



Name That Move

Persuasion & Influence · Tier 1: How Persuasion Works · Synthesis

Grades: 6–8 **Time:** 45–60 min (or homework + one period) **Format:** individual, then share

The Tier 1 capstone. Students bring in real messages from their own week and name everything at work — the appeals, the loaded language, the pressure tactics. It pulls the whole tier into one habit: hearing persuasion in the wild.

WHEN TO USE IT

Run this after any **three or more** Tier 1 components. It reviews rather than teaches, so there's no new concept page — students apply what they've already named.

HOW TO RUN IT

1. **Collect (homework or 10 min).** Each student finds two or three real messages — an ad, a post, a headline, a text from a friend.
2. **Analyze (20–25 min).** On the Student pages, students name the appeals (logos / ethos / pathos), any loaded words, and any pressure tactics for each message.
3. **Share (15–20 min).** Use the Discussion Guide. Students present one message and "name the moves" for the class.

WHAT TO LISTEN FOR

- Naming *more than one* move per message — real messages stack them.
- Pointing to the specific word or image, not just "it's persuasive."
- The shift from "this made me feel X" to "this is *using* X on me."

STANDARDS ALIGNMENT (COMMON CORE)

Codes reflect the grade 6 band; grade 7–8 equivalents apply equally.

- **CCSS.ELA-LITERACY.RI.6.8** — Trace and evaluate the argument and specific claims in a text.
- **CCSS.ELA-LITERACY.SL.6.3** — Delineate a speaker's argument and claims, distinguishing those supported by reasons and evidence from those that are not.
- **CCSS.ELA-LITERACY.SL.6.1** — Engage effectively in a range of collaborative discussions, expressing ideas clearly.

Printing: Hand students the 2 Student pages. The 2 Instructor pages are for you.



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Debrief prompts & a scoring note

DISCUSSION ANCHOR

- Which **move** showed up most across the class's examples? Why that one?
- Did any message use **three or more** moves at once? Walk us through it.
- Which was hardest to catch — and what finally gave it away?
- Now that you can name these, does any message from before look different?

ONE-LINE TAKEAWAY

You can't un-hear it now. That's the whole point.

A NOTE ON "SCORING"

There's no single right answer key — students analyze their own found messages. Assess the *reasoning*: did they name a specific move, point to the exact word or image that shows it, and explain what it was trying to make them do? A strong response names more than one move and cites evidence; a weak one just says "it's persuasive." Treat disagreements as discussion fuel, not errors.



Name That Move

Name: _____ Date: _____

Bring the whole toolkit. For each real message you found, name every move you can hear — the appeals, the loaded words, the pressure tactics.

Your toolkit: Appeals: logos / ethos / pathos · Loaded language · Pressure: urgency, scarcity, everyone's-doing-it, dare, guilt

MESSAGE 1

Where did you find it, and what does it say?

Name the moves (list every appeal, loaded word, and tactic you spot):

What does it want you to do?



MESSAGE 2

Where did you find it, and what does it say?

Name the moves:

What does it want you to do?

WRAP-UP

Across your messages, which **single move** did you see the most — and which one nearly slipped past you?
