

Instructional Module 7: At – A – Glance

Powers of Persuasion

Overview

In this module, students will generate relevant questions after reading, analyzing, and discussing the content and rhetorical devices used to persuade intended audiences. Students will examine two texts: the political cartoon “Join, or Die,” which accompanied a 1754 editorial commentary by Benjamin Franklin, and a print advertisement for the 2000 Mercedes-Benz S-Class of automobiles. To support students’ ability to write with a variety of word choices and with correct conventions of the English language, teachers can select mini-lessons from those provided on Reading (Vocabulary Development) Standard 1.2 (e.g., using connotation and denotation) and Written Language Conventions Standard 1.3 (e.g., proper English usage and grammar).

Standards Addressed

R 2.3 Generate relevant questions about readings on issues that can be researched.

R 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

LC 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

Teacher Resources

Texts

- Political Cartoon – “Join, or Die”
- Advertisement – “The 2000 Mercedes-Benz S-Class”

Graphic Organizers

- Using and Evaluating Appeals as Persuasive Rhetorical Devices

Additional Resources

- Advertisement Analysis

Culminating Task

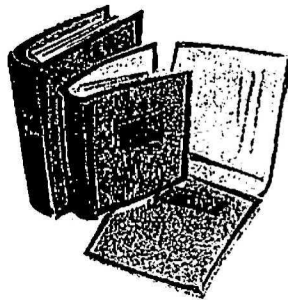
After analyzing the political cartoon and the advertisement and completing a graphic organizer, students will choose one text as the focus of their culminating task. Students will generate their own questions that are designed to evaluate the appeal and effects of either text on the American people. Students will then research the answers and describe their findings (what they learned and how they learned it) in an essay.

Instructional Module 7: At – A – Glance

Text Summaries

Summary of “Join, or Die”: This first political cartoon appeared in Benjamin Franklin’s newspaper, *The Pennsylvania Gazette*, on May 9, 1754. It appeared as part of an editorial by Franklin commenting on “the present disunited state of the British Colonies.” The woodcut drawing pictures a divided snake in eight pieces representing as many colonial governments. The drawing was based on the popular superstition that a snake that had been cut in two would come to life if the pieces were joined before sunset. The drawing immediately caught the public’s fancy and was reproduced in other newspapers. (Source: <http://www.earlyamerica.com>)

Summary of “The 2000 Mercedes-Benz S-Class”: This print advertisement uses images of Ernest Hemingway, the first moon landing, and Jackie Robinson to show how the Mercedes-Benz S-Class of 2000 is as hard to describe as these legendary figures and images.



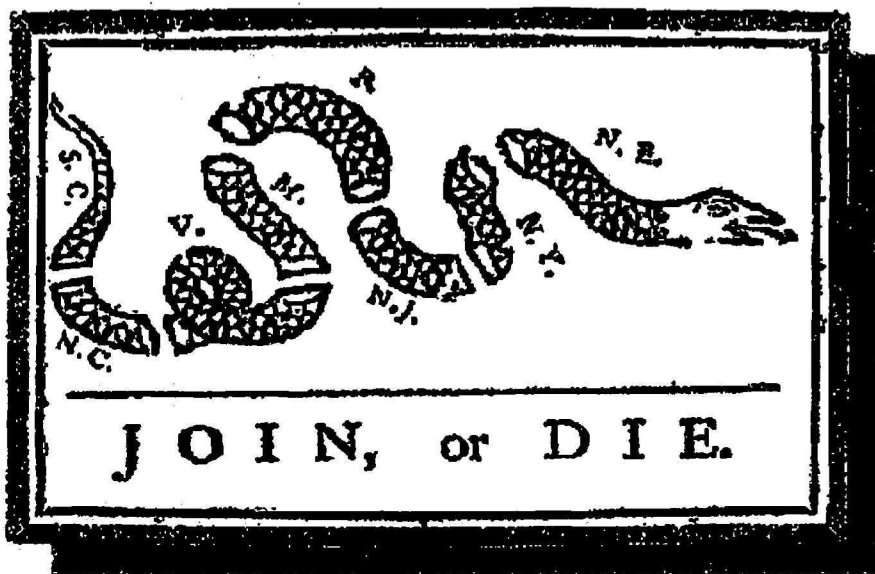
Instructional Module 7: Generating Relevant Questions Rhetorical Devices

Instructional Focus

R 2.3 Generate relevant questions about readings on issues that can be researched.

Instructional Focus

The following political cartoon is probably one of the most famous in American cartoon of all time. What questions do you have about it? Where would you go to find the answers to your questions?



Teacher's Note:

Ben Franklin drew this cartoon before the American Revolution. His purpose was to urge the delegates of the Albany Convention of 1754 to prepare for their defense. England and France were struggling to control North America.

Instructional Application

Students should generate their own questions and research the answers. Then write about what they learned and how they learned it. Students should also evaluate the cartoon on its appeal and on the aftermath of its publication.



Advertisement Analysis

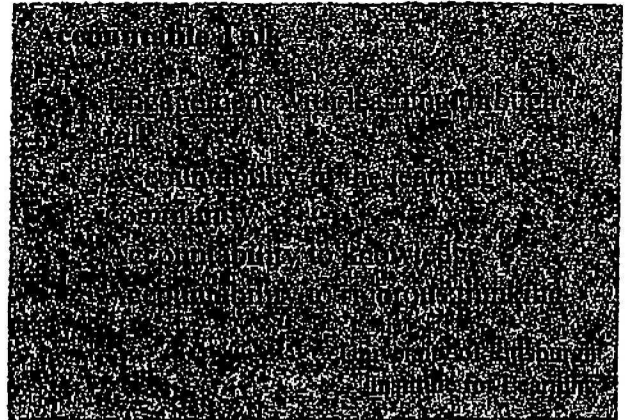
Mercedes-Benz 2000

By Steve Ray

Instructional Application

Instructional Conversations: Students should work in pairs to answer the following:

1. What types of appeal are used in this ad?
2. Which persuasive strategies are used?
3. What claims are actually made?
4. What claims are suggested or implied?
5. What are the underlying assumptions?
6. How much truth is conveyed in the advertisement?
7. Rate the advertisement.
8. Defend your rating.
9. Explore counter-arguments with your partner.
10. Write a paragraph to defend your rating.
11. Defend your rating in an oral debate or presentation.



Note:

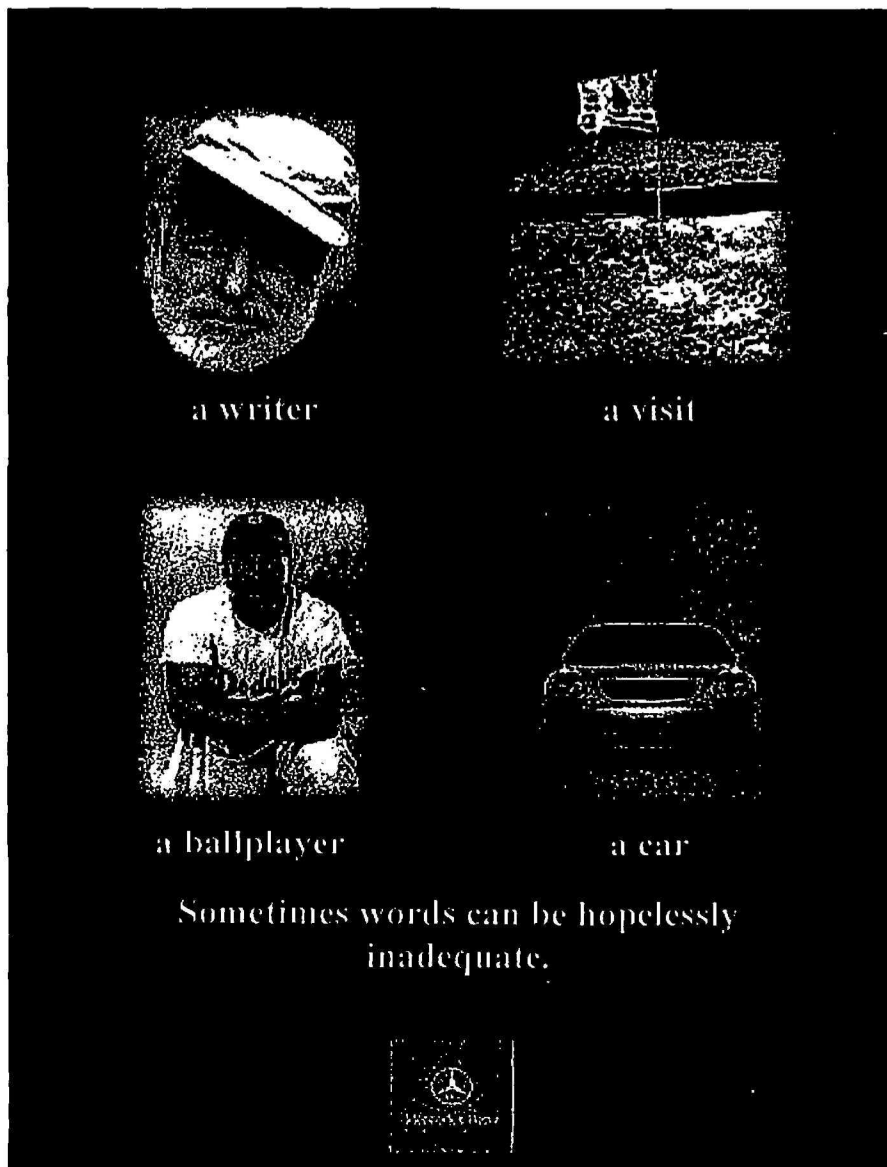
This advertisement for the Mercedes-Benz 2000 series uses several affective rhetorical devices. Initially, the visual appearance of the ad gives the impression of a classical and nostalgic item. It is also important to note the proxemics of the car itself (in the bottom right corner). This gives the viewer the perception that the name and persona of Mercedes-Benz speak for itself. Other rhetorical devices are as follows:

1. Celebrity testimonials. It is not Jackie Robinson, NASA, or Earnest Hemingway who are saying "drive the car," but the quality of their legacy and name is directly tied to that of the Mercedes-Benz.
2. There is an understated quality to the ad that gives the viewer the sense that the car does not need loud graphics or even a large profile picture. The ad is built on tetracolon climax, with a series of four.
3. The ad also builds on the tendency to read left-to-right and top-to-bottom which leads to the final image of the Mercedes.
4. The slogan, "Sometimes words can be hopelessly inadequate", seems to portray that this car, much like the people and event in the ad, are more special than words can describe. This claim leads the audience to believe that this is not an average car, but something exclusive.
5. The implication of this ad is that as a driver of this car [you] are experiencing something special and nearly monumental.
6. An assumption is that the viewer has to be able to appreciate Robinson, Hemingway and the moon walk and their significance to appreciate the Mercedes. This ad presents an elitist appeal.
7. The truth in the ad is in the slogan, but the truth is stretched with the implications of the pictures.

Adapted from Advertisement Analysis: Mercedes-Benz 2000 <http://www.nt.armstrong.edu/adanalysis.htm>

This advertisement uses several affective rhetorical devices. Students should work in pairs to answer the following:

1. What types of appeal are used in this ad?
2. Which persuasive strategies are used?
3. What claims are actually made?
4. What claims are suggested or implied?
5. What are the underlying assumptions?
6. How much truth is conveyed in the advertisement?
7. Rate the advertisement.
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a writer

a visit

a ballplayer

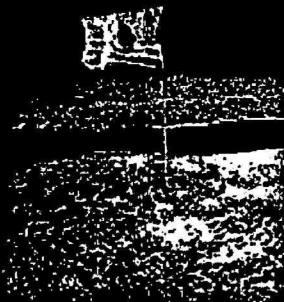
a car

Sometimes words can be hopelessly inadequate.


Mercedes-Benz



a writer



a visit



a ballplayer



a car

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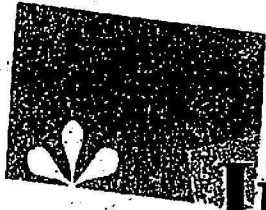
Using and Evaluating Appeals as Persuasive Rhetorical Devices

Directions: There are three types of appeals that are commonly used to persuade an audience. Read the selection(s) and complete the graphic organizer below.

- An **emotional appeal** attempts to persuade the reader or audience by engaging the emotions. Emotional appeals speak to feelings, sentiments, and passions. They evoke sympathy, fear, anger, pride, etc.
- An **ethical appeal** concentrates on the reader or audience's shared sense of right and wrong. Ethical appeals rely on beliefs that are generally understood as moral, just, principled or decent.
- A **logical appeal** engages the mind. Logical appeals depend on that which an identified group would consider valid, rational or commonsensical. Logical appeals are convincing because they are sound, realistic, levelheaded, or equitable.

Commonly held beliefs are also a type of persuasive rhetorical device. Commonly held beliefs may be true or inherently fallacious. They are persuasive because an identifiable group of people may believe them strongly.

TYPE OF APPEAL	EXAMPLE	EFFECT



Instructional Module 7



Vocabulary Development Mini-Lessons

- **Loaded Words: Using Connotation and Denotation**
- **Denotative and Connotative Meanings**

VOCABULARY DEVELOPMENT MINI-LESSON

Loaded Words: Using Denotation and Connotation

Standard Addressed

R 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

Loaded Words

A writer will frequently use emotional language that is value-laden to sway opinions. These words reflect the bias of the author and can express positive or negative opinions or biases toward the subject. Sometimes these words are called loaded words.

Example:

Where are the loaded words in this sentence? Which words express positive or negative opinions?

The sexy model slinked down the runway.

The loaded words are *sexy* and *slinked*. Both words express value – positive or negative opinions.

How could this sentence be rewritten to change the loaded words to neutral language?

The model walked down the runway.

It is clear from this sentence that all of the words are neutral (or objective). There are no opinions being expressed.

Practice 1

Underline the loaded words in the following sentences. Then rewrite each sentence to change the loaded words to neutral language.

1. The crazy man smashed a motorcycle with his car.
2. The brutal wrestler obliterated his opponent.
3. The sleazy motel glowed a bright pink.
4. The arrogant author humiliated his adoring fans.
5. The doddering old fool slurped his way through dinner.

Neutral language relies on denotation or the dictionary meaning of words. However, skillful writers do not rely on the denotative meaning of words. Rather they incorporate the connotative power of words to persuade readers. Critical readers are aware that words are effective tools and they learn to recognize when these words are being used to influence their thoughts, ideas, and opinions.

VOCABULARY DEVELOPMENT MINI-LESSON

Denotative and Connotative Meanings

Standard Addressed

R 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

Which is more appealing – to be described as *young* or *childish*? The way a person responds to words reflects the connotations of those words. Connotation is the suggestive meaning of a word—all the values, judgments, and status implied by a word, the “unspoken significance” behind the denotation. It is the emotional meaning of the word. Here are a few examples:

Word	Denotation	Connotation
new	recent origin	better, improved
snake	round reptile	horrible beast
adequate	good enough	not very good
excuse	explanation	weak reason

Critical readers must be aware of both connotative and denotative meanings of words and be wary of writers who use words with strong connotations.

Determining the Difference

Think about the word *terrorist*. What is the denotative meaning? What is the connotative meaning?

Obviously, the denotative meaning is easy to find in the dictionary. However, the reader brings various connotative meanings based on the experiences of the particular reader.

Some may associate the word *terrorist* with terms and phrases such as *warrior*, *revolutionary*, *rebel*, *freedom fighter*.

Practice 2

Using denotative and connotative words to describe your last class.

1. Write two descriptions of your last class.
2. The first description should describe exactly what happened in class, using denotations.
3. The second description should use words to make students eager to attend that class or make students dread the class, using connotations.

Practice 3

As you read various persuasive texts in this instructional component, underline words that have connotative meanings and answer the following question: *What does the writer of this text want me to think, believe, or do?*

Adapted from <http://www.auburn.edu/pctl/models/Reading/nothingbut/valueaden.html>

VOCABULARY DEVELOPMENT MINI-LESSON

Sample Student Responses

Practice 1

Underline the loaded words in the following sentences. Then rewrite each sentence to change the loaded words to neutral language.

1. The crazy man smashed a motorcycle with his car. The man hit a motorcycle with his car.
2. The brutal wrestler obliterated his opponent. The wrestler beat his opponent.
3. The sleazy motel glowed a bright pink. The motel was painted pink.
4. The arrogant author humiliated his adoring fans. The author spoke to his fans.
5. The doddering old fool slurped his way through dinner. The man ate dinner.

Practice 2

Student responses will vary.

Description of last class, using denotation.

The students walked into the classroom and sat down. The teacher took roll and then stood in front of the class. He told the students that they would review chapter 7 in their history text. The teacher and students reviewed the material. The bell rang and the students walked out of the classroom.

Description of last class, using connotations

The excited students marched into the classroom and eagerly sat down. As the teacher took roll, the classroom buzzed with animated energy which quieted as soon as he stood in front of the class. "As you know, today we will review chapter 7. That means we will play a round of Jeopardy. We will keep the same three teams from our last review. Remember, when you think you have the answer, your response must be in the form of a question. Any questions? Fine. Let's have the first three players sit at the table here in the front of the room." After the smiling students sat down, the teacher dramatically raised the world map covering the white board, revealing the Jeopardy game board, the categories and point values. "Ladies and gentlemen, let's play Jeopardy!" Enthusiasm and pleasure ruled the period 4 history class that day as students demonstrated that they had either studied or not; that they had quick responses or not; that they could respond under pressure....or not. When the bell rang, loud groans and a few "no"s echoed around the room. Reluctantly the students slowly left the classroom as the teacher calculated the team totals.

Practice 3

As you read various persuasive texts in this instructional component, underline words that have connotative meanings and answer the following question: *What does the writer of this text want me to think, believe, or do?*

Monitor students' progress with this standard throughout *Instructional Component 1 – Persuasion*.



Instructional Module 7



Written Language Conventions Mini-Lesson

English Usage and Grammar

WRITTEN LANGUAGE CONVENTIONS MINI-LESSON

English Usage and Grammar

Standard Addressed

LC 1.3. Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

Standard English is language that is grammatically correct and appropriate in formal and informal situations. Nonstandard identifies usage that is suitable only in the most casual speaking situations and in writing that attempts to recreate casual speech. Formal identifies usage that is appropriate in serious speaking and writing situations (such as speeches and in compositions for school). Informal indicates standard usage common in conversation and in everyday writing such as personal letters.

The following are examples of formal and informal English:

Formal	Informal
angry	steamed
unpleasant	yucky
agreeable	cool
very impressive	totally awesome
accelerate	step on it

The following list is a partial glossary of common problems in English usage.

a, an Indefinite articles: use a before words beginning with a consonant sound; use an before words beginning with a vowel sound.

Examples: We saw a blue iguana and an otter at the zoo.
A hawk flew over us an hour ago. [*An* is used before hour because hour begins with a vowel sound.]
This is a one-way street. [*A* is used before one-way because one-way begins with a consonant sound.]

accept, except *Accept* is a verb that means "to receive." *Except* may be either a verb or a preposition. As a verb, *except* means "to leave out" or "to omit." As a preposition, it means "excluding."

Examples: I couldn't accept such a valuable gift.
Why should they be excepted from the party?
No one in my class except me has been to London.

affect, effect *Affect* is a verb meaning "to influence." *Effect* used as a verb means "to bring about" or "to accomplish." Used as a noun, *effect* means "the result of some action."

Examples: The bright colors affect how the patients feel.
The treatment will effect a cure for the disease.
The bright colors have a beneficial effect on the patients.

WRITTEN LANGUAGE CONVENTIONS MINI-LESSON

all right This is the only acceptable spelling. Although the spelling *alright* is in some dictionaries, it has not become standard usage.

a lot Do not write the expression *a lot* as one word. It should be written as two words.
Example: I have a lot of homework tonight.

among See *between*, *among*

and etc. *Etc.* is an abbreviation of the Latin phrase *et cetera*, meaning "and other things." So, *and etc.* means "and and other things." Do not use *and* with *etc.*

Example: We'll need paint, brushes, thinner, some rags, etc. [not *and etc.*]

anyways, anywhere, everywhere, nowhere, somewhere Use these words without a final *s*.
Example: That bird is described somewhere [not *somewheres*] in this book.

as See *like*, *as*.

as if See *like*, *as if* *as though*

at Do not use *at* after *where*.
Nonstandard: This is where I live at.
Standard: This is where I live.

bad, badly *Bad* is an adjective. In most uses, *badly* is an adverb.
Adjective: The dog was bad.
Adverb: The dog behaved badly.
Remember that a word that modifies the subject of a verb should be in adjective form.
Nonstandard: The stew tasted badly.
Standard: The stew tasted bad.

Because, cause *Cause* is a noun or verb related to effects on someone or something. In the sentence, "I wanted to go *cause* I wanted to see the movie," the correct word to use is *because*, a subordinating conjunction showing a cause-and-effect relationship between two ideas.

beside, besides *Beside* is a preposition that means "by the side of" someone or something. *Besides* as a preposition means "in addition to." As an adverb, *besides* means "moreover."

Examples: Sit beside me on the couch.
Besides songs and dances, the show featured several comedy sketches.
It's too late to rent a movie. Besides, I'm sleepy.

between, among Use *between* when you are referring to two things at a time, even if they are part of a group consisting of more than two. Use *among* when you are thinking of a group rather than of separate individuals.

Examples: Take the seat between Alicia and Noreen in the third row.

WRITTEN LANGUAGE CONVENTIONS MINI-LESSON

On the map, the boundaries **between** all seven counties are drawn in red.
[Although there are more than two counties, each boundary lies between only two.]

Among our graduates are several prominent authors.

There was some confusion **among** the jurors about the defendant's testimony.
[The jurors are thought of as a group.]

borrow, lend, loan *Borrow* means "to take [something] temporarily." *Lend* means "to give [something] temporarily." *Loan*, a noun in formal language, is sometimes used in place of *lend* in informal speech.

Examples: Tazio **borrowed** a copy of *Of Mice and Men* from the library.
I try not to forget to return things people **lend** me.
Could you **loan** me a dollar? [informal]

bring, take *Bring* means "to come carrying something." *Take* means "to go carrying something." Think of *bring* as related to *come*; *take* as related to *go*.

Examples: **Bring** that box over here.
Now **take** it down to the basement.

bust, busted Avoid using these words as verbs. Use a form of either *burst* or *break* or *catch* or *arrest*.

Examples: Even the hard freeze didn't **burst** [not bust] the pipes.
When aircraft **break** [not bust] the sound barrier, a sonic boom results.
Molly **caught** [not busted] Mr. Whiskers nibbling her tuna sandwich.
Did the police **arrest** [not bust] a suspect in the burglary?

Practice

Rewrite the following paragraphs using proper English usage and grammar.

Late one night, I waked up suddenly. Obviously, the affects of not eating dinner caught up with me. I should of ate before I went to bed. I got up from bed and wanted to eat a apple. Accept there wasn't none on the counter. I said, "Alright, I saw alot of them somewheres. I gotta know where they're at cause I need one real bad."

Just then I looked up. I seen them besides the refrigerator, between a bunch of bananas and oranges, on top of the bread box. I think to myself, I'll just go bring this back up to my room and eats it there. That way I won't get busted for being outta bed so late!

WRITTEN LANGUAGE CONVENTIONS MINI-LESSON

Sample Student Responses

Practice

Rewrite the following paragraphs using proper English usage and grammar.

Answers may vary.

Late one night, I woke up suddenly. Obviously, the effects of not eating dinner caught up with me. I should have eaten before I went to bed. I got out of bed and wanted to eat an apple, except there weren't any on the counter. I said, "All right, I saw a lot of them somewhere. I have to know where they are because I need one badly."

Just then I looked up. I saw them beside the refrigerator, among a bunch of bananas and oranges, on top of the bread box. I thought to myself, I'll just take this back up to my room and eat it there. That way I won't get caught being out of bed so late!



Instructional Module 8: At – A – Glance

Standards Review Generating Relevant Questions for Research

Overview

In this module, students will read an informational narrative to generate relevant research questions based on information in the text.

Standards Addressed

R 2.3 Generate relevant questions about readings on issues that can be researched.

Teacher Resources

Texts

- “Shipwreck at the Bottom of the World” by Jennifer Armstrong

Graphic Organizers

- KWL Chart
- “Own the Text” Investigation Guide

Additional Resources

- “Before You Read” Informational Focus: How to Generate Questions and Reading Skills: Make a KWL Chart
- Standards-based literary comprehension and analysis tasks in the margins of the student text (from Holt *Interactive Reader*)
- Standards Review Questions

Culminating Task

After reading the text and completing the tasks and graphic organizers, students will answer multiple-choice questions and write a rationale for each choice selected. Then, they will write a text-based short constructed response.

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