

Read the Persuasion

Analyze choices, judge support, then craft your own message.

7.9 "Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB In A, underline a metaphor or personification, box loaded language, and circle the rhetorical question. In B and C, underline wording that reveals each purpose.

Three texts about one decision

Text A: Student editorial - Save the Shade

On Friday, fictional Eastbank School will vote on removing six bus-lane maples. The trees drop leaves near a drain and require trimming. Students wait beneath their branches, a green roof over the pavement. I believe we should keep them and clear the drain more often.

KEEP OUR SHELTER

Last week I waited for a late bus in their shade. The trees seemed to hold their arms over us. Why trade that shelter for bare pavement? The board should compare cleanup and removal costs before deciding.

Everyone knows that removing trees always ruins a school. This heartless attack on our bus stop must end. You can email the board before Friday and ask it to consider maintenance instead. We need a decision based on more than fallen leaves.

Text B: School office notice

The Eastbank School board will discuss the six bus-lane maples on Friday. The proposal cites fallen leaves near the drain and yearly trimming. The board has not yet voted. Written comments about removal or continued maintenance may be sent to the school office before the meeting. The office will give all submitted comments to board members.

Text C: Student campaign message

A BUS STOP NEEDS SHADE

The maples shelter students waiting for a ride. Keep them, and care for the drain. Tell the board why this waiting place matters to you. Send your comment to the school office before Friday.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** Compare Texts A and B: state each purpose and message. Explain how A moves from problem to reasons to action, and how B organizes information for its purpose.

- 2** Identify whether the author's point of view in A and in B is subjective or objective. Explain how each viewpoint shapes voice or tone, using a phrase from each. Then explain the effect of a metaphor or personification in A.

- 3** How do the bold heading and short message in C serve its purpose? Compare C's direct address with A's rhetorical question. Explain what each asks the reader to think or do.

- 4** Quote one sweeping generalization and one example of loaded language from A. Explain how each tries to persuade, why it is weak support, and what evidence could strengthen the argument.

3 YOUR TURN

Your own words

Write a four-sentence editorial of 50-80 words about a different school improvement. Include a clear position, a metaphor or personification, a rhetorical question, and a direct call to action. Then explain how two of your choices serve your purpose.

Your editorial

Give it a title. Use reasons you can defend; present untested claims as proposals to investigate.

Your craft explanation

Quote two choices from your editorial and explain the intended effect of each on your audience.

PART 1 • READ AND MARK

In A, underline a metaphor or personification, box loaded language, and circle the rhetorical question. In B and C, underline wording that reveals each purpose. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Compare Texts A and B: state each purpose and message. Explain how A moves from problem to reasons to action, and how B organizes information for its purpose.	A argues for keeping the trees: proposal, experience/reasons, then a request to email. B informs: proposal and reasons, undecided status, then comment instructions. A tries to win support; B explains the pending decision without endorsing either option.
2	Identify whether the author's point of view in A and in B is subjective or objective. Explain how each viewpoint shapes voice or tone, using a phrase from each. Then explain the effect of a metaphor or personification in A.	A is subjective: a student shares personal experience and judgments; "heartless attack" gives it an emotional tone. B is objective: it reports observable meeting/proposal facts; "has not yet voted" sounds restrained. A's "green roof" metaphor or tree "arms" portray the trees as protective shelter.
3	How do the bold heading and short message in C serve its purpose? Compare C's direct address with A's rhetorical question. Explain what each asks the reader to think or do.	C's bold heading highlights shade; short sentences make the request easy to scan. "Tell the board" assigns readers an action. A's question about trading shelter for bare pavement invites readers to see removal as a loss rather than requesting an answer.
4	Quote one sweeping generalization and one example of loaded language from A. Explain how each tries to persuade, why it is weak support, and what evidence could strengthen the argument.	"Removing trees always ruins a school" generalizes without evidence; "heartless attack" provokes anger through labeling. Neither establishes the best choice here. Tree-condition, drainage, shade-use, and comparative-cost evidence could support a better argument.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Keep the Library Door Open

Our library should offer one lunchtime reading session each week. A quiet room can be a harbor in a noisy school day, giving readers space to finish a chapter. Could a small weekly trial show whether students would use it? Ask the librarian to consider a supervised trial and record attendance before deciding whether to continue.

Craft note

"A harbor in a noisy school day" presents the room as a place of calm. "Ask the librarian" gives students a direct action they can take to support the proposal.

TEACHER ASSESSMENT NOTES

All school details are fictional. Accept supported interpretations. Rhetorical questions are not automatically fallacies. The sample editorial has four sentences and 56 words, excluding title and craft note.