Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**English 3 Q1 Common Assessment: *Persona/Persuasion Unit* Essay Directions and Outline Template**

**DIRECTIONS:** Select two speakers from our *Q1 Persona and Art of Persuasion Unit* to compare and contrast. Which one do you think was more persuasive to his audience? Write a multi-paragraph, extended response to the five prompt questions below. Your essay should include at least three MEL-Con paragraphs with properly quoted evidence.

**PROMPTS:**

* Which speakers will you write about? Why have you chosen to compare them? Provide some background information/historical context about each speaker. (Introduction Paragraph)
* What is the central message of the first speech? How does the first speaker use logos, pathos, ethos, diction, tone, repetition, similes, *and/or* metaphors to effectively support this message? (MEL-Con Paragraph #1)
* What is the central message of the second speech? How does the second speaker use logos, pathos, ethos, diction, tone, repetition, similes, *and/or* metaphors to effectively support this message? (MEL-Con Paragraph #2)
* Which speaker persuaded his target audience more effectively? ***Your response in this paragraph should not only focus on the “better” speaker***. ***It must also establish why one speaker was less effective in reaching his target audience***. (MEL-Con Paragraph #3)
* Why is the evaluation of these speaker’s and their persuasive techniques worthwhile? How are these speeches relevant to your life? What text-to-world connections can you make between the speeches you have selected? What new paths of inquiry have these speeches caused you to wonder about? (Conclusion Paragraph)

**REQUIREMENTS:**

* 12 point standard font (Times New Roman or Calibri)
* double-spaced lines
* include a heading
* 600 and 800 words in length (approximately 2-3 pages)

**NOTE:** Outlines and essays will both be penalized a letter grade for every day that they are turned in past the due date.

**Your planning outline is due on** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Your completed draft is due on** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Planning Outline**

**Introduction Paragraph** – Which two speakers will you compare? Why?

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**MEL-Con Paragraph #1** – What is the central message of the first speech? How does the second speaker use logos, pathos, ethos, diction, tone, repetition, similes, *and/or* metaphors to effectively support this message? What textual evidence best demonstrates this?

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| Main Idea: |
| Evidence 1: |
| Link 1: |
| Evidence 2: |
| Link 2: |
| Evidence 3: |
| Link 3: |
| Concluding Statement: |

**MEL-Con Paragraph #2** – What is the central message of the first speech? How does the second speaker use logos, pathos, ethos, diction, tone, repetition, similes, *and/or* metaphors to effectively support this message? What textual evidence best demonstrates this?

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| Main Idea: |
| Evidence 1: |
| Link 1: |
| Evidence 2: |
| Link 2: |
| Evidence 3: |
| Link 3: |
| Concluding Statement: |

**MEL-Con Paragraph #3** – Which speaker persuades his target audience more effectively? Why? Why is the other speaker less successful?

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| Main Idea: |
| Evidence 1: |
| Link 1: |
| Evidence 2: |
| Link 2: |
| Evidence 3: |
| Link 3: |
| Concluding Statement: |

**Conclusion Paragraph** – Why is the evaluation of these speaker’s and their persuasive techniques worthwhile? How are these speeches relevant to your life? What text-to-world connections can you make between the speeches you have selected? What new paths of inquiry have these speeches caused you to wonder about?

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