

GOALS:

- To understand how our lives are affected by media and advertising
- To engage in collaborative discussions
- To write an expository essay
- To identify and analyze the use of appeals, language, and rhetorical devices in informational and argumentative texts
- To write an argumentative essay

ACADEMIC VOCABULARY

- text features
- hypothesize
- credibility
- inference
- primary source
- secondary source
- search term
- valid
- norm
- consensus
- claim
- counterclaim

Literary Terms

- expository writing
- documentary film
- rhetoric

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Language and Writer’s Craft

- Revising for Cohesion and Clarity (2.4)
- Revising for Precise Language and Formal Style (2.6)
- Sentence Variety (2.8)
- Sentence Structure and Transitions (2.13)
- Using Rhetorical Devices (2.14)
- Phrases and Clauses (2.15)

**Texts not included in these materials.*

Previewing the Unit

LEARNING STRATEGIES:

Think-Pair-Share, Close Reading, Marking the Text, Paraphrasing, Brainstorming, Quickwrite, Free Writing

My Notes

Learning Targets

- Preview the big ideas and vocabulary for the unit.
- Identify and analyze the skills and knowledge needed to complete Embedded Assessment 1 successfully.

Making Connections

You see some form of advertising around you every day. What catches your attention? Is it television? Internet ads? Print ads? Radio? Advertising influences the choices that you make. You might also be influenced by other things, such as what people are saying on social media or what people are wearing or doing on television. In this unit, you will examine various types of media and the techniques they use to convince you to buy their products.

Essential Questions

Based on your current knowledge, how would you answer these questions?

1. What role does advertising play in the lives of youth?

2. What makes an effective argument?

Developing Vocabulary

Mark the Academic Vocabulary and Literary Terms on the Contents page using the QHT strategy.

Unpacking Embedded Assessment 1

Read the assignment for Embedded Assessment 1: Writing an Expository Essay and Engaging in a Collaborative Discussion.

Your assignment is to write an expository essay that explains the role of advertising in the lives of youth and then to exchange ideas in a collaborative discussion. For your essay, you may use as sources the articles in this unit and at least one additional informational text that you have researched.

With your classmates, identify what you will need to do for the assessment. Create a graphic organizer to list the skills and knowledge you will need to accomplish these tasks. To help you complete the graphic organizer, be sure to review the criteria in the Scoring Guide for Embedded Assessment 1.

INDEPENDENT READING LINK

In the first part of this unit, you will be reading informational texts about marketing to kids. For outside reading, choose articles about advertising or view online advertising. You might also choose one of your favorite brands and read about the company as well as how it markets its products.

What Is the Issue?

My Notes

During Reading

4. Mark the text to note interesting or surprising statistics or information. Use the My Notes section to write any questions you might have or comments in response to the text.

Informational Text

\$211 Billion and So Much to Buy

American Youths, the New Big Spenders

Youths are extremely engaged in all aspects of technology and media and influence family purchases. Plus they have huge spending power of their own.

New York, N.Y. – October 26, 2011 – Eight to 24 year olds are ready to spend money in 2012. Two-hundred eleven billion dollars, to be more precise. According to the 2012 Harris Poll Youth PulseSM study, the purchasing power of today's youth is something that should not be overshadowed by the spending power of adults. Over half of eight to 12 year olds will spend their own money on candy (61%) and toys (55%) while a quarter will buy books (28%) and one-in-five will purchase clothing (19%). Teens, those 13–17, still crave candy, and half (51%) will make a point of treating themselves to sweets. However, clothing (42%) and entertainment, like movie tickets (33%) have become bigger priorities for this older group.

The 2012 Harris Poll Youth Pulse study was conducted online among 5,077 U.S. youth ages 8–24 in August 2011.

While the purchasing power of today's youth is strong, it is made even stronger when coupled with the influence these kids have on what parents buy. For example, seven-in-ten teens have cell phones (69%) and three-in-ten have smartphones (30%). When it comes to smartphone or cell phones, one-third of teens (34%) say they influenced that purchase decision. With over 23 million teens in the United States, that's a lot of influence.

“When we look at what youth today personally own, it's definitely more than the generation before them and immensely more than what kids owned two generations ago. What is also important to remember is that youths are not passive receivers of things,” said Regina A. Corso, Senior Vice President for Youth and Education Research at Harris Interactive. “Today's youth actively have input into what they have and what their families have.”

Youth and media

Tweens, teens, and young adults have not only more things than previous generations, they also have more consistent, available access to vast amounts of information than their parent or grandparent could have imagined in their youths. Accessibility is made easy by the click of a mouse or the tap of a screen. In fact, over three-quarters of 8–9 year olds (76%) and up to nine-in-ten 16–17 year olds (91%) are on the Internet an hour or more a day, excluding email.

GRAMMAR & USAGE

Prepositional Phrases

A **preposition** links the noun or pronoun following it (its object) to another word in a sentence. Prepositional phrases add specific or necessary detail in sentences. They function as adjectives or adverbs.

Adjective phrase modifying the noun *power*: “. . . purchasing power *of today's youth* . . .”

Adverb phrase modifying the verb *overshadowed*: “. . . should not be overshadowed *by the spending power of adults*.”

Use prepositional phrases to add specific details to your writing. Take care to use correct subject-verb agreement. When a prepositional phrase separates the subject and verb, the verb agrees with the subject, not with the object of the prepositional phrase.

What Is the Issue?

My Notes

Collaborative Discussions

All group members should do the following:

- Be prepared for the discussion by reading or writing ahead of time.
- Be polite; discuss the topic, not a person in the group.
- Be alert; use appropriate eye contact and engage with other group members.
- Take turns speaking and listening; everyone should have an opportunity to share ideas.
- Keep the goals of the discussion in mind; stay on topic and watch the time to make sure you meet deadlines.
- Ask questions to help guide the discussion.
- Paraphrase others' comments to ensure understanding; adjust your own ideas based on evidence provided by group members.

Paraphrase the points above by writing the actions you will take in group discussions, as both a speaker and a listener.

As a speaker, I will ...

As a listener, I will ...

6. How does the structure of the text and presentation of information contribute to your understanding of this writer's ideas?

7. What do you think is the writer's purpose in writing this text? What is the point of view?

8. Brainstorm a list of questions you have about the issue of advertising, media, and youth.

Check Your Understanding

Explain how text features help you understand a text. Include information from at least one specific text feature in your answer.

Learning Targets

- Identify factors that affect consumer choices and discuss relevant facts with a partner.
- Draft and evaluate an original research question.

Before Reading

1. **Anticipation Guide:** Before you read the article on the next page, read the statements below and mark each statement as either true or false.

Before Reading	After Reading	
		1. The average American child is exposed to almost 22,000 television commercials a year.
		2. American youth typically spend more time with various media (TV, iPods, cell phones, and instant messaging) than they do in the classroom.
		3. Twenty-five percent of kids say that buying a certain product makes them feel better about themselves.
		4. American children aged 12 to 17 will ask their parents for products they have seen advertised an average of three times until the parents finally give in.
		5. Over half of American kids say that nagging their parents for products almost always works.
		6. Advertising aimed at children is estimated at \$5 billion.

2. Preview the text “Facts About Marketing to Children” by skimming and scanning for text features. What features do you notice? How is this text arranged? What is the purpose of this text arrangement?

During Reading

3. Mark the text with textual evidence you find that connects to each Anticipation Guide statement. Write the number of the statement in the margin of the article.

LEARNING STRATEGIES:
Anticipation Guide,
Skimming and Scanning,
Marking the Text

My Notes

WORD CONNECTIONS

Multiple Meaning Words

Market (noun) refers not only to a place to buy goods, but also generally to the world of business and commerce.

Market (verb) means “to offer for sale.” *Marketers* plan how products will be sold and advertised to customers.

My Notes

Informational Text

Facts About Marketing to

Children

from The Center for a New American Dream

Children as Targets

- Advertising directed at children is estimated at over \$15 billion annually—about 2.5 times more than what it was in 1992.¹
- Over the past two decades, the degree to which marketers have scaled up efforts to reach children is staggering. In 1983, they spent \$100 million on television advertising to kids. Today, they pour roughly 150 times that amount into a variety of mediums that seek to infiltrate every corner of children’s worlds.²
- According to a leading expert on branding, 80 percent of all global brands now deploy a “tween strategy.”³



Commercial Television

- The average American child today is exposed to an estimated 40,000 television commercials a year—over 100 a day.⁴
- A task force of the American Psychological Association (APA) has recommended restrictions on advertising that targets children under the age of eight, based on research showing that children under this age are unable to critically comprehend televised advertising messages and are prone to accept advertiser messages as truthful, accurate and unbiased.⁵

WORD CONNECTIONS

Foreign Words

Footnotes and endnotes sometimes contain foreign words such as *ibid* and *et al.* (short for *et alia*). *Ibid* means “in the same place” and refers to a previous reference. *Et al.* means “and others” and is used to refer to a list of people.

¹ Susan Linn, *Consuming Kids: The Hostile Takeover of Childhood* (New York: The New Press, 2004), 1.

² Juliet Schor, *Born to Buy: The Commercialized Child and the New Consumer Culture* (New York: Scribner, 2004), 21.

³ Ann Hulbert, “Twins ‘R’ Us,” *The New York Times*, November 28, 2004, www.nytimes.com/2004/11/28/magazine/28WWLN.html?ex=1259384400&%2338;en=056ae35fb63f65eb&%2338;ei=5088& (accessed March 8, 2006).

⁴ American Psychological Association, “Television Advertising Leads to Unhealthy Habits in Children; Says APA Task Force,” February 23, 2004, (accessed March 8, 2006).

⁵ *Ibid*.

Beyond the Tube

- According to the Kaiser Family Foundation, youth are multitasking their way through a wide variety of electronic media daily, juggling iPods and instant messaging with TV and cell phones. In fact, they pack 8.5 hours of media exposure into 6.5 hours each day, seven days a week—which means that they spend more time plugged in than they do in the classroom.⁶
- By the mid 1990s, direct marketing, promotions, and sponsorships actually accounted for 80 percent of marketing dollars.⁷

New Dream Poll, “Nag Factor”

According to a national survey commissioned by the Center for a New American Dream:

- American children aged 12 to 17 will ask their parents for products they have seen advertised an average of nine times until the parents finally give in.
- More than 10 percent of 12- to 13-year-olds admitted to asking their parents more than 50 times for products they have seen advertised.
- More than half of the children surveyed (53%) said that buying certain products makes them feel better about themselves. The number is even higher among 12- to 13-year-olds: 62% say that buying certain products makes them feel better about themselves.
- Nearly a third of those surveyed (32%) admitted to feeling pressure to buy certain products such as clothes and CDs because their friends have them. Over half of 12- to 13-year-olds (54%) admitted to feeling such pressure.
- The nagging strategy is paying dividends for kids and marketers alike: 55% of kids surveyed said they are usually successful in getting their parents to give in.⁸

What Kids Really Want

- According to a 2003 New American Dream poll, 57 percent of children age 9–14 would rather do something fun with their mom or dad than go to the mall to go shopping.⁹

In Schools

- The American Beverage Association (formerly National Soft Drink Association) at one point estimated that nearly two thirds of schools nationwide had exclusive “pouring rights” contracts with soda companies.¹⁰

⁶ Donald F. Roberts, Ulla G. Foehr, Victoria Rideout, *Generation M: Media in the Lives of 8–18 Year-Olds*, The Henry J. Kaiser Family Foundation, March 9, 2005, www.kff.org/entmedia/7251.cfm (accessed March 9, 2006).

⁷ Schor, 85.

⁸ “Thanks to Ads, Kids Won’t Take No, No, No, No, No, No, No, No, No for an Answer,” Center for a New American Dream, 2002, www.newdream.org/kids/poll.php (accessed March 5, 2006).

⁹ “What Do Kids Really Want That Money Can’t Buy?” Center for a New American Dream, 2003, www.newdream.org/publications/bookrelease.php (accessed March 8, 2006).

¹⁰ Katherine Battle Horgen, “Big Food, Big Money, Big Children,” in *Childhood Lost: How American Culture is Failing Our Kids*, Sharna Olfman, ed. 128. (Westport, Connecticut: Praeger Publishers, 2005).

¹¹ American Psychological Association 2004.

My Notes

KEY IDEAS AND DETAILS

According to the text, how much of a youth’s day is spent using technology? What might be the advantages and disadvantages for youth to be “plugged in” this much?

KEY IDEAS AND DETAILS

What is the function of footnotes in an informational article such as this one?



WORD CONNECTIONS

Foreign Words

Footnotes and endnotes sometimes contain foreign words such as *ibid* and *et al.* (short for *et alia*). *Ibid* means *in the same place* and refers to a previous reference. *Et al.* means *and others* and is used to refer to a list of people.

Analyzing Informational Text

GRAMMAR & USAGE Colons

Use a colon to formally introduce the material that follows, such as a list or an explanatory statement that completes the sentence. For example, look at the colon preceding the list under the heading *New Dream Poll, "Nag Factor."*

On this page, notice the colon after the short headings that introduce the topic of the sentences that follow.

Do not use a colon between a preposition or a verb and the rest of the sentence.

My Notes

Harming Children's Well-Being

- Obesity: Rising levels of childhood obesity track an explosion of junk food ads in recent years.¹¹
- Emotional well-being: Author and Boston College sociology professor Juliet Schor finds links between immersion in consumer culture and depression, anxiety, low self-esteem, and conflicts with parents.¹²
- Financial self-control: National surveys reveal that kids are leaving high school without a basic understanding of issues relating to savings and credit card debt. No surprise, then, that over the past decade, credit card debt among 18–24 year olds more than doubled.¹³

After Reading

4. Advertising like that described in the article is directed at your age group. How might information such as this help you make different choices in your buying decisions?

5. Summarize the central ideas in this text (just the main ideas, not the statistics).

6. Based on this text, how do you think advertising directed at children influences what they buy or ask their parents to buy?

Check Your Understanding

What text features did you notice in this text? How do they contribute to the development of the ideas in the text and to the text as a whole?

¹¹ American Psychological Association 2004

¹² Schor, 167–172.

¹³ "Young People Taking on More Debt," www.pbs.org/newshour/extra/features/jan-june05/debt_5-25.html (accessed March 8, 2006).

Preparing for Research

If you were using the previous article to research the topic of marketing to young people, what additional information would you want to know? Identifying what you need to know is a part of the research process.

1. How familiar are you with the research process? For each step in the anticipation guide below, circle the word that best describes what you know about that step.

RESEARCH PROCESS			
1. Identify the topic, issue, or problem to be researched.	Familiar	Somewhat Familiar	Not Familiar
2. Write questions that can be answered through research.	Familiar	Somewhat Familiar	Not Familiar
3. Gather evidence; write additional questions to narrow or broaden research.	Familiar	Somewhat Familiar	Not Familiar
4. Evaluate sources for reliability and relevance.	Familiar	Somewhat Familiar	Not Familiar
5. Draw conclusions about findings.	Familiar	Somewhat Familiar	Not Familiar
6. Communicate findings.	Familiar	Somewhat Familiar	Not Familiar

Choosing a Research Topic

In this unit, you will be researching the influence of advertising on young people. When choosing your own topic for research, you might consider several approaches:

- Brainstorm ideas with a partner.
- Write down any ideas that come to mind about topics that interest you.
- Choose an interesting general topic about which you would like to know more. An example of a general topic might be “The Toy Industry in America” or “Films of the 1950s.”
- Do some preliminary research on your general topic to see what’s already been done and to help you narrow your focus. What questions does this early research raise?

Analyzing Informational Text

My Notes

Writing a Research Question

A research question is a clear, focused, concise, and complex question around which you center your research. Research questions help you focus your research by providing a path through the research process. Creating research questions will help you work toward supporting a clear thesis.

To write a research question:

- **Think about your general topic.** What do you want to know?
 - **Consider the purpose of your research.** Will you be writing a paper, making a presentation, holding a discussion?
 - **Consider your audience.** For most school research, your audience will be academic, but always keep your audience in mind when narrowing your topic and developing your question. Would that particular audience be interested in this question?
 - **Start asking questions.** Ask open-ended “how” and “why” questions about your general topic to help you think of different areas of your topic.
 - **Evaluate your possible questions.** Research questions should not be answerable with a simple “yes” or “no” or by easily found facts. They should, instead, require both research and analysis on the part of the researcher. Which of these questions can be considered effective research questions?
 1. How did Abraham Lincoln get the 13th Amendment to the Constitution passed?
 2. When was slavery abolished in the United States?
 3. What book did Fredrick Douglass write during the abolitionist movement?
 4. Why were slave narratives effective tools in working to abolish slavery?
 - **Hypothesize possible answers.** After you have written your research question, think about the path you think the answer will take and how that path will help guide your research
2. Practice writing research questions about the influence of advertising on young people. Write at least five possible questions.

ACADEMIC VOCABULARY

To **hypothesize** means to propose an explanation for something or make an assumption or guess. Your guess or assumption is a **hypothesis**. Notice the relationship between *hypothesis*, which is a guess or proposed explanation, and the word *thesis*, which is the purpose statement of an essay.

Research Topic: The influence of advertising in the lives of youth

Research Questions:

Learning Targets

- Identify advertising techniques used in advertisements.
- Write an expository response describing the effectiveness of advertising techniques in an advertisement.

LEARNING STRATEGIES:
Paraphrasing, Visualizing,
Graphic Organizer

Advertising Techniques

1. To understand how advertisers market to teens, it is important to understand the many persuasive advertising techniques they use to make people want to purchase their products. Read the descriptions of advertising techniques that follow. Then, paraphrase and create a visual representation of each technique. Your visualization may include both words and symbols.
2. As you read about the techniques, think about the **cause and effect** relationship in advertising. For example, with bandwagon the persuasion may be that “Everyone is buying this product (**cause**), so you should buy this product, too (**effect**).” With the avant-garde appeal, it might be “This product is the newest on the market (cause), and you should be one of the first to have it (effect).”



WORD CONNECTIONS

Roots & Affixes

Persuade comes from a Latin word meaning “to advise or urge.” The root *-suad-* is also related to “sweet.” To persuade, then, is to present an argument in a pleasing manner.

Technique	Paraphrase	Visualize
<p>Bandwagon: Advertisers make it seem that everyone is buying this product, so you feel you should buy it, too. For example, an ad for a new video game may claim: “The ultimate online game is sweeping the nation! Everyone is playing! Join the fun!” This statement is intended to make you feel left out if you are not playing.</p>		
<p>Avant-Garde: This technique is the opposite of bandwagon. Advertisers make it seem that the product is so new that you will be the first on the block to have it. The idea is that only supercool people like you will even know about this product.</p>		
<p>Testimonials: Advertisers use both celebrities and regular people to endorse products. For example, a famous actor might urge consumers to buy a certain car. Pay close attention: sometimes the celebrity does not actually say that he or she uses the product.</p>		

How Do They Do It? Analyzing Ads

Technique	Paraphrase	Visualize
<p>Facts and Figures: Statistics, percentages, and numbers are used to convince you that this product is better or more effective than another product. However, be aware of what the numbers are actually saying. What does “30 percent more effective than the leading brand” really mean?</p>		
<p>Transfer: To recognize this technique, pay attention to the background of the ad or to the story of the commercial. The transfer technique wants you to associate the good feelings created in the ad with the product. For example, a commercial showing a happy family eating soup may want you to associate a feeling of comfort and security with their soup products.</p>		

3. What advertising techniques might you see together in one ad? Why would they work well together to influence an audience?

4. As you look at print, online, or television advertisements, analyze the use of advertising techniques. Circle the technique(s) used in the ads, and provide evidence for each technique used.

Advertisement	Persuasive Techniques + Evidence from Ad
Source:	Bandwagon:
Product:	Avant-Garde:
Target Audience:	Testimonials:
	Facts and Figures:
	Transfer:

Advertisement	Persuasive Techniques + Evidence from Ad
Source:	Bandwagon:
Product:	Avant-Garde:
Target Audience:	Testimonials:
	Facts and Figures:
	Transfer:
Source:	Bandwagon:
Product:	Avant-Garde:
Target Audience:	Testimonials:
	Facts and Figures:
	Transfer:

5. Think about an advertisement that you consider interesting and effective. You might consider if you or someone you know would buy this product based on the advertisement. Which persuasive technique does the advertiser use successfully? What is the cause/effect relationship being suggested?

Expository Writing

In contrast to narrative, whose purpose is to tell a story, the primary purpose of **expository writing** is to provide information. Expository paragraphs follow a specific structure:

- **Topic sentence:** A sentence that presents a topic and the writer’s claim about or position on the topic
- **Transitions:** Words and phrases used to connect ideas (*for example, however, on the other hand*)
- **Supporting information:** Specific and relevant facts and details that are appropriate for the topic
- **Commentary:** Sentences that explain how the detail is relevant to the topic sentence
- **Concluding Statement:** A final piece of commentary (*as a result, overall, in conclusion*) that supports the explanation. The concluding sentence brings a sense of closure to the paragraph.

Literary Terms

Expository writing is a form of writing whose purpose is to explain or inform.

WORD CONNECTIONS

Analogies

An analogy may show a part-to-whole relationship in which the first word is part of the second word. In a whole-to-part relationship, the opposite occurs. Which of the following has a part-to-whole relationship like that in *topic sentence* : *paragraph*?

- exclamation point : period
- chapter : book
- book : movie

How Do They Do It? Analyzing Ads

My Notes

Expository Writing Prompt: Write a response explaining how an advertisement you identified in question 4 tries to influence its target audience. Be sure to:

- Introduce and develop your topic with relevant details/examples from the advertisement.
- Use transitions, the precise language of advertising techniques, and formal style.
- Include a concluding statement that supports your explanation.

Language and Writer’s Craft: Revising for Cohesion and Clarity

Cohesion and **clarity** in writing refer to how ideas flow together. A way to write with cohesion and clarity is to use the **TLQ** format when writing a detail sentence. The **TLQ** format includes:

T—Transition word or phrase such as:

For example,
According to
To illustrate,
In this case,
In addition,
Most important,
Likewise,
Finally,

L—Lead-in: The lead-in is usually a phrase that sets the context for the specific information that follows; it often answers the question *Where?* or *When?*

Q—Quote: A quote may be used to support the topic. The “quote” portion of the detail sentence does not always need to be a direct quote in quotation marks; it can be paraphrased material explaining the fact, detail, or example.

EXAMPLE: For instance [**transition**], in the magazine advertisement for Gatorade sports drink [**lead in**], the ad uses the technique of testimonial by showing a picture of Major League Baseball player Derek Jeter holding up his fist to the fans and by including text under the picture stating “Gatorade has always been a part of Derek Jeter’s team.” [**quote**]

Check Your Understanding

Use TLQ to evaluate the writing you did for the Expository Writing Prompt above. Revise to improve the lead-in, add quotations, or change or add transitions.

Learning Targets

- Analyze advertising for commonly used products and identify their target buyers.
- Evaluate the impact of brands and celebrity endorsements on product purchases.

The Effect of Advertising on Consumers

Just about every type of media is supported by advertising. Advertising refers to any form of communication—print, video, sound—that businesses and organizations use to try to convince people to buy their products. Commercials appear throughout TV shows, and ads fill many pages of a magazine. Both commercials and ads are common online.

When you go to your favorite website, you will likely see pop-up ads for several products. Advertising dollars support companies using the Internet, making many of their services free to users. Advertisers hope that their advertising dollars will draw Internet users to buy their products.

1. Respond to the questions that follow:

- Where else do you see ads?

- Do you ever see ads in your school? If so, where and when?

2. Now, with your discussion group, talk about your impressions, feelings, and reactions to advertisements. Are they necessary, annoying, interesting, or funny? Are they effective? Be sure to practice the skills necessary to engage in a collaborative discussion.

Collaborative discussion sentence starters

- Are you saying that . . .
- Can you please clarify?
- To share an idea, . . .
- Another idea is to . . .
- What if we tried . . .
- I have an idea, . . .
- I see your point, but what about . . .
- Another way of looking at it is . . .
- I'm still not convinced that . . .
- How did you reach your conclusion?
- What makes you think that?

LEARNING STRATEGIES:
Webbing, Discussion Groups,
Brainstorming

My Notes

Advertising for All

My Notes

Consumer Choices

3. Think about some of the things you recently bought. Next to each category in the chart below, list at least one specific item that you spent money on or had someone else buy for you within the past year. You may leave some categories blank. In the last column, note whether or not you saw an advertisement for the product before you made the purchase.

Category	Brand, Name, or Title of Product	Saw Ad?
Personal Item (e.g., clothing, shoes, sports equipment, makeup, hobby supplies)		
Entertainment (e.g., music, movies, video games)		
Technology (e.g., computer, phone, mobile devices, accessories, apps)		
Food/Beverage (e.g., fast food, snacks, sports drinks, bottled water)		
Other:		

4. Choose one of your purchases for which you saw an ad. Who was the target consumer for this ad? How do you know? What techniques were used?

5. Are you influenced by advertisements? Explain.

Advertising for All

My Notes

Expository Writing Prompt: Respond to the following question in a well-developed paragraph: *Why can celebrities have a significant influence on consumer choices?* Be sure to:

- Introduce your topic clearly.
- Develop your topic with relevant details and examples.
- Express your ideas with precise, clear language, and avoid wordiness.

(Topic Sentence) Celebrities can have significant influence on consumer choices because . . .

(Example/Detail) For example, . . .

(Commentary) This examples shows . . .

(Example/Detail) Another example . . .

(Commentary) This example shows . . .

(Example/Detail) One last example, or Finally . . .

(Commentary) This example shows . . .

Writing Research Questions

Keeping the topic of marketing to children and young people in mind, write at least two more research questions.

Evaluating Sources: How Credible Are They?

Learning Targets

- Evaluate research sources for authority, accuracy, credibility, timeliness, and purpose/audience.
- Distinguish between primary and secondary sources.
- Evaluate an Internet website's content and identity to determine appropriate Internet sources for research.

Research Sources

After choosing a topic and writing research questions, the next step is to find sources of information. Sources might be books, magazines, documentary films, or online information. Not all sources are equal, however. Some are better than others. Learning how to tell the difference is a skill you need both for your academic success and your life.

Evaluating Sources

1. You can evaluate both print and online resources using five separate criteria. Predict the definition of each criterion and write your prediction. Take notes from your peers and teacher to complete each definition.

Source Criteria	Definition
1. Authority	
2. Accuracy	
3. Credibility	
4. Timeliness	
5. Purpose/Audience	

LEARNING STRATEGIES:
Predicting, Note-taking,
Graphic Organizer

My Notes

Evaluating Sources: How Credible Are They?

My Notes

ACADEMIC VOCABULARY

Credibility comes from the word *credible*, which means “believable or trustworthy.”

KEY IDEAS AND DETAILS

Why does Coca Cola say that “as an informed parent or caregiver, you are best equipped to make the right dietary choices for your children?”

2. Look back at the two informational texts in this unit. For each text, write the title in the graphic organizer below. Then analyze how well the texts meet each of the criteria. Check that you have correct definitions for each term.

Text 1:	Text 2:
Authority:	Authority:
Accuracy:	Accuracy:
Credibility:	Credibility:
Timeliness:	Timeliness:
Purpose/Audience:	Purpose/Audience:

3. Do you think one of these sources is more **credible** or worthy of your trust than the other? Explain why.

4. Read the following excerpt from the Coca Cola website. Mark the text to highlight words or phrases that connect to the topic of marketing to young people.

Online Text “Responsible Marketing” from Coca Cola webpage

The Coca-Cola Company respects and supports your role as a parent and a caregiver. We also acknowledge that as an informed parent or caregiver, you are best equipped to make the right dietary choices for your children. We believe that by providing you with easy-to-access nutritional information both on our product labels and online, as well as providing you with portion control sizes for all occasions, you have the necessary tools to make informed choices. View product nutritional information for a variety of our products. Your guidance in helping your children make appropriate choices during the many occasions of their day will enable them to make more informed choices for themselves in the future. Learn answers to children’s health questions and the role of beverages. The Coca-Cola Company is dedicated to offering safe, quality beverages, marketing those beverages responsibly and providing information consumers can trust. The Coca-Cola Company has always taken seriously its commitment to market responsibly, across the globe, across all advertising media, and across all of our beverages.

We have a global Responsible Marketing Policy that covers all our beverages, and we do not market any products directly to children under 12. This means we will not buy advertising directly targeted at audiences that are more than 35% children under 12. Our policy applies to television, radio, and print, and, where data is available, to the Internet and mobile phones. . . .

The Coca-Cola Company is committed to monitoring and measuring our adherence to this policy across all the markets we serve, and has established a Children’s Review Process to help guide our policy. We will publish compliance findings within our 2010/2011 corporate sustainability report.

After Reading

5. Use the graphic organizer below to further analyze the text. Make **inferences** based on specific textual evidence from the text.

	Coca Cola
<p>Role Who is the author? Where is this text published?</p>	<p>Inference: Evidence:</p>
<p>Audience Who is the intended audience?</p>	<p>Inference: Evidence:</p>
<p>Format How does the format match the intended audience?</p>	<p>Inference: Evidence:</p>
<p>Topic What is the purpose of this text? What is the point of view of the company regarding marketing to youth?</p>	<p>Inference: Evidence:</p>

6. How would you rate this website and text for the five criteria for evaluating sources? Explain your reasoning.

KEY IDEAS AND DETAILS
How credible is this source?
How did you evaluate the credibility of the source?

My Notes

ACADEMIC VOCABULARY

An **inference** is a conclusion that the reader draws based on details in a text or a speech.

Evaluating Sources: How Credible Are They?

ACADEMIC VOCABULARY

A **primary source** is an original account or record created at the time of an event by someone who witnessed or was involved in it. Autobiographies, letters, and government records are types of primary sources. **Secondary sources** analyze, interpret, or critique primary sources. Textbooks, books about historical events, and works of criticism, such as movie and book reviews, are secondary sources.



WORD CONNECTIONS

Idioms

You may have heard the phrase “going to the source.” It means going to the original document or person who knows about an event first hand. The closer to the source, the more credible the research information is likely to be.

My Notes

Primary and Secondary Sources

When choosing credible research sources, you will find **primary** and **secondary sources**. Primary sources are original documents; they are often used in historical research. For example, if you are researching the era of the Civil War, you might use the primary resource of Lincoln’s *Gettysburg Address*. You might find that speech in a secondary source written about the Civil War or on the Internet.

- Look at the two texts you have read. Are they primary or secondary sources? How do you know?

Evaluating Online Resources

Anyone can publish on the World Wide Web. This openness is both one of the strengths and weaknesses of the Internet. In order to be an effective researcher, you must be aware of the differences in quality that exist among websites.

A good place to start evaluating a website’s authority is by looking at its domain suffix. The domain name is the Web address, or Internet identity. The domain suffix, the three letters that follow the dot, is the category in which that website falls. The most commonly used domain suffixes are described below.

Domain Suffix	Definition/Description
.com	Stands for “commercial.” Usually, websites with this suffix intend to make some sort of profit from their Internet services. Typically these are the websites that sell goods or services.
.org	Stands for “organization.” Primarily use by not-for-profit groups such as charities and professional organizations.
.net	Stands for “network.” Used by Internet service providers or Web-hosting companies.
.edu	Stands for “education.” Used by major universities or educational organizations or other institutions.
.gov	Stands for “government.” Used by U.S., state, and local government sites.

8. Which of the domain suffixes would lead you to expect that the information was more geared to selling something than giving information?

9. Visit the list of the sites provided by your teacher. Choose two that you want to investigate further in order to practice evaluating online sources. As you surf through the site, use the graphic organizer on the next page to help you decide whether the website provides reliable information without **bias**.

- Circle “yes” or “no” for each question. You want to be able to answer “yes” to as many of the questions as possible to consider the source reliable and credible.
- If you are able to answer “yes” to the question, answer the question by taking notes about the site.

Site 1 _____

Site 2 _____

10. Is one of the sites you explored more credible (trustworthy) than the other? Why?

Searching for Sources

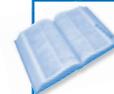
When using the Internet for research, your first step might be to use a search engine to find likely sources. Search engines work from a type of index. When you enter a **search term** that is in the index, the search engine finds websites that also use that word or phrase.

Depending on your search term, a search might return hundreds (or even thousands) of possible sites. For example, if you enter the search term “Civil War,” you will get pages and pages of sites because the term is so broad. If you are just looking for the battle at Antietam, narrowing your search to that word would give you better results.

11. How might you choose good sites from your search?

12. To research the effect of marketing and advertising to young people, what search terms might you use?

13. Using your search term(s), find information on the topic of marketing and advertising aimed at young people. Choose one or two sites to explore further. Record information about the sites (URL, type of information provided, and your comments on the site or the information).



WORD CONNECTIONS

Roots and Affixes

The word *bias* comes from the Old French word *biais* and means “slant or slope.”

The noun *bias* refers to a preference, especially one that prevents impartial judgment.

My Notes

ACADEMIC VOCABULARY

A **search term** is a single word or short phrase used in a database search.

Evaluating Sources: How Credible Are They?

Criteria	Question	Yes/No	Site 1	Site 2
Authority	1. Is it clear who is sponsoring the creation and maintenance of the page?	Yes No	Notes:	Notes:
	2. Is there information available describing the purpose of the sponsoring organization?	Yes No		
	3. Is there a way to verify the authority of the page's sponsor? For instance, is a phone number or address available to contact for more information?	Yes No		
	4. Is it clear who developed and wrote the material? Are his/her qualifications for writing on this topic clearly stated? Is there contact information for the author of the material?	Yes No		
Accuracy	1. Are the sources for factual information given so they can be verified?	Yes No		
	3. If information is presented in graphs or charts, is it labeled clearly?	Yes No		
	4. Does the information appear to have errors?	Yes No		
Credibility	1. Is the page and the information from a reliable source?	Yes No		
	2. Is it free of advertising?	Yes No		
	3. If there is advertising on the page, is it clearly separated from the informational content?	Yes No		
	4. Are there any signs of bias?	Yes No		
Timeliness	1. Do dates on the page indicate when the page was written or last revised?	Yes No		
	2. Are there any other indications that the material is updated frequently to ensure timely information?	Yes No		
	3. If the information is published in print in different editions, is it clear what edition the page is from?	Yes No		
Purpose/ Audience	1. Does the site indicate who the intended audience is?	Yes No		
	2. Is there any evidence of why the information is provided?	Yes No		

Gathering Evidence from a Film: Part One

LEARNING STRATEGIES:

Graphic Organizer, Note-taking, Double-Entry Journal, Discussion Groups

My Notes

Learning Targets

- Identify and record relevant research information from a documentary film.
- Participate in a collaborative discussion about research findings.

Documentary Film

1. To help you understand the genre and purpose of the film *Consuming Kids: The Commercialization of Childhood*, record details using the following graphic organizer as you listen to information about the film.

<p>Role Who created this film?</p>	<p>Inference: Evidence:</p>
<p>Audience Who do you think it was created for?</p>	<p>Inference: Evidence:</p>
<p>Format What type of film is it? How will the information be presented? Is the film a primary or secondary source?</p>	<p>Inference: Evidence:</p>
<p>Topic What will this be about? What is its purpose?</p>	<p>Inference: Evidence:</p>

Literary Terms

A **documentary** film is a nonfiction motion picture intended to document, or record, some aspect of real life, primarily for the purposes of instruction or maintaining a historical record.

2. Use the graphic organizer on the next page or some other form to take notes about the film that might help you answer the research question you have selected. Write your research question(s) below

Research question(s) I hope to answer:

LEARNING STRATEGIES:

Skimming/Scanning, Marking the Text, Close Reading

My Notes

Learning Targets

- Compare and contrast how similar information is presented in different texts.

Before Reading

1. Skim and scan the text features and discuss with a partner what you already know about information in the bold headings. If you are unclear, make a prediction.

During Reading

2. Mark the text by stopping, thinking, and writing a response for each chunk of the text in the margin. Your annotations (written responses) may include:
 - Connecting (text to self/text/world)
 - Questioning (“I wonder . . .” “Why did . . .”)
 - Visualizing (draw a picture or symbol)
 - Paying attention to new learning (“Wow,” “Cool,” “No way,” etc.)
 - Summarizing each section in a sentence or two
3. Underline or draw arrows to any portion of text that specifically supports your personal response.

News Article

Marketing to kids gets more savvy¹ with new technologies

Isabella Sweet doesn't wear a target on her chest. But kid marketers covet² this 9-year old as if she does. Perhaps it's because she's a techie.

The fourth-grader from Davis, Calif., spends almost an hour a day on the Webkinz website. The site charms kids by linking Webkinz plush animals—of which she owns 18—with online games that encourage kids to earn and spend virtual money so they can create elaborate rooms for virtual versions of their Webkinz pets.

The site does one more thing: It posts ads that reward kids with virtual currency when they click. Every time a kid clicks on an ad, there's a virtual ka-ching at the other end for Ganz, which owns Webkinz.

At issue: With the use of new, kid-enchancing technologies, are savvy marketers gaining the upper hand on parents? Are toy marketers such as Ganz, food marketers such as McDonald's and kid-coddling apparel retailers such as 77kids by American Eagle too eager to target kids?



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KEY IDEAS AND DETAILS

Explain how technology is helping advertisers reach more kids.

¹ **savvy**: shrewd, knowledgeable

² **covet**: to desire or yearn for something

Gathering Evidence from a News Article



KEY IDEAS AND DETAILS

This article presents a cause-and-effect relationship between what two things?



Last month, Christina Cunningham, a fulltime mother from Port St. Lucie, Fla. happened to look over as two of her daughters — ages 9 and 7—were signing onto the Webkinz website. On the log-in screen, an ad flashed for BabyPictureMaker.com, which nudges consumers to download pictures of two people—promising to send back a picture of what a baby they might have together would look like.

“This is not acceptable,” says Cunningham, who shooed her kids away from the site and fired off an e-mail to Webkinz. When she didn’t hear back, she sent another. Again, she says, she received no response. But McVeigh says Webkinz e-mailed Cunningham responses, twice. A frustrated Cunningham contacted Campaign for a Commercial-Free Childhood. The group contacted Webkinz, which removed the ad. “We will make sure to open an investigation into the matter and take the appropriate steps,” spokeswoman McVeigh assured the group in a letter.

The fast-food connection

Webkinz declined to share the outcome of this investigation with USA TODAY—nor would it explain how the ad got on the site. “We’re fully committed to a responsible approach regarding advertising and the advertisers we allow on the site,” says McVeigh, in an e-mail.

But in the eyes of some parents, no one goes more over the top in marketing to kids than the big food sellers—particularly sellers of high-sugar cereals and high-fat, high-calorie fast food.

That’s one reason the Obama administration is proposing that food makers adopt voluntary limits on the way they market to kids. These proposed voluntary guidelines, to be written by a team from four federal agencies, have set the food and ad industries howling—even before they’ve been completed.

“I can’t imagine any mom in America who thinks stripping tigers and toucans off cereal boxes will do anything to address obesity,” said Scott Faber, a spokesman for the Grocery Manufacturers Association, at a May hearing.

But Wayne Altman thinks the voluntary guidelines are critical. He’s a family physician in the Boston area who has three sons ages 13, 5 and 4. He’s particularly concerned about Ronald McDonald. “We know that children under 8 have no ability to [distinguish] between truth and advertising,” he says. “So, to have this clown get a new generation hooked on a bad product just isn’t right.”

Because of the obesity, heart disease and food-related illnesses fed partly by savvy food marketers such as McDonald’s, Altman says, “We have a generation of children that is the first to have a life expectancy less than its parents.”

Plenty of others think as Altman does, even though Ronald is regularly used to promote Ronald McDonald House Charities. Ronald also shows up in schools. He’s got his own website, Ronald.com, where the clown promises that kids can “learn, play and create while having fun.” And he’s the focal point of a new social-media campaign that nudges kids to download their own photos with images of Ronald and share them with friends.

Gathering Evidence from a News Article

GRAMMAR & USAGE Compound Sentences

Compound sentences are formed by combining two sentences with a coordinating conjunction such as *but*, *and*, *for*, *yet*, *or*, or *so*.

Example: Advertisers market to children, and children in turn pressure their parents to buy.

Complex sentences contain dependent clauses that begin with markers such as *after*, *since*, *because*, *although*, *even though*, or *when*.

Example: When I turn on the television, I always see advertisements with kids my age in them.

My Notes

“So what if we stopped it?” he recently posed on his personal blog. “What if we decided that advertising to children was something none of us would engage in anymore? What would happen? A lot of things would happen, and almost all seem to be for the good of society.”

Babies as young as 6 months old can form mental images of logos and mascots—and brand loyalties can be established as early as 2, says the watchdog group Center for a New American Dream. McNeal, the kids marketing guru, says he consults with companies that are constantly trying to figure out how to get inside day care centers and bore their images inside the minds of preschoolers. Back at Isabella Sweet’s Webkinz-filled home, she’s still saving her weekly \$1 allowance to buy yet more. She can’t help it, she says, even though each one costs \$5 to \$13. Even the family cats drag out her Webkinz to play.” I wish I had a favorite Webkinz, but I don’t,” says Isabella. “I love them all.”

After Reading

4. Join another pair or small group and share your understandings and summaries. Then discuss by making connections to your own or others’ ideas. To ensure active listening, you may be asked to share an interesting point made by a peer. As a listener, remember to make eye contact with the speaker, take notes, and actively respond with questions or comments.

Check Your Understanding

Respond to the following compare-and-contrast questions.

- What is one way information from *Consuming Kids: The Commercialization of Childhood* is **like** information from “Marketing to kids gets more savvy with new technologies?” Be sure to give at least one detail from both texts in your answer.
- What is one way information from *Consuming Kids: The Commercialization of Childhood* is **different** information from “Marketing to kids gets more savvy with new technologies?” Be sure to give at least one detail from both texts in your answer.

Language and Writer’s Craft: Sentence Variety

Using a variety of sentence structures is important to emphasize and connect ideas and as a way to create reader interest. Writing that contains many sentences of the same pattern bores both the writer and the reader.

Add variety and clarity by experimenting with different sentence structures.

Simple sentences: Note that these two simple sentences do not show a connection between ideas.

Advertisers are concerned about kids. Advertisers want kids to buy their products.

Gathering Evidence from a Film: Part Two

LEARNING STRATEGIES:
Note-taking, Webbing

Learning Targets

- Identify and record information relevant to a research question from a documentary film.
 - Participate in a collaborative discussion about research findings.
1. Use the graphic organizer below to take notes as you view the next portion of the documentary film. You will use your notes to help answer the research question you have selected or refined. Write your question below as a reminder.

Research Question(s):

Viewing Two: *Consuming Kids: The Commercialization of Childhood*

Evidence from the Text	Personal Response	Peer Response	What evidence answers your research questions? What new questions do you have?
“Brand New World” 6:12 min. Prediction based on title:			
“Cradle to Grave” 8:47 min. Prediction based on title:			

Gathering Evidence: Bringing It All Together

LEARNING STRATEGIES:
Outlining, Brainstorming

ACADEMIC VOCABULARY
Facts and details in a text are **valid** when they support the claim a writer is making.

My Notes

Learning Targets

- Organize research, notes, and ideas to prepare for writing.
- Write a conclusion for an expository essay.

Characteristics of Expository Writing

You learned about the structure of an expository paragraph in Activities 2.4 and 2.5. The characteristics of this writing mode must be expanded to create an expository essay so that each paragraph contains the following:

- **Topic sentence** that presents a topic and the writer’s claim or position about the topic in relation to the thesis
- **Transitions** to connect ideas (*for example, however, on the other hand*)
- **Supporting information** that includes specific and relevant facts and details that are **valid** for the topic
- **Commentary** that explains how the detail is relevant to the topic sentence
- **Concluding Statement**, a final piece of commentary (*as a result, overall, in conclusion*), that supports the explanation. The concluding sentence brings a sense of closure to the paragraph and essay.

Outlining Ideas

Many writers find it helpful to create an outline of their ideas prior to drafting an essay. You might use the following format to outline your ideas to share the information from your research question(s).

Marketing to Youth

- I. Introduction/Thesis Statement That Answers the Prompt
- II. Body Paragraphs (with examples and information to support the main ideas of the thesis) that include the following:
 - A. Evidence and Commentary in Each Paragraph
- III. Concluding Statement

1. In this part of the unit, you have read several texts on marketing to young people, viewed a documentary film, and had numerous group discussions about the topic. In addition, you have collected information from websites. Using the information from these sources, create an outline for an expository essay about this topic.

Writing an Expository Essay and Participating in a Collaborative Discussion

My Notes

Assignment

Your assignment is to write an expository essay that explains the role of advertising in the lives of youth and then to exchange ideas in a collaborative discussion. For your essay, you may use as sources the articles in this unit and at least one additional informational text that you have researched.

Planning and Prewriting: Take time to make a plan for your essay.

- How will you review the ideas you have generated to select the most relevant examples and information?
- How can you work with a peer to revise your plan to be sure you have a clear topic?

Drafting: Create an organized draft to identify and explain your topic.

- How will you use what you have learned about beginning an essay as you write your draft?
- Have you reviewed and evaluated your sources and examples to be sure they are clear and relevant?
- How will you finish your draft with a conclusion that supports the information in your essay?

Revising and Editing: Strengthen your writing with attention to task, purpose, and audience.

- How can you use strategies such as **adding** and **replacing** to revise your draft for cohesion, clarity, diction, and language?
- How can the Scoring Guide help you evaluate how well your draft meets the requirements of the assignment?
- How will you proofread and edit your draft to demonstrate formal style and a command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage?

Preparing for Discussion: Take time to make a plan for your collaborative discussion.

- What personal speaking and listening goals will you set for participation in the collaborative discussion?
- How can you use an outline or a copy of your essay to plan your talking points?
- How will you take notes in order to actively engage as an audience participant as you listen to your peers?

Reflection

After completing this Embedded Assessment, think about how you went about accomplishing this task, and respond to the following:

- How did writing, speaking, and listening help you engage with your topic on a deeper level?
- Did you meet the speaking and listening goals that you set for yourself? How could you improve for next time?

SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging	Incomplete
Ideas	<p>The essay</p> <ul style="list-style-type: none"> • presents a topic with a clearly stated and insightful controlling idea • supports the topic with specific and relevant facts, evidence, details, and examples to guide understanding of main ideas • skillfully combines ideas from several sources. 	<p>The essay</p> <ul style="list-style-type: none"> • presents a topic with a controlling idea • supports the topic with facts, evidence, details, and examples that guide the reader's understanding of the main ideas • combines ideas accurately from several sources. 	<p>The essay</p> <ul style="list-style-type: none"> • presents a topic with an unfocused controlling idea • contains insufficient or vague facts, evidence, details, and examples that confuse the reader's understanding of the main ideas • uses ideas from limited sources. 	<p>The essay</p> <ul style="list-style-type: none"> • presents an unclear or vague topic with no controlling idea • contains few facts, evidence, details, or examples • cites few or no sources or misstates ideas from sources.
Structure	<p>The essay</p> <ul style="list-style-type: none"> • leads with an effective, engaging introduction • effectively sequences ideas and uses meaningful transitions to create cohesion and clarify relationships • provides an insightful conclusion that follows from and supports the explanation presented. 	<p>The essay</p> <ul style="list-style-type: none"> • presents a clear and focused introduction • sequences ideas and uses transitions to create coherence • provides a conclusion that connects the larger ideas presented in the essay. 	<p>The essay</p> <ul style="list-style-type: none"> • contains an underdeveloped and/or unfocused introduction • presents disconnected ideas and limited use of transitions • contains an underdeveloped or unfocused conclusion. 	<p>The essay</p> <ul style="list-style-type: none"> • contains a vague, unfocused introduction • presents little, if any, commentary and no use of transitions • contains a vague and/or no conclusion.
Use of Language	<p>The essay</p> <ul style="list-style-type: none"> • uses precise diction deliberately chosen to inform or explain the topic • uses a variety of sentence structures to enhance the explanation • demonstrates technical command of the conventions of standard English. 	<p>The essay</p> <ul style="list-style-type: none"> • uses appropriate diction to inform or explain • uses a variety of sentence structures • demonstrates general command of conventions; minor errors do not interfere with meaning. 	<p>The essay</p> <ul style="list-style-type: none"> • uses informal diction that is not appropriate to inform or explain • shows little or no variety in sentence structure • demonstrates limited command of conventions; errors interfere with meaning. 	<p>The essay</p> <ul style="list-style-type: none"> • uses informal diction that is inappropriate for the purpose • shows no variety in sentence structure • demonstrates limited command of conventions; errors interfere with meaning.

Unpacking Embedded Assessment 2: Preparing for Argumentative Writing

LEARNING STRATEGIES:

QHT, Graphic Organizer, Summarizing, Marking the Text, Note-taking, Drafting

INDEPENDENT READING

In this part of the unit, you will be reading informational texts as well as some well-known speeches. Speeches are often made to persuade an audience on a topic. You might consider reading famous speeches or informational texts about issues on which you have a definite position.

My Notes

Learning Targets

- Identify the knowledge and skills needed to complete Embedded Assessment 2 successfully and reflect on prior learning that supports the knowledge and skills needed.
- Examine the essential components and organizational structure of a successful essay of argumentation.

Making Connections

In the first part of this unit, you learned how to conduct research and to write an expository essay explaining a topic. In this part of the unit, you will expand on your writing skills by writing an argumentative essay to persuade an audience to agree with your position on an issue.

Essential Questions

Now that you have analyzed how advertising affects young people, would you change your answer to the first Essential Question on the role that advertising plays in young people’s lives? If so, how would you change it?

Developing Vocabulary

Look at your **Reader/Writer Notebook** and review the new vocabulary you learned as you studied the research process and expository writing. Which words do you know in depth, and which words do you need to learn more about?

Unpacking Embedded Assessment 1

Read the assignment for Embedded Assessment 2: Writing an Argumentative Essay.

Your assignment is to write an argumentative essay that states and supports a claim about an issue of importance to you.

In your own words, summarize what you will need to know to complete this assessment successfully. With your class, create a graphic organizer to represent the skills and knowledge you will need to complete the tasks identified in the Embedded Assessment.

Unpacking Embedded Assessment 2: Preparing for Argumentative Writing

ACADEMIC VOCABULARY

A **norm** refers to something that is usual or expected. Group norms refer to the social behavior that is typical or expected of a group.

My Notes

Writing with a Group

You have worked a lot in collaborative groups. As you begin writing a model argumentative text, it is important to think specifically about the actions that will help your group successfully write together. Consider the following writing group **norms**.

Writing Group Norms

1. A writing group is a safe place to try out new ideas and present work very much “in progress.” Use it to take intellectual risks.

Paraphrase:

2. As a thinker and contributor, don’t apologize for your ideas or work. Don’t be embarrassed to share your thoughts or work.

Paraphrase:

3. As a peer, be thoughtful and specific in your feedback.

Paraphrase:

4. As a group, celebrate together.

Paraphrase:

Learning Targets

- Identify elements of argument in a sample text.
- Analyze the thesis (or claim), audience, purpose, and occasion in a sample text.

LEARNING STRATEGIES:
Metacognitive Markers,
Predicting, Rereading,
Think-Pair-Share

Before Reading

1. Review the statements below, and decide whether you agree or disagree with them. Circle *Agree* or *Disagree*. Provide an explanation for your opinion.

Statement	Explanation
America is a wasteful society. Agree or Disagree	
Everyone should be forced to recycle his or her used goods. Agree or Disagree	
Excessive trash is destroying our planet. Agree or Disagree	
There should be a law that mandates the number of items people can buy and throw away annually. Agree or Disagree	
People should be allowed to create as much trash as they want as long as they dispose of it properly. Agree or Disagree	

Share your responses with a partner. Remember the norms of a collaborative discussion (use appropriate speaking and listening skills) to gain understanding of your partner's positions. As you listen to your partner's ideas, adjust and add to your own ideas as appropriate.

My Notes

Which Claims to Believe

My Notes

During Reading

2. As you read the text “American the Not-So-Beautiful,” use metacognitive markers to question the text (?), to make a comment (*), and to signal an interesting idea (!).

ABOUT THE AUTHOR

From 1978 to 2011, Andrew (Andy) Rooney was a television commentator on the program *60 Minutes*. He wrote more than 800 essays, which he presented on television or in a national newspaper column. His essays, which are sometimes humorous and sometimes controversial, earned him three Emmy awards.

AMERICA

the Not-So-Beautiful

by Andrew A. Rooney

Next to saving stuff I don't need, the thing I like to do best is throw it away. My idea of a good time is to load up the back of the car with junk on a Saturday morning and take it to the dump. There's something satisfying about discarding almost anything.



Throwing things out is the American way. We don't know how to fix anything, and anyone who does know how is too busy to come, so we throw it away and buy a new one. Our economy depends on us doing that. The trouble with throwing things away is, there is no “away” left.

Sometime around the year 500 B.C., the Greeks in Athens passed a law prohibiting people from throwing their garbage in the street. This Greek law was the first recognition by civilized people that throwing things away was a problem. Now, as the population explodes and people take up more room on Earth, there's less room for everything else.

The more civilized a country is, the worse the trash problem is. Poor countries don't have the same problem because they don't have much to discard. Prosperity in the United States is based on using things up as fast as we can, throwing away what's left, and buying new ones.

We've been doing that for so many years that (1) we've run out of places to throw things because houses have been built where the dump was and (2) some of the things we're throwing away are poisoning the Earth and will eventually poison all of us and all living things.

WORD CONNECTIONS

Roots and Affixes

Prosperity comes from the Latin word meaning “to cause to succeed” or “fortunate.” The root *sper-*, meaning “hope,” is also found in *desperate*. The suffix *-ity* forms a noun.

Ten years ago most people thought nothing of dumping an old bottle of weed or insect killer in a pile of dirt in the back yard or down the drain in the street, just to get rid of it. The big companies in America had the same feeling, on a bigger scale. For years the chemical companies dumped their poisonous wastes in the rivers behind the mills, or they put it in fifty-gallon drums in the vacant lots, with all the old, rusting machinery in it, up behind the plants. The drums rusted out in ten years and dumped their poison into the ground. It rained, the poisons seeped into the underground streams and poisoned everything for miles around. Some of the manufacturers who did this weren't even evil. They were dumb and irresponsible. Others were evil because they knew how dangerous it was but didn't want to spend the money to do it right.

The problem is staggering. I often think of it when I go in the hardware store or a Sears Roebuck and see shelves full of poison. You know that, one way or another, it's all going to end up in the Earth or in our rivers and lakes.

I have two pint bottles of insecticide with 3 percent DDT in them in my own garage that I don't know what to do with. I bought them years ago when I didn't realize how bad they were. Now I'm stuck with them.

The people of the city of New York throw away nine times their weight in garbage and junk every year. Assuming other cities come close to that, how long will it be before we trash the whole Earth?

Of all household waste, 30 percent of the weight and 50 percent of the volume is the packaging that stuff comes in.

Not only that, but Americans spend more for the packaging of food than all our farmers together make in income growing it. That's some statistic.

Trash collectors are a lot more independent than they used to be because we've got more trash than they've got places to put it. They have their own schedules and their own holidays. Some cities try to get in good with their trash collectors or garbage men by calling them "sanitation engineers." Anything just so long as they pick it up and take it away.

We often call the dump "the landfill" now, too. I never understood why land has to be filled, but that's what it's called. If you're a little valley just outside town, you have to be careful or first thing you know you'll be getting "filled."

If 5 billion people had been living on Earth for the past thousand years as they have been in the past year, the planet would be nothing but one giant landfill, and we'd have turned America the beautiful into one huge landfill.

The best solution may be for all of us to pack up, board a spaceship, and move out. If Mars is habitable, everyone on Earth can abandon this planet we've trashed, move to Mars, and start trashing that. It'll buy us some time.

GRAMMAR & USAGE

Parallel Structure

Notice that when Rooney uses a series in the final paragraph, he puts all of the elements in the same grammatical form:

... for all of us to *pack up*, *board* a spaceship, and *move out*.

The words *pack*, *board*, and *move* are all verbs that are parallel in structure. Remember to check your writing and make sure that nouns, verbs, and phrases are parallel.

My Notes

KEY IDEAS AND DETAILS

Why does Rooney use humor in the last paragraph of his essay? What is the effect?



Which Claims to Believe

Introducing the Strategy: SOAPSTone

The letters in SOAPSTone stand for *speaker*, *occasion*, *audience*, *purpose*, *subject*, and *tone*. This acronym gives you a helpful tool for analyzing text by breaking it down into separate parts.

After Reading

3. Use the **SOAPSTone** strategy to analyze this argumentative text. It works particularly well when analyzing nonfiction texts.

SOAPSTone: “America the Not-So-Beautiful”

SOAPSTone	Analysis	Textual Support
<p>Subject: What is the topic?</p>		
<p>Occasion: What are the circumstances surrounding this text?</p>		
<p>Audience: Who is the target audience?</p>		
<p>Purpose: Why did the author write this text?</p>		

SOAPSTone	Analysis	Textual Support
<p>Speaker: What does the reader know about the writer?</p>		
<p>Tone: What is the writer’s attitude toward the subject?</p>		

4. While a thesis in an expository text most often explains the writer’s main idea, a thesis or **claim** in an argumentative text is the writer’s position or point of view on an issue. Read the example of a claim below. Mark the claim by underlining its subject (usually nouns) and circling its opinion (words with strong connotations) and by highlighting the reasons to be developed.

Claim: There are numerous downsides to year-round schooling; it has no positive effects on education, it adds to the cost, and it disturbs the long-awaited summer vacation.

ACADEMIC VOCABULARY

A **claim** in this usage is a statement that can be argued, such as whether a fact is true or not, a situation is good or bad, or one action is better than another.

My Notes

Which Claims to Believe

My Notes

5. Write a clear and concise claim for Andrew Rooney’s essay. Use information from your SOAPStone analysis. Reread the text as needed to write the claim.

Writing Process: Writing a Claim for an Argumentative Essay

6. **Quickwrite:** Write your ideas about both sides of the issue your class chose to write about. Share your position with your writing group. As a group, come to a **consensus** about your position and make a claim. Present your writing group’s position and claim to the class.

ACADEMIC VOCABULARY

When a group reaches **consensus**, it has come to an agreement that satisfies everyone in the group.

7. As a class, select a position and claim.
Class position/claim about the issue:

8. Use the SOAPStone graphic organizer on the next page to generate your initial ideas about the class position/claim.
9. Draft your claim.

Check Your Understanding

Review the draft of your claim. Does it clearly state the issue and your position? If not, revise your draft to achieve a clear and concise claim

This graphic organizer uses the SOAPStone strategy to help you prewrite by identifying major elements of your argument. Respond to the questions about your topic.

<p>Subject: What is the issue?</p>	
<p>Occasion: What circumstances surrounding the issue make it important or relevant?</p>	
<p>Audience: Who would care about or be affected by this issue?</p>	
<p>Purpose: What do you want the audience to do?</p>	
<p>Speaker/writer: How do you show authority in presenting this issue?</p>	
<p>Tone: What attitude do you want to show about this issue (serious, humorous, passionate, indignant)?</p>	

Exploring and Evaluating Reasons and Evidence

LEARNING STRATEGIES:

Brainstorming, Skimming/
Scanning, Graphic Organizer,
Marking the Text, Discussion
Groups

My Notes

Learning Targets

- Analyze claim, reasoning, and evidence in an argument.
- Identify and evaluate an author’s claims and use of reasons and evidence to support a position.
- Identify reasons and evidence to develop a topic and support a claim.

Supporting a Claim

1. In a successful argument, the claim must be backed up with support. A writer can support his or her viewpoint with both **reasons** and **evidence**. Brainstorm what you already know about these concepts.

Reasons are:

Evidence is:

Types of evidence:

2. In the space below, write the claim you wrote for Andrew Rooney’s essay “America the Not-So-Beautiful.” Scan the essay for examples of reasons and evidence to support the claim.

Claim: Americans must be less wasteful before it is too late to save the planet.

Reasons

Reasons

Before Reading

3. Your teacher will assign you a text to read about vending machines in schools. What can you predict the arguments FOR and AGAINST might be?

Topic	My Predictions
Vending machines in schools	For: Against:

GRAMMAR & USAGE Easily Confused Words

Learn to use *affect* and *effect* correctly. *Affect* is generally used as a verb and means “to influence.” *Effect* is generally used as a noun and means “a result.” Notice in the sentence “But the net effect on kids’ diets was not good” that *effect* is a noun.

During Reading

4. As you read the text, identify and mark the writer’s claim. Highlight the reasons and evidence the writer uses to support that claim.

My Notes

Informational Text

Another study highlights the insanity of selling junk food in school vending machines

by Karen Kaplan/*Los Angeles Times*

For many students, “back to school” means back to a vending machine diet. As you might guess, this isn’t necessarily a good thing for student health.

Vending machines are found in 16% of U.S. elementary schools, 52% of middle schools and 88% of high schools. About 22% of students in grades 1 through 12 buy food in vending machines each day—and those purchases added an average of 253 calories to their diets, according to a new study in the September issue of the *Journal of School Health*.

Just to be clear, those were not 253 calories’ worth of tofu, yogurt or carrot sticks. The most popular vending machine items included soft drinks, candy, chips, crackers, cookies, cakes and ice cream. On the plus side, kids also bought low-fat milk, fruit juice and even fruit, the study found.

But the net effect on kids’ diets was not good. Those who bought from vending machines ate an average of 156 grams of sugar per day, compared with 146 grams for those who abstained. They also consumed less dietary fiber, iron and B vitamins like thiamine, riboflavin, niacin and folate.

KEY IDEAS AND DETAILS

What evidence supports the “insanity” of selling junk food in school vending machines?

Exploring and Evaluating Reasons and Evidence

My Notes

KEY IDEAS AND DETAILS

Notice the emphasis on facts and statistics. What does this indicate about how the writer is trying to convince the audience?

One silver lining: Vending machine customers ate 4% less sodium than other students—an average of 3,287 milligrams per day compared with 3,436 mg for those who didn't buy from vending machines. That's probably because the extra snacks made kids too full to eat as much at mealtime, when dishes are especially salty. In any event, kids should eat no more than 1,200 to 1,500 mg of sodium each day, according to the Mayo Clinic. (Even for adults, the government recommends a daily limit of 2,300 mg.)

Overall, vending machines in school appear to be taking a toll on public health. The researchers—from the University of Michigan, Michigan State University and Food & Nutrition Database Research Inc. of Okemos, Mich.—calculated that all that snacking adds up to about 14 extra pounds per child per school year.

“For some students this might be a serious contributor to weight issues,” they wrote. Other public health problems include Type 2 diabetes and cavities.

The study was based on data collected from 2,309 children nationwide for the third School Nutrition Dietary Assessment Study, which was conducted by the U.S. Department of Agriculture's Food and Nutrition Service.

After Reading

- Complete a SOAPStone analysis of the text.
- Meet in a collaborative discussion group to share your analysis. In order to come to the discussion prepared, use a graphic organizer similar to the one below to complete your portion of the analysis.

Text	Claim (Directly Stated or Implied)	Most Logical Reason(s) and Relevant Evidence	Credibility of Reasons/ Evidence (Explain)
“Another study highlights the insanity of selling junk food in school vending machines”			

Conducting Research for the Class-Constructed Argument

- Review the class claim and brainstorm a list of questions you have about your position.
- Use your prior knowledge and list reasons and evidence in support of the claim.

Exploring and Evaluating Reasons and Evidence

My Notes

15. Draft paragraph(s) with your writing group, following your teacher's directions. Be sure to:

- Introduce a clear claim.
- Support your claim with valid reasons and relevant evidence.
- Use transitional words or phrases that create coherence among the evidence presented.

16. If you need a reminder about transitional words and phrases, return to the texts you have read so far in this part of the unit and use skimming and scanning. Add what you find and others to a transitions word bank. You might also keep a Transitions Word Bank in your Reader/Writer Notebook.

Transitions Word Bank

17. Copy the draft of the class-created body paragraph to your Reader/Writer Notebook.

Learning Target

- Identify a writer's use of rhetorical appeals and analyze their effectiveness.

You have learned about claims, reasons, and evidence as important elements of effective arguments.

Rhetoric is the art of using words to persuade in writing or speaking. Writers find interesting ways to use just the right words that appeal to their audience in order to convince them.

Rhetorical Appeals

Rhetorical appeals can strengthen an argument by appealing to logic (*logos*), emotions (*pathos*), or a sense of right and wrong (*ethos*).

Let's look more closely at the appeal of logos, or logic, as a way to build and strengthen an argument. Paraphrase the appeal of logos.

- Logos: appeals to logic with statistics, facts, and examples

Logos is one of the most important appeals in an effective argument because of its use of facts and logic to build relevant and sufficient reasoning.

Paraphrase:

Before Reading

- Activating prior knowledge: What do you know about the abolitionist movement or women's suffrage in America?
- Skim and scan the following two speeches to notice the titles. What can you predict each speech is about?

During Reading

- Conduct a close reading of the following speeches. Mark the text to identify the elements of argumentation: claim, reasons and evidence, and opposing arguments or **counterclaims**. Then read the text a second time to mark the text with L for logos when you see a statistic, fact, or example.

LEARNING STRATEGIES:

Close Reading, Marking the Text, Paraphrasing, Note-taking

Literary Terms

Rhetoric is the language a writer or speaker uses to persuade an audience.

My Notes



WORD CONNECTIONS

Word Meanings

The word *suffrage* refers to the right to vote in political elections. Abolition refers to the act of abolishing or ending something. The abolitionist movement promoted the ending of slavery in the United States.

ACADEMIC VOCABULARY

A **counterclaim**, also called a counterargument, is a claim made by someone with an opposing opinion on a given issue. When creating an argument, you must be able to argue against counterclaims.

Just the Right Rhetoric: Logical Appeals

My Notes

KEY IDEAS AND DETAILS

Why would Sojourner Truth be invited to speak at an anti-slavery convention?

ABOUT THE AUTHOR

Born into slavery in New York State, Sojourner Truth (1797–1883) became a well-known anti-slavery speaker sometime after she gained her freedom in 1827. “Ain’t I a Woman” is the name given to an extemporaneous speech she delivered at the Women’s Convention in Akron, Ohio, on May 29, 1851. The speech received wide publicity in 1863 during the American Civil War when Frances Dana Barker Gage published a new version that became known as “Ain’t I a Woman?”

Speech

Ain’t I a Woman?

by Sojourner Truth



Well, children, where there is so much racket there must be something out of kilter. I think that ‘twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what’s all this here talking about?

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain’t I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain’t I a woman? I could work as much and eat as much as a man—when I could get it—and bear the lash as well! And ain’t I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother’s grief, none but Jesus heard me! And ain’t I a woman?

Then they talk about this thing in the head; what’s this they call it? [member of audience whispers, “intellect”] That’s it, honey. What’s that got to do with women’s rights or negroes’ rights? If my cup won’t hold but a pint, and yours holds a quart, wouldn’t you be mean not to let me have my little half measure full?

Then that little man in black there, he says women can’t have as much rights as men, ‘cause Christ wasn’t a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him.

If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them.

Obliged to you for hearing me, and now old Sojourner ain’t got nothing more to say.

ABOUT THE AUTHOR

Hillary Rodham Clinton (1947 –) has served as First Lady of the United States, as well as the Secretary of State. In both roles, she has been an advocate for women’s rights. During her years as the First Lady, she traveled to many countries and made speeches calling attention to women’s issues and urging improvement in their rights.

Speech

**Remarks to the
U.N. 4th World Conference on Women
Plenary Session (excerpt)**

by Hillary Rodham Clinton
delivered 5 September 1995, Beijing, China

1 I would like to thank the Secretary General for inviting me to be part of this important United Nations Fourth World Conference on Women. This is truly a celebration, a celebration of the contributions women make in every aspect of life: in the home, on the job, in the community, as mothers, wives, sisters, daughters, learners, workers, citizens, and leaders.

2 It is also a coming together, much the way women come together every day in every country. We come together in fields and factories, in village markets and supermarkets, in living rooms and board rooms. Whether it is while playing with our children in the park, or washing clothes in a river, or taking a break at the office water cooler, we come together and talk about our aspirations and concerns. And time and again, our talk turns to our children and our families. However different we may appear, there is far more that unites us than divides us. We share a common future, and we are here to find common ground so that we may help bring new dignity and respect to women and girls all over the world, and in so doing bring new strength and stability to families as well.

3 By gathering in Beijing, we are focusing world attention on issues that matter most in our lives—the lives of women and their families: access to education, health care, jobs and credit, the chance to enjoy basic legal and human rights and to participate fully in the political life of our countries.

4 There are some who question the reason for this conference. Let them listen to the voices of women in their homes, neighborhoods, and workplaces. There are some who wonder whether the lives of women and girls matter to economic and political progress around the globe. Let them look at the women gathered here and at Huairou—the homemakers and nurses, the teachers and lawyers, the policymakers and women who run their own businesses. It is conferences like this that compel governments and peoples everywhere to listen, look, and face the world’s most pressing problems. Wasn’t it after all—after the women’s conference in Nairobi ten years ago—that the world focused for the first time on the crisis of domestic violence?



KEY IDEAS AND DETAILS
How does the audience and the occasion relate to the purpose as established in the claim of this speech?

My Notes

Just the Right Rhetoric: Logical Appeals

My Notes

GRAMMAR & USAGE

Hyphens

Hyphens connect the parts of compound words. Notice the hyphen between two words used as a single phrase to modify a noun: *hard-working* women, *after-school* centers.

Writers also use hyphens to separate certain prefixes and nouns, such as *self-esteem* and *two-thirds*. Use correct hyphenation in your writing to help make your meaning clear for your readers.

KEY IDEAS AND DETAILS

Explain why this text would or would not be a credible source if you were researching women's rights.

5 Earlier today, I participated in a World Health Organization forum. In that forum, we talked about ways that government officials, NGOs, and individual citizens are working to address the health problems of women and girls. Tomorrow, I will attend a gathering of the United Nations Development Fund for Women. There, the discussion will focus on local—and highly successful—programs that give hard-working women access to credit so they can improve their own lives and the lives of their families.

6 What we are learning around the world is that if women are healthy and educated, their families will flourish. If women are free from violence, their families will flourish. If women have a chance to work and earn as full and equal partners in society, their families will flourish. And when families flourish, communities and nations do as well. That is why every woman, every man, every child, every family, and every nation on this planet does have a stake in the discussion that takes place here.

7 Over the past 25 years, I have worked persistently on issues relating to women, children, and families. Over the past two and a half years, I've had the opportunity to learn more about the challenges facing women in my own country and around the world.

8 I have met new mothers in Indonesia who come together regularly in their village to discuss nutrition, family planning, and baby care. I have met working parents in Denmark who talk about the comfort they feel in knowing that their children can be cared for in safe and nurturing after-school centers. I have met women in South Africa who helped lead the struggle to end apartheid and are now helping to build a new democracy. I have met with the leading women of my own hemisphere who are working every day to promote literacy and better health care for children in their countries. I have met women in India and Bangladesh who are taking out small loans to buy milk cows, or rickshaws, or thread in order to create a livelihood for themselves and their families. I have met the doctors and nurses in Belarus and Ukraine who are trying to keep children alive in the aftermath of Chernobyl.

9 The great challenge of this conference is to give voice to women everywhere whose experiences go unnoticed, whose words go unheard. Women comprise more than half the world's population, 70% of the world's poor, and two-thirds of those who are not taught to read and write. We are the primary caretakers for most of the world's children and elderly. Yet much of the work we do is not valued—not by economists, not by historians, not by popular culture, not by government leaders.

10 At this very moment, as we sit here, women around the world are giving birth, raising children, cooking meals, washing clothes, cleaning houses, planting crops, working on assembly lines, running companies, and running countries. Women also are dying from diseases that should have been prevented or treated. They are watching their children succumb to malnutrition caused by poverty and economic deprivation. They are being denied the right to go to school by their own fathers and brothers. They are being forced into prostitution, and they are being barred from the bank lending offices and banned from the ballot box.

11 Those of us who have the opportunity to be here have the responsibility to speak for those who could not. As an American, I want to speak for those women in my own country, women who are raising children on the minimum wage, women who can't afford health care or child care, women whose lives are threatened by violence, including violence in their own homes.

After Reading

4. Revisit your earlier prediction about the topic of the two speeches. What can you now determine about the purpose and audience for each speech?

5. The use of logos is critical in presenting an argument that contains relevant and valid evidence. Scan both speeches to find an example of logos in each. Discuss the effectiveness of each example for the purpose and audience of the speech.

6. Search the Internet for a recording of Sojourner Truth’s speech “Ain’t I a Woman,” and listen carefully for the speaker’s argument and claim. Identify the reasoning and evaluate its soundness. Is the evidence sufficient to support the claim?

GRAMMAR & USAGE

A **phrase** is a small group of words that functions as a part of speech within a sentence. A phrase may act as a noun, verb, adverb, adjective, or preposition.

A **clause** has both a subject and verb. If the clause can stand alone as a complete sentence, it is an independent clause. If the clause does not form a complete idea, it is a dependent clause.

Coordinating conjunctions connect words, phrases, and clauses. Examples are *and*, *or*, *but*, *yet*, *nor*, *for*, and *so*.

My Notes

Language and Writer’s Craft: Using Rhetorical Devices

Authors of argumentative texts use rhetorical devices to create their appeals. Three commonly used rhetorical devices used in argumentation are the **rhetorical question**, **parallel structure**, and **repetition**.

- A **rhetorical question** is one for which the writer expects no reply, or the writer clearly directs the reader to one desired reply. Use rhetorical questions to emphasize an idea or to draw a conclusion from the facts. A rhetorical question may help remind your reader of a main point.

Example: *Is that truly what we want for the environment? How can these facts lie?*

- **Parallel structure** is using the same pattern of words to show that two or more ideas have the same level of importance. This can happen at the word, phrase, or clause level.

Example: *“He had cooked dinner and eaten, boiled water for the next day’s canteen, pulled his packs up in a tree, set up the tent and arranged his sleeping bag and weapons.” (from Brian’s Return by Gary Paulsen)*

- **Repetition** is when key words or phrases are repeated for emphasis or deliberate effect.

Example: *“I have a dream that one day this nation will rise up and live out the true meaning of its creed . . . I have a dream that one day on the red hills of Georgia . . . I have a dream that one day even the state of Mississippi . . .” (Martin Luther King, Jr.)*

Just the Right Rhetoric: Logical Appeals

My Notes

6. Reread Sojourner Truth’s speech. What rhetorical question(s) does she use? What is the purpose?

7. Reread Clinton’s speech for rhetorical devices, and record your findings in the graphic organizer on the next page. What rhetorical device stands out to you the most? Why?

Argumentative Writing Prompt: Return to the body paragraph you drafted in Activity 2.13. Consider how you can use rhetorical devices and appeals to logic to strengthen your argument. Work collaboratively in your writing group to revise for logical appeals and rhetorical devices by adding or replacing. Be sure to:

- Incorporate logical reasoning to strengthen your argument.
- Make use of at least one rhetorical device.
- Ask for revision suggestions from a peer and incorporate suggested changes into your argument.

After drafting, exchange your text with a peer or a different writing group. Mark the text you receive to identify the use of logos and rhetorical devices. Provide feedback by celebrating successes and by suggesting ideas for improvement.

Title Hillary Clinton, “Remarks to the UN”	
Rhetorical Devices	Effect
Title Sojourner Truth, “Ain’t I a Woman?”	
Rhetorical Devices	Effect

Differing Opinions: Acknowledging Opposing Claims

LEARNING STRATEGIES:

Quickwrite, Marking the Text, Skimming/Scanning, Metacognitive Markers, Graphic Organizer, Debate

My Notes

KEY IDEAS AND DETAILS

What is this author’s claim? Considering the author’s role, what reasoning do you see? Explain the effect.



Learning Targets

- Analyze the logic in the development of different points of view on the same subject.
- Create a claim and argue a position incorporating counterclaims in a class debate.

Before Reading

1. **Quickwrite:** Should violent video games be banned to minors?
2. Skim and scan both texts, paying attention to text features, to predict the opinions of each author.

During Reading

3. Mark the text by annotating the claim and reasons the writer makes about the topic. Use the My Notes space to add your comments.

Online Article

Failure to Ban Violent Video Games Makes Job Harder for Parents

by Tamika Mallory

As a mother of a teenage son, I can’t begin to tell you how many times I’ve walked into a room and turned off a video game or TV program that I felt was inappropriate for a still developing child. But despite how often I pull the plug or refuse to let him buy certain products, the reality is that our Supreme Court just made my job and the job of other parents that much more difficult. Ruling on Monday that violent and dangerous video games could not be banned to minors, the Supreme Court in essence said to all of us: you’re on your own.

Raising a child in today’s culture of aggression, accessibility to negative influences and overall instability is a challenge for any mother out there. Once upon a time, there used to be a concept of the community. Regardless of how much our mothers and fathers were working, we knew that a neighbor or elder could and would keep an eye on us. We knew that we couldn’t engage in certain behaviors because it would without fail get back to our parents. There was a real sense of looking out for each other, and a profound sense of looking out for future generations. But today, the ‘unity’ in community is lost and the ones to suffer the most are the kids.

Differing Opinions: Acknowledging Opposing Claims

My Notes

But despite parents' worst fears, violence in video games may be less harmful than violence in movies or on the evening news. It does seem reasonable that virtually acting out a murder is worse than watching one. But there is no research supporting this, and one could just as easily argue that interactivity makes games less harmful: the player controls the action, and can stop playing if he feels overwhelmed or upset. And there is much better evidence to support psychological harm from exposure to violence on TV news.

In fact, such games (in moderation) may actually have some positive effects on developing minds.

As the court opinion notes, traditional fairy tales are chock-full of violence; a child experiences and learns to manage fears from the safety of Mom or Dad's lap. Similarly, a teen can try out different identities—how it feels to be a hero, a trickster or someone of a different age or sex—in the safe fantasy world of a video game.

In the end, the most harmful assumption in the California law is that we know enough about the effects of video games to recommend policy solutions. (I was one of dozens of advisers for a supporting brief filed by those who challenged the law.) Almost no studies of video games and youth have been designed with policy in mind. If we want to mitigate risks of harm to our children (or the risk that our children will harm others), we need research on the specific effects of the most commonly played violent games, and of playing violent games in social groups.

We know virtually nothing, for instance, about how youths who are already prone to violent behavior, such as those exposed to violence at home and in their neighborhoods, use these games. Do they play them differently from the way other children do? Do they react differently? And if so, how might we limit the risks involved?

We need to reframe our view of video games. Chief Justice John G. Roberts Jr. and Justice Samuel A. Alito Jr. concurred with the majority's opinion, but with some reservations: "We should take into account the possibility that developing technology may have important societal implications that will become apparent only with time," Justice Alito wrote. This is excellent advice, but only if we are willing to consider that video games may have potential benefits as well as potential risks.

Cheryl K. Olson, a public health researcher, is a co-author of "Grand Theft Childhood: The Surprising Truth About Violent Video Games and What Parents Can Do."

After Reading

- Reread and **mark the text** for logical reasoning and devices. Annotate by analyzing or commenting on the effect of the reasoning and devices in the My Notes section.
- Complete the graphic organizer to evaluate the arguments.

My Notes

Reasons + Evidence FOR Banning Video Games to Minors	My Opinion	Reasons + Evidence AGAINST Banning Video Games to Minors	My Opinion

Acknowledging Counterclaims

Part of arguing effectively is to acknowledge opposing claims, also known as counterclaims—the “other side” of the issue. Recognizing counterclaims adds to a writer’s credibility (ethos) because it shows that he or she is knowledgeable about the issue. To acknowledge a counterclaim, a writer or speaker recognizes an opposing viewpoint and then argues against it, perhaps by finding weaknesses within the opposing reasons and evidence. In other words, it is the “yes, but” part of the argument. “Yes” is recognizing the counterclaim; “but” is the writer’s response to it.

Example:

Issue: A teenager wants parental permission to go to a concert.

Claim: I should be allowed to go to a concert without an adult.

- Of course you are worried about me going without you; however, I have a cell phone with me, and we can check in throughout the concert.*
- Certainly I can see why you might be concerned because you don’t know all my friends, but I’ll be glad to ask their parents to call and reassure you.*
- Admittedly, it is a good point that I do have homework; on the other hand, the concert is only a few hours long, and I plan to get most of it completed before I go.*

GRAMMAR & USAGE Complex sentences

Notice that a complex sentence with a dependent marker is a structure that helps the writer to acknowledge and refute a counterclaim.

Differing Opinions: Acknowledging Opposing Claims

My Notes

Practice Scenario

Issue: Mobile devices (e.g., cell phones, tablets)

Claim: Mobile devices should be banned at school.

The Principal's Argument	The Student's Argument

Sentence Starters

While _____ may be the case, it is still true that . . .

Even though _____, the claim that _____ still stands because . . .

Prepare for the Debate

Violent video games should be banned to minors.	
Assigned Position (circle one) FOR AGAINST	
Claim:	
Reasons:	Evidence (Logos):
Recognizing counterclaim:	
Rhetorical appeals I can use for effect:	
Pathos:	
Ethos:	
Rhetorical devices I can use for effect:	

To Introduce and Conclude

LEARNING STRATEGIES:

Note-taking, Chunking the Text, Close Reading, Marking the Text

My Notes

Learning Targets

- Analyze and identify the components of an introductory and a concluding paragraph in an argumentative essay.

Before Reading

1. Access your prior knowledge of writing introductions and conclusions. Then take notes as you view the opening and closing of an argument.

Introduction	Conclusion
<p><u>What do you know?</u> What makes a successful introduction to an argument?</p>	<p><u>What do you know?</u> What makes a successful conclusion to an argument?</p>
<p><u>What do you see and hear?</u> What does the speaker do to introduce the argument?</p>	<p><u>What do you see and hear?</u> What does the speaker do to conclude the argument?</p>

2. Chunk the text by boxing the first paragraph and the last paragraph. Then, number the sentences of the introductory and concluding paragraph.

During Reading

3. Closely read the introduction and conclusion of the sample student text about the issue of teenagers' use of technology. Mark the text by labeling the function of each sentence in those paragraphs.

To Introduce and Conclude

My Notes

at especially high risk for poor homework completion, negative attitudes toward school, poor grades, and long-term academic failure. This might result in a bad future with a bad job or no job at all. This mainly happens because of the lack of enthusiasm towards school and the time spent using a screen instead of studying. In addition, the content of some TV shows out there don't necessarily make you smarter, in fact, some of them make you dumber. Considering this, you should think about how every hour you watch TV instead of studying makes it harder to have a promising future.

In conclusion, decreasing screen time below two hours a day could prevent youth from having a bad life. Reduced screen time helps you in school, helps you have a healthier diet, be more physical, and tends to get you more engaged in activities. The end of our world will most likely not be caused by a bunch of earthquakes and tsunamis as shown in the movie "2012"; it is going to be our young generation wasting away in front of screens. So, go home, unplug your screen, and save our future society. The results will be much better than some TV Show.

After Reading

4. Use the same questions as before to collaboratively discuss your observations of the student text.

- What does the speaker do to introduce the argument?

- What does the speaker do to conclude the argument?

Check Your Understanding

Argumentative Writing Prompt: Create an outline and then generate ideas for a potential introduction and conclusion to your class-constructed body paragraph. Be sure to:

- Introduce your claim in an introduction.
- Include a hook, a connection between the hook and the claim, and the claim.
- Provide a conclusion that supports your argument (Why does the claim that you made matter? What should the audience do based on your claim? What is your call to action?)

Writing an Argumentative Essay

SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging	Incomplete
Ideas	<p>The argument</p> <ul style="list-style-type: none"> skillfully presents a claim and provides appropriate background and a clear explanation of the issue effectively supports claims with logical, convincing reasoning and evidence, as well as skillful use of rhetorical devices summarizes and refutes counterclaims with relevant reasoning and clear evidence. 	<p>The argument</p> <ul style="list-style-type: none"> supports a claim that is clearly presented with appropriate background details develops claims and counterclaims fairly and uses valid reasoning, relevant evidence, and a variety of rhetorical devices concludes by revisiting the main points and reinforcing the claim. 	<p>The argument</p> <ul style="list-style-type: none"> presents a claim that is vague or unclear and does not adequately explain the issue or provide background details presents reasons and evidence that may not logically support the claim or come from credible sources concludes by listing the main points of the thesis. 	<p>The argument</p> <ul style="list-style-type: none"> states an unclear claim and does not explain the issue or provide background details presents few if any relevant reasons and evidence to support the claim includes reasons that are not relevant or sufficient for the evidence concludes without restating the claim.
Structure	<p>The argument</p> <ul style="list-style-type: none"> follows a clear structure with a logical progression of ideas that establish relationships between the essential elements of an argument links main points with effective transitions that establish coherence. 	<p>The argument</p> <ul style="list-style-type: none"> establishes clear relationships between the essential elements of an argument uses transitions to link the major sections of the essay and create coherence. 	<p>The argument</p> <ul style="list-style-type: none"> demonstrates an awkward progression of ideas, but the reader can understand them uses some elements of hook, claim, evidence, and conclusion spends too much time on some irrelevant details and uses few transitions. 	<p>The argument</p> <ul style="list-style-type: none"> does not follow a logical organization includes some details and elements of an argument, but the writing lacks clear direction and uses no transitions to help readers follow the line of thought.
Use of Language	<p>The essay</p> <ul style="list-style-type: none"> uses precise diction deliberately chosen to inform or to explain the topic uses a variety of sentence structures to enhance the explanation demonstrates technical command of conventions of standard English. 	<p>The essay</p> <ul style="list-style-type: none"> uses appropriate diction for the information or explanation uses a variety of sentence structures demonstrates general command of conventions; minor errors do not interfere with meaning. 	<p>The essay</p> <ul style="list-style-type: none"> uses informal diction that is inappropriate at times for the information or explanation shows little or no variety in sentence structure demonstrates limited command of conventions; errors interfere with meaning. 	<p>The essay</p> <ul style="list-style-type: none"> uses informal diction that is inappropriate for the purpose shows no variety in sentence structure demonstrates limited command of conventions; errors interfere with meaning.