Teaching Voice with Anthony Browne’s *Voices in the Park*

**Author**
Jacqueline Podolski
Milwaukee, Wisconsin

**Grade Band**
6-8

**Estimated Lesson Time**
Four 50-minute sessions

**Overview**
The concept of voice is often difficult for middle school students to incorporate into their writing. This lesson, aimed at grades 6-8 but easily applicable to any level, provides a clear example of an author who created four specific voices. By reading and discussing the characters in Anthony Browne’s picture book, *Voices in the Park*, students will gain a clear understanding of how to use voice in their own writing.

**From Theory to Practice**
Student writing often lacks voice, or a sense of personality or feeling. Harry Noden, in *Image Grammar*, defines voice as "the rhythm and sound of an author's words" (77). One method that he recommends using to demonstrate voice in writing is a form of imitation he calls the Van Gogh approach. This approach introduces students to similar stories, such as *Little Red Riding Hood* or "Humpty Dumpty," written in contrasting styles. The story details stay the same, but the way the story is told, or the voice of the story, changes. The benefits in having students note the contrasts and how they contribute to the overall style and voice of a piece are numerous. First, students begin to experiment with voice in their own writing. Second, they begin to look at how their favorite authors distinguish themselves and begin to compare one author’s style to another. Finally, according to Noden, students "discover how grammatical choices characterize an author's craft" (79).

This lesson combines Noden’s form of imitation with using children's picture books in middle and high school English/language arts classrooms.


**Student Objectives**
Students will
- understand the concept of voice and how it is created by analyzing a story to determine aspects of a character’s personality.
- create or revise a piece of their writing to incorporate strategies that demonstrate an understanding of voice in writing.

**Resources**
- Character Analysis Chart
- Chart Rubric
- Voice in Writing Rubric
- Stapleless Book Interactive
- Stapleless Book Planning Sheet
Instructional Plan

Resources

- At least four copies of *Voices in the Park* by Anthony Browne
- Copies of the Character Analysis Chart for each student
- Stapleless Book Interactive
- Writer's notebooks

Preparation

The day before the lesson, choose four students, ideally two boys and two girls, as readers to perform the book following a readers' theater model. Choose readers who you know are proficient and somewhat dramatic so that they will be comfortable getting into their assigned voice. Assign each a voice and give each a copy of *Voices in the Park* so they can practice their parts at home that night.

Instruction and Activities

Session One: Sharing and Analyzing the Text

1. If you have enough copies for groups of three-to-five students to share, proceed to the readers' theater performance prepared by students the night before. If not, read one copy of the book aloud to the entire class, pausing at the end of each page so all students have the opportunity to experience the illustrations.
2. Have readers stand so that they are spread apart, preferably one in each corner of the room. Readers will perform the book for the class by reading it so all four voices may be heard.
3. Ask students to discuss the literal voices they just heard: What made each character sound different from the other? Be sure to focus this discussion solely on the readers' theater presentation of the book.
4. Students then list the "facts" of the story—things that remain the same regardless of who tells the story. For example, each voice includes two dogs who play together, two children (a boy and a girl), a woman, and a man. Each voice sets the story in the park where the man looks ragged and the children play together.
5. Assign one voice to each student and group students according to their assigned voices. Explain the Character Analysis Chart with a brief model. I choose to use the first voice. For a fact, I say that she is rich because she has a "pedigree Labrador" and the illustrations show her in a neighborhood with a large house. For a personality trait, I say that she is judgmental, maybe even prejudiced, because she describes the other dog as "some scruffy mongrel" and has a pinched up face in the pictures. Encourage students to find multiple supports for each of their assertions.
6. For homework, students should complete their charts at home that evening. Since they will not be able to take a book home, encourage the students to make rough notes about the traits that can be explained more fully at home.

Session Two: Discussion of Textual Analysis

1. Allow students a few minutes in their groups to discuss their completed charts and determine which characteristics they would like to share with the class. While this discussion occurs, the teacher could walk around the room to check the assignment.
2. Discuss each character's personality with the whole class, supporting assertions with evidence from both the text and the illustrations. Since the illustrations are so rich and clearly reflect characters' personalities, students enjoy finding pictorial evidence. Allow this, but be clear that textual support is also needed. Limit the amount of time spent on each character because students will quickly find more support for their assertions and discussion of each character will be lively. You don't want to end up skipping a character because too much time was spent on the one previous.
3. For homework, ask students to list in their writer's notebooks the techniques they feel Browne used to distinguish one voice's story from the next.

Session Three: Prewriting

1. While walking around the room to check the homework, explain that all good writing, not just fiction, has a distinct voice to it. Voice is often based on the point of view of the person writing the essay or story, and it reflects a particular set of attitudes that allow readers to hear the words
spoken in their heads in a specific tone. You may want to use Noden’s words, describing voice as the “rhythm and sound of an author’s words” and relate voice to music.

2. Ask students to share their lists of ways they think Browne distinguished one voice from the next. Have an example ready in case students are afraid to share. One might be varying sentence length, with the first voice using longer sentences than the others. This might reflect her more advanced age, social standing, and educational level. Other examples include sentence structure (simple vs. complex), word choice, word order, etc.

3. Have students brainstorm situations in which there may be more than one point of view. For each situation, include a list of the various “voices” that may be involved. For example, a parent-teacher conference could include the voice of the parent, the teacher, a younger or older sibling of the student, and the student.

4. Have students form groups of three-to-five students and choose one of the brainstormed situations or an alternate scenario with teacher approval. Have them list the “facts” of the story—what will definitely happen regardless of who is telling the story. Group members will choose one of the possible voices and, in their writer’s notebooks, brainstorm how they will make their character’s voice clear.

5. For homework, students should complete a rough version of their character’s story in their notebooks for the next day’s class.

Session Four: Composing a Book Demonstrating Understanding of Voice

1. Students should spend a few minutes in their groups sharing their stories and offering suggestions for revision so that each individual voice clearly reflects the character’s personality.

2. Using a computer lab or the classroom computers if there are enough for each individual student, students create a stapleless book from their rough drafts. (You may also wish to have them draft their stories using the stapleless book planning sheet.)

3. Allow volunteers to share their completed books, and display all the books on a bulletin board.

Web Resources

Stapleless Book Interactive
http://www.readwritethink.org/materials/stapleless/index.html
Create an illustrated, stapleless book using the Internet as a publishing tool.

Voices of Anthony Browne
http://www.education.wisc.edu/ccbc/authors/experts/browne.asp
An interview with Anthony Browne and further information on the writer and his books.

Anthony Browne
http://www.imagesofdelight.com/client.asp?id=44 Walker books provides a brief biography of Browne, information about his artwork, and lists of his books and upcoming events.

Student Assessment/Reflections

Students will be assessed through teacher observation during class time based on on-task behavior. You may also choose to assess their completed charts using a chart rubric, and their finished stories can be assessed using a voice in writing rubric.

NCTE/IRA Standards

3 - Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

5 - Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6 - Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print
The Descriptive Essay

Here are the most important parts of the descriptive essay: 1. good intro that includes the dominant impression, 2. good sensory details, 3. focus throughout the essay using your dominant impression as a guide, 3. good transitions between ideas, and 4. good conclusion that restates your dominant impression. (dominant impression, dominant impression, dominant impression)

1. What place will you be describing? It should be one place or thing that you can see all at once. Some examples would be: a sports stadium, a beach, a particular street, a store, a room in your house. It should not be a mall, a city, or anything too big to see all at once.

2. What is the relationship you have to the thing? For instance, if it is a sports stadium, did your father take you there when you were a child?

3. Why are you interested in this particular place? ________________

4. What one word could you use to describe this place? Examples: chaotic, serene, joyful, etc. __________________________ (This is your Dominant Impression)

5. What is the most obvious characteristic of the place? Is it big? Crowded? Smelly?

6. How do you feel when you think about the place? (sad, happy, etc., but be more creative than that) __________________________ (This is your narrator’s tone.)

7. List five sensory details concerning this place: a. __________________________

   b. __________________________ c. __________________________

   d. __________________________ e. __________________________

8. List three ways your Dominant Impression (#4) makes itself obvious. (For example, if your dominant impression is chaotic when describing a street, say: a. the cars honk and buzz by; b. people yell and run back and forth; c. animals run rampant—cats dodge cars and dogs chase cats.)

   a. __________________________
9. Take three of the sensory details from #8 and extend them further. For instance, if you said “the smell of cow,” extend it by saying “the smell of fresh cow patties invaded my nostrils.” If you said “dogs yelping,” extend it by saying “the high-pitched yelp of the dogs nearly busted my eardrums.”

10. You can organize your essay in a few different ways.

   a. **Chronological (time).** You might decide to describe a beach at sunrise, midday, and at sunset. Or you might want to describe how your grandmother’s living room has changed over the last ten years.

   b. **Spatial.** You might want to describe how a place looks as you view it from left to right or from front to back. For example, you might describe your backyard as you walk through it from one area to another.

   c. **Order of importance.** This organizational strategy is used when talking about the most important thing either first or last. If you are describing your father’s garage, you might talk about the least important thing first and end with the most important thing. So, you might describe the tools first and then talk last about the sports car the two of you are building.

So, which organizational strategy will you be using? ____________________

11. **Theme or Meaning.** Now that you have answered all of the above, try to think about what this place means to you. Look back to numbers 2, 3, and 4.

Let’s say you are describing your family room at Christmas. Your #2 might be: *I’ve spent every Christmas with my family there by the fireplace since I was a child.* And your #3 might be: *It’s the room I always think of when I think of home.* My Dominant Impression (#4) could then me “warm and cozy.”

Taking these into consideration and thinking about what we do there, the meaning of the place might be something like this: *My family room is a place where we put away all of our differences and focus on what’s important in life.*

So, what’s the “meaning” of your place? ____________________________
Plays and Novels

English I

Animal Farm
The House on Mango Street
The Tragedy of Romeo and Juliet
The Odyssey (I use textbook version for English I)
Cold Sassy Tree
A Separate Peace
The Old Man and the Sea
The Time Machine
Hatchet
The Pearl
A Tale of Two Cities
The Homecoming
Their Eyes Were Watching God

English II

Of Mice and Men
Stolen Lives
The Outsiders
The Tragedy of Julius Caesar
Ask Alice
The Catcher in the Rye
Night
The Outsiders
Glass Castle
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<th>6 WEEK PER.</th>
<th>READING SELECTIONS</th>
<th>SKILL FOCUS</th>
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| 1ST        | Student Choice Novel  
*Of Mice and Men*—John Steinbeck  
*House on Mango Street* (excerpts)—Sandra Cisneros | Literary Elements (symbol, simile, metaphor, personification, symbol, theme, conflict, characterization, etc.) |
| 2ND        | *Stolen Lives*—Malika Oufkir | Writing and Revising/Editing |
| 3RD        | *Julius Caesar*—William Shakespeare | Rhetorical Devices |
| 4TH        | *7 Habits of Highly Effective Teens*  
Various Poetry | Archetypes |
| 5TH        | *Things Fall Apart*—Chinua Achebe | Style Analysis |
| 6TH        | *Ask Alice*—Anonymous  
Student Choice Novel | Reading Seminar (review all skills taught in this year) |
Senior English

Frankenstein
Macbeth
Hamlet
Much Ado About Nothing
Jane Eyre
Forgotten Fire
Mythology
Silas Marner
Pygmalion
West With the Night
All Things Bright and Beautiful
Importance of Being Earnest

Junior English

Scarlet Letter
Great Gatsby
Good Earth
Seabiscuit
Having Our Say
Sing Down the Moon
Our Town
Raisin in the Sun
Puddinhead Wilson
Adventures of Tom Sawyer
My Antonia
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<td>Thesis Statement:</td>
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A. Support

1. Detail 1
2. Detail 2
3. Detail 3

B. Support

1. Detail 1
2. Detail 2
3. Detail 3

C. Support

1. Detail 1
2. Detail 2
3. Detail 3

III (Second Heading <<Reason #3) 

A. Support

1. Detail 1
2. Detail 2
3. Detail 3

B. Support

1. Detail 1
2. Detail 2

C. Support

1. Detail 1
2. Detail 2
3. Detail 3

Conclusion

Summary ________________________________

Clincher Statement ____________________________
Time for Change: The Need for Year-Round School

America has long been a country that thrives on competition with other countries. This competition ranges from the arms race to athletics. Why don't we apply this competitive nature to our educational system? The answer, plain and simple, is that Americans are stuck in an educational rut. Now as we move into the twenty-first century, the United States lags behind many countries in educational achievement, even behind some Third World countries. Educators recognize that schools suffer from a variety of problems, from overcrowded classrooms and unmotivated students to inadequate materials. The problem of poor academic progress, however, has an obvious solution. To improve education in the United States, the school year must be extended beyond the traditional 180 days. A year-round school calendar has many advantages.

To begin, consider the history of American schooling. The school calendar has always been lenient, allowing children to stay home to help their families harvest crops during the summer months. According to "The Case for More School Days," attendance was not required during most of the last century, so students were free to attend when they were available. The first attendance requirement was enacted in 1852 in Massachusetts, calling for a minimum of twelve weeks of
Goodermuth 2

1 schooling (Barrett 89). This system was appropriate for the early days of public education and in times when young people could make a living without adequate schooling. In the latter part of the nineteenth century, though, a 180-day calendar became commonplace, accommodating the rural harvest schedule (Warrick-Harris 283). Times have changed, yet the agriculturally sensitive calendar remains. Educators know that school districts legally are able to extend the school year, but they choose to follow the minimum standards (Forbes 25). Although the limited 180-day school year served the agricultural society of the past, this outdated calendar must change to accommodate year-round schooling.

10 Now is the time for an extended school year because Americans are beginning to accept the fact that something must be done about our schools. A 1996 poll reveals that the public approval rate of a year-round plan has increased 100 percent during the past thirty years, with 61 percent of the respondents indicating that they support a longer school year (VanderHooven 311). These numbers clearly indicate growing support. Americans are learning that year-round schooling is typical in many other countries. Most European students attend well over 200 days a year. In fact, the United States has one of the shortest school years, falling behind countries such as Israel with 216 days, Thailand with 200 days, and Hungary with 192 days. Further, Japan demands the most of its students with 243 days a year (["Longer"]). As a result of fewer instructional days, American students' test scores in math, reading comprehension science, and language fall below the scores of students from other countries. Teachers and administrators agree that this lack of academic achievement relates to the short school year. To better understand this situation, I talked with Dr.
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June Sidle of the Cleveland Area Public Schools. She claims that American students are being denied a full education because of the 180-day calendar. She notes that other countries will continue to have educational advantages because American parents and educators "fail to understand the importance of year-round schooling."

Even though support is growing for a change in the traditional school calendar, some problems are evident.

Much opposition exists to extending the school year, and the criticism is not without merit. The most valid objection is the cost. Opponents claim that the cost of salaries and extra materials would increase our taxes (Forbes 25). Without a doubt, increasing instructional time has tremendous impact on the school budget, and citizens who support a new school calendar are aware of this idea. According to budget specialists, however, it is possible to alleviate financial concerns through federal grants and through special funding from corporate donations (Cash et al. 232-41).

Financial concerns are not the only objection. Another criticism of the longer school year comes from parents who are concerned about the loss of the traditional summer vacation. Of course, this is a time for relaxation and fun, but one point to remember is that the extended school year does not eliminate the entire summer vacation. It simply shortens it to one month. Many critics fail to realize that many parents support the shorter vacation, especially those who depend on day care for elementary school children during the summer months (Daniels 33). A third concern is that students are exhausted from the 180-day school year and that a longer year would cause stress and create a lack of interest in learning. This is a valid issue, and educators are very aware of this problem, but this concern is being addressed by...
using a less intense curriculum during the warm summer months. An example of this can be seen in the successful year-round program in El Paso County, New Mexico, a program that fills its curriculum with high-interest enrichment activities that involve active student participation (Barber 33). This indicates that practical solutions can make year-round school a reality. Of course, the objections to the new calendar should be recognized, but the benefits that are realized by an extended year outweigh the negative aspects.

The major reason for extending the school year is to strengthen students' academic performance. Dr. Chontos, Director of Educational Policy and Planning, describes the positive impact of year-round schooling in his article titled "Year-round Schooling: An Evaluative Report of Six Southwestern States." He studied the achievement test scores of 4,500 students in the areas of reading comprehension and mathematics and concludes that students in the traditional program did not score as well because they did not receive an adequate number of hours of classroom instruction. Students who did participate in year-round schooling, by contrast, achieved scores that showed the growth of eighteen to twenty months (qtd. in Haenn 2). These numbers indicate that year-round schooling produces good results.

Hundreds of school districts throughout the United States have experimented with a year-round calendar, and the results are impressive. For example, consider the progress of Balfour Elementary School students in Asheboro, North Carolina. Their test scores improved by 39 percent after two years of an extended school calendar as compared to a similar group of students who were on the traditional system (Warlock-Harris 289). Other studies provide additional support for year-round schooling.
The majority of schools on the year-round system claim higher test scores as well as improved attendance and student motivation. These positive results can be seen in other districts as well. In fact, no school has experienced a decline in achievement because of the extended year, a significant point considering that the test scores of inner-city students often fluctuate from one year to the next (Kneese 61). Academic progress is possible when students spend enough time in the classroom, giving them the opportunity to complete the necessary materials before moving to the next grade. Teachers note that the traditional system does not allow them to finish a textbook or to complete the required topics ("Needed" 4). As evident, students will have a greater chance to experience academic success through year-round schooling.

When instructional time increases, more in-depth learning takes place. The result is better education. Teachers in Japan, for example, have a more relaxed pace and don't feel the need to rush through lessons because they spend more days in the classroom ("Longer School"). These teachers may work for an entire class period on one or two math problems, a pace unknown in American schools because of the limited number of instructional days. Without a doubt, this is one of the reasons that Japanese students ranked second out of fifteen countries when tested on advanced algebra, calculus, and geometry (Cash et al. 233). A reasonable assumption is that the math skills of American students would improve if teachers devoted more time to detailed explanations and in-depth problem solving.

In addition to improved academic performance, year-round schooling promotes enthusiasm among teachers and students. Teachers feel less stress, and this...
is reflected in their positive attitudes. Educational researchers describe the increased job satisfaction teachers experience when a longer school year allows for more instructional time. They note that teachers feel “more motivated to explore students’ individual learning styles” because the pace allows for greater flexibility with the curriculum (Barrett 79). Of course, the learning environment improves as teachers experience greater satisfaction in the classroom, and this is definitely a positive endorsement of year-round schooling. As we readily recognize, enthusiastic teaching creates greater interest in learning.

Another advantage of year-round schooling is the availability of more time to study a wider variety of subjects. With an extended school year, more time could be given to subjects such as art, music, and foreign language—areas that receive little or no attention in the present system. Teachers would also have more time for enrichment activities and for learning that goes beyond the classroom. Field trips, workshops, and special projects are just some examples. Teachers could experiment with innovative teaching methods such as team teaching and collaborative learning (Barber 35). These new approaches increase enthusiasm and productivity. Isn’t this what American schools need? Other benefits of a longer school year, according to a paper presented by Dr. Joseph F. Haenn at the meeting of the American Educational Research Association, include a better system for delivering student support services. He notes that instructional planning at the school level was improved because year-round school created a need to coordinate remediation and assessment services (2–3). This means that students benefit from more efficient, more effective support programs. Certainly taxpayers would agree with this ap-
A final advantage of year-round schooling is that it eliminates the traditional three-month summer vacation. As it is now, weeks and even months of each new school year are spent reviewing last year's work before starting new material. Educators estimate that students lose a significant amount of the content from the previous year (Daniels 32). Students fail to retain the material because of the three-month gap in their education, so time-consuming reviews become necessary. The above-average students who know the material do not benefit from extensive review; these students become bored and their interest in learning decreases as teachers devote valuable class time to teaching lessons that were covered last year. In fact, educators believe that the endless review time could be better spent by all students (Kneese 68-70). The information that is lost during the lengthy summer vacation can be vital to understanding important concepts. Consider the bilingual children who must live for three months with families and in neighborhoods where English is not spoken (Tawasha 22). Undoubtedly, this separation from the English language is detrimental for students who are learning a new language in school. With the summer vacation shortened to one month, the retention of information is likely to improve.

Along with academic gains, year-round schooling brings social benefits. Eliminating the long summer vacation may help keep students out of trouble both in and out of school. Because a year-round program often eases school overcrowding by using staggered schedules, there are fewer discipline problems and the school atmosphere is more conducive to learning (Venable 25). In addition, teachers have more
time to deal with discipline problems when they do occur. Another point is that the longer school year reduces the amount of time children are exposed to the dangers of drugs and violence that they often witness on the streets. Sociologists believe that schools "protect vulnerable children from the negative elements" of inner-city life (Tawasha 21). Critics of the extended calendar must acknowledge that schools are responsible for more than just education. For example, schools provide regular meals for thousands of low-income children and are the source of essential drug and sex education. Should young people be denied these vital services for three long months because educators continue to follow a traditional school calendar that is over one hundred years old? Recognizing the function of today's schools is essential to improving the overall quality of education.

Numerous other reforms are needed in the American educational system, but the move to year-round schooling is one of the most important. Americans pride themselves on being competitive and hard working. Our expectations cannot become reality, however, if we continue with an outdated educational system. As Americans continue to fall further behind other countries, we wonder if we will be able to meet the technological and scientific complexities of the next century. Will we be able to maintain a competitive position if we are not preparing our young people to meet tomorrow's challenges? Can we ignore the weaknesses of our educational system when we are dealing with the futures of our children and of our country? Yes, we can. That is why we must work for higher standards. Increasing the length of the school year is a good place to start.
Write about a time that something in your life changed dramatically.

1
In one sentence, describe the day you will be writing about.

2
Brainstorming:
List five impressions from that day. Just the thoughts off the top of your head—the first things that come to mind.

1.
2.
3.
4.
5.

3
List four sensory descriptions from that day. Talk about sight, sound, smell, taste, or touch. Be detailed and descriptive.

1.
2.
3.
4.
4. Now, try to summarize the events, from beginning to end.

5. Think generally about changes in life. What types of change are the most common? How should people accept change? Write three to five sentences.

6. What did you learn from the experience? How will you apply it to your life?

7. Now you will put your essay together.
   1. Use the paragraph from box # 5 as an introductory paragraph. You may make changes to it or any other part in order to make it flow as an essay.
   2. Use box #4 as a guide to organize your essay. This is the sequence of events.
   3. Be sure to incorporate as many sense details from box # 3 to add meaning and interest to your essay.
   4. Refer back to box # 2 for any impressions you had of the day, but that box was mainly to help you generate ideas.
   5. Use box # 6 as a conclusion. Once again, make any changes necessary in order to make the essay transition and flow smoothly. Good luck!
LOGICAL FALLACIES

AD HOMINEUM FALLACY – "to the man;" a person's character is attacked instead of his argument

AP POPULUM FALLACY – "to the crowd;" a misconception that a widespread occurrence of something is assumed to make it right or wrong

BEGGING THE QUESTION – assuming in a premise that which needs to be proven

CIRCULAR REASONING – using two ideas to prove each other

EITHER/OR FALLACY – tendency to see an issue as having only two sides

FALSE ANALOGY – making a misleading comparison between logically unconnected ideas

FALSE DILEMMA – committed when too few of the alternatives are considered and all but one are assessed and deemed impossible or unacceptable

LOADED WORDS – using highly connotative words to describe favorably or unfavorably without justification

NON SEQUITUR – "it does not follow;" an inference or conclusion that does not follow from the established premises/evidence

OVERSIMPLIFICATION – tendency to provide simple solutions to complex problems

PEDANTRY – narrow-minded, trivial scholarship or arbitrary adherence to rules and forms

POST HOC. ERGE PROPTER HOC. – "after this, therefore because of this;" assuming that an incident that precedes another is the cause of the second incident

PROPAGANDA – writing that seeks to persuade through appeals to emotion rather than logical proof
WHAT TO LOOK FOR WHEN ANALYZING RHETORIC

P.A.T.T.R.

PURPOSE
AUDIENCE
THEME
TONE
RHETORICAL STRATEGIES

1. **Purpose** - author's purpose in writing; he may use one or all of three strategies
   A) pathos (emotional appeal)
      - nonlogical, senses, biases, prejudices, connotative language, euphemism, figurative language, friendly
   B) logos (logical appeal)
      - inductive, deductive, syllogisms, enthymeme, claims, evidence, testimony, quotes, facts, authority
   C) ethos (ethical appeal)
      - intelligence, virtue, and goodwill; appeals to morals or prudence

2. **Audience** - the audience the writer is appealing to

3. **Theme** - the subject being discussed and the author’s commentary regarding that subject

4. **Tone** - diction, images, details, language, and syntax that suggest the author's attitude

5. **Rhetorical devices** - any device which persuades the audience to agree with the author
   - analogy - making clear a concept by showing similarity to a more familiar concept
   - assertion - suggestion for consideration as true or plausible
   - antithesis - statement OPPOSED to another assertion
   - anticipate an objection - addressing an objection before anyone else can raise the objection
   - concession - an acknowledgment of objections to a proposal
   - direct address - speaking directly to another
   - rebuttal - final opposition to an assertion, disproving or refusing
   - red herring - a statement that draws attention from the central issue
   - reduce to the absurd - to show the foolishness of an argument
   - rhetorical question - asking a question without desiring a response
   - specious reasoning - having only apparent logic, not true logic but presented as such (Please see the other side of this sheet for examples of specious reasoning)
   - under/over statement - saying considerably more or less than a condition warrants, usually to be ironic