

*Discovering the Story:
A City and Its Culture*

WRITING TO PERSUADE

A Language Arts Lesson
for Grades 9-12



Mary Louise McLaughlin (1847-1939), The Cincinnati Pottery Club (1879-1890), Frederick Dallas Hamilton Road Pottery (1865-1882), United States (Cincinnati)
Ali Baba Vase, 1880
Gift of the Women's Art Museum Association, 1881.239



Maria Longworth Nichols Storer (The Rookwood Pottery Company)
Aladdin Vase, 1882
Gift of Mr. and Mrs. James J. Gardner, 2002.94

The lesson *Writing to Persuade* is based on

Aladdin Vase

by Maria Longworth Nichols Storer

and

Ali Baba Vase

by Mary Louise McLaughlin

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Writing to Persuade

A Language Arts Lesson for Grades 9-12
Based on *Aladdin Vase* by Maria Longworth Nichols Storer
and *Ali Baba Vase* by Mary Louise McLaughlin

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CONCEPT

The Museum's large earthenware vases, the *Ali Baba* by Mary Louise McLaughlin and the *Aladdin* by Maria Longworth Nichols Storer, will serve as springboards for descriptive and persuasive writing pieces for students in grades 9-12. After viewing the vases and learning about their histories, students will use the information observed and heard to create descriptive pieces about each vase. Students will then select one vase for use in a persuasive writing piece written in advertisement form.

The teacher will facilitate students in hands-on applications and study of the lesson's main objectives through pre-videoconferencing classroom activities, a videoconference visit with Cincinnati Art Museum Staff, and post-videoconferencing lesson activities.

OBJECTIVES

- Students will gain knowledge and experience in effective descriptive and persuasive writing skills.
- Students will gain appreciation of artistic processes.
- Students will synthesize, analyze and evaluate data.

"Every child is an artist. The problem is how to remain an artist once he grows up."

Pablo Picasso

Teacher Preparation

CLASS PERIODS REQUIRED

- 1 to 2 (30-50 min.) periods for Pre-Lesson Activities
- 1 50-min. class period for Videoconference
- 1 to 2 (30-50 min.) periods for Post-Lesson Activities
- 1 to 2 (30-50 min.) periods for Art Enrichment Activity (optional)

BACKGROUND INFORMATION

Refer to [Background Information](#) for more on the *Ali Baba Vase* and the *Aladdin Vase* and the artists who created them. Background Information has been written for teachers to review before the lesson and then share with students.

VIDEO

Share the [ceramics video](#) with your students prior to the videoconference. The video depicts archival film from Rookwood Pottery and an interview with a Museum curator on the two vases. This video is an excellent resource that will help to prepare students for the videoconference.

Video Duration – approx. six and a half minutes.

"Art is idea. It is not enough to draw, paint, and sculpt. An artist should be able to think."

Gordon Woods

PRE- VIDEOCONFERENCE

VOCABULARY

Definitions can be found in the [Glossary](#) on the [Discovering the Story](#) Website.

Article
Audience
Comparison
Contrast
Expository Writing

GUIDING QUESTIONS

- What are the essential elements for a successful descriptive piece of expository writing?
- What are the essential elements for a successful persuasive piece of expository writing?
- In what ways are attention to audience similar/different when creating descriptive vs. persuasive pieces?

MATERIALS

- Photos of the Museum's [Ali Baba Vase](#) and [Aladdin Vase](#)

PROCEDURE

Teacher will:

- Share with students reproductions of both vases and ask them to write notes about what they see.
- Compare/contrast student observations through small-/large-group discussion.
- Instruct students to use their notes to create factual descriptive writings about each of the vases. Allow students in-class time and/or assign as out-of-class work. (A variety of art catalogue descriptions of pieces could be used as examples of descriptors.)
- Allow students time to share/discuss their writings.

VIDEOCONFERENCE

OBJECTIVES

- Students will interact with the Cincinnati Art Museum staff through a sixty-minute [videoconference](#).
- Students will learn about Cincinnati history from 1850 to 1900.
- Students will use Museum objects to reinforce activities completed in preparation for this [videoconference](#).

CONCEPT

A [videoconference](#) conducted by the Cincinnati Art Museum staff extends student learning through emphasis on the viewing and discussion of art objects. During this [videoconference](#) with the Museum, students will explore Cincinnati art history and the methods and practices of many of the artists working in the city.

SCHEDULE

- **5 minutes** Introduction to CAM staff (*This is also buffer time in case of connection complications*)
- **10 minutes** Brief discussion of student pre-videoconferencing activities.
- **10 minutes** Museum staff will lead an interactive discussion with students on the history of Cincinnati from 1850-1900
- **20 minutes** Museum staff will lead students in an in-depth investigation of selected Museum objects.
Objects Include
 - [Bedstead](#) by Benn Pitman, Adelaide Nourse Pitman, and Elizabeth Nourse
 - [Reception Dress](#) by Selina Cadwallader
 - [Aladdin Vase](#) by Maria Longworth Nichols Storer
 - [Ali Baba Vase](#) by M. Louise McLaughlin
 - [Vase and Dedication Medallion](#) by Tiffany & Co.
- **10 minutes** Questions and student sharing of art projects.
- **5 minutes** Closing (*This is also buffer time in case of connection complications*)

POST- VIDEOCONFERENCE

MATERIALS

Photos of the Museum's [*Ali Baba Vase*](#) and [*Aladdin Vase*](#)

PROCEDURE

Teacher will:

- Initiate a class discussion based upon information from the videoconference.
- Allow students time to revise descriptive pieces, if needed, based upon videoconference information.
- Explain to students that they will now need to choose one of the vases and use their descriptors to help create a persuasive writing piece. The piece will be in the form of an advertisement and should persuade a prospective buyer to see the value of purchasing the piece. Review persuasive writing elements as needed. Show sample advertisements if desired.
- Allow students time to complete the steps in the writing process up through finished product/publication.
- Have students share final products as oral presentations, a print ad using computer graphics, or a videotape of the ad.

ASSESSMENT OBJECTIVES

Student writing pieces will be assessed on the use of descriptive words and the use of persuasive writing techniques.

ACADEMIC CONTENT STANDARDS

NATIONAL STANDARDS: LANGUAGE ARTS

Writing

Standard 1: Uses the general skills and strategies of the writing process.

Benchmark 9: Writes persuasive compositions that address problems/solutions or causes/effects (e.g., articulates a position through a thesis statement; anticipates and

addresses counter arguments; backs up assertions using specific rhetorical devices [appeals to logic, appeals to emotion, uses personal anecdotes]; develops arguments using a variety of methods such as examples and details, commonly accepted beliefs, expert opinion, cause-and-effect reasoning, compare-contrast reasoning).

Benchmark 10: Writes descriptive compositions (e.g., uses concrete details to provide a perspective on the subject being described; uses supporting detail [concrete images, shifting perspectives and vantage points, sensory detail, and factual descriptions of appearance]).

Standard 2: Uses the stylistic and rhetorical aspects of writing.

Benchmark 1: Uses precise and descriptive language that clarifies and enhances ideas and supports different purposes (e.g., to stimulate the imagination of the reader, to translate concepts into simpler or more easily understood terms, to achieve a specific tone, to explain concepts in literature).

OHIO STANDARDS: LANGUAGE ARTS

Writing Process Standard

Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing, and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

Benchmark A: Formulates writing ideas and identifies a topic appropriate to the purpose and audience.

Benchmark C: Uses a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety and consistency of writing.

Writing Applications Standard

Students need to understand that various types of writing require different language and formatting, and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure their writing according to audience and purpose.

Benchmark E: Writes a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.