

# **SUCCESS ACADEMY**

## **Language Arts/Reading**

### **9th GRADE**

### **Student Packet**

## **TUTORING SESSION 3**

**Focus Lesson: Main Idea and  
Author's Point of View**

**Mini-Lesson passage: “Afghanistan  
Looks to the Future”**

**Instructional Passage: Emotional Illogic—  
Avoiding the Question**

**Name** \_\_\_\_\_

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## Session 3

### Target Lesson 1: Author's Perspective

*The concept of author's viewpoint differs between fiction and nonfiction. In fiction the author creates a character, or even multiple characters, who tells the story through a created point of view. Fiction is subjective, as the characters, setting, and plot work together to evoke feelings and mood in the reader.*

*On the other hand, a nonfiction author's viewpoint exists on more of a continuum. A nonfiction work may be objective or subjective, neutral or biased, depending on the purpose, intended audience, and type of text.*

<i>Informational text, news articles, reference books</i>	<i>At one end of the continuum are materials that convey information, such as news articles, instruction manuals, and reference books. These materials are objective and usually written in third person. The author's personal viewpoint is omitted and is considered nonessential.</i>
<i>Editorials</i>	<i>Editorials are the midpoint of the continuum. Based on facts in current events, editorials contain the author's commentary on contemporary social patterns and political issues.</i>
<i>Essays, memoirs, autobiographies</i>	<i>At the other end of the continuum are subjective texts, such as essays, memoirs, and autobiographies in which the author's viewpoint is central to the work.</i>

**author's purpose** – the specific reason for writing (to inform, to entertain, to motivate, to persuade, and so on).

**author's point of view** – the writer's opinion or viewpoint on the issue.

**bias** – a point of view or interpretation that is slanted or inspired with prejudice.

Present students with pairs of sentences, one reflecting fact and one reflecting opinion, like those shown below. Examine the sentences for biased or opinioned language.

<p>Sentence 1 <i>Roses need specific amounts of nitrogen, water, and sun to produce the best blooms.</i></p> <p>Sentence 2 <i>All roses are most lovely when they have just the right amount of water, soil, and sun.</i></p> <p>EXPLANATION Sentence 1 is a fact. Facts are difficult to dispute. Roses do have very specific requirements; they cannot grow in the shade, for example. Sentence 2 is an opinion and can be debated. For example, roses may have rust and produce sparse flowers no matter how exacting the garden may be, so not all roses are "lovely."</p>
<p>Sentence 1 <i>To be nutritious, school cafeteria menus need to include the five food groups.</i></p> <p>Sentence 2 <i>When meat is included in the school cafeteria menu, the meal can no longer be nutritious.</i></p> <p>EXPLANATION Sentence 1 comes from well-accepted, established research. Sentence 2 comes from what appear to be a vegetarian author who does not see the value of meat as part of the school menu. Opinions provoke debate; without support, they do not hold up to examination in the way that facts do.</p>

Story 1 – factual, objective story

*This morning I woke up to the sound of my alarm clock. I fed my cat and made breakfast for my family. Then I showered. I got dressed and brushed my teeth. I said goodbye to my family and got in my car. It was raining, so I drove carefully. I got to school and came to the classroom to get ready for the day.*

Story 2 – opinionated, subjective story

*Waking to the annoying sound of my alarm clock was the worst way to start my day. I had to feed my meowing cat right away or he would follow me around all morning. I started to make breakfast for my family, but I was rushing and accidentally burned the toast. I rushed out the door and almost forgot my keys. It was raining, and I was so upset because I hate the rain. Every other car was driving like crazy. I arrived at school and rushed to class before the bell rang. It was a hectic morning.*

*Source: Exploring Nonfiction-Social Studies- Secondary. (2003). Teacher Created materials & TIME Learning Ventures.*

### **Student Practice**

With your partner read “Afghanistan Looks to the Future”. Write 4 facts from the story in the left column. Write 4 opinions and/or biased statements from the article. Write a statement of the author’s point of view about the Afghan people.

Facts from Text	Opinions from Text	Author's point of view about Afghan people.

*Source: Exploring Nonfiction-Social Studies- Secondary. (2003). Teacher Created materials & TIME Learning Ventures.*

# afghanistan looks to the future

As the Taliban retreat, the Afghan people regain simple joys and some freedom. Can they rebuild their shattered country?



By Nelida Gonzalez-Cutler

**O**n the streets of Kabul, people stop and stare at a sight they haven't seen in five long years: a woman's face beaming in public. Sounds that haven't been heard in many years are also returning to Afghanistan. Music blares from shops. Laughter rings out as kids once again fly kites. Under the harsh rule of the Taliban government, such simple pleasures were prohibited. Now as the

Taliban loses its grip on the country, life is changing.

For the past few weeks, pressure has been mounting on the Taliban. Fighters belonging to the Northern Alliance have taken control of many of Afghanistan's cities. As each city fell from Taliban control, citizens embraced new freedoms. Men lined up at barber shops to shave the beards the Taliban had mandated.



**Go Fly a Kite:** A boy in Kabul enjoys a once-forbidden pleasure.

## Lifting the Veil

The Afghan people suffered greatly under Taliban rule. But women suffered the most. Afghan women had to wear a burka, a robe that covered them from head to toe, or risk being beaten by Taliban religious police. Women could not leave their homes (unless accompanied by) a male relative.

The Taliban did not allow girls over

the age of 8 to go to school. A recent United Nations report estimated that only 7 percent of Afghan girls were in school, compared with about 50 percent of the boys. Last week, girls and their female teachers were eagerly returning to schools.

## The Hunger Crisis

Although the future looks brighter for many Afghans, hundreds of thousands of people fleeing the war face a harsh, hungry winter. They have little food or shelter. UNICEF estimates that up to 100,000 children could starve to death in Afghanistan if relief supplies do not arrive soon.



**The proud owner of a \$30 radio** shows off his purchase.

## What's Next?

Afghanistan was a war zone long before the Taliban arrived. Now, after 22 years of war, Afghans are searching for a way to bring order to their shattered land. "The Afghan problem has never had so much attention," says the U.N.'s Ahmad Fawzi. "If we don't seize this opportunity, it will be a very grave mistake."



**Afghan girls are returning to school.** This one is in a home.

HIGH SCHOOL QUESTION TASK CARDS - Design questions that require students to identify author's purpose and point of view in a passage. Support answers with details and information from the text.

## **HIGH SCHOOL QUESTION TASK CARDS**

The question stems that require students to identify the author's purpose or point of view are worded like those below.

### **AUTHOR'S PURPOSE/ POINT OF VIEW (LA.910.1.7.2)**

- How does the author persuade the \_\_\_\_ to \_\_\_\_?
- What is the author's point of view about \_\_\_\_?
- What is the author's purpose for saying \_\_\_\_?
- How does the author's experience lead to \_\_\_\_?
- What words or phrases create the tone of \_\_\_\_?
- The author wants the reader to think \_\_\_\_.
- With which statement would the author most likely agree?
- Which feature would the author value the most?
- What is the author's attitude toward \_\_\_\_?
- Which statement best describes what the author probably thinks about \_\_\_\_?
- What type of article did the author most likely intend \_\_\_\_\_ to be?
- The author discusses \_\_\_\_\_ because \_\_\_\_\_?

**DIRECTIONS: Read the story “Emotional Illogic—Avoiding the Question” and answer questions 1 – 7.**

## **Emotional Illogic—Avoiding the Question**

by  
Donald Tighe

An old saying has it that the person shouting the loudest is losing the argument, for an explosive emotional display is frequently nothing more than a cover-up for a shaky or illogical position. Also, it goes without saying that flattery and overstatement often allow people to hide their real agendas. Careful listeners or readers know that the loudness and tone of voice and the number of exclamation points in a letter have little to do with the soundness of a speaker’s ideas. They also know that insincere, even sincere, compliments and big words often merely allow clever or devious speakers and writers to avoid significant issues.

### **Name-Calling**

Perhaps the most frequently used type of emotional illogic is name-calling. This technique focuses on the personality or appearance of the opponent, not on the question. Abraham Lincoln’s abilities to run the country were confused by many of his political enemies with the fact that he was not a handsome man. Knowing he was a skillful debater, his opponents frequently dismissed his argument by criticizing his appearance. Time, of course, has proven that Mr. Lincoln’s looks did not keep him from becoming one of America’s truly great presidents. The good looks of Warren G. Harding, on the other hand, were emphasized as one of the traits that would make him an outstanding candidate for the White House. Harding’s record as president, unfortunately, has proven him, good looks and all, one of the weakest presidents of the United States.

At times people’s abilities to teach or to think or to write are questioned because of their race, religion, or political convictions. But, race, religion, or political convictions have nothing to do with a person’s intelligence or honesty. A person who in the heat of argument refers to an opponent in derogatory terms is name-calling and, in so doing, attacks the person and avoids the issue.

### **Soft Soap**

A second kind of emotional illogic is soft soap. In its simplest form, this device is nothing more than flattery. The politician who holds and cuddles strangers’ babies and then testifies to the honesty of the people of a town because its streets are clean, its church steeples, and its school buildings are modern is soft-soaping the populace, for clean streets, tall steeples, and modern school building, though desirable, do not prove the townfolks are honest people. Instead of asking citizens to face their problems—a rising crime rate, a decaying sewer system, an inadequate town library, overcrowded highways—the soft-soaper hides such pressing questions behind a curtain of **suds**.



Students who try to raise their grades by flattering their teachers are using soft soap. Their strategy is easy to spot. “This is the best course in math I’ve ever had, Ms. Smith,” Pete Procrastinator murmurs. “Will you deduct from my grade if I turn today’s homework in first thing tomorrow? Something you said in class today made me see why I couldn’t finish it last night. By the way, Ms. Smith, because I’ve learned so much from you this semester, I plan to take the second half of college algebra with you next semester—I’m thinking of becoming a math teacher.” Although Pete doesn’t completely avoid the real question, which is his failure to do his homework, he tries to hide it behind the lather of his soft soap.

### **Loaded Language**

A third form of emotional illogic is loaded language. Advertisers who refer to their products with such superlatives as “overwhelming,” “spectacular,” “greatest,” “rare,” “classic,” “favorite,” and “prime” are not interested in describing the merchandise accurately; rather, they are concerned entirely with the emotional impact their words aim to have on the gullible consumer. Their purpose is not to clarify but to dupe consumers into buying their product—regardless of its merits.

Students sometimes use a version of this technique when they think that teachers like to see “big” words in student papers. Politicians frequently hide their real message behind gobbledygook. In his essay “Politics and the English Language,” George Orwell classifies the various tricks politicians use when they try to hide their real messages: dying metaphors, verbal false limbs, pretentious diction, and meaningless words. In his classic novel *1984*, Orwell paints the frightening picture of a civilization rotten to the core by what he labels “double speak,” language in which those in control use words to mean the exact opposite of what they say.

All three of these emotional devices—name-calling, soft soap, and loaded language—are “red herrings.” That is, they are rotten fish dragged across the path of an argument to get listeners off the real scent, the weakness of the argument. Avoiding these pitfalls of thought is not easy, for it is far easier to vilify one’s opponents, kiss babies, and inflate one’s language than to prepare a logical argument with adequate support. But it is possible to avoid all three by sticking honestly to the issue at hand.



**DIRECTIONS: Read the passage “Emotional Illogic—Avoiding the Question” and answer questions 1 – 7.**

1. Read the sentence below.

**A person who in the heat of argument refers to an opponent in derogatory terms is name-calling and, in so doing, attacks the person and avoids the issue.**

What does the word **derogatory** mean?

- A. friendly
- B. boastful
- C. belittling
- D. flattering

2. According to the passage, which of the following is often the focus of name-calling?

- F. the strength of the opponent
- G. the intelligence of the opponent
- H. the debating skills of the opponent
- J. the physical appearance of the opponent

Read
Think
Explain

3. This passage discusses how name-calling has been used in some presidential campaigns. How was this technique used in the campaigns of Abraham Lincoln and Warren Harding? Use details and examples from the passage to support your answer.

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4. Why do some advertisers use loaded language techniques when promoting their products?

- A. They believe that consumers trust products that are carefully tested.
- B. They believe that consumers consume products that are easily recycled.
- C. They believe that consumers prefer products that are considered exceptional.
- D. They believe that consumers purchase products that are accurately presented.

Read
Think
Explain

5. Explain how the different types of emotional illogic can cause a person to avoid answering questions. Use details and information from the passage to support your answer.

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6. Read the sentence below.

**Students sometimes use a version of loaded language when they think that teachers like to see “big” words in student papers.**

Why did the author write this sentence?

- F. to show that students know how to use a thesaurus very effectively
- G. to show that students sometimes use words to try to impress their teachers
- H. to show that students sometimes use language to cover up ulterior motives
- J. to show that students use vocabulary lists that are provided by their teachers

Read
Think
Explain

7. You are a campaign manager for a political candidate. Explain to your candidate why she should avoid using emotional illogic in her speeches to voters. Use details from the article to support your answer.

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## **ANTI-DISCRIMINATION POLICY**

### **Federal and State Laws**

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by law:

**Title VI of the Civil Rights Act of 1964** - prohibits discrimination on the basis of race, color, religion, or national origin.

**Title VII of the Civil Rights Act of 1964**, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

**Title IX of the Educational Amendments of 1972** - prohibits discrimination on the basis of gender.

**Age Discrimination in Employment Act of 1967 (ADEA)**, as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

**The Equal Pay Act of 1963**, as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

**Section 504 of the Rehabilitation Act of 1973** - prohibits discrimination against the disabled.

**Americans with Disabilities Act of 1990 (ADA)** - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

**The Family and Medical Leave Act of 1993 (FMLA)** - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

**The Pregnancy Discrimination Act of 1978** - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

**Florida Educational Equity Act (FEEA)** - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

**Florida Civil Rights Act of 1992** - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulates categorical preferences for employment.

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