The Beginning and the End: The Frame, Part 3, p. 104**

08-10 Benchmark

D. *Edit to improve sentence fluency, grammar and usage.*

Grades 8, 9 and 10

Y2003.CEW.S01.G08-10.BD.L08.I15, Y2003.CEW.S01.G08-10.BD.L09.I15,  
Y2003.CEW.S01.G08-10.BD.L10.I15

15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.

**The Beginning and the End: The Frame, Part 1, p. 93**

**The Beginning and the End: The Frame, Part 2, p. 100**

**The Beginning and the End: The Frame, Part 3, p. 104**



## Communications: Oral and Visual, Listening and Viewing

08-10 Benchmark      B. *Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.*

Grade 8                      Y2003.CEW.S05.G08-10.BB.L08.I02

02. Identify and analyze the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.

**Celebrity Power, p. 50**

**Choosing a Persuasive Technique, p. 64**

**Dear Persuasion: Analyzing a Persuasive Open Letter, p. 72**

**Introduction to Rhetorical Strategies and Persuasive Techniques, p. 17**

**The Hidden Power of Connotation, p. 41**

**Logical Fallacies, p. 59**

**Making a Commercial, p. 80**

**Slogans and Symbols in Commercials, p. 46**

Grade 8                      Y2003.CEW.S05.G08-10.BB.L08.I03

03. Determine the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.

**Dear Persuasion: Analyzing a Persuasive Open Letter, p. 72**

**Introduction to Rhetorical Strategies and Persuasive Techniques, p. 17**

**Logical Fallacies, p. 59**

Grade 9                      Y2003.CEW.S05.G08-10.BB.L09.I02

02. Identify types of arguments used by the speaker, such as authority and appeals to emotion.

**Celebrity Power, p. 50**

**Dear Persuasion: Analyzing a Persuasive Open Letter, p. 72**

**The Hidden Power of Connotation, p. 41**

**Introduction to Rhetorical Strategies and Persuasive Techniques, p. 17**

**Logical Fallacies, p. 59**

**Making a Commercial, p. 80**

Grade 9

Y2003.CEW.S05.G08-10.BB.L09.I03

03. Analyze the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.

**Celebrity Power, p. 50**

**Choosing a Persuasive Technique, p. 64**

**Dear Persuasion: Analyzing a Persuasive Open Letter, p. 72**

**Introduction to Rhetorical Strategies and Persuasive Techniques, p. 17**

**Logical Fallacies, p. 59**

**Making a Commercial, p. 80**

Grade 10

Y2003.CEW.S05.G08-10.BB.L10.I02

02. Interpret types of arguments used by the speaker such as authority and appeals to emotion.

**Celebrity Power, p. 50**

**Choosing a Persuasive Technique, p. 64**

**Dear Persuasion: Analyzing a Persuasive Open Letter, p. 72**

**The Hidden Power of Connotation, p. 41**

**Introduction to Rhetorical Strategies and Persuasive Techniques, p. 17**

**Logical Fallacies, p. 59**

**Making a Commercial, p. 80**

Grade 10

Y2003.CEW.S05.G08-10.BB.L10.I03

03. Evaluate the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.

**Dear Persuasion: Analyzing a Persuasive Open Letter, p. 72**

**Introduction to Rhetorical Strategies and Persuasive Techniques, p. 17**

**Logical Fallacies, p. 59**

**Making a Commercial, p. 80**

08-10 Benchmark C. *Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.*

Grades 8 and 9 Y2003.CEW.S05.G08-10.BC.L08.I04, Y2003.CEW.S05.G08-10.BC.L09.I04

04. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and how they contribute to meaning.

**Dear Persuasion: Analyzing a Persuasive Open Letter, p. 72**

**Introduction to Rhetorical Strategies and Persuasive Techniques, p. 17**

**Logical Fallacies, p. 59**

**Making a Commercial, p. 80**

Grade 10 Y2003.CEW.S05.G08-10.BC.L10.I04

04. Identify how language choice and delivery styles (e.g., repetition, appeal to emotion, eye contact) contribute to meaning.

**Dear Persuasion: Analyzing a Persuasive Open Letter, p. 72**

**Introduction to Rhetorical Strategies and Persuasive Techniques, p. 17**

**Logical Fallacies, p. 59**

**Making a Commercial, p. 80**

**Slogans and Symbols in Commercials, p. 46**

## **Communications: Oral and Visual, Speaking Skills and Strategies**

08-10 Benchmark F. *Provide persuasive presentations that use varied speaking techniques and strategies and include a clear controlling idea or thesis.*

Grades 8, 9 and 10 Y2003.CEW.S05.G08-10.BF.L08.I10, Y2003.CEW.S05.G08-10.BF.L10.I10,  
Y2003.CEW.S05.G08-10.BF.L09.I10

10. Deliver persuasive presentations that: establish and develop a logical and controlled argument;

- include relevant evidence, differentiating between evidence and opinion to support a position and to address counter-arguments or listener bias
- use persuasive strategies such as rhetorical devices; anecdotes and appeals to emotion, authority and reason;
- use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and
- use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).

**Logical Fallacies, p. 59**

**Making a Commercial, p. 80**











**PBS 45 & 49**

1750 Campus Center Drive

Kent, OH 44240-5191

330-677-4549

<http://www.pbs4549.org/changemymind>