

Topic and Type of Task:
 ELA Research/Argumentation

Subject, Grade Level
 English, 12th

Essential Question: What is the most effective persuasive technique used by the media to “tip” voters’ minds?

Teacher’s Overview*:

How does this task give evidence of my *Desired Results* for students?

This task asks students to synthesize the complex analysis of the media’s persuasive techniques in the political arena they will do for the exhibition, and their critical reading of The Tipping Point by Malcolm Gladwell. They will analyze the persuasive techniques used by the media in the campaign process and then draw connections between those techniques and Gladwell’s 3 rules that he proposes cause ideas, people, or trends to become epidemics. They will have to demonstrate the ability to create a strong argumentative claim that is supported by evidence from multiple sources and media types, as well as to address counter-claims with thoughtful reasoning.

CA State Standards

Reading Comprehension

- 2.1 – Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
- 2.3 – Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- 2.6 – Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

Writing

- 2.6 Deliver multimedia presentations:
 - a. Combine text, images, and sound and draw information from many sources.
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test the audience’s response and revise the presentation accordingly.

Listening and Speaking Strategies – Comprehension

- 1.1 – Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).
- 1.2 – Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.
- 1.6 – Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- 1.12 – Identify logical fallacies used in oral addresses (e.g., attack *ad hominem*, false causality, red herring, overgeneralization, bandwagon effect).
- 1.14 – Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness

Common Core Standards

- RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

How long will this task take?

The task itself will be written over a period of 3 weeks, but will require students to incorporate their learning from the 10-12 weeks prior as well.

Any additional planning notes or reminders?

This task could be modified for 11th graders by eliminating the Tipping Point aspect, and simply having them analyze the media and in-class articles.

*** This page is for teachers only. The following page is for students.**

Essential Question: What is the most effective persuasive technique used by the media to “tip” voters’ minds?

Background Information or Overview of Situation

You have spent the past several months taking a hard look at how the media employs persuasive techniques in targeted ways to try and change the public’s mind about people and issues. At the same time, we have been reading about the critical factors that help to “tip” ideas, products, and movements from just a fad to a trend or an epidemic. You must now synthesize all of that learning into an argumentative essay that lays out your best analysis of the most powerful persuasive technique, and the effect it can have.

You will incorporate evidence from multiple media advertisements, any of the articles we have read in class, as well as excerpts from Malcolm Gladwell’s The Tipping Point to support your claim. This argumentative essay will serve as your endorsement of the most powerful persuasive technique used in written or visual communication.

Your job is to think critically about the various persuasive techniques that you saw used in this campaign by the media as well as what your group used in your own campaign ad. You will identify what you believe to be the most effective technique, and support why it is effective and what result it had on the campaign and the public. You will then draw connections between this technique and its effects to 1 of the 3 rules of the *Tipping Point* in order to make conclusions about how that persuasive technique could cause a campaign to “tip”.

Task Instructions/Guidelines/Details

You will write a 5-6 page argumentative essay that fulfills the following criteria:

- Make a clear and well developed argument that responds to the EQ
- Refer to sufficient and detailed evidence relevant to argument from at least 3 different sources
 - Media advertisements
 - Political articles/essays
 - The Tipping Point by Malcolm Gladwell
- Anticipate and respond to counter-arguments
- Make specific connections between texts, and draw meaningful conclusions about how your argument fits into the larger world
- Strong organization and development of your ideas
- Academic formatting
 - Academic heading
 - 12 pt Times New Roman

- double spaced
- Edited and proofread
- Correct citations for all text references
- 5-6 pages

You must refer to the ELA Argumentation Portfolio Rubric, as it communicates the specific expectations for proficiency. Use it as your guide at every stage of your drafting process. You will also use it when giving feedback to each other. Learn it, know it, do it.

How will you be assessed?

You will be assessed using the CSP English/Language Arts Research/Argumentation Portfolio Task rubric.

Benchmarks/Check-ins

Task Benchmarks:

Benchmark	Description	Deadline
Claim Proposal	Your proposed claim that will drive your essay. What argument will you be making? <i>Peer Feedback, Teacher Feedback</i>	Friday, 11/9
Evidence Analysis	You will look through your gathered evidence to see if you can support your claim. You may find that you are on the right track and have what you need, that you need more or different evidence, or that you actually may want to revise your claim.	Tuesday, 11/13
Final Claim	Approved claim/argument	Thursday, 11/15
Possible Counterclaim Brainstorm	Anticipate what counterclaims or arguments could be made against you. Brainstorm a response that could be supported with evidence, and would help to strengthen your original claim.	Friday, 11/16
First draft of essay	First draft of essay, typed and properly formatted, with citations.	Tuesday, 11/27
Peer Feedback	Feedback from writing critique groups	Tuesday, 11/27
Writing Workshop	In class small group writing workshops	Wednesday, 11/28 Thursday, 11/29
Revised Draft of essay	Revised draft that incorporates feedback, typed and properly formatted, with citations	Monday, 12/3
Final Draft & Reflection Due	Polished and complete essay with Portfolio Reflection typed	Monday, 12/10