



*What stylistic devices can we identify and use our writing?*

# Persuasive Techniques in Letter Writing

## Background Information

John Rollin Ridge, also known by his Cherokee name, Yellow Bird, was born on March 19, 1827 in New Echota located in the Cherokee Nation, which was within the state of Georgia. His father and grandfather, John Ridge and Major Ridge, were members of the Treaty Party, a faction that supported the Treaty of New Echota, which ultimately lead to forcible expulsion of most Cherokees from Georgia in the 1830s. Although a great many Cherokees bitterly opposed this treaty, including members of the nation's leadership, the United States government accepted it and used its terms to launch the removal of the Cherokees that would be known as the "Trail of Tears."

Because Cherokee law established that the sale of Cherokee land by any member of the tribe for personal gain was a crime punishable by death, some opponents of the Treaty of New Echota hunted down various members of the Treaty Party and murdered them. Among the victims were Major Ridge and John Ridge. Rollin Ridge's mother took Rollin Ridge and left Georgia. Rollin Ridge's cousin Stand Waite had also signed the Treaty of New Echota; one of the few surviving leaders of the so-called Treaty Party, he led it through the violence that continued until an 1846 truce arranged between Waite and John Ross, Principal Chief of the Cherokee Nation, brought the conflict between the two factions to an end. In the wake of these upheavals, Rollin Ridge went on to become a newspaper editor and novelist in California.

## Lesson Description

Students will examine a personal letter from John Rollin Ridge to his cousin Stand Waite. Students will identify stylistic devices and structures and then practice using these devices in their own writing.

Grade Range: 9-12

Time to complete lesson: 45-90 minutes

Resources needed:

- Huntington collection items (provided)
- Handouts (provided)
- Assignment sheet (provided in supplementary document)
- Rubric (provided in supplementary document)

Lesson Author: Tracy Clark, Teacher Advisory Panel





By the end of this lesson, students will **know**:

- Writers can use persuasive rhetorical, stylistic, and literary devices
- John Rollin Ridge wrote a persuasive letter to his cousin during a politically troubled time

By the end of this lesson, students will **be able to**:

- Use the studied rhetorical, stylistic, and literary devices within their own writing
- Analyze written work for rhetorical, stylistic, and literary devices

## Supported Standards

### California State Standards for Language Arts

#### Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development: Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

#### Vocabulary and Concept Development

1.1 Identify and use the literal and figurative meanings of words and understand word derivations.

2.0 Reading Comprehension: (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced

#### Expository Critique

2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

#### Writing

1.0 Writing Strategies: Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose.

#### Organization and Focus

1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

#### Research and Technology

1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).



# Lesson Plan

## Introduction:

- 1) Share with students: All successful writers know how to persuade their audience by using appropriate techniques to get their point across. John Rollin Ridge was no different. In a letter to his cousin Stand Waite, Rollin Ridge used several rhetorical techniques to attempt to persuade his cousin to let him return to the Cherokee people and to use his journalistic skills to work for his people. He ultimately was not successful in his appeal due to the complex Cherokee political climate at the time, but this text stands out because of some of the stylistic choices he made within the body of the letter.

## Activity #1: Who was John Rollin Ridge? (12-15 minutes):

- 1) Read [John Rollin Ridge Biography](#) (5-7 minutes)
- 2) Discuss the following questions before reading Ridge's letter to Stand Waite (5 minutes):
  - What event seemed to impact Ridge the most?
  - What brought Ridge to California?
  - What was Ridge's literary claim to fame?
  - What other things did you notice or find interesting about Ridge?

## Activity #2: Read & Discuss Letter "To Stand Waite" (20 minutes):

- 1) Read [John Rollin Ridge Letter "To Stand Waite"](#) and [John Rollin Ridge Letter Transcribed](#) (An [Annotated Transcribed Letter](#) is provided for teacher use.)
- 2) Teachers may choose to have their students work in groups or pairs or even individually as they read. Teachers may also choose to focus on annotation skills using methods such as [CATCH-Q](#)
- 3) Discuss the following:
  - 4) What was the relationship between Ridge and Stand Waite?
  - 5) What was the purpose of the letter?
  - 6) What questions did you have that still might confuse you as a reader?
  - 7) Discuss the following written analysis questions:
  - 8) What do you think about the orders of the paragraphs? Was that purposeful? Why or why not?
  - 9) Where does Ridge actually approach the true purpose of his letter?
  - 10) What sentences stand out to you within this piece? Why?
- 11) [Complete the Investigative Response Chart](#).

## Alternative Execution and/or Differentiation:

Use the [glossary](#) to clearly define vocabulary before starting.



**Activity #3: Identifying Stylistic Devices (5 minutes):**

- 1) Continue with the use of the Investigative Response Chart by having students share what stylistic devices they noticed.
  - 2) The [Rhetorical and Literary Devices Worksheet](#) should be distributed to students to aid in discussion and identification.
  - 3) The Teacher Annotated Copy of Ridge's Letter Transcribed has the stylistic devices highlighted. The following devices will be discussed:
    - Transitions
    - Prepositions in introductory phrases
    - Modals
    - Emphasis
    - Rhetorical Questions
    - The use of Pathos
    - Parallelism in sentence structure
- 1) Questions for discussion:
    - How does the use of these devices impact the reader.
    - How would you feel if you were Stand Waite?
    - Were you feeling any emotions as you read? What were they?
    - What move impacted you the most? Why?

**Alternative Execution and/or Differentiation:**

Teacher can model annotating.

**Conclusion: Imitate The Stylistic and Rhetorical Devices Used by Ridge (10 minutes in class to get the students started. May be completed at home):**

- 1) Explain the [Persuasive Letter Assignment Sheet](#)
- 2) Review and Explain the [Persuasive Letter Rubric](#)
- 3) This assignment can take an additional day of class time or it can be assigned as homework.
- 4) As it is a personal letter, students should be encouraged to write the letter by hand.



## John Rollin Ridge Biography

John Rollin Ridge, also known by his Cherokee name, Yellow Bird, was born on March 19, 1827 in New Echota located in the Cherokee Nation which was within the state of Georgia. His father and grandfather, John Ridge and Major Ridge, were members of the Treaty Party, a faction that supported the New Echota Treaty which ultimately led to forcible expulsion of most Cherokees from Georgia in the 1830s. Believing that the Cherokees would be unable to resist American pressure to remove them, the Treaty Party agreed to sell Cherokee land holdings for a profit and move west to the Indian Territory (present-day Oklahoma) which had been designated by the United States government as a region to be occupied only by indigenous peoples. Although a great many Cherokees, including members of the nation's leadership, bitterly opposed this treaty, the United States government accepted it and used its terms to launch the removal of the Cherokees that would be known as the "Trail of Tears."

Because Cherokee law established that the sale of Cherokee land by any member of the tribe for personal gain was a crime punishable by death, some opponents of the New Echota Treaty hunted down various members of the Treaty Party and murdered them. Among the victims were Major Ridge and John Ridge, the latter's death being witnessed by his young son, John Rollin Ridge, an event that affected him for the rest of his life. In the wake of those upheavals, his mother left Georgia and settled in Fayetteville, Arkansas where John Rollin Ridge lived until he moved to Great Barrington, Massachusetts to attend the Great Barrington School, returning later to Fayetteville to study law. At the age of twenty, he married a woman named Elizabeth Wilson, followed by the birth of a daughter. A bitter dispute in 1849, however, with a neighbor, David Kell, a sympathizer of those who had assassinated his father, led Ridge to kill Kell, which forced him to flee the Indian Territory. By 1850, Ridge had come to reside in Gold Rush California where he was joined in time by his wife and daughter.

Ridge first tried his hand at mining, but later felt that he was better suited for journalism. He was a writer, the first editor of the *Sacramento Bee*, and thereafter wrote for various newspapers in California including the *San Francisco Herald*. As author of the 1854 novel *The Life and Adventures of Joaquin Murieta: The Celebrated California Bandit*, he became the first Native American novelist in the United States. This novel was wildly popular, but by the time of Ridge's death on October 5, 1867, the novel still had not turned a profit because of its frequent plagiarized publication. The novel was translated into several European languages, achieved considerable fame, and was the inspiration for *Zorro*. An important message that resonated both through his life circumstances and central to his novel is this: "There is nothing so dangerous in its consequences as injustice to individuals – whether it arise from prejudice of color or from any other source; that a wrong done to one man is a wrong to society and to the world" (158).

### Works Cited

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Materials

[1854]

Ridge, John Rollin, 1827-1867  
Cherokee Indians  
Frontier and pioneer life--California

Oct. 9

Marysville (Calif.)

Ridge, John Rollin, 1827-1867.

To Stand Watie

Phot. copy (A.L.S., 4 p.); 28 cm.

Copied from the original belonging to  
the Phillips Historical Collection,  
University of Oklahoma.

Photocopies made through E. E. Dale

July 28, 1945

Published in Cherokee Cavaliers by  
Dale and Litton, p. 81.

FAC 1677

CF



Direct to Marysville  
Yuba County, Cal.

Marysville, Cal.

October 9<sup>th</sup>, 1881

Dear Cousin Stand:

Notwithstanding I have written you several letters without receiving an answer, I will make another venture, and write to you again. This time I have good news for you, and that is that our long missing Charley is found again. After advertising for him in the papers, and enquiring for him in every quarter for a long time, I had the happiness to get a letter from him a few weeks ago, and a short time after, he came down here to my house in town, and staid with me several days. He is now at Rough & Ready, has a claim which is paying him 3 or 4 dollars a day, and is in good health. He is anxious to go home, and will start as soon as he is able pecuniarily to move. I presume he has already written to you since he saw me, and told you all the news relating to ~~myself~~ himself.

For my own part, I am straggling along with adversity as well as I may. I expected to have made a great deal of money off of my book, my *Life of Gougeon Murietta* (a copy of which I have



of the most important events of our  
history, which should not be allowed  
perish.

Now, Stand, if you will furnish  
the money to buy a press, I will engage  
to edit it with all the ability that I  
possess, and with as much true devotion  
and patriotism as any other man in  
the Cherokee Nation. I want to place  
myself in a position to do some good -  
I want to preserve the dignity of our  
family name; I want the memory of my  
distinguished relatives to live long after  
we have all rotted in our graves - I  
want to write the history of the Cherokee  
Nation as it should be written, and not  
as white men will write it, and as they  
will tell the tale, to screen and justify  
themselves. All this I can never do,  
unless I get into the proper position  
to wield influence and to make money.  
Don't you see how much precious time I  
am wasting in California? Instead of  
writing for my living here, I should be  
using my pen in behalf of my own people,  
and in rescuing from oblivion the proud  
names of our race. Stand, I assure you  
this is no idle talk. If there ever was  
a man upon earth that loved his people





my publishers, after selling 1000  
and putting the money in their pockets,  
burst up, te totally smashed,  
and left me, with a hundred others, to  
whistle for our money! Undaunted by this  
streak of bad luck, I have sent the work on  
to the Atlantic States for a new edition,  
and when that is sold out, I will have  
a few thousand dollars at my command,  
where is not so much danger of one of those  
heavy eastern houses failing, as there mush-  
room California concerns, at San Francisco.

Now the main object I have in writing  
to you at present is to make you a propo-  
sition. Don't you believe it would be a good  
plan to establish a paper somewhere in Ark-  
ansas, or some place where it will be safe  
from the commotion of Cherokee affairs, and  
devote it to the interests of the Indian race?  
It is my opinion that it would pay well,  
and it would certainly do a great deal of  
good. The Indians certainly need friends,  
and a newspaper properly wielded would  
be the most powerful friend that they  
could possibly have. It would be a medium  
not only of defending Indian rights, and  
making their oppressors tremble, but of  
preserving the memories of the distinguished  
men of the race, illustrating their charac-  
ter, and keeping green and fresh many



and no hundred, I am that man  
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cent press, with all the apparatus, a  
Goose, would transport it to Arkansas,  
set up the paper. Any merchant, by your  
order, going on to N. Y., could purchase  
it for you, and see that it was duly  
shipped for Arkansas. That the paper  
would succeed is just as certain, as  
that the sun shines. What is to hinder  
it? The subject, the cause to which  
it would be devoted, everything would  
conspire to make it interesting.

I make you the proposition in all  
sincerity, and I await your answer in  
the same spirit. What is the use of our  
lying down like common men to be for-  
gotten, when we can just as well have  
a trumpet of our own, that will wake  
the world to listen to what we say?

If you will write me that you have  
sent on for a press, and that you want  
me to come home to Arkansas to edit it, you  
will see me on hand right away, as soon  
as steam and paddle-wheels can take me.

I don't care whether I can get back  
into the nation right away or not - The paper  
will do just as well, and better, in the State.  
However, write to me any how what the prospect  
is of my getting safely back into the Nation.

Love to all friends. Affectionately, John R. Ridge.



**Directions:** As you read, annotate for meaning and for techniques that you notice within John Rollin Ridge's personal letter to Stand Waite.

Marysville, Cal  
October 9th

Dear Cousin Stand:

Notwithstanding I have written several letters without receiving an answer, I will make another venture, and write to you again. This time I have good news for you; and that is our long missing Charlie is found again. After advertising for him in the papers, and inquiring for him in every quarter for a long time, I had the happiness to get a letter from him a few weeks ago, and a short time after, he came down to my house in town, and staid with me several days. He is now at Rough and Ready has a claim which is paying him 3 or 4 dollars a day, and is in good health. He is anxious to go home, and will start as soon as he is able, and is in good health. I presume he has already written to you since he saw me, and told you all the news relating to himself.

For my own part I am struggling along with adversity as well as I may. I expected to have made a ..... of money off my books, My Life as Joaquin Murieta (a copy of which I have

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...of the most important event of ..... history, which should not be allowed...perish.

Now, Stand, if you will furnish the money to buy a press, I will engage to edit it with all the ability that I possess, and with as much true devotion and patriotism as any other man in the Cherokee Nation. I want to place my self in a position to do some good-I want to reserve the dignity of our family name; I want the memory of my distinguished relatives to live long after we have all rotted in our graves-I want to write the history of the Cherokee Nation as it should be written and not as white men will write it, and as they will tell the tale to screen and justify themselves. All this I can never do, unless I get into the proper position to wield influence and to make money. Don't you see how much precious time I am wasting in California? Instead of writing for my living here, I should be using my pen in behalf of my own people and rescuing them from oblivion the proud names of our race. Stand, I assure you this is no idle talk. If there ever was a man upon earth that loved his people



Page 3

.... my publishers, .....after selling ..... and putting the money in their pockets, ..... busted up, be totally smashed, and then left me with a hundred others, to whistle for our money! Undaunted by this streak of bad luck, I have sent the work on to the Atlantic States for a new edition, and when that is sold out, I will have a few thousand dollars at my command. There is not so much danger as one of those heavy eastern houses failing, as these mushroom California concerns, at San Francisco.

Now the main object I have in writing to you at present is to make you a proposition. Don't you believe it would be a good plan to establish a paper somewhere in Arkansas, or some place where it would be safe from the commotion of Cherokee affairs, and devote it to the interests of the Indian race? It is my opinion that it would pay well and it would certainly do a great deal of good. The Indians certainly need friends and a newspaper properly wielded would be the most powerful friend that they could possibly have. It would be a medium not only of defending Indian rights, and of making their oppressors tremble, but of preserving the memories of the distinguished men of the race, illustrating their character, and keeping green and fresh many

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... and .... hundred, I am that man, ...\$2000-,yes, \$1500-would buy a ... decent press with all the apparatus, a ... yolk would transport it to Arkansas, set up the paper. Any merchant of your order, going on to N. Y., could purchase it for you, and see that it was duly shipped to Arkansas. That the paper would succeed is just as certain, as that the sun shines. What is to hinder it? The subject, the cause to which it would be devoted, everything would conspire to make it interesting.

I make you the proposition in all sincerity, and I await your answer in the same spirit. What is the use of us lying down like common men to be forgotten, when we can just as well have a trumpet of our own, that will wake the world to listen to what we say?

If you will write me that you have sent on for a press, and that you want me to come home to Arkansas to edit it, you will see me on hand right away, as soon as steam and paddle wheels can take me.

I don't care whether I can get back into the Nation right away or not-The paper will do just as well, or better in the State. However, write me any how what the prospect is of getting back safely into the Nation. Love to all friends.

Affectionately, John R. Ridge.



# Teacher Annotated Copy

Marysville, Cal  
October 9th

Dear Cousin Stand:

**Notwithstanding I have written several letters without receiving an answer, I will make another venture, and write to you again.** This time I have good news for you; and that is our long missing Charlie is found again. After advertising for him in the papers, and inquiring for him in every quarter for a long time, I had the happiness to get a letter from him a few weeks ago, and a short time after, he came down to my house in town, and staid with me several days. **He is now at Rough and Ready has a claim which is paying him 3 or 4 dollars a day,** and is in good health. He is anxious to go home, and will start as soon as he is able, and is in good health. I presume he has already written to you since he saw me, and told you all the news relating to himself.

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**Now, Stand,** if you will furnish the money to buy a press, I will engage to edit it with all the ability that I possess, and with as much true devotion and patriotism as any other man in the Cherokee Nation.

The exact year of this letter to Stand Waite is unknown. It can be narrowed down to between 1854 - 1857. Later in the letter, Ridge references his novel published in 1854. He left Marysville in 1857.

This is an interesting way of opening a letter. The tone seems frustrated as he has not received an answer. Why would Stand not answer him?

“Notwithstanding” is an interesting preposition to use at the beginning of a sentence. It’s used here like “despite.”

It appears that Charlie held a mining claim in California’s Nevada County during the 1850s. The Town of Rough and Ready — named after General Zachary Taylor — seceded from the Union in April 1850 in opposition to the mining taxes and did not vote to rejoin the Union until the following July 4. \$3 to \$4 a day would convert to about \$101 to \$130 a day in 2020.

Written in 1854, the book was titled *The Life and Adventures of Joaquin Murieta: The Celebrated California Bandit*. It was the first Californian novel and the first Native American novel.

“Now” is used here as a discourse marker.



I want to place my self in a position to do some good-I want to reserve the dignity of our family name; I want the memory of my distinguished relatives to live long after we have all rotted in our graves-I want to write the history of the Cherokee Nation as it should be written and not as white men will write it, and as they will tell the tale to screen and justify themselves. All this I can never do, unless I get into the proper position to wield influence and to make money. **Don't you see how much precious time I am wasting in California?** Instead of writing for my living here, I **should be** using my pen in behalf of my own people and rescuing them from oblivion the proud names of our race. Stand, I assure you this is no idle talk. If there ever was a man upon earth that loved his people

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We are now in the third body paragraph of this letter and Ridge is getting down to his true intent: an argument for Stand Waite to purchase a printing press to create a newspaper that would forward the interests of the Cherokee Nation.

Note the change in tone with the opening of the paragraph and the use of "Now, Stand, ..."

He uses the rhetorical device of repetition and the use of parallel sentence structure for the purpose of pleading his cause, the purchase of a printing press. Although Ridge uses a mixture of semicolons and dashes, a modern or current model can be made for students using only a semicolon.

Sentence Frame:

I want \_\_\_\_\_; I want \_\_\_\_\_; I want \_\_\_\_\_; I want \_\_\_\_\_, and \_\_\_\_\_.

Note the use of underlining for emphasis used in conjunction with the modal "should."

He used rhetorical questions as an emotional plea. The pathos elicited within this question shows Ridge's frustration. He is asking Waite to help him and, usually, people are willing to answer calls for help.

"Totally smashed" is underlined for emphasis.

Again, he transitions back to his argument and reminds Waite of the purpose of his letter and the thesis of his argument.

He uses another rhetorical question as a plea. It is Ridge's hope that he will emotionally move Waite by using the Cherokee Nation and their affairs as a reason to lay out the money for the printing press. It stops short of being a call to action.



The Indians certainly need friends and a newspaper properly wielded would be the most powerful friend that they could possibly have. It would be a medium not only of defending Indian rights, and of making their oppressors tremble, but of preserving the memories of the distinguished men of the race, illustrating their character, and keeping green and fresh many

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... and .... hundred, I am that man, ...**\$2000-yes, \$1500-would buy a ... decent press with all the apparatus**, a ... york would transport it to Arkansas, set up the paper. Any merchant of your order, going on to N. Y., could purchase it for you, and see that it was duly shipped to Arkansas. That the paper would succeed **is just as certain, as that the sun shines**. What is to hinder it? The subject, the cause to which it would be devoted, everything would conspire to make it interesting.

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I don't care whether I can get back into the Nation right away or not-The paper will do just as well, or better in the State. However, write me any how **what the prospect is of getting back safely into the Nation**. Love to all friends.

Affectionately, John R. Ridge.

The remainder of this paragraph shifts the focus onto the rights of the Cherokees and the Indian Nation instead of on Ridge. This is a change in tactic from the previous paragraph, which was more personally focused.

When converted to 2020 dollars, Ridge is asking Waite to purchase a machine for Ridge's use (and the good of the Cherokee Nation) and for the price of roughly \$46,000 to \$61,000.

Here, he uses a simile.

Again, he uses the combination of rhetorical questions and pathos. Here he evokes the treatment of the Cherokees and their dismissal by the United States.

Without the support of Waite, there was no prospect for Ridge to return to the Cherokee Nation. It is likely that it was still unsafe for Ridge to return at the writing of this letter.



## CATCH-Q Method of Annotation

**C** Circle unfamiliar words and define them

**A** Acknowledge confusion and then reread

**T** Talk with the text; identify:

- comments
- connections
- predictions
- reactions
- observations
- evidence

**C** Capture the main idea

**H** Highlight important details (explain why you highlighted)

**Q** Question (what questions do you have now after you have read?)

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**Q** Question (what questions do you have now after you have read?)





Name: \_\_\_\_\_

## Investigative Response Chart

<p>What questions about this piece do you have?</p> <p>What are you curious about?</p> <p>Reflect.</p>	<p>What stylistic devices did you observe?</p> <p>Copy the devices you noted word for word.</p>	<p>What effect did those stylistic devices have on the reader of the piece?</p> <p>Can you name specific rhetorical devices used?</p>



## Glossary

**Adversity**– Difficulties and misfortune

**Claim**– A piece of land taken by someone for the purpose of mining

**Dignity**– the state or quality of being worthy of honor and respect

**Distinguished**– Successful, authoritative, commanding great respect

**Medium**– The way something is done. Ridge wanted the paper to be used to defend Indian rights

**Mushroom California concerns**– Weak or unfounded concerns that people in California have

**Notwithstanding**– Despite or in spite of

**Oppressors**– A group of people that torment or hurt other people physically or thorough denying them opportunities

**Press**– A printing press

**Presume**– To suppose something based on the likelihood or probability that it will (or has) occurred

**Proposition**– A suggested scheme or plan of action

**Prospect**– The possibility of a plan occurring or happening

**Rough and Ready**– A small mining town located in Northern California

**Screen and Justify**– To give reasons to explain poor behavior

**Steam and paddle wheels**– A type of large steam and paddle boat

**The Nation**– The Cherokee Nation

**The State**– The United States of America

**Undaunted**– Not discouraged or intimidated

**Venture**– A business deal that involves considerable risk

**Wield/Wielded**– to use something to show power or influence



# Rhetorical and Literary Devices

## Modal Verbs

Obligation	Probability	Possibility	Permission	Advice
must	will	could	can	can
have to	should	might	could	could
		should	may	should

## Prepositions as Introductory Phrases

You can use a preposition in an introductory phrase. The introductory phrase is usually followed by a comma. In general, the longer the phrase is, the more necessary it is to have a comma after the introductory phrase.

John Rollin Ridge began his letter with a preposition in an introductory phrase:

“Notwithstanding I have written several letters without receiving an answer, I will make another venture, and write to you again.”

## Discourse Markers

These words and phrases, such as “anyway,” “right,” and “to begin with,” are used to connect, organize, and express an attitude or tone. Often, these words manage a shift in focus, tone, or topic within written or spoken language. When discourse markers are used as introductory phrases, they are followed by a comma.

- Common Discourse Markers for Speaking: anyway, like, right, you know, fine, now, so, I mean, good, oh, well, as I say, great, okay, mind you, for a start
- Common Discourse Markers for Writing: first/firstly, second, secondly, in conclusion, in addition, moreover, on the one hand, to begin with, in sum, in my opinion

How did John Rollin Ridge use discourse markers within his letter?

## Use of Underline, Italics, or Bold for Emphasis

Ridge underlines several times within his letter for emphasis. With typed manuscripts today, we generally underline. It is important to avoid emphasizing too many words, as it may be mistaken as aggression. Emphasis can be powerful if used correctly but sparingly. As an author, you must strategically emphasize words or phrases and consider how it will be taken by your reader. In speech, we emphasize through repetition or raising our voices.



### Rhetorical Questions

A rhetorical question is a question that is asked for an effect or to get the audience to begin thinking about or considering a subject.

Where do you see rhetorical questions within Ridge’s letter?

### Repetition & Parallel Structure

Repetition and parallelism are rhetorical devices in which repeated words and phrases create patterns to provide rhythm, enhance ideas, and organize complex patterns. Repetition focuses more on semantics, and parallelism focuses more on syntax. Here is a breakdown of the differences between the two devices:

Repetition	Parallelism
A rhetorical device that involves the repetition of the same word, phrase, or sentence.	A literary device that juxtaposes two or more syntactic structures
Repetition is repeating words, phrases, or clauses	Parallelism is the repetition of syntactical structure
Repetition focuses more on meaning	Parallelism focuses more on structure

Ridge wrote, “I want to place my self in a position to do some good-I want to reserve the dignity of our family name; I want the memory of my distinguished relatives to live long after we have all rotted in our graves-I want to write the history of the Cherokee Nation as it should be written and not as white men will write it, and as they will tell the tale to screen and justify themselves.”

#### Sentence Frame:

I want \_\_\_\_\_; I want \_\_\_\_\_; I want \_\_\_\_\_; I want \_\_\_\_\_, and \_\_\_\_\_.

#### Works Cited

Admin. “Difference Between Repetition and Parallelism.” *Pediaa.Com*, 23 Feb. 2016, [pediaa.com/difference-between-repetition-and-parallelism/](http://pediaa.com/difference-between-repetition-and-parallelism/).

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**Persuasive Letter Assignment Due:** \_\_\_\_\_

**Purpose:** Write persuasively using John Rollin Ridge's letter as a model for your own. You will use the same rhetoric and literary devices in your letter that he used.

**Task:** Write a letter to a close friend or relative and explain why that person should help you obtain an item you would like to own. Your letter should be persuasive and it should use the following items:

1. Transitions between paragraphs
2. Modals
3. Introductory Phrases
4. Discourse Markers
5. Emphasis
6. At least two rhetorical questions
7. Activate pathos through word choice and imagery
8. Use parallelism to argue your point, specifically using a contemporary sentence structure similar to that which Ridge used.
9. Use this sentence frame: I want \_\_\_\_\_; I want \_\_\_\_\_; I want \_\_\_\_\_; I want \_\_\_\_\_, and \_\_\_\_\_.

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# Persuasive Letter Rubric

	5 (9-10 points)	4 (8 points)	3 (7 points)	2 (6 points)	1 (5 or less points)
<b>50 points CFA 100 points CSA</b>					
<b>Claim:</b> The text introduces a <b>clear, arguable claim</b> that can be supported by reasons and evidence.	The text introduces a <b>compelling claim</b> that is clearly arguable and takes a purposeful position on an issue. The text has a structure and organization that is <b>carefully crafted</b> to support the claim.	The text introduces a <b>precise claim</b> that is clearly arguable and takes an identifiable position on an issue. The text has an <b>effective structure</b> and organization that is aligned with the claim.	The text introduces a <b>claim</b> that is arguable and takes a position. The text has a structure and organization that is aligned with the claim.	The text contains an <b>unclear or emerging claim</b> that suggests a vague position. The text <b>attempts</b> a structure and organization to support the position.	The text contains an <b>unidentifiable claim</b> or vague position. The text has <b>limited structure</b> and organization.
<b>Development:</b> The text provides sufficient <b>reasons and evidence</b> to back up the claim.	The text provides <b>convincing</b> and relevant reasons to back up the claim <b>effectively</b> .	The text provides <b>sufficient</b> and relevant reasons and evidence to back up the claim <b>fairly</b> .	The text provides <b>adequate</b> and relevant reasons and evidence that back up the claim.	The text provides reasons and evidence that <b>attempts</b> to back up the claim.	The text contains <b>limited</b> reasons or evidence related to the claim.
<b>Audience:</b> The text <b>anticipates the audience's knowledge level</b> and concerns about the claim.	The text <b>consistently addresses</b> the audience's knowledge level and concerns about the claim.	The text <b>anticipates</b> the audience's knowledge level and concerns about the claim.	The text <b>considers</b> the audience's knowledge level and concerns about the claim.	The text illustrates an <b>inconsistent</b> awareness of the audience's knowledge level.	The text <b>lacks</b> an awareness of the audience's knowledge level.
<b>Cohesion:</b> The text uses <b>transitions, modals, and introductory clauses</b> to link the major sections of the text, creates <b>cohesion</b> , and <b>clarifies the relationship</b> between the claim and reasons.	The text <b>strategically uses transitions, modals, and introductory clauses</b> to link the major sections of the text. The text <b>explains</b> the relationship between the claim and the reasons as well as the evidence.	The text <b>skillfully uses transitions, modals, and introductory clauses</b> to link the major sections of the text. The text <b>identifies</b> the relationship between the claim and reasons as well as the evidence.	The text <b>uses transitions, modals, and introductory clauses</b> to link the major sections of the text. The text <b>connects</b> the claim and reasons.	The text contains <b>limited transitions, modals, and introductory clauses</b> to link the major sections of the text. The text <b>attempts</b> to connect the claim and reasons as well.	The text contains <b>few, if any, transitions, modals, and introductory clauses</b> to link the major sections of the text. The text <b>does not</b> connect the claims and reasons.
<b>Style and Conventions:</b> The text presents a <b>persuasive tone</b> that <b>demonstrates standard English conventions</b> along with the usage and mechanics along with discipline-specific requirements ( <b>rhetorical devices and sentence frames</b> )	The text presents an <b>engaging, persuasive tone</b> . The text <b>intentionally uses standard English conventions</b> of usage and mechanics.	The text presents an <b>appropriate and persuasive tone</b> . The text <b>demonstrates</b> standard English conventions of usage and mechanics along with discipline specific requirements.	The text presents an <b>appropriate and persuasive tone</b> . The text <b>mostly demonstrates</b> standard English conventions of usage and mechanics along with discipline specific requirements.	The text illustrates a <b>limited awareness of persuasive tone</b> . The text demonstrates <b>some accuracy</b> in standard English usage and mechanics.	The text illustrates a <b>limited awareness</b> or <b>inconsistent tone</b> . The text illustrates <b>inaccuracy</b> in standard English conventions of usage and mechanics.