



Theme

Rhetorical writings and visual media have been used for hundreds of years to both degrade, perpetuate stereotypes, and to promote Native points of view.

Grade Level

7-9

Time/Location

5 class periods / Classroom

Goals

- Identifies rhetorical devices (e.g., bandwagon, peer pressure, repetition, and testimonial hyperbole, and loaded words).
- Understand how rhetorical devices are used to create a persuasive argument.
- Examine different sources of communication to determine their effectiveness at changing deeply held beliefs.

Objectives

Students will be able to:

- Identify examples of rhetorical devices in a set of written materials.
- Apply their knowledge to create a persuasive written document.
- Create a PSA or other form of media to be used to persuade others.

Evaluating Media Sources

This lesson is adapted from a lesson plan developed by Bonnie Tai, Director, Education Studies, College of the Atlantic.

This would be a good lesson to do in conjunction with a lesson on Native American stereotypes.

Students will need access to the internet, video recording equipment, and editing software if they choose to make a video PSA.

Background:

This unit alternates between concept development, writing, reading, and action. It begins with students looking critically at a selection of non-print sources to ascertain what makes them convincing or not.

Student will gain an understanding of how we use different kinds of communication media to persuade others about our insights about the human experience, and how the effective complement of audio and/or visual media and text challenges deeply held beliefs, changes our behavior, or invites or compels us to act.

As a culminating project students will work in small groups to create a public service announcements aimed at the students in their school, focusing on dispelling a Native American stereotype.

Day 1

Engage:

If you wanted to get someone to do or not do something how would you do it? How do you persuade someone to do something they might be interested in but hadn't quite made up their mind about? Have the students brainstorm ideas. How do you know if something is convincing or not? Brainstorm ideas. We are going to be looking at different forms of rhetoric in both print and visual media to determine the different elements which help to make a persuasive argument. As a culminating project you are going to be working in groups to make a public service announcement (PSA) focusing on dispelling a commonly held stereotype of Native Americans. (You can either choose to hand out the stereotype topics now so that students can start looking at the suggested references or wait until the end of day two.)

Explore:

To begin we are going to watch three short videos and as we do, I want everyone to keep these three questions in mind. Also feel free to jot down



Essential Questions

How do we affect the world in which we live?

How are our opinions and beliefs swayed by media around us?

Academic Vocabulary

Persuasive argument

Rhetorical devices

Materials

Access to the internet and video projection equipment.

Copies of Student Resources for each student

AV equipment if students choose to create a video PSA for their final project.

notes.

What is this video trying to persuade me to think or do?

What makes it persuasive?

What are some of the tools the directors used to elicit emotion?

Video Clips:

Multnesia. "AMERICAN INDIAN ACTORS." YouTube. 2011. Accessed August 26, 2015. <https://www.youtube.com/watch?v=YiX2PZaO6dg>.

"Proud To Be." YouTube. January 27, 2014. <https://www.youtube.com/watch?v=mR-tbOxlhvE> Accessed November 11, 2014. – An add produced by the National Congress of American Indian and aired during a Washington Redskins Game.

Zagat. "Off-the-Radar Foods: What Is Frybread?" Off-the-Radar Foods: What Is Frybread? 2015. Accessed August 26, 2015. <https://www.youtube.com/watch?v=Trcxxhzhg-o>.

Discuss and compare responses.

Explain:

Each one of these videos uses rhetoric in different way to elicit feelings from you, whether that is hunger, anger, confusion, or sadness.

(Hand out a list of rhetorical devices or have them use the list in their English textbook. Give them a few minutes to study the different examples of rhetorical devices before re-watching whichever video the students found most compelling.) We are going to take another look at the video again and this time I want you to try to identify the different rhetorical devices used.

After watching for a second time go over some of the different examples from the video.

As a homework assignment students will compare a piece of print media and a piece of visual media on the same topic.

Issues Facing Native Americans Across North America

NoiseCat, Julian Brave. "13 Issues Facing Native People Beyond Mascots And Casinos." HuffPost Politics. July 30, 2015. Accessed August 26, 2015. http://www.huffingtonpost.com/entry/13-native-american-issues_55b7d801e4b0074ba5a6869c.

MTV. "Rebel Music | Native America: 7th Generation Rises (Full Episode) | MTV." YouTube. May 7, 2015. Accessed August 26, 2015. <https://www.youtube.com/watch?v=-aRwprNai4A>.



State Standards

English Language Arts

A3: Students read various informational texts, within a grade appropriate span of text complexity, making decisions about usefulness based on purpose, noting how the text structures affects the information presented.

A4: Students evaluate the information in persuasive text, within a grade appropriate span of text complexity, noting how the structural features and rhetorical devices affect the information and arguments presented in these texts.

B3: Students write academic essays that state a clear position, supporting the position with relevant evidence.

B5: Students write persuasive essays addressed to a specific audience for a particular purpose.

E1: Students adjust listening strategies to understand formal and informal discussions, debates, or presentations and then apply the information.

F1: Students identify the various purposes, techniques, and/or effects used to communicate auditory, visual, and written information found in different forms of media.

Social Studies

A3: Students select, plan, and implement a civic action or service learning

Penobscot River Restoration

NOAA. "NOAA Habitat Conservation | Penobscot River Restoration Project Takes Major Step Toward Opening 1,000 Miles of Habitat." NOAA Habitat Conservation | Penobscot River Restoration Project Takes Major Step Toward Opening 1,000 Miles of Habitat. Accessed August 26, 2015. <http://www.habitat.noaa.gov/highlights/hlpenobscotriver.html>.

The Nature Conservancy. "Butch Phillips: Restoring the Penobscot River." YouTube. May 11, 2010. Accessed August 26, 2015. <https://www.youtube.com/watch?v=0nu0v8oyLqA>.

Native Mascot Issue

Harlow, Doug. "SAD 54 Residents Argue over Keeping the Indian Mascot for School Sports Teams - Central Maine." Central Maine SAD 54 Residents Argue over Keeping the Indian Mascot for School Sports Teams Comments. May 4, 2015. Accessed August 26, 2015. <http://www.centralmaine.com/2015/05/04/sad-54-residents-argue-over-keeping-the-indian-mascot-for-school-sports-teams/>.

Center For American Progress. "Missing the Point: The Real Impact of Mascots and Team Names..." YouTube. July 22, 2014. Accessed November 11, 2014. <https://www.youtube.com/watch?v=RHRUror8E7Y>. - Starting at 7:52 through 16:38 Dakota Franklin Kicking Bear Brown a student at Argonaut High School talks about his experiences on being Native and going to a school with a Native mascot.

Come up with answers to the following questions:

Which piece was more persuasive, the video or the print material, and why?

What could the creator of your least favorite piece, either print or visual media, have done to make it more persuasive?

Were there certain words which you found more persuasive than others?

Which types of rhetorical devices were used?

Can you detect any evidence of bias, stereotyping, or faulty reasoning?



State Standards

project based on a school, community, or State need

and analyze the project's effectiveness and civic contribution.

Day Two

Engage:

Begin by breaking the students into groups based on which one of the three topics they chose for the homework assignment. In groups, have them compare answers and create a quick summary of what the two media pieces were about and the common themes from the student's answers. Each group will then present their findings. As the students are presenting jot any recurring themes on the board.

Explore/Explain:

Based on the students' answers, facilitate a discussion and begin to create a list of what they liked/didn't like and what types of rhetorical devices should or shouldn't be used when they create their PSAs. Get them thinking to about audiences. Will some persuasive techniques work better for certain age groups as opposed to others? How can you develop a PSA which appeals to everyone? Remind the students their PSA audience will be their fellow classmates at the school, so look at the list of things you liked and didn't like and think about what would work best with your fellow classmates.

Now what we have looked at different types of persuasive arguments, it is time for all of you to start working on crafting a persuasive work. You are going to be creating a short piece of written media and/or a video PSA. (Either assign topics and groups or let the students group together by topic of interest.) Hand out suggested resources. Have them start with using the resources and identifying why the stereotype is hurtful to Native American communities and how they are currently being perpetuated.

PSA Topics and References: (Teachers are strongly encouraged review these sites so they are aware of their content.)

Buying real vs. fake Native fashions

<http://indiancountrytodaymedianetwork.com/2015/02/20/bethany-yellowtail-gutted-crow-design-dress-new-york-fashion-week-159319>

<http://mic.com/articles/118150/stunning-images-show-how-american-indian-fashion-looks-without-cultural-appropriation>

<http://www.beyondbuckskin.com/2013/06/paul-frank-x-native-designers.html#more>

<http://www.beyondbuckskin.com/2014/04/fest-fashion-sans-headaddress-how-to-do.html#more>

Hipsters in headdresses

<http://nativeappropriations.com/2010/04/but-why-cant-i-wear-a-hipster->



headdress.html

<http://apihtawikosisan.com/hall-of-shame/an-open-letter-to-non-natives-in-headdresses/>

Cultural appropriation

<http://thesocietypages.org/socimages/2010/04/13/american-indian-is-in/>

<http://apihtawikosisan.com/2012/01/the-dos-donts-maybes-i-dont-knows-of-cultural-appropriation/>

<http://everydayfeminism.com/2013/09/cultural-exchange-and-cultural-appropriation/>

<http://theodysseyonline.com/lewis-clark/cultural-appropriation-101-halloween-edition/150470>

Mascots

Harlow, Doug. "SAD 54 Residents Argue over Keeping the Indian Mascot for School Sports Teams - Central Maine." Central Maine SAD 54 Residents Argue over Keeping the Indian Mascot for School Sports Teams Comments. May 4, 2015. Accessed August 26, 2015. <http://www.centralmaine.com/2015/05/04/sad-54-residents-argue-over-keeping-the-indian-mascot-for-school-sports-teams/>.

Center For American Progress. "Missing the Point: The Real Impact of Mascots and Team Names..." YouTube. July 22, 2014. Accessed November 11, 2014. <https://www.youtube.com/watch?v=RHRUror8E7Y>. – Starting at 7:52 through 16:38 Dakota Franklin Kicking Bear Brown a student at Argonaut High School talks about his experiences on being Native and going to a school with a Native mascot.

<http://www.racismagainstindians.org/UnderstandingMascots.htm>

<http://www.ncai.org/proudtobe>

http://www.huffingtonpost.com/tara-houska/wall-street-journal-column_b_7936914.html

The next few class periods students will brainstorm ideas, refine their position, create sample PSA mockups which will be critiques by the other groups to help refine the PSA message, and then finally complete and present their PSA to their classmates.

Evaluation:

Diagnostic Assessment: Persuasive Writing Prompt

In this ungraded free-write, students first reflect on things they have seen, heard, or read that were persuasive, conjured up by the examples listed below (i.e., advertisements, music videos, photojournalistic/artistic images, news articles, opinion essays, blogs), identify what makes these images, stories, individu-



als, or text convincing and credible, and then attempt to change the minds or habits of their peers through their own persuasive writing on a topic of their choice. Reviewing several of these in small groups, they identify key principles or strategies that they use, creating a chart to share with the class.

These charts will provide the teacher with information about prior knowledge and developing understanding of the power of media to influence opinion and behavior, visual or other design strategies that persuade, and use of rhetorical devices in writing or speech.

Formative Assessments: Comparative Analysis of Media

Students choose from three choices of paired media on the same subject (text and audio, video, or multimedia) that vary in reading challenge and topic. Through their choice of visual, spoken, or written presentation, students follow and analyze the author's claim, assess reasoning and evidence, note evidence of bias, stereotyping, and/or propaganda, compare and contrast author and medium, and reflect on effect that medium has on audience opinions and decisions.

Summative Assessment

Students choose a topic for which they wish to apply their learning in this unit to communicate through persuasive writing and media (print and non-print) thoughts and ideas to change opinions or habits or compel the public to act. In the process, they will need to participate in discussion and select appropriate media, and use Standard American English conventions in speech and writing.

At this point, they should have a growing base of understanding the various ways that people can persuade others through words, images, and sounds. When they discuss the strategies used in the print source, begin to identify common labels the class will use, such as bandwagon, peer pressure, repetition, hyperbole, and other labels the class may co-construct from their observations thus far. Have them view the non-print sources on these same topics that they read about for homework and consider what makes them more or less persuasive than the print sources that communicate similar opinions. Begin a list of strategies that the class can use for their comparative analysis and SL projects later in the unit. This list might contain observations like "It's shorter so it gets the point across more quickly," or, "Using a popular hero like Shrek fires up the imagination to inspire people to be curious about nature," or, "Giving people a specific way to change the world is easier than hearing a lot of different possibilities." Try to have them generalize these so that they can be helpful to them as a guide to add to their growing checklist of strategies of persuasion in print and non-print media. For their homework assignment, they will read at least two print sources arguing different viewpoints on the same issue .

Recommended References:

Culham, R. (2010). *Traits of Writing: The Complete Guide for Middle School*. New York: Scholastic.



Learning Point Associates (2005). *Using Student Engagement to Improve Adolescent Literacy*. Naperville, IL:North Central Regional Educational Laboratory.

National Association for Media Literacy Education (2011). Core Principles of Media Literacy Education.
Available at <http://name.net/publications/core-principles/>

Pappas, M. (Jun. 2003). Writing editorials. *School Library Media Activities Monthly*, v. 19, n. 10, pp. 21-24. See also <http://www.k12.hi.us/~mkunimit/pathways.htm>

Smith, E. (2005). Critical media literacy in our middle schools. *Educational Perspectives: Journal of the College of Education*, v. 38, n. 2, pp. 17-18.

Spandel, V. (2009). *Creating Writers Through 6-Trait Writing Assessment and Instruction*. Boston, MA: Allyn & Bacon.

Teague, M. (2002). "Dear Mrs. LaRue:" *Letters from Obedience School*. NY: Scholastic.

Thoman, E. (Feb. 1999). Skills and strategies for media education. *Educational Leadership*, v. 56, n. 5, pp. 50-54.