Wednesday
April 2, 2014 (4.2.14)

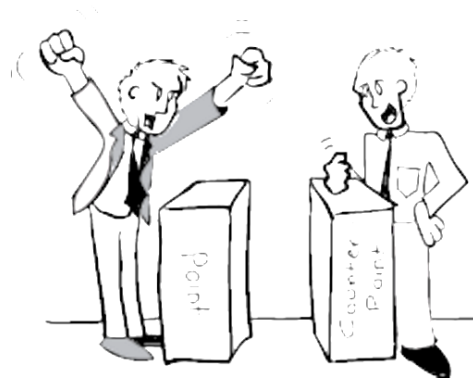## Materials

Composition Book
& Pen or Pencil

Agenda

| Time Estimate	Activity
10	Warm Up
3	Deadlines & Reminders
15	GT #11: Active vs. Passive Verbs
3	*Aims of Argument Study Guide*
15	Notes: Appeal Types
20-25	Watch: Infomercials; Graphic Organizer
20-25	Read: *We've Got the Dirt* + Organizer

Warm Up
April 2, 2014 (4.2.14)

Word Part of the Day:
Paleo / arch / sen

1. Write down the word part of the day and its definition. Now, write down three words that contain the word part of the day. Now, choose one of these words and write a sentence using that word

2. Based on the commercial you saw last class for the *Chrysler 200* (the car), list 3-5 things that made the commercial effective. Now, list 3-5 things that made it ineffective.
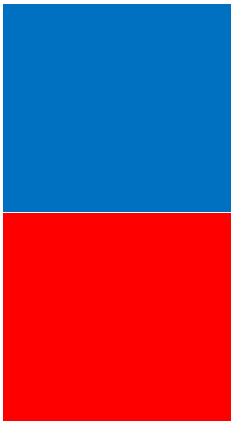
Reminders & Deadlines

Assignment	Due Date
• **Quiz next class;** will cover 3.31, 4.2, + GT #11	Friday 4.4
▪ **Journalism/Yearbook** Application Due	Friday 4.4

Transition

Active vs. Passive Verb Choice

- "The pumps were destroyed by the fire." OR
- "A fire was responsible for the destruction of the pumps."

- Grammatically correct? YES

- Sounds good?
  - NO because both use **passive verbs** of *to be*

- Be, am, is, are, was, were, being, being, been (auxiliary verbs)
- Active verb answer: "A fire destroyed the pumps."
- Avoids using variations of *to be*

Active vs. Passive Verb Choice

- Active verbs energize writing, make it more "colorful," and convey action

- Example:
  - A decision *was reached* by the board
  - The board *reached* a decision.

- In passive sentences, the thing doing the action disappears or is unclear; active sentences emphasize the "do-er"

Practice: *Passive to Active Verbs*

Change from Passive to Active, when applicable.

1. Sadly, the land was stripped of timber by lumberjacks.
2. The campfire was doused by the ranger for unauthorized use of a campsite.
3. Yellow flags were thrown down by the referees.
4. The use of cocaine by pregnant woman can be dangerous.
5. As the police entered, two shots were fired by the terrorists.
6. The only responsibility I was given by my parents was putting gas in the car.
7. The Christmas decorations were not taken down until February.

Transition
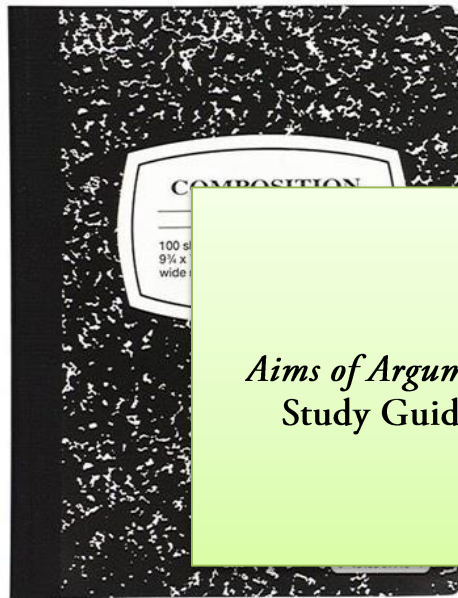
Aims of Argument
Study Guide

→ Study Guide

	The BIG Question: **How can I create and sustain an argument?**

	Key Text(s): *Professional Exemplars* / Your Writing

S T U D Y   G U I D E

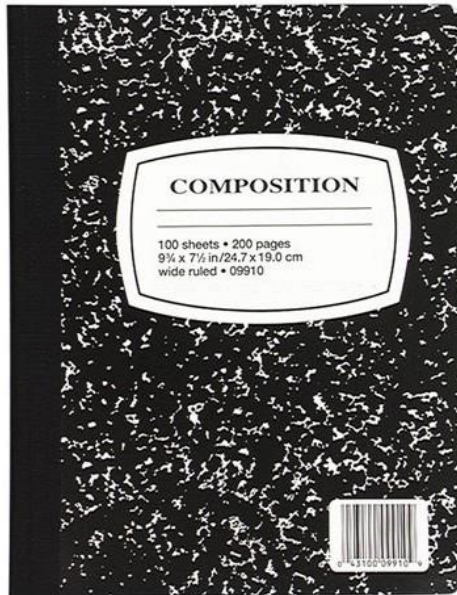| Concept 1: **Introductions**	Concept 2: **Support & Evidence**
1. How does one begin to "sell" an idea?	
Vocabulary **SSHTT, funnel, quote, anecdote, question, persuasive appeals, logos, pathos, ethos**	Vocabulary

Concept 3:
Conclusions & Counterpoint

Vocabulary

Transition

Notes

Persuasive Appeals

- Methods used to persuade (convince) reader/watcher
  1. Logos
  2. Pathos
  3. Ethos
  4.

Logos

- Appeals to logic/reasoning
- Uses facts, numbers, statistics, or common sense

- Examples: *Geico* (15 min. could save you…), BOGO sales, "The more you spend, the more you save…"

Pathos

- Appeals to emotional sense
- Uses feelings or emotions
- Can range from happiness to sadness, anger to love, even lust

- Examples: *Victoria's Secret,* President kissing babies, Anti-smoking ads

Terrie, 51
North Carolina

I want to give you some tips

VICTORIA'S
SECRET

Ethos

- Appeals to ethics (sense of right vs. wrong); morality
- Uses feelings of right vs. wrong
- Combines well with Pathos

- Examples: *Feed the Children, ASPCA (Animal Cruelty)*

Watch: Infomercials

Directions (Vol: 1):

❏ Make three columns in notebook

❏ Label columns:

  ❏ Logos

  ❏ Pathos

  ❏ Ethos

❏ Watch infomercials (3-4 min/each)

❏ Work with team to identify examples of:

  ❏ Logos

  ❏ Pathos

  ❏ Ethos

Read: *We've Got the Dirt…*

Directions (Vol: 1):

❑ Make three columns in notebook

❑ Label columns:
  - ❑ Logos
  - ❑ Pathos
  - ❑ Ethos

❑ Grab Workbook

❑ Read "We've Dot the Dirt" aloud

❑ Solo: work silently to identify 6-8 appeals from text; place quotes from essay in organizer