

Lesson Plan for **PERSUASION IN THE WHITEWASHING SCENE**
From **“Adventures of Tom Sawyer” by Mark Twain**

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June 2010 – Summer Teachers Workshop
Hannibal, Missouri

LESSON PLAN FOR PERSUASION IN THE WHITEWASHING SCENE
from “Adventures of Tom Sawyer” by Mark Twain

Concept or Topic: Persuasion (Using elements of Rhetoric to understand Literature)

Suggested Grade Level: Secondary (6-12)

Subject: Speech, English Language Arts

Suggested Time Frame: 1-3 Class Periods (42min)

Objectives:

Students will define and characterize the terms with at least one characterization and one definition.

Students will identify elements of persuasion from the whitewashing scene from The Adventures of Tom Sawyer with 100% completion of the collaborating worksheet.

Students will apply the discussion to their own chores and formulate their own method of persuasion with at least three examples.

Students will complete the review assessment with an average of 80% or higher accuracy.

State Standards:

General Standards: Communicating; Making Connections

Illinois State Goals*:

Reading

1.A.4b Compare the meaning of words and phrases and use analogies to explain the relationships among them.

Relation to Lesson: Defining the persuasive terms; how certain words can persuade or dissuade a listener.

1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.

Relation to Lesson: Incorporation of The Adventures of Tom Sawyer with the lesson.

1.B.4c Read age-appropriate material with fluency and accuracy.

Relation to Lesson: The Adventures of Tom Sawyer

1.C.4a Use questions and predictions to guide reading.

Relation to Lesson: Process of working through the Tom Sawyer passage and understanding how Tom influences others.

1.C.4b Explain and justify an interpretation of a text.

Relation to Lesson: Justifying interpretations of what persuasive element is being used in a given quote or situation.

1.C.4d Summarize and make generalizations from content and relate them to the purpose of the material.

Relation to Lesson: How do certain actions or words further persuasion? What common themes

Literature

2.A.4d Describe the influence of the author’s language structure and word choice to convey the author’s viewpoint.

Relation to Lesson: How Tom’s language and actions help persuade other characters.

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2.B.4a Critique ideas and impressions generated by oral, visual, written and electronic materials.

Relation to Lesson: Understanding how Tom’s actions and words, provided oral examples, and provided written examples help persuade.

2.B.4c Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature.

Relation to Lesson: Why does Tom do certain things or act in a specific manner? How does that help him sway others?

Writing

3.B.4a Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.

Relation to Lesson: Must focus, organize and justify reasons on what persuasive elements are present

3.B.4c Evaluate written work for its effectiveness and make recommendations for its improvement.

Relation to Lesson: Reviewing the homework assignment in class.

Listening and Speaking

4.A.4a Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).

Relation to Lesson: Lecture on ethos, pathos, and logos; following along with the book readings.

4.A.4b Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages).

Relation to Lesson: Classroom note taking; evaluating many persuasive messages.

4.A.4c Follow complex oral instructions.

Relation to Lesson: Homework assignment.

***Please note that the listed Illinois Standards reflect those goals set for the “Early High School” age bracket. Other standards can and would apply for the “Middle/Junior High” and “Late High School” categories.**

Assessment Options:

Formal Assessments

Ethos—Pathos—Logos Review Sheet: *Basic review of definition and application of terms used in the lesson. Similar questions would be incorporated into a unit review or test. Ten questions, 10-20 point value.*

Informal Assessments

Tom Sawyer and the Whitewashing Scene Handout: *Collect to make sure students were following along and grasping the basic concepts. Consists of 19 questions, multiple scoring options.*

Ethos—Pathos—Logos Worksheet: *Collect to check if students have accurate descriptions and characteristics listed on their review sheets. Multiple scoring options.*

Homework Assignment: *Collect to see if students can adapt and relate the literary text to their own lives. Also check proper application and methodology of persuasion in the provided scenarios. Multiple scoring options.*

Vocabulary:

Ethos: *the appeal to character and credibility*

Pathos: *the appeal to emotion*

Logos: *the appeal to logic*

Barter: *to trade by exchanging one commodity for another***

Persuade: *to move by argument, entreaty, or expostulation to a belief, position, or course of action***

Dissuade: *to advise (a person) against something; to turn from something by persuasion***

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Whitewash (v): *to whiten with whitewash***

Whitewash (n): *a whitening substance much like modern paint used to cover wood and other surfaces*

** *Terms from Merriam-Webster’s dictionary online*

Subject Area Integration: Speech, English Language Arts

Background Information:

Previous knowledge from earlier lessons on Rhetoric and Dialect.

What is whitewashing? (Definition provided above)

Other questions to activate prior knowledge:

Who was Aristotle?

What is persuasion?

Has anyone read The Adventures of Tom Sawyer?

Has anyone read The Adventures of Huckleberry Finn? (Tom Sawyer referenced in that novel)

Has anyone heard of Mark Twain?

Has anyone read anything by Mark Twain?

Has anyone ever painted a fence in their yard before? What was it like?

Materials:

Persuasion 101 Handout

Tom Sawyer and the Whitewashing Scene Handout

The Adventures of Tom Sawyer, University of California Press, ISBN: 978-0-520-23575-5

ETHOS – PATHOS – LOGOS Review Sheet

Whiteboard + Markers (Optional)

Technology:

The Persuasion 101 handout could be easily displayed on a SMARTboard and students could copy the format down in a notebook.

Additionally, the Tom Sawyer text could be shown on a television screen, SMARTboard, or even played in an audio book format so students could listen instead of read. A good audio recording can aid students’ understanding by allowing them to hear the subtle tones of Tom’s voice as he works through his plans.

Related Twain Quotes/Passages*:**

Narrator: *“Bringing water from the town pump had always been hateful work in Tom’s eyes, before, but now it did not strike him so.”* (p.11)

Tom: *“Oh, never you mind what she said, Jim. That’s the way she always talks.”* (p.11)

Tom: *“...I won’t be gone only a minute. She won’t ever know.”* (p.11)

Tom: *“She never licks anybody—whacks ‘em over the head with her thimble—and who cares for that, I’d like to know”* (p.11)

Tom: *“She talks awful, but talk don’t hurt.”* (p.12)

Narrator: *“Jim began to waver.”* (p.12)

Narrator: *“...enough to buy an exchange of work, maybe, but not half enough to busy so much as a half an hour of pure freedom.”* (p.12)

Narrator: *“Magnificent inspiration!”* (p.12)

Narrator: *“Tom went on whitewashing—paid no attention to the steamboat. Ben stared a moment...”* (p.13)

Narrator: *“Tom wheeled suddenly and said: ‘Why it’s you, Ben! I warn’t noticing.’”* (p.13)

Ben, Narrator, and Tom: *“Say—I’m going a-swimming, I am. Don’t you wish you could? But of course you’d druther work—wouldn’t you? ‘Cause you would!’ Tom contemplated the boy a bit, and said: ‘What do you call*

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work?" (p.13)

Tom: "Well, maybe it is, and maybe it ain't. All I know, is, it suits Tom Sawyer." (p.13)

Ben, Narrator: "Oh come, now, you don't mean to let on that you like it?' The brush continued to move." (p.13)

Tom: "Like it? Well I don't see why I oughtn't to like it. Does a boy get a chance to whitewash a fence every day?" (p.14)

Narrator: "That put the thing in a new light. Ben stopped nibbling his apple. Tom swept his brush daintily back and forth – stepped back to note the effect – added a touch here and there – criticised the effect again – Ben watching every move and getting more and more interested, more and more absorbed." (p.14)

Ben, Narrator, Tom: "'Say, Tom, let me whitewash a little.' Tom considered; was about to consent; but he altered his mind: 'No—no—I reckon it wouldn't hardly do, Ben.. You see, aunt Polly's awful particular about this fence...I reckon there ain't one boy in a thousand, maybe two thousand, that can do it the way it's got to be done.'" (p.14)

Tom: "Ben, I'd like to, honest injun, but aunt Polly—well Jim wanted to do it, but she wouldn't let him; Sid wanted to do it, and she wouldn't let Sid. Now don't you see how I'm fixed? If you was to tackle this fence and anything was to happen to it—" (p.15)

Ben, Tom, and Ben again: "'Oh, shucks, I'll be just as careful. Now lemme try. Say—I'll give you the core of my apple.' 'Well, here—. No, ben, now don't. I'm afeard—. 'I'll give you all of it!'" (p.15)

Narrator: "There was no lack of material; boys happened along every little while, they came to jeer, but remained to whitewash." (p.15)

***University of California Press edition of *The Adventures of Tom Sawyer* referenced and used throughout the lesson plan

Lesson Sequence:

Hook/Intro: "How would you sell ice to the Eskimos?"

- Ask students how they would sell ice to an Eskimo
 - The most abundant source where Eskimos live
 - Homes made of it, land covered by it
 - How do you make an Eskimo buy ice?
 - Share and discuss different ideas
 - Option: Write ideas on board in three unmarked columns (one for each element)
 - Option: Make students explain in great detail how their idea is appealing (in short, use the Socratic method)

Teaching of the Concept: "Ethos, Pathos, & Logos"

- Vocabulary: Dissuade
 - to advise (a person) against something; to turn from something by persuasion*
- Vocabulary: Persuade
 - to move by argument, entreaty, or expostulation to a belief, position, or course of action*
- Transition into defining the three elements of persuasion: Ethos, Pathos, and Logos
- Background of Terms
 - Rhetoric is "the ability, in each particular case, to see the available means of persuasion." – Aristotle
 - Aristotle said that there were three means of persuasion: logos, pathos, ethos
 - Greek words with simple meanings
 - When these three means or methods of persuasion are used at the appropriate time, they can sway any audience to follow your train of thought
 - Using each method is much more difficult than it appears however
 - Things a speaker needs to consider
 - What's appropriate for the audience?
 - When should a speaker use a particular method?
 - What's appropriate for the topic?
- Logos
 - Definition: "the appeal to logic" (logos/logic spelling similarity)

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- Characteristics: statistics; facts; mathematical proofs; scientific data; figures; data; records; information; sequence; pattern; systematic; technical; procedural; orderly
- Example 1: "You should invest \$100 in this stock since it will triple in value by the end of the month"
 - Speaker uses mathematics to persuade the listener
 - Spend \$100, Wait 30 days, gain \$300 = +\$200
- Example 2: "Of the 30 students in this class, 29 believe the teacher is brilliant"
 - Speaker uses statistics to persuade the listener
 - Majority opinion
- Application & Appropriate Use:
 - Mathematic and Scientific audiences
 - When facts are present and appropriate
 - Use this to build arguments that are hard to disprove
 - Use data to prove point instead of your opinion/feelings
 - Removes human fallacies
 - Discredits pathos with logic
- Student Examples & Questions
- Pathos
 - Definition: "the appeal to emotion" (pathos/passion – remember by "p")
 - Characteristics: personal stories; guilt; grief; joy; fear; love; hate; passion; feelings; sentiment; excitement; infatuation; zeal; remorse; shame; sorrow; enjoyment
 - Example 1: "If you don't invest the \$100, I'm going to get fired and my wife will leave me."
 - Speaker uses guilt to entice the listener to invest the money
 - Listener will be at fault for the job loss and divorce
 - Example 2: "You should go beat up (name) because he was totally dissin' you on facebook and calling you funny-looking!"
 - Speaker uses the anger to get the listener to fight
 - Listener drawn to anger from the insults and moved by the suggestion to seek revenge
 - Example 3: "I didn't say anything bad about you because I love you! Would I really say mean things about you?"
 - Speaker uses and appeal to love to stop the listener
 - Use of love triggers emotions and hesitation, therefore dissuading a listener
 - Application & Appropriate Use:
 - Many religious services use it
 - Add a personal element to an argument
 - Dissuade audience from a cold, logical approach
 - Discredit Ethos by closing audience off to reason
 - When there are no facts or clear cut answers, do what *feels* right
 - Used for ceremonial speeches, patriotic speeches, etc.
 - Student Examples & Questions
- Ethos
 - Definition: "the appeal to character and credibility" (ethos/ethics spelling similarity)
 - Characteristics: authoritative; respect; respectful; high esteem; reverence; reliable; trustworthy; expert; specialist; ethical; integrity;
 - Example 1: "I've recently invested \$100 dollars and made a fortune back. Since I'm a professional day-trader, maybe you'd let me invest some of your money."
 - Speaker uses credibility to get the speaker to invest his/her money
 - Listener can see credible success through the speaker's prior investment
 - Example 2: "You and I have been friends for a long time. We've been classmates since 3rd grade and been on four teams together. Do you really believe I would call you a... a nerd?"
 - Speaker uses appeal to his long-lasting character to reason with the listener

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- Listener dissuaded by appeal to long history and experiences (building his reputation of character through examples)
- Application & Appropriate Use:
 - Use this to prove your mastery of a subject or topic
 - Use this if you believe your credibility is at risk
 - Discredits other opinions if you're the expert
 - Builds trust and confidence
 - Use to inspire others to follow a cause
 - Use as a defensive tactic
 - Combine with Logos to show how you won't stoop to lower levels of manipulation
 - Combine with Pathos to overcome another argument based from Pathos
 - Use to show how an argument is ethically right since you're ethically sound
 - Prove your character and strengthen the character of your argument all at once
- Student Examples & Questions
- Other Terms
 - Barter: “to trade by exchanging one commodity for another”
 - Ask for other terms the students have questions for

Suggested Questions: “Common Problems and Issues”

- Below are topics and points of discussion that often prove to be the hardest points for students to grasp
- Further emphasis of the listed topics may be required
- Logos
 - Easiest method to grasp for most students
 - Examples are easy to come by and can be created on the fly if need be
 - Be sure not to use strictly math or science based examples otherwise students may have a skewed understanding
 - Be sure to discuss or mention how faulty logic can be used here
 - By misrepresenting the facts or twisting a statistic, you can easily persuade audience
 - Example of “false logic”:
 - Speaker 1: “In a recent poll, over one-million natives wanted the invading force gone”
 - This appears to be a large number
 - As presented, this appears to be the majority
 - A well placed counter-question or example can also disprove this though
 - Speaker 2: “How many natives were polled?” Speaker 1: “Uh... 13 million”
 - Second speaker has discredited the previous “false logic” by showing that the statistic represents a minority position
 - Easiest to identify
- Pathos
 - Probably the most commonly used method
 - Much more powerful than logic at times
 - When used effectively, this has started riots, wars, fights, and so on
 - Be careful when using: can easily be used along with either other method
 - When attacked with a rational, logic-based argument, Pathos is very hard to defend
- Ethos
 - This method often gives the most trouble since creating a character-based persuasion from scratch can be difficult.
 - Try and use specific examples from systems of structure students are familiar with
 - How kids can sway parents by proving that they're more reliable than a sibling
 - How a new employee can gain the respect of coworkers
 - How a new student can gain the respect of peers
 - Potential student questions:

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- Why would you use ethos?
- Why would you need to build your credibility?
- How often is this used?

Learning Activity: "The Whitewashing Scene"

- Setting up the Scene
 - Saturday Morning
 - Tom's in trouble: he snuck out last night!
 - Tom's punishment: whitewash the fence
 - Tom will try three different approaches to get people to do his work
- Characters
 - Tom
 - Main character of story/scene
 - Sly and smart boy
 - Always getting into mischief
 - Aunt Polly
 - Tom's Aunt
 - Owns the fence and wants Tom to paint it as a punishment
 - Jim
 - Uneducated slave boy
 - Slave for Aunt Polly
 - Ben Rogers
 - One of the local boys
 - Often pretends he is a steamboat and acts these scenes out
- Begin Reading Chapter
 - Read and stop at the quotes mentioned below to have students discuss the quotes and decide what elements are being used.
 - Ask the students what elements are being used in each of the quotes below
 - Answers are provided below the quotes
 - Be open to student opinions. A lot of this can be a matter of perspective! Have students explain and defend their analysis!
 - Option: Have students read the text-roles of different characters while the teacher is the narrator.
- Tom's Attitude
 - Why does Tom want to find a way out of the whitewashing?
 - He has to do it
 - It is a weekend day and he wants to go play
 - It is hard, boring work
 - How can we relate to his feelings?
- The First Method: Swap Jobs with Jim
 - (Narrator) "Bringing water from the town pump had always been hateful work in Tom's eyes, before, but now it did not strike him so." (p.11)
 - Why does the job seem more appealing?
 - Kids were at the pump
 - It was what he didn't have
 - Have students talk about this kind of sentiment in their lives
 - How often do you miss History class homework when you have a paper to write for English?
 - How often do you wish you were out of school for the summer and working instead of at school?
 - Every person thinks this way! The grass is always greener on the other side of the fence!
 - (Tom) "Oh, never you mind what she said, Jim. That's the way she always talks."

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- Ethos and Pathos
- Attacked the character of Aunt Polly; infers that she is a liar and all talk (E)
- Speaks with confidence and as an expert on Aunt Polly (P)
- (Tom) “...I won’t be gone only a minute. *She* won’t ever know.”
 - Logos and Ethos
 - Tom will be only be gone for a short period of time; chances of detection will almost be nonexistent (L)
 - Tom can be trusted only to be gone for a short period (E)
- (Tom) “She never licks anybody—whacks ‘em over the head with her thimble—and who cares for that, I’d like to know”
 - Ethos and Pathos
 - Again, attacks the character of Aunt Polly by saying her physical attacks are feeble (E)
 - Attacks the character of someone who believes Aunt Polly’s beatings are fierce (E)
 - Embarrasses or shames Jim by stating that he is feeble/a coward for fearing Polly’s attacks (P)
- (Tom) “She talks awful, but talk don’t hurt.” (p.12)
 - Ethos
 - Again, attacks the character of Aunt Polly by saying her words are not backed by action and therefore do not hurt (E)
- (Narrator) “Jim began to waver.”
 - Why did Jim began to waver?
 - He’s being persuaded!
 - Character of Tom greatly enhanced in the face of Aunt Polly’s greatly diminished character
 - Jim almost made to feel foolish because of his beliefs about Polly
- Results of Persuasion: (Narrator) “...he was flying down the street with his pail and a tingling rear, Tom was whitewashing with vigor, and aunt Polly was retiring from the field with a slipper in her hand and triumph in her eye.”
 - What happened?
 - Polly sneaks up and slams Jim on the butt with a slipper
 - Jim runs off
 - Tom jumps back to work
- What methods were used?
 - All methods!
 - Primary: Ethos
 - Least used: Logos
- Were they effective?
 - The constant use of Ethos did make Jim waver due to Tom’s expertise on the subject
 - Pathos also effective in making Jim feel foolish
- Why did it fail?
 - Outside interference
 - Would have worked, and was working, until Aunt Polly stepped in!
- The Second Method: Buy/Barter for Labor
 - (Narrator) “...enough to buy an exchange of *work*, maybe, but not half enough to busy so much as a half an hour of pure freedom.”
 - Logic
 - Willing to trade or barter his possessions in exchange for work
 - Not nearly enough to finish the fence however
 - What methods were used?
 - Only logos
 - Since the idea was limited, he didn’t develop it more
 - Why didn’t he attempt this idea?

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- Tom dissuaded himself due to logos; a logical argument concluded that he didn't have enough to barter successfully for what he wanted.
- Were they effective?
 - Successfully saved Tom
 - Unsuccessful at getting others to do Tom's work
- Why did it fail?
 - Not enough items to barter
 - Dissuaded himself
- The Third Method: Trickery
 - (Narrator) “Magnificent inspiration!” (p.12)
 - Prediction: Ask students what they believe the magnificent inspiration is
 - Write these predictions on the board so students can see and will remember them by the end of the passage
 - (Narrator) “Tom went on whitewashing—paid no attention to the steamboat. Ben stared a moment...” (p.13)
 - Pathos
 - Ben is shocked and surprised Tom isn't watching him (P)
 - Ben's game is of no interest to Tom which entices curiosity or astonishment (P)
 - (Narrator) “Tom wheeled suddenly and said: ‘Why it's you, Ben! I warn't noticing.’”
 - Pathos and Ethos
 - Insults Ben indirectly as if Ben wasn't important enough to be noticed (P) (E)
 - (Ben, Narrator, Tom) “Say—I'm going a-swimming, I am. Don't you wish you could? But of course you'd druther *work*—wouldn't you? ‘Cause you would!’ Tom contemplated the boy a bit, and said: ‘What do you call work?’”
 - Pathos
 - Ben uses the swimming hole to get Tom jealous (P)
 - Tom gives no response to the insult (frustrating Ben) and focuses on work choice “work” (P)
 - Tom uses pauses to add a level of fake surprise to his reaction (P)
 - Note: Ben is trying to persuade Tom into a response. In short, he's teasing/taunting Tom.
 - (Tom) “Well, maybe it is, and maybe it ain't. All I know, is, it suits Tom Sawyer.”
 - Ethos and Pathos
 - Tom builds his own character by saying the job (or work) is good enough for him, subtly implying that it is not good enough for Ben (E)
 - By implying his superiority over Ben, he is insulting Ben as well as drawing Ben's curiosity to the job more (E) (P)
 - (Ben, Narrator) “‘Oh come, now, you don't mean to let on that you *like* it?’ The brush continued to move.”
 - Pathos
 - Tom's lack of verbal response further entices Ben's curiosity (P)
 - Ben's awe is continuously building throughout this passage (P)
 - (Tom) “Like it? Well I don't see why I oughtn't to like it. Does a boy get a chance to whitewash a fence every day?” (p.14)
 - Logos and Pathos
 - Tom here uses logic, but a shaky logic: you don't get to whitewash a fence every day, which is true, but who WANTS to whitewash every day? (L)
 - This is where pathos helps: Ben has to wonder why Tom is enjoying the whitewashing so much! Ben's amazement at Tom's nonchalant responses to Ben's teasing is growing along with Ben's curiosity. (P)
 - Tom manipulating Ben's perception of what is work and what is play
 - (Narrator) “That put the thing in a new light. Ben stopped nibbling his apple. Tom swept his brush daintily back and forth – stepped back to note the effect – added a touch here and there – criticised

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the effect again – Ben watching every move and getting more and more interested, more and more absorbed.”

- Logos and Pathos
- Ben is now reconsidering the whole approach using Tom’s “logic” (L)
- Tom’s focus on his work entices Ben’s attention: Tom cares so much about the job it builds wonder and amazement in Ben. (P)
- (Ben, Narrator, Tom) “‘Say, Tom, let me whitewash a little.’ Tom considered; was about to consent; but he altered his mind: ‘No—no—I reckon it wouldn’t hardly do, Ben.. You see, aunt Polly’s awful particular about this fence...I reckon there ain’t one boy in a thousand, maybe two thousand, that can do it the way it’s got to be done.’”
 - Pathos and Ethos
 - Tom builds up Ben’s hopes and crushes them. He’s baiting Ben into giving up something for the “privilege” of whitewashing (P)
 - Tom builds his character as well as the character of one appointed to whitewash by talking about rarity of a boy who can do the job as well as Aunt Polly’s standards. (E)
 - Tom implies Ben is unable to whitewash well enough, damaging Ben’s character and giving Ben a reason to want to validate his own ability (E) (P)
- (Tom) “Ben, I’d like to, honest injun, but aunt Polly—well Jim wanted to do it, but she wouldn’t let him; Sid wanted to do it, and she wouldn’t let Sid. Now don’t you see how I’m fixed? If you was to tackle this fence and anything was to happen to it—” (p.15)
 - Pathos and Ethos
 - Again, Tom builds the character of the one appointed to do the work and how many other people fell short of the position (E)
 - Tom pretends he wants to help his friend but can’t do so (P)
 - Ben is utterly sucked into Tom’s trap by this point
- (Ben, Tom, Ben) “‘Oh, shucks, I’ll be just as careful. Now lemme try. Say—I’ll give you the core of my apple.’ ‘Well, here—. No, ben, now don’t. I’m afeard—. ‘I’ll give you *all* of it!’”
 - Ben finally does what Tom has been manipulating him to do all along: Do Tom’s work and give Tom something to do it
- (Narrator) “There was no lack of material; boys happened along every little while, they came to jeer, but remained to whitewash.”
 - Commentary on how Tom repeated this process over and over again
 - Tom becomes more wealthy with each boy he tricks
- Think back to the earlier thought: (Narrator) “Bringing water from the town pump had always been hateful work in Tom’s eyes, before, but now it did not strike him so.” (p.11)
 - Think back: How did Tom’s own feelings influence his decision to resort to trickery?
 - Now whitewashing was the thing everyone wanted, Tom controlled it, and it was no longer “hateful” in the eyes of the boys!
 - Whitewashing had been work in the other boys’ eyes until Tom tricked them!
- What methods were used?
 - All methods used
 - Logos used 2 times
 - Ethos used 4 times
 - Pathos used 9 times!
- Were they effective?
 - Pathos was the most effective
 - Used to snare Ben’s attention
 - Used to make Ben desire what he couldn’t have (greed)
 - Ethos also effective
 - Build’s the honor of the position so Ben craves it
 - Strengthens Tom’s credibility

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- Why does the final method work?
 - Tom understands human nature and how people want what they cannot have
 - Ben is suckered into Tom’s frame of mind
 - Once Ben accepts Tom’s view of the whitewashing, he was doomed!

(E) = Ethos (P) = Pathos (L) = Logos

Review/Closure:

- Do you think Twain is correct when he has Tom think: (Narrator) “Now he found out a new thing—namely, that to promise not to do a thing is the surest way in the world to make a body want to go and do that very thing.”
 - Multiple answers acceptable. Be sure that students explain and justify their reasoning.
 - Reference Tom and Ben’s actions: do their actions prove this to be true?
 - What real life examples are present to prove or disprove this quote?
- What method of persuasion do the students believe is the most effective?
- Why are some methods better than others? Are some methods better than others?

Homework:

Pick a chore you don’t like doing. What is the chore? Why don’t you like doing it? Now think back to Tom’s strategies to get out of doing the chore. Come up with at least three realistic ways of getting out of doing the chore. How would you try to persuade someone to do this task? Would it work? Why or why not? Be sure to include at least one successful method of persuasion! Be ready to share your method tomorrow for class.

Strategies for Exceptional Students:

Hearing Impaired: Use of audio books instead of the teacher or students reading would allow a hearing impaired student to wear wireless headphones, furthering their ability to hear the text as it was being read.

Physically Impaired: Students could write about how they wish they could do some activities that other students do regularly. Be cautious though. While this could be an excellent opportunity for students to really see the value of being able to do things that seem like “work” or “chores”, it could also be inappropriate to place a physically impaired student in a spotlight. This alternative assignment could be presented as a suggestion or option to replace the homework.

ESL/ELL: Students could write about how it isn’t work for them to convert English back into their native language. This could give perspective on those students whose first language is English and are learning a second language. What the English-speaking students consider homework is much less difficult for an ESL/ELL student.

Learning Disabled: Have students write the feelings they have when doing chores they do not like. Then have those students pick a word and discuss (with an aid or special education teacher) or write about how they would convince someone to let them trade the chore for another one based on their feeling word. (E.g. The chore is sweeping and the feeling is tired. The student could then write a reasoning why they should not sweep since it makes him/her very sleepy, but could do the dishes instead since they don’t have to walk as much.)

Gifted: Students would read excerpts from “On Rhetoric” from Aristotle as an activity leading into this lesson. This would allow them to work with the primary document and have exposure to high level writing. Additionally, the students could be assigned to find more examples from The Adventures of Tom Sawyer in which a character is persuaded into doing something.

Suggested Follow-Up Activities:

Finish reading The Adventures of Tom Sawyer and continue to study and analyze persuasion throughout the novel.

LESSON PLAN FOR *PERSUASION IN THE WHITEWASHING SCENE*
from "Adventures of Tom Sawyer" by Mark Twain

Compare and contrast Tom Sawyer and Huck Finn in each of their books. How to they persuade in similar and different manners? What about their motives?

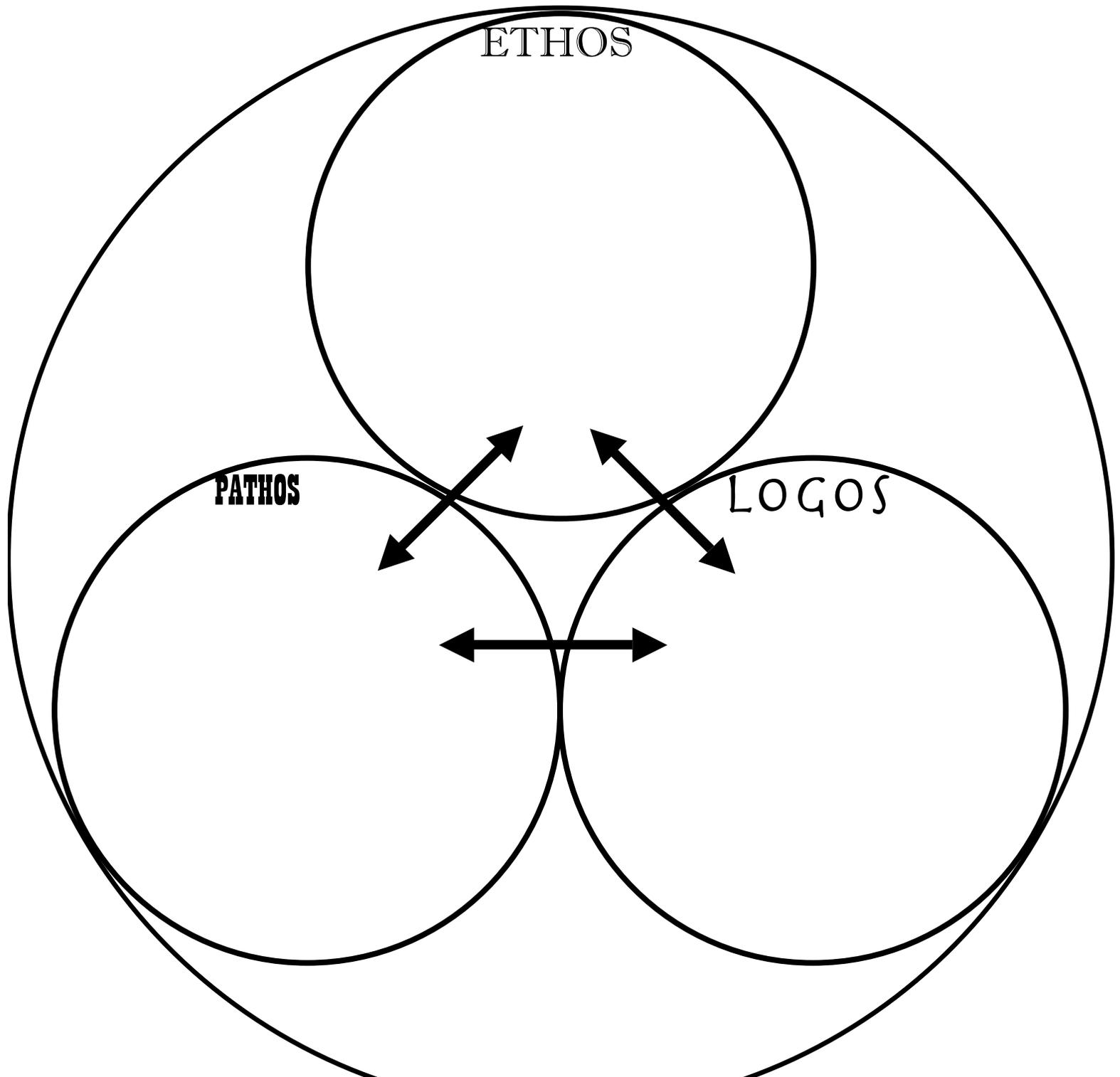
Resources:

<http://courses.durhamtech.edu/perkins/aris.html>

<http://www.rpi.edu/dept/lc/webclass/web/project1/group4/index.html>

Persuasion 101

Using the definitions and characteristics we discuss in class, fill in the appropriate circles below. Be sure to write complete thoughts so you can understand later. This sheet will be an EXCELLENT study guide!



Name: _____ Period: _____

Tom Sawyer and the Whitewashing Scene



Follow along with the class discussion and fill in the appropriate blanks as we discuss them. Remember, the more room you have, the more room you're expected to fill! Take good notes and answer the questions with detail!

Method One:	Method Two:
Important Quotes:	Important Quotes:
What method of persuasion was used MOST?	What method of persuasion was used MOST?
What method of persuasion was used LEAST?	What method of persuasion was used LEAST?
Were they effective? Why or why not?	Were they effective? Why or why not?
Why did it fail/succeed?	Why did it fail/succeed?

(Front)

Name: _____ Period: _____



Tom Sawyer and the Whitewashing Scene



Follow along with the class discussion and fill in the appropriate blanks as we discuss them. Remember, the more room you have, the more room you're expected to fill! Take good notes and answer the questions with detail!

Method Three:

Important Quotes:

What method of persuasion was used MOST?

What method of persuasion was used LEAST?

Were they effective? Why or why not?

Why did it fail/succeed?

Do you think Twain is correct when he has Tom think: “Now he found out a new thing—namely, that to promise not to do a thing is the surest way in the world to make a body want to go and do that very thing.” Why or why not?

(Back)

Name: _____ Period: _____

ETHOS – PATHOS – LOGOS

Review Sheet

Write out the definition for each word.

1. LOGOS: _____
2. ETHOS: _____
3. PATHOS: _____

Write the persuasive method being used in the blank next to each statement. THEN write a brief description on why you picked each example. Some statements may have multiple appeals. All of the quotes are taken from the class discussion from the whitewashing scene (some may be modified slight to give context).

4. _____ Tom: “Aunt Polly never licks anybody—whacks ‘em over the head with her thimble—and who cares for that, I’d like to know.”

Justification/Explanation:

5. _____ Tom: “Well, maybe it is work, and maybe it ain’t. All I know, is, whitewashing suits Tom Sawyer.”

Justification/Explanation:

6. _____ Tom: “Ben, I’d like to, honest injun, but aunt Polly—well Jim wanted to do it, but she wouldn’t let him; Sid wanted to do it, and she wouldn’t let Sid. Now don’t you see how I’m fixed? If you was to tackle this fence and anything was to happen to it—”

Justification/Explanation:

7. _____ Tom: “I won’t be gone to the well but only a minute. *She* won’t ever know we swapped jobs.”

Justification/Explanation:

Write THE BEST persuasive method being used in the blank next to each statement. THEN write a brief description on why you picked each example. Pick

8. _____ You’d be a fool not to invest your money in the energy market. The market has been growing constantly for over a decade, new technologies are being integrated every quarter, and people will always have a need for gas and electricity! I thought even you could figure that out.

Justification/Explanation:

9. _____ Listen, you need to just go with the flow and trust me. This is money to be made! This is money waiting for you to take it! Don't be a coward, and take a leap of faith with my investing firm!
Justification/Explanation:

10. _____ With the stock market today, you really need to invest with someone you trust. If you invest with me, I'll make sure your money is only invested into growing companies that will grow your investment by 5% each year.
Justification/Explanation: