

#10436

PERSUASIVE LANGUAGE

CLEARVUE/SVE, 2004
Grade Level: 9-13+
20 Minutes
1 Instructional
Graphic Included

CLEARVUE & SVE



CAPTIONED MEDIA PROGRAM RELATED RESOURCES

[#7683 ADVERTISING: INFORMATION, PERSUASION OR DECEPTION](#)

[#9448 TIME TO STAND & DELIVER](#)

[#9910 ESSAY WHAT?](#)

[#10437 SATIRE](#)

PERSUASIVE LANGUAGE

INTRODUCTION.....	3
LEARNING OBJECTIVES	3
INTENDED AUDIENCE.....	3
PRESENTING THE PROGRAM.....	3
DISCUSSION STARTERS.....	4
REVIEW QUESTIONS & ACTIVITIES.....	4
WEB RESOURCES.....	6
REPRODUCIBLE WORKSHEET(S).....	ENCLOSED

Intended for Junior and Senior High School Students

© 1999 Classroom Video

Teacher's Guide © Classroom Video

CLEARVUE/eav

6465 N. Avondale Avenue • Chicago, IL 60631
800-253-2788 • 773-775-9433 • fax: 800-444-9855 • fax: 800-253-2788
CustServ@clearvue.com • www.clearvue.com

INTRODUCTION.....

Throughout our lives, we are constantly exposed to the manipulative ways in which society influences our feelings, reactions, and behavior. A company may wish for us to purchase their product. A member of a community may want us to support him or her on an issue of importance to everyone. A political candidate may want our vote. Unless we recognize the ways in which these groups or individuals are trying to persuade our thoughts, we may be making inappropriate decisions concerning the welfare and happiness of our loved ones and ourselves. With a greater understanding of the techniques used in persuasion, we are able to make informed decisions about events that shape our lives.

Persuasive Language discusses the various persuasive techniques, allowing students to easily recognize them. The program will also enhance students' abilities to use these techniques in their own speaking and writing.

LEARNING OBJECTIVES.....

After completing the program and participating in discussion and activities, students will be able to:

- Recognize the persuasive techniques used in both the media and everyday life;
- Understand the way an audience is manipulated through the use of persuasive language;
- Identify the techniques of persuasion, including emotive language, use of connotation, analogy, generalization, cause and effect, exaggeration, and card stacking; and
- Practice using language techniques to persuade their own audience when speaking and writing.

INTENDED AUDIENCE.....

This program is intended for junior (grades 7 through 9) and senior high school (grades 10 through 12) students.

PRESENTING THE PROGRAM.....

You may wish to follow this procedure in presenting the program.

1. Preview the program and familiarize yourself with this teacher's guide and the reproducible master(s). Review the learning objectives, discussion starters, and review questions.
2. Next, introduce students to the program, using the discussion starters to relate the upcoming information to what they already know.

3. Have students complete the program in its entirety the first time.
4. Check for understanding by discussing and reviewing the information and concepts presented in the program, using the review questions in this teacher's guide as an outline.
5. If time permits, allow students to complete the program a second time, pausing for discussion at points of interest.
6. Assign the enclosed reproducible worksheet(s) for guided and independent practice. Students may complete the activities alone, with a partner, or in a cooperative learning group. Choose the activities appropriate to your objectives and your students' level(s) of understanding. Be creative and integrate some activities of your own design that are based on concepts found in the program.

DISCUSSION STARTERS.....

Begin a discussion about persuasive language and how we come across it in our everyday lives. When or where are we exposed to persuasive language? One of the most obvious answers may be advertisements on television, radio, magazines, billboards, etc. What else? We are exposed to persuasion everyday, including when we go shopping or go out to eat. Even our coworkers or friends may try and persuade us to do or think a certain way. So, how do you learn to recognize when you are being persuaded? If someone is trying to persuade you to buy something, are they looking out for what is best for you? You might end up buying something you didn't really need in the first place. It is a good idea to train yourself to recognize these signs, knowing that persuasion can impair our judgement and cause us to no longer think logically.

REVIEW QUESTIONS AND ACTIVITIES.....

Use these discussion topics and questions to review the program material.

1. Why would someone like Kylie James want to take a course on the techniques of persuasion?
2. The receptionist has two motives for telling Kylie the course will "change your life." Can you identify these motives?
3. How many times do we go to the shopping mall and purchase something we do not need and had no intention of buying? How can we avoid this from happening in the future?
4. As a consumer, how do we raise our awareness of when we are being persuaded to purchase unnecessary items and services?
5. How does Kylie's mother manipulate her into forsaking a night with her new boyfriend for dinner with the family?
6. Why does Kylie feel helpless when confronted with her mother's emotional appeal? Why is this detrimental to her relationship with her mother and her new boyfriend?

7. What analogy did the coach use to inspire Kylie to play a winning game of tennis? What features of this analogy made it successful as a piece of persuasion? What other elements were required to make it work? (e.g., Kylie understands and identifies with the achievement of climbing Mt. Everest.)

8. When is it sensible for you to succumb to the powers of persuasion? Similarly, when is it appropriate for you to use your own ability to persuade others?

9. Read aloud the president's speech and have students answer the following questions:

"Greetings, fellow citizens of the Earth. The Year 2099 is fast approaching. Today, another flotilla of Martian spaceships has arrived on Earth, all wanting to claim refugee status. It's high time Planet Earth introduced laws to end free immigration for Martians! Martians do not integrate into human society or contribute anything to our culture—they don't even eat our food. They're nothing but parasites on our social security system. All we want is equal opportunity for Earthlings and Martians alike. We must act now to stop the tide. Today, it's Martians on our shores—tomorrow, it'll be Martians in our beds."

a. What is the main line of argument in the president's speech? Is this argument convincing? Give reasons for your response.

b. Why is the president's statement about the integration of Martians a generalization?

c. If this statement is a generalization, why would an audience readily agree with the president?

d. What other persuasive techniques does the president use in his speech?

10. How does the saleswoman use exaggeration to persuade Kylie to buy the new clothes? What are some of the exaggerated comments she makes? What other forms of persuasion does she use?

11. Why does Kylie allow herself to be persuaded so easily?

12. Have you ever been subjected to this type of exaggeration when someone has tried to persuade you to buy or do something? Discuss what happened.

13. What are the persuasive techniques Kylie uses in her speech to the jury? Why is her argument so effective?

14. Access one or more of the Web sites cited in the "Web Resources" section of this guide by going to your school or library computer lab. As a group, go to one of the sites and explore the subject in more detail.

15. Assign the enclosed worksheet(s) to reinforce the skills students have learned from the program, the review questions, and the discussion activities.

WEB RESOURCES.....

The following World Wide Web sites may be helpful for both teachers and students in further researching persuasive language, communications, and speech. Additional WWW resources may be found using common search engines such as Excite, Yahoo!, HotBot, or Lycos. The World Wide Web is constantly evolving, so some of these sites may have changed locations or may no longer be available.

<http://www.ojohaven.com/fun/>

Search this Web site and find funny translation errors, crossword puzzles, a book of cliches, and more.

<http://stevefournier01.tripod.com/>

Examine the art and science of rhetoric and, more specifically, Aristotle's classic definition of public speaking. This site includes tips on public speaking, quotes, and links for further study and is very helpful for the student who may have a fear of public speaking.

<http://www.public-speaking.org/>

Giving a presentation? This helpful site offers advice about personal appearance, practices, audiovisuals and props, stage fright, word choice, and more.

<http://www.abacon.com/pubspeak/>

This informative site explains the speech process by dividing it into five steps: assessment, analyze, research, organize, and deliver.

<http://members.aol.com/MrDonnUnits/Propaganda.html>

Search this informative site, designed for K-12 teachers and students, for lessons about propaganda and "hidden" messages, quizzes, links, and much more.

<http://debate.uvm.edu/learn2.html>

Access tips and learning advice about how to debate, speak about, and research your argument.

<http://writing.colostate.edu/references/speaking.cfm>

This informative site provides students with information on how to make a presentation and offers tips about using audiovisuals and posters.

<http://www.ukans.edu/cwis/units/coms2/vpa/vpa.htm>

Use this online tutorial to advance public speaking skills. This site includes a step-by-step process that discusses everything from research to presenting your speech.

<http://www.lesstutor.com/dppersuasive.html>

Find lesson plans and ideas for persuasive speech and public speaking with this informative Web site.

http://www.education-world.com/a_curr/curr149.shtml

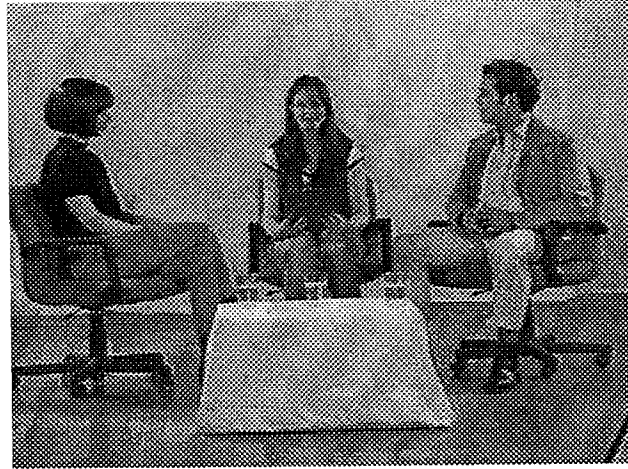
Teach students to strengthen their communication skills in interviews, social situations, and classroom activities.

<http://www.abacon.com/internetguides/spcomm/webscomm.html>

Research a detailed list of sites that includes links to periodicals, historical archives, writing tools, encyclopedias, and much more.

Notes

Persuasive Language



Credits

Writer/Producer
Cathy Miller

Executive Producer
John Davis

Director
Greg Woodland

Sound
Konrad Skirlis & Arthur Tanaka

Editor
Phil Sheppard

Teacher's Notes
Erla McMaster

Online Editor
Roddy Balle

CLEARVUE/eav

THE MOST COMPLETE SOURCE FOR CURRICULUM-ORIENTED MEDIA

Reproduction of this manual in whole or in part is permitted for use with students in the classroom.

Printed in the United States

Name _____

Persuasive Language

To enhance your understanding of persuasive language, complete the following activities and address their prompts. Use the library or Internet for further research. Some activities may require working in groups.

1. Imagine three situations during which you wish to persuade three different people (e.g., father, friend, teacher) to do something for or with you. Write down three emotional appeals that you intend to aim at your audience in order to successfully achieve your goal. Working in groups, take turns role playing your emotional appeal to the members of the group. The group members must identify the emotion being targeted and rate the appeal on a scale from 1-10 for persuasive effect.
2. As a class, watch a number of television advertisements. Identify the words with positive connotations, discussing how they would influence an audience to buy the product or service.

Working in groups, choose one of the advertisements already analyzed and rewrite the script using words with negative connotations. Rehearse your anti-ads and show them to the class. (Discuss the power of using positive connotations as persuasive tools.)

3. Imagine that you are the mentor for a student about to sit for an exam. She is not very confident about the subject and feels intimidated working under exam conditions. Write a speech you would give to this student the night before the exam, persuading her to believe in her own success. (Remember to use a lot of analogies.)
4. Use the persuasive language technique of exaggeration and role play a situation with another member of the class. Try to persuade him or her to do or buy something for you.

Suggested situations:

- Older sibling persuading the younger to clean his or her room or complete a chore delegated to the older sibling by the parents.
- Younger sibling persuading the older to lend his or her recently purchased car/CD player/bike/skateboard, etc.
- Student persuading a classmate to complete his or her homework.
- Child persuading his or her parent to buy the latest teenage fashion.

Present your role play to the rest of the class. Upon completion, the audience must identify at least five examples of exaggeration.

Note how much more persuasive you have become!