

LESSON PACKET FOR RENAISSANCE ENGLISH (MACBETH, ACT FOUR, SCENE 3)
ENGLISH III, BRITISH LITERATURE
MR. CHAFFIN/A-315
JUNE 2016

THE OBJECTIVES FOR THIS LESSON ARE:

- Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all genders from a variety of perspectives.
- Students will identify and analyze main idea, theme, claims, point of view, and literary elements, within informational and literary texts.
- Students will cite specific textual evidence when writing or speaking to support inferences or conclusions drawn from the text.
- Students will read and comprehend a broad range of complex literary and informational texts independently and proficiently.
- Students will demonstrate understanding of sounds in oral language.
- Students will recognize sight words and decode and read words by applying phonics and word analysis skills.
- Students will demonstrate understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.
- Students will orally read appropriately leveled texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- Students will apply knowledge of print concepts, phonological awareness, and phonics in written form.
- Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will build and apply vocabulary using various strategies to make meaning and communicate ideas.
- Students will demonstrate command of Standard English grammar, mechanics, and usage when communicating.
- Students will demonstrate the ability to understand and use information technology tools to carry out research, including the use of discipline-related software and on-line resources.

MATERIALS PROVIDED IN THIS PACKET:

- * vocabulary puzzle
- * study/answer questions
- * exercises on punctuation
- * exercises on capitalization
- * exercises on figurative language
- * guide to propaganda techniques
- * guide to persuasive writing

OBJECTIVES TO BE TESTED:

- * vocabulary
- * story content
- * capitalization
- * punctuation
- * figurative language
- * propaganda techniques

EXERCISE ON FIGURATIVE LANGUAGE

Directions: Classify the following as simile, metaphor, metonymy, personification, or hyperbole:

01. The mist seemed to open reluctantly before them and close forbiddingly behind them.
02. The trees were whispering to each other, passing news and plots along in an unintelligible tongue.
03. The hill-top rose like a bald head out of the encircling woods.
04. The wood stood all around the hill like thick hair on a shaven crown.
05. Above the fog, the hill-top was a green island in a grey sea.
06. Deep folds in the ground, like giant wagon wheels, lay across their path.
07. Sleep was creeping out of the ground and making its way up their legs.
08. The wind was a roaring tide overwhelming them.
09. The trees were a dark and confining tunnel through which they fearfully passed.
10. His face was as a red ripe apple.
11. The wind hissed in anger and pain over their heads.
12. His voice was like the song of water falling silver to meet them.
13. Sleep laid her soothing hand upon their brows.
14. His words joyfully left the woods and leaped youthfully up streams and across rocks.
15. Stone rings rose out of the ground like broken teeth beneath the moonlight.
16. Twinkling eyes shone down at them out of the deep black of the night sky.
17. Her song was like a pale light behind a gray rain-curtain.
18. Countless trees stood atop the hill.
19. On some hills were stone rings, pointing upward like broken teeth out of green gums.
20. The two standing stones were like the frames of an open door.
21. Countless boats filled the river.
22. His breath would knock a vulture off last week's road kill and gag the maggots.
23. A young stream leaped joyously down the rocky hillside.
24. Danger lurked around every bend.
25. Night was a thick black cloak over the sleeping campers.
26. A cold white carpet lay thickly over the winter fields.
27. Sam would have jumped down a dragon's throat to save him.
28. His beard bristled like silver nails.
29. Her singing was as the howling of a wolf.
30. A friendly light streamed from the inviting window.

EXERCISE ON CAPITALIZATION

Directions: Circle the errors in capitalization, either missing or unnecessary:

01. The oklahoma city public schools foundation presented the Teacher with an Award.(7)
02. the class on european History after 1400 a.d. began on Tuesday, may 4.(7)
03. The Business Letter began with "dear mr. smith:" and ended with "yours Truly,".(7)
04. He lived on tiffany drive, in oklahoma city, in oklahoma county.(6)
05. His special areas of Expertise included persian literature, spanish, Clocks, and Redneck jokes.(5)
06. The widget corporation filed a lawsuit against the internal revenue service. (5)
07. Various books of Religious Scripture include the bible, the torah, the koran, and the zend-avesta.(7)
08. "how many times," He said, "Must I tell you to not interrupt?"(3)
09. "Did mrs. oliver say, 'you must have your work done?'"Asked Martha.(4)
10. We drove East on interstate 40, passing through arkansas on our way to the gulf coast.(5)

EXERCISES ON PUNCTUATION

Directions: Place the appropriate end marks:

- | | |
|---|---|
| 01. What a terrible storm is approaching (1) | (1) |
| 02. The rain fell heavily most of the day (1) | 04. It was a bad situation both sides were pointing guns at each other. (1) |
| 03. Is the weather going to be bad all day (1) | 05. The show begins at 3 30 P.M. (1) |
| 04. Class begins at 7: 40 A M (2) | 06. His sermon was based on Revelations 4 1-4. (1) |
| 05. The Moors entered Spain in 711 A D (2) | 07. The article was printed in Volume IV pages 12-25. (1) |
| 06. Who made this potato salad (1) | 08. It is time to leave besides, I am tired. (1) |
| 07. His dentist is Dr Joe Schmo, D D S | 09. Marcia has visited these places London, England Caracas Venezuela Bangkok Thailand and Havana Cuba. (4) |
| 08. We bought books, pens, binders, etc ; then we went home (2) | 10. The answer is simple do your work on time. (1) |
| 09. Wow That was a great show (2) | |
| 10. Be sure to complete your homework (1) | |

Directions: Correctly place the commas:

01. Yes I think the stock market will crash again. (1)
02. Oh it really isn't that important. (1)
03. First take a bath. Second get dressed. (2)
04. When the sun sets the mosquitoes come out. (1)
05. Working hard all day they finished on time. (1)
06. If you would Mary please stop belching. (2)
07. Is this your briefcase Mr. Guelph? (1)
08. On Tuesday May 4 2008 the sun rose. (3)
09. Joe Bell our middle linebacker always plays well. (2)
10. This book I believe belongs to you. (2)
11. Instead of three four cars were parked there. (1)
12. Who if I may ask is responsible for this mess? (2)
13. They were late; furthermore they weren't prepared. (1)
14. My cat who started life wild is now old and lazy. (2)
15. Books piles of papers old computers and junk littered the crowded office. (3)
16. Mariela please bring me your test paper. (1)
17. She talked he sang and all of us danced. (2)
18. In the box by the door he placed a book. (1)
19. Lush green trees lined the field followed the creek and clustered around the pond. (2)
20. Because they planned ahead and worked hard they succeeded. (1)

Directions: Place the colons and semi-colons:

01. Here is the map over there is the compass. (1)
02. The business letter began "Dear Mrs. Smith" .(1)
03. We need these things a box, some tape, and a rat.

EXERCISE ON PROPAGANDA TECHNIQUES

Directions: Classify the following situations or scenarios, using the provided answers:

01. Everybody wants clear smooth skin! A recent study shows that people with clear smooth skin are more popular and more successful. Don't struggle against skin problems. Join the millions who have learned the secret to clear smooth skin: Dermasmooth Serum!
 - A. Celebrity endorsement
 - b. Bandwagon
 - c. Post hoc argument

HYPHENS/DASHES/PARENTHESES

Directions: Place the appropriate marks:

01. Never had I been to such a great orchestra concert! (1)
02. This house is built on the mother in law plan. (2)
03. This new tool but I guess you already know is very expensive. (2)
04. There were twenty one books on the shelf. (1)
05. Put in four pieces of chicken, one cup of carrots, and one half bottle of red wine. (1)

ITALICS/UNDERLINING/QUOTATION MARKS

Directions: Place the appropriate marks:

01. We read the poem *Evangeline* in English class.
02. The article was entitled *Making a Good Living* .
03. The roadside bomb was blown in situ.
04. The next book is entitled *The Two Towers*.
05. *The Minute Waltz* is a short piece of music.
06. He used outdated expressions like *phat* and *rad*.
07. Maria asked, *Did Mr. Chaffin say, Read the next chapter ?*
08. Bring your books, he said, *and be on time.*
09. He wrote an essay entitled *How I Wasted My Summer.*
10. Have you ever, she asked, *tried skiing through revolving doors ?*

02. Jerry Wiggins looks like a great candidate when he's in front of a camera. But, can you really trust a man with his record: two car wrecks, a divorce, and a ridiculous-looking hair transplant? Do you really want such a man in charge of the future of his district?
- False analogy
 - Ad hominem argument
 - Begging the question
03. Since it is certain that drastic tax cuts and massive cuts in government spending will stimulate the economy and create jobs, we must proceed at once to do so. We should eliminate personal income taxes, end Medicare and Medicaid, and privatize Social Security. We should eliminate most government agencies.
- False analogy
 - Loaded words
 - Begging the question
04. Smart shoppers know that Widget Fashions is the place to go. They are the kind of people who know fashion and value low prices. Sure, you can shop somewhere else, but wouldn't you like to be fashionable and get good value, too? Be a winner: shop at Widget Fashions!
- Loaded words
 - Ad hominem argument
 - Begging the question
05. Surveys and studies now show that 75 percent of Americans own cell phones. Do you feel left out? Are you missing this technology wave? Get with the program and get your cell phone now! Don't be the only one out of touch!
- Celebrity endorsement
 - Bandwagon
 - Post hoc argument
06. Basketball great Michael Jordan says, "If you want to be successful, dress successful! It all starts with what's underneath. Wear Hanes underwear, and you are off to a great start!"
- Celebrity endorsement
 - Bandwagon
 - Post hoc argument
07. Celebrity Rehabilitation Services of America is your pathway to recovery and a bright future. Lindsay Lohan recently said, "I truly owe my recovery on numerous occasions to Celebrity Rehabilitation Services. Without them.....what was I saying? Oh, yeah! You wanna go to a party? Brittany will be there. She really likes Celebrity Rehab, too. She's been there more than I have. Let's stop on the way for some liquor! Gee, I wish I could get this ankle-bracket GPS off!"
- Celebrity endorsement
 - Bandwagon
 - Expert testimony
08. Last month during my second period class, Mr. Wilson walked into the room to talk with me. Within a few seconds the electricity failed in the room. Clearly Mr. Wilson causes electricity to fail!
- Post hoc argument
 - Bandwagon
 - Begging the question

GUIDE TO PROPAGANDA TECHNIQUES

by Neill J. Chaffin

Some persuasive techniques are termed "propaganda". The term is often misunderstood and considered to have negative connotations: propaganda seems to signify false, misleading, or deceptive practices. That is not necessarily true. Propaganda simply means information that is intended to promote particular ideas, doctrines, or practices. Propaganda techniques are effective; otherwise, they would not be so widely used.

EXPERT TESTIMONY

One way to convince people of something is to get the supportive testimony of someone who can legitimately be

considered an expert on a subject. I, for example, could be considered an expert on English grammar and usage. My endorsement of something in the realm of English grammar and usage would be considered expert testimony. A doctor whose speciality is nutrition would be considered expert testimony on some commercial dietary supplement. Of course, opinions, even expert ones, differ; therefore, even expert testimony must be taken, as they say, with a grain of salt.

CELEBRITY ENDORSEMENT

Not to be confused with expert testimony, which relies on genuine expertise in a subject, celebrity endorsement relies on celebrity status. Many people who admire some sports, music, or acting figure, for example, are willing to do, buy, or believe whatever the celebrity endorses. The basis for this is the desire to share in the celebrity status of the endorser. It is the desire to be connected in some way with the celebrity figure. If you admire basketball legend Michael Jordan, for example, then you buy the Hanes underwear he endorses. Of course, Mr. Jordan doesn't really know any more about underwear than anyone else. He knows that Hanes is paying him a mountain of money to promote their product! If he were to promote Nike shoes, this would be celebrity endorsement. He is not a shoe designer. The lure of celebrity endorsement is the desire to participate vicariously in the celebrity status of the endorser.

BANDWAGON

A very popular and very effective propaganda technique, bandwagon is, in simple terms, based on the desire to have, do, buy, or believe what most others do. In our society we place a premium on individuality; however, we don't really believe it! The desire to fit in well with others is very powerful: it means you will be accepted and that you will have friends. In brief, bandwagon works by encouraging you to have what everyone else has. If most others believe, have, or buy something, then they must be right. Some years ago there was a bumper sticker put out by sheep farmers who were trying to get an unlimited hunting season on coyotes. The sticker said, "Eat more lamb! Ten million coyotes can't be wrong!" Classic bandwagon! Do, have, buy, or believe what everyone else does!

POST HOC ARGUMENT

"Post hoc" is a shortened version of the Latin phrase *post hoc ergo propter hoc*. Translated, it means "after this, therefore because of this". A post hoc argument draws a cause and effect/result relationship where none really exists. The two events that a post hoc argument tries to connect are simply sequential happenstance. For instance, if someone pulls into your driveway and, a few seconds later, your grandfather who lives with you has a heart attack, then a post hoc argument would say that the visitor pulling into your driveway caused your grandfather to have a heart attack. Post hoc arguments are popular among politicians trying to discredit the actions of their opponents. We elected so-and-so or passed such-and-such a law, and now look what has happened!

AD HOMINEM ARGUMENT

Especially popular in politics, when you can't win on the issues, you attack the character of your opponent. *Ad hominem* is a Latin expression meaning "against the man". It is often referred to as "mud slinging"; the idea is that if you sling enough mud (accusations of impropriety) at someone, some of it will stick to him. The ridiculous accusations leveled at President Obama about where he was born are an example of ad hominem argument. It is certainly possible to attack him on the basis of policies and beliefs, but that is a legitimate attack; the birth certificate thing is not. Attacking your business or political opponent on the basis of policies and beliefs is legitimate; saying that he is "ugly and his mother dresses him funny" is an ad hominem argument.

FAULTY CAUSE AND EFFECT

Akin to the post hoc argument, faulty cause and effect draws a false connect between some event, decision, or action and a later event. It often confuses the victim with the criminal. "If they weren't so lazy, they would get jobs". This ignores the possibility that they are sitting around doing nothing because they don't have jobs, as opposed to the idea that they don't have jobs because they are sitting around doing nothing.

FALSE CHOICE

This relies on the idea of proposing that there are only two solutions to a problem so that one can be discredited and the other supported. What it ignores is that there might be other or additional solutions. An example might be a politician

saying that the huge national debt can only be solved by cutting spending or by raising taxes. The politician then goes on to say that nobody wants higher taxes; therefore, the only solution is to cut spending. This ignores the possibility of doing both, or the possibility that creation of more jobs via public and private spending might relieve government of some responsibilities while also generating more tax revenues because of more jobs.

FALSE ANALOGY

An analogy is a type of simile: It is saying that something is like something else. A false analogy is one in which the two things compared are not really similar. An example might be: “Comfortable living quarters are essential to life, just like safe drinking water. Since we would surely not deny people access to safe drinking water, similarly we cannot deny them access to comfortable living quarters. The error in this analogy is that safe drinking water is vital to survival; comfortable living quarters are not.

BEGGING THE QUESTION

This is the technique of getting an audience to quickly accept a premise and then building an argument based on the premise, without any *prima facie* evidence that the premise is true. “Without doubt everyone will agree that this is the best medical treatment program ever developed. We must, therefore, fund the program so well that everyone will benefit. Surely no one wants less than the best medical treatment!” The validity, or lack thereof, of the original premise is lost on people as they listen to the argument.

LOADED WORDS

We all want to believe that we are in some way, however small, possessed of some special talent, or sense of judgement, or particular quality. Loaded words is a technique that plays on that belief. It appeals to our desire to be part of a group that is somewhat better or smarter than everyone else. The best commercial example of this technique is the old Jif peanut butter commercial: “Choosy mothers choose Jif!” This implies that mothers who are possessed of particularly good mothering skills, and therefore care more about their children, choose Jif. It also implies that mothers who have inferior skills choose other, and by implication worse, brands of peanut butter, which implies that they don’t care as much about their children. Again, an old commercial states, “Those who know, get MAACO!” This is a company that repaints cars. The implication is that people who get their car repainted somewhere else are not as smart or as well-informed as those who use MAACO.

THE USE OF PROPAGANDA TECHNIQUES

At least to some extent, propaganda techniques work. Otherwise, they would not be used. There is, however, a danger involved in using them. Excessive ad hominem argument may simply raise sympathy for your opponent by making you look like a bully. False choice may give your opponent a chance to accuse you of being stupid, dishonest, or ill-informed. Every child knows the parental response to bandwagon: “If everybody else jumped off a roof, would you do it, too?” There are countless examples of companies that have used some celebrity to endorse a product, only to have that celebrity do something incredibly stupid, offensive, or illegal. The result is the discrediting of the product the celebrity has been advertising. Be careful about using propaganda techniques!

WRITING A PERSUASIVE ESSAY

by Neill J. Chaffin

It is generally considered that there are three basic purposes for writing: to inform, to entertain, and to persuade. Persuasive writing is an important skill to develop: politicians, businessmen, teachers, and those in many other walks of life rely on persuasion, both oral and written, to achieve success. Good persuasive writing does not just happen. It is a skill to be learned and practiced. There are certain considerations and techniques that will help you become good persuasive writers.

THE TARGET AUDIENCE

To whom is the persuasive essay addressed? Is there any chance that the audience would or could be interested in whatever topic you have chosen? Little kids are not likely to be interested in collecting clocks. A village of Inuits in Alaska are unlikely to buy those air conditioners you are trying to sell. Arguing Buddhist scripture to a Catholic audience is not going to be very successful. Furthermore, persuasive writing aimed at an audience that already agrees with you is probably not a good use of your time: it's called "preaching to the choir"!

So, what would be appropriate? Trying to convince a school administration to change the starting time at school based on research that shows younger students perform better later in the day might be worthwhile. Arguing against required school uniforms would likely get a receptive audience among parents. Recommending the purchase of action figures would interest little kids. Recommending political action guided by the religious convictions of a particular group might be successful. You must be realistic in your expectations!

A CLEAR PURPOSE

There must be a clear and limited purpose for your persuasive essay. What exactly is it you are proposing? Is it too broad or vague to be convincing? Are there clear expected outcomes or recommendations for action? "We must have better government" is not a good purpose. It is too vague. "We must increase tax revenues and cut spending to stimulate the economy" is a clear and specific purpose and thus a good topic. You would be able to cite facts, figures, statistics, history, and expert testimony to support your position. There could be clear expected outcomes. "We need to change the way our children are educated" is too vague. However, "We must institute careful standardized testing with clear minimum levels of performance" or "We must ensure that teaching techniques are interesting and attention-getting" might be good topics.

Again, you could find solid evidence and recommend specific outcomes.

There must be a clear opposing position for you to have a clear purpose. It is pointless to argue that "We must breathe in and out regularly": there is no viable alternative. I suppose someone *could* argue with you, but I doubt if he would do so for very long! Arguing that we need a dryer and warmer climate in Oklahoma is pointless: you can't control the weather.

CLEAR AND SUFFICIENT ARGUMENTS

You must have clear and convincing arguments to support your position. "You should do/buy/support something because I think you should" won't work! Your arguments must actually support your position. "We should remove our armies from foreign countries because it will save us lots of money. It will end the antagonism felt in other countries toward us. It will allow our soldiers to get on with their lives." These are relevant and convincing arguments.

They must be sufficient. Having only one argument is not going to result in a high likelihood of success. If your audience rejects your one argument, you are sunk. Having two or three arguments is much better. Part of your audience may be unconvinced by one argument but won over by another. What appealed to them might not appeal to another part of your audience, but that other part of the audience might be won over by your second or third argument. You do, however, eventually reach a point of diminishing returns. If your audience still rejects your position after three distinct supporting arguments, your chances of success fall to a very low order of probability. The audience will have lost interest by then. Always use your strongest and most convincing argument first. If you have three arguments, put the next strongest last. Put the weakest argument in the middle. It is important to begin and end strongly.

Know the possible opposition's arguments! Know what opponents might say to refute you. If you know what they will argue, then you may be able to discredit their arguments or predispose your audience to disbelieve them. Do not, however, be demeaning or insulting in attacking the arguments of your opponents: you risk raising sympathy for them and looking like a bully. It is okay to say they are misinformed, mistaken, or even misleading. Don't, however, call them stupid, ignorant, or dishonest. Attack and refute, but don't insult!

Do not lie, ever! You don't have to tell everything. You can select only the information that supports your position. Let your opponents present the other side. If you lie, however, and you are caught in it, then you lose. No matter how strong your position or your other supporting arguments, if you lie about even one thing, you will lose the trust of your audience, and you will lose the argument.

OVERALL CONVINCING PAPER

The total effect of your paper must be one of confidence, certainty, and insistence. Don't be vague, unsure, or weak. Get the attention of your audience, state your position, present convincing arguments, recap those arguments, restate your position, and then tell people what you want them to do. If you fail to do any of these things, you will not be successful. In your conclusion, don't ask if your audience now agrees with you. Assume assertively that they do!

A SUITABLE TOPIC

As stated earlier, the topic for a persuasive essay must be one that is arguable. That is, there must be a possible opposite position. "Fish should live in water" is not a suitable position. Where else would they live? "Fish makes a delicious meal" is not a suitable position. Some people just don't like the taste of fish, and nothing is going to change that. On the other hand, "Fish is an excellent dietary choice" could be a suitable topic. You could cite low cost, high protein value, low fat, low cholesterol, and low energy consumption in cooking as your arguments. "Red is a prettier color than yellow" is not a suitable topic. It is purely a matter of opinion, and the position cannot be supported. "Careful color choices can make a home a better place to live", however, might be a good choice. A good deal of research shows that people are emotionally and behaviorally influenced by the colors around them. White ceilings and walls allow lower lighting levels, thus saving energy. Some colors don't show dirt easily, and these could be good choices for areas prone to soiling.

Persuasive essay topics can be categorized as follows:

Explanation

The issue of slavery prevented the British from entering the Civil War on the side of the South.

Evaluation

The new school schedule is not effective in improving student performance.

Prediction

Energy costs will continue to rise.

Advice

The government should bring our armies home from Afghanistan, Iraq, Korea, and Germany.

It is clear that the above statements have possible opposing positions. It is also clear that they are not simply opinion: they can be supported with clear and convincing arguments. They are not just based on "I think" or "I feel". The first example above could be supported with historical evidence; the second could be supported with facts, figures, and statistics; the third could be supported with scientific and economic data; and the last could be supported with recent news events, expense figures, and expert testimony. Make your arguments fit the chosen position.

If your position is, say, that "Illegal immigration must be stopped", then suitable arguments might be:

- * illegal immigration is, well, illegal
- * illegal immigration puts strains on our social welfare services
- * illegal immigration drives down wages and benefits
- * illegal immigration drains money from our economy

Now, it is possible to take an opposing position on this issue. An opponent might cite historical precedents, moral grounds, religious grounds, and philosophical grounds, possibly very effectively. The above arguments are, however, supportable with facts, figures, statistics, data, and expert testimony. Your audience will decide whom they should believe.

ESSAY STRUCTURE

THE INTRODUCTORY PARAGRAPH

The first thing you must do in a persuasive essay is get your audience's attention. If you do not in some way pique their interest, your argument will fall, so to speak, on deaf ears. Never start out with your position statement: you risk

immediate rejection. Appeal in some way to their sense of justice, mercy, fair play, sympathy, self-interest, etc. Once you gain their attention on such a basis, then you can tell them what you want and proceed to make your arguments. Thus, your first paragraph should start with something that gets their interest. The attention-getting scenario may be based on a “misdirection” approach, a scenario of “humanitarian” appeal, a “someone is trying to take something away from you” threat, or a “you can really gain something from this” bait. In any event, appeal to the audience in some such way, and then state your position. The position statement can be delayed to the first sentence of the second paragraph, if you choose.

THE SECOND PARAGRAPH

The next thing you must do is make your first and strongest argument. What is it that most appeals to your audience? A sense of justice? A sense of mercy? A sense of fair play? A sense of logic? If you did not end the first paragraph with your position statement, then begin the second paragraph with it. Then tell your audience why they should accept and support your position. Use, as stated above, your strongest argument. You might want to restate your position at the end of this paragraph, especially if you made your position statement in the first paragraph.

THE THIRD PARAGRAPH

Now make your second argument. If you have three arguments, then make this your weakest of the three. Save the second strongest for the next paragraph.

FOURTH PARAGRAPH

If you have only two arguments, then this will be your final and summative paragraph. However, let us assume for now that you have three specific arguments. If so, then this will be the second strongest of your arguments. Explain again to your audience why they should accept and support your position.

CONCLUDING PARAGRAPH (FIFTH OR SIXTH PARAGRAPH)

This will be your final paragraph. In it you will briefly restate your three (or two) specific arguments in support of your position. You will then very positively and confidently restate your position. You will then tell your audience what they should do, now that they agree with you. Never be weak at this point! Don’t ask your audience if they agree with you. Don’t imply that there is any rational opposition to your position. Exude confidence! Finally, reconnect with the attention-getting scenario you used in the first paragraph.

FURTHER COMMENTS ON ESSAY STRUCTURE

It is often useful to attack the anticipated arguments of your opposition. Especially if you have only two supporting arguments for your position, this makes a good fourth paragraph. If you have considered the possible opposing arguments to your position, then you might make your next-to-the-last paragraph a refutation of the opposing arguments. You might say, “Now, my opponents say that; however, the truth is that.....”. This anticipates and refutes the arguments of your opponents. Remember that you should never personally insult your opponents! Attack their arguments and credibility, not them!

Make judicious use of propaganda techniques. It is often useful to use a carefully stated *bandwagon* argument: people are swayed by the desire to fit in or belong. This is also true of the *loaded words* technique: who doesn’t think that he is in some way special or better than “those other people”? Advertisers spend many millions of dollars each year on hiring experts to sell their products or support their positions. They also spend many millions of dollars getting celebrities to sell their products or support their positions. *Expert testimony* and *celebrity endorsement* work!

A SAMPLE PERSUASIVE ESSAY

by Neill J. Chaffin

This sample essay is on the use of technology in the classroom. The sidebar is for instructional purposes; your essay will not have it.

A High-Tech Learning Experience

“Teacher, I forgot my books and paper!” whined Johnny. “Oh, I forgot my homework, too!” How many times I have heard this and ground my teeth about the situation! I am put in the position of either providing materials or having a student spend unproductive time in my room. What fun! I’m stressed, he’s stressed, and the other students lose valuable time as I deal with it. Surely there is a better way! Well, there is!

We need to have a computer for every student in every classroom. I’m not talking about issuing a laptop computer to every student; I am talking about a computer at every desk in every classroom. That way Johnny can’t lose or forget the electronic version of his books, paper, and homework! It’s all right there and never leaves the classroom. Problem solved!

The advantages of having a computer at every desk in every classroom are many. For one thing, learning will be much more interesting to our students. They spend enormous amounts of time in front of computers and other electronic devices. They must like that! If we imitate that in the classroom, students will be more interested and will learn better. It also means that students will have direct access to their teachers and to each other. Research has shown that cooperative learning works. Computer interconnectivity will provide that.

We will ultimately save money by doing this. School districts will not have to buy textbooks: everything will be on a database that each student can access. There will certainly be an initial and considerable expense in getting this set up, but it will be cheaper in the long run. Additionally, having everything on a database means students will have reference sources at their fingertips. They won’t have to go to the library to do research. This means they will not be delayed in completing work that requires such research. It also means library resource expenses will be dramatically cut.

More interesting and effective learning, no more lost or forgotten materials, cooperative and interconnected learning, immediate access to resources, and ultimate savings: it’s a winning combination! People who really care about the quality of education for their children will see the value in this! We must begin implementation of this type of learning environment as soon as possible. Let’s all write to our local school board members and insist that we do this. Let’s attend board meetings and tell them in person. We need computers at every desk in every classroom in every school! Johnny will ultimately benefit from this!

This opening scenario is one that every teacher and student has witnessed. The paragraph suggests a solution but does not immediately reveal it.

Here I state my position. I give a supporting argument tied directly to the opening scenario.

This paragraph argues on the basis of more interesting and effective learning via cooperation and interconnectivity.

This paragraph makes an argument based on cost-effectiveness, both directly in the classroom and in the school in general.

The conclusion restates the arguments, calls for action, and restates the position. I throw in a propaganda technique: loaded words. I reconnect to the opening scenario.

VOCABULARY MACBETH, ACT 4, SCENE THREE

Directions: Match the definitions to the words by writing the letter of the definition in front of the word:

- | | |
|-------------------|---|
| 01. abjure | 38. resounds |
| 02. absolute | 39. ripe |
| 03. avaricious | 40. solicits |
| 04. benediction | 41. sundry |
| 05. bestride | 42. syllable |
| 06. boot (to...) | 43. transpose |
| 07. braggart | 44. tread |
| 08. concord | 45. ulcerous |
| 09. confront | 46. virtuous |
| 10. convey | a. A going into a country or area by military force; intrusion |
| 11. coveted | b. In an unwilling or hesitant manner |
| 12. dam | c. To face; stand against; oppose defiantly |
| 13. dedicate | d. To stride over or across; to sit atop with a leg on either side |
| 14. demerits | e. Echoes; reverberates |
| 15. despise | f. Division of a word |
| 16. detraction | g. Perhaps; maybe |
| 17. dispute | h. Shrink or pull back from as in horror, fear, etc. |
| 18. esteem | I. Righteous; chaste; of high moral standards |
| 19. fortitude | j. Change |
| 20. impediments | k. As well; in addition |
| 21. integrity | l. Complete; utter |
| 22. interdiction | m. Walk |
| 23. intermission | n. Various; assorted |
| 24. invasion | o. Large numbers; multitudes; military units of 3-6 thousand in Roman times |
| 25. legions | p. Honor; have high regard for; value highly |
| 26. naught | q. Greedy; acquisitive |
| 27. niggard | r. Obstacles; hindrances |
| 28. overcredulous | s. Carry; transport |
| 29. perchance | t. Set apart or designate for a particular purpose |
| 30. pernicious | u. Causing great injury, harm, or destruction |
| 31. perseverance | v. Able to be moved or carried |
| 32. portable | w. Continued effort; patience |
| 33. quarry | x. Strength to bear misfortune, pain, etc. calmly and patiently; firm courage |
| 34. recoil | |
| 35. reconciled | |
| 36. relish | |
| 37. reluctantly | |

- | | |
|---|---|
| y. Enjoy; be pleased by | jj. Blessing |
| z. Pact; agreement | kk. Stingy person; miser |
| aa. Prohibition of some action, right, or use of something | ll. Hate; detest; hold in contempt |
| bb. Honesty; sincerity | mm. Prey; that which is sought or hunted |
| cc. Made friendly or in agreement with again; brought into harmony | nn. Mother |
| dd. Too willing to believe; too easily convinced | oo. Faults; defects; marks recorded against a person for poor conduct or work |
| ee. A taking away; removal; malicious discrediting of someone's character | pp. Interval of time between periods of activity; rest; respite |
| ff. Renounce; swear off | qq. Boaster; one who makes himself bigger or more important than he is |
| gg. Desired greatly | rr. Nothing |
| hh. Having an infected, inflamed, or festering condition or influence | ss. Argument; fight; quarrel |
| ii. Asks for; requests | tt. Ready to be harvested; ready for some operation, treatment, or process |

STUDY QUESTIONS FOR MACBETH, ACT FOUR, SCENE THREE

Directions: Answer the following questions:

01. What is the gist of Malcolm's words regarding MacDuff in lines 8-17?
02. What is MacDuff's response to Malcolm's suspicions?
03. What does Malcolm chide MacDuff for in lines 25-30?
04. What does Malcolm say he fears about Scotland if he regains his throne? Why does he say this?
05. How does MacDuff react to Malcolm's seeming self-accusations?
06. Why does Malcolm continue to denigrate himself through line 66?
07. What faults does Malcolm enumerate in himself in lines 91-100?
08. How does MacDuff finally react to Malcolm's tedious list of his own faults?
09. What does this tell Malcolm that convinces him of MacDuff's honesty and loyalty?
10. Summarize what Malcolm says to MacDuff in lines 114-130.
11. Who is Malcolm's most powerful ally and how many men does he command?
12. Summarize the medieval superstition that Malcolm details in lines 147-159.
13. How are things back in Scotland, according to the newly arrived Ross?
14. After whom does MacDuff ask?
15. What does Ross tell him? Why?
16. What does Ross say MacDuff's and Malcolm's presence in Scotland would do?
17. What does Ross wish he could match in lines 193-195?
18. What does Ross finally tell MacDuff about his family?
19. What does Malcolm say should be their "medicine" to assuage this grief?
20. What disparaging thing does MacDuff say about himself in lines 227-230?

COMPOSITION ASSIGNMENT

Directions: Choose a suitable topic for a persuasive essay. Write a four-five paragraph essay. Be sure to have an opening paragraph that sets forth the topic and your position. Have at least two supporting arguments. Have a concluding paragraph that summarizes, restates the topic and position, and calls for specific action. Try to use at least one recognizable propaganda technique in the essay.