State Your Case

ARGUMENT AND PERSUASION

- In Nonfiction
- In Media
- In Literature
Whom can you **BELIEVE?**

As soon as you wake up in the morning, you’re surrounded by people, groups, and corporations trying to influence the way you think or act. To **persuade** you to buy a brand of shoes, a company runs an ad showing a great athlete wearing the same pair as he sinks a jump shot. To encourage you to sell T-shirts for a fundraiser, the class president starts the morning announcements by offering a prize to the student who sells the most. Meanwhile, a friend begs you to work with her instead of with your usual partner. How can you be sure you’re doing what’s best for you?

**ACTIVITY** Think about a time when an advertisement persuaded you to buy a product. What influenced your decision to believe that company’s claims? Consider the following questions:

- Were you familiar with that company’s products?
- What did the advertisement tell you that you did not hear from competing companies’ ads?
- Did the company use celebrity endorsements, statistics, or other persuasive techniques to convince you to buy its product?
### Preview Unit Goals

#### Reading
- Identify and analyze proposition and support patterns
- Identify and analyze persuasive techniques
- Analyze the effectiveness of persuasive techniques
- Distinguish between and evaluate facts and opinions
- Identify and analyze author’s purpose
- Identify and analyze comparisons and contrasts
- Identify and analyze the historical context of a text
- Identify and analyze tone

#### Writing and Grammar
- Write a persuasive essay
- Use parallelism to link related ideas
- Capitalize names correctly

#### Speaking, Listening, and Viewing
- Analyze and evaluate an ad campaign
- Recognize persuasive techniques in media messages
- Deliver a persuasive speech

#### Vocabulary
- Use knowledge of word roots, base words, and affixes to help determine word meaning
- Use antonyms as context clues to determine word meaning

#### Academic Vocabulary
- argument
- fact and opinion
- historical context
- tone
- author’s purpose
- persuasive techniques
- proposition
- strawman
Argument and Persuasion

Persuasive messages are everywhere—on buses and billboards, on television and the Web, even on cereal boxes and candy wrappers. Using direct or subtle techniques, these messages tell you what to wear, what to buy, and what to think. How can you sift through all the pitches, claims, and pizzazz, and make sure you figure out what’s really important? In this workshop, you’ll learn how to separate the substance of these messages from what’s simply a sugar coating.

Part 1: Elements of an Argument

The word argument doesn’t always refer to two people having a disagreement. In formal speaking and writing, an argument is a claim supported by reasons and evidence. Sound arguments appeal to logic, not to emotions. A strong argument

• presents a claim, or the writer’s position on a problem or an issue. The claim might be stated directly (“Vitamins are good for you.”) or indirectly (“Take your vitamins—feel the difference.”). The claim often appears in the introduction, conclusion, or title of an argument.

• provides support, or the reasons and evidence that back up the claim. Support can include facts, statistics, examples, and quotations from experts.

• anticipates what people with the opposing viewpoint might say and counters their objections by offering further evidence to support the claim.

Look closely at the elements of an argument in this poster.

1 Claim: The title of the poster states its claim: One person can make a difference.

2 Support 1: Giving a few hours of your time will build a stronger community.

3 Support 2: Volunteering will make you a better person.

4 Notice that an opposing viewpoint is addressed and countered: No effort is a wasted effort.
MODEL: ELEMENTS OF AN ARGUMENT

The author of this essay makes a case against junk food by focusing on one example. As you read this excerpt, try to identify the author’s claim. What reasons and evidence does he provide as support for his position?

from Why Can’t I Live on French Fries?

Essay by Richard J. Roberts

So what’s so bad about stuffing yourself with nothing but French fries all the time, anyway? Simple: Pretty soon you’ll be missing important nutrients. Let’s start with vitamins. The body does not need much of them, but in most cases, it cannot produce them. Potatoes contain mostly vitamin C and hardly any other vitamin. No vitamin K, for example, which is needed to form a scab when you’re bleeding so that the bleeding stops. And no vitamin A, needed for the eyes to function properly. Not enough vitamin A, and you’ll see even less well at night than everyone else. Over the long run, a lack of vitamin A can even cause blindness. Many children in Africa suffer from it.

If you were to eat only French fries, your teeth would also slowly go bad and your bones would become brittle. That’s because potatoes do not contain enough calcium, and your bones need calcium throughout your life, not just while you’re growing. Besides, all those mountains of fries would overload you with sodium, because they’re often too salty, and salt contains sodium.

It’s important that your body maintain a good sodium balance, because otherwise, it can’t regulate its body temperature very well, but too much sodium causes high blood pressure in some people.

French fries also contain little protein. Proteins are critical. They are the true bearers of life. The cells from which most living creatures are built consist mostly of proteins. Without proteins, for example, you would not have any muscles.

We chemists and doctors still know far too little about nutrition and its effects on health. This is why every person has to find out for him- or herself what’s good for each. But one thing I can guarantee: You’ll get into trouble if you always eat nothing but French fries. By the way, I myself would love to wolf down French fries every day. But I, too, have to restrain myself and should stick to the advice that I’ve given you here.
Part 2: The Power of Persuasion

Who can ignore the pleading expression on the face of a starving child or a description of an injured animal whose survival depends on you? Effective writers, speakers, and advertisers know how to pull your heartstrings. They try to influence your feelings and actions using persuasive techniques, such as the ones shown here. While these techniques can enhance strong arguments, they can also mask the flaws in weak ones. That’s why it’s important for you to recognize these techniques for what they are. Use this chart as a guide.

<table>
<thead>
<tr>
<th>PERSUASIVE TECHNIQUES</th>
<th>EXAMPLES</th>
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<tbody>
<tr>
<td><strong>Appeals by Association</strong></td>
<td></td>
</tr>
<tr>
<td>Bandwagon Appeal</td>
<td>Millions of teens have made City Jeanz part their wardrobe. What are you waiting for?</td>
</tr>
<tr>
<td>Snob Appeal</td>
<td>Join the Brookside Club for Seasoned Skiers—because you’re way beyond the beginner slopes.</td>
</tr>
<tr>
<td>Testimonial</td>
<td>As a supermodel, it’s important for me to have a great smile. Brite Strips whiten your teeth without the wait.</td>
</tr>
<tr>
<td>Transfer</td>
<td>Vote for cleaner air. Vote for Tony Leonard.</td>
</tr>
<tr>
<td><strong>Appeal to Values</strong></td>
<td></td>
</tr>
<tr>
<td>Ethical Appeal</td>
<td>If you believe that every child deserves a good education, support the Great Minds Organization.</td>
</tr>
<tr>
<td><strong>Emotional Appeals</strong></td>
<td></td>
</tr>
<tr>
<td>Appeal to Fear</td>
<td>How clean are the hotel rooms you’re staying in? You’ll be shocked by what our documentary reveals.</td>
</tr>
<tr>
<td>Appeal to Pity</td>
<td>For the cost of one cup of coffee a day, you could save a life.</td>
</tr>
<tr>
<td><strong>Word Choice</strong></td>
<td></td>
</tr>
<tr>
<td>Loaded Language</td>
<td>The alley next to the parking lot is dark and dangerous. Vote to increase the number of street lamps in our neighborhood. Residents deserve to feel safe and protected.</td>
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</tbody>
</table>
MODEL 1: PERSUASION IN TEXT

This article challenges the positive concept of competition. What techniques does the author use to persuade you to adopt her position?

from

Against Competition

Newspaper article by Gayle Heaney

Our society uses sports metaphors for almost every aspect of life: Gear up, go for the goal, score one for the team! But studies show that the competitive spirit we admire can also have negative effects on a person—especially if the pressure to compete is instilled at a young age.

Young children often place excessive value on how they perform and can be emotionally devastated if they fail. Consider, for example, if a boy feels pressured to succeed in a particular sport. If he is unable to improve his skills, his self-esteem will disintegrate. If anyone criticizes his performance, he magnifies the criticism and views himself as a failure in everything.

In adults, competition can cause a person’s stress levels to skyrocket. High stress levels can have damaging and dangerous consequences because they often lead to high blood pressure or to uncontrollable outbursts of anger. Road rage is turning our nation’s highways into battlefields. Sports events often turn into violent fistfights, either on the field or in the crowd. Is this the kind of behavior we should be modeling for our children?

MODEL 2: PERSUASION IN ADVERTISING

Persuasion is a key factor in the advertisements you see on television, in magazines, and on product packaging. What techniques do you notice in this promotional poster?

ANNUAL SPORTS CHALLENGE:  
June 20–26

Do you have what it takes to be a champion? Let us show you.

“I DIDN’T HAVE THE NERVE TO TRY OUT FOR THE SOCCER TEAM LAST YEAR. BUT THE SPORTS CHALLENGE PROGRAM HELPED ME BUILD MY SKILLS IN A FUN, CHALLENGING ENVIRONMENT. NOW I HAVE THE CONFIDENCE I NEED TO COMPETE—AND SUCCEED.”

JEANNIE, AGE 14
Part 3: Analyze the Texts

Now you’ll apply what you’ve learned in this workshop as you analyze two texts—an editorial and a poster. Both texts are about the legal driving age. As you read each text, try to identify the claim, the support, and any persuasive techniques that are used.

Should the Driving Age Be Raised to 18?

Editorial by Alex Koroknay-Palicz
National Youth Rights Association

If your neighbor robs a bank, should you go to jail? No. If your classmate gets in an accident, should your driver’s license be taken away? Of course not. Neither situation is fair. Raising the driving age will punish all young drivers for the mistakes of a few of their peers.

In this country we live by the principle of innocent until proven guilty. Those who want to raise the driving age have labeled teens guilty before they’ve gotten in an accident or before they’ve even stepped into a car. They believe that just because of your birth date, you are dangerous and must be punished by having your ability to drive taken from you.

Those who favor raising the driving age say that statistics show teenagers are more likely to get into accidents than adults. What they don’t say is that statistics also show that men of all ages are 77 percent more likely to kill someone while driving than women. If people want to save lives by raising the driving age, then how about saving lives by allowing only women to drive?

Except raising the driving age won’t save lives. Studies show that it is inexperience, not age, that causes accidents. Raising the driving age will just create inexperienced, accident-prone drivers at 18 instead of 16.

Teens need the ability to drive just as much as anyone else—to get to school, to get to work, to get to sports or band practice, or just to go out with their friends. Cars are necessary for mobility in this country. Taking that away is a large disruption to the lives of teenagers—for no good reason.

Close Read

1. The title tells you which side of the issue the author falls on, but the claim of his argument is stated in the first paragraph. What is the author’s claim?

2. What reasons and evidence does the author provide as support for his claim?

3. The author presents an opposing viewpoint in the boxed lines. In your own words, restate his response to this opposition.
The creators of this public-service poster offer a different viewpoint on the same issue. What techniques are used to get you to see their side?

Close Read
1. Examine the text and photograph used in this ad. What emotional appeal is being used?
2. In what way does this ad use the technique of transfer?
3. Both the editorial and the public-service poster present a position on whether the legal age for driving a car should be raised, but they do so very differently. Identify two major differences in their treatment of the issue.

Support Bill 543 to raise the driving age and cut down on needless accidents.

How many more teens need to suffer before we admit that we are putting them behind the wheel too soon? And who’s to say you won’t be the next victim of an inexperienced teenage driver?
KEY IDEA  Close your eyes and picture an elephant. Are you picturing it in the zoo or in the wild? As humans inhabit more and more of the earth’s land, some species of wildlife are more likely to be found in captivity than in their natural habitat. But is this a good thing? The writers of the selections you’re about to read have different views on whether or not zoos are good for humans and animals.

LIST IT  With a group, make a list of the good things and bad things about zoos. Do the pros outnumber the cons, or vice versa? Tell whether you think zoos are a good idea.
ELEMENTS OF NONFICTION: PROPOSITION AND SUPPORT

As you just learned, effective arguments deliver a claim, support, and a counterargument. Now you will learn two ways in which writers arrange these elements to make their arguments even stronger.

• Proposition and Support The writer presents a proposition—a claim that recommends a policy—and two or three reasons for accepting the policy. For instance, “Cigarette smoking should be banned in public places because it’s bad for people’s health and smelly.” Then the writer supports each reason with evidence.

• Strawman The writer presents a proposition. Instead of supporting it, however, he or she sums up the other side’s position and disproves it. Once that “strawman” has been defeated, the writer declares his or her proposition the best or only option.

Keep these patterns in mind as you read the next selections.

READING SKILL: DISTINGUISH FACT AND OPINION

To decide if an argument is convincing, you need to be able to tell the difference between a statement of fact and a writer’s opinion. A fact is a statement that can be proved by personal observation, a reliable source, or talking with an expert. An opinion is a statement of personal belief, feeling, or thought. As such, an opinion does not require proof. As you read each selection, list three facts and three opinions.

VOCABULARY IN CONTEXT

See how many of the following words you know. Match each to the word or phrase that is closest to its meaning.

<table>
<thead>
<tr>
<th>WORD LIST</th>
<th>counterpart</th>
<th>deprivation</th>
<th>progressiveness</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>exploit</td>
<td>devious</td>
<td>languish</td>
</tr>
<tr>
<td></td>
<td>propaganda</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. unusual
2. corresponding position
3. stark
4. uselessness
5. biased information
6. weaken
7. a lack of
8. use for selfish reasons

MORE ABOUT THE AUTHOR

For more on Rob Laidlaw and Michael Hutchins, visit the Literature Center at ClassZone.com.
ANALYZE VISUALS
If you were to assign human qualities to this polar bear, what would they be?

propaganda
(prop’ə-găn’də) n.
information that supports a certain cause

depprivation
(dēp’ra-vă’shan) n. the condition of not having one’s needs met; a lack of

PROPOSITION AND SUPPORT
In defense of themselves, what three benefits do many zoos say they offer? If Laidlaw is using the strawman method to make his case, he will focus on disproving what zoos say they offer. As you read on, see if he does that.

In recent years, zoos have become the target of intense public scrutiny and criticism. In response, many have tried to repackage themselves as institutions devoted to wildlife conservation, public education, and animal welfare. But most zoos fail to live up to their own propaganda and vast numbers of zoo animals continue to endure lives of misery and deprivation.

Nearly every zoo, from the smallest amateur operation to the largest professional facilities, claims to be making important contributions to conservation, usually through participation in endangered species captive propagation initiatives and public education programming. The zoo world buzzword\(^1\) of the moment is “conservation.”

Yet, with an estimated 10,000 organized zoos worldwide, representing tens of thousands of human workers and billions of dollars in operating budgets, only a tiny percentage allocate the resources necessary to

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1. buzzword: a word or phrase connected with a specialized field or group that sounds important or technical and is usually used to impress those outside the group.
participant in captive propagation initiatives, and fewer still provide any real support for the *in situ* protection of wildlife and their natural habitat.

So far, the record on reintroductions to the wild is dismal. Only 16 species have established self-sustaining populations in the wild as a result of captive breeding efforts, and most of those programs were initiated by government wildlife agencies—not zoos. The contribution of zoos in this regard has been minimal, and often involves supplementing existing wild populations with a small number of captive-born individuals who are ill-prepared for life in the wild.

As the *futility* of captive breeding as a major conservation tool becomes evident to those in the industry, many zoos are now turning to education to justify themselves. Yet, zoos claim that they teach visitors about wildlife conservation and habitat protection, and their contention that they motivate members of the public to become directly involved in wildlife conservation work doesn’t stand up to scrutiny. The truth is that scant empirical evidence exists to prove that the primary vehicle for education in most zoos—the animal in the cage—actually teaches anyone anything. In fact, viewing animals in cages may be counterproductive educationally by conveying the wrong kinds of messages to the public. Also, the legions of conservationists that zoos should have produced, if their claims were true, have never materialized.

**Humane Treatment**

But there is one issue about which there appears to be widespread agreement—at least in principle. So long as wild animals are kept in captivity, they ought to be treated humanely.

Studies have shown that animals can suffer physically, mentally, and emotionally. For this reason, captive environments must be complex enough to compensate for the lack of natural freedom and choice, and they must facilitate expression of natural movement and behavior patterns. This principle has been widely espoused by the modern zoo community in various articles, books, and television documentaries.

Yet despite the best of intentions or claims, most animals in zoos in North America are still consigned to lead miserable lives in undersized,
impoverished enclosures, both old and new, that fail to meet their biological and behavioral needs. Many in the zoo industry will bristle at this statement and point to numerous improvements in the zoo field. They’ll claim they’ve shifted from menagerie-style entertainment centers where animals were displayed in barred, sterile, biologically irrelevant cages, to kinder, gentler, more scientifically-based kinds of institutions.

But many of the “advances” in zoo animal housing and husbandry are superficial and provide little benefit to the animals. For example, the many new, heavily promoted, Arctic “art deco” polar bear exhibits that are springing up in zoos across the continent consistently ignore the natural biology and behavior of these animals. The artificial rockwork and hard floor surfaces typically resemble a Flintstones movie set more than the natural Arctic ice and tundra habitat of polar bears. These exhibits are made for the public and dupe them into believing things are getting better. What they really achieve is more misery and deprivation.

In addition, many new exhibits are hardly larger than the sterile, barred cages of days gone by. And one look at the prison-like, off-display holding and service areas in most zoos, where many animals spend a good portion of their lives, is proof of the hypocrisy of zoo claims that things are better for the animals than they were in the past.

Behind the Invisible Bars
If not all is well behind the invisible bars of North America’s more luxurious zoos, a more transparent problem is found in the hundreds of substandard roadside zoos that dot the continent. These amateurish operations fall far below any professional standard and do nothing but cause misery and death to thousands of animals.

My own investigations have revealed animals in visible distress lying unprotected from the full glare of the hot summer sun; primates in barren cages with no opportunity to climb; groups of black bears begging for marshmallows as they sit in stagnant moats of excrement-filled water, scarred and wounded from fighting; nocturnal animals kept without shade or privacy; animals without water; and the list goes on and on.

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4. bristle (brɪlˈzəl): to show annoyance or anger.
5. menagerie (mə-nəˈ jerē): a collection of live wild animals on display.
6. nocturnal (nəkˈtər nl): habitually active at night and asleep during the daytime.
Many zoos, including those that meet industry guidelines, also annually produce a predictable surplus in animals that often end up in the hands of private collectors, animal auctions, circuses and novelty acts, substandard zoos, and even “canned hunt” operations where they’re shot as trophies.

A look at compliance with the zoo industry’s own standards (which in the author’s view do not necessarily constitute adequate standards) demonstrates how bad the situation really is. Of the estimated 200 public display facilities in Canada, only 26—slightly more than 10 percent—have been deemed to meet the standards of the Canadian Association of Zoos and Aquariums (CAZA).

In the U.S., out of the 1,800–2,000 licensed exhibitors of wild animals (which includes biomedical research institutions, breeding facilities, small exhibitors, travelling shows, educational programs using live animals, zoos and aquariums), about 175 are accredited by the American Zoo and Aquarium Association (AZA), equivalent to less than 10 percent of all facilities.

Times are changing, and with them, public attitudes. Increasingly, members of the public find the confinement of animals in substandard conditions offensive. Zoos across the continent are feeling the pressure. They have to accept that if wild animals are to be kept in captivity, their needs must be met.

Are there good captive environments where the biological and behavioral needs of animals are being satisfied? The answer is yes. A recent Zoocheck Canada survey of black bear and gray wolf facilities in North America revealed a number of outstanding exhibits where the animals displayed an extensive range of natural movements and behaviors. But they are few and far between.

Can zoos make a useful contribution to conservation and education? Again, the answer is yes. The Durrell Wildlife Conservation Trust (Jersey Zoo) in the U.K., for example, clearly shows that zoos can become leaders in conservation education and wildlife protection. But few actually do.

I can’t understand why the more responsible segments of the zoo industry have not come to their senses and acknowledged the obvious—the present state of zoos is untenable. Either zoos can voluntarily adopt humane policies and practices, push for the closure of substandard facilities, and participate in advocating for laws to help wildlife, or they can be dragged kicking and screaming into the new millennium. It’s their choice.
The scene of Little Joe, the curious young gorilla out of his zoo exhibit wandering through Franklin Park,1 certainly sold papers last month. But less well covered was the very real success that our nation’s best zoos have had in nurturing the animals who live within their walls.

At the turn of the last century, gorillas—these strange, human-like creatures from “darkest Africa”—still flourished in the wild and thoroughly captivated the American public. But once relocated from their jungle habitat, gorillas languished. Zoos found it impossible to keep the animals alive for more than a few weeks since little was known about the natural history of gorillas. Even as late as the 1960s and ’70s, most zoo gorillas were kept singly or in pairs in small, sterile concrete and tile cages and fed inappropriate foods. But things began to change as information from field and zoo biologists brought more understanding of both the physiological and psychological needs of these remarkable creatures.

Gorillas in today’s zoos are typically kept in large, naturalistic exhibits, maintained in appropriate social groupings, fed nutritionally appropriate diets, and provided with excellent veterinary care. The result is that zoo gorillas exhibit behavior similar to their wild counterparts, reproduce consistently, and live longer on average than they do in nature.

In fact, recent advances in exhibit design, animal nutrition, genetic management, and veterinary medicine have revolutionized animal welfare and care in our zoos. Today, more than 90 percent of mammals housed in accredited2 facilities were born in zoos and not taken from the wild. They are under the charge of animal curators and caretakers who are trained professionals, with both academic and practical experience. Furthermore, accredited zoos have

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1. Franklin Park: a Boston, Massachusetts, park that has a zoo in it.
2. accredited (ə-krəd’it-əd): meeting certain standards that have been set by a respected authority (in this case, the American Zoo and Aquarium Association).
become “learning organizations” that constantly strive to improve the lives and health of the animals in their care.

So why should we have gorillas or any other wild animals in zoos today? Before speculating about the role of these institutions in contemporary society, I must first draw a distinction between accredited zoos and other kinds of facilities that keep wild animals for public display. All of my statements are focused exclusively on the 213 facilities accredited by the American Zoo and Aquarium Association. AZA members undergo a detailed peer-review process, which is more comprehensive than existing local, state, or federal regulations.

At a time when children learn more about the world around them from television and computers than from personal experience, modern zoos—and aquariums, for that matter—offer fun, safe opportunities to view living wild animals up close and personal. In 2002, over 140 million people visited AZA zoos and aquariums, more than attended all professional baseball, football, basketball, and ice hockey games combined.

Modern zoological parks provide us a wonderful opportunity to build awareness and appreciation of wildlife in an increasingly urbanized populace—a group that is becoming progressively disconnected from the natural world.

Only a small percentage of our nation’s citizens can afford to travel to exotic locations to view wild tigers, elephants, or giant pandas.

3. peer-review: evaluation by equals (in this case, other zoo officials).
or to dive with sharks or moray eels. Zoos provide exhilarating experiences that can’t be replicated on two-dimensional television or computer screens. Seeing, smelling, and in some cases even touching real, live animals is a powerful experience.

The best zoos include conservation, education, and science among their core missions, and the animals in their collections can be viewed as ambassadors for their counterparts in the wild. Many species are endangered or threatened and would have little chance of survival without human intervention. Increasingly, zoos are playing an important role in those efforts. Last year alone, AZA member institutions supported 1,400 field conservation and associated educational and scientific projects in over 80 countries worldwide. These ranged from restoring habitat for endangered Karner blue butterflies in Ohio to attempting to curb the illegal, commercial harvest of wildlife for meat in Africa to rehabilitating injured marine mammals and sea turtles and returning them to the sea.

Some critics have characterized zoos and aquariums as “exploiting” animals for personal financial gain, but that’s not true of the professionals I know. As a curatorial intern at New York’s Bronx Zoo/Wildlife Conservation Society in the late 1980s, I went on rounds with the staff veterinarians as they cared for sick and injured animals. They worked long hours for comparatively little pay, and their dedication was inspiring. I also witnessed animal keepers weeping over the loss of their favorite animals and spending their own money to attend training programs to improve their knowledge and skills.

In my opinion, a society that values wildlife and nature should support our best zoos and aquariums. Habitat conservation is the key to saving endangered species, and professionally managed zoos and aquariums and their expert, dedicated staffs play a vital role by supporting on-the-ground conservation efforts and by encouraging people to care for and learn about wildlife and nature.

Zoos and aquariums are reinventing themselves, but while many are in the process of rebuilding their aging infrastructures, still others retain vestiges of the past or have been hit hard by recent state or local budget cuts. Good zoos and aquariums are invaluable community assets, and they deserve our attention and enthusiastic support.

4. core missions: central goals and beliefs.
5. field conservation: conservation of wild organisms in their natural habitats (not in zoos).
Comprehension

1. Recall  According to “Zoos: Myth and Reality,” what often happens to surplus animals from zoos?

2. Recall  According to “Zoos Connect Us to the Natural World,” how do zoos benefit people?

3. Clarify  What kind of action does each author call for?

Critical Analysis

4. Identify Method of Argument  Determine whether Laidlaw makes his case with a proposition and support or a strawman type of argument. Support your answer with evidence from the text.

5. Infer Proposition and Support  Reread lines 2–4 of Laidlaw’s article. Based on these lines, what “proposition and support” argument do you suppose zoos offer?

6. Interpret Claim  In lines 171–174, Hutchins concludes with a claim of policy: “Good zoos and aquariums are invaluable community assets, and they deserve our attention and enthusiastic support.” Restate this claim as it might be presented in a “proposition and support” argument.

Extension and Challenge

7. Speaking and Listening  Form two teams, one representing Rob Laidlaw and one representing Michael Hutchins. Then, with your team, answer the question “Should wildlife stay wild?” from the perspective of your author. Debate the question with the other team, using support from the two selections.

8. Inquiry and Research  Learn more about a zoo that you’ve visited or heard about. Is it accredited? What kind of background do the employees have? How are they trained? How are the animals housed and cared for? Research to find answers, and discuss your findings with the class. Share your opinions on whether the zoo is keeping wildlife safe.

RESEARCH LINKS

For more on zoos, visit the Research Center at ClassZone.com.
Vocabulary in Context

VOCABULARY PRACTICE

For each item, choose the word that differs most in meaning from the other words.

1. (a) suffer, (b) languish, (c) enjoy, (d) endure
2. (a) exploit, (b) aid, (c) help, (d) befriend
3. (a) hope, (b) uselessness, (c) futility, (d) meaninglessness
4. (a) unadorned, (b) desolate, (c) lush, (d) sterile
5. (a) suffering, (b) deprivation, (c) lack, (d) wealth
6. (a) persuasion, (b) truth, (c) propaganda, (d) bias
7. (a) boss, (b) equal, (c) peer, (d) counterpart
8. (a) ordinary, (b) exotic, (c) foreign, (d) extraordinary

VOCABULARY IN WRITING

Using at least two vocabulary words, write a surprising fact about zoos that you learned from the selections. You might start like this.

EXAMPLE SENTENCE

I learned that the majority of zoo animals languish in uncomfortable, inappropriate environments.

VOCABULARY STRATEGY: THE GREEK ROOT EXO

The vocabulary word exotic contains the Greek root exo, which means “outside” or “external.” You can use your understanding of this root along with context clues to help you to figure out the meaning of other words formed from exo.

PRACTICE Use a dictionary to look up each word that appears in the web. Then decide which word best completes each sentence. Be ready to explain how the meaning of the root is reflected in each word.

1. The earth’s _____ protects it from much of the sun’s ultraviolet radiation.
2. A peach’s fuzzy _____ holds in the juicy fruit.
3. There was a mass _____ of fans from the stadium after the concert.
4. A beetle’s _____ is like armor, protecting it from predators and weather.
**Reading-Writing Connection**

Demonstrate your understanding of the arguments in “Zoos: Myth and Reality” and “Zoos Connect Us to the Natural World” by responding to these prompts. Then complete the **Grammar and Writing** exercise.

<table>
<thead>
<tr>
<th><strong>WRITING PROMPTS</strong></th>
<th><strong>SELF-CHECK</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Short Response: Letter to the Editor</strong>&lt;br&gt;What argument would you make about wildlife in captivity? Write a <strong>one-paragraph letter to the editor</strong>, supporting or criticizing a zoo, circus, or other place that houses wild animals.</td>
<td><strong>A convincing letter to the editor will . . .</strong>&lt;br&gt;- make your position clear&lt;br&gt;- include a call to action</td>
</tr>
<tr>
<td><strong>B. Extended Response: Compare Perspectives</strong>&lt;br&gt;Look back at the authors’ biographies on page 933. How do you think each author’s experience has influenced his opinion of zoos? Write <strong>two or three paragraphs</strong> comparing the authors’ perspectives, or the ideas and values that influence their viewpoints.</td>
<td><strong>A successful comparison will . . .</strong>&lt;br&gt;- clearly state each author’s opinion&lt;br&gt;- connect each author’s experience to his opinion</td>
</tr>
</tbody>
</table>

**GRAMMAR AND WRITING**

**CAPITALIZE CORRECTLY** In your writing, remember to **capitalize** all the important words in the names of organizations, institutions, stores, and companies. Do not capitalize words such as *hospital, school, company, church,* and *college* when they are not used as parts of the official names.

Original: The university of Texas is one of the many Universities offering zoology classes.

Revised: The University of Texas is one of the many universities offering zoology classes.

**PRACTICE** Correct the capitalization errors in the following sentences.

1. I believe the Lincoln Park Zoo is teaching people to value wildlife.
2. The Zoo’s habitats are safer for animals than the danger of the wild.
3. The Durrell Wildlife Conservation Trust actually protects wildlife.
4. Some circuses might not have high standards, but Ringling Brothers and Barnum and Bailey Circus is trying to improve.

*For more help with capitalization, see page R51 in the Grammar Handbook.*
How do ads create buzz?

**KEY IDEA** Think about the last movie you just couldn’t wait to see. How did you find out about it? Did you watch a preview that made it look exciting? Maybe you saw ads while surfing the Internet or passed billboards on the way to school. In this lesson, you’ll explore how advertisers use these marketing techniques to build a sense of anticipation for an upcoming movie release.

**Background**

**Coming Soon** . . . Movie studios know that sometimes a commercial is not enough to persuade their target audience to see an upcoming film. They use a series of different types of ads to create excitement, so that not only will you run out to see the movie; you’ll also tell your friends about it. In effect, you become part of the studio’s ad campaign. This word of mouth is powerful, as people are more likely to trust the opinion of someone they know over the razzle-dazzle of a commercial. A movie is said to have buzz around it when it gets people excited enough to spread the word.

You’ll look at advertisements for the movie *Star Wars: Episode III—Revenge of the Sith* to see how advertisers try to create buzz.
Media Literacy: Persuasion in Ads

An ad campaign is a series of advertisements for a single product or brand. The ads appear over time and in several different forms. Movie studios use carefully chosen visual and sound techniques in each ad to persuade their target audience. The image you see in a print ad should evoke the movie’s mood as much as the music that plays in a trailer. Here are some of the types of advertisements that studios use.

FEATURES OF AN AD CAMPAIGN

Trailers are movie ads that usually appear a few months before the movie opens. They persuade viewers to see the movie by showing the most exciting, funny, or touching moments from the film.

Teaser Trailers are shorter, flashier trailers that come out long before the movie is released. They’re designed to make you curious.

Print Ads include billboards, posters, magazine ads, and newspaper ads. Graphic artists and illustrators use images in print ads to give you information and to affect how you feel about a particular subject. For instance, the image of Darth Vader shown here is large, dark, and looming. Print ads can also persuade with a tagline, a memorable phrase that sums up the movie.

Promotional Web Sites often include trailers, cast and crew information, and games.

STRATEGIES FOR ANALYZING MOVIE ADS

Whether you’re looking at a print ad, a trailer, or a promotional Web site, think about how the ad creates anticipation and excitement about the film.

- Determine the target audience. Think about who is most likely to see the movie and consider how the ad is directed at that group.
- Consider the visual and sound techniques used. Think about why each image or sound was chosen and the effect that each has on the viewer.
- Notice how the different ads work together to create an overall feeling about the film. The early ads are usually designed to spark curiosity. The later ads then build on that curiosity, providing more information about the film.
Viewing Guide for
Movie Ad Campaign

View the DVD to examine the ad campaign used for the movie Star Wars: Episode III—Revenge of the Sith. You’ll examine a teaser trailer, a full-length trailer, and the visuals and words of print ads. As you look at each selection, consider how it attempts to persuade you to see and talk about the film. Jot down the impressions you get of the movie from each selection. Then think about the overall effect of the ad campaign. Use these questions to help you analyze it.

**NOW VIEW**

**FIRST VIEWING: Comprehension**

1. **Clarify** What do you learn about the plot of the movie from the teaser?
2. **Identify** According to the full-length trailer, who are the main characters in Star Wars: Episode III?

**CLOSE VIEWING: Media Literacy**

3. **Analyze Music** What effect does the music in the teaser have on you?
4. **Evaluate Images** What information do you get from the images on the posters? Which image do you think is strongest, and why? Based on the posters, what is your impression of the movie?
5. **Compare Trailers** Compare and contrast the teaser and the full-length trailer. How does your response to each differ?
6. **Interpret the Effect** Think about the effect the ad campaign may have had on potential moviegoers when the movie was released. Based on the materials you viewed, how do you think these people would have described the movie to their friends?
Write or Discuss

Evaluate the Ad Campaign  You’ve explored how advertisers attempt to create buzz. Think about the ads you examined for *Star Wars: Episode III—Revenge of the Sith*. What parts of the ad campaign did you find effective? Write an opinion statement describing whether or not you think the ad campaign would create buzz among you and your friends today. Think about

- whether the **teaser trailer** sparks your curiosity
- the details you learn about the movie from the full-length **trailer**
- your overall impression of the movie from all of the selections you viewed

Produce Your Own Media

Create Your Own Ad Campaign  Imagine your favorite short story or novel has just been made into a movie. You’ve been asked to plan an **ad campaign** that will get people buzzing about it. Working with one or two other students, draw **storyboards** for a **teaser trailer** and a full-length **trailer**, and draw a **poster** for the film.

**HERE’S HOW**  Use these tips as you create your ad campaign:

- Remember that a storyboard is made up of drawings and brief descriptions of what happens in each shot.
- Think about the most exciting aspects of the story you choose. What will get people talking about the movie?
- For your poster, use an image that represents the overall feeling you want people to get from the film.
- Consider what music you want to play during your teaser trailer.

**STUDENT MODEL**

Tech Tip

If a camera is available, take photos of classmates dressed as characters and use a computer graphics program to create your poster.
Are all **GAMES** worth playing?

**KEY IDEA** Games are supposed to be fun, right? But have you ever watched a customer at a carnival game spend 20 or 30 dollars trying to win a cheap stuffed animal? Seeing this might make you question not only how fun it is, but also whether or not all games are worth playing. You’re about to read two very different opinions on whether the game of dodgeball is fun or torture for those who play it.

**LIST IT** Work with a group to make two lists. On the first, list five or more games you think are worth playing. On the second, list five or more games you think are not worth the time, money, or risk. Compare your lists with others’. Were there any games that appeared on both the good and not-so-good lists?
Elements of Nonfiction: Persuasion

A logical, well-supported argument can be very persuasive. But writers often rely on more than facts to convince readers. Sometimes they express an attitude, or tone toward their subject, in order to win your support. Writers might also use persuasive techniques such as these:

- **Emotional appeals**—the use of words, descriptions, or images that call forth strong feelings, such as pity, fear, or anger.
  
  *If this law doesn’t pass, innocent puppies will continue to be horribly mistreated in puppy mills.*

- **Ethical appeals**—attempts to gain moral support for a claim by linking the claim to a widely accepted value.
  
  *We need this law because animals deserve decent treatment.*

As you read, notice the ways the authors try to convince you.

Reading Strategy: Set a Purpose for Reading

When you set a purpose for reading, you decide what you want to accomplish as you read. In this lesson, your purpose is to compare and contrast the persuasive techniques used in two selections. Filling in a chart like the one begun here can help. Use line numbers to tell where the appeals are.

<table>
<thead>
<tr>
<th>What emotional appeals does the writer use?</th>
<th>“Position on Dodgeball in Physical Education”</th>
<th>“The Weak Shall Inherit the Gym”</th>
</tr>
</thead>
<tbody>
<tr>
<td>34–35</td>
<td>Appeal to pity</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What ethical appeals does the writer use?</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What is the writer’s tone? How does it affect you?</th>
</tr>
</thead>
</table>

Vocabulary in Context

The boldfaced words help to convey opinions about playing dodgeball. Try to figure out each word’s meaning.

1. If you witness someone cheating, report the **impropriety**.
2. Students are not **adequately** prepared for competition.
3. We were able to **eliminate** the other players one by one.
4. One great player can **annihilate** an entire opposing team.
5. Is dodgeball a safe way to take out **agression**?
6. The school is going to **ban** the game.

National Association for Sport and Physical Education  

The NASPE is made up of gym teachers, coaches, athletic directors, athletic trainers, sport management professionals, researchers, and college faculty. The association provides a way for all of these professionals to help one another to improve physical education in schools. By researching, developing standards, and spreading information, NASPE helps students learn about fitness and stay active all their lives.

For more on Rick Reilly and the National Association for Sport and Physical Education, visit the Literature Center at ClassZone.com.
Position on Dodgeball in Physical Education

National Association for Sport and Physical Education

With the recent release of both a movie and television show about dodgeball, debate about the game’s merits and improprieties has escalated in the media and on the NASPE listserv. Thus, the National Association for Sport and Physical Education (NASPE) would like to reiterate its position about including dodgeball in school physical education programs.

NASPE believes that dodgeball is not an appropriate activity for K–12 school physical education programs. The purpose of physical education is to provide students with:

- The knowledge, skills, and confidence needed to be physically active for a lifetime
- A daily dose of physical activity for health benefits
- Positive experiences so that kids want to be physically active outside of physical education class and throughout their lifetime

The goals of physical education can be obtained through a wide variety of appropriate physical activities.

Getting and keeping children and adolescents active is one of the biggest challenges facing parents and youth leaders.

- 61.5% of children aged 9–13 years do not participate in any organized physical activity during their non-school hours and 22.6% do not engage in any free-time physical activity.
- One-third of high school students are not adequately active and over 10% do not participate in any physical activity at all.
- 16% of U.S. youth aged 6–19 are overweight—triple the proportion of 25 years ago.

According to NASPE’s Appropriate Practices for Elementary School Physical Education (2000), “in a quality physical education class teachers involve ALL children in activities that allow them to participate actively, both physically and mentally. Activities such as relay races, dodgeball, and...”

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1. listserv ([lɪst-sɜrv]): an e-mail list that allows a group of people to hold a discussion by writing to each other via the Internet.
elimination tag provide limited opportunities for everyone in the class, especially the slower, less agile students who need the activity the most.”

The students who are eliminated first in dodgeball are typically the ones who most need to be active and practice their skills. Many times these students are also the ones with the least amount of confidence in their physical abilities. Being targeted because they are the “weaker” players, and being hit by a hard-thrown ball, does not help kids to develop confidence.

The arguments most often heard in favor of dodgeball are that it allows for the practice of important physical skills—and kids like it.

- Dodgeball does provide a means of practicing some important physical skills—running, dodging, throwing, and catching. However, there are many activities that allow practice of these skills without using human targets or eliminating students from play.
- Some kids may like it—the most skilled, the most confident. But many do not! Certainly not the student who gets hit hard in the stomach, head, or groin. And it is not appropriate to teach our children that you win by hurting others.

In a recent article about the new GSN (games network) TV show called “Extreme Dodgeball,” there is talk of “developing and executing extreme strategies to annihilate opponents” and the use of terms such as “throw-to-kill ratios,” and “headshots.” NASPE asks, “Is this the type of game that you want children to be exposed to?”
The Weak Shall Inherit the Gym

Rick Reilly

Text not available.
Please refer to the text in the textbook.
ANALYZE VISUALS

Is the girl in the photo wearing the appropriate amount of protective gear? Why or why not?
Text not available.

Please refer to the text in the textbook.
Comprehension

1. Recall What reason does the NASPE give for once again announcing its position on dodgeball in school physical education programs?

2. Clarify Reread lines 15–22 of “The Weak Shall Inherit the Gym.” What did dodgeball do for Melvin?

Critical Analysis

3. Identify Persuasive Technique Often writers use loaded language, or words with strong positive or negative associations, to influence readers. Reread lines 46–50 of “Position on Dodgeball.” Identify the loaded language used to create an appeal to fear.

4. Examine Name-Calling Attempting to discredit a position or idea by attacking people associated with it is name-calling. Find examples of name-calling in “The Weak Shall Inherit the Gym.” Does it make Reilly’s argument more or less convincing? Give reasons for your answer.

5. Analyze Tone What is Reilly’s tone, or attitude toward opponents of dodgeball? Explain how this tone might persuade readers to share his opinion of the game.

6. Make Judgments A stereotype is an overgeneralization about a person or group. In your opinion, is Reilly guilty of stereotyping? Explain.

7. Evaluate Logic Does Reilly’s piece seem logical to you? Think about whether you found logical fallacies such as name-calling or stereotyping in it. Also look for other logical fallacies described on page R24. Support your decision.

Comparing Persuasive Techniques

Now that you’ve read “Position on Dodgeball in Physical Education” and “The Weak Shall Inherit the Gym,” finish filling in your chart. Then add and answer the final question.

| What emotional appeals does the writer use? | “Position on Dodgeball in Physical Education” | “The Weak Shall Inherit the Gym” |
| What ethical appeals does the writer use? | Appeal to pity: lines 34–35 |
| What is the writer’s tone? How does it affect you? | |
| What does the writer rely upon most to persuade—emotional appeals, ethical appeals, or tone? | |
Vocabulary in Context

VOCABULARY PRACTICE

Synonyms are words that have similar meanings, and antonyms are words that have opposite meanings. Decide whether the words in each pair are synonyms or antonyms.

1. adequately—insufficiently
2. aggression—ferocity
3. annihilate—destroy
4. ban—legalize
5. eliminate—banish
6. impropriety—rudeness

VOCABULARY IN WRITING

What gym class activity would you like to see either added to or banned from your school? Using at least two vocabulary words, write a short paragraph in which you explain your opinion. You might start like this.

EXAMPLE SENTENCE

I would ban dodgeball from physical education classes.

VOCABULARY STRATEGY: THE LATIN WORD gressus

The vocabulary word aggression comes from the Latin word gressus, which means “to go.” Many English words have the same origin. To figure out the meaning of words with this history, use context clues and your knowledge of the meaning of gressus.

PRACTICE Choose the word from the web that best completes each sentence. Then explain how the word gressus relates to the meaning of the word.

1. The trainer works with ____ dogs to make them gentler and more obedient.
2. Many dogs will ____ if they don’t get constant social interaction.
3. Stealing a car is a serious _____, so car thieves receive harsh penalties.
4. Please stick to the topic and do not _____.
5. The Renaissance was a _____ time period in which the arts flourished and scientists made important discoveries.
Comparing Persuasive Techniques

Writing for Assessment

1. **READ THE PROMPT**

   The two selections you’ve just read support opposite sides of the same issue. In writing assessments, you might be asked to compare or contrast such selections.

   **PROMPT**
   “Position on Dodgeball in Physical Education” and “The Weak Shall Inherit the Gym” each express a position on whether dodgeball should be played in school. In four or five paragraphs, contrast the tone and persuasive techniques in each selection. Use details from the selections to explain the differences in how these techniques are used to persuade readers.

   **STRATEGIES IN ACTION**
   1. I need to identify the tone and types of appeals used in each selection.
   2. I need to state the differences in the writers’ use of tone and persuasive techniques.
   3. I need to support my statements with examples from the selections.

2. **PLAN YOUR WRITING**

   To make sure you understand the persuasive techniques each writer uses, review the chart you completed. Write a thesis statement identifying the differences in their methods of persuasion. Then consider how to organize your response.

   - **Option A:** In one paragraph, describe the tone and persuasive techniques the writer of the position paper relies upon. In the next paragraph, describe the tone and persuasive techniques the writer of the editorial relies upon.
   - **Option B:** In one paragraph, contrast each writer’s tone. In the next paragraph, contrast their emotional appeals. In a third, contrast their ethical appeals and any other techniques they use to persuade.

   Once you have decided on your approach, create an outline to organize your details.

3. **DRAFT YOUR RESPONSE**

   **Introduction** Provide the titles and authors of both selections, a brief description of each author’s position, and your thesis statement.
   **Body** Using your outline as a guide, compare the tone and persuasive techniques used in the two selections. Include details from the selections to illustrate your statements.
   **Conclusion** Restate your thesis statement, and leave your reader with a final thought about the persuasion used in each of these selections.
   **Revision** Double-check to make sure your thesis statement clearly presents the ideas you develop in your body paragraphs.
The Sanctuary of School
Essay by Lynda Barry

Why do we need SCHOOLS?

KEY IDEA  Traditionally, a school’s most basic function was to teach the “three Rs”: reading, writing, and ‘rithmetic. More recently, Bill Gates, founder of the Microsoft Corporation, suggested that today’s schools need to focus on three new “Rs”: rigor, relevance, and relationships. In the essay you’re about to read, Lynda Barry describes how the relationships made all the difference in her life.

DISCUSS  With a small group, discuss what you think are a school’s three most important tasks. Write them down and share them with your class. How many ideas have to do with the classroom and lessons? How many are tied to something less academic?
Difficult Childhood
Lynda Barry never felt that she “fit in”—not with her classmates at school, nor with either side of her parents’ Filipino and Norwegian-Irish families. An excellent student, Barry became the first member of her family to attend college. There she began drawing quirky comic strips based on her own life experiences and publishing them in her school’s student newspaper.

Comic Strip Success  After college, Barry struggled to decide what to do with her life and how to support herself. Cartoonist and writer Matt Groening (creator of The Simpsons television series) had been a college classmate of Barry’s. Through Groening, the Chicago Reader newspaper learned of Barry’s work and hired her to draw a weekly comic strip. Soon, her comic strips “Girls and Boys,” “Ernie Pook’s Comeek,” and “Modern Romance” gained her a nationwide following. She has also published plays and novels, including The Good Times Are Killing Me and Cruddy: An Illustrated Novel. Her childhood continues to have a big effect on her art. Childhood, she says, is “where all our motivations, feelings, and opinions come from.”
I was seven years old the first time I snuck out of the house in the dark. It was winter and my parents had been fighting all night. They were short on money and long on relatives who kept “temporarily” moving into our house because they had nowhere else to go.

My brother and I were used to giving up our bedroom. We slept on the couch, something we actually liked because it put us that much closer to the light of our lives, our television.

At night when everyone was asleep, we lay on our pillows watching it with the sound off. We watched Steve Allen’s mouth moving. We watched Johnny Carson’s mouth moving. We watched movies filled with gangsters shooting machine guns into packed rooms, dying soldiers hurling a last grenade and beautiful women crying at windows. Then the sign-off finally came and we tried to sleep.

The morning I snuck out, I woke up filled with a panic about needing to get to school. The sun wasn’t quite up yet but my anxiety was so fierce that I just got dressed, walked quietly across the kitchen and let myself out the back door.

It was quiet outside. Stars were still out. Nothing moved and no one was in the street. It was as if someone had turned the sound off on the world.

I walked the alley, breaking thin ice over the puddles with my shoes. I didn’t know why I was walking to school in the dark. I didn’t think about it. All I knew was a feeling of panic, like the panic that strikes kids when they realize they are lost.

That feeling eased the moment I turned the corner and saw the dark outline of my school at the top of the hill. My school was made up of about 15 nondescript

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1. **Steve Allen**: (1921–2000) actor, comedian, songwriter, and author who hosted popular TV variety shows in the 1950s and 60s.
portable classrooms set down on a fenced concrete lot in a rundown Seattle neighborhood, but it had the most beautiful view of the Cascade Mountains. You could see them from anywhere on the playfield and you could see them from the windows of my classroom—Room 2.

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CAUSE AND EFFECT
Reread lines 47–50. What causes Barry to feel less panicked?
I walked over to the monkey bars and hooked my arms around the cold metal. I stood for a long time just looking across Rainier Valley. The sky was beginning to whiten and I could hear a few birds.

In a perfect world my absence at home would not have gone unnoticed. I would have had two parents in a panic to locate me, instead of two parents in a panic to locate an answer to the hard question of survival during a deep financial and emotional crisis.

But in an overcrowded and unhappy home, it’s incredibly easy for any child to slip away. The high levels of frustration, depression and anger in my house made my brother and me invisible. We were children with the sound turned off. And for us, as for the steadily increasing number of neglected children in this country, the only place where we could count on being noticed was at school.

“Hey there, young lady. Did you forget to go home last night?” It was Mr. Gunderson, our janitor, whom we all loved. He was nice and he was funny and he was old with white hair, thick glasses and an unbelievable number of keys. I could hear them jingling as he walked across the playfield. I felt incredibly happy to see him.

He let me push his wheeled garbage can between the different portables as he unlocked each room. He let me turn on the lights and raise the window shades and I saw my school slowly come to life. I saw Mrs. Holman, our school secretary, walk into the office without her orange lipstick on yet. She waved.

I saw the fifth-grade teacher, Mr. Cunningham, walking under the breezeway eating a hard roll. He waved.

And I saw my teacher, Mrs. Claire LeSane, walking toward us in a red coat and calling my name in a very happy and surprised way, and suddenly my throat got tight and my eyes stung and I ran toward her crying. It was something that surprised us both.

It’s only thinking about it now, 28 years later, that I realize I was crying from relief. I was with my teacher, and in a while I was going to sit at my desk, with my crayons and pencils and books and classmates all around me, and for the next six hours I was going to enjoy a thoroughly secure, warm and stable world. It was a world I absolutely relied on. Without it, I don’t know where I would have gone that morning.

Mrs. LeSane asked me what was wrong and when I said, “Nothing,” she seemingly left it at that. But she asked me if I would carry her purse for her, an honor above all honors, and she asked if I wanted to come into Room 2 early and paint.

4. Rainier Valley: a section of southeast Seattle.
She believed in the natural healing power of painting and drawing for troubled children. In the back of her room there was always a drawing table and an easel with plenty of supplies, and sometimes during the day she would come up to you for what seemed like no good reason and quietly ask if you wanted to go to the back table and “make some pictures for Mrs. LeSane.”

We all had a chance at it—to sit apart from the class for a while to paint, draw and silently work out impossible problems on 11 × 17 sheets of newsprint.

Drawing came to mean everything to me. At the back table in Room 2, I learned to build myself a life preserver that I could carry into my home.

We all know that a good education system saves lives, but the people of this country are still told that cutting the budget for public schools is necessary, that poor salaries for teachers are all we can manage and that all creative activities must be the first to go when times are lean.

Before- and after-school programs are cut and we are told that public schools are not made for baby-sitting children. If parents are neglectful temporarily or permanently, for whatever reason, it’s certainly sad, but their unlucky children must fend for themselves. Or slip through the cracks. Or wander in a dark night alone.

We are told in a thousand ways that not only are public schools not important, but that the children who attend them, the children who need them most, are not important either. We leave them to learn from the blind eye of a television, or to the mercy of “a thousand points of light” that can be as far away as stars.

I was lucky. I had Mrs. LeSane. I had Mr. Gunderson. I had an abundance of art supplies. And I had a particular brand of neglect in my home that allowed me to slip away and get to them. But what about the rest of the kids who weren’t as lucky? What happened to them?

By the time the bell rang that morning I had finished my drawing and Mrs. LeSane pinned it up on the special bulletin board she reserved for drawings from the back table. It was the same picture I always drew—a sun in the corner of a blue sky over a nice house with flowers all around it.

Mrs. LeSane asked us to please stand, face the flag, place our right hands over our hearts and say the Pledge of Allegiance. Children across the country do it faithfully. I wonder now when the country will face its children and say a pledge right back.

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5. *slip through the cracks*: become lost or harmed due to negligence.

6. *“a thousand points of light”*: volunteers and charities—a metaphor from a 1989 speech by then-President George H. W. Bush.
Comprehension

1. **Recall**  Where does Lynda Barry go after she sneaks out of her house?

2. **Clarify**  Why does Barry cry when she sees Mrs. LeSane?

Critical Analysis

3. **Examine Cause and Effect**  Look back at the cause-and-effect diagrams you created as you read. Which cause-and-effect relationship do you think is most important to Barry’s argument in favor of public schools?

4. **Interpret Imagery**  Skim pages 960 and 962, and note the three places where Barry describes someone or something as having “the sound turned off.” In a graphic like the one shown, tell what she is referring to in each case. Why do you think the image is so powerful to Barry?

5. **Make Inferences**  Reread the last paragraph of the essay. What is the “pledge” that Barry wants Americans to make to schoolchildren?

6. **Analyze Author’s Purpose**  The evidence Barry offers to persuade the reader comes from a single source—her personal experience. Generalizing from a single experience can be considered **overgeneralization**. Would you say Barry’s argument is effective, or is her experience is too narrow to achieve her purpose? Explain.

7. **Draw Conclusions**  How might Barry’s life have been different if she hadn’t had creative activities at school?

Extension and Challenge

8. **Big Question Activity**  Revisit the notes you took on page 958. With your group, discuss whether reading Lynda Barry’s essay changed your opinion about schools’ three most important tasks.

9. **Inquiry and Research**  Lynda Barry’s essay encourages us to support public schools for the education and important **relationships** they offer to all students. Find out about the purpose of public education in the United States. When were public schools established and why? How are they funded? On the basis of what you find out, decide whether Barry’s expectations for schools are reasonable.

**Research Links**

For more on public education in the United States, visit the **Research Center** at ClassZone.com.
Vocabulary in Context

VOCABULARY PRACTICE
Choose the letter of the term that is most closely related to the boldfaced word.

1. sanctuary: (a) playground, (b) forest, (c) refuge
2. nondescript: (a) plain, (b) ugly, (c) beautiful
3. secure: (a) free, (b) safe, (c) loose
4. neglectful: (a) cruel, (b) bossy, (c) inattentive

VOCABULARY IN WRITING
Using at least two vocabulary words, describe a place you consider a “sanctuary.” You might start like this.

EXAMPLE SENTENCE
The tree house my brothers and I built has become our sanctuary.

VOCABULARY STRATEGY: RELATED WORDS
One strategy that can help you figure out the meaning of an unfamiliar word is to look for a relationship between it and a word you already know. For example, if you don’t know the meaning of the word nondescript, you might recognize a similarity between that word and the word descriptive. You can then guess that nondescript has something to do with how much there is to describe.

PRACTICE  Identify a word you know that relates to each numbered word. Then guess at the definition for the numbered word. Check your definition in a dictionary, and write a sentence using the word.

1. criminology  4. inconsolable
2. humanitarian  5. disenchantment
3. logistical  6. elongation
**Who decides what’s important?**

**KEY IDEA** Not everyone agrees on what we should teach or on how it should be taught. Often what is considered important to learn depends on where and when we’re living. For example, the speech and letter that follow were written before Native American cultures received much respect from European Americans. Native American leaders have had to argue that their culture, language, history, and way of life are useful knowledge.

**SURVEY** As a class, make a list of the most important and useful things you’ve learned in school. Vote on the top four and post them in the four corners of your classroom. Then go stand under the one that you consider most important. Why did you choose what you did? Present your reasons to the class.
**ELEMENTS OF NONFICTION: HISTORICAL CONTEXT**

You’ll understand the following selections better if you consider their **historical context**. This means thinking about the conditions and events that caused the authors to say or write what they did. The Background information on this page provides some historical context. As you read the speech and letter that follow, keep this information in mind.

**READING SKILL: IDENTIFY COMPARISONS AND CONTRASTS**

Writers often make their points by **comparing** and **contrasting** two subjects, pointing out the similarities and differences between them. For example, in the arguments you’re about to read, the authors compare and contrast what is taught to young people with what the authors think should be taught. To help you keep track of the arguments, create a chart for each selection.

<table>
<thead>
<tr>
<th>“Educating Sons”</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Is Taught</td>
</tr>
</tbody>
</table>

**VOCABULARY IN CONTEXT**

The following words help convey some Native Americans’ viewpoints on education in the United States. To see how many you know, use the words to complete the sentences.

<table>
<thead>
<tr>
<th>WORD LIST</th>
<th>decline</th>
<th>oratory</th>
<th>savage</th>
<th>esteem</th>
<th>sacred</th>
<th>treacherous</th>
</tr>
</thead>
</table>

1. For the Lakota people, the Black Hills region is a _____ place with deep religious significance.
2. Because of his famous speech “I will fight no more forever,” Chief Joseph is known for his brilliant _____.
3. To call someone a _____ is to say that he is uncivilized.
4. Because the United States broke so many treaties, most Native Americans viewed the government as _____.
5. Many Cherokees chose to _____ offers by the government and were forcibly removed from their land.
6. In most Native cultures, grandparents are held in high _____ and treated with respect.

**A Man of Influence**

Chief Canasatego of the Onondaga Tribe was an influential leader in the Iroquois Confederacy, a group of tribes in the upper New York State area. Benjamin Franklin used Canasatego’s ideas in his early plans for colonial union.

**Background**

**A “No Thank You” Speech** In the 1700s, the British and the French were competing for land and resources in North America. English colonists thought that by offering Iroquois boys the chance to attend the university in Virginia, they would convince the Iroquois to support their side. The Iroquois, however, didn’t want to send their sons to the school, for reasons made clear in Chief Canasatego’s 1744 speech.

**The Grand Council Fire of American Indians**

In 1927, Mayor William Hale Thompson of Chicago raised a protest against school textbooks he believed presented history in a way that was prejudiced in favor of Great Britain. The mayor wanted to revise textbooks to be what he called “100 percent American.” The members of the Grand Council Fire of American Indians—led by its president Scott H. Peters, a Chippewa Indian—wanted to point out that the British were not the only group portrayed inaccurately in textbooks. They wrote a letter asking the mayor to change texts to reflect the perspectives and accomplishments of Native Americans. They wore full ceremonial dress and war paint when presenting the mayor with their letter.

**MORE ABOUT THE AUTHOR AND BACKGROUND**

To learn more about Chief Canasatego and the Grand Council Fire of American Indians, visit the Literature Center at ClassZone.com.
We know you highly esteem the kind of learning taught in these colleges. And the maintenance of our young men, while with you, would be very expensive to you. We’re convinced, therefore, that you mean to do us good by your proposal, and we thank you heartily. But you who are so wise must know that different nations have different conceptions of things. And you will not, therefore, take it amiss if our ideas of this kind of education happens not to be the same with yours.

We have had some experience of it. Several of our young people were formerly brought up in the colleges of the northern province. They were instructed in all your sciences. But when they came back to us, they were bad runners, ignorant of every means of living in the woods, unable to bear either cold or hunger, knew neither how to build a cabin, take a deer, or kill an enemy, spoke our language imperfectly, and therefore were neither fit for hunters nor warriors nor councilors. They were totally good for nothing.

We are, however, not the less obliged for your kind offer, though we decline accepting. To show our grateful sense of it, if the gentlemen of Virginia will send us a dozen of their sons, we would take great care in their education, instruct them in all we know, and make men of them.

---

1. **take it amiss:** be offended.
2. **obliged** (ə-blījd′): grateful or indebted.
ANALYZE VISUALS
What three adjectives best describe the boy in this photograph?
The First Americans

The Grand Council Fire of American Indians

Text not available.
Please refer to the text in the textbook.

treacherous (trɛchˈər-əs) adj. not to be relied on; untrustworthy

savage (sævˈi) n. a person regarded as primitive or uncivilized
Text not available.

Please refer to the text in the textbook.
Comprehension

1. **Recall** Why does Chief Canasatego not want to send Iroquois sons to be educated by the colonists?

2. **Recall** According to the Grand Council Fire of American Indians, how do textbooks refer to “Indian victories”?

Critical Analysis

3. **Summarize Underlying Message** Chief Canasatego’s speech has an unstated, or underlying, message. Summarize this underlying message.

4. **Analyze Irony** Irony occurs when what the speaker says is different from what he or she actually means. Reread lines 16–19 of “Educating Sons.” What is the irony in these closing remarks? Explain your answer.

5. **Examine Historical Context** In the 1920s, Native Americans began to receive better treatment and greater rights from the federal government. In 1924, Native Americans were finally granted citizenship, which meant that for the first time, many could vote. How do you think these changes might have affected the Grand Council’s decision to speak up?

6. **Identify Comparisons and Contrasts** Review the chart you completed as you read “The First Americans.” Describe the difference between what was being taught to children and what the Grand Council thought should be taught.

7. **Draw Conclusions About Values** In a Y-chart like the one shown, list three values that Chief Canasatego and the Grand Council each argue are important in their cultures. List the values that are common to both cultures in the stem of the Y. What conclusion can you draw about how Native American values changed over time?

Extension and Challenge

8. **Readers’ Circle** With a group, decide what each author would say is the most important thing for young people to learn. Cite lines from the speech and letter to support your views. Then discuss whether these things are still important to learn today.

9. **SOCIAL STUDIES CONNECTION** Research the Battle of Little Bighorn or the Battle of Wounded Knee. What does this information add to your understanding of the Grand Council’s argument?

RESEARCH LINKS
For more on the Battle of Little Big Horn and the Battle of Wounded Knee, visit the Research Center at ClassZone.com.
Vocabulary in Context

**VOCABULARY PRACTICE**
For each item, choose the word that differs most in meaning from the other words. Refer to a dictionary if you need help.

1. (a) esteem, (b) revere, (c) admire, (d) scorn
2. (a) decline, (b) accept, (c) invite, (d) welcome
3. (a) loyal, (b) treacherous, (c) traitorous, (d) unreliable
4. (a) savage, (b) aristocrat, (c) scholar, (d) intellectual
5. (a) speeches, (b) oratory, (c) proclamations, (d) chitchat
6. (a) holy, (b) sacred, (c) sanctified, (d) profane

**VOCABULARY IN WRITING**
Imagine that a friend’s family offers to teach you the traditions from their culture, which is different from yours. Using at least two vocabulary words, write a short speech in which you accept or decline the offer. You might start like this.

**EXAMPLE SENTENCE**
I hope you know, I hold your culture in the highest esteem, I understand you have so much to teach me.

**VOCABULARY STRATEGY: ANTONYMS AND CONTEXT CLUES**
You can often find context clues in the words and phrases that surround an unfamiliar word. Antonyms, or words with opposite meanings, provide one kind of context clue. For example, a passage in “The First Americans” reads: “White men call Indians savages... We had [religion, philosophy, arts, music, history, and legend]. Then we were not savages, but a civilized race.” The words not and but signal that savages is an antonym for civilized race.

**PRACTICE** In each sentence, identify an antonym for each boldfaced word. Then define the boldfaced word.

1. Although I am ignorant of many things, I am very knowledgeable about cats.
2. I should feel obligated to her for the invitation, but I’m actually feeling ungrateful.
3. He was certainly not a patriot; in fact, he was a traitor to his country.
4. Please stop eating unhealthy food; eat something wholesome for a change!
5. My parents overlooked my untidy bedroom but punished me for lying.
What INSPIRES you?

**KEY IDEA** Nursing a baby bird to health might make you want to learn more about nature. Watching a classmate work for a worthy cause could cause you to volunteer, too. *Inspiration*—a strong emotion or desire to take action—can come from many places. You might find it in songs or pictures, or in people’s words or deeds.

In the speech you are about to read, a king uses words to inspire courage in the face of almost certain death.

**QUICKWRITE** In your journal, write a paragraph about an experience, person, event, or work of art that has *inspired* you. Has the source of your inspiration caused you to change your behavior or take action in some way?
LITERARY ANALYSIS: PERSUASION IN LITERATURE

Playwrights often have their characters use the same persuasive techniques that nonfiction authors do. In this dramatic speech, King Henry’s goal is to get his men to fight against a much stronger enemy. To do this he uses an age-old persuasive technique. This technique, now called snob appeal, is often used in advertising to appeal to a person’s desire to be special or to think that he or she is “better than everyone else.” For example, to convince you to buy designer jeans, an ad might say, “You’re not ordinary, so why should you wear ordinary jeans?” As you read the speech, pay attention to how King Henry “sells” the idea of joining in the battle.

READING STRATEGY: PARAPHRASE

When you paraphrase, you restate something in your own words. Paraphrasing is different than summarizing. A summary covers only the work’s most important points. A paraphrase covers all the content and should be about the same length as or longer than the original. If you can accurately restate the meaning of a written work in your own words, you can be certain that you understand it.

As you read “St. Crispian’s Day Speech,” watch for where each idea begins and ends. Paying attention to punctuation marks such as commas and dashes, as well as line breaks, will help you. Figure out the meaning of important terms by looking at footnotes, context clues, or the dictionary. Then paraphrase each idea in a chart like the one shown.

<table>
<thead>
<tr>
<th>Lines</th>
<th>Paraphrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–4</td>
<td>It’s St. Crispian’s Day. The men who survive today’s battle will stand above others and feel proud every year when St. Crispian’s Day comes around.</td>
</tr>
</tbody>
</table>

Background

Henry V Shakespeare’s play describes the adventures of Henry V, king of England from 1413 to 1422. His reign occurred during the Hundred Years’ War, in which the English and French fought for control of France. The Battle of Agincourt, a turning point in the war, is the setting for the following speech. It was 1415, and the English troops were attempting to return to England from France, where they had lost a lot of men. Their route was blocked by 20,000 to 30,000 French soldiers. King Henry had only about 6,000 men under his command. St. Crispian’s Day dawned with the two armies preparing for battle. Thanks to Henry’s brilliant leadership and France’s poor choice of battlefields, the English were able to defeat a much larger enemy force. In 1420, Henry was recognized as the heir to the French throne.
This day is call’d the feast of Crispian:
He that outlives this day, and comes safe home,
Will stand a’ tiptoe when this day is named,
And rouse him at the name of Crispian.
He that shall live this day, and see old age,
Will yearly on the vigil feast his neighbors,
And say, “To-morrow is Saint Crispian.”
Then will he strip his sleeve and show his scars,
And say, “These wounds I had on Crispin’s day.”
Old men forget; yet all shall be forgot,
But he’ll remember with advantages
What feats he did that day. Then shall our names,
Familiar in his mouth as household words,
Harry the King, Bedford and Exeter,
Warwick and Talbot, Salisbury and Gloucester,
Be in their flowing cups freshly rememb’red.
This story shall the good man teach his son;
And Crispin Crispian shall ne’er go by,
From this day to the ending of the world,
But we in it shall be remembered—
We few, we happy few, we band of brothers;
For he to-day that sheds his blood with me
Shall be my brother; be he ne’er so vile,
This day shall gentle his condition;
And gentlemen in England, now a-bed,
Shall think themselves accurs’d they were not here;
And hold their manhoods cheap4 whilsts any speaks
That fought with us upon Saint Crispin’s day.

---

1. the feast of Crispian (krɪsˈpiː-ən): religious day honoring two martyred brothers (Crispian and Crispin). It falls on October 25, the day of the Battle of Agincourt.
2. Bedford and Exeter (ˈbɛdərd ˈɛksɛtər), Warwick (ˈwɔːrɪk) and Talbot, Salisbury (ˈsɔːlɪsˈbærɪ) and Gloucester (ˈɡlʌsˈtər): noblemen who fought with the king at the Battle of Agincourt.
3. be he ne’er so vile: no matter how humble or lowborn he is.
4. hold their manhoods cheap: not consider themselves very strong or brave.
Comprehension

1. **Recall** According to King Henry, on future St. Crispian’s Days, how will men prove they fought at the Battle of Agincourt?

2. **Recall** What relationship does the king offer to any man who “sheds his blood” with Henry?

3. **Clarify** According to Henry, what effect will fighting in the battle have on men who are “vile”?

Literary Analysis

4. **Analyze Character** King Henry V is often cited as an example of someone who is a strong leader. What leadership qualities does Shakespeare’s Henry show in the “St. Crispian’s Day Speech”? Support your response with evidence from the text.

5. **Analyze Persuasion in Literature** Create a list of all the examples of **snob appeal** in the speech. Then, beside each example, tell what Henry is promising his men. Which of King Henry’s appeals do you find most persuasive? Why?

6. **Evaluate Paraphrase** Select one of the paraphrases you recorded in your chart. Compare it with Shakespeare’s original words. Which version do you think would be more **inspirational** to people today? Why?

7. **Compare Across Texts** Members of the Grand Council Fire of American Indians clearly state how their people should be remembered in “The First Americans” (pages 970–971). Compare this with King Henry’s vision of how his men will be remembered. What is similar and different about what the two groups want to be known for? What might help explain the differences?

Extension and Challenge

8. **Literary Criticism** The king’s speech in *Henry V* is one of Shakespeare’s most famous passages. What do you think gives this speech its power and continuing appeal? Support your answer.

9. **SOCIAL STUDIES CONNECTION** The skillful tactics employed by King Henry were a major factor in the English victory at Agincourt. Research how the battle was fought, and create a poster depicting the movements and strategies of Henry’s troops and the French troops.

**RESEARCH LINKS**
For more on the Battle of Agincourt, visit the Research Center at ClassZone.com.
Reading-Writing Connection

Show your understanding of the “St. Crispian’s Day Speech” by responding to these prompts. Then complete the Grammar and Writing exercise.

**WRITING PROMPTS**

A. Short Response: Persuade Your Classmates

Think of a cause that you support. Write one paragraph that will inspire your classmates to sacrifice something in order to help your cause. Use the technique of snob appeal in your response.

**SELF-CHECK**

*A strong response will . . .*

- motivate readers to take action
- demonstrate an understanding of snob appeal

B. Extended Response: Analyze a Speech

In the “St. Crispian’s Day Speech,” Henry V makes an appeal to his men to follow him into battle. In two or three paragraphs, explain the way he convinces his men to fight a battle in which they are outnumbered.

**SELF-CHECK**

*A well-written analysis will . . .*

- explain how Henry tries to convince his audience
- use examples to illustrate your points

**GRAMMAR AND WRITING**

**USE CORRECT SENTENCE STRUCTURE**  
Parallelism is the use of similar grammatical structures to link related ideas. Parts of a sentence that have parallel meanings should have parallel structure. For example, if you’re listing various activities, use the same sentence part to describe each activity—nouns with nouns, verbs with verbs, or phrases with phrases. A typical error occurs when *and* is used to join different sentence parts.

*Original:* Volunteering is fun, easy, and rewards you. (*The construction is not parallel because two adjectives are joined to a verb.*)

*Revised:* Volunteering is fun, easy, and rewarding. (*The construction is now parallel because three adjectives are joined.*)

**PRACTICE**  
Rewrite each of these sentences to make its structure parallel.

1. Volunteers are kind and sympathize with people.
2. Donating clothing, volunteering at a food bank, and work at a homeless shelter are all ways you can help others.
3. Food banks are important for people who are unemployed, disabled, or don’t have a home.
4. Don’t spend all your time playing video games, watching movies, and at the mall.

*For more help with parallelism, see page R64 in the Grammar Handbook.*
Persuasive Essay

Which of the arguments in this unit did you find most persuasive? You can take a stand on an issue that matters to you by putting your beliefs in writing and backing them up with facts. To get started on your own persuasive essay, check out the Writer’s Road Map.

**WRITER’S ROAD MAP**

**Persuasive Essay**

**WRITING PROMPT 1**

*Writing for the Real World* Choose an issue you feel strongly about. Write a persuasive essay in which you explain the issue and convince your readers to agree with your point of view.

**Issues to Explore**
- school dress codes
- locker searches
- restrictions on leaving school grounds at lunch

**WRITING PROMPT 2**

*Writing from Literature* Something you read may make you aware of an injustice. Using a selection in this unit as a springboard, write a persuasive essay about an issue that interests you.

**Issues to Explore**
- whether parents and teachers are overprotective ("Position on Dodgeball in Physical Education" and "The Weak Shall Inherit the Gym")
- treatment of zoo animals ("Zoos: Myth and Reality" and "Zoos Connect Us to the Natural World")

**KEY TRAITS**

1. **Ideas**
   - Presents a well-defined *thesis statement* taking a position on an issue
   - Uses *convincing details* to support the position
   - Anticipates and answers *reader concerns* and counterarguments

2. **Organization**
   - *Introduces* the issue in an attention-getting way
   - Uses *transitions* to create a consistent organizational pattern
   - *Concludes* by summarizing the position and issuing a call to action or call to agreement

3. **Voice**
   - Reflects the *writer’s strong belief* in his or her opinion

4. **Word Choice**
   - Uses *persuasive language* effectively

5. **Sentence Fluency**
   - Varies *sentence lengths and structures*

6. **Conventions**
   - Uses *correct grammar, spelling, and punctuation*

**WRITING TOOLS**

For prewriting, revision, and editing tools, visit the Writing Center at ClassZone.com.
Part 1: Analyze a Student Model

Michael Vickers
Arlington Middle School

Raise Your Hand for Helping Hands

Are you tired of being treated like a little kid? Do you wish you could prove to other people that you’re responsible and mature and have a lot to offer to others? Well, a new program proposed by a school board member could make that wish come true. Helping Hands would give all eighth graders a chance to volunteer our services to the community. This program would benefit everyone involved, and it deserves everyone’s enthusiastic support.

The Helping Hands program would require every eighth grader to do some kind of community service for four hours a month. Reading to children or senior citizens, helping out at day camps and recreation facilities, working at after-school art and sports programs, cleaning up parks and beaches—these are just some of the activities students could do. The school administrators would post a list of volunteer positions available, and each student would be able to choose a job that interested him or her. Teachers or workers at the facilities would supervise our activities and report our hours directly to the school.

The community would benefit from this program because we would provide important services at no cost. In addition, we students would gain many advantages from taking part in this program. First of all, we would be able to use skills we already have and learn new ones. Also, we would become better members of the community and get to know many different people, occupations, and work situations. This information would help us discover our interests and strengths; it might even give us ideas about future careers.
Some students might oppose this program because they think they already spend too much time on school-related activities. Besides the actual hours spent in class, there are sports practices and games, club meetings, and homework. Most students also have chores to do at home, and many take music or other lessons. They don’t want to give up what little free time they have.

Students are very busy, of course. However, Helping Hands would require only four hours a month. That’s just an hour a week. Most of us spend three or four times that much time talking on the telephone. We also waste even more time just sitting around or putting off what we’re supposed to be doing. These few hours of community service wouldn’t interfere with any of our other activities and would still leave us plenty of time to relax. In fact, needing to work this service into our schedules might even help us become more organized and efficient with our time.

There’s no question that this proposed program benefits the community, the school, and the students. Support it now by attending the school board meeting next week, raising your hand, and saying a rousing “Yes!” to Helping Hands.
# Part 2: Apply the Writing Process

## PREWRITING

### What Should I Do?

1. **Analyze the prompt.**
   Read the prompts on page 980. Choose the one that appeals to you. Then circle the type of writing you will be doing and underline details about your purpose and audience.

### What Does It Look Like?

**WRITING PROMPT** Choose an issue you feel strongly about. Write a persuasive essay in which you explain the issue and convince your readers to agree with your point of view.

This is a class assignment, so I should choose a topic that will interest other eighth graders.

2. **Find an issue that deserves attention.**
   List issues that concern you, adding your questions or comments about each. Think about your audience and purpose. Which issues matter to people in your school or community? What actions do you want people to take? Put a star by the issue that will be the focus of your essay.

   **TIP** Make sure the issue you choose has two sides.

3. **Create a working thesis statement.**
   Write a sentence or two summarizing the issue and your stand on it. You can rewrite your thesis as you draft. Your final thesis should be well-defined. In other words, it should make a clear and knowledgeable judgment.

   **Working thesis statement**
   Helping Hands is great because it would give all eighth graders a chance to serve the community.

4. **Collect supporting evidence.**
   You’ll need solid logic as well as facts, statistics, paraphrases, quotations, opinions from authorities, comparisons, or analogies. Check books, newspapers, magazines, and the Internet.

   **TIP** Think about concerns that readers might have and look for answers to them.

   **Services we could provide**
   - reading to little kids or senior citizens
   - working at day camps and after-school programs
   - cleaning up litter at parks and beaches
   - others? (Check with school officials and at town hall.)

---

### School Issues

- backpack searches—are they legal?
- Helping Hands program—a great way to prove our maturity and responsibility

### Community Issues

- violence (one-sided issue—nobody supports violence)
- helmet law for cyclists—how can we get one passed?
### What Should I Do?

1. **Arrange your details, reasons, and examples effectively.**
   
   Here are two ways of organizing a persuasive essay:
   
   - **Pattern 1**—Discuss all points on one side of the issue, then all points on the other side. This is the pattern the writer of the student model used.
   
   - **Pattern 2**—Present the arguments for and against one key point. Then do the same for another key point, and so on.

2. **Support each key point you make.**
   
   Why do you believe what you believe? Present detailed evidence, examples, and reasoning to support your arguments. This student stated an opinion as a key point and then supported it with relevant facts.

   **See page 873:** Distinguish Fact and Opinion

3. **Address readers’ concerns.**
   
   Address each point on the other side of the issue and explain why it doesn’t make sense. This student used a comparison to answer an opposing argument.

   **TIP** Before revising, review the key traits on page 980 and the criteria and peer-reader questions on page 986.

### What Does It Look Like?

#### Pattern 1

- **Introduction and description of program**
- **For Helping Hands**
  - serves community
  - helps students develop talents, learn about careers
- **Against Helping Hands**
  - students too busy
  - need free time
- **Conclusion and call to action**

#### Pattern 2

- **Introduction and description of program**
- **Reader Concern 1:**
  - students too busy
- **Counterargument 1:**
  - only four hours per month
- **Reader Concern 2:**
  - need free time
- **Counterargument 2:**
  - teaches organization and efficiency
- **Conclusion and call to action**

---

We students would gain many advantages from taking part in this program. We would be able to use the skills we already have and learn new ones. Also, we would get to know many different people, occupations, and work situations.

Some students might oppose this program because they think they already spend too much time on school-related activities.... Students are very busy, of course. However, Helping Hands would require only four hours a month. That's just an hour a week. Most of us spend three or four times that much time talking on the telephone. These few hours of community service wouldn't interfere with any of our other activities and would still leave us plenty of time to relax.
<table>
<thead>
<tr>
<th>What Should I Do?</th>
<th>What Does It Look Like?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Use emotional appeals wisely.</strong></td>
<td>Join Helping Hands to show that you are the smartest, most responsible student in this school. Are you tired of being treated like a little kid? Do you wish you could prove to other people that you're responsible and mature and have a lot to offer to others? Well, a new program proposed by a school board member could make that wish come true.</td>
</tr>
</tbody>
</table>
| • Reread your draft. Put a **box** around words or phrases that use so much flattery, pity, or fear that they may cause your reader to dismiss your entire message.  
  • Replace these statements with appeals that include **sound reasoning and evidence**. | **See page 986: Emotional Appeals**                                                                 |
| **2. Strengthen your supporting details.**                                     | There are all kinds of things we could do—Reading to children or senior citizens, helping out at day camps and recreation facilities, working at after-school art and sports programs, cleaning up parks and beaches—these are just some of the activities students could do. |
| • **Underline** details that support and explain your points. Is your support clear and relevant?  
  • If your essay has only a few underlines, **add details**. If the underlined parts are confusing, replace them with clear explanations. | **See page 986: Ask a Peer Reader**                                                                 |
| **3. Sharpen imprecise language.**                                             | It seems like a *(pretty good)* idea, so you might want to think about joining.  
  This program would benefit everyone involved, and it deserves everyone's enthusiastic support. |
| • Have a peer reader **circle** vague phrases like a **good idea** and **might be helpful**.  
  • Replace these words with **specific terms that persuade your reader**. | **See page 986: Ask a Peer Reader**                                                                 |
| **4. Make your conclusion complete.**                                          | In conclusion, joining Helping Hands is the right thing to do—There's no question that this proposed program benefits the community, the school, and the students. Support it now by attending the school board meeting next week, raising your hand, and saying a rousing “Yes!” to Helping Hands. |
| • End by **summarizing your position** on the issue and issuing a **call to action** or **call to agreement**. In other words, tell your reader what to do or what to think.  
  • Reread your conclusion and **add or revise information** as needed. This student used parallel structure to strengthen his conclusion. | **See page 986: Ask a Peer Reader**                                                                 |
Consider the Criteria
Use this checklist to make sure your essay is on track.

Ideas
✔ presents a well-defined thesis and supports it with convincing details
✔ predicts and answers reader concerns and counterarguments

Organization
✔ has an intriguing introduction
✔ links ideas with transitions
✔ concludes with a summary and a call to action or call to agreement

Voice
✔ shows the writer’s strong beliefs

Word Choice
✔ uses persuasive language

Sentence Fluency
✔ varies sentence lengths and structures

Conventions
✔ uses correct grammar, spelling, and punctuation

Ask a Peer Reader
• How can I make my introduction more lively?
• Which of my statements was most convincing? Why?
• Were any words or phrases weak, vague, or confusing? If so, which?

Emotional Appeals
It’s fine to try to create strong feelings when you write your essay. However, make sure your appeals don’t make your reader feel manipulated.

• Overemotional appeal to pity—How can you cruelly ignore those sad little kids who have nobody to read to them?!
• Effective appeal to pity—It’s a chance to help the people in our community who most need and deserve our attention.

Check Your Grammar
Use the active voice whenever possible to clarify who or what is doing the action. This will help make your statements as strong and persuasive as they can be.

School administrators would post. A list of volunteer positions would be posted. Helping Hands would require. Only three or four hours a month would be required by Helping Hands.

See page R57: Active and Passive Voice

Writing Online

PUBLISHING OPTIONS
For publishing options, visit the Writing Center at ClassZone.com.

ASSESSMENT PREPARATION
For writing and grammar assessment practice, go to the Assessment Center at ClassZone.com.
Delivering a Persuasive Speech

Reach a wider audience by turning your essay into a presentation.

Planning the Speech

1. **Mark up your essay.** Highlight or underline points to include in your speech. Like your essay, your speech will need a well-defined thesis—one that makes a clear and knowledgeable judgment. You may need to shorten your thesis so listeners can understand it.

2. **Develop an outline from the points you marked.** Include a surprising or appealing introduction, a logically developed body, and a forceful conclusion.

3. **Review your arguments.** Are you supporting arguments with detailed evidence, examples, and reasoning? Is it clear which parts of your speech are fact and which parts are opinion? What concerns or counterarguments might your listeners have, and how can you include and arrange details, reasons, examples, and other elements (such as expert opinions) to answer those questions?

4. **Be precise.** Use strong action verbs, rich sensory details, and appropriate, colorful modifiers. Try active rather than passive voice. “Say a rousing ‘Yes!’ to Helping Hands” is more lively and convincing than “It is hoped that the program might be helpful.” However, maintain a reasonable tone. Nobody likes to be bullied. Practicing before friends or family can help you get the balance right.

Delivering the Speech

1. **Use audience feedback.** As you present your speech, you may have to repeat or rearrange parts to clarify meaning. If your audience groans, frowns, or fidgets, you may need to modify your organization by skipping to the most interesting or surprising point.

2. **Answer questions afterward.** Your classmates will evaluate your credibility. They will look for slanted or biased material—parts that unfairly favor one side of an issue. They may even say that you have a hidden agenda—an interest that you want to conceal. Answer questions calmly and confidently. Listen as others present their speeches, and see if they convince you.

*See page R81: Evaluate a Persuasive Speech*
**Reading Comprehension**

**DIRECTIONS** Read this selection and answer the questions that follow.

**Nuclear Energy: Does It Make Sense for the Environment?**

After decades of wariness, interest in nuclear power is picking up. Do the benefits outweigh the risks?

**YES**

Nuclear power is the largest source of emission-free energy generation in the United States. One of every five American homes and businesses gets its electricity from a nuclear plant.

Meeting tighter limits on air pollution is an ambitious task—one that would be virtually impossible without the clean-air benefits of nuclear power. The Department of Energy recognizes nuclear energy’s essential role, identifying it as the single most effective strategy for reducing air pollution.

Nuclear power is the only expandable, large-scale energy source that avoids air pollution and can meet the electricity demands of our growing economy. Nuclear plants do not emit carbon dioxide or other greenhouse gases linked to global warming, nor do they emit pollutants that contribute to haze or smog.

Here’s another way to look at nuclear energy’s positive impact: Based on 1999 figures, if nuclear plants had to be replaced with oil- or coal-burning plants, the United States would have to eliminate 135 million passenger cars (about half of all cars!) just to keep our carbon dioxide emissions at current levels.

With regard to security, the nation’s 103 nuclear power plants are among the best-defended industrial facilities in the United States. And today’s nuclear plants have state-of-the-art safety features to prevent accidents.

Several notable environmentalists have recently endorsed nuclear energy. They believe global warming is increasingly our most pressing environmental concern, and recognize nuclear energy is a key part of the solution.

—Scott Peterson, Vice President
Nuclear Energy Institute
NO

Nuclear energy is not the answer to global warming. It makes no sense to solve one set of environmental problems by creating a bigger and more serious set of problems. And nuclear energy is full of very big and very serious problems.

Although new nuclear power plants would certainly be safer than older plants, the consequences of a major accident are still the same: widespread and long-lasting radiation pollution affecting several generations. An explosion at the Chernobyl nuclear reactor in the Soviet Union in 1986 killed 31 people and caused hundreds of thousands of cases of delayed illnesses.

In addition, nuclear power plants make attractive targets for terrorists. A disaster caused by sabotage or attack would cause great harm to people and the environment. Another problem for the environment is the spent fuel from nuclear power plants, which remains toxic for thousands of years. The United States still has no operational long-term repository to store this spent fuel safely.

The process of turning uranium into fuel for nuclear reactors can be easily modified to produce uranium for nuclear bombs. Pakistan’s and India’s nuclear bombs were made this way. The potential use of these weapons—possibly by terrorists—would be catastrophic to our environment.

Instead of investing in nuclear power, which just trades one set of problems for another, let’s invest in renewable energy sources like wind and solar energy. They may cost a little more now, but they don’t cause any harm—and they don’t run out.

—Kelly Kissock, Associate Professor of Engineering
University of Dayton, Ohio
Comprehension

**DIRECTIONS**  Answer these questions about “Nuclear Energy: Does It Make Sense for the Environment?”

1. The author’s main purpose in writing the “Yes” response is to
   A warn people about global warming
   B report on oil- and coal-burning plants
   C prove that cars emit pollutants
   D promote the use of nuclear power

2. Which statement from the “Yes” response is an opinion?
   A “Nuclear power is the largest source of emission-free energy generation in the United States.” (lines 1–2)
   B “Meeting tighter limits on air pollution is an ambitious task. . . .” (line 4)
   C “Nuclear plants do not emit carbon dioxide or other greenhouse gases linked to global warming. . . .” (lines 10–11)
   D “Several notable environmentalists have recently endorsed nuclear energy.” (line 20)

3. What claim does the author of the “Yes” response make in lines 8–11?
   A Nuclear plants are a clean source of energy.
   B It is impossible to eliminate air pollution.
   C Nuclear power improves the nation’s economy.
   D All types of energy have risks and benefits.

4. In line 11, the author says that nuclear power plants do not contribute to haze or smog. This is an example of which persuasive technique?
   A appeal by association
   B ethical appeal
   C emotional appeal
   D appeal to authority

5. In lines 12–16, the author makes a comparison between
   A past and current figures on carbon dioxide emissions
   B passenger cars and other forms of transportation
   C nuclear plants and oil- and coal-burning plants
   D emissions in the United States and other parts of the world

6. What ethical issue does the author raise in the “Yes” response?
   A finding an alternative to cars
   B cutting energy costs
   C protecting the environment
   D creating convenient energy sources

7. The “Yes” response claims that “today’s nuclear plants have state-of-the-art safety features to prevent accidents.” Which statement in the “No” response is a counterargument to that claim?
   A “Another problem for the environment is the spent fuel from nuclear power plants, which remains toxic for thousands of years.” (lines 34–35)
   B “In addition, nuclear power plants make attractive targets for terrorists. A disaster caused by sabotage or attack would cause great harm. . . .” (lines 32–34)
   C “An explosion at the Chernobyl nuclear reactor in the Soviet Union in 1986 killed 31 people and caused hundreds of thousands of cases of delayed illness.” (lines 29–31)
   D “Although new nuclear power plants would certainly be safer than older plants, the consequences of a major accident are still the same: widespread and long-lasting radiation pollution. . . .” (lines 27–29)
8. The author’s main purpose in writing the “No” response is to
   A explain how uranium is converted into fuel for nuclear reactors
   B document the consequences of the accident at Chernobyl
   C prove that terrorists can attack nuclear power plants in the United States
   D convince people that nuclear energy is not worth the risks it presents

9. What is the author’s claim in the “No” response?
   A New nuclear power plants are no safer than the old ones.
   B Global warming is our most urgent environmental concern.
   C Nuclear energy creates as many problems as it solves.
   D Scientists are looking for ways to store spent nuclear fuel.

10. To which emotion does the argument in lines 32–34 appeal?
    A anger          C pity
    B fear          D pride

11. Which words in the “No” response convey the author’s attitude toward nuclear energy?
    A widespread, nuclear, uranium
    B power, potential, operational
    C sabotage, catastrophic, disaster
    D delayed, targets, repository

12. In lines 42–45, the author contrasts forms of energy to show that
    A it makes sense to use renewable energy sources
    B nuclear energy costs more than renewable energy
    C the world has a variety of energy sources
    D it is possible to run out of nuclear resources

13. Which statement is a fact presented in both arguments?
    A Meeting tighter air pollution limits is virtually impossible without nuclear energy.
    B Uranium for fuel can easily be turned into uranium for nuclear bombs.
    C Newer nuclear power plants are safer than older nuclear power plants.
    D The nation’s nuclear power plants are well defended against terrorist attacks.

14. Which opinion do the authors share?
    A Global warming is a threat to the environment.
    B Nuclear energy is a source of serious problems.
    C The uranium used for fuel can easily be processed for nuclear bombs.
    D The use of nuclear power effectively reduces air pollution.

Written Response

SHORT RESPONSE  Write two or three sentences to answer each question.

15. Reread lines 8–11 of the “Yes” response.
    What evidence does the author cite to support his claim that nuclear plants are a clean source of energy?

16. Reread lines 42–45 of the “No” response.
    Name two of the comparisons that the author makes between nuclear energy and energy from the wind and the sun.

EXTENDED RESPONSE  Write a paragraph to answer this question.

17. Identify the author’s purpose in writing the “No” response and discuss the reasons given to support that argument.
Vocabulary

**DIRECTIONS** Use context clues and your knowledge of related words to answer the following questions.

1. Use what you know about the word **essence** to define the related word **essential** in line 6.
   - A enjoyable
   - B helpful
   - C necessary
   - D lasting

2. Use what you know about the word **emit** to define the related word **emissions** in line 15.
   - A costs of labor and materials
   - B substances released into the air
   - C chances of explosion
   - D dangers to the environment

3. Use what you know about the word **ray** to define the related word **radiation** in line 29.
   - A a colorless, odorless gas
   - B a system of pipes for heating or cooling
   - C waves or particles of radioactive energy
   - D a device that transmits radio signals

4. Use what you know about the word **position** to define the related word **repository** in line 36.
   - A a place to put things
   - B an electrical outlet for a plug
   - C something hidden for safekeeping
   - D one who acts on behalf of another

**DIRECTIONS** Use context clues and your knowledge of Greek and Latin words and roots to answer the following questions.

5. The word **economy** comes from the Greek word **oikonomos**, meaning “one who runs a household.” What is the meaning of **economy** in line 9?
   - A the system or range of financial activity in a country
   - B a nation’s air, water, and other natural resources
   - C a family’s management of its resources
   - D the least expensive accommodations for travelers

6. The word **pollutants** comes from the root **per**, meaning “through,” and the Latin word **lutum**, meaning “mud.” What is the meaning of **pollutants** in line 11?
   - A areas of low-lying, soggy ground
   - B masses of rocks left by glaciers
   - C tiny particles that live in swamps
   - D waste material that contaminates the air

7. The word **catastrophic** comes from the root **kat**, meaning “down,” and the Greek word **strephain**, meaning “to turn.” What is the meaning of **catastrophic** in line 41?
   - A going against the laws of nature
   - B producing lower air temperatures
   - C moving in an opposite direction
   - D causing great suffering or damage
Writing & Grammar

DIRECTIONS  Read this passage and answer the questions that follow.

(1) In 1970, the government established the environmental protection agency to safeguard the country’s land, water, and air. (2) For almost 40 years, the agency has conducted research, set standards, and enforcing activities to prevent pollution. (3) In 1975, the united nations designated the agency as an information center for environmental data. (4) Its information is reliable, complete, and offers access to everyone. (5) The agency works with organizations such as Habitat for Humanity to make land safe for housing. (6) The agency’s mission has always been to give Americans an environment that is clean, healthy, and can be sustained.

1. Which words should be capitalized in sentence 1?
   A environmental, agency
   B environmental, protection, agency
   C government, protection, agency
   D land, water, air

2. How would you rewrite sentence 2 to make its structure parallel?
   A For almost 40 years, the agency has conducted research, set standards, and enforced activities to prevent pollution.
   B For almost 40 years, the agency has conducted research, set standards, and it enforces activities to prevent pollution.
   C For almost 40 years, the agency has conducted research, set standards, and to enforce activities to prevent pollution.
   D For almost 40 years, the agency has conducted research, set standards, and will enforce activities to prevent pollution.

3. Which words should be capitalized in sentence 3?
   A united, nations
   B nations, agency
   C information, environmental
   D environmental, data

4. How would you rewrite sentence 4 to make its structure parallel?
   A Its information is reliable, complete, and lacking in secrecy.
   B Its information is reliable, complete, and accessible to everyone.
   C Its information is reliable, complete, and offering everyone an opportunity to educate himself or herself.
   D Its information is reliable, complete, and without boundaries in its accessibility.

5. How would you rewrite sentence 6 to make its structure parallel?
   A The agency’s mission has always been to give Americans an environment that is clean, healthy, and that has sustainability.
   B The agency’s mission has always been to give Americans an environment that is clean, healthy, and that won’t decay.
   C The agency’s mission has always been to give Americans an environment that is clean, healthy, and wanting to be sustained.
   D The agency’s mission has always been to give Americans an environment that is clean, healthy, and sustainable.
Ideas for Independent Reading

Which questions from Unit 9 made an impression on you? Continue exploring them with these books.

**Should wildlife stay wild?**

**The Exchange Student**
*by Kate Gilmore*

One hundred years after the crash, Daria is the youngest animal breeder working with endangered animals on Earth. The last thing she needs is to host an alien exchange student named Fen who is obsessed with Daria’s zoo but who won’t say why.

**Frightful’s Mountain**
*by Jean Craighead George*

Frightful is a peregrine falcon that has lived with Sam since she was around 10 days old. When Sam is forced to let her go, she must learn to live in the wild on her own. Will her instincts be enough to guide her?

**The Wilderness Family:**
*At Home with Africa’s Wildlife*
*by Kobie Krüger*

When Kobie moves to the African bush with her husband and three daughters, she becomes a foster mother to a lion named Leo. Can a human mother teach a young lion about life in the wild?

**Are all games worth playing?**

**Heat**
*by Mike Lupica*

Mike’s team is sure to make it to the Little League World Series until Mike, their best pitcher, isn’t allowed to play. The authorities want proof of his age, and they are asking questions about other things Mike and his brother don’t want anyone to know about.

**Surviving Antarctica:**
*Reality TV 2083*
*by Andrea White*

In 2083, five teens are chosen to reenact a historic trip to the South Pole for a television audience. They might die in the process, but they have no other way to improve their lives. Will society tolerate the way they’re treated?

**Game Design for Teens**
*by Les Pardew and Alpine Studios*

How do you create a computer game? This book shows you how to take an idea for a game and make it a reality. You’ll learn the skills you need and meet people who have invented successful games.

**Who decides what’s important?**

**Our Eleanor**
*by Candace Fleming*

Until Eleanor Roosevelt came along, most first ladies didn’t try to affect government policy. But Eleanor was different. She persuaded her husband President Roosevelt to make the needs of poor people, women, and children a priority.

**Photo by Brady:**
*A Picture of the Civil War*
*by Jennifer Armstrong*

The Civil War was the first war to be photographed. The images captured by the photographers who went to the battlegrounds affected the way those on the home front viewed the war.

**Quicksilver**
*by Stephanie Spinner*

Zeus, the ruler of the Greek gods, decides the fate of everyone. This book is told from the point of view of Hermes, Zeus’ favorite errand boy. Hermes is quick and funny, but can he change Zeus’s mind when people’s lives are on the line?