

UNIT

6

Persuasive Writing

Writing in the Real World: *Indira Freitas Johnson* 262

Lesson 6.1 **Writing Persuasively** 266

Lesson 6.2 **Determining a Position** 270

Lesson 6.3 **Evaluating Evidence** 274

Lesson 6.4 **Developing a Strategy** 278

Lesson 6.5 **Strengthening Your Argument** 282

Lesson 6.6 **Creating an Ad** 286

Lesson 6.7 **Writing a Letter to the Editor** 290

Lesson 6.8 **Writing About Literature:
Writing a Book Review** 294

Writing Process in Action 298

**Literature Model: from *Silent Spring*
by Rachel Carson** 302

Unit 6 Review 307

Writing in the Real World



Not-for-profit groups sometimes give money to support worthwhile projects. In order to receive funding support, interested people need to submit proposals. By definition, every proposal is an example of persuasive writing. Besides explaining their projects, the writers must convince the funding group that their projects are worth being supported. Many artists, like Indira Freitas Johnson, write proposals to get funding. This effort casts them in the dual role of artist and writer. The excerpt that follows is from Johnson's proposal.

From "Joint Venture"
by Indira Freitas Johnson

Joint Venture

Working title for a collaborative exhibition between SHARE (Support the Handicapped Rehabilitation Effort) and Indira Freitas Johnson.



Cloth and fiber arts have linked women all over the world for thousands of years. "Joint Venture" will be one more link, as it proposes to combine the drawings of an Indian-born American woman, Indira Freitas Johnson, and the hand work of SHARE, a Bombay-based group of women and handicapped persons.

A true collaboration means equal sharing. As such, while the drawings are done by Indira, they are interpreted totally by the various workers at SHARE. Hence, we see a unique blend of the trained and the untrained eye, the simple flow of a line drawing translated into the complexity of a pieced surface using miles upon miles of stitches.

Indira's work documents the feelings she experiences living between two vastly different cultures. She uses the philosophy and imagery of India to illustrate her experience of living in contemporary America. There is a surreal quality to much of her work, and the random choices of color, texture, and pattern used by SHARE employees sometimes enhance this surreal quality. . . .

A Writer's Process

Prewriting

Getting Started

For some writers, getting started is the hardest part. Indra Johnson agrees. Johnson says, "I sometimes think that getting started is very difficult. You have all these ideas. I think that's when you just need to start [writing]."

At this early stage, when she is trying to describe her ideas for a project, Johnson uses a form of freewriting: she simply gets words down onto paper. She tries to explain her project ideas as clearly as possible. But she doesn't worry that her prose isn't perfect or that her ideas aren't yet totally coherent. "I think from that initial writing you can say, 'This part is good' or 'This part needs reworking' or 'Juggle it around.'"

Johnson also does research during the

prewriting stage, not just to gather information but also to help develop ideas. "Very often," she says, "I'll go to the library and just read up on various aspects of a particular project that I want to do. For example, I'll ask myself, 'Has it been done before?'"

Drafting

Writing to the Audience

A successful proposal addresses the concerns and interests of a specific audience. Johnson carefully considers her audience as she writes. "Who am I asking for support?" she asks herself. If her readers are professionals in the art world, she stresses the artistic advantages of her project. If the audience is interested in social service or cultural issues, Johnson emphasizes those points in the proposal.

Adapting a proposal to an audience

The ideas that Johnson generates in her drawings eventually appear in details of the quilts made by SHARE.



Writing in the Real World

may also influence a writer's point of view. In her "Joint Venture" proposal, Johnson wrote about herself in the third person instead of using the pronoun *I*. She wanted to stress that she was a member of a group effort and that this was not just her personal project.

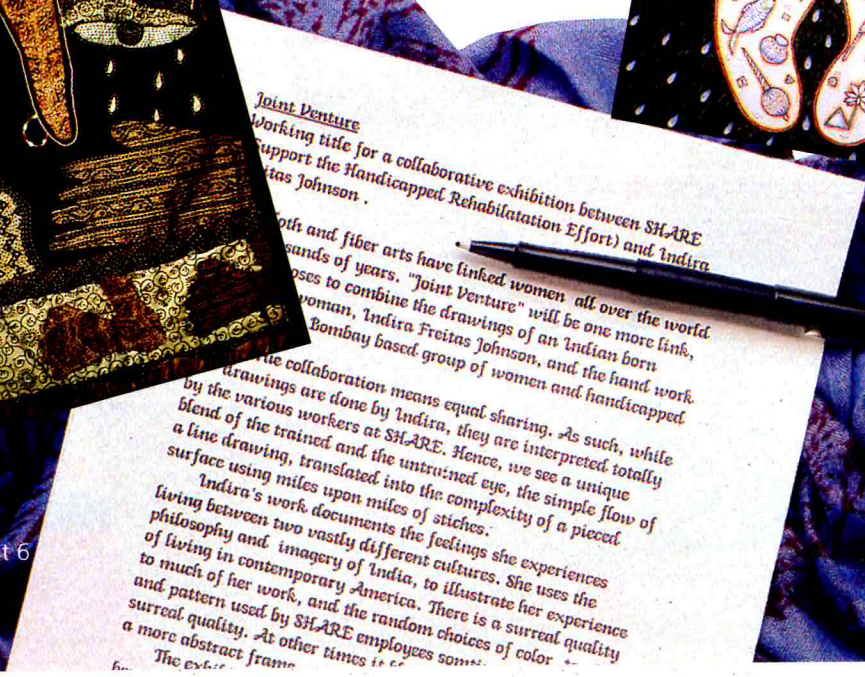
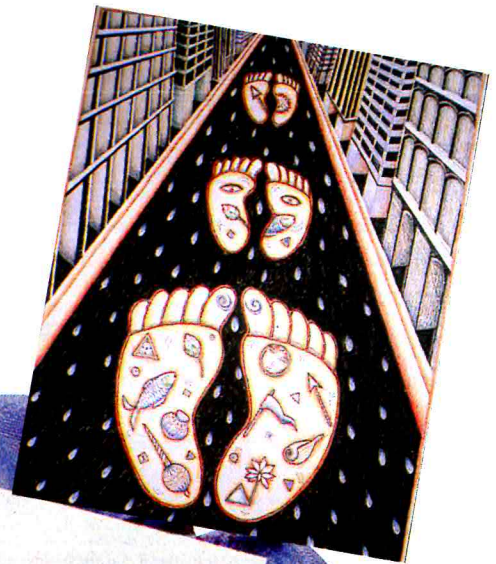
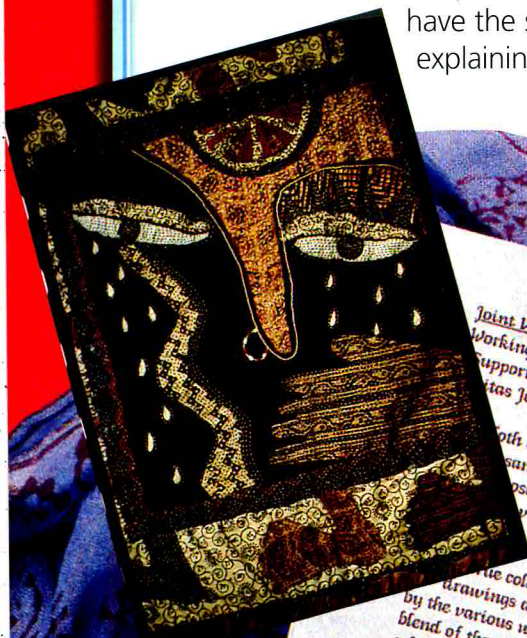
Revising/Editing Getting Feedback

Johnson knows the stage of revising well. "When I was writing in school, my father always said that there was no way to write a good paper the first time. You have to rewrite," she recalls.

For Johnson rewriting sometimes means "reseeing". As Johnson explains, "What happens very often is you become too close to a particular subject. You may have the sense that you're explaining it very clearly. But,

because you know all the details, you could be skipping over important facts." Johnson likes to ask someone outside the project, often her son or the owner of the gallery that shows her work, to read her proposal in order to see if it makes sense.

Response from a reader helps Johnson bring clarity to her writing. "I have a tendency to write something that has beautiful words and sounds really nice, but is it really pinpointing the meaning?" After getting reader response, Johnson revises one more time, incorporating the feedback into her finished piece.



In this proposal Indira Johnson emphasized the group effort for the project.

Examining Writing in the Real World

Analyzing the Media Connection

Discuss these questions about the proposal excerpt on page 262.

1. Why did Indira Johnson write the proposal “Joint Venture”?
 2. What do you think Johnson is emphasizing in this particular excerpt?
 3. Is Johnson writing to an audience who is more interested in the fine arts or in the social benefits of collaborating with an Indian group? How can you tell?
 4. What support does Johnson provide to show that her project is one of “true collaboration”?
 5. Why does Johnson speak of herself in the third person throughout the excerpt?
2. What kinds of research does Johnson conduct?
 3. How does researching contribute to Johnson’s writing?
 4. What key question does Johnson ask herself to keep her persuasive writing on target?
 5. How and why does Johnson use feedback from readers during revision?

Analyzing A Writer’s Process

Discuss these questions about Indira Johnson’s writing process.

1. What does Johnson say is the best thing to do when you have difficulty getting your writing started? When and how could you adapt her methods in getting started to your own writing process?

GrammarLink

Capitalize proper nouns and proper adjectives.

Indira Freitas Johnson is an Indian-born American woman.

Write each sentence, using capital letters where necessary.

1. A new exhibit is opening at the garcia gallery on friday.
2. It will feature native american, european, hispanic, and asian art.
3. This area was first settled by the navajo, then by germans, then by mexicans and laotians.
4. Gallery owner jose garcia calls the show “visions of home.”
5. It will truly be an all-american exhibit.

See Lessons 19.2–19.4, pages 585–590.

LESSON

6.1

Writing Persuasively

When you write to persuade, you try to convince your audience to think or act in a particular way. Often an image can be a powerful form of persuasion. This poster helped convince many Americans to enlist during World War I.

Drafting Tip

For help with writing and elaborating on topic sentences that state an opinion or urge an action, see *Writing and Research Handbook*, page 835.



State Your Case

In most persuasive writing, the writer states an opinion or urges an action and then offers reasons why readers should accept the opinion or support the action. Reasons are often supported by facts, examples, or stories. What kinds of support does the writer of the model on the next page use to back up her opinion?

Student Model

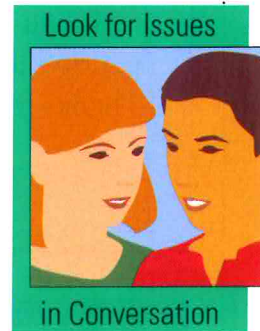
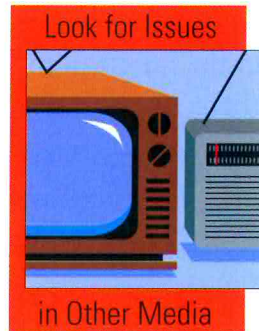
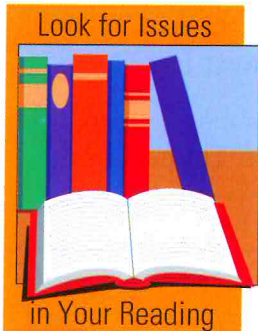
One of the most disturbing trends I see is the draining of wetlands. Thousand-year-old swamps are being destroyed in just days to build skyscrapers and shopping malls or to plant crops. Where are ducks, geese, and other wildfowl going to raise their families or find food and rest when migrating? The answer is simple: each species will slowly die. These animals' habitats are being taken from *all* of us. It is sad, it truly is, to know the birds I love are moving closer to extinction.

April Barnes, Decatur, Alabama
First appeared in *Merlyn's Pen*

April wants her readers to take the problem personally, as she does. How does she appeal to their emotions?

Persuasive Writing

Your world is full of topics for persuasive writing. What changes would you like to see in your school and community and in the larger world? By exploring the following sources, you can discover some issues you care about.



Journal Writing

List some changes you'd like to see, using the sources above for ideas. As you study this unit, add to your list, and use the ideas in your persuasive writing.

Revising Tip

Even as you draft and revise, continue to look for information on your topic. Strengthen your case by adding any additional proof.

What information does Patrick include to show the usefulness of the path?

Notice that Patrick supports his opinion by referring to expert sources.

Back It Up

Research is an important step in persuasive writing. Your opinions will carry weight only if you can back them up. To gather support, investigate your topic by reading, observing, and discussing, and sometimes by interviewing experts—those with special knowledge about the issue. Patrick MacRoy felt strongly about a local issue: an electric company's plan to run wires along a nature trail. He wrote the following article for his school paper.

Student Model

The Prairie Path is one of the last areas around here in which to enjoy nature. It is used by cyclists, hikers, horseback riders, and even schools as a site for nature classes. It was even recognized by the U.S. government as a national recreation trail. Groups like Friends of the Illinois Prairie Path are working hard [to save] the trail by circulating petitions and holding public meetings. Citizen groups say there are alternate routes for the power lines, if [the electric company] is willing to find them.

If you want to help save the path, there will be a petition to sign in the lunchroom for the next few days. Thanks for your help.

Patrick MacRoy, Glen Ellyn, Illinois
First appeared in *Call of the Wildcat*



6.1

Writing Activities

Write a Persuasive Paragraph

Think of an environmental issue that affects your school or community. You might see an appropriate issue on the list you created for this lesson's Journal Writing activity. Research the issue and discuss it with others. Make prewriting notes.

PURPOSE To state and support a position

AUDIENCE Classmates; city council

LENGTH 1–2 paragraphs

WRITING RUBRICS To write an effective persuasive paragraph, you should

- state your position clearly
- use facts to back up your position

Cross-Curricular Activity

ART Your city council intends to install the sculpture shown on this page in a park near your home. State your opinion in writing. Offer reasons that will persuade the city council to install or not to install the art.



Mariam Schapiro, *Anna and David*, 1987

Viewing and Representing

MAKE A POSTER In a magazine, find a picture of a sculpture, painting, or other work of art. Cut the picture out and paste it to a piece of poster board or cardboard. Surround the picture with persuasive comments—both favorable and unfavorable—about the art.

GrammarLink

Make sure the verb agrees with the subject, not with a word in an intervening phrase.

One of the most disturbing trends I see is the draining of wetlands.

Complete each sentence with the correct choice of verb.

1. The home of my ancestors (is, are) not for sale.
2. A classroom for small children (require, requires) toys.
3. Boys of my father's generation (was, were) routinely drafted at age eighteen.
4. A path through the woods (offers, offer) many small pleasures.

See Lesson 16.2, page 543.

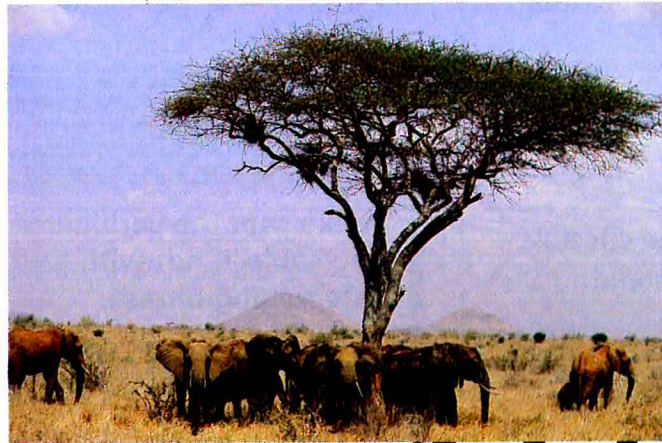


LESSON

6.2

Determining a Position

If you've visited a zoo, you've seen people of all ages looking at and learning about animals from around the world. Some people, however, claim that animals belong only in the wild, not in captivity. Other people defend zoos as humane, well-designed environments that preserve endangered species and educate visitors.



Take a Stand

Once you take a stand on an issue, you must find support for it. At the same time, you should also consider arguments your opponents might make against your position. During the prewriting step, list both *pros* (points that can be used to support your argument) and *cons* (points that might be used against it). Look at the example on page 271.



Student Model

Zoos today are important to the survival of many species. They do not abuse the animals, but instead they offer a safe and healthy environment. At the same time they provide an enjoyable viewing experience for people of all ages. This gives us an opportunity to better appreciate animals and learn more about their preservation. As stated in the *Utne Reader* [a general-interest magazine about ideas and issues], zoos are “institutions we should see not as abusers of the world’s animals, but as vital forces saving animals from extinction.”

Jacqueline Parks, Springman Junior High School
Glenview, Illinois

According to Jacqueline, how do zoos benefit both animals and people?

Grammar Tip

In editing, check for a comma before a coordinating conjunction, such as *and*, *but*, *or*, or *nor*, when it joins the two main clauses of a compound sentence. For more on compound sentences, see Lesson 14.1, page 505, and Lesson 20.3, page 603.

Journal Writing

Think of an issue on which someone disagrees with you. Create pro and con lists like the ones above. Try to include strong points on both sides.

Consider Your Audience

Your audience is important in persuasive writing. When your goal is to influence opinions, you need to know who your readers are and how they think. Study the models below. The first, from the foreword of a book for children, is written to their parents. The second speaks to educators.

Literature Model

It isn't that video games in and of themselves are harmful. Problems arise instead when the attitudes, priorities, or habits of their users are out of line. That's why children must be encouraged to view video games in a balanced, reasonable way and to take responsibility for their proper use.

Joy Wilt Berry, *What to Do When Your Mom or Dad Says . . . "Don't Overdo with Video Games!"*

What criticism of video games is Berry answering?

Who will do this encouraging?

Literature Model

There is nothing mindless about mastering a video game. The game demands skills that are complex and differentiated . . . and when one game is mastered, there is thinking about how to generalize strategies to other games. There is learning how to learn.

Dr. Sherry Turkle
The Second Self: Computers and Human Spirit

What criticism of video games is Turkle answering?

Why would this appeal to teachers?

Both writers defend video games but for different readers. Berry reassures worried parents and explains that attitudes and not video games are the problem. Turkle addresses educators and speaks about thinking skills.

6.2

Writing Activities

Write a Position Paper

Think of a controversial issue on which you have not yet formed an opinion. Develop an argument for each side. Decide which side is stronger and defend it in a persuasive piece directed at others who are still undecided.

PURPOSE To defend a position

AUDIENCE Your classmates, readers of a newspaper

LENGTH 1 page

WRITING RUBRICS To write an effective position paper, you should

- state your position clearly
- use facts and language that are targeted to your audience

Cross-Curricular Activity

HEALTH You've traveled back in time to the nineteenth century. You're aboard an English sailing ship docked in a Caribbean harbor. The sailors tell you that for months they've eaten nothing but hard biscuits and salt pork, with no fresh fruits or vegetables. Now their gums are bleeding. They've heard from other sailors that oranges will help the condition, but on this island, there are only limes. Write a conversation between yourself and a sailor, trying to persuade him to eat the limes.

GrammarLink

Use a comma before a conjunction that links two main clauses.

They do not abuse the animals, but instead they offer a safe and healthy environment.

Write each sentence, adding commas where necessary.

1. Young people like the challenge of video games and that challenge can stimulate learning.
2. Some games are designed to be educational but even purely recreational games can spark the imagination.
3. Both young people and their parents should exercise good judgment for not all video games are appropriate for all ages.

See Lesson 14.1, page 505, and Lesson 20.3, page 603.

Listening and Speaking

PRESENT A DRAMATIC DIALOGUE With a partner, present your persuasive conversation from the Cross-Curricular Activity on this page as a dramatic dialogue for your classmates. As you rehearse, consider your audience and the setting. Use effective rate, volume, pitch, tone, diction, and gestures. Ask the class to evaluate your dialogue for content and presentation.



LESSON

6.3

Evaluating Evidence

Advertisers and others who want to sell you products or services also use the techniques of persuasion. Even a cereal box can be a persuasive tool.

Nutrition information per one-ounce serving:

Calories	90
Protein	4 g
Carbohydrates	20 g
Fat	0 g
Cholesterol	0 mg
Sodium	0 mg
Potassium	105 mg



Research Tip

For help with evaluating the credibility of sources of information, see **Writing and Research Handbook**, pages 841–842.

Your grocery list says “healthful cereal,” so you hurry past Sugary Chunks and Sweet Treats. You spot an unfamiliar brand, Super Bowl Fitness Flakes. Read the labels on the box. What is the real difference between Fitness Flakes and Sweet Treats? When it’s time to make your choice, will the box front or the labels be more helpful? Why?

Support Opinions with Evidence

The information on the cereal box illustrates two kinds of evidence—facts and opinions. Facts can be proved—the cereal could be tested for the number of calories per one-ounce serving. Opinions, such as “delicious,” are personal judgments. They

can't be proved. When you state an opinion, elaborate on it. Back it up with evidence: facts, statistics, and examples.

Read the following paragraph, and notice the facts, opinions, and other kinds of evidence it contains. Then study the chart that follows.

Many Americans hate their bodies. “We have declared war on our bodies,” charges Andrew Kimbrell, the author of The Human Body Shop. This war includes 34 percent of all men and 38 percent of all women. They spent \$33 billion on diets in 1990. A preteen boy guzzles protein drinks, hoping to increase his size and strength, while a fifty-five-year-old woman gets a face-lift. Technology and social pressure are causing us to make extreme changes.

The opinion is stated first.

The writer elaborates on the opinion by supporting it with evidence.

The writer draws a conclusion.

Evidence in Persuasive Writing

Kinds

Fact

Statistic

Example

Examples

Americans spent \$33 billion on diet products in 1990.

Thirty-four percent of men and 38 percent of women spent \$33 billion on diets in 1990.

A fifty-five-year-old woman gets a face-lift.

Journal Writing

Jot down the evidence that persuaded you to change your mind about something or someone. Label each piece of evidence as one or more of the three kinds shown above.

Presenting Tip

When you present your persuasive writing, remember that charts, graphs, and other images can clarify your evidence and bring it to life.

What kind of evidence does this sentence contain, facts or opinions?

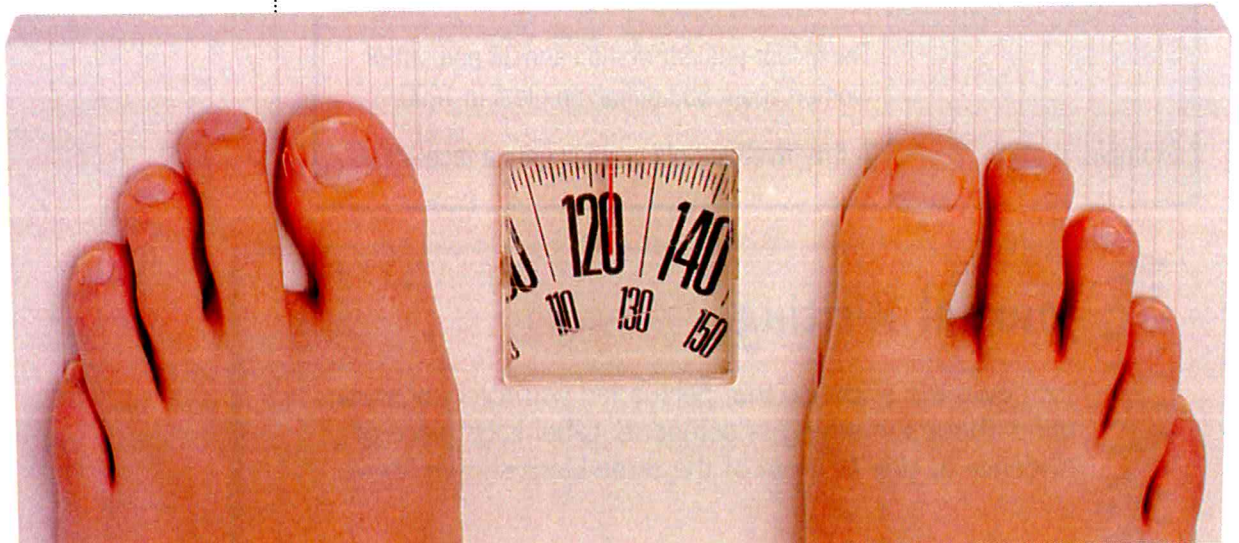
Select Strong Evidence

Not all pieces of evidence are equally strong. Some “facts” are really opinions in disguise. When you write persuasively, check your facts, and make sure that they back up your point. In the model below, nutritionist Jane Brody says that choosing soft drinks over water “presents a . . . serious threat to good nutritional health.” Does she persuade you? Why or why not?

Literature Model

No beverage in America gives water greater competition than flavored soft drinks. And probably no other choice presents a more serious threat to good nutritional health. Soft drinks are the epitome [ideal example] of empty calories. They contain water (with or without carbon dioxide), artificial colorings and flavorings, and sugar—as many as *6 teaspoons of sugar in one 8-ounce serving!* Nothing else. Some noncarbonated drinks add vitamin C, and “fruit” or “fruit-flavored” drinks may even contain some real fruit juice. But for the most part, they are just wet, sweet calories.

Jane Brody, *Jane Brody's Nutrition Book*



6.3

Writing Activities

Write a Persuasive Essay

Usually you look for evidence supporting a position you already hold. Sometimes, however, the reverse happens. A fact “grabs” you, and you want to learn enough to develop a position on the issue. Find a piece of evidence, such as the fact that some fast-food chains use polystyrene containers rather than paper.

Try to connect this piece of evidence with what you already know. Develop a one page persuasive essay for an audience of your choice.

PURPOSE To persuade someone about an issue

AUDIENCE Your choice

LENGTH 1 page

WRITING RUBRICS To write an effective persuasive essay, you should

- include facts, statistics, examples, and reasons as evidence
- examine your evidence critically to be sure that facts are correct and that they support your argument

Listening and Speaking

PANEL DISCUSSION Has the world become warmer because of excess carbon dioxide and other gases? Are recent extreme temperatures simply normal climatic variations?

With two or three classmates, research the existence and possible causes of the greenhouse effect. Prepare and present a short panel discussion for the

class. Afterwards, discuss the presentation’s strengths and weaknesses.

GrammarLink

Use a plural verb with a compound subject joined by *and*.

Technology and social pressure are causing us to make extreme changes.

Write each sentence, correcting errors in subject-verb agreement.

1. At the end of this hilarious book, Perry’s dog and his luggage ends up in China.
2. A sensible diet and an exercise program contributes to good health.
3. Three facts and one example supports the writer’s opinion.
4. A sincere apology and a full refund has been sent to each angry customer.
5. Strong evidence and good organization makes your case more convincing.

See Lesson 16.5, page 549.

Viewing and Representing

In a science magazine or on the Internet, find some pictures relating to recent environmental changes due to temperature variations. Use the pictures to support the evidence you present in your panel discussion.



LESSON 6.4

Developing a Strategy

As Calvin demonstrates in the cartoon below, even a reluctant audience can be reached with the right attention-grabbing strategy. The first step in persuasion is to get the attention of your reader. Newspapers, magazines, television, and radio all compete for attention. You must find ways to make your message stand out from all the rest.



© Watterson 1992. Universal Press Syndicate

Prewriting Tip

For help with planning an introductory paragraph that will capture your readers' interest and present your message in an imaginative way, see *Writing and Research Handbook*, page 837.

Get Attention

How can you capture your readers' attention? As many writers have discovered, a playful imagination can work wonders. The following student model brings an everyday object to life in a humorous, imaginative way; her serious purpose, however, is to draw attention to an important issue.

Student Model

As one of the many cheap, unreliable, plastic department store bags, I'd like to speak out. Even though humans think of us as worthless, I wish they wouldn't throw us out their car windows, leaving us to fight for our lives on busy, treacherous highways. Wind gusts from cars going sixty miles an hour blow our flimsy bodies everywhere. Sometimes we land on windshields and cause accidents. Even worse, humans often leave us to baby-sit their small children. Don't get me wrong—we like kids, but not when they put us over their heads or in their mouths and begin to choke, turn blue, and die. . . .

So please, be careful when you dispose of us. Don't throw us out car windows or give us to babies. We like humans and definitely would not want to have them angry at us for wrecking their cars and killing their kids.

Dina Morrison, Pittsburgh, Pennsylvania
First appeared in *Merlyn's Pen*

The surprise of a talking plastic bag attracts the reader's attention and arouses interest.

What problems does the writer identify, and how does she suggest that people solve them?

Persuasive Writing

Some lively formats for persuasive writing include real-life stories, fables, parables, ballads, and letters to people from the past or future. You might also use visuals, such as pictures, charts, and graphs, to call attention to the issue.

Journal Writing

Poet Robert Frost said that if there is no surprise for the writer, there will be no surprise for the reader. List some elements that have drawn your attention to persuasive messages. Analyze why they caught your attention.



Organize Your Argument

Your case, or argument, consists of a statement of your position and supporting evidence arranged in an orderly manner. Notice how this writer includes an answer to an opposing idea.

This is the topic sentence, since it expresses the main idea. What is the main idea?

The writer says this idea is the most important. Do you agree? Why might the writer have saved it for last?

On quiet nights the sound of a distant train reminds me of a time when railroads provided our most reliable passenger transportation. Rail passenger service, vital to America's past, can be even more important to its future. But, you say, trains are slow. True, but with today's crowded airports and new "bullet-train" technology, rail service can compete with the airlines in speed as well as cost. Trains use less fuel per passenger-mile than planes, cars, or buses do. Most important, trains' fuel efficiency conserves oil and decreases air pollution.

Grammar Tip

In editing make sure you use past and present tense correctly. For more information on verb tense, see Lesson 10.5, page 409.

First, the paragraph grabs attention with a nostalgic image involving trains. Then it presents its main point, answers opposition, and provides additional supporting evidence. The following chart summarizes what you should include in most arguments.

How to Build Your Case

1. State your position clearly.
2. Present sound, relevant evidence.
3. Anticipate and answer the opposition.
4. Begin or end with your strongest point.

6.4

Writing Activities

Write a Presentation

Your school district is considering ending athletic contests between schools. Supporters of this view argue that the athletic program wastes money and takes time away from education. Write a presentation to your school board supporting your view of interscholastic athletics.

PURPOSE To persuade readers about school athletic contests

AUDIENCE Your school board

LENGTH 2–3 paragraphs

WRITING RUBRICS To write an effective persuasive presentation, you should

- choose a strategy to gain attention and interest
- grab your readers' attention
- state your position and evidence
- begin or end with your strongest point
- answer the opposition

Listening and Speaking

ORGANIZE A FUND RAISER With a group of classmates, make a list of charitable projects you might support (for example, meals for homeless families). Debate the merits of each project and choose one. Meet with the class to consider other groups' ideas. Then decide on a fund raiser, such as a car wash, special athletic event, or bake sale. Create a flyer to urge families to support the project. Decide on the content of the flyer, and divide the tasks necessary to prepare it.

GrammarLink

Use commas to set off words that interrupt the flow of the sentence.

But, you say, trains are slow.

Rewrite the following, adding commas where necessary.

1. One way to reduce trash obviously is to reduce usage. Buying fewer objects you know means fewer discards.
2. Another way of course is to recycle materials. Organic materials even kitchen garbage can go to a compost heap. Some materials like glass and aluminum are easily reused.
3. Plastics and old tires on the other hand pose a challenge. Recycled plastic for example may be used in rugs.
4. Unrecycled materials for the most part end up in landfills or incinerators.

See Lesson 20.2, page 601.



Using Computers

To add a picture to a document, open the document, pull down the Insert menu, and select Picture. Browse through the picture file and select the one you want. Insert by clicking on the Insert button.



LESSON
6.5

Strengthening Your Argument

Writing persuasively is a challenge. You can strengthen your argument by revising your work and filling in the gaps.



Just as the acrobats at the left must have sturdy equipment, your position must have strong support. And just as the acrobats have to synchronize their movements, you must organize your ideas so that they all work together to make your point.

Take Another Look

The word *revising* means “seeing again.” To revise persuasive writing, set it aside for a time, and return to it later. You often have assignments that are due on a certain date, so you can’t wait days or weeks to finish a piece of writing.

However, if you begin your assignment several days before it is due, you will allow time for revision. Professional writers agree that setting your work aside, even if only for a day, will give you a fresh, new perspective. You may find that your best ideas will come during revision.

Peer reviewing is another helpful technique. Before you revise, ask a classmate to listen to your draft to help you identify any problems. To see how peer reviewing works, read the following draft. Then read the peer reviewer’s comments, and decide whether you agree with them.

*Paragraph 1:
I like your opening paragraph. It grabs my attention. Are the slang words OK here?*

*Paragraph 2:
Good ideas, but you provide little evidence. Do you have any facts and examples?*

*Paragraph 3:
Is summer employment a reason why you don't want year-round school? Can you make this paragraph clearer?*

I have something to say to those adults who want to keep schools open all year long. Give me a break! Please don't do anything so drastic!

Eliminating summer vacation will cause enormous stress for everyone. Teachers will burn out faster. Nobody will pay attention in class in the middle of July, and the air-conditioning bills will be enormous. Also, additional salaries for teachers and janitors will be astronomical!

Year-round school will not help education, but it may reduce learning because many students take summer jobs to save for college tuition.

Vocabulary Tip

When drafting, remember that slang is inappropriate for any but the most informal writing, such as a personal note or friendly letter.

Notice that this peer review contains questions and suggestions—not commands. After peer review, it's up to you to read over the comments, decide which ones you agree with, and make those changes.

Journal Writing

Describe one good and one unsatisfactory experience you've had with a peer reviewer. In your opinion what are the characteristics of a good peer reviewer?

Fill in the Gaps

Holes, or gaps, in the argument weaken a persuasive appeal. The questions that follow will help you check your argument for adequate support.

Revising Persuasive Writing

1. Do I make my position clear?
2. Do I present enough evidence?
3. Is the evidence strong? Is it relevant?
4. Do I keep my audience in mind?
5. Are my ideas organized effectively?

Revision is far more than simply changing a word here and there. You may need to add, delete, or move whole sentences and paragraphs. During the revising stage, you must read, ask yourself questions, experiment, and revise some more. You may even need to do more research. The paragraph below works well because David Levine supports his point with strong evidence.

Literature Model

Staying in school and graduating extends the range of options of what you can do with your life. It's also a fact that the consequences of dropping out are severe and the prospects for dropouts are bleak. According to the National Dropout Prevention Center, less than 50 percent of dropouts find jobs when they leave school. When they do, they earn 60 percent less than high school graduates (over a lifetime that adds up to \$250,000).

David Levine, "I'm Outta Here"
First appeared in *Seventeen*

What position does Levine state in the first sentence?

Levine's evidence is powerful, solid, and relevant to his audience.

6.5

Writing Activities

Revise a Persuasive Piece

Take another look at a writing assignment that you completed earlier in this unit. Consider the five questions on the chart on the preceding page. Then revise the piece.

PURPOSE To review and revise an earlier piece of persuasive writing

AUDIENCE Yourself

LENGTH 3–4 paragraphs

WRITING RUBRICS To effectively revise a persuasive piece, you should

- look at your piece with a new perspective
- ask yourself the five questions on the chart on page 284
- make sure there are no gaps in your argument
- add or change words and sentences as necessary

Using Computers

Sometimes writers prefer to revise at their computer terminals. Having a revision checklist right on the screen, along with the piece of writing you want to revise, is helpful. Develop a list of ten or twelve items for the checklist, and use a split screen to keep the list available as you revise.

GrammarLink

Use subject pronouns as the subject of a sentence and object pronouns as the object of a verb or preposition.

I have something to say. . . .

Give me a break!

Be especially careful with compound elements: *Sue and I saw Joe and him.*

Write each sentence, correcting errors in pronoun usage.

1. Rachel and me support the proposed art curriculum.
2. However, Rachel can better explain it to you and he.
3. Ginny was always available to help Ralph and she.
4. Here is a gift from Trudy and I.
5. Tell Martin and she the news.

See Lesson 11.1, page 435, and Lesson 11.3, page 439.

Listening and Speaking

EVALUATE YOUR REVISION With a small group, take turns reading aloud your original persuasive pieces and your revisions. Read your piece with appropriate volume, pitch, rate, tone, and diction. After each presentation, discuss the ways in which each revision improved the original work.



LESSON

6.6

Creating an Ad

You find advertising almost everywhere you look. Ads try to sell products, places, candidates, and ideas. Advertising agencies use many approaches in their efforts to persuade.

At what audience is this ad aimed? Does the ad make you want to visit Brookfield Zoo? Jot down your reaction and some reasons for it. Consider why the ad works or doesn't work for you.

Isn't it time you set
your kids straight on tomato frogs?



Visit Brookfield Zoo, and your kids can see how nature's creatures *really* look, instead of jumping to conclusions. To find out more, call us at 703-485-0263. We're closer than you think.

BROOKFIELD ZOO
Where Imagination Runs Wild

1992 02

Write to Sell

All those catchy commercial slogans that pop up in ads—and in your memory—come from the minds of ad writers. Persuasive writing is their business.

In advertising audience is of the utmost importance. Ads are not aimed at the world in general but rather at particular groups. Market research provides ad writers with information about a group of potential buyers—their needs, their desires, and how they will probably spend their money.

Once the audience is defined, or targeted, the writing begins. Ad writing demands a lively imagination and a good feel for language. Getting the point across in as few words as possible is essential.

Writers in advertising are constantly reminded that ads should attract Attention, arouse Interest, create Desire, and cause Action (AIDA). How well does the “tomato frogs” ad meet these standards?

AIDA in Action	
Attention	“Tomato frogs! What an unusual name for an animal!”
Interest	“ <i>Where imagination runs wild.</i> I certainly want to help my kids develop their imaginations.”
Desire	“I want my kids to learn about many things, including tomato frogs. Let’s visit the zoo.”
Action	“I’ll call this number to find out what the zoo’s hours are, what the cost is, and what’s the best way to get there.”

Vocabulary Tip

You can create memorable ads by playing with words. For example, use figures of speech, such as personification (“Make your carpet happy”).

Journal Writing: Persuasive Techniques

Find a magazine or newspaper ad that you consider persuasive. Decide whether it uses one of the following persuasive techniques: emotional appeal, celebrity endorsement, or glittering generalities. Identify its audience, and analyze it with an AIDA chart.

The slogan appeals to the consumer's desire for athletic and personal confidence.

How do the words and images in this ad work to persuade consumers to buy Power Pumps?

Put
Pride
in Your
Stride

TWO POINTS FOR POWER PUMPS

HIGH-TECH DESIGN provides support, speed, and spring.

HIGH STYLE makes you a winner on and off the court.

Distinguish the Truthful from the Tricky

Advertising is tricky. As the AIDA chart shows, an ad can turn facts into feelings. It is a fact that children can see tomato frogs at the zoo, but the ad appeals to feelings of curiosity and parental concern. Ad writers know that consumers base decisions about what to buy on feelings more than on facts. Ads may appeal to either positive feelings (hope, love, duty) or negative feelings (guilt, fear, envy).

Sometimes ads use language more for the way it sounds than for what it means. Words may sound scientific, for example, but actually say nothing except “buy this product.” What does “high-tech design” mean? Advertisers must maintain certain standards of truth, but measuring “truth” is a complicated task.

Now look at the Power Pumps ad again. What evidence does it use to persuade you to buy? What feelings does it appeal to? Do you think this ad would work?

6.6

Writing Activities

Write an Ad

An exhibit of works by artist Faith Ringgold will be shown at a local community center. Write a half-page newspaper ad to announce this exhibition. What can you say about the artist on the basis of the story quilt below? Notice how Ringgold combines quilting and painting, figures and words. What can you say to persuade people to come to this exhibit?

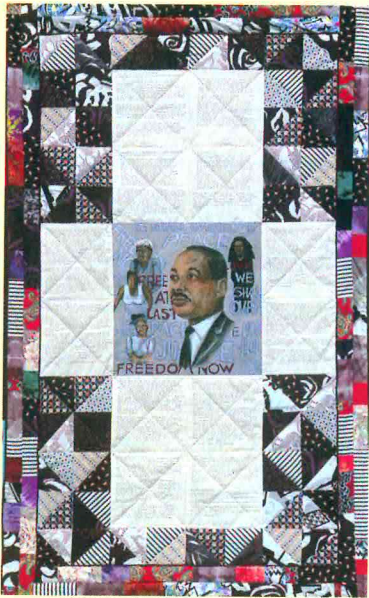
PURPOSE To persuade people to visit an exhibit

AUDIENCE Your choice

LENGTH 1/2 page

WRITING RUBRICS To write an effective ad, you should

- select your audience
- check that your ad draws attention, arouses interest, creates desire, and causes action
- appeal to people's feelings, but be truthful



Faith Ringgold, *Dream Two: King and the Sisterhood*, 1988

GrammarLink

Do not use apostrophes in possessive pronouns.

Put Pride in Your Stride!

Write each sentence, correcting any errors in possessive pronouns.

1. Notice it's quality.
2. If she takes our advice, the world is her's!
3. Travel with us—our's is a better way to go.
4. Compare and see—we can match theirs' any day, for less!
5. Remember, you're wish is our command.

See Lesson 11.4, page 441.

Persuasive Writing

Listening and Speaking

CREATE A RADIO AD Working with a small group, create a radio ad for a particular product or event. Use literary devices (such as suspense, dialogue, or figurative language) as a way to persuade. Perform your ad aloud for the group or for the whole class.

Cross-Curricular Activity

SCIENCE Your class is having a science fair. Create a poster to promote the event. Be sure your text and visuals are attractive and interesting. Be persuasive.

LOG ON



Writing Online

For more writing and grammar practice, go to glencoe.com and enter QuickPass code WC87703p1.

LESSON

6.7

Writing a Letter to the Editor

You may not be old enough to vote, but you can have a voice in public decision making. One of the most influential public arenas is the editorial page, and it's open to everyone.

Most newspapers and magazines invite letters from their readers. The following letter appeared in a popular magazine for young readers. Often in persuasive writing, the main idea comes at or near the beginning. This letter writer, however, has saved his main idea for the end. Why do you think he did that?



Dear Editor:

In the fall of 1989, I fractured one of my vertebrae playing football. I remained inactive for several months, wearing a full-body plastic jacket. The injury means no more football, no more soccer, no more baseball, or anything! As you may have noticed, my injury has a big effect on my life. Now I just go and watch my friends play.

I am not telling everybody to stop playing football. I'm just telling them to wear the right equipment.

Jon Good, Summit, New Jersey

First appeared in Sports Illustrated for Kids

Make and Support Your Point

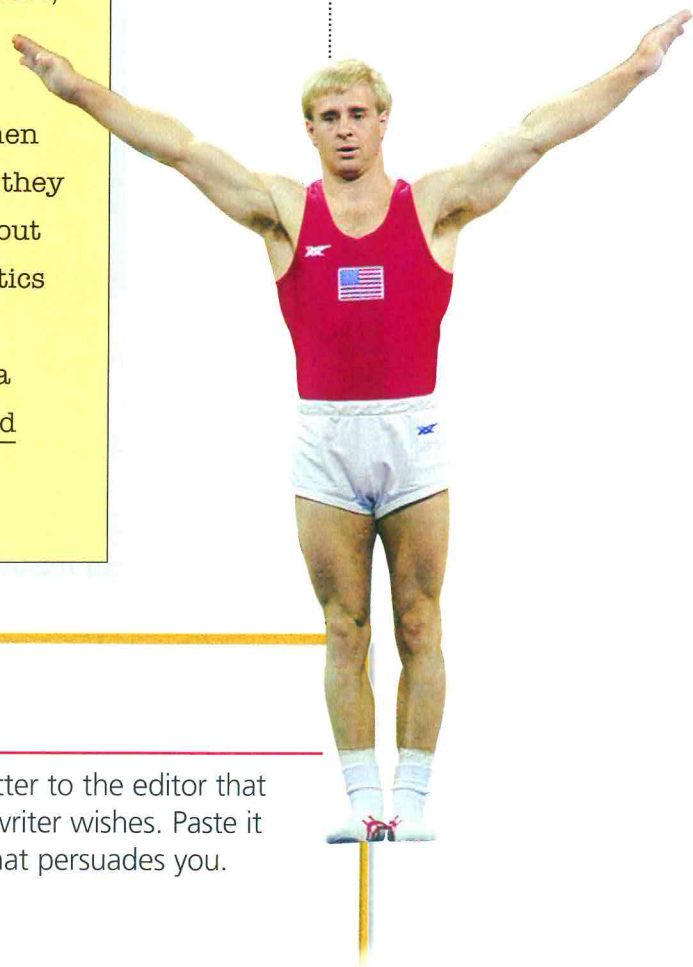
A letter to the editor is really a letter to the readers of the newspaper or magazine. Like other persuasive writing, letters to the editor state a position and offer support for it. In the letter on the preceding page, Jon uses his own experience to support his argument that football players should use the right equipment. In the letter below, what does the writer want readers to think? What support does he offer?

Dear Editor:

I would like to tell readers that gymnastics is not only a sport for girls, but that it's also a sport for boys! Many people make fun of boys in this sport, but gymnastics is hard work, and all that hard work pays off when you get older. If you look at the men in the Olympics, you will see that they are fairly strong. So all you boys out there, don't tease us. Try gymnastics and see for yourselves: It's fun!

Philip Trevino, Gilroy, California
 First appeared in Sports Illustrated for Kids

What is the writer's opinion, and what evidence does he use to support it?



Journal Writing

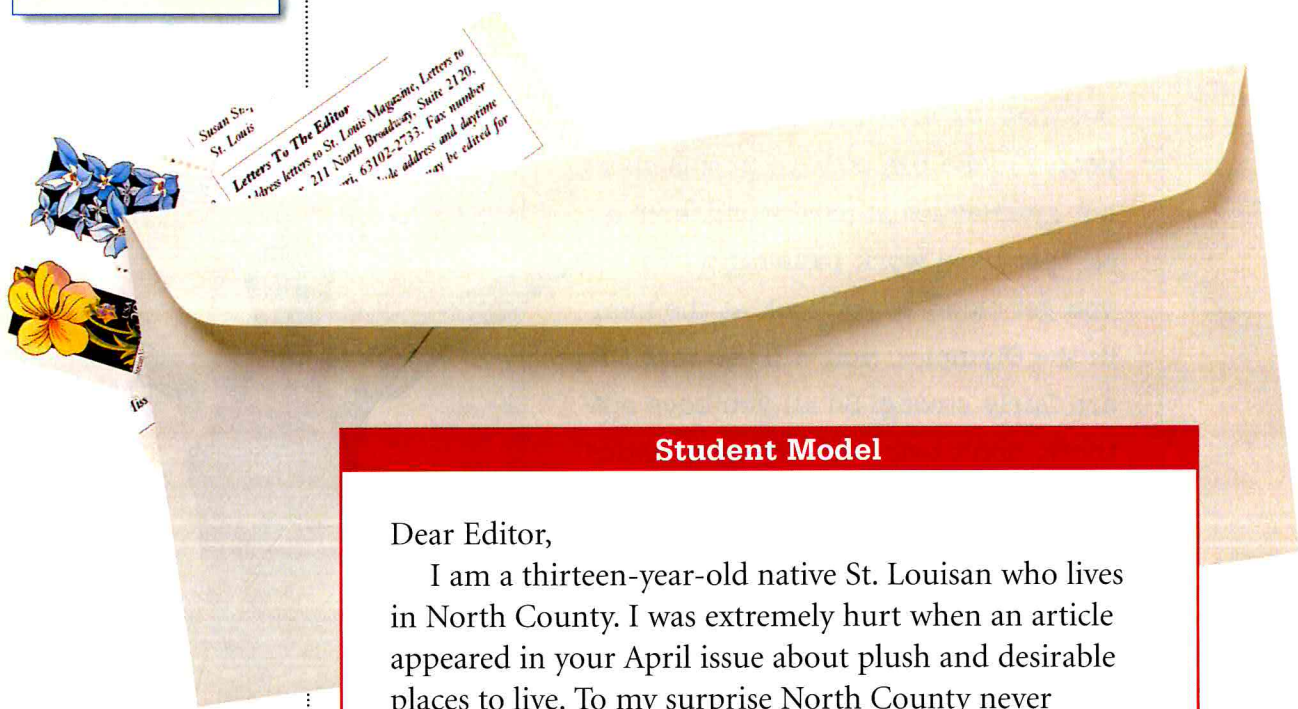
In a newspaper or magazine find a letter to the editor that persuades you to think or act as the writer wishes. Paste it in your journal. Make notes about what persuades you.

Presenting Tip

When you write a letter to the editor, you are far more likely to see it in print if you use the correct business-letter form. For an example see Lesson 5.8, pages 230–233.

Think About Your Tone

Frustration and anger have inspired many a letter to the editor. To make your letter persuasive, however, you need to keep uncontrolled emotion from weakening your message. Editors reject angry outbursts. The following letter expresses strong emotions but supports the writer’s point in a calm, controlled way. Remember that there are usually at least two sides to an issue. You should express *your* viewpoint reasonably; if you do, your letter will be much more persuasive.



Student Model

Dear Editor,

I am a thirteen-year-old native St. Louisan who lives in North County. I was extremely hurt when an article appeared in your April issue about plush and desirable places to live. To my surprise North County never appeared in the article. Why? North County is a beautiful place to live, filled with friendly faces. This to me, and probably many people, is extremely desirable.

The homes and subdivisions of this area are just as nice as the [ones] in the counties you featured. If you are *St. Louis Magazine*, then you should make a conscientious effort to represent *all* of the Metropolitan St. Louis area.

Kelinda Peaples, Florissant, Missouri
 First appeared in *St. Louis Magazine*

How might referring to the magazine’s purpose make Kelinda’s letter more persuasive?

6.7

Writing Activities

Write a Letter to the Editor

Select an organization in your community that serves an important role or offers fine service but rarely receives public attention. Write a letter to the editor of the local newspaper in which you praise this organization and its service. Persuade the public to pay more attention to the organization and to support it.

PURPOSE Support a worthwhile organization

AUDIENCE Your community, especially adults

LENGTH 3–5 paragraphs

WRITING RUBRICS To write an effective letter to the editor, you should

- state your main idea at the beginning or end—wherever it will be most effective
- support your views
- keep your tone reasonable

Listening and Speaking

DEBATE AN ISSUE In small groups, brainstorm about issues appropriate for letters to the editor of your school newspaper. Choose an issue that you have differing opinions about. Divide the group so that members can debate on the side of the issue with which they agree. Have each side support its opinion with evidence: facts, statistics, and examples. Then write letters to the editor. Read the letters aloud and evaluate

GrammarLink

Avoid double negatives.

The injury means no more football, no more soccer, no more baseball, or anything!

Revise each sentence below to eliminate double negatives.

1. Sometimes football players don't have no protective equipment.
2. How people dress isn't none of your business.
3. He didn't have no reason to be so negative about everything.
4. Hardly nobody knows nothing about that.
5. I won't say nothing to him.

See Lesson 12.8, page 471.

constructively how well each letter succeeded in presenting a strong argument in a calm, reasonable manner.

Viewing and Representing

MAKE AN EDITORIAL DISPLAY Look in local newspapers for letters to the editor or for editorial columns written from a variety of ethnic and community perspectives. Clip the pieces and arrange them on the bulletin board. Identify and discuss the issues that concern and affect people across cultural and geographic boundaries.



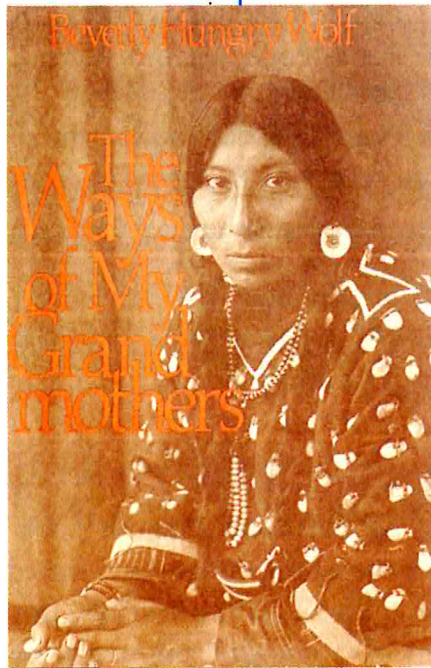
LESSON**6.8****WRITING ABOUT LITERATURE****Writing a Book Review**

Book reviews—you have probably written dozens. Book reviews can be persuasive. They help you decide what to read.

Literature Model

My own grandma, AnadaAki, was born in a tipi during the eighteen eighties. She has come a long way to her present place in life, which includes being the family elder as well as being a devoted fan of the TV serial “As the World Turns.” If you heard her British-accented voice calling out for someone to turn on the TV, you would not imagine that she was raised in the household of one of the last great medicine men among the Bloods.

Beverly Hungry Wolf, *The Ways of My Grandmothers*



Beverly Hungry Wolf’s grandmother has something to give you—stories of a past you may know nothing about. She speaks in the pages of the book *The Ways of My Grandmothers*. But how will readers find out about her and hear her wonderful stories? Sometimes people tell others about a book they liked, and the word spreads. Often, though, the best way to learn about new books is through book reviews.

Know Your Audience

Book reviews can help readers in two ways. The reviews summarize a book’s contents and in that way answer every reader’s

first question: What's it about? Reviews also evaluate the book, telling whether, in the reviewer's opinion, the book is worth reading:

Literature Model

It is a compilation of history, social life and customs. . . . There are stories . . . about the lives of her mother and grandmother, and others of her Elders, as well as accounts of some of her own experiences in learning how to live in the traditional [Blackfoot] manner. . . . Apart from its content, which is extremely valuable, one special quality of this work is its depiction of Native [American] people living a happy, normal and fulfilling existence—here are *anybody's* grandmothers, yours, mine, human beings. . . .

Beverly Hungry Wolf is a very good writer. Her book is interesting, moving, and, here and there, pretty funny.

Doris Seale, review of *The Ways of My Grandmothers*
First appeared in *Interracial Books for Children Bulletin*

Here the reviewer summarizes the book's contents, explaining what it is about.

Here she evaluates the book. What does she consider its strengths?

Persuasive Writing

Different people look for different qualities in books. Some enjoy drama and suspense, while others read mainly for information. Some respond to the quality of the writing itself. Many look for new books by their favorite authors. When you review a book you've liked, you may have too much to say about it. Knowing your audience and their interests can help you decide what to include and what to leave out.

Journal Writing

Think of a book that you feel strongly about. List reasons why you like it or don't like it. Then list some people you could try to persuade to read—or not read—this book. Explain how you would persuade your audience.

Grammar Tip

When editing a book review, be sure to underscore the book title. Use italics if your word-processing program allows you to. See Lesson 20.6, page 609.

What particular part of the main character's experience interested Melinda? Why?

**Personalize Your Review**

Some reviewers respond to books in a personal way. For example, *The China Year* tells of experiences similar to the reviewer's, so Melinda Eldridge also tells readers something about herself. Notice how Melinda's use of the first-person point of view makes her review all the more personal.

Student Model

The best parts of the book . . . are the friendships that evolved during Henrietta's year in China. I know first-hand how much fun it is to have friends from another culture, but I also know how much more painful it is to leave them because you don't know if you'll ever see them again.

The *China Year* is an excellent book for people of all types and from all walks of life. It stands as great testimony to the wonderful adventures one can have by living outside one's own culture.

Melinda Eldridge,
Arlington, Texas
First published in
Stone Soup

As a book reviewer, you have a wide range of options. You can compare the book to others by the same author or to others of the same type. You can comment on whether the book holds your interest. You can suggest certain types of readers who would enjoy the book. You can relate the book to events in your own experience, as Melinda did. The choice is yours.

6.8

Writing Activities

Write a Book Review

Think of a book you've read in the past that meant something special to you. Think especially of books in which you were able to identify with a character whose experiences were something like yours. Write a review, recommending the book to other readers your own age.

PURPOSE To review your favorite book

AUDIENCE Your classmates

LENGTH 1 page

WRITING RUBRICS To write an effective book review, you should

- tell what the story is about
- explain whether the book is worth reading
- keep your audience in mind



Carol Soatikee, *Students*, 1969

GrammarLink

Use the correct forms of the adjectives *good* and *bad*.

Rewrite each sentence below, correcting errors in the use of adjectives.

1. Of the two stories, the writing in LeGuin's is more good.
2. The plot is totally unbelievable, the worstest I've ever read.
3. The dialogue is most good when it's most natural.
4. The descriptions are badder than the action scenes.

See Lesson 12.3, page 461.

Cross-Curricular Activity

ART Study the painting on this page. Do the figures seem to be together or apart? How do colors and shapes create a mood? Write a review for a student art forum. Describe the painting's content and give your opinion. Include your reasons.

Listening and Speaking

PRESENT A REVIEW Taking turns with a partner, read aloud your book reviews from the writing activity on this page. Act as peer reviewers for one another's work. Evaluate the reviews, based on an adequate plot summary and a well-supported argument.

UNIT 6

Writing Process in Action

Persuasive Writing

In the preceding lessons you've learned how to state and support your opinions. You have had the opportunity to write a letter and a book review. Now, in this lesson, you're invited to write persuasively about how an important current issue might affect the future.

Assignment

Context	Your class has decided to publish <i>Our Future</i> , a magazine that deals exclusively with how what people do today may affect the future.
Purpose	To persuade people to behave today in ways that will improve the future
Audience	Your classmates and the readers of your magazine
Length	1 page

Planning to Write

The following pages can help you plan and write your persuasive article. Read through them, and then refer to them as you need to. But don't be tied down by them. You're in charge of your own writing process. Start by setting a time frame for this assignment. As you write, keep in mind the controlling idea: to persuade people to behave today in ways that will improve the future.



For prewriting, drafting, revising, editing and publishing tools, go to glencoe.com and enter QuickPass code WC87703p1.

Writing Process in Action

Prewriting

One of the best ways to find a topic about the future is to look around you today. What if pollution continues at the current rate? Ask yourself *what if* questions until you hit on a topic. The chart below suggests more ways to find a topic.

Your next task is to research your topic to learn exactly how it might influence the future.

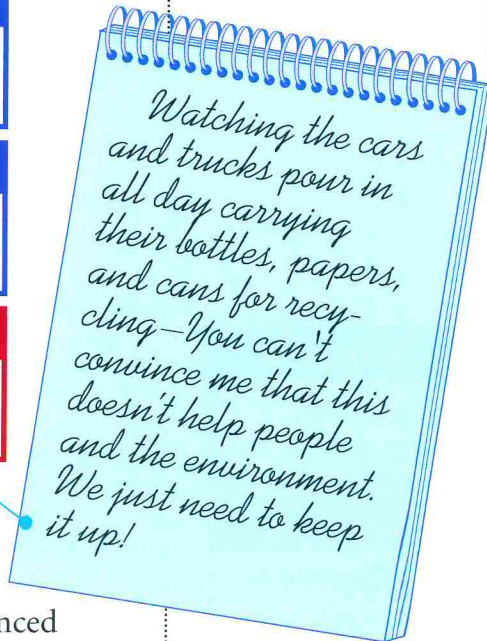
Consider your audience; would it be best to write a letter, a short essay, or perhaps a short story?

Drafting

Once you have gathered facts concerning your topic, you will need to organize them in a way that has a strong impact on the reader. Your goal is to change people's behavior. In order to do this, you must use specific, vivid language.

Notice how Rachel Carson focuses on the negative events that have happened, using words such as *misfortunes* and *disasters*. These present realities influenced her fictional description of the world of tomorrow.

- Option A**
Explore your journal.
- Option B**
Brainstorm with a friend.
- Option C**
Freewrite for ideas.



Literature Model

I know of no community that has experienced all the misfortunes I describe. Yet every one of these disasters has actually happened somewhere, and many real communities have already suffered a substantial number of them.

Rachel Carson, *Silent Spring*

Drafting Tip

For more information about effectively making your case, see Lesson 6.4, pages 278–281.

Writing Process in Action

Once you have all you need in order to write, think about the order in which you will present your ideas, facts, and examples. Then, using your notes, begin writing. At this stage just write steadily, and let your ideas flow.

Revising

To begin revising, read over your draft to make sure that what you have written fits your purpose and your audience. Then have a **writing conference**. Read your draft to a partner or a small group. Use your audience's reactions to help you evaluate your work so far. The questions below can help you and your listeners.

Question A

What is my purpose?

Question B

Do I consider my audience?

Question C

Have I captured my readers' attention?

Nuclear man probably recycled some

materials. Scholars have not determined, however, if Nuclear man had any ^{organized} system for recycling. It ^{is likely} may be that recycling was a haphazard occurrence in the life of Nuclear man. The fact that Nuclear man seemed obsessed

with the word garbage suggests that Nuclear man had only the slightest notion of resource management and allocation. ^{a complex term with many meanings but thought to refer to unrecycled material}

Writing Process in Action

Editing/Proofreading

Careful editing is essential to persuasive writing. Why? Some readers will dismiss your argument because of a misspelling or a grammatical error. Use your dictionary. Check your sentences and **proofread** for mechanics. Be sure you write legibly and in cursive if you aren't using a word processor. Check for only one kind of error at a time.

Publishing/Presenting

Once you've edited your composition, you are ready to submit your work to *Our Future*. Think about and discuss with your class what the cover of your magazine should look like.

Editing/Proofreading Checklist

1. Do my verbs agree with their subjects?
2. Have I used subject and object pronouns correctly?
3. Have I used possessive pronouns correctly?
4. Have I eliminated any double negatives?
5. Have I checked spelling and capitalization?



Proofreading Tip

For proofreading symbols, see pages 79 and 863.

Journal Writing: Write to Learn

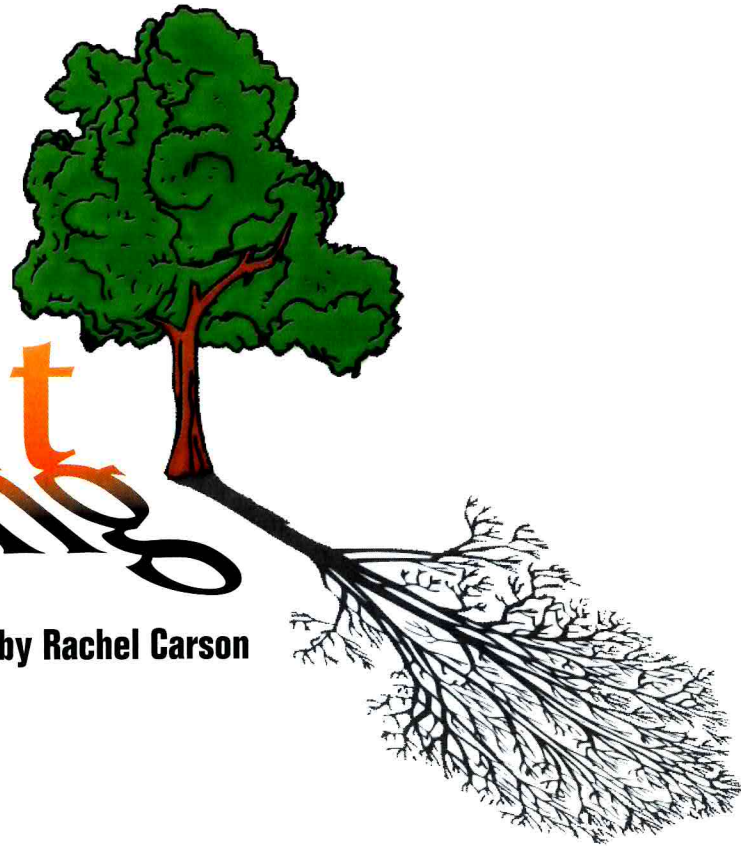
Reflect on your writing process experience. Answer these questions in your journal: What do you like best about your persuasive writing? What was the hardest part? What did you learn in your writing conference? What new things have you learned as a writer?

Literature Model

FROM

Silent Spring

by Rachel Carson



*Written more than thirty years ago by scientist Rachel Carson, *Silent Spring* begins with this fable that shows humanity's carelessness and irresponsibility. As you read, think about how the fable affects your view of current environmental problems.*

*Then try the activities in *Linking Writing and Literature* on page 306.*

There was once a town in the heart of America where all life seemed to live in harmony with its surroundings. The town lay in the midst of a

checkerboard of prosperous farms, with fields of grain and hillsides of orchards where, in spring, white clouds of bloom drifted above the green fields. In

Literature Model

autumn, oak and maple and birch set up a blaze of color that flamed and flickered across a backdrop of pines. Then foxes barked in the hills and deer silently crossed the fields, half hidden in the mists of the fall mornings.

*Even in winter
the roadsides were
places of beauty.*

Along the roads, laurel, viburnum and alder, great ferns and wildflowers delighted the traveler's eye through much of the year. Even in winter the roadsides were places of beauty, where countless birds came to feed on the berries and on the seed heads of the dried weeds rising above the snow. The countryside was, in fact, famous for the abundance and variety of its bird life, and



Leonard Koscianski, *Whirlwind*, 1992

Literature Model

when the flood of migrants was pouring through in spring and fall people traveled from great distances to observe them. Others came to fish the streams, which flowed clear and cold out of the hills and contained shady pools where trout lay. So it had been from the days many years ago when the first settlers raised their houses, sank their wells, and built their barns.

On the mornings that had once throbbed with the dawn chorus of robins, catbirds, doves, jays, wrens, and scores of other bird voices there was now no sound . . .

Then a strange blight crept over the area and everything began to change. Some evil spell had settled on the community: mysterious maladies swept the flocks of chickens; the cattle and sheep sickened and died. Everywhere was a shadow of death. The farmers spoke of much illness among their families. In the town the doctors had become more and more puzzled by new kinds of sickness appearing among their patients. There had been several sudden and unexplained deaths, not

only among adults but even among children, who would be stricken suddenly while at play and die within a few hours.

There was a strange stillness. The birds, for example—where had they gone? Many people spoke of them, puzzled and disturbed. The feeding stations in the backyards were deserted. The few birds seen anywhere were moribund; they trembled violently and could not fly. It was a spring without voices. On the mornings that had once throbbed with the dawn chorus of robins, catbirds, doves, jays, wrens, and scores of other bird voices there was now no sound; only silence lay over the fields and woods and marsh.

On the farms the hens brooded, but no chicks hatched. The farmers complained that they were unable to raise any pigs—the litters were small and the young survived only a few days. The apple trees were coming into bloom but no bees droned among the blossoms, so there was no pollination and there would be no fruit.

The roadsides, once so attractive, were now lined with browned and withered vegetation as though swept by fire. These, too, were silent, deserted by all living things. Even the streams were now lifeless. Anglers no

Literature Model

longer visited them, for all the fish had died.

The roadsides, once so attractive, were now lined with browned and withered vegetation as though swept by fire.

In the gutters under the eaves and between the shingles of the roofs, a white granular powder still showed a few patches; some weeks before it had fallen like snow upon the roofs and the lawns, the fields and streams.

No witchcraft, no enemy action

had silenced the rebirth of new life in this stricken world. The people had done it themselves.

This town does not actually exist, but it might easily have a thousand counterparts in America or elsewhere in the world. I know of no community that has experienced all the misfortunes I describe. Yet every one of these disasters has actually happened somewhere, and many real communities have already suffered a substantial number of them. A grim specter has crept upon us almost unnoticed, and this imagined tragedy may easily become a stark reality we all shall know.

Literature Model



Linking Writing and Literature

Learning to Learn

Make some notes in your journal about the natural environment in your part of the country. What is the environment like? Are there mountains, forests, deserts, or lakes? What animals might someone see on a ride through your area? Also note environmental problems you have heard about in your area and tell how people are working to solve these problems.

Talk About Reading

Discuss this excerpt from *Silent Spring* with a group of classmates. Select one person to lead the discussion and another to take notes. Use the following questions to guide the discussion.

- 1. Connect to Your Life** In this fable, did you learn anything surprising or shocking about the effects of environmental pollution? Explain.
- 2. Critical Thinking: Draw Conclusions** Why do you think Carson chose to begin her book with a fable rather than with dramatic examples of the misuse of dangerous chemicals in the environment?
- 3. 6+1 Trait®: Voice** How would you describe Carson's voice in *Silent Spring*? The author's voice includes her tone, her style, and the way she expresses her ideas. Where does the author's voice seem to change in this excerpt?
- 4. Connect to Your Writing** After reading the selection, explain why the fable is a good introduction to the main idea of Carson's book.

Write About Reading

Expository Essay Write an expository essay in which you explain what steps you, your family and friends, or your community are (or should be) taking to preserve and protect the environment. Steps may include everything from recycling to supporting national environmental organizations.

Focus on Voice Try to write in a voice appropriate to your feelings on the subject. If, for example, you feel passionately about the subject, your voice should convey that commitment.

For more information on voice and the 6+1 Trait® model, see **Writing and Research Handbook**, pages 838–840.

6+1 Trait® is a registered trademark of Northwest Regional Educational Laboratory, which does not endorse this product.

UNIT 6 Review

Reflecting on the Unit: Summarize What You Learned

Focus on the following questions to help you summarize what you have learned in this unit.

- 1 How does persuasive writing effect change?
- 2 What kinds of evidence can you use to support your position?
- 3 What do you need to keep in mind in order to write persuasively?
- 4 What kinds of activities go into developing a strategy?
- 5 What should you focus on when revising your persuasive writing?



Adding to Your Portfolio

CHOOSE A SELECTION FOR YOUR

PORTFOLIO Look over the writing you did for this unit. Choose a piece of writing for your portfolio. The writing you choose should show one or more of the following:

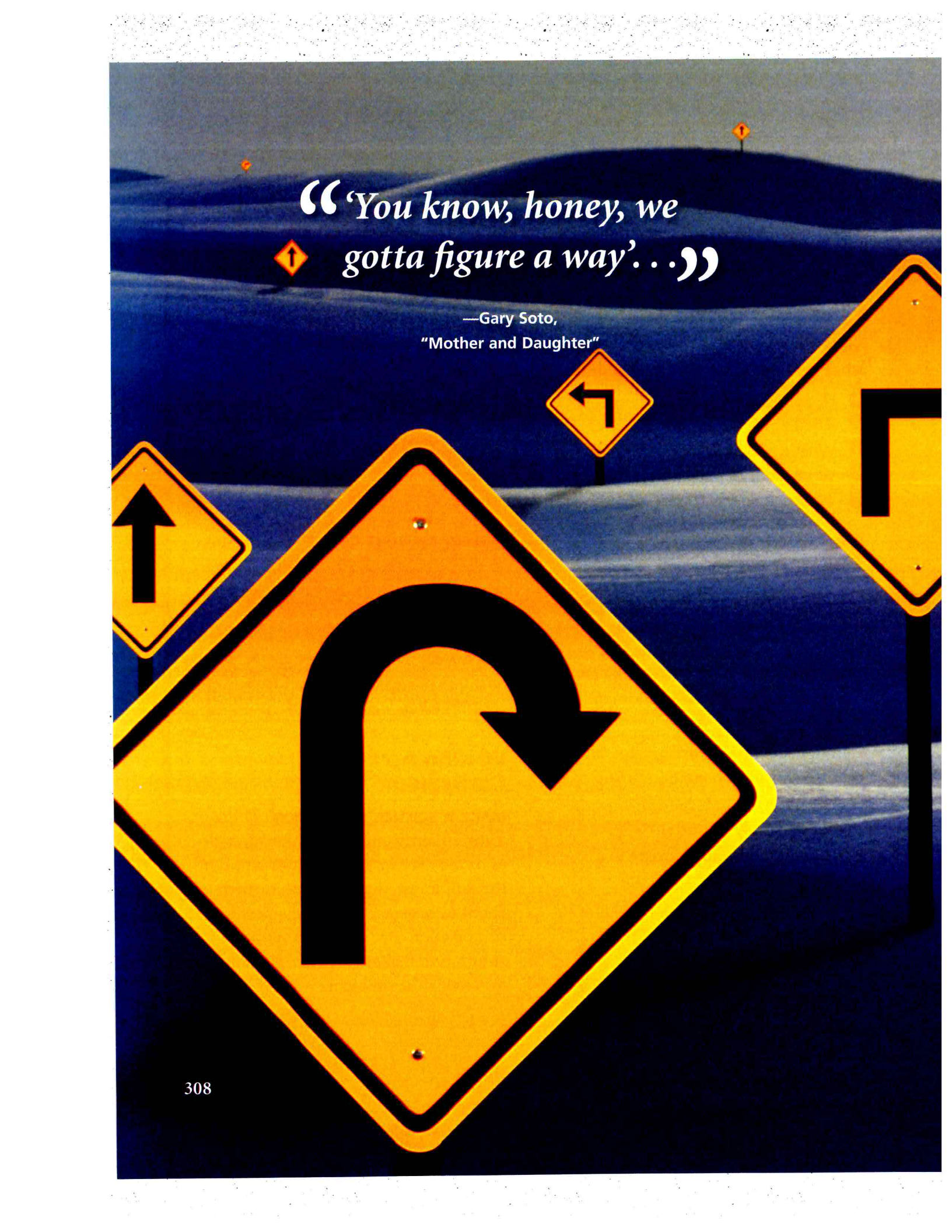
- an unusual or a surprising way of addressing a problem or an issue
- an opinion about a change you consider especially important
- words and ideas appropriate to a specific audience
- strong evidence gathered from at least two sources

REFLECT ON YOUR CHOICE Attach a note to the piece you chose, explaining briefly why you chose it and what you learned from writing it.

SET GOALS How can you improve your writing? What skill will you focus on the next time you write?

Writing Across the Curriculum

MAKE A SCIENCE CONNECTION Think of a current environmental problem, such as ozone deterioration or destruction of the rain forest, that you have learned about in science class. Write a persuasive composition that states and supports your opinion about what we should do to remedy the problem.



“‘You know, honey, we
gotta figure a way’...”

—Gary Soto,
“Mother and Daughter”