

Teacher Notes



Elements of the Persuasive Argument

Activity 1 Learning about Persuasion

Activity at a Glance

- ◆ **Subject:** English
- ◆ **Subject Area:** Composition
- ◆ **Category:** Types of Composition
- ◆ **Topic:** Persuasive Composition
- ◆ **Grade Level:** 10-12
- ◆ **Prerequisites:** None
- ◆ **Total Teaching Time:** 60 minutes

Materials

- ◆ Voyage™ 200 Personal Learning Tool (PLT), TI-83 Plus
- ◆ **Elements of Persuasion** edc resource file
- ◆ TI-GRAPH LINK™ cable or TI-Navigator™

Activity Overview

Students will take notes about the elements and strategies of persuasive argument using information provided during instruction. Students will ask questions and discuss reasons persuasive writing might be important. Students will brainstorm situations where persuasive writing could be effective in promoting their points of view.

Tip

Require each student to take notes during instruction. Then have the students compare their notes and ask for clarifying information if there are discrepancies or incomplete information in their notes. Conduct the brainstorming session in small groups. Students should then work in groups of two or three to select a situation and prepare to create the persuasive argument.

Directions

Before the Activity Begins

Students retrieve the Elements of Persuasion edc resource file from the teacher's computer prior to the start of the lesson. This file contains all software for the entire lesson, not just this activity.

Explain to students that they will take notes as you present information about persuasive argument, and that they will need these notes to create and evaluate documents. They will record their notes in the **Notes on Persuasive Elements**

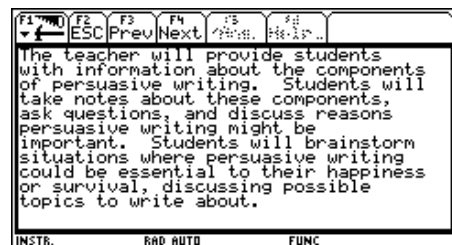
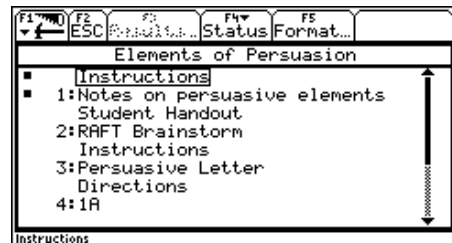
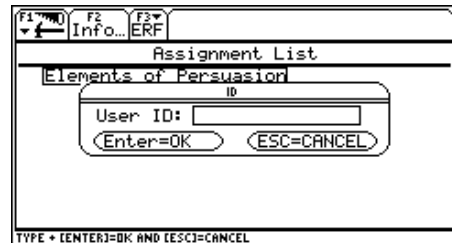
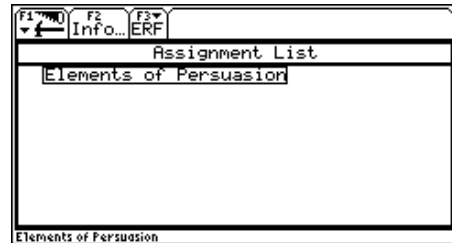
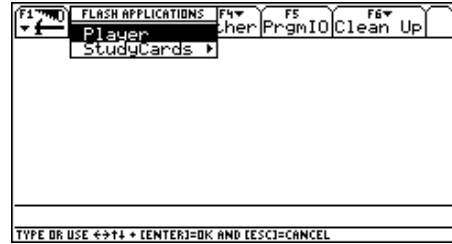
section of the resource file on their handheld device. The elements of the instruction are outlined in the *Teacher Briefing Guide* in this activity.

To access and use **Notes on Persuasive Elements** section:

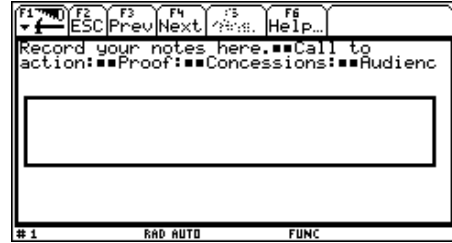
Voyage™ 200 PLT (or TI-92 Plus)

1. Turn on the device and press the **Apps** key. Highlight the **Player** Application using \leftarrow \rightarrow .
2. Press **ENTER**. The **Assignment List** is displayed. Use \leftarrow \rightarrow to highlight the **Elements of Persuasion** file if more than one assignment is in the list.
3. Press **ENTER**. Enter your ID to sign in.
4. Press **ENTER**. The sections that comprise this assignment are listed. Use \leftarrow \rightarrow to scroll the list.

Highlight the first **Instructions** item.
5. Press **ENTER**. Use \leftarrow \rightarrow to scroll the text.

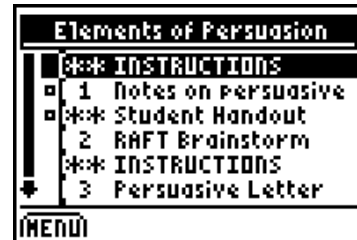
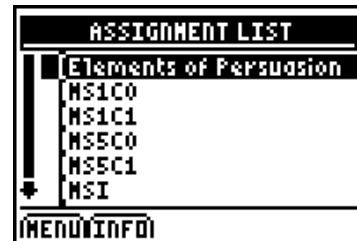


6. After reading the instructions, press **F4 Next** to display the note taking section. Each student takes notes during the teacher's direct instruction, typing them directly onto the page. Press **ENTER** to move the cursor into the box.

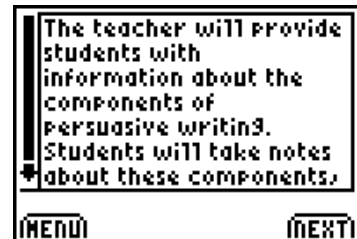


TI-83 Plus

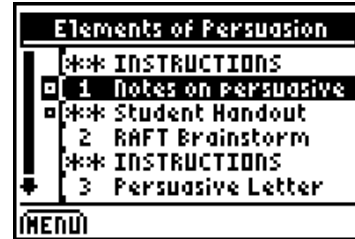
- Turn on the device and press the **Apps** key to display this screen. Select the **Player** Application by highlighting the selection number using **▲ ▼**. Press **ENTER**.
- Press **ENTER** to move past the title screen. The **Assignment List** is displayed. Use **▲ ▼** to highlight the **Elements of Persuasion** assignment, and then press **ENTER**.
- Enter your ID to sign in, and then press **ENTER** to open the file.
- The first entry gives instructions for the assignment. Highlight this option, and then press **ENTER** to open it.



Read the section instructions. Use the **▼** to scroll down the page. (The long bar and down arrow on the left side indicates there is more text to view that is not displayed on the screen.)

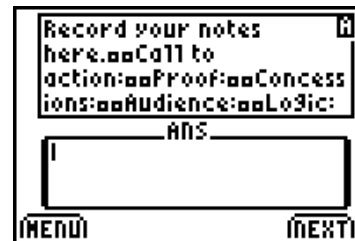


- To continue on to the note taking section, either press **NEXT** (using the **GRAPH** key) or press **MENU** (using the **Y=** key) and then select 3:► **Item List** to redisplay the section listing.



Use the **▣** to highlight **1 Notes on persuasive**.

- Press **ENTER**. Each student takes notes during the teacher’s direct instruction, typing them directly onto the application note page.



During the Activity

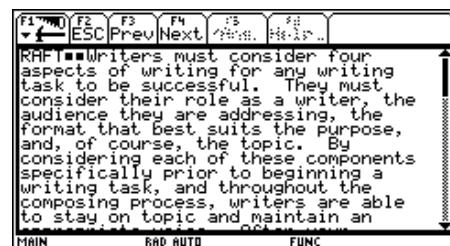
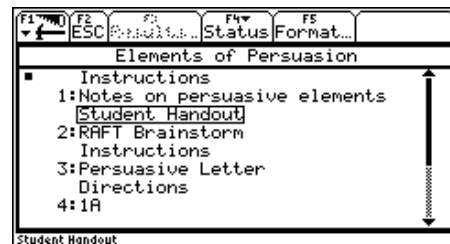
After the persuasive argument instruction, place students in groups of four to brainstorm about possible persuasive writing situations. Start by giving an example, such as a political speech, and encourage the groups to suggest situations and record the reasons they chose the situations they suggested.

Each group of students records their ideas using the **RAFT Brainstorm** section of the assignment list. One student should record the ideas for the group. The other members of each group should read the **Student Handout** section of the assignment list during the brainstorm session.

To access the **Student Handout** and **RAFT Brainstorm** sections:

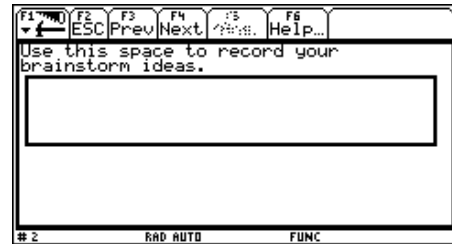
Voyage™ 200 PLT (or TI-92 Plus)

- There are two ways to move from the note taking section to the **Student Handout** and **RAFT Brainstorm** sections. You can press **F4: Next** or press **F2: ESC** to return to the item list of the assignment. Highlight **Student Handout**. This contains the instructions for the brainstorm session.
- Press **ENTER**. Read the **RAFT** brainstorm instructions. Use **←** **→** to read the entire text.



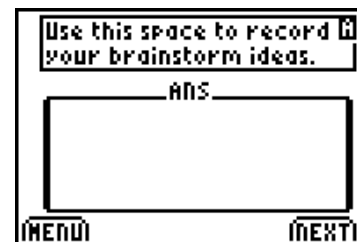
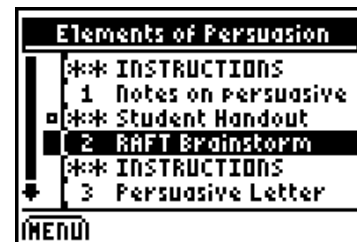
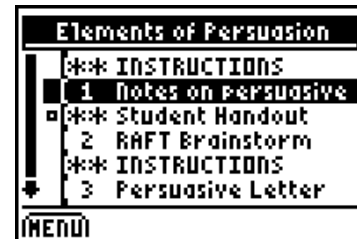
- Press **F4: Next** to display the RAFT Brainstorm notes section.

The group's recorder uses this section to store the group's ideas. Input is free form. The other group members may want to keep the instructions section open for reference during the brainstorm session.



TI-83 Plus

- To exit the 1 Notes on persuasive section, press Menu (using the $\boxed{Y=}$ key) and then select 3:► Item List to redisplay the section listing.
- To access the RAFT Brainstorm (or the Student Handout) section, use $\boxed{\downarrow}$ to highlight the section you want.
- Press $\boxed{\text{ENTER}}$. The recorder should be sure the device is in Alpha mode ($\boxed{2\text{nd}}$ $\boxed{\text{ALPHA}}$) before he/she begins to type.



After the Activity

Check for understanding. Answer any questions.

Teacher Briefing Guide

Definitions and Components of Persuasion

Persuasion is a form of speaking or writing that tries to move a particular audience to take action. The goal of persuasion is not only to help others form opinions, but also to act upon the newfound belief.

A persuasive speech or essay generally includes these three main elements:

- ◆ **Call to action**, which identifies the position taken, including specifics
- ◆ **Proof**, which establishes the facts that support the speaker’s position and motives for taking the action
- ◆ **Conclusions**, which summarize the evidence for the established position and the logic of the argument

Strategies and Characteristics of Persuasive Writing

Strategies and characteristics of persuasive writing include:

- ◆ **Aim at a specific audience** — demonstrate an understanding of who might care about the situation
- ◆ **Logic** — the writer appeals to the needs of the audience, and the audience’s perception of what makes sense
- ◆ **Emotion** — when individuals’ needs are not being met, they are likely to respond emotionally; tapping into this emotion can be a powerful tool
- ◆ **Credibility** — without credibility, the audience will not believe the speaker or the writer; credibility is gained through supporting the message with facts
- ◆ **Semantics** — selecting words carefully affects persuasive messages because of the meanings people attach to certain words; because abstractions refer to things that people cannot experience with their senses, they are subject to interpretation, thus enhancing the emotional content of a persuasive message
- ◆ **Ethics** — appealing to the audience’s sense of honor, justice, and integrity
- ◆ **Concessions** — acknowledging the counter-arguments of opponents and demonstrating how the established thesis uses superior logic to draw the conclusion

Before You Write

Three questions to ask yourself before you begin to write a persuasive message are:

- ◆ What are you writing about?
- ◆ To whom are you writing?
- ◆ What do you want to happen as a result?

Student Data Sheet

Name: _____

Learning about Persuasion: RAFT

Date: _____

Writers must consider four aspects of writing for any writing task to be successful. They must consider their role as a writer, the audience they are addressing, the format that best suits the purpose, and, of course, the topic. By specifically considering each of these components prior to beginning a writing task and throughout the composing process, writers are able to stay on topic and maintain an appropriate voice. Often your teacher will assign one or more of the components, but the rest still need to be considered and are up to you. An easy way to remember these components is the acronym RAFT:

R: Role. Consider who you are as a writer for this task. Think beyond your obvious role as a student. What is the best role for you to play here to make this task successful and realistic?

A: Audience. Think beyond the obvious audience of your teacher. Who specifically might benefit from this type of information? Why might you write to this person/these people? Think carefully about who your audience is as you write, tailoring your language choices to fit that audience.

F: Format. What form of writing would work best for your topic and purpose? Formats vary from letter to essay, journal entry to editorial, and beyond. While the possibilities are open, this is the component of RAFT most often chosen by a teacher; be careful to follow teacher guidelines about the type of format (or any other specifications).

T: Topic. What are you writing about, specifically? What is your purpose in writing? Try to pair your topic, or subject, with a strong verb that will keep you focused on your intent. Do you want to persuade your audience of something, inform them about something, inquire, or analyze something?