

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts
Lesson: Advertising in the Contemporary World:
An Introduction to Persuasive Texts

Handout #1: Extended Anticipatory Guide

Work with your partner to decide whether you agree or disagree with the statements below. Use the language on Handout #2: *Dyad Share* to guide your discussion.

Statement	Opinion Before Lesson		Findings After Lesson		Evidence
	Agree	Disagree	Agree	Disagree	
1. The purpose of advertisements is to persuade you to buy something.					
2. Changing one word in an advertising slogan can change the meaning of the ad.					
3. Persuasive texts—essays, speeches, or advertisements—always follow the same format.					
4. Modern writers of persuasive texts, including advertisements, use techniques that were used more than two thousand years ago.					
5. The most effective persuasive texts use complex words and sentences.					

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Handout #2: Dyad Share

Work with your partner using the following language to discuss and determine whether you agree or disagree with the statements in the Extended Anticipatory Guide:

S1: Ok, I will begin by reading statement 1. "... "Based on what I know, I would say this statement is true/not true, so I will agree/disagree. One reason for my opinion is that ...

S2: I agree/disagree with you. The reason for my agreement/disagreement is that I know that ... Now I will read statement 2. "... "Based on what I know I would say this statement is true/not true, so I will agree/disagree.

Frame II

S1: Ok, I will begin by reading statement 1. "... "Based on what I know, I would say I agree/disagree with this statement. One reason for my opinion is that...

S2: I agree/disagree with you. The reason for my agreement/disagreement is that I know that ... Now I will read statement 2. "... "Based on what I know about...I would say agree/disagree.

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Handout #3: Video Response: *Can You Live with Dirty Water?*

Use the questions on this handout to guide your responses to the video advertisement *Can You Live with Dirty Water?*

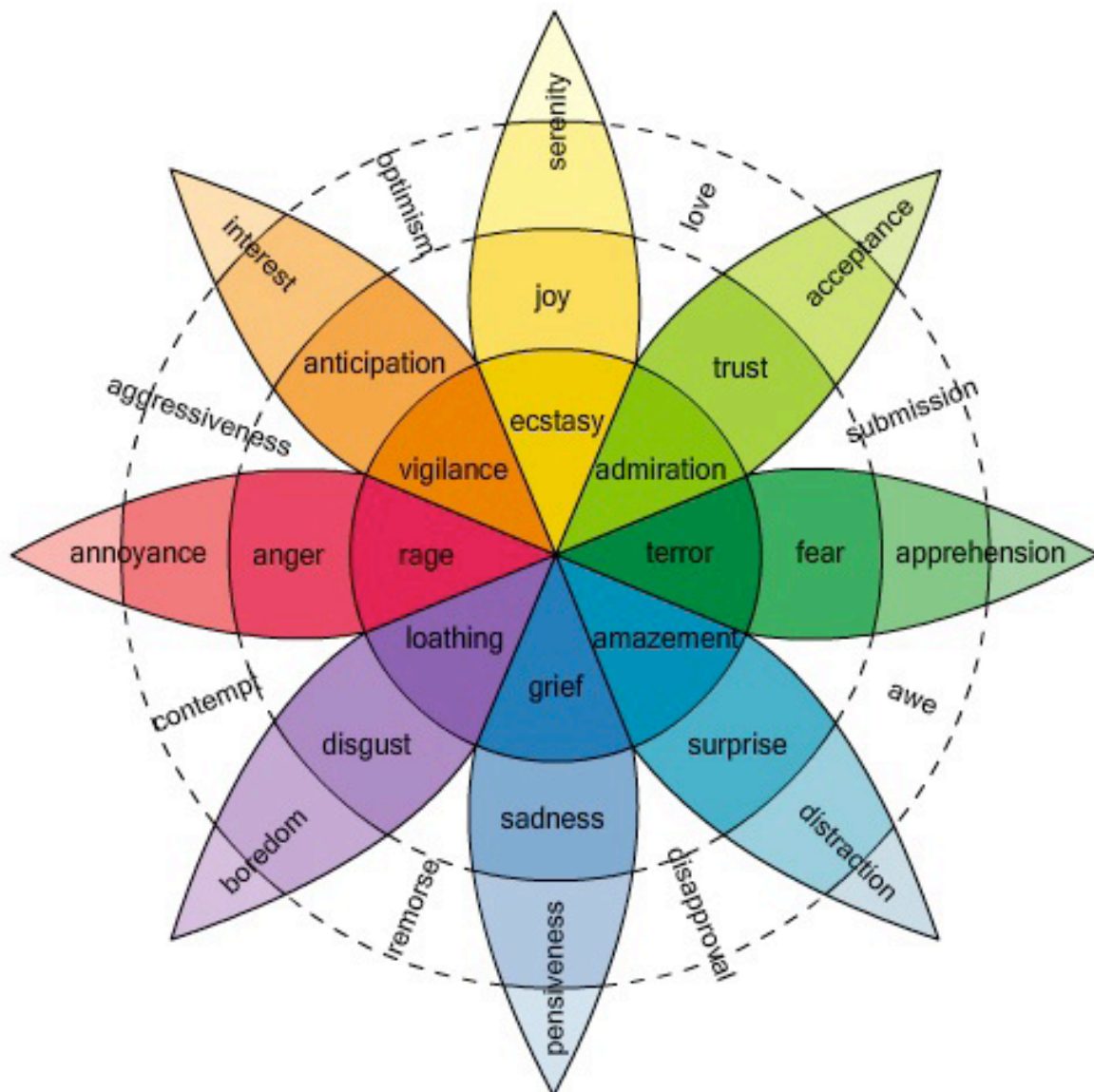
Focus: First Viewing What are the positive and negative emotions the advertisement aims to provoke?	Positive	Negative
What is the problem that needs a solution?		
Focus: Second Viewing Is there a "call to action" in this advertisement?		
What might the advertiser want responders to think and do after watching?		
Focus: Viewing with Sound How is the central idea developing? How does sound contribute to this development?		

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Handout #4: Plutchik's Wheel of Emotions

Locate the three emotions you had after watching the video *Evolution* by placing an "x" in the corresponding areas of the color wheel.



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Handout #5: Narrative Construction Rubric

Performance Indicators	Outstanding	Passing	Needs Revision
Content	Narrative communicates understanding of the video's message and the unfolding of the message in images.	Narrative communicates understanding of ideas and events expressed in the video.	Narrative communicates partial or no understanding of the ideas and events expressed in the video.
Collaboration with Peers	During planning of the narrative, each student is actively involved and contributes ideas. All group members encourage peers' participation and work to incorporate their ideas into the narrative for the video.	During planning, each group member pays attention and contributes. All group members respond to each other's ideas.	During planning, one or more group members fails to pay attention or contribute. One or more group members does not collaborate with peers, either by dominating the group or by refusing to acknowledge the ideas of others.



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Handout #6: Soft and Hard Sells

One student in your group reads the first slogan aloud. Your group discusses the slogan and decides whether the advertiser is giving the product a “soft sell” or a “hard sell,” and identifies the words that made you decide on your choice. A second student reads the second advertisement and the process continues until all advertisements and slogans have been analyzed.

Advertisement	Slogan	Is the advertiser giving the product a soft or hard sell?	What Words Made You Decide?
 A billboard advertisement for Dove. The left side of the billboard is a plain white surface with the text "All we're asking for is half your face." and the Dove logo. The right side of the billboard shows a close-up of a woman's smiling face.	All we're asking for is half your face		
 An advertisement for Turning Winds. It features two identical panels. Each panel has a green header with the text "Is Your Teen In Trouble?" and "Click Here Now, We Can Help!". Below the header is a black and white photo of four teenagers. At the bottom of each panel is a small green button with the text "click here for more info" and the Turning Winds logo.	Is Your Teen in Trouble? Click Here Now, We Can Help!		
 An advertisement for a park. It has a red background. On the left, the text "DON'T WASTE THE PARK" is written in white. On the right, there is a yellow trash can with a black lid. A hand is shown dropping a piece of trash into the can. The trash can has a sign that says "DO THE RIGHT THING".	Don't Waste The Park Do The Right Thing		

Advertisement	Slogan	Is the advertiser giving the product a soft or hard sell?	What Words Made You Decide?
	<p>You Will Never Look At Food the Same Way</p>		
	<p>Let yourself indulge. We would like to offer you a complimentary facial.</p>		

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Handout #7: Modality in Advertising

Your group will be given a product to sell. Your job is to sell it in three different ways, with three different slogans. One slogan needs to communicate a hard sell of your product, another a medium sell and a third a soft sell. For each type of slogan choose words that communicate your attitude and opinions about your product from the corresponding list. You may use visuals if that will help you. Your group will present the three slogan (in any order) to the class, and other groups will decide, based on your language, what type of sell you are making.

Type of Sell	Type of Modality	Modality: Words that Communicate Attitude and Opinions	Slogan
Hard Sell	High	<i>Must, ought to, has to, definitely, certainly, always, never</i>	
Medium Sell	Medium	<i>Will, should, can, need to, I think, probably, apparently, often, usually</i>	
Soft Sell	Low	<i>May, might, could, would, possibly, perhaps, seems, appears, maybe, sometimes</i>	

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Handout #8: Adverstising Analysis

Analyze your advertisement using the questions on the handout. Be prepared to share your analysis with others.

1. Why did you choose this advertisement? What makes it effective or persuasive or ineffective and unpersuasive?	
2. What is the message of the advertisement?	
3. What type of sell is the advertiser making? What language alerts you to this type of sell?	
4. What might the advertiser want the responder to think, feel or do?	
5. After analyzing this advertisement, has your opinion of it changed? Explain why or why not.	

Place your ad here or attach it to this handout.

Understanding Language

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Lesson: Persuasion in Historical Context: *The Gettysburg Address*

Handout #1: Abraham Lincoln Biography

Abraham Lincoln was the 16th president of the United States. Born in 1809 in a small log cabin in Kentucky, he grew up helping on his family's 348 acre farm. His parents were of low social standing and had little education. Still, Lincoln learned to read and write, and ultimately became a lawyer, passing the bar exam in 1837.

Lincoln married Mary Todd in 1842. They had four sons, but three died at a young age. In 1846, Lincoln was elected to U.S. Congress, and moved to Washington to serve out his term, where he spoke out against the Mexican War and unsuccessfully attempted to abolish **slavery**¹ in the District of Columbia.

A combination of luck, manipulation, and talent won Lincoln the Republican nomination, and he was elected president in 1860. There were four major candidates running for president, and despite the fact that he won less than 40% of the popular vote, Lincoln was elected president. Because some states believed that Lincoln would eventually abolish slavery, which would have a negative impact on farm production, several southern states began to consider the prospect of **secession**²—breaking away from the rest of the country.

An initial wave of secession led by South Carolina brought about the establishment of the "Confederate States of America," a self-declared independent nation apart from the United States of America. When Confederate forces from the South opened fire on the Union soldiers from the North at Fort Sumter, the **Civil War**³ began. After Lincoln called for a **sizeable**⁴ militia to **quash**⁵ the rebellion, several more states, led by Virginia, also seceded.

notes

¹ Complete ownership and control by a master; the condition of people being owned and used for difficult work

² The withdrawal from the Union of 11 Southern states in the period 1860-61, which brought on the Civil War.

³ A war between people of different regions or areas within the same country or nation

⁴ Large

⁵ To subdue, or to stop completely something from happening

Although he was heavily criticized by both the Confederate and Union supporters during his first term, Lincoln was able to gather enough votes to win re-election for a second term in 1864. As the war drew to a close, Lincoln made preparations to unify the nation once again.

Less than one week after the Confederate Army surrendered, Lincoln was **assassinated**⁶ by John Wilkes Booth while attending a Washington theater.

Today, many view Lincoln's most significant action as president to be his Emancipation Proclamation of January 1, 1863, which paved the way for the Thirteenth Amendment and the abolishment of slavery in the United States. He is also remembered for his gifted way with words, giving such memorable speeches as the *Gettysburg Address* and the *Second Inaugural*.

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⁶ Killed suddenly or secretly, often for political reasons

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Handout #2: The Civil War

Before the American **Civil War**¹ began, there was increasing tension between the Southern and Northern states. One reason for the tension was the fact that the North and the South had different economic interests. The South was mostly comprised of **plantations**² that grew crops, such as cotton. A lot of **inexpensive manual labor**³ was needed to run the plantations, and slaves were used to do this. The North, on the other hand, had **abolished**⁴ slavery. The Northern States did not have plantations, and instead used **raw materials**,⁵ such as leather, metal, and wood, to create finished goods. As new states were added to the United States, **compromises had to be reached**⁶ as to whether they would be admitted as slave or as free states. Both sides worried that the other side would gain an unequal amount of power.

When Abraham Lincoln was elected president in 1861, the conflict between northern and southern states had grown. Many southern states felt that the government was becoming too strong, and that before long, the north would control the south. One fear of the south was slavery would one day be abolished, as President Lincoln was an **Abolitionist**⁷. Of course, this was something that the Southern states disagreed with, and feared would **cripple**⁸ their plantation way of life. The month before Lincoln was elected, South Carolina had left from the Union and formed its own country. Ten more states followed with **secession**⁹: Mississippi, Florida, Alabama, Georgia, Louisiana, Texas, Virginia, Arkansas, Tennessee and North Carolina. One month after Lincoln became president, the Civil War Began, lasting four years.

The Union—or the Northern states—won the civil war, thus abolishing slavery for the nation and requiring the Southern states that had left the union to return. By the time the war was over, more than 600,000 soldiers had died, due to battle and disease. More soldiers died in the Civil War than in the American Revolutionary War, World War I, World War II, and the Vietnam War combined.

notes

¹A war between people of different regions or areas within the same country or nation

²Large farms that grew cotton, tobacco, coffee, sugar cane, and peanuts

³Field workers who do not need to be paid, or are paid very little

⁴Ended; done away with

⁵Something that can be made into something else, such as leather or wood

⁶As the United States began to grow and add more and more states, people needed to agree as to whether those new states would allow slaves or not.

⁷Someone who worked to get rid of slavery.

⁸Hurt

⁹The withdrawal from the Union of 11 Southern states in the period 1860-61, which brought on the Civil War.

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Handout #3: The Battle of Gettysburg

The Battle of Gettysburg was one of the **bloodiest battles**¹ of the **Civil War**². Fought in Gettysburg, Pennsylvania, the battle involved 75,000 Confederate (South) soldiers and 90,000 Union (North) soldiers; over 40,000 men were killed and many more injured during the three-day battle.

When the battle was over, the residents of Gettysburg suggested creating a national **cemetery**³ on the site, as the bodies of soldiers and horses were **rotting**⁴ in the sun, and needed to be quickly buried beneath the soil. A United States Cemetery Board of Commissions was placed in charge of creating the national cemetery. For the formal dedication of the cemetery, they chose Edward Everett of Massachusetts to give a speech, as he was one of the best-known speakers in America at the time. They also invited president Lincoln, generals, and government officials. While Everett's speech was to be the **highlight**⁵, President Lincoln was asked to **wrap up**⁶ the event with **concluding**⁷ comments and remarks.

One of the reasons that the *Gettysburg Address* **remains**⁸ significant to this day is that while Edward Everett's speech went on for a total of two hours and four minutes, President Lincoln spoke for only two minutes, and his speech contained only ten sentences. Later, Everett wrote to Lincoln and stated, "I should be glad if I could flatter myself that I came as near to the central idea of the occasion in two hours as you did in two minutes."

notes

¹A battle that had the most wounded and dead soldiers

²A war between people of different regions or areas within the same country or nation

³Where dead people are buried

⁴Bodies started to decompose and smell

⁵The best part

⁶Lincoln's speech was supposed to be just something small to end the event

⁷The comments or words that come at the end

⁸Continues to be remembered and quoted

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Handout #4a: Clarifying Bookmark I

What I can do	What I can say
I am going to think about what the selected text may mean.	<i>I'm not sure what this is about, but I think it may mean...</i>
	<i>This part is tricky, but I think it means...</i>
	<i>After rereading this part, I think it may mean...</i>
I am going to summarize my understanding so far.	<i>What I understand about this reading so far is...</i>
	<i>I can summarize this part by saying...</i>
	<i>The main points of this section are...</i>

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Handout #4b: Clarifying Bookmark II

What I can do	What I can say
I am going to think about what the selected text may mean.	<i>I'm not sure what this is about, but I think it may mean...</i>
	<i>This part is tricky, but I think it means...</i>
	<i>After rereading this part, I think it may mean...</i>
I am going to summarize my understanding so far.	<i>What I understand about this reading so far is...</i>
	<i>I can summarize this part by saying...</i>
	<i>The main points of this section are...</i>
I am going to use my prior knowledge to help me understand.	<i>I know something about this from...</i>
	<i>I have read or heard about this when...</i>
	<i>I don't understand the section, but I do recognize...</i>
I am going to apply related concepts and/or readings.	<i>One reading/idea I have encountered before that relates to this is...</i>
	<i>We learned about this idea/concept when we studied...</i>
	<i>This concept/idea is related to...</i>

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Handout #4c: Clarifying Bookmark III

What I can do	What I can say
I am going to think about what the selected text may mean.	<i>I'm not sure what this is about, but I think it may mean...</i>
	<i>This part is tricky, but I think it means...</i>
	<i>After rereading this part, I think it may mean...</i>
I am going to summarize my understanding so far.	<i>What I understand about this reading so far is...</i>
	<i>I can summarize this part by saying...</i>
	<i>The main points of this section are...</i>
I am going to use my prior knowledge to help me understand.	<i>I know something about this from...</i>
	<i>I have read or heard about this when...</i>
	<i>I don't understand the section, but I do recognize...</i>
I am going to apply related concepts and/or readings.	<i>One reading/idea I have encountered before that relates to this is...</i>
	<i>We learned about this idea/concept when we studied...</i>
	<i>This concept/idea is related to...</i>
I am going to ask questions about ideas and phrases I don't understand.	<i>Two questions I have about this section are...</i>
	<i>I understand this part, but I have a question about...</i>
	<i>I have a question about...</i>
I am going to use related text, pictures, tables, and graphs to help me understand unclear ideas.	<i>If we look at this graphic, it shows...</i>
	<i>The table gives me more information about...</i>
	<i>When I scanned the earlier part of the chapter, I found...</i>

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Handout #5: Background Reading Focus Chart

#1: Abraham Lincoln Biography

Read the biography on President Lincoln. Jot down a few notes on

His Family Life:

His Education:

His contributions to America:



#2: The Civil War

What central issues caused the Civil War?

What was the outcome of the war?

Any other interesting facts:



Union Soldier



Confederate Soldier

#3: The Battle of Gettysburg

What is significant about the Battle of Gettysburg?



Two or three interesting facts about the Battle of Gettysburg:

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Handout #6: Civil War Photos





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Handout #7: Photograph Response

Select one photograph that stands out to your group to analyze further. Describe the photograph, completing the following information. After you have described the photographs, write a caption and post the captions below the picture/photos on the wall.

PHOTOGRAPH

General description: This is a picture of

Number of people: Number of men or boys: Number of women or girls:

Describe clothing:

Describe facial expressions:

Describe what is happening in the photograph:

Describe the objects in the photograph:

.....

SETTING OF THE PHOTOGRAPH

Describe as many details as you can identify about the place where the picture was taken (example: in a yard, on a street, etc.):

.....

.....

WRITING A CAPTION

A caption is a short description or explanation of a photograph or picture. It often includes information about what is happening in the picture, where and when the picture was taken, and who is in the picture. Write a caption for one photograph on a strip of paper and post it below the picture on the wall.

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Handout #8: Wordle

With a partner, discuss which words jump out at you (pick two or three). Once you have selected your two or three words, share with your partner what images or ideas come to mind when you think of those particular words.



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Handout #9: The Gettysburg Address

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom— and that government of the people, by the people, for the people, shall not perish from the earth.

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Handout #10: The Gettysburg Address in Four Voices

Directions: Each student chooses one of four fonts (regular font, bold font, underlined font, or italics); when it is your turn to read aloud, you will read your font only.

Four score and seven years ago **our fathers brought forth on this continent, a new nation**, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, **testing whether that nation, or any nation so conceived and so dedicated, can long endure**. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. **It is altogether fitting and proper that we should do this.**

But, in a larger sense, we cannot dedicate—**we cannot consecrate**—*we cannot hallow*—this ground. The brave men, **living and dead**, who struggled here, have consecrated it, *far above our poor power to add or detract*. The world will little note, nor long remember what we say here, *but it can never forget what they did here*. It is for us the living, **rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced**. *It is rather for us to be here dedicated to the great task remaining before us*—that from these honored dead **we take increased devotion to that cause for which they gave the last full measure of devotion**—that we here highly resolve that these dead shall not have died in vain—*that this nation, under God, shall have a new birth of freedom*—and that government of the people, by the people, for the people, **shall not perish from the earth**.

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Handout #11: Literary Device Matrix

Repetition: By repeating the same word or idea within the same sentence, or across sentences, the speaker ties a theme together and creates clarity for the listener. Often, repetitions are in groups of three.

Directions: Work with a partner to find examples of repetition in the *Gettysburg Address*. The first example has been done for you.

Example: New nation	any nation	this nation

(Adapted from *The Gettysburg Address Teacher Resource Guide*, Abraham Lincoln Presidential Library and Museum)

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Handout #12: Literary Device Answer Key

Repetition
New nation , that nation , any nation
So conceived, so dedicated
We are engaged, we are met, we have come
We cannot dedicate, we cannot consecrate, we cannot hallow
Of the people, by the people, for the people

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Handout #13: Dedicate Matrix

How many times does Lincoln use the word (or a word derived from) <i>Dedicate</i> ?	
<p>The first two times Lincoln uses the word <i>dedicate</i>, it is linked to the word <i>conceived</i>.</p> <p>How is Lincoln using the word <i>dedicate</i> in these two instances? What does it mean?</p> <p><u>Who</u> is dedicating in these two instances?</p>	
<p>The next two times Lincoln uses the word <i>dedicate</i>, he relates it to the word <i>consecrate</i>.</p> <p>How is Lincoln using the word <i>dedicate</i> in these two instances? What does it mean now?</p> <p><u>Who</u> is dedicating in these two instances?</p>	
<p>The last two times Lincoln uses the word <i>dedicate</i>, it relates to personal commitment.</p> <p>What purpose does the word <i>dedicate</i> serve in these last two instances?</p>	

(after an idea from David Coleman)

Gettysburg Address
Vocabulary Review Jigsaw
Card A

1. The word starts with the letter S
2. The word starts with the letter S
3. The word starts with the letter G
4. The word starts with the letter A
5. This phrase has two words.
The first word starts with the letter F
The second with the letter S
6. The word starts with the letter L
7. The word starts with the letter P
8. The word starts with the letter C
9. The word starts with the letter E
10. The word starts with the letter C
11. The word starts with the letter H
12. The word starts with the letter D

Gettysburg Address
Vocabulary Review Jigsaw
Card B

1. This word has THREE syllables
2. This word has THREE syllables
3. This word has THREE syllables
4. This word has FOUR syllables
5. Both words have ONE syllable
6. This word has TWO syllables
7. This word has FOUR syllables
8. This word has TWO syllables
9. This word has TWO syllables
10. This word has THREE syllables
11. This word has TWO syllables
12. This word has TWO syllables

Gettysburg Address
Vocabulary Review Jigsaw
Card C

1. The last letter in this word is y
2. The last letter in this word is n
3. The last letter in this word is g
4. The last letter in this word is e
5. The last letter in this phrase is e
6. The last letter in this word is n
7. The last letter in this word is n
8. The last letter in this word is e
9. The last letter in this word is e
10. The last letter in this word is e
11. The last letter in this word is w
12. The last letter in this word is t

Gettysburg Address
Vocabulary Review Jigsaw
Card D

1. It means “a system in which people are the property of more powerful others.”
2. It means, “the act of withdrawing from, or breaking away from.”
3. It means, “the location of a famous battle in the Civil War.”
4. It means, “to kill deliberately, typically a politically prominent person.”
5. It means, “four times twenty; 80.”
6. It is the last name of the president of the U.S. during the Civil War.
7. It means, “something that is suggested for consideration.”
8. It means, “to form an idea; to think or believe.”
9. It means, “to tolerate or to suffer patiently.”
10. It means, “to make or declare sacred.”
11. It means, “to make holy.”
12. It means, “to take away from; diminish.”

Gettysburg Address
Vocabulary Review Jigsaw
Answer Sheet

1. Slavery
2. Secession
3. Gettysburg
4. Assassinate
5. Four score
6. Lincoln
7. Proposition
8. Conceive
9. Endure
10. Consecrate
11. Hallow
12. Detract

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Lesson: *Ethos, Logos, & Pathos* in Civil Rights Movement Speeches

Handout #1: Appeals Cards

Cut out the cards below to distribute to each group. Mark “A”, “B”, an “C” on the opposite side of each card, according to the *Three Appeals* section of the exemplar.

Ethos comes from the Greek word for character, but a more modern translation might be “image.” An ethos-driven speech or document is based on the reputation, values, credibility, and moral character of the author. The writer appeals to the reader’s sense of fairness and relies on statements that refer to fairness, morals, values, and ethics. If we believe someone is an authority on the topic and has a “good sense and good moral character,” we will be more likely to believe what that person says. The English words “ethical” and “ethics” are derived from this term.

Logos comes from the Greek word for reason. A logos-driven speech or document is based on logic or reason, and ideas are presented in ways that most people find reasonable and convincing. Most scholarly or academic documents are logos-driven presenting statistics, facts, or reasons for believing their ideas or arguments are true. The English word “logic” is derived from this term.

Pathos comes from the Greek word for emotion. A pathos-driven speech or document is based on emotion; the goal is to use language or images that provoke an emotional response in the audience. Emotions such as anger, pity, fear, joy, and love can motivate people to believe or act in a certain way. In our society, many advertisements are pathos-driven (“You don’t have as many friends as you would like to have? Buy shampoo X, and you will be beautiful and popular!”). There are several words in English that have to do with feelings or emotions that are derived from this word, such as “pathetic” and “empathy”.

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Lesson: *Ethos, Logos, & Pathos* in Civil Rights Movement Speeches

Handout #2: Appeals Card Matrix

Directions: With a partner, use the Three Appeals Cards to fill in each of the cells.

	Ethos	Logos	Pathos
What is the derivation of this word? What are some words in English that come from this term?			
One sentence summary of this appeal.			
Think of an ad on TV, the radio, or on a billboard that utilizes this type of appeal. What is it, and why is it an example of this appeal?			

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Unit: Persuasion Across Time and Space:
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Handout #3: Sort and Label Strips

1. We are known and respected because of our good name: *Mighty Clean*. Our loyal customers have trusted our Company for over 50 years. And we can now continue serving you through the World Wide Web; you can now buy our products on-line, with the same lifetime guarantee and value that you have come to expect. Visit us on-line for a full list of quality trusted *Mighty Clean* products.

2. Cars built by the *Eco-Company* are completely made through the use of re-usable materials and recycled parts. They even run on eco-friendly fuel. Let's all do our part to save Mother Earth; if you have to drive a car that protects the environment—drive an *Eco-Company* car!

3. Do you suffer from extreme bad breath? Don't worry! You will no longer feel left out of conversations in the halls, or worried about talking in public! You will have the courage to speak your mind without fear. Buy *Fresh Mouth Gum*, and you will become the most popular kid at school!

4. Fair trade agreements have raised the quality of life for coffee producers, so fair trade agreements could be used to help other farmers as well.

5. According to the *Murphy Corporation* study, when teachers' salaries are raised in a district, more high quality teachers are hired, and teacher morale is higher. When teachers' salaries are lowered, the study found that more teachers left the profession and a higher percentage of teachers were hired without a credential.

6. My sister is a teacher, and she often has trouble paying her bills. She is an excellent teacher, dedicated to her students, funny, warm, loving, and yet, she can only afford to live in a tiny apartment.

7. If children are our future, as we often say, we should understand that investing in their intellectual development is a necessary step for securing the future of all Americans. Investing in our teachers is investing in our children.

Answer Sheet

1. [Ethos—reputation of the company]
2. [Logos—logic of protecting the earth]
3. [Pathos—use of emotions such as fear of not belonging and joy of popularity]
4. [Logos—logic of fair trade helping other farmers]
5. [Logos—reasoning from authority]
6. [Pathos—information is given to provoke an emotional response in the reader]
7. [Ethos—information is given to appeal to the reader's sense of ethics, morals, and values]

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Handout #4: Anticipatory Guide: Types of Appeals

Individually, read each statement on your own and then check either the Agree or the Disagree box, depending on your opinion. You should also provide one reason for your choice in the space provided.

	Agree	Disagree	Reason for your choice
Speeches should appeal to everyone; that is, a good speech is one that anyone can relate to.			
One of the goals of a speech is to motivate or inspire people.			
Unlike written texts, a speech is spoken aloud and people listen to it, so it does not use rhetorical or literary devices.			
Speeches are so powerful that certain people in history are remembered because of a particular speech they gave.			
Speeches need to be original; people do not borrow phrases from other people's famous speeches			

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Handout #5: Background Information

Group A Background Information

I Have a Dream

Dr. Martin Luther King Jr. delivered his famous speech, *I Have a Dream*, on August 28, 1963 to an audience of more than 200,000 people. These people had come together from all over the United States to gather at the Lincoln Memorial in Washington D.C. for the March on Washington for Jobs and Freedom.

1963 was a time in American history that was characterized by many forms of racial discrimination and injustices in education, employment, housing, military service, and voting. There were separate schools for white and black children, and many landlords refused to rent houses to black families, forcing them to live in poor and over-crowded neighborhoods.

In the months leading up to the March on Washington, there was a lot of frustration at racial inequity in black communities. Demonstrations by African Americans and confrontation with police were common. By the end of the year, twenty thousand activists had been arrested and over nine hundred demonstrations had taken place in over one hundred cities.

Dr. King, a Baptist minister, won the Nobel Peace Prize when he was only 35 years old. A follower of the philosophy of Mahatma Gandhi, King is one of the world's best-known modern advocates of nonviolent social change. One year after the March on Washington, Congress passed the Civil Rights Act. Four years later in 1968, King was assassinated in Memphis, Tennessee.

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Group B Background Information

On the Death of Martin Luther King

Robert Kennedy, the younger brother of slain president John F. Kennedy, was a passionate Civil Rights supporter and former presidential candidate. On April 4, 1968, Robert Kennedy was campaigning to a large group of African Americans in Indianapolis, Indiana for the Democratic nomination for President of the United States.

Initially, the police had told Kennedy to not campaign in this particular neighborhood because it was considered to be a dangerous ghetto in the city. When he arrived to deliver his speech, he was told that Dr. Martin Luther King had been shot and killed. He realized that the people in the audience had not yet heard of this event. Rather than giving the speech that he had prepared, he decided to tell them the news that Dr. Martin Luther King was dead.

Kennedy realized that the death of Dr. King would be devastating to the Black community. In his speech, he urged people to follow Dr. King's message and respond to the catastrophe with prayer and understanding. During the days following the murder of Martin Luther King there were riots in cities across America, but the people in Indianapolis remained calm that night and the following days, as they thought about the message of peace in Robert Kennedy's speech.

On June 4, 1968, two months after he gave his famous speech *On the Death of Martin Luther King*, Robert Kennedy was shot and killed. His contribution to the civil rights movement is considered to be his greatest achievement.

Unit: Persuasion Across Time and Space:
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Lesson: *Ethos, Logos, & Pathos* in Civil Rights Movement Speeches

Group C Background Information

The Civil Rights Movement: Fraud, Sham, and Hoax

George Wallace was born in Alabama in 1919 to a farming family. He attended the University of Alabama Law School, and became a judge of the Third Judicial Circuit of Alabama in 1953.

He became governor of Alabama for the first time in 1962, during a time of great racial tension in the south, especially in Alabama. Promoting segregation between white and black people, Wallace won the election by a large margin. In his acceptance speech, he told the people of Alabama that they would have, “Segregation now, segregation forever.”

During this time, Alabama was the state with some of the worst violence and mistreatment of its citizens in the country. There was rampant police brutality against African Americans, and at the peak of the Civil Rights Movement, there were over 3,000 African Americans in jail in the city of Birmingham, Alabama.

In 1964, Wallace began his (unsuccessful) campaign to become president of the United States, using segregation as his platform. He openly stated that he did not believe that African American should be able to vote, serve on juries, or hold public office. In addition to his stated views, he physically attempted to block African American students from entering the University of Alabama, stating that he would, “Stand by the schoolhouse door” in order to stop integration.

On July 4th, 1964, George Wallace gave a speech in Atlanta, Georgia called, “The Civil Rights Movement: Fraud, Sham, and Hoax” in which he condemned The Civil Rights Act. The Civil Rights Act had become a law the day before Wallace’s famous speech, and was a very important piece of legislation. The Civil Rights Act made discrimination against women, religion, and race illegal in the United States. It ended school segregation as well as other laws, such as laws preventing African Americans from attending all-white movie theaters, certain public parks, and living in all-white neighborhoods. This law, George Wallace argued, was a threat to individual liberty and individual rights.

George Wallace was elected Governor of Alabama four times, in 1962, 1970, 1974, and 1982. He also, unsuccessfully, ran for U.S. President four times.

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Lesson: *Ethos, Logos, & Pathos* in Civil Rights Movement Speeches

Handout #6a: Practice Speech

Chief Joseph of the Nez Perce - On Surrender to US Army, 1877

[In 1877 the US government ordered the Nez Perce to leave their land and relocate to a reservation (land reserved by the US government for Native Americans). The Nez Perce refused to go. Instead, Chief Joseph tried to lead 800 of his people to Canada. During their 1,000 mile journey, The Nez Perce repeatedly fought the U.S. Army. When they were only 40 miles from Canada, they were finally trapped. After a five-day fight, half of the Nez Perce had been killed, and Chief Joseph surrendered. This is the speech he gave]

Tell General Howard I know his heart. What he told me before, I have it in my heart. I am tired of fighting. Our Chiefs are killed; Looking Glass is dead, Ta Hool Hool Shute is dead. The old men are all dead. It is the young men who say yes or no. He who led on the young men is dead.

It is cold, and we have no blankets; the little children are freezing to death. My people, some of them, have run away to the hills, and have no blankets, no food. No one knows where they are - perhaps freezing to death. I want to have time to look for my children, and see how many of them I can find. Maybe I shall find them among the dead.

Hear me, my Chiefs! I am tired; my heart is sick and sad. From where the sun now stands I will fight no more forever.

Paragraph #1 Example Questions:

Right There Question: Who are the people Chief Joseph says have been killed?

Think and Search Question: Why does Chief Joseph include the names of certain chiefs who have been killed?

On My Own: Why are all of the chiefs and the elders dead, and not the young people?

The Author and Me: How is it that you are a chief, and you still survived?

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Handout #6: Speeches

Martin Luther King

Excerpt from “I Have a Dream” Speech, August 28th, 1963

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. And those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. And there will be neither rest nor tranquil-

Source: <http://odur.let.rug.nl/~usa/D/1951-1975/mlk/dream.htm>

notes

ity in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people, who stand on the warm threshold which leads into the palace of justice: In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force.

The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably bound to our freedom.

We cannot walk alone.

And as we walk, we must make the pledge that we shall always march ahead.

We cannot turn back.

There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their self-hood and robbed of their dignity by signs stating: "For Whites Only." We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied,

and we will not be satisfied until “justice rolls down like waters, and righteousness like a mighty stream.”¹

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. And some of you have come from areas where your quest -- quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Let us not wallow in the valley of despair, I say to you today, my friends.

And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: “We hold these truths to be self-evident, that all men are created equal.”

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

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.

I have a *dream* today!

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of “interposition” and “nullification” -- one day right there in Alabama little black boys and black girls will be

able to join hands with little white boys and white girls as sisters and brothers.

I have a *dream* today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together."²

This is our hope, and this is the faith that I go back to the South with.

With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

And this will be the day -- this will be the day when all of God's children will be able to sing with new meaning:

My country 'tis of thee, sweet land of liberty, of thee I sing.

Land where my fathers died, land of the Pilgrim's pride,

From every mountainside, let freedom ring!

And if America is to be a great nation, this must become true.

And so let freedom ring from the prodigious hilltops of New Hampshire.

Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

Let freedom ring from the curvaceous slopes of California.

But not only that:

Let freedom ring from Stone Mountain of Georgia.

Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi.

From every mountainside, let freedom ring.

And when this happens, when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when *all* of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual:

Free at last! Free at last!

Thank God Almighty, we are free at last!

Unit: Persuasion Across Time and Space:
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Lesson: *Ethos, Logos, & Pathos* in Civil Rights Movement Speeches

Robert F. Kennedy

On the Death of Martin Luther King, April 4th, 1968

Ladies and Gentlemen - I'm only going to talk to you just for a minute or so this evening. Because...

I have some very sad news for all of you, and I think sad news for all of our fellow citizens, and people who love peace all over the world, and that is that Martin Luther King was shot and was killed tonight in Memphis, Tennessee.

Martin Luther King dedicated his life to love and to justice between fellow human beings. He died in the cause of that effort. In this difficult day, in this difficult time for the United States, it's perhaps well to ask what kind of a nation we are and what direction we want to move in.

For those of you who are black - considering the evidence evidently is that there were white people who were responsible - you can be filled with bitterness, and with hatred, and a desire for revenge.

We can move in that direction as a country, in greater polarization - black people amongst blacks, and white amongst whites, filled with hatred toward one another. Or we can make an effort, as Martin Luther King did, to understand and to comprehend, and replace that violence, that stain of bloodshed that has spread across our land, with an effort to understand, compassion and love.

For those of you who are black and are tempted to be filled with hatred and mistrust of the injustice of such an act, against all white people, I would only

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Source: <http://www.historyplace.com/speeches/rfk.htm>

say that I can also feel in my own heart the same kind of feeling. I had a member of my family killed, but he was killed by a white man.

But we have to make an effort in the United States, we have to make an effort to understand, to get beyond these rather difficult times.

My favorite poet was Aeschylus. He once wrote: "Even in our sleep, pain which cannot forget falls drop by drop upon the heart, until, in our own despair, against our will, comes wisdom through the awful grace of God."

What we need in the United States is not division; what we need in the United States is not hatred; what we need in the United States is not violence and lawlessness, but is love and wisdom, and compassion toward one another, and a feeling of justice toward those who still suffer within our country, whether they be white or whether they be black.

(Interrupted by applause)

So I ask you tonight to return home, to say a prayer for the family of Martin Luther King, yeah that's true, but more importantly to say a prayer for our own country, which all of us love - a prayer for understanding and that compassion of which I spoke. We can do well in this country. We will have difficult times. We've had difficult times in the past. And we will have difficult times in the future. It is not the end of violence; it is not the end of lawlessness; and it's not the end of disorder.

But the vast majority of white people and the vast majority of black people in this country want to live together, want to improve the quality of our life, and want justice for all human beings that abide in our land.

(Interrupted by applause)

Let us dedicate ourselves to what the Greeks wrote so many years ago: to tame the savageness of man and make gentle the life of this world.

Let us dedicate ourselves to that, and say a prayer for our country and for our people. Thank you very much. *(Applause)*

Unit: Persuasion Across Time and Space:
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George C. Wallace, “The Civil Rights Movement: Fraud, Sham, and Hoax”, July 4, 1964

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We come here today in deference to the memory of those stalwart patriots who on July 4, 1776, pledged their lives, their fortunes, and their sacred honor to establish and defend the proposition that governments are created by the people, empowered by the people, derive their just powers from the consent of the people, and must forever remain subservient to the will of the people.

Today, 188 years later, we celebrate that occasion and find inspiration and determination and courage to preserve and protect the great principles of freedom enunciated in the Declaration of Independence.

It is therefore a cruel irony that the President of the United States has only yesterday signed into law the most monstrous piece of legislation ever enacted by the United States Congress.

It is a fraud, a sham, and a hoax.

This bill will live in infamy. To sign it into law at any time is tragic. To do so upon the eve of the celebration of our independence insults the intelligence of the American people.

Never before in the history of this nation have so many human and property rights been destroyed by a single enactment of the Congress. It is an act of tyranny. It is the assassin's knife stuck in the back of liberty.

With this assassin's knife and a blackjack in the hand of the Federal force-cult, the left-wing liberals will try to force us back into bondage. Bondage to a tyranny more brutal than that imposed by the British monarchy which claimed

Source: <http://www.vlib.us/amdocs/texts/wallace64.html>

power to rule over the lives of our forefathers under sanction of the Divine Right of kings.

Today, this tyranny is imposed by the central government which claims the right to rule over our lives under sanction of the omnipotent black-robed despots who sit on the bench of the United States Supreme Court.

To illustrate the fraud--it is not a Civil Rights Bill. It is a Federal Penal Code. It creates Federal crimes which would take volumes to list and years to tabulate because it affects the lives of 192 million American citizens. Every person in every walk and station of life and every aspect of our daily lives becomes subject to the criminal provisions of this bill.

It threatens our freedom of speech, of assembly, or association, and makes the exercise of these Freedoms a federal crime under certain conditions.

It affects our political rights, our right to trial by jury, our right to the full use and enjoyment of our private property, the freedom from search and seizure of our private property and possessions, the freedom from harassment by Federal police and, in short, all the rights of individuals inherent in a society of free men.

Yet there are those who call this a good bill.

It was the same persons who said it was a good bill before the amendment pretending to forbid busing of pupils from neighborhood schools. Yet a Federal judge may still order busing from one neighborhood school to another. They have done it, they will continue to do it. As a matter of fact, it is but another evidence of the deceitful intent of the sponsors of this bill for them to claim that it accomplished any such thing.

It was left-wing radicals who led the fight in the Senate for the so-called civil rights bill now about to enslave our nation.

We find Senator Hubert Humphrey telling the people of the United States that "non-violent" demonstrations would continue to serve a good purpose through a "long, busy and constructive summer."

Yet this same Senator told the people of this country that passage of this monstrous bill would ease tensions and stop demonstrations.

This is the same Senator who has suggested, now that the Civil Rights Bill is passed, that the President call the fifty state Governors together to work out ways and means to enforce this rotten measure.

There is no need for him to call on me. I am not about to be a party to anything having to do with the law that is going to destroy individual freedom and liberty in this country.

I am having nothing to do with enforcing a law that will destroy our free enterprise system.

I am having nothing to do with enforcing a law that will destroy neighborhood schools.

I am having nothing to do with enforcing a law that will destroy the rights of private property.

I am having nothing to do with enforcing a law that destroys your right--and my right--to choose my neighbors--or to sell my house to whomever I choose.

I am having nothing to do with enforcing a law that destroys the labor seniority system.

First, let us let it be known that we intend to take the offensive and carry our fight for freedom across this nation. We will wield the power that is ours--the power of the people.

Let it be known that we will no longer tolerate the boot of tyranny. We will no longer hide our heads in the sand. We will reschool our thoughts in the lessons our forefathers knew so well.

We must destroy the power to dictate, to forbid, to require, to demand, to distribute, to edict, and to judge what is best and enforce that will of judgment upon free citizens.

We must revitalize a government founded in this nation on faith in God.

I ask that you join with me and that together, we give an active and courageous leadership to the millions of people throughout this nation who look with hope and faith to our fight to preserve our constitutional system of government with its guarantees of liberty and justice for all within the framework of our priceless freedoms.

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: *Ethos, Logos, & Pathos* in Civil Rights Movement Speeches

Handout #7: Speech Matrix

Directions: You and your expert group partner will read and respond in your notebook to each question in the column of your assigned speech. Do not fill in the column until after you and your partner reach a consensus with the other pair in your expert group. You will only fill in one column; you will complete the other two columns when you return to your base group.

	I Have a Dream	On the Death of Martin Luther King	The Civil Rights Movement
Who is the audience?			
What is the problem or issue that the speaker is addressing? Provide a quotation from the speech that either states or alludes to this problem.			
What does the speaker want people to do, think, or feel? Provide textual evidence for your claim.			
Which types of appeals does the speaker use (ethos, logos, or pathos)?			
Find three quotes that illustrate which appeals the speaker uses.			
What other literary devices do you find in the speech? For example, are there examples of metaphor, simile, repetition, and so on? Find at least two examples.			

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Handout #8: Mind Mirror Rubric

Performance Indicators	Outstanding	Passing	Needs Revision
Content	<ul style="list-style-type: none"> Includes two or more relevant quotations from the speech Includes two or more phrases that synthesize important ideas from the speech Includes two or more symbols that communicate relevant ideas As a whole, the mind mirror successfully communicates relevant ideas about the speaker's situation and state of mind 	<ul style="list-style-type: none"> Includes two quotations from the speech Includes two phrases based on the speech Includes two symbols Includes two drawings As a whole, the mind mirror successfully communicates relevant ideas about the speaker's situation and state of mind 	<ul style="list-style-type: none"> Lacks two or more of the following: <ul style="list-style-type: none"> quotations phrases symbols drawings The words and pictures are unrelated to the project idea The mind mirror does not communicate the speaker's situation and state of mind
Presentation	<ul style="list-style-type: none"> Each member of the group contributes to the mind mirror and any verbal presentation Mind mirror uses a creative design and creative wording to portray the speaker's situation and state of mind Mind mirror effectively uses color or shading Product is neat 	<ul style="list-style-type: none"> Each member of the group contributes to the mind mirror and any verbal presentation Mind mirror uses color and shading Product is neat 	<ul style="list-style-type: none"> One or more members of the group do not contribute to the mind mirror or the presentation Mind mirror does not use color or shading Product is sloppy

Understanding Language

Language, Literacy, and Learning
in the Content Areas

Understanding Language aims to enrich academic content and language development for English Learners (ELs) by making explicit the language and literacy required to meet Common Core State Standards (CCSS) and Next Generation Science Standards <http://ell.stanford.edu> .



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Lesson

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: Persuasion as Text: Organizational, Grammatical, and
Lexical Moves in Barbara Jordan's *All Together Now*

Handout #1: Biography of Barbara Jordan

"I realized that the best training available at an all-black university at that time was not equal to the best training one developed at a white university. Separate was not equal; it just wasn't. No matter what kind of face you put on it or how many frills you attached to it, separate was not equal. I was doing sixteen years of remedial work in thinking."

Barbara Jordan, *A Self-Portrait* (emphasis included in original)

Barbara Jordan was an American politician and a leader of the Civil Rights movement. She was known as a thoughtful, powerful, speaker and as a person committed to social justice and equality for all people.

Barbara Jordan grew up in a poor neighborhood in Houston, Texas. She attended segregated public schools, and an all-black college, where she graduated at the top of her class.

Barbara Jordan chose law as a career because she believed she would then be able to have an impact on racial injustice. She wanted to attend Harvard's law school, but was advised that a black woman student from a Southern school would probably not be accepted.

In her own life she accomplished many "firsts" as an African American woman. She was the first African American to attend Boston University Law School, the first African American elected to the Texas Senate since 1883, the first southern African American female elected to the United States House of Representatives, and the first African American to be a keynote speaker at a national Democratic convention.



Barbara Jordan devoted her life to closing the gap between what the constitution and legislation promised to all citizens and the discrimination that many poor and minority people faced. As a U.S. congresswoman, she supported legislation that required banks to lend and make other services available to underserved poor and minority communities. She supported the renewal of the Voting Rights Act of 1965 and expansion of that act to cover language minorities. This extended protection to Hispanics in Texas and was opposed by Texas Governor and Secretary of State. She argued passionately for equity and inclusion for all people.

In her speech at the 1992 Democratic convention Barbara Jordan said:

We are one, we Americans, we're one, and we reject any intruder who seeks to divide us on the basis of race and color. We honor cultural identity--we always have, we always will. But, separatism is not allowed (applause)--separatism is not the American way. We must not allow ideas like political correctness to divide us and cause us to reverse hard-won achievements in human rights and civil rights."

On her death in 1996, at age 59, she became the first African-American woman to be buried in the Texas State Cemetery.

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Lesson

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: Persuasion as Text: Organizational, Grammatical, and
Lexical Moves in Barbara Jordan's *All Together Now*

Handout #2: Reading with a Focus

As you read, take notes on your assigned question. When other members of your group share their responses to questions, take notes in the corresponding box.

Focus Questions	Notes from Reading
1. Who is Barbara Jordan and why is she considered important?	
2. What are two or three important facts to know about Barbara Jordan?	
3. What do we know about her commitment to equality and social justice from reading her biography?	
4. What do we know about the attitudes and beliefs of society at the time from reading about her accomplishments?	

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Lesson

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: Persuasion as Text: Organizational, Grammatical, and
Lexical Moves in Barbara Jordan's *All Together Now*

Handout #3: Barbara Jordan, "All Together Now"

notes

When I look at race relations today I can see that some positive changes have come about. But much remains to be done, and the answer does not lie in more legislation. We *have* the legislation we need; we have the laws. Frankly, I don't believe that the task of bringing us all together can be accomplished by government. What we need now is soul force—the efforts of people working on a small scale to build a truly tolerant harmonious society. And parents can do a great deal to create that tolerant society.

We all know that race relations in America have had a very rocky history. Think about the 1960's when Dr. Martin Luther King, Jr., was in his heyday and there were marches and protests against segregation and discrimination. The movement culminated in 1963 with the March on Washington.

Following that event, race relations reached an all-time peak. President Lyndon B. Johnson pushed through the Civil Rights Act of 1964, which remains the fundamental piece of civil rights legislation in this century. The Voting Rights Act of 1965 ensured that everyone in our country could vote. At last, black people and white people seemed ready to live together in peace.

But that is not what happened. By the 1990's the good feelings had diminished. Today the nation seems to be suffering from compassion fatigue, and issues such as race relations and civil rights have never regained momentum.

Those issues, however, remain crucial. As our society becomes more diverse, people of all races and backgrounds will have to learn to live together. If we don't think this is important, all we have to do is look at the situation in Bosnia today.

Source: "All Together Now" from *Sesame Street Parents Magazine*, July/August, 1994

How do we create a harmonious society out of so many kinds of people? The key is tolerance—the one value that is indispensable in creating community.

If we are concerned about community, if it is important to us that people not feel excluded, then we have to do something. Each of us can decide to have one friend of a different race or background in our mix of friends. If we do this, we'll be working together to push things forward.

What can parents do? We can put our faith in young people as a positive force. I have yet to find a racist baby. Babies come into the world as blank as slates and, with their beautiful innocence, see others not as different but as enjoyable companions. Children learn ideas and attitudes from the adults who nurture them. I absolutely believe that children do not adopt prejudices unless they absorb them from their parents or teachers.

The best way to get this country faithful to the American dream of tolerance and equality is to start small. Parents can actively encourage their children to be in the company of people who are of other racial and ethnic backgrounds. If a child thinks, "Well, that person's color is not the same as mine, but she must be okay because she likes to play with the same things I like to play with," that child will grow up with a broader view of humanity.

I'm an incurable optimist. For the rest of the time that I have left on this planet I want to bring people together. You might think of this as a labor of love. Now, I know that love means different things to different people. But what I mean is this: I care about you because you are a fellow human being and I find it okay in my mind, in my heart, to simply say to you, I love you. And maybe that would encourage you to love me in return.

It is possible for all of us to work on this—at home, in our schools, at our jobs. It is possible to work on human relationships in every area of our lives.

{ 4 }

Lesson

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: Persuasion as Text: Organizational, Grammatical, and
Lexical Moves in Barbara Jordan's *All Together Now*

Handout #4: Reading Jigsaw

Cut along dotted line-----

When I look at race relations today I can see that some positive changes have come about. But much remains to be done, and the answer does not lie in more legislation. We have the legislation we need; we have the laws. Frankly, I don't believe that the task of bringing us all together can be accomplished by government. What we need now is soul force—the efforts of people working on a small scale to build a truly tolerant harmonious society. And parents can do a great deal to create that tolerant society.

We all know that race relations in America have had a very rocky history. Think about the 1960's when Dr. Martin Luther King, Jr., was in his heyday and there were marches and protests against segregation and discrimination. The movement culminated in 1963 with the March on Washington.

Cut along dotted line-----

Following that event, race relations reached an all-time peak. President Lyndon B. Johnson pushed through the Civil Rights Act of 1964, which remains the fundamental piece of civil rights legislation in this century. The Voting Rights Act of 1965 ensured that everyone in our country could vote. At last, black people and white people seemed ready to live together in peace.

Cut along dotted line-----

But that is not what happened. By the 1990's the good feelings had diminished. Today the nation seems to be suffering from compassion fatigue, and issues such as race relations and civil rights have never regained momentum.

Those issues, however, remain crucial. As our society becomes more diverse, people of all races and backgrounds will have to learn to live together. If we don't think this is important, all we have to do is look at the situation in Bosnia today.

How do we create a harmonious society out of so many kinds of people? The key is tolerance—the one value that is indispensable in creating community.

Cut along dotted line-----

If we are concerned about community, if it is important to us that people not feel excluded, then we have to do something. Each of us can decide to have one friend of a different race or background in our mix of friends. If we do this, we'll be working together to push things forward.

One thing is clear to me: We, as human beings, must be willing to accept people who are different from ourselves. I must be willing to accept people who don't look as I do and don't talk as I do. It is crucial that I am open to their feelings, their inner reality.

Cut along dotted line-----

What can parents do? We can put our faith in young people as a positive force. I have yet to find a racist baby. Babies come into the world as blank as slates and, with their beautiful innocence, see others not as different but as enjoyable companions. Children learn ideas and attitudes from the adults who nurture them. I absolutely believe that children do not adopt prejudices unless they absorb them from their parents or teachers.

Cut along dotted line-----

The best way to get this country faithful to the American dream of tolerance and equality is to start small. Parents can actively encourage their children to be in the company of people who are of other racial and ethnic backgrounds. If a child thinks, "Well, that person's color is not the same as mine, but she must be okay because she likes to play with the same things I like to play with," that child will grow up with a broader view of humanity.

Cut along dotted line-----

I'm an incurable optimist. For the rest of the time that I have left on this planet I want to bring people together. You might think of this as a labor of love. Now, I know that love means different things to different people. But what I mean is this: I care about you because you are a fellow human being and I find it okay in my mind, in my heart, to simply say to you, I love you. And maybe that would encourage you to love me in return.

It is possible for all of us to work on this—at home, in our schools, at our jobs. It is possible to work on human relationships in every area of our lives.

Cut along dotted line-----

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Lesson

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: Persuasion as Text: Organizational, Grammatical, and
Lexical Moves in Barbara Jordan's *All Together Now*

Directions for Jigsaw Reading

1. Read the individual section silently. Do not show it to others.
2. Decide where in the text the individual section belongs (beginning, middle, end?), and reasons for the placement.
3. When everyone in the group has finished reading silently, the student who thinks he or she has the first piece says "I think I have the first piece because..." and then justifies the decision by giving just enough information so that others can decide if they agree or not.
4. At this point, other group members agree or not. If they agree, the content is read aloud. If not someone else must volunteer.
5. Once agreement on the placement of a section is reached, the piece goes on the table face up. This process continues for the other sections of text.

Handout #5: How Writers Accomplish Their Goals

4

Lesson

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: Persuasion as Text: Organizational, Grammatical, and
Lexical Moves in Barbara Jordan's *All Together Now*

What is the writer doing in this section of the text?	<i>All Together Now</i> by Barbara Jordan	How does she accomplish this? What specific language signals that?
<i>In the first sentence, what does Barbara Jordan mean by "race relations?"</i>	When I look at race relations today I can see that some positive changes have come about. But much remains to be done, and the answer does not lie in more legislation. We have the legislation we need; we have the laws. Frankly, I don't believe that the task of bringing us all together can be accomplished by government. What we need now is soul force—the efforts of people working on a small scale to build a truly tolerant harmonious society. And parents can do a great deal to create that tolerant society.	
<i>In this first paragraph, what language does Barbara Jordan use to introduce her topic? What language does she use to introduce her position on the topic?</i>		
<i>After reading the first paragraph, who do you think is Jordan's primary audience? How do you know?</i>		
<i>After the first sentence in paragraph 2, what do we expect the author to do next?</i>	We all know that race relations in America have had a very rocky history. Think about the 1960's when Dr. Martin Luther King, Jr. was in his heyday and there were marches and protests against segregation and discrimination. The movement culminated in 1963 with the March on Washington.	
<i>What does Jordan accomplish by listing some pivotal events in improving race relations in America?</i>	Following that event, race relations reached an all-time peak. President Lyndon B. Johnson pushed through the Civil Rights Act of 1964, which remains the fundamental piece of civil rights legislation in this century. The Voting Rights Act of 1965 ensured that everyone in our country could vote. At last, black people and white people seemed ready to live together in peace.	
<i>What language does the author use to signal that laws are not enough?</i>	But that is not what happened. By the 1990's the good feelings had diminished. Today the nation seems to be suffering from compassion fatigue, and issues such as race relations and civil rights have never regained momentum.	

What is the writer doing in this section of the text?	All Together Now by Barbara Jordan	How does she accomplish this? What specific language signals that?
<i>When Jordan gave her speech, the genocide in Bosnia was in the news almost daily. Why would a writer choose to include current information about another country after talking about events in the US?</i>	Those issues, however, remain crucial. As our society becomes more diverse, people of all races and backgrounds will have to learn to live together. If we don't think this is important, all we have to do is look at the situation in Bosnia today.	
<i>This paragraph consists of one question and one answer. What is she doing in the paragraph? Is she successful?</i>	How do we create a harmonious society out of so many kinds of people? The key is tolerance—the one value that is indispensable in creating community.	
<i>Jordan uses different levels of modality in this paragraph. What is she trying to accomplish with “have to do,” “can decide” and “we’ll (we will)?”</i>	If we are concerned about community, if it is important to us that people not feel excluded, then we have to do something. Each of us can decide to have one friend of a different race or background in our mix of friends. If we do this, we’ll be working together to push things forward.	
<i>Jordan shifts her focus in this section. How does the question “What can parents do?” tie together or create cohesion with the first paragraph in the essay?</i> <i>How does the word “small” connect ideas in this paragraph to ideas in the preceding paragraph?</i>	What can parents do? We can put our faith in young people as a positive force. I have yet to find a racist baby. Babies come into the world as blank as slates and, with their beautiful innocence, see others not as different but as enjoyable companions. Children learn ideas and attitudes from the adults who nurture them. I absolutely believe that children do not adopt prejudices unless they absorb them from their parents or teachers. The best way to get this country faithful to the American dream of tolerance and equality is to start small. Parents can actively encourage their children to be in the company of people who are of other racial and ethnic backgrounds. If a child thinks, “Well that person’s color is not the same as mine, but she must be okay because she likes to play with the same things I like to play with,” that child will grow up with a broader view of humanity.	

What is the writer doing in this section of the text?	All Together Now by Barbara Jordan	How does she accomplish this? What specific language signals that?
<i>How does Jordan personalize tolerance in her final paragraphs?</i>	I'm an incurable optimist. For the rest of the time that I have left on this planet I want to bring people together. You might think of this as a labor of love. Now, I know that love means different things to different people. But what I mean is this: I care about you because you are a fellow human being and I find it okay in my mind, in my heart, to simply say to you, I love you. And maybe that would encourage you to love me in return.	
<i>How does Jordan use language to connect the ideas in these last two paragraphs ideas developed earlier?</i>	It is possible for all of us to work on this—at home, in our schools, at our jobs. It is possible to work on human relationships in every area of our lives.	

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: Persuasion as Text: Organizational, Grammatical, and
Lexical Moves in Barbara Jordan's *All Together Now*

Handout #6: Find the Tie

Circle, underline or draw arrows of any instances of connections and logical ties that you find. Explain the tie in the left-hand column.

Look for examples of	Paragraphs 1-7 from <i>All Together Now</i> by Barbara Jordan, 1992	Explain the tie:
Words or phrases that are repeated	(1) When I look at race relations today I can see that some positive changes have come about. But much remains to be done, and the answer does not lie in more legislation. We have the legislation we need; we have the laws. Frankly, I don't believe that the task of bringing us all together can be accomplished by government. What we need now is soul force—the efforts of people working on a small scale to build a truly tolerant harmonious society. And parents can do a great deal to create that tolerant society.	
Words or phrases that are associated with the same topic		
Words that refer back to information in the beginning part of a sentence		
Words or phrases that refer back to information in previous sentences or paragraphs	(2) We all know that race relations in America have had a very rocky history. Think about the 1960's when Dr. Martin Luther King, Jr., was in his heyday and there were marches and protests against segregation and discrimination. The movement culminated in 1963 with the March on Washington.	
Ideas from previous sentences or paragraphs that are expanded	(3) Following that event, race relations reached an all-time peak. President Lyndon B. Johnson pushed through the Civil Rights Act of 1964, which remains the fundamental piece of civil rights legislation in this century. The Voting Rights Act of 1965 ensured that everyone in our country could vote. At last, black people and white people seemed ready to live together in peace.	

Look for examples of	Paragraphs 1–7 from <i>All Together Now</i> by Barbara Jordan, 1992	Explain the tie:
<p>Words or phrases that are repeated</p> <p>Words or phrases that are associated with the same topic</p> <p>Words that refer back to information in the beginning part of a sentence</p> <p>Words or phrases that refer back to information in previous sentences or paragraphs</p> <p>Ideas from previous sentences or paragraphs that are expanded</p>	<p>(4) But that is not what happened. By the 1990's the good feelings had diminished. Today the nation seems to be suffering from compassion fatigue, and issues such as race relations and civil rights have never regained momentum.</p> <p>(5) Those issues, however, remain crucial. As our society becomes more diverse, people of all races and backgrounds will have to learn to live together. If we don't think this is important, all we have to do is look at the situation in Bosnia today.</p> <p>(6) How do we create a harmonious society out of so many kinds of people? The key is tolerance—the one value that is indispensable in creating community.</p> <p>(7) If we are concerned about community, if it is important to us that people not feel excluded, then we have to do something. Each of us can decide to have one friend of a different race or background in our mix of friends. If we do this, we'll be working together to push things forward.</p>	

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: Persuasion as Text: Organizational, Grammatical, and
Lexical Moves in Barbara Jordan's *All Together Now*

Handout #7: Deconstructing and Constructing Modality

Read the selection from the speech and the questions about the author's viewpoint.

Work together with your group to decide attitude or stance toward what she is saying. Provide a reason for your response.

Sentence	Question about Author's Views	Our response and evidence that supports it
From paragraph 1: When I look at race relations today, I can see that some positive changes have come about.	Based on the author's use of can , do you think the author is: Recommending positive changes Saying that it is possible to see some changes	
We, as human beings, must be willing to accept people who are different from ourselves.	Based on the author's use of must , do you think the author is: Saying that it is necessary for people to accept each other Saying that it is possible to accept each other	
If a child thinks, "Well, that person's color is not the same as mine, but she must be okay because she likes to play with the same things I like to play with," that child will grow up with a broader view of humanity.	Based on the author's use of will , do you think the author is: Saying that that growing up with a broader view of humanity is a possibility Saying that growing up with a broader view of humanity is a certainty	

{ 4 }

Lesson

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: Persuasion as Text: Organizational, Grammatical, and
Lexical Moves in Barbara Jordan's *All Together Now*

Handout #8: Compare/Contrast Matrix: Two Speeches

	Title: <i>I Have a Dream</i>	Title: _____
What is the author's argument? Textual evidence:		
What evidence does the author use to support his/her argument?		
What is the author's purpose, meaning what does the author want the reader to think, feel, or do?		
What type of persuasive techniques does the author use?		
What quote best represents the author's argument? Reason for choosing:		

Understanding Language

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Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: Putting it Together: Analyzing and Producing Persuasive Text

Handout #1: Role Play Review

Authors: Abraham Lincoln, Martin Luther King, Robert Kennedy, George Wallace, Barbara Jordan

Questions	Notes about me:
Who am I?	I am...
Why I wrote my speech?	I wrote my speech because...
Why people read my speeches today?	People read my speeches now because they...
How I made a difference in the world?	I made a difference in the world by...

Unit: Persuasion Across Time and Space:
 Analyzing and Producing Complex Texts

Lesson: Putting it Together: Analyzing and Producing Persuasive Text

Handout #2: The Girl who Silenced the World for Five Minutes

Severn Cullis-Suzuki started the Environmental Children's Organization (ECO) when she was only 9-years-old. ECO was a small group of children committed to learning and teaching other kids about environmental issues. In 1992 they raised their own money and attended the UN's Earth Summit in Rio de Janeiro. A then 12-year-old Severn closed a Plenary Session with this amazing speech that received a standing ovation. She received a lot of praise for her talk then—even Al Gore called it “the best speech at Rio.” The speech went viral on YouTube, where it is called The Speech that Silenced the World for Five Minutes.”

“Hello, I am Severn Suzuki speaking for E.C.O - the Environmental Children's Organization. We are a group of 12 and 13 year-olds trying to make a difference, Vanessa Suttie, Morgan Geisler, Michelle Quigg and me. We've raised all the money to come here ourselves, to come 5,000 miles to tell you adults you must change your ways. Coming up here today, I have no hidden agenda. I am fighting for my future. Losing my future is not like losing an election, or a few points on the stock market.”

“I am here to speak for all generations to come. I am here to speak on behalf of the starving children around the world whose cries go unheard. I am here to speak for the countless animals dying across this planet, because they have nowhere left to go. I am afraid to go out in the sun now, because of the holes in our ozone. I am afraid to breathe the air, because I don't know what chemicals are in it. I used to go fishing in Vancouver, my home, with my Dad until, just a few years ago, we found a fish full of cancers. And now we hear of animals and plants going extinct every day, vanishing forever. In my life, I have dreamt of seeing the great herds of wild animals, jungles and rainforests full of birds and butterflies, but now I wonder if they will even exist for my children to see.”

notes

"Did you have to worry of these things when you were my age? All this is happening before our eyes and yet we act as if we have all the time we want and all the solutions. I'm only a child and I don't have all the solutions, but I want you to realize, neither do you. You don't know how to fix the holes in our ozone layer. You don't know how to bring the salmon back up a dead stream. You don't know how to bring back an animal now extinct. And you can't bring back the forest that once grew where there is now a desert. If you don't know how to fix it, please stop breaking it."

"Here you may be delegates of your governments, business people, organizers, reporters or politicians. But, really, you're mothers and fathers, sisters and brothers, aunts and uncles and all of you are someone's child. I'm only a child, yet I know we are all part of a family, 5 billion strong, in fact 30 million species strong. And borders and governments will never change that. I'm only a child, yet I know we are all in this together and should act as one single world towards one single goal."

"In my anger, I am not blind and in my fear I am not afraid of telling the world how I feel. In my country we make so much waste, we buy and throw away, buy and throw away, buy and throw away and yet Northern countries will not share with the needy. Even when we have more than enough we are afraid to share, we are afraid to let go of some of our wealth. In Canada, we live the privileged life. We've plenty of food, water and shelter. We have watches, bicycles, computers and television sets. The list could go on for 2 days. Two days ago here in Brazil, we were shocked when we spent time with some children living on the streets. This is what one child told us, 'I wish I was rich and if I were, I would give all the street children food, clothes, medicines, shelter and love and affection'. If a child on the street who has nothing is willing to share, why are we who have everything still so greedy? I can't stop thinking that these are children my own age, that it makes a tremendous difference where you are born. And that I could be one of those children living in the favelas of Rio. I could be a child starving in Somalia, or a victim of war in the Middle East or a beggar in India. I am only a child, yet I know if all the money spent on war was spent on finding environmental answers ending poverty and in finding treaties, what a wonderful place this earth would be."

"At school, even in kindergarten, you teach us how to behave in the world. You teach us to not to fight with others, to work things out, to respect others and to clean up our mess, not to hurt other creatures, to share, not be greedy. Then, why do you go out and do the things you tell us not to do? Do not forget why you are attending these conferences, who you are doing this for. We are your own children. You are deciding what kind of a world we are growing up in. Parents should be able to comfort their children by saying 'Everything is going to be all right, it's not the end of the world, and we are doing the best we can'. But I don't think you can say that to us anymore. Are we even on your list of priorities? My dad always says, 'You are what you do, not what you say'. Well, what you do makes me cry at night. You grown-ups say you love us. But I challenge you, please, make your actions reflect your words. Thank you."

notes

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: Putting it Together: Analyzing and Producing Persuasive Text

Handout #3: Speech Analysis for The Girl Who Silenced the World for Five Minutes

Questions	Evidence from Text	Final Response
All students answer 1-5		
1. What is Severn Suzuki's argument?		
2. What specific evidence does she use to support her argument?		
3. How does she develop her argument? What ideas does she expand or extend over the course of the speech?		
4. Which paragraph do you think is especially effective at developing her argument? (Write the first sentence of the paragraph in the Evidence box.)		
5. What ideas from the beginning of her speech are included or expanded in her conclusion?		

Choose two of the following questions to answer		
What type of appeal does Severn Suzuki use the most?		
What does she want her audience to think, feel, or do when she uses this appeal? (Write three examples of the appeal from the text in the Evidence box.)		
Is Severn Suzuki engaging in a “soft” sell or “hard” sell of her ideas? What specific language signals this? Does she succeed?		
What type of cohesive devices does she use to tie together her ideas? (Write examples from the text in the Evidence box.)		

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: Putting it Together: Analyzing and Producing Persuasive Text

Handout #4: Speech Analysis Rubric

	Outstanding	Proficient	Needs Development
Argument	<p>Determines central argument</p> <p>Provides strong evidence of how author develops ideas in major sections of the text</p> <p>Analyzes how conclusion connects or extends central ideas</p>	<p>Identifies one or more main ideas</p> <p>Provides examples of development from different parts of the text</p> <p>Makes connections between ideas in conclusion and main ideas in beginning</p>	<p>May or may not identify main ideas</p> <p>Does not provide examples of development or examples, if cited, do not address the whole text</p> <p>Mentions ideas in author's conclusion but does not connect them to relevant ideas in beginning</p>
Persuasive Devices	<p>Provides strong evidence and explanation of author's use of specific persuasive techniques at multiple levels (words, phrases, within and across paragraphs, etc)</p>	<p>Understands author's use of persuasive techniques and provides relevant examples from the text</p>	<p>Demonstrates partial understanding of persuasive techniques</p>
Evidence	<p>Cites strong evidence to support analyses</p>	<p>Cites relevant evidence to support ideas</p>	<p>Evidence is missing or is not relevant</p>

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: Putting it Together: Analyzing and Producing Persuasive Text

Handout#5: Persuasive Essay Outline

I. Introduction

What is your argument or main idea? This will be your thesis:

II. Body

What are three main points that support your argument? This is your evidence.

1.

2.

3.

What are the opposing views or arguments? Who might disagree with you, and why? Consider their point of view:

1.

2.

3.

How will you respond to the ideas or views of those who disagree with you? What counter evidence can you offer to persuade them to agree with you?

1.

2.

III. Conclusion

How will you end your essay? What will your closing be?

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: Putting it Together: Analyzing and Producing Persuasive Text

Handout#6: Persuasive Essay Graphic Organizer

Audience: Educators at school or district

Purpose: Persuade readers to take action

Introduction

Goal: Make your readers want to read your essay

Guiding Question: How will I present my topic and thesis or claim in a compelling way?

Background information:

Thesis statement or claim:

Body Paragraphs

Goal: Support your thesis or claim with enough evidence and reasoning that readers are persuaded to accept your ideas and take action

Guiding Question: How will I convince my readers that they should accept my ideas? (Write as many paragraphs as needed, anywhere from 1-4. Each paragraph follows the same structure)

Statement in support of thesis or claim:

Evidence:

Explanation of evidence:

Statement in support of thesis or claim:

Evidence:

Explanation of evidence:

Write additional paragraphs below, following the same format.

Conclusion

Goal is to write a potent or powerful conclusion

Guiding Questions: How will I close my essay? Will I summarize my ideas or extend my argument?

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: Putting it Together: Analyzing and Producing Persuasive Text

Handout#7: Peer Response Sheet

Read your partner's essay and respond to the following questions:

What is the thesis or claim?

What are the main points of the argument?

- 1.
- 2.
- 3.

What evidence does the writer use to support these points?

- 1.
- 2.
- 3.

Are there any opposing arguments? If so, what are they?

What type of conclusion does the writer use (restatement, expansion of ideas)? Is it effective?

Now assess your partner's essay using a rubric. Based on your scores, list one thing the writer did WELL, and one idea for improvement:

Persuasion Across Time and Space: Analyzing and Producing Complex Texts

Post- Assessment Persuasive Writing Instructions for Writing

Please complete following information. Your teacher will tell you when to turn the page.

Name:

Date:

Name of school:.....

Teacher's name:.....

Room number:.....

Introduction

This post-assessment activity requires you to write a second persuasive essay in response to a writing prompt. You will be given the same three situations from the pre-assessment, and you will pick one issue to write about. You may pick the same situation you chose before or a new situation. Your purpose for writing is to convince your readers to act or think differently about the issue. One important change from the pre-assessment is that you will read an informational text about the situation before you begin writing. As you read, you will identify evidence that you will use to support your thesis. In your essay you will need to:

- State your opinion in the form of a thesis or claim
- Support your opinion with evidence from the informational texts and your own life experience and explain how the evidence supports your thesis
- Address any concerns or differing viewpoints your reader may have about your opinion and evidence by making a counter argument
- Write a conclusion that summarizes your ideas

Your audience will be your teacher and other educators. You will write your persuasive essay under teacher supervision.

Your writing will be assessed on how well you develop:

- A strong opening that makes your reader care about your ideas
- A clearly stated opinion that it is easy for readers to understand
- Strong evidence, from the readings and your own life, along with explanations or reasoning about why the evidence supports your opinion
- Address any concerns or differing viewpoints your reader may have about your opinion and evidence by making a counter argument
- Your ideas in an organized way
- Your use of language that is appropriate for your audience and purpose

Once you select the situation you will write about, you will be asked to:

- 1) Brainstorm ideas
- 2) Write a first draft
- 3) Read a partner's essay and provide feedback
- 4) Reflect on how you will revise your essay based on your partner's feedback
- 5) Revise your essay

Writing Situations: Pick one of the following to write about.

1. *Writing Situation 1:* Due to potential problems, many school systems have adopted a policy that bans cell phones on school grounds. However, some parents have provided these items out of concern for safety. Do you agree or disagree that cell phones should be banned on school grounds?
2. *Writing Situation 2:* In some countries, students are responsible for the basic daily cleaning of their school buildings. Fifteen minutes are set aside each day for all students to sweep, dust, and clean their classrooms and corridors. Do you agree or disagree that fifteen minutes should be set aside each day for all students to sweep, dust, and clean their classrooms and corridors?
3. *Writing Situation 3:* Many people believe violent video games promote negative behaviour in teens and that students under 18 should not be able to play these video games. Do you agree or disagree that teenagers under the age of 18 should not play violent video games?

Informational Text for Writing Situation 1

Question: Should cell phones and pagers be banned on school grounds?

My opinion:

Underline evidence in the following text that you will use in your essay to support your opinion and explain why you chose the evidence in the right-hand column.

L.A. Unified to Study Campus Cellphone Ban

— *By Duke Helfand and Erika Hayasaki | Times Staff Writers*

The Los Angeles Board of Education is expected to reopen a debate today over students using cellphones on school grounds, possibly relaxing its policy that bans the devices on campus for being disruptive.

The school board is scheduled to take the issue up in the wake of a change in state law last year that rescinded or overturned a 15-year-old prohibition on “electronic signaling devices” at California schools. Responding to parents who want to reach their children during emergencies, such as school shootings or earthquakes, the state is allowing districts to set their own rules.

Los Angeles Unified Superintendent Roy Romer and school board President Jose Huizar both said that they think students should be allowed to “possess” cell-phones on campus, but that their use should be heavily regulated.

Romer’s staff had proposed continuing an outright ban on the devices, citing a desire by principals to stop youngsters from using them to cheat on tests by using text messages and to avoid the interruptions of lessons with ringing phones. In a recent district survey, 74% of secondary school principals wanted to keep the ban and 77% predicted problems if rules were eased.

But Romer and Huizar said they are open to cellphones on campus so that students and parents can reach each other in emergency situations, such as the shooting that occurred across the street from Taft High School in Woodland Hills this month.

“I truly believe that we ought to prohibit the use but not the possession,” Romer said, adding that he would allow principals some discretion in enforcement.

Reason for choosing evidence

Huizar added, “An outright ban is probably not in the best interest of students at this time.”

The district’s current policy, based on the now-abandoned 1988 state law, prohibits students from possessing and using cellphones on campus, except in cases of medical necessity.

Students, teachers and parents had different reactions to the potential change in policy.

Belmont High sophomore Jose Manuel said he carries a cellphone at school -- despite the district’s ban. He said he wants to continue to keep it at his side, even if it’s turned off, because he worries about school shootings.

“What if there’s an emergency and somebody is dying?” asked Jose, 15. “How will I be able to call for help?”

Christy Esquivel, 17, said she keeps her navy blue Nokia phone in her bag mostly for emergencies, but she admitted that she likes to play games on the phone when she is bored, “mostly in my math class.”

Esquivel sat on a curb in front of Belmont High on Monday chatting with her boyfriend on the cellphone that she pays for by working at Rite Aid. She said she often calls her boyfriend or friends during class breaks and lunch and has never been disciplined for it.

“I can’t be without my phone now,” she said. “I’m so used to it. I can always call my mom to tell her where I will be.”

Informational Text for Writing Situation 2

Question: Do you agree or disagree that fifteen minutes should be set aside each day for all students to sweep, dust, and clean their classrooms and corridors?

My opinion:

Underline evidence in the following text that you will use in your essay to support your opinion and explain why you chose the evidence in the right-hand column.

Communing Through Cleaning

— *By Adam Voiland/ U.S. News & World Report.*

The sight of the school principal on hands and knees might seem strange. But in Japan, it's the period of about 15 minutes each day when students, teachers, and administrators all drop whatever they are doing, pull out the buckets and mops, and give everything a good scrub.

Most Japanese schools don't employ janitors, but the point is not to cut costs. Rather, the practice is rooted in Buddhist traditions that associate cleaning with morality—a concept that contrasts sharply with the Greco-Roman notion of cleaning as a menial task best left to the lower classes.

"Education is not only teaching subjects but also cooperation with others, ethics, a sense of responsibility, and public morality. Doing chores contributes to this," says a member of the Board of Education. "Besides, if students make a mess, they know they will have to clean it up. So naturally, they try to keep things clean."

At lunchtime, the students even put on hairnets and help serve and clear away dishes from the midday meal. "Cleaning is just one part of a web of activities that signal to children that they are valued members of a community," says Christopher Bjork, an educational anthropologist at Vassar College.

Community is also built in the classroom. Rather than having students move between classes when subjects change, the teachers rotate, leaving students with the same classmates for much of the day. The idea is to get students to function harmoniously in a group. If a student shouts during class, for instance, or won't clean, it's largely up to classmates to pressure him to behave.

Reason for choosing evidence

Getting American kids to cooperate is a harder task, but some American educators see lessons in the Japanese model. The Academy of the Pacific Rim Charter Public School in Boston has adapted many elements of the Japanese system, including homeroom groups and daily cleaning.

"I've learned to pick up after myself," says Mary-Rose Delapp, 12, a student at the academy. "When cleaning time comes, I'm helping my classmates, and I think that prepares me for a life of helping people."

Informational Text for Writing Situation 3

Question: Do you agree or disagree that teenagers under the age of 18 should not play violent video games?

My opinion:

Underline evidence in the following text that you will use in your essay to support your opinion and explain why you chose the evidence in the right-hand column.

Does game violence make teens aggressive?

— *By Kristin Kalning Games editor msnbc.com*

Can video games make kids more violent? A new study employing state-of-the-art brain-scanning technology says that the answer may be yes.

Researchers at the Indiana University School of Medicine say that brain scans of kids who played a violent video game showed an increase in emotional arousal – and a corresponding decrease of activity in brain areas involved in self-control, inhibition and attention.

Does this mean that your teenager will feel an uncontrollable urge to go on a shooting rampage after playing “Call of Duty?”

Vince Mathews, the principal investigator on the study, hesitates to make that leap. But he says he does think that the study should encourage parents to look more closely at the types of games their kids are playing.

“Based on our results, I think parents should be aware of the relationship between violent video-game playing and brain function.”

Mathews and his colleagues chose two action games to include in their research – one violent the other not.

The first game was the high-octane but non-violent racing game “Need for Speed: Underground.” The other was the ultra-violent first-person shooter “Medal of Honor: Frontline.”

The team divided a group of 44 adolescents under age 18 into two groups, and randomly assigned the kids to play one of the two games. Immediately after the play sessions, the children were given MRIs of their brains.

Reason for choosing evidence

The scans showed a negative effect on the brains of the teens who played “Medal of Honor” for 30 minutes. That same effect was not present in the kids who played “Need for Speed.”

The only difference? Violent content.

What’s not clear is whether the activity picked up by the MRIs indicates a lingering — or worse, permanent — effect on the kids’ brains.

And it’s also not known what effect longer play times might have. The scope of this study was 30 minutes of play, and one brain scan per kid, although further research is in the works.

But not everyone is convinced that this latest research adds much to the debate — particularly the game development community. One such naysayer is Doug Lowenstein, president of the Entertainment Software Association.

“We’ve seen other studies in this field that have made dramatic claims but turn out to be less persuasive when objectively analyzed.”

The Entertainment Software Association has a whole section of its Web site dedicated to the topic of video game violence, which would suggest that they get asked about it — a lot.

And they’ve got plenty of answers at the ready for the critics who want to lay school shootings or teen aggression at the feet of the game industry. Several studies cited by the ESA point to games’ potential benefits for developing decision-making skills or bettering reaction times.

Increasingly parents are more accepting of video game violence, chalking it up to being a part of growing up.

“I was dead-set against violent video games,” says Kelley Windfield, a Sammamish, Washington-based mother of two. “But my husband told me I had to start loosening up.”

Laura Best, a mother of three from Clovis, California, says she looks for age-appropriate games for her 14 year-old son, Kyle. And although he doesn’t play a lot of games, he does tend to gravitate towards shooters like “Medal of Honor.” But she isn’t concerned that Kyle will become aggressive as a result.

“That’s like saying a soccer game or a football game will make a kid more aggressive,” she says. “It’s about self-control, and you’ve got to learn it.”

Task 1: Brainstorm and plan your writing in the area below. You will have about 10 minutes.

Think about the situation you selected and plan your writing in the area below. Your plan should contain:

- Your personal point of view on the issue
- Three or four points to support your argument
- One argument against your opinion that you will address in your essay
- The order in which you will make these points in your opinion piece.

Task 2: Write your persuasive essay. You will have about 30 minutes

Handwriting practice lines consisting of 20 horizontal dotted lines.

Task 3: Exchange your writing with a partner

Directions to partner: Read the first draft of your partner’s essay. Based on your knowledge of persuasive writing, write one comment telling your partner what he or she has done well and one suggestion for revising the writing to make it more persuasive. Write your first and last name on the line provided. Use the box below to write your feedback.

Your name:

Task 4: Based on my partner’s feedback, I will revise my first draft by doing the following:

[illegible]

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.....

.....

.....

Optional Handouts:
Kid-friendly Persuasive Essay Rubrics

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: Putting it Together: Analyzing and Producing Persuasive Text

Optional Handout #1: Peer Response Persuasive Essay Rubric

Use this rubric to assess your dyad partner's first draft of his or her essay. It is okay if some aspects of your partner's essay score higher or lower in some areas. Write your scores at the bottom of the rubric. Based on your assessment, provide your partner suggestions for revision.

	Focus of Text	Development of Central Idea	Organization of Writing
6	<ul style="list-style-type: none"> The writer's thesis or claim is clear The writer has an interesting/engaging introduction The writer's logic is clearly maintained The writer has an effective conclusion The writer's voice is appropriate for his/her audience and purpose for writing 	<ul style="list-style-type: none"> All of the writer's major points develop the central idea Most points are developed evenly The writer used effective evidence, such as facts/statistics, explanations, examples The writer fully explains how evidence supports thesis or claim The writer includes a counter argument that addresses any concerns that readers may have The writer's points are logically connected and interrelated 	<ul style="list-style-type: none"> The writer's structure is clear and appropriate to his/her purpose for writing All points are appropriately paragraphed and interrelated The writer ties together sentences in paragraphs and the paragraphs together with appropriate transitions, pronouns, repetition or other devices
5	<ul style="list-style-type: none"> The writer's introduction makes his/her topic and thesis or claim clear The writer's logic is clearly maintained The writer has an effective conclusion The writer's voice is appropriate for his/her audience and purpose for writing 	<ul style="list-style-type: none"> All of the writer's major points are develop the central idea; support may be uneven The writer developed some details using facts/statistics, explanations and support The writer explains how the evidence supports the thesis or claim The writer addresses concerns that readers may have The writer's points are logically presented and connected 	<ul style="list-style-type: none"> The writer's structure is clear and appropriate to his/her purpose for writing The writer used appropriate paragraphing The writer's ideas flow The writer used transitions, pronouns or repetition to tie sentences together

4	<ul style="list-style-type: none"> The writer's introduction lists everything that is discussed in the writing The writer maintains his/her position The writer's conclusion is clear but may simply restate the introduction The writer's voice may not be consistent 	<ul style="list-style-type: none"> The writer develops most main points with details Support or reasoning may be uneven Most of the writer's points are logically presented and organized 	<ul style="list-style-type: none"> The writer's structure is evident Most major points are paragraphed appropriately Most of the writing flows from one point to another The writer's sentences connect to each other in different ways
3	<ul style="list-style-type: none"> The writer identifies his/her position somewhere in the text The writer may not have written enough The writer's voice shifts to informal or may disappear 	<ul style="list-style-type: none"> Some major points are developed but support may be general The writer may have change the topic or support may be unrelated to thesis or claim 	<ul style="list-style-type: none"> The writer's structure is noticeable The writer has some appropriate paragraphs The writing does not flow from one idea to another
2	<ul style="list-style-type: none"> The writer's topic may be unclear or may veer The writer may not have written enough The writer may have been too informal for his/her audience or may not be aware of the audience 	<ul style="list-style-type: none"> Most of the support is very general The writer may have listed his/her points The writer may repeat the same reasons 	<ul style="list-style-type: none"> The writer attempted to structure his/her writing but the reader has to work hard to find the structure The writing has few appropriate paragraphs The writer's ideas jump around and do not flow
1	<ul style="list-style-type: none"> The writing is confusing The writer did not write enough 	<ul style="list-style-type: none"> Most of the support is very general The writer may have listed his/her points The writer may repeat the same reasons 	<ul style="list-style-type: none"> The writer attempted to structure his/her writing but the reader has to work hard to find the structure The writing has few appropriate paragraphs The writer's ideas jump around and do not flow

Comments about parts of my partner writing that were persuasive:

Suggestions for making the persuasive essay stronger:

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: Putting it Together: Analyzing and Producing Persuasive Text

Optional Handout #2: Self-assessment Persuasive Essay Rubric

Use the rubric to self-assess your essay after your first revision. Based on your self-assessment, revise your writing as needed.

Score for Focus of Text:

Score for Development of Central Idea

Score for Organization of Writing

How I will revise to make my writing more effective:

	Focus of Text	Development of Central Idea	Organization of Writing
6	<ul style="list-style-type: none"> • My thesis or claim is clear • I have an interesting/engaging introduction • My logic is clearly maintained • I have an effective conclusion • My voice is appropriate for his/her audience and purpose for writing 	<ul style="list-style-type: none"> • All of my major points develop the central idea • Most points are developed evenly • I used effective evidence, such as facts/statistics, explanations, examples • I fully explain how evidence supports thesis or claim • I include a counter argument that addresses any concerns that readers may have • My points are logically connected and interrelated 	<ul style="list-style-type: none"> • The structure of my essay is clear and appropriate to my purpose for writing • I use appropriate paragraphing • I tie together sentences in paragraphs and paragraphs together with appropriate transitions, pronouns, repetition or other devices

5	<ul style="list-style-type: none"> • My introduction makes my thesis or claim clear • My logic is clearly maintained • I have an effective conclusion • My voice is appropriate for my audience and purpose for writing 	<ul style="list-style-type: none"> • All of my major points develop the central idea; support may be uneven • I develop some details using facts/statistics, explanations and support • I explain how the evidence supports the thesis or claim • I address concerns that readers may have • My points are logically presented and connected 	<ul style="list-style-type: none"> • The structure of my essay is clear and appropriate to my purpose for writing • I use appropriate paragraphing • My ideas flow • I use transitions, pronouns or repetition to tie sentences together
4	<ul style="list-style-type: none"> • My introduction lists everything that is discussed in the writing • I maintains my position • My conclusion is clear but may simply restate the introduction • My voice may not be consistent 	<ul style="list-style-type: none"> • I develop most main points with details • My support or reasoning may be uneven • Most of my points are logically presented and organized 	<ul style="list-style-type: none"> • The structure of my essay is evident • Most of my major points are paragraphed appropriately • Most of my writing flows from one point to another • My sentences connect to each other in different ways
3	<ul style="list-style-type: none"> • I identify my position somewhere in the text • I may not have written enough • I shift my voice to informal 	<ul style="list-style-type: none"> • I develop some major points but my support may be general • I may change the topic or support may be unrelated my thesis or claim 	<ul style="list-style-type: none"> • The structure of my essay is noticeable • Some of my ideas have appropriate paragraphs • My ideas do not flow from one to another
2	<ul style="list-style-type: none"> • My topic may be unclear or may veer • I may not have written enough • I may have been too informal for my audience or may not be aware of the audience 	<ul style="list-style-type: none"> • Most of my support is very general • I may have listed his/her points • I may repeat the same reasons 	<ul style="list-style-type: none"> • I attempted to structure the essay but the reader has to work hard to find the structure • I have few appropriate paragraphs • My ideas jump around and do not flow
1	<ul style="list-style-type: none"> • The writing is confusing • I did not write enough 	<ul style="list-style-type: none"> • My support may be confusing • I did not write enough to judge this area 	<ul style="list-style-type: none"> • The writing appears to have no plan • I did not write enough to judge this area

Understanding Language

Language, Literacy, and Learning
in the Content Areas

Understanding Language aims to enrich academic content and language development for English Learners (ELs) by making explicit the language and literacy required to meet Common Core State Standards (CCSS) and Next Generation Science Standards <http://ell.stanford.edu> .

