



The Art of Persuasion: How Rhetorical Devices Influence Audiences

★ TASK ★ LADDER

by Rebecca Farson, Susan Bingaman, and Marci Stover

The goal of this module is to teach students how writers use persuasive techniques to influence others. Students will be analyzing how an author's claim is developed and refined, analyzing the elements of an argument and analyzing persuasive techniques. Students will be examining a variety of texts including a testimonial before the United States Senate, a children's book, a political speech, and a commercial. Students will demonstrate their understanding by analyzing Martin Luther King Jr.'s "I Have a Dream" speech and write an informative essay describing the ways that King uses rhetorical devices and the effect those devices had on his audience. This module is designed for a class taught on a semester block schedule with 84 minutes per day in class.

Please note that the texts leading up to the "I Have a Dream" speech are all practice texts from varying genres to allow students to see the persuasive techniques they are studying in action. Once students read the "I Have a Dream" speech, they should be ready to work independently.

GRADES	DISCIPLINE	COURSE	PACING
9 - 10	 ELA	 English 9	 14hr

Section 1: What Task?

Teaching Task

Task Template IE4 - Informational or Explanatory

How does Martin Luther King Jr. utilize persuasive techniques to influence others? After reading King's "I Have a Dream" speech, write an essay in which you analyze the rhetorical devices: parallelism, analogy, and repetition King uses to support his argument. Support your discussion with evidence from the text/s.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.5

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Focus

RI.9-10.9

Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

SL.9-10.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Focus

W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Focus

W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Pennsylvania Draft Common Core Standards

CC.1.2.9-10.A.

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC.1.2.9-10.B.

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

CC.1.2.9-10.H.

Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.

Focus

CC.1.2.9-10.I.

Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

The Art of Persuasion: How Rhetorical Devices Influence Audiences

CC.1.3.9-10.J.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.4.9-10.A.

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.9-10.B.

Write with a sharp, distinct focus identifying topic, task, and audience.

CC.1.4.9-10.C.

Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.9-10.D.

Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

CC.1.4.9-10.E.2.

Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9-10.E.1.

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CC.1.4.9-10.F.

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.9-10.T.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.1.5.9-10.A.

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Texts

🔗 **Parkinson's Disease Research and Treatment: Hearing Before a Subcommittee of the Committee on Appropriations United States Senate (Michael J. Fox Testimony)**

🔗 **The True Story of the Three Little Pigs**

🔗 **Patrick Henry's "Give Me Liberty or Give Me Death" Speech**

🔗 **I Have a Dream Speech**

📖 McDougal Littell Literature. Evanston, IL: McDougal Littell, 2008. Print.
Teacher Resource

Student Work Rubric - Informational or Explanatory Task - Grades 9-12

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea	Presents a general or unclear controlling idea.	Presents a clear controlling idea that addresses the prompt , with an uneven focus .	Presents and maintains a clear, specific controlling idea that addresses all aspects of the prompt and takes into account the complexity of the topic.	Presents and maintains a precise, substantive controlling idea that addresses all aspects of the prompt, takes into account the complexity of the topic and, where appropriate, acknowledges gaps in evidence or information .
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the controlling idea . Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that support the controlling and supporting ideas . Consistently cites sources with minor formatting errors .	Includes well-chosen details, examples, and/or quotations from sources that fully support the controlling and supporting ideas. Consistently cites sources using appropriate format .
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explains ideas and source material to support the controlling idea , with some incomplete reasoning or explanations .	Accurately explains ideas and source material and how they support the controlling idea.	Thoroughly and accurately explains ideas and source material to support and develop the controlling idea.
Organization	Lacks an evident structure. Makes unclear connections among ideas, concepts, and information.	Groups ideas and uses transitions to develop the controlling idea, with some lapses in coherence or organization .	Groups and sequences ideas to develop a cohesive explanation . Uses transitions to clarify the relationships among complex ideas, concepts, and information .	Groups and sequences ideas in a logical progression in which ideas build to create a unified whole . Uses varied transitions to clarify the precise relationships among complex ideas, concepts, and information.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate for the audience and purpose.	Consistently applies standard English conventions; minor errors , while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose .	Consistently applies standard English conventions, with few errors . Demonstrates varied syntax and precise word choice . Consistently uses language and tone appropriate to the audience and purpose.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Writers and speakers typically use more than just arguments to persuade. They use rhetorical devices and persuasive techniques that appeal to people's emotions, values, desires, and beliefs. This concept can be seen in advertisements, political speeches, public service announcements, newspaper and magazine articles. In this module, we will be analyzing how an author seeks to influence others through his words. You will be practicing identifying and analyzing these rhetorical devices and persuasive techniques in a number of texts before analyzing King's "I Have a Dream" speech.

Extension

As you have seen in this unit, persuasive words can be powerful. They can change a person's mind, convince people to take action, or even make a difference in the world. A good way to give your words this power is to write and deliver a heartfelt and well-reasoned speech about an important topic. Your task will be to develop a persuasive speech on a self-selected topic. Make sure to pick something of which you are passionate. In order to give the audience a complete picture of each topic, students will be paired with a classmate who will develop the opposing viewpoint.

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

BRIDGING CONVERSATION > ACTIVATING PRIOR KNOWLEDGE: Ability to make a connection between the task's topic and their own prior knowledge and life experiences.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt.

TASK AND RUBRIC ANALYSIS > READING OF THE RUBRIC: Ability to understand and explain the task's rubric.

Reading Process

PRE-READING>ESSENTIAL VOCABULARY: Ability to identify and apply essential vocabulary while watching a multimedia source.

ACTIVE READING: Ability to annotate, identify the claim, and identify the main persuasive techniques of a text.

ACTIVE READING>PREPARING FOR NOTE-TAKING: Ability to identify the claim and discuss the application of essential vocabulary in a text that will be used for one's own writing.

ACTIVE READING>NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

Transition to Writing

BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to identify key examples or evidence to answer the task's prompt.

Writing Process

INITIATION OF TASK > RECONSIDERING THE PROMPT: Ability to review the prompt and highlight the goals that are to be achieved.

INITIATION OF TASK > ESTABLISHING THE CONTROLLING IDEA: Ability to establish a claim and consolidate information relevant to task.

DEVELOPMENT>OUTLINING THE WRITING: Ability to organize the evidence and development of the essay.

DEVELOPMENT > BODY PARAGRAPHS: Ability to write the main thesis reasons in clear and concise body paragraphs.

DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to create an introductory paragraph that grabs the reader's attention, provides necessary background information, and introduces the thesis statement.

DEVELOPMENT > CONCLUDING PARAGRAPH: Ability to write a concluding paragraph that restates the thesis statement and leaves the reader with a final thought.

DEVELOPMENT>WORKS CITED SOURCE SHEETS: Ability to collect the necessary information for a Works Cited page and correctly format a Works Cited page.

REVISION, EDITING, AND COMPLETION > PEER EDITING: Ability to examine another student's work and find areas of improvement or corrections to be made.

REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

REVISION, EDITING, AND COMPLETION>EDITING:

REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.

COMPLETION>MODULE SURVEY: Ability to reflect on module and provide feedback.




Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
10 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	AT&T COMMERCIAL ANALYSIS Watch the AT&T Commercial. As you watch answer the following three questions: 1. What is the argument being presented? 2. How did AT&T persuade the audience to agree with its message? 3. What techniques are used?	Informal Assessment: <ul style="list-style-type: none"> Students identify the argument correctly. Students identify the ways that AT&T persuaded its audience. Students identify techniques used to make this commercial effective. Students should have answers to all three questions on their papers and can articulate their answers if called upon by the teacher. 	<ul style="list-style-type: none"> Youtube Clip Link: AT&T Texting and Driving Commercial (https://www.youtube.com/watch?v=PN1eljqxs44) Display the three questions for the students in order to accommodate visual learners as well as read the questions to the students to accommodate auditory learners. Show the video clip twice and give time after for students to process what they saw to better answer the questions. After students have recorded their answers, have students work with a partner beside them and have them share their ideas. Have one student in each pair stand up and share one thing their partner observed in the commercial. Focus on the features of the commercial such as: <ul style="list-style-type: none"> Emotional appeal Testimonial Text features and logo Lighting and background What is said as well as what is not said Lead into the Persuasive Techniques Brainstorm
Additional Attachments: 				
15 mins	BRIDGING CONVERSATION > ACTIVATING PRIOR KNOWLEDGE: Ability to make a connection between the task's topic and their own prior knowledge and life experiences.	PERSUASIVE TECHNIQUES Using the "Persuasive Techniques" handout in the Writer's Notebook, list at least three techniques or examples of persuasion that you see in your everyday life.	Formal Assessment: <ul style="list-style-type: none"> Students will give at least three examples or techniques related to persuasion and make a connection to the world and these techniques are recorded in their Writer's Notebook. 	<ul style="list-style-type: none"> Have each student turn to page two in their Writer's Notebook. Review the directions with the students and explain the T chart. Allow students at least seven minutes to brainstorm their ideas. Explain to the class that as they here the examples and techniques, they need to add at least two new ones to their list to have at least five examples that match with five techniques. Select students to share their techniques or examples. As the students share, encourage other classmates to either name the technique or the example that matches the first shared example. Help the students fill in gaps when needed. Help students identify other examples of persuasion not considered in their examples.
Additional Attachments: 				
30 mins	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt.	TASK INTRODUCTION Using your Writer's Notebook, complete the Task Introduction worksheet and be ready to share your responses with a partner.	<ul style="list-style-type: none"> Students will give their initial reaction to prompt and need to give at least three sentences. Students will identify unfamiliar words from the prompt and use context clues to determine meaning. Students will restate the prompt in simpler language. 	<ul style="list-style-type: none"> Task: How does a writer utilize persuasive techniques to influence others? After reading Martin Luther King, Jr.'s "I Have a Dream" speech, write an essay in which you analyze the rhetorical devices King uses to support his argument, providing examples to clarify your analysis. Have the students turn to the Task Introduction page in their Writer's Notebook. Lead the class in reading the prompt the first time and have students write down their initial response in at least three complete sentences in the space provided. Have the students share their responses with a partner. Students will then go back to the Task Introduction handout and circle any unfamiliar words. With a partner have students talk out possible definitions by using context clues, prior knowledge, and technology to find the definitions to unfamiliar words. Have students read through the prompt a second time on their own and in the space provided restate what the prompt is asking the students to do. As they write, find one student who has a good rewrite and have that student share with the class.
Additional Attachments: 				
20 mins	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt.	TASK ANALYSIS Create a list of steps that you will need to take in order to successfully complete the task. Use the handout in your Writer's Notebook to organize your thoughts.	Informal Assessment: <ul style="list-style-type: none"> Students will need to have at least five steps on their list that shows both the reading and writing process of creating this essay. 	<ul style="list-style-type: none"> Have students turn to the "Task Analysis" handout in their Writer's Notebook. Direct the students to come up with at least five steps that will included in successfully accomplishing the task. Have students focus on both the reading and writing process for this task. Help prompt students if they are unable to think of anything to write down. Give students ten minutes to brainstorm the steps that they want to include. Have students work with a partner and share their ideas and add to each other's lists. Use the following list as a guide for the steps: <ul style="list-style-type: none"> Learn Persuasive Techniques Read and practice identifying and analyzing persuasive techniques and rhetorical devices Read "I Have a Dream" Speech Prepare for Note-taking for the essay Revisit the task and brainstorm ideas Find evidence/support for the essay Transition to Writing by focusing on the intending effects of the rhetorical devices (analysis of speech)




The Art of Persuasion: How Rhetorical Devices Influence Audiences

				<ul style="list-style-type: none">◦ Write a claim◦ Outline the essay◦ Rough draft writing◦ Peer Editing◦ Editing◦ Submit Final Paper <ul style="list-style-type: none">● Select students to share their ideas and write down ideas on the board in order to prevent confusion.● Use the students' answers to develop the information needed to be covered in the lessons in order to have them fully understand the prompt and adapt lesson plans as needed.
Additional Attachments: Task Analysis.docx				
20 mins	TASK AND RUBRIC ANALYSIS > READING OF THE RUBRIC: Ability to understand and explain the task's rubric.	RUBRIC ANALYSIS In small groups, you will be given one element of the rubric and your job will be to rewrite the requirements for a 4 on the Rubric Analysis handout in your Writer's Notebook.	Informal Assessment: <ul style="list-style-type: none">● Students will create a list of the requirements for their element and explain the specific requirements for their area of the rubric.	<ul style="list-style-type: none">● Divide the class into seven groups (one for each element)● Elements:<ul style="list-style-type: none">◦ Focus◦ Controlling Idea◦ Reading/Research◦ Development◦ Organization◦ Conventions◦ Content Understanding● Assign each group a specific area.● Have each student turn to the Rubric Analysis handout in their Writer's Notebook.● Direct students to use technology to find definitions for elements in their sections.● Provide help clarifying unclear words or elements.● Use questioning techniques to help the students draw their own conclusions about the expectations of this task.● Have students share out their findings.● Remind students that a 4 is considered advanced.
Additional Attachments: Rubric Analysis.docx				
Reading Process				
15 mins	PRE-READING>ESSENTIAL VOCABULARY: Ability to identify and apply essential vocabulary while watching a multimedia source.	ETHOS, PATHOS, LOGOS Complete the Ethos, Pathos, Logos handout while viewing the Youtube video on these three terms.	<ul style="list-style-type: none">● Students will complete the Ethos, Pathos, Logos handout in the Writer's Notebook by filling in terms, definitions, and explanations as they watch the video clip. Students will also apply the terms in a real world scenario.	<ul style="list-style-type: none">● Youtube Video Link: Ethos, Pathos, Logos (https://www.youtube.com/watch?v=LwOTGeRwQqY)● Have students turn to the Ethos, Pathos, Logos handout in the Writer's Notebook before the video begins● Pause the video when definitions and explanations are shown to give students more time to write down the definition.● Stop the video at 3:15 because the rest of the video is not as pertinent/appropriate to the Ethos, Pathos, Logos discussion.● Review the notes with the students to make sure that all terms, definitions, and explanations are correct.● To help students remember the three types have them remember ethos=ethics, pathos=passion, and logos=logic.● Have students work with a partner to complete the activity at the bottom of the note taking sheet. Students will try to convince the teacher to serve snacks in class using all three types of rhetorical devices: ethos, logos, pathos.● Example responses:<ul style="list-style-type: none">◦ Ethos: To be a responsible teacher, you need to take care of us.◦ Pathos: Are you going to let all these poor children go hungry?◦ Logos: Scientists state that eating can boost brain activity.● Allow various pairs to share their answers for this activity, allow each pair to contribute at least one example of the three that they came up with on their own.
Additional Attachments: Ethos, Logos, Pathos.docx				
40 mins	ACTIVE READING: Ability to annotate, identify the claim, and identify the main persuasive techniques of a text.	MICHAEL J. FOX HEARING BEFORE UNITED STATES SENATE-ETHOS, PATHOS, LOGOS Use the Michael J. Fox's Hearing before the Senate - Ethos, Logos, Pathos handout to identify two examples for each of the following terms: ethos, logos, pathos after you read the article "Parkinson's Disease Research and Treatment".	Informal Assessment: <ul style="list-style-type: none">● Students will identify two correct examples for logos, ethos, and pathos for a total of six examples.	Text: http://www.michaeljfoxdatabase.com/acting-career/writing/testimony-to-the-senate-appropriations-committee/ <ul style="list-style-type: none">● Have students take out three different color highlighters.● Students should make a key at the top of the article that color codes the examples of which they are looking. For example,<ul style="list-style-type: none">◦ Green: Ethos◦ Pink: Logos◦ Yellow: Pathos● Read the article "Michael J. Fox's Hearing before the Senate" aloud to the students.● As you read, students should find two examples of each type of persuasive technique (logos, pathos, ethos) and mark them in the article.● After reading the article, have the students work with a partner to record in the Active Reading: Ethos, Logos, Pathos handout found in their Writer's Notebook two examples of each persuasive technique that they found.● Circulate the room to offer suggestions and corrections.● Focus on the Ethos examples because students have the most trouble identifying this persuasive technique in the text.● Review these examples with the students as a class by having each pair share one example that they found. As students share, the class should mark all examples they did not have in their packet or add them to their chart.● As a class, discuss the writer's effect of the use of ethos, logos, and pathos in the text to persuade the audience. Have students record their answer at the bottom of the "Active Reading: Ethos, Pathos, Logos" handout.

The Art of Persuasion: How Rhetorical Devices Influence Audiences

	Additional Attachments:  Michael J Fox Hearing-Ethos, Logos, Pathos.docx			
30 mins	ACTIVE READING: Ability to annotate, identify the claim, and identify the main persuasive techniques of a text.	MICHAEL J. FOX'S TESTIMONY BEFORE THE SENATE: ELEMENTS OF AN ARGUMENT Use the chart found on the Active Reading: Elements of an Argument handout in the Writer's Notebook to identify the claim and support that Michael J Fox uses in his argument before the Senate. After examining his claim and support, use the chart on the Active Reading: Persuasive Analysis handout to identify the weaknesses and strengths of Fox's evidence and identify any fallacious reasoning.	Informal Assessment: <ul style="list-style-type: none"> Students will be able to properly identify the claim and show strong support for the claim. Students will demonstrate their ability to identify weaknesses and strengths in Fox's argument and examine the potential for invalid or fallacious reasoning. 	Text: http://www.michaeljfoxdatabase.com/acting-career/writing/testimony-to-the-senate-appropriations-committee/ <ul style="list-style-type: none"> Have the students turn to the Active Reading: Elements of an Argument handout in their Writer's Notebook. Read the article "Michael J. Fox's Hearing before the Senate" aloud to the students so that they can annotate the text and fill in the chart. Allow students the option to use two different color highlighters to annotate the chart while reading and complete the chart after reading. One color for the claim and one color for the support. Allow the students to work individually on finding the claim in order to demonstrate they understand how to find a claim with evidence. Have the students turn to the Active Reading: Persuasive Analysis handout in their Writer's Notebook. Have students look at the chart on the handout and have them answer it on their own. <ul style="list-style-type: none"> Analyze the evidence that Fox uses to support his claim using the T-Chart below. Look for areas of weakness and strength among the evidence. Walk around the room to provide support and find one or two students who have strong answers for this questions. After a few minutes, call on these students to share and allow other students to add to the discussion. Move to the prompt below this chart and have students answer the question about fallacious reasoning. Walk around the room to provide support and find one or two students to share their responses.
	Additional Attachments:  Michael J Fox Hearing-Elements of an Argument.docx			
25 mins	ACTIVE READING: Ability to annotate, identify the claim, and identify the main persuasive techniques of a text.	THE TRUE STORY OF THREE LITTLE PIGS Identify at least five different persuasive techniques and an example for each technique in <i>The True Story of the Three Little Pigs</i> .	<ul style="list-style-type: none"> Students will correctly identify five persuasive techniques and examples used in the <i>True Story of the Three Little Pigs</i>. 	Text: http://www.mw.k12.ny.us/webpages/ademattos/files/true%20story%20of%20the%20three%20little%20pigs.pdf <ul style="list-style-type: none"> Have students take out a highlighter and as they read <i>The True Story of the Three Little Pigs</i> identify any examples of persuasive techniques they have learned. Students can annotate the text and write the technique identified in the text next to each example. Students should then turn to "The True Story of the Three Little Pigs" handout in their Writer's Notebook. Students should work independently to complete the T chart found on this handout. Circulate the room to help students match their examples to persuasive techniques in case they cannot remember the name. Select students ahead of time to share and when the group is ready, have these students share their examples with the class. As a class, have the students discuss the writer's intended effect on the audience through the use of persuasive techniques. Students should record their answer at the bottom of "The True Story of the Three Little Pigs" handout.
	Additional Attachments:  The True Story of the Three Little Pigs.docx			
40 mins	ACTIVE READING: Ability to annotate, identify the claim, and identify the main persuasive techniques of a text.	"GIVE ME LIBERTY OR GIVE ME DEATH" Using the "Give Me Liberty or Give Me Death" handout in your Writer's Notebook, find and record two examples of parallelism, repetition, and analogy from Patrick Henry's "Give Me Liberty or Give Me Death" speech.	Informal Assessment: <ul style="list-style-type: none"> Students will correctly identify two examples of parallelism, repetition, and analogy from the "Give Me Liberty or Give Me Death" speech. 	Text: http://www.history.org/almanack/life/politics/giveme.cfm <ul style="list-style-type: none"> Have students take out three different color highlighters. Have students create a color coded key on the top of the "Give Me Liberty or Give Me Death" speech. For example, <ul style="list-style-type: none"> Green: Parallelism Pink: Repetition Yellow: Analogy Assign students to small groups of three or four to complete this activity. Each group should read "Give Me Liberty or Give Me Death" aloud to their group members. As they read, group members should stop and color code any example of the three identified rhetorical devices. After reading, students should turn to the "Give Me Liberty or Give Me Death" handout in their Writer's Notebook. Students need to first identify and record Patrick Henry's claim for this speech. The group should then complete the chart to organize their thoughts and find the two best examples for each type of rhetorical device. Each group should be paired up with another group to allow the students to check each other's work. Circulate the room to help provide examples, correct misidentified examples, and find examples that will be shared with the entire class. Have the class come together and share the pre-selected examples with the class.
	Additional Attachments:			



The Art of Persuasion: How Rhetorical Devices Influence Audiences

 Give Me Liberty or Give Me Death.docx				
20 mins	ACTIVE READING>PREPARING FOR NOTE-TAKING: Ability to identify the claim and discuss the application of essential vocabulary in a text that will be used for one's own writing.	"I HAVE A DREAM" RHETORICAL DEVICES As you read the "I Have a Dream" speech, highlight examples of parallelism, repetition, and analogy.	Informal Assessment: <ul style="list-style-type: none">Students will correctly identify examples of parallelism, repetition, and analogy from the "I Have a Dream" speech.	Text: http://www.americanrhetoric.com/speeches/mlkhaveadream.htm <ul style="list-style-type: none">Have students take out three different color highlighters.Have students create a color coded key at the top of the "I Have a Dream" speech. For example,<ul style="list-style-type: none">Green: ParallelismPink: RepetitionYellow: AnalogyIn order to help a variety of learners, use the link below to play the speech video for the students while they follow along and look for their examples.Youtube Video Clip: Martin Luther King Jr. I Have A Dream Speech View (https://www.youtube.com/watch?v=smEqnklfYs)This text is designed to be a student controlled activity where students come up all of the answers on their own.After reading the speech, have students turn to the "I Have a Dream-Rhetorical Devices" handout in their Writer's Notebook.Students need to identify the claim of the "I Have a Dream" speech on their own and record their answer on the handout.Students should then complete the Intended Effect activity on the handout to help prepare them for their note-taking for this essay.The reading is for the students to find the evidence for their paper. Do not review the answers for the "I Have a Dream-Rhetorical Devices" handout because this handout is a test of their abilities to identify rhetorical devices and their effect.
1 hr	ACTIVE READING>NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	"I HAVE A DREAM" NOTE-TAKING Using the "I Have a Dream" Note-taking handout from your Writer's Notebook, record two examples of each of the following rhetorical devices: parallelism, repetition, and analogy. Make sure to include the Modern Language Association (MLA) in text citation.	Formal Assessment: <ul style="list-style-type: none">Students will correctly identify two examples of parallelism, repetition, and analogy from the "I Have a Dream" speech and will also have the correct in text citation recorded on their note-taking handout.	Text: http://www.americanrhetoric.com/speeches/mlkhaveadream.htm <ul style="list-style-type: none">Students will need to turn to the "I Have a Dream Note-taking" handout in their Writer's Notebook.They will also need to take out the color coded "I Have a Dream" speech.Students need to use the note-taking handout to record their examples for each rhetorical device.Students need to also include the MLA citation for each example in order to prevent wasted time when writing the paper.This activity is meant to be student controlled. You may circulate the room to help the students understand the setup of the handout or to help with the MLA citations but the student should not be given the answers.The reading is for the students to find the evidence for their paper. Do not review the answers for the "I Have a Dream-Note-taking" handout because this handout is a test of their abilities to identify rhetorical devices and their effect.Allow students to conference together in order to discuss their thoughts and discoveries about the rhetorical devices. However, do not contribute to the conversation in order to let students take control of their own learning.
Additional Attachments:  I Have a Dream Notetaking.docx				
Transition to Writing				
45 mins	BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to identify key examples or evidence to answer the task's prompt.	RHETORICAL DEVICES TRANSITION TO WRITING Referencing your rhetorical device examples found in the "I Have a Dream" speech, discuss the intended effect of each piece of evidence in your Transition to Writing handout found in your Writer's Notebook.	Formal Assessment: <ul style="list-style-type: none">Students will give specific and accurate details on the intended effect of each of rhetorical devices found in the "I Have a Dream" speech.	<ul style="list-style-type: none">Students will need to turn to the "I Have a Dream Note-taking" handout in their Writer's Notebook.Students use this handout to reference the examples they have selected for their essay.Students will need to complete the "Transition to Writing" handout in their Writer's Notebook.This activity is meant to be student controlled. You may circulate the room to help the students understand the setup of the handout but the student should not be given the answers.Do not review the answers for the "Transition to Writing" handout because this handout is a test of their abilities to identify rhetorical devices and their effect.Allow students to conference together in order to discuss their thoughts and discoveries about the rhetorical devices. However, do not contribute to the conversation in order to let students take control of their own learning.
Additional Attachments:  Transition to Writing.docx				
Writing Process				
20 mins	INITIATION OF TASK > RECONSIDERING THE PROMPT: Ability to review the prompt and highlight the goals that are to be achieved.	TASK REMINDER AND BRAINSTORM Review the task below for this informative writing assignment and create a list of five potential discussion topics	Informal Assessment: <ul style="list-style-type: none">Students will have a list of five relevant topics that demonstrates an understanding of the prompt.	<ul style="list-style-type: none">Reference the Task Introduction and Task Analysis in the Writer's Notebook.Students should be asked to reference the Task Introduction and Task Analysis of their Writer's Notebook as a refresher on the task and what they have already discovered about the task.



The Art of Persuasion: How Rhetorical Devices Influence Audiences

		that you will need to cover in order to answer the prompt correctly.		
20 mins	INITIATION OF TASK > ESTABLISHING THE CONTROLLING IDEA: Ability to establish a claim and consolidate information relevant to task.	ESTABLISHING THE CONTROLLING IDEA Write a draft of your claim or thesis statement.	Formal Assessment: <ul style="list-style-type: none"> Students will correctly write their thesis statement using the implicit method and will include mention of Martin Luther King Jr., the "I Have a Dream" speech, his use of rhetorical devices, and his desired effect for his audience. 	<ul style="list-style-type: none"> Have students turn to the "Establishing the Controlling Idea" page in their Writer's Notebook. Have a mini lesson discussion on implicit thesis statements. <ul style="list-style-type: none"> Implicit Thesis Statement: The reasons that support the thesis are not directly stated. Explicit Thesis Statement: The reasons that support the thesis are clearly identified. Discuss the fact that upper level English classes will expect an implicit thesis statement. Give an example for reference such as <ul style="list-style-type: none"> Implicit Thesis Statement: Martin Luther King's Jr.'s "I Have a Dream" speech utilizes rhetorical devices to demonstrate the need for equality in the United States. Explicit Thesis Statement: In his "I Have a Dream" speech, Martin Luther King Jr. incorporates parallelism, analogy, and repetition to emphasize the need for racial desegregation in America. Remind students that their thesis statement needs to include the following ideas <ul style="list-style-type: none"> Martin Luther King Jr. "I Have a Dream" speech Purpose of the speech Rhetorical Devices or Persuasion Adaptions: If a student struggles with writing, allow them to do the explicit thesis statement. After each student has a chance to write their thesis on their own, have the class do a whip around activity where each person shares their thesis statement. Allow the students to help each other with corrections or suggestions for the thesis statement instead of the teacher directing the help. Make sure each student has a strong controlling idea (Thesis Statement) before beginning the rest of the writing process.
Additional Attachments: 				
1 hr	DEVELOPMENT>OUTLINING THE WRITING: Ability to organize the evidence and development of the essay.	OUTLINING YOUR WRITING Using your Writer's Notebook, complete the "Outlining Your Writing" handout. The focus of this outline is to organize your evidence and create your elaboration.	Formal Assessment: Students should have the claim, the body paragraph 2 examples of evidence and 2 elaborations for each piece of evidence, and the restated thesis completed on the "Outlining Your Writing" handout.	<ul style="list-style-type: none"> Have students turn to the "Outlining Your Writing" page in their Writer's Notebook. Remind students that the purpose of this document is to organize their thoughts and evidence for their essay. Discuss the purpose of elaboration and what specifically the students should focus on for this paper. Use the following ideas as starting points: <ul style="list-style-type: none"> Elaboration is the writer's own thoughts on the subject of the essay Elaboration must always connect the evidence back to the thesis For this essay, the elaboration should discuss how the evidence is a correct example of a rhetorical device and what the intended effect of the device is on the audience. Give students time to work on this outline in class and then have them complete the rest of the assignment at home and bring in the next day for a grade. Circulate the room to help students that are having trouble explaining their evidence and have them reflect back on the other examples and handouts that they completed when learning about rhetorical devices. Adaption: Allow students who are struggling to give one sentence of elaboration for each piece of evidence.
Additional Attachments: 				
1 hr and 30 mins	DEVELOPMENT > BODY PARAGRAPHS: Ability to write the main thesis reasons in clear and concise body paragraphs.	WRITING THE ROUGH DRAFT Using your "Outlining Your Writing" handout as a guide, create your rough draft for this essay.	Formal Assessment <ul style="list-style-type: none"> Students will need to complete clear and unified body paragraphs for their essays. These body paragraphs should include all the major elements of the checklist: <ul style="list-style-type: none"> Topic Sentence Transition Sentences Signal Tag, quotes, and citations Commentary (2 sentences per quote) Clincher Sentence This section of the essay will be scored in the "Reading and Research" and "Paragraph Development" sections of the rubric. 	<ul style="list-style-type: none"> Have the students come up with the elements off the checklist and then display them on the board for all students to write down in their own notes. Use the attached body paragraph as an example for the students and have them identify each element without the aid of the teacher. (Struggling writers can be given a copy to keep in their folder to help them with the writing process.) After their first body paragraph is written, conference with the students individually and provide feedback on content and their rhetorical devices. Offer to examine their quotes for only one body paragraph in order to have students demonstrate that they have understanding of the rhetorical devices for the other two types shown in their paper. Make sure that the students share their rhetorical devices but also comment on how this device is used and whether the usage was effective in the speech. Why did King include it? What was the intended effect? For students who are unable to move directly from the checklist to writing the body paragraphs, have them reference their "Outlining Their Writing" handout in their Writer's Notebook. Have students finish their body paragraphs at home and bring in a rough draft of at least one body paragraph (preferably digitally) for peer editing.
Additional Attachments: 				
35 mins	DEVELOPMENT > BODY PARAGRAPHS: Ability to write the main thesis reasons in clear and concise body paragraphs.	BODY PARAGRAPH PEER EDIT Using the "Body Paragraph Peer	Informal Assessment: Students will need to complete the "Body Paragraph Peer Editing" handout with feedback for	<ul style="list-style-type: none"> Have students turn to the "Body Paragraph Peer Editing" handout in their Writer's Notebook. Have students look over the checklist provided and remind students that a strong peer editor provides feedback on every section of the checklist and takes their time with the editing. Students are to make corrections and comments on the body paragraph rough draft as well as the feedback on the handout.

The Art of Persuasion: How Rhetorical Devices Influence Audiences

		<p>Edit" handout in your Writer's Notebook, review and provide feedback on another student's body paragraph.</p>	<p>each section of the checklist and provide at least one compliment.</p>	<ul style="list-style-type: none"> Students are to only examine one body paragraph. The last step in the process is to leave a compliment for the writer. Have each student pull out one body paragraph for peer edit and leave their "Body Paragraph Peer Editing" handout on their desk. Students should select one partner and then sit in their partner's desk to complete the handout. Remind students to keep it nice and quiet while editing. Students should have a brief conference with their partner after both have finished the handout.
	<p>Additional Attachments:</p> <p> Body Paragraph Peer Edit.docx</p>			
30 mins	<p>DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to create an introductory paragraph that grabs the reader's attention, provides necessary background information, and introduces the thesis statement.</p>	<p>INTRODUCTORY PARAGRAPH WRITING Using the techniques discussed, write a rough draft of your introduction on a separate piece of paper.</p>	<p>Formal Assessment:</p> <ul style="list-style-type: none"> Students will write a clear and concise introductory paragraph that includes an attention getter (chosen from the Q.A.I.D.Q list), background information, and their thesis statement. 	<ul style="list-style-type: none"> Have students take out a piece of paper and write down the acronym Q.A.I.D.Q. These five letters represent five ways to grab the reader's attention in an essay. Have each students try to fill in the word or phrase for each letter. Discuss these five types and fill in the acronym. <ul style="list-style-type: none"> Question Anecdote Involve the Audience Definition Quote Discuss the three main parts to each introduction: <ul style="list-style-type: none"> The Attention Getter The Background Information The Thesis Statement Remind students to include necessary information someone who has never read this speech or heard of rhetorical devices would need to know to understand this essay. The final step for writing the introduction is to add the thesis statement as the last sentence in the paragraph. Be sure to remond studentst to provide a clear bridge from the background information to the thesis statement. For each part of the introductory paragraph have space on the board to have the students brainstorm their ideas about this part in the writing process. After reviewing Q.A.I.D.Q, have each student spend a few minutes brainstorming how they want to set up their introduction and research information if needed. Have each student share the start to their introduction with the class and have the class offer advice on how to help each other. Necessay background information could include: <ul style="list-style-type: none"> Civil Rights Movement The 1960s atmosphere Martin Luther King Jr. The March on Washington The purpose of rhetorical devices Persuasion
30 mins	<p>DEVELOPMENT > CONCLUDING PARAGRAPH: Ability to write a concluding paragraph that restates the thesis statement and leaves the reader with a final thought.</p>	<p>CONCLUDING PARAGRAPH WRITING Write a rough draft of your conclusion on a separate piece of paper.</p>	<p>Formal Assessment:</p> <ul style="list-style-type: none"> Students will write a clear and concise concluding paragraph that includes the restated thesis and a final thought for the reader. A strong conclusion will be at least seven sentences. 	<ul style="list-style-type: none"> Remind students that in the conclusion, they should wrap up their thoughts on the topic and leave the reader with a final quote, thought, word of advice, challenge, or question. The first or second sentence is the thesis statement, but they must restate instead of just rewriting it. A restated thesis reminds the reader of what has been discussed and what the purpose for the essay was without copying it from the introduction and pasting it in the conclusion. Remind students to then transition your ideas to more general terms and leave the reader with a final thought. You may use a variety of techniques such as: <ul style="list-style-type: none"> Complete a story told in the introduction Use a quote Ask a question Challenge the reader Answer the question "So What?" Word of Advice Allow for each student to share their conclusion type with the class and have the class offer feedback. Give an example of a thesis statement and a restated thesis statement that shows the correct way to not repeat word for word the thesis. Make sure students understand that a strong conclusion is at least seven sentences long.
20 mins	<p>DEVELOPMENT>WORKS CITED SOURCE SHEETS: Ability to collect the necessary information for a Works Cited page and correctly format a Works Cited page.</p>	<p>SOURCE SHEETS Use the "Source Sheets" provided in your Writer's Notebook to create a Works Cited page for your essay.</p>	<p>Informal Assessment:</p> <p>Students should correctly identify and find the information that they need to complete the "Source Sheet". Students should also be able to correctly format a Works Cited page in their essay.</p>	<ul style="list-style-type: none"> Have students turn to the "Source Sheets" handout in their Writer's Notebook. Students should take out their "I Have a Dream" speech and complete the necessary information for required to complete the source sheet. Students should then use that information to properly create a Works Cited page in their essay. Students can reference the following link for setup and information needed in a Works Cited page: https://owl.english.purdue.edu/owl/resource/747/01/ Circulate the room to help students find the correct information but do not give the answers directly to the students.
	<p>Additional Attachments:</p> <p> Source Sheets.docx</p>			
40 mins	<p>REVISION, EDITING, AND COMPLETION > PEER EDITING: Ability to examine another student's work and find areas of improvement or</p>	<p>PEER EDITING CHECKLIST Using the "Self or Peer Revision" handout in your</p>	<p>Informal Assessment:</p> <ul style="list-style-type: none"> Students will utilize the "Self or Peer Revision" handout to make 	<ul style="list-style-type: none"> Have students turn to the "Self or Peer Revision" handout in their Writer's Notebook. Have students look over the checklist provided and remind students that a strong peer editor provides feedback on every section of the checklist and takes their time with the editing. Students are to make corrections and comments on the rough draft as well as the feedback on the handout. The last step in the process is to leave a compliment for the writer.

The Art of Persuasion: How Rhetorical Devices Influence Audiences

	corrections to be made.	Writer's Notebook, complete a peer edit of another student's essay.	suggestions and corrections on a classmate's paper.	<ul style="list-style-type: none"> Have each student pull out their rough draft for peer edit and leave their "Self or Peer Revision" handout on their desk. Students should select one partner and then sit in their partner's desk to complete the handout. Remind students to keep it nice and quiet while editing. Students should have a brief conference with their partner after both have finished the handout. Meet with students who are finished with their peer edit but have questions about their partner's comments.
	Additional Attachments:  Self or Peer Revision.docx			
25 mins	REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	PEER EDIT AND TEACHER CONFERENCE REVISION Examine your paper for errors in cohesiveness, unity, content, and development and make the suggested changes as well as any other discovered changes.	Informal Assessment: <ul style="list-style-type: none"> Students will use self guiding techniques and the corrections from a classmate and the teacher to revise their own paper. Students should focus on the following sections of the rubric for revisions: <ul style="list-style-type: none"> Focus Controlling Idea Reading/Research Development Content Understanding 	<ul style="list-style-type: none"> Provide time in class for this activity but remind students to finish the revisions on their own before the final draft submission. Have extra copies of the rubric ready in case students are unable to find their original copy. Remind students to use their rubric as a reference and focus on the following elements: <ul style="list-style-type: none"> Focus Controlling Idea Reading/Research Development Content Understanding Remind students that they are aiming for a 4 in each section. Refer back to the rubric notes that the class made on Day 1 to help you decipher the language of each section. Answer any questions students may have about their corrections or the rubric language.
25 mins	REVISION, EDITING, AND COMPLETION>EDITING:	EDITING Examine your paper for errors in spelling, grammar, citations, language, word choice, tone, and organization and make the suggested changes as well as any other discovered changes.	Informal Assessment: <ul style="list-style-type: none"> Students will use self guiding techniques and the corrections from a classmate and the teacher to revise their own paper. Students should focus on the following sections of the rubric for revisions: <ul style="list-style-type: none"> Organization Conventions 	<ul style="list-style-type: none"> Provide time in class for this activity but remind students to finish the revisions on their own before the final draft submission. Have extra copies of the rubric ready in case students are unable to find their original copy. Remind students to use their rubric as a reference and focus on the following elements: <ul style="list-style-type: none"> Organization Conventions Remind students are aiming for a 4 in each section. Refer back to the rubric notes that the class made on Day 1 to help you decipher the language of each section. Answer any questions students may have about their corrections or the rubric language.
10 mins	REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.	FINAL DRAFT SUBMISSION Please turn in a final copy of your Rhetorical Devices Essay to me by the beginning of the class period. You may submit your essay in digital or print form. Please hand in your rubric at that time as well.	Formal Assessment: <ul style="list-style-type: none"> Students will turn in a final draft of their essay. The essay will be assessed based on the Informational/Explanatory Teaching Task Rubric for Template Task Collection 2.0. 	<ul style="list-style-type: none"> Make sure to have extra copies of the rubric ready in case students have lost their original. See the examples of student work provided to understand how to properly score a paper using the rubric. Provide positive compliments and constructive criticism to help the student with their writing.
15 mins	COMPLETION>MODULE SURVEY: Ability to reflect on module and provide feedback.	MODULE SURVEY Turn to the "Module Survey" page in your Writer's Notebook and answer the questions using complete sentences.	Informal Assessments: <p>Students should answer all four questions of the survey in complete sentences and provide feedback relevant to the questions and the module.</p>	<ul style="list-style-type: none"> Have students turn to the "Module Survey" handout in their Writer's Notebook. Students should be reminded to use complete sentences and stay on topic with feedback related to the module. Review the answers and utilize the valid requests to make changes to the module as needed.
	Additional Attachments:  Module Survey.docx			

Instructional Resources

Student Handout

 Writer's Notebook for The Art of Persuasion.docx

Section 4: What Results?

Student Work Samples

Advanced

 **Advanced Rhetorical Devices Student Example**

Meets Expectations

 **Meets Expectations**

Approaches Expectations

 **Approaches Expectations**

Not Yet

 **Not Yet**

Teacher Reflection

Overall, the module was successful in teaching students how to examine the persuasive techniques writers and speakers use to influence others. With any teaching experience, educators reflect on the strengths and weaknesses of lessons in an effort to improve student learning and skills.

The positive aspects of this unit include the following:

- Providing the task at the beginning of the module gave the students a clear focus for all activities.
- Using various types of texts kept the students' interest.
- Scaffolding numerous activities promoted students' success.
- Utilizing individual, partner, group and whole class activities kept students engaged and learning.
- Peer-editing helped students improve their final product.

The areas that need strengthened include the following:

- Providing students with a packet containing all materials at the beginning of the unit would save time.
- Providing more student models would allow students to "see" the differences between the quality of Advanced, Meets Expectations, Approaches Expectations, and Not Yet.
- Including additional selections for the students to analyze for the final project would provide differentiation.
- Revising the persuasive and rhetorical terms to essential vocabulary would help make the unit more concise.
- Adding a standardized assessment similar to the Keystone exam would help evaluate student learning.

All Attachments

- 🔗 Parkinson's Disease Research and Treatment: Hearing Before a Subcommittee of the Committee on Appropriations United States Senate (Michael J. Fox Testimony) : <https://s.Idc.org/u/aiwnmjh890bnadi6mza6x2rhv>
- 🔗 The True Story of the Three Little Pigs : <https://s.Idc.org/u/d7dx39624avhc8b8snwuo1spj>
- 🔗 Patrick Henry's "Give Me Liberty or Give Me Death" Speech : <https://s.Idc.org/u/2o6kri2jcza8eedlfwo7vn9js>
- 🔗 I Have a Dream Speech : <https://s.Idc.org/u/crvljw6ohq3trib65v01ssnbg>
- 📄 Advanced Rhetorical Devices Student Example : <https://s.Idc.org/u/31rao3csd85jh8n1end0dpqfc>
- 📄 Meets Expectations : <https://s.Idc.org/u/glrX09ev35ra3ez8948xvh6t>
- 📄 Approaches Expectations : <https://s.Idc.org/u/2lr0gok2s8gwwzjvpgwnjy9ib>
- 📄 Not Yet : <https://s.Idc.org/u/165oz9298rb34aljg7a9xlaay>
- 📄 Writer's Notebook for The Art of Persuasion.docx : <https://s.Idc.org/u/e4yyisqy27qyh9xhmfl4adiwd>