English 10
Unit 8
Analysis of Speeches
ACT endorses the Code of Fair Testing Practices in Education and the Code of Professional Responsibilities in Educational Measurement, guides to the conduct of those involved in educational testing. ACT is committed to ensuring that each of its testing programs upholds the guidelines in each Code. A copy of each Code may be obtained free of charge from ACT Customer Services (68), P.O. Box 1008, Iowa City, IA 52243-1008, 319/337-1429.

CONFIDENTIAL. This document is the confidential and proprietary property of ACT, Inc. No part of it may be reproduced or transmitted in any form or by any means without the express written permission of ACT, Inc.

America’s Most Wanted is a registered service mark of STF Productions, Inc.

Sanka is a registered trademark of Kraft Foods Global Brands LLC.

© 2011 by ACT, Inc. All rights reserved.

ER.E10-8.3.0
Note

QualityCore® Instructional Units illustrate how the rigorous, empirically researched course standards can be incorporated into the classroom. You may use this Instructional Unit as is, as a model to assess the quality of the units in use at your school, or as a source of ideas to develop new units. For more information about how the Instructional Units fit into the QualityCore program, please see the Educator’s Guide included with the other QualityCore materials.

ACT recognizes that, as you determine how best to serve your students, you will take into consideration your teaching style as well as the academic needs of your students; the standards and policies set by your state, district, and school; and the curricular materials and resources that are available to you.
Unit 8  Analysis of Speeches

Purpose ........................................................................................................................................ vi
Overview ..................................................................................................................................... vi
Time Frame ................................................................................................................................... vi
Prerequisites .................................................................................................................................. 1
Selected ACT Course Standards ................................................................................................... 1
Research-Based Strategies ............................................................................................................. 3
Essential Questions ....................................................................................................................... 3
Suggestions for Assessment ........................................................................................................... 3
  Preassessment ............................................................................................................................ 3
  Embedded Assessments ............................................................................................................... 3
  Unit Assessments ...................................................................................................................... 4
Unit Description ............................................................................................................................. 4
  Introduction .............................................................................................................................. 4
  Suggested Teaching Strategies/Procedures .................................................................................. 6
Enhancing Student Learning
  Selected ACT Course Standards ............................................................................................... 30
  Unit Extension .......................................................................................................................... 30
  Reteaching ............................................................................................................................. 30
Bibliography ................................................................................................................................. 31

Appendix A: Record Keeping ........................................................................................................ A-1
Appendix B: Day 1 ........................................................................................................................... B-1
Appendix C: Day 2 .......................................................................................................................... C-1
Appendix D: Days 3–4 ..................................................................................................................... D-1
Appendix E: Days 5–6 ..................................................................................................................... E-1
Appendix F: Days 7–8 ..................................................................................................................... F-1
Appendix G: Days 9–10 ................................................................................................................... G-1
Appendix H: Days 11–13 ............................................................................................................... H-1
Appendix I: Enhancing Student Learning ...................................................................................... I-1
Appendix J: Secondary ACT Course Standards ........................................................................... J-1
Appendix K: ACT Course Standards Measured by Assessments ................................................... K-1
Purpose

In this unit students will learn about the art of persuasion as they analyze and interpret five persuasive speeches and write one letter to the editor. Students will also learn to identify logical fallacies and distinguish fact from opinion. They will present their interpretations of modern speeches at the end of the unit.

Overview

In this unit students will study persuasion in written and spoken texts. They will analyze five speeches: three by fictional characters (Cher Horowitz, Atticus Finch, and King Henry V) and two by important leaders of the twentieth century (Winston Churchill and a leader of students’ choice).

As they study the speeches, students will expand their understanding of the Aristotelian concepts of ethos, pathos, and logos (which may have been introduced during a reteaching activity in Unit 3, *Warriors Don’t Cry*), and they will use those concepts to analyze the speeches. In addition, they will study the logic of arguments and the fallacies some speakers and listeners fall prey to, discuss the difference between fact and opinion, and learn how to analyze a prompt for an argumentative essay on the ACT Writing Test.

Finally, students will reinforce all they have learned about persuasion by practicing it. They will write letters to the editor to argue in favor of a local policy change. Later, in small groups, they will choose a great modern speech to research, analyze, and perform. On the last day of class each student will turn in a worksheet analyzing the speech. They will provide contextual information about their chosen speech to the class, then they will perform it for their peers.

Time Frame

This unit requires approximately thirteen 45–50 minute class periods.
UNIT 8
ANALYSIS OF SPEECHES

Prerequisites

- Experience delivering an informational speech
- Experience writing an informational essay

Selected ACT Course Standards

The primary standards, which represent the central focus of this unit, are listed below and highlight skills useful not only in English 10, but in other disciplines as well. Secondary standards are listed in Appendix J.

A.5. Author’s Voice and Method

h. Identify the author’s stated or implied purpose in increasingly challenging texts

A.6. Persuasive Language and Logic

a. Identify, analyze, and evaluate the effectiveness of persuasive techniques (e.g., appeals to emotion, reason, or authority; stereotyping) and the presence of bias in literature, film, advertising, and/or speeches
b. Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities
d. Distinguish between fact and opinion, basing judgments on evidence and reasoning

A.7. Literary Criticism

a. Learn appropriate literary terms and apply them to increasingly challenging texts (e.g., using the terms symbol and allusion appropriately in a discussion of Alice Walker’s poem “Women”)

Must not the art of rhetoric, taken as a whole, be a kind of influencing of the mind by means of words, not only in courts of law and other public gatherings, but in private places also?
—Plato, Phaedrus, translated by R. Hackforth (1961, sections 261a–261b)

In ancient Rome, the great orator Cicero noted that a good speech generally fulfills one of three major purposes: to delight, to teach, or to move.
Today, our purposes when we communicate with one another remain pretty much the same: we seek to entertain (delight), to inform and explain (teach), and to persuade or convince (move).
—Lunsford & Connors (1999, p. 21)
b. Provide an interpretation of a literary work that is supported by evidence from the text and from cogent reasoning

**A.8. Words and Their History**

f. Define and identify common idioms and literary, classical, and biblical allusions (e.g., “He had the patience of Job”) in increasingly challenging texts

**B.1. Writing Process**

b. Analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g., writing a letter to the editor endorsing need for a dog park)

**B.2. Modes of Writing for Different Purposes and Audiences**

c. Craft first and final drafts of persuasive papers that support arguments with detailed evidence, exclude irrelevant information, and correctly cite sources
e. Craft first and final drafts of workplace and other real-life writing (e.g., job applications, editorials, meeting minutes) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task

**D.1. Comprehension and Analysis**

a. Recognize the main ideas in a variety of oral presentations and draw valid conclusions
b. Identify and evaluate the effect of logical fallacies (e.g., overgeneralization, bandwagon) and the presence of biases and stereotypes in television and print advertising, speeches, newspaper articles, and Internet advertisements
c. Identify types of arguments (e.g., causation, analogy, appeals to emotion or authority) in visual and oral texts
e. Analyze and evaluate the way language choice (e.g., repetition, use of rhetorical questions) and delivery style (e.g., eye contact, nonverbal messages) affect the mood and tone of the communication and make an impact on the audience

**D.2. Application**

a. Use elements of speech forms—introduction, transitions, body, and conclusion—including the use of facts, literary quotations, anecdotes, and/or references to authoritative sources
b. Use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression)
e. Write and deliver persuasive speeches that use logical, emotional, and ethical appeals; structured arguments; and relevant evidence from a variety of sources
f. Apply analytic and active listening strategies (e.g., paraphrasing, monitoring messages for clarity, selecting and organizing essential information, noting change-of-pace cues) in formal and informal settings
Research-Based Strategies

- Quick Write (pp. 6–7, 13, 23)
- Four Corners (p. 7)
- 3-2-1 Assessment (pp. 10–11, 25)
- Think-Pair-Share (p. 11)
- Misconception Check (pp. 15–16, 21)
- Group Roles (pp. 16, 20, 25)
- Three-Minute Paper (pp. 17, 29)
- Argument Outline (p. 18)
- Visual Representation (Venn Diagram) (pp. 21, 30)
- Muddiest Point (p. 26)
- Focused Listening (p. 29)

Essential Questions

1. What elements make a persuasive text great?
2. For what purposes have persuasive texts been written and delivered throughout history?
3. How can rhetoric be used effectively in our own efforts to persuade?

Suggestions for Assessment

Except where otherwise noted, assessments can be given a point value, or they can simply be marked off as completed.

Preassessment

Quick Write—Ask students to define on an index card the words rhetoric, ethos, pathos, and logos. Use their responses to gauge how much information is necessary to teach the unit’s concepts. (Day 1)

Embedded Assessments

Worksheet—Students complete the Speech Analysis worksheet (pp. B-2–B-3) while studying increasingly sophisticated speeches. The questions on the worksheet focus students’ attention and help guide their analyses of the various persuasive techniques used in each speech. (Days 1, 3, 10, and 11)

Research—Completing this one-page paper requires students to research a quotation from a famous speech and learn about the circumstances of the speech and the author’s purposes (Quotations from Famous Speeches, p. B-4). (Day 1)

Logical Fallacy Skit—Creating a skit in which two logical fallacies are embedded helps students connect these somewhat abstract concepts to real-life situations. (Days 5–6)

Quiz—This short quiz (Logical Fallacies Quiz, p. F-2) covers different types of logical fallacies. Use the quiz to provoke conversation about these concepts as well as to check students’ understanding. (Day 7)

Writing Prompt—Analyzing a writing prompt and outlining a persuasive essay in response to that prompt assesses students’ understanding of persuasive techniques and their ability to use them in their work (ACT® Writing Prompt 1, p. F-4; ACT® Writing Prompt 2, p. G-6). (Days 7–10)

Worksheet—Students complete the Focused Listening Guide (p. H-2) as they listen to their peers’ presentations. (Days 11–13)
Unit Assessments

Speech Analysis Project—This assessment requires that students use all the skills they have learned throughout this unit. It measures their understanding of the speaker’s use of ethos, pathos, and logos. (Speech Analysis Checklist, p. C-8; Speech Analysis Rubric, p. C-9). (Days 2, 11)

Rubric—Use the Writing a Letter to the Editor worksheet (pp. F-6–F-7) and the Letter to the Editor Rubric (p. C-7) to assess students’ ability to write an informal persuasive letter. (Days 7–8, 13)

Unit Description

Introduction

Materials & Resources

- Unit Assignments and Assessments example (p. A-2)
- Unit Assignments and Assessments (p. A-3)

In order to scaffold students’ learning, this unit provides a system for analyzing a variety of speeches. It is different from most literature units, however, in that the content of those speeches is not as important as students’ understanding of the concepts of **ethos**, **pathos**, and **logos**, three words that describe the ways a speaker (or anyone, really) has of appealing to an audience. **Ethos** primarily means what a speaker does to convince an audience of his or her credibility. Years ago, when the actor Alan Alda gave the commencement speech at a prominent medical school, he convinced his audience of his credibility by gaining his listeners’ trust and interest in several ways: he admitted that he was not a real doctor and showed good humor; he demonstrated respect for the doctors who were listening to him; and he revealed that he had conducted research for the speech. To study ethos, in other words, is to explore the ways that speakers convince their audiences that they are worth listening to.

**Pathos** refers to the ways in which a speaker addresses an audience’s emotions, playing on listeners’ heart strings by using powerful words, sounds, or images. Winston Churchill’s speech, “Blood, Toil, Tears, and Sweat,” delivered when he first became prime minister of the United Kingdom, is a fine example of the use of emotional appeals.

**Logos** is the most familiar appeal to most of us. It is an appeal to listeners’ sense of logic or reason, providing audiences with evidence—testimony, facts, statistics, proof—to support any claim.

Studying appeals is like putting on a new pair of reading glasses. In addition to noticing the sorts of figurative language they have been trained to recognize already, students will learn to see how arguments are made to convince audiences to see the world as the speaker sees it. Understanding not only what speakers say and why they say it but also how they say it is the basis of rhetorical study. Helping students see how they are appealed to can increase their ability to face the media-saturated world with discernment. If students can begin to parse out the instances in which an advertiser, for example, uses...
logos poorly (bamboozling readers with statistics or citing someone who is not an expert), they are enabled to make better choices. If students notice when their emotions are being addressed—and whether the addressee does it well or poorly—they can think more critically about the proposed argument.

Rhetoric can be difficult to teach, however, because the speeches that are the most effective are often ones that combine ethos, pathos, and logos. In *Julius Caesar*, for example, Marc Antony’s speech at Caesar’s funeral is more effective than Brutus’s because Antony appeals to the crowd’s emotions (by showing them the blood on Caesar’s mantle) and to their need for evidence (by reading to them the will and providing proof for his contention that Caesar was a good ruler). He effectively picks away at his opponent’s credibility by repeating, with increasing irony, that Brutus and the other conspirators are all honorable men. Brutus, on the other hand, gives a logical but passionless speech. He does nothing to speak either to the crowd’s emotions or to their sense that he is a man worth listening to.

Because rhetoric can be difficult to teach, the speeches in this unit build on one another. The introductory speech, by the character Cher Horowitz in the movie *Clueless*, should remind students of the importance of audience, occasion, and purpose in any speaking situation. They should begin to see how Cher develops her credibility with her audience in part through her self-presentation and in part by the kind of analogy she uses. In addition to discussing ethos, they should be able to talk about the complexity and artificiality of the classroom as an occasion for speech presentation. Second, Winston Churchill’s “Blood, Toil, Tears, and Sweat” provides an opportunity to emphasize emotional appeals. It is brief, and students can begin to look at aspects of language that are used to appeal to the audience’s feelings. The third speech, “Do Not Convict Tom Robinson,” by the character Atticus Finch from *To Kill a Mockingbird*, addresses the audience’s need to believe in the character of the speaker. It appeals to the audience’s reason and emotions. The last speech the class will analyze, “Once More, Unto the Breach” from *Henry V*, requires students to read Shakespearean English. It is in some ways the most difficult speech for students to parse. Through discussion of “Once More, Unto the Breach,” students can see other aspects of language—literary elements—that can be used to persuade and to appeal to listeners’ emotions. Finally, the unit’s major assessment requires that students choose and analyze modern speeches in small groups, using the skills they have learned throughout the unit.

Students might be encouraged, early in this unit, to look for pathos in poetry with which they are already familiar, such as Rodolfo Gonzales’s “I am Joaquin” or Alice Walker’s “Women” (or another poem taught in Unit 2, *Where Do I Fit In?*). In reviewing these poems, demonstrate how word choice, repetition, and judicious use of figurative language draw the reader into an emotional world. In addition, discuss how the speakers of these two poems convince the reader they have authority that makes them worth listening to. Another possibility is to review James Baldwin’s essay, “My Dungeon Shook” (taught in Unit 3, *Warriors Don’t Cry*) to see how Baldwin uses ethos, pathos, and logos. Because students are already familiar with these materials, returning to them may help clarify these new concepts.

---

**Tips for Teachers**

 Invite a speechwriter to talk to the class about his or her work. This may be someone who writes speeches for the mayor, who has worked on political campaigns, who writes sermons, works for a public relations firm or in communications for a local business. Prepare students for this person’s visit. Take a class period to brainstorm questions the class might ask and, if necessary, assign certain students to ask specific questions. Tell the guest speaker about some of the speeches and strategies the class is studying. Ask the speaker to talk about the difficulty of writing on demand and about how speechwriting is different from other kinds of writing he or she may do.
Suggested Teaching Strategies/Procedures

Day 1

After a preview of the two major assessments of the unit, students study the art of persuasion through the analysis of a speech from a popular movie, Clueless. Aristotle’s three persuasive appeals are explained and discussed.

Materials & Resources

- Speech Analysis (pp. B-2–B-3)
- Index cards*
- DVD player*
- Clueless DVD*
- Clueless script* (scene iv)
- Quotations from Famous Speeches (p. B-4)
- Quotations from Famous Speeches Key (p. B-5)

*Materials or resources not included in the published unit

Greet students at the door. The Speech Analysis worksheet (pp. B-2–B-3) and an index card should be at each desk, and directions telling students first to read through the worksheets should be on the board. Then, on the index cards, they should do a Quick Write, defining as concisely as possible the terms rhetoric, ethos, pathos, and logos. (By this time of the year, students should be accustomed to checking the board daily for instructions about the warm-up activity.) When they have finished, collect the cards. Use students’ responses to this preassessment as a means to gauge the amount of detail you will need to illustrate the terms later.

Tell students that they have two major assignments for this thirteen-day unit. Both assignments involve persuasive documents. One requires students, in groups of four, to analyze a modern speech that they will choose from a list. They will

1. color-code the speech, showing where the speaker has appealed to the audience’s emotions, reason, and need for proof of the speaker’s credibility;
2. complete a Speech Analysis worksheet;
3. research the occasion of the speech, the speaker’s biography, and the historical reaction to the speech; and
4. present this information to the class along with a well-rehearsed delivery of the speech.

Because it is important to remind students of the connections between the persuasive strategies used in the speeches and those they might use in writing, the second major assignment, to be completed as homework, is to write a letter to the editor. In this assignment they will be honing their skills as writers of persuasive documents, learning to use some of the skills and strategies used in the speeches they will be studying.

As an introduction to the unit, the class will analyze a speech from the movie Clueless (Laurence, Rudin, & Heckerling, 1995). In one scene, Cher Horowitz, a teenager at a Beverly Hills high school, is delivering one side of a debate on immigration; she is arguing for relaxed immigration limits. As students watch the video clip of the scene, they should think about the
strengths and weaknesses of the speech; afterwards, they should answer the questions on the Speech Analysis worksheet. (Take advantage of the time when the clip is showing to review student responses to the Quick Write.) After they have watched the clip, provide students with a script of Cher’s speech, which is available online (Heckerling, 1995). The portion of the script to be discussed is scene iv, “Classroom Debate,” but it might be helpful for students to read the script up to the scene where Cher receives her grade.

Immediately after students have watched the clip, if there is time, ask students to vote on whether they thought the speech was effective by using a modified form of the Four Corners technique. Have all students who would give Cher a low score for the speech stand at one corner of the room, all who would give her argument a middling score stand at another corner, and all who would give Cher’s argument a high score stand in a third corner. There will probably not be many students standing in the third corner. Ask students, especially those who score the speech’s argument high, what their reasons are for scoring it as they do.

Then lead a discussion about students’ reactions to Cher’s speech. Tell them it is fine to revise their Speech Analysis worksheets as the discussion progresses; after all, one of the things they are learning is how to use these worksheets. During the discussion, ask students to hypothesize about

- the name of the speech,
- the point in time the speech was given,
- the writer and audience for the speech, and
- the purpose of the speech.

Point out that the situation in which Cher gave her speech was very important. It was a classroom speech, and she knew her audience of Bronson Alcott High School students well. Emphasize that situation, audience, and purpose all play very important roles in all kinds of speeches and, more generally, in all kinds of persuasive situations.

Explain that, for Cher’s fictional classroom speech, there are actually three different audiences: Cher’s classmates, her teacher, and the audience for the film. Take some time to talk about the complexity and artificiality of most speeches given in classroom settings, then tell students that in this unit they will be reading speeches delivered by real people as well as ones delivered in films, novels, and plays. Although fictional speeches may seem less important than real-life ones, all persuasive speeches use similar strategies to convince the audiences of their arguments.

Ask students if Cher used any literary or rhetorical devices that they are aware of. Let them know that, in the next few days, you will be discussing different kinds of rhetorical devices speakers use. Then continue asking questions suggested by the Speech Analysis worksheet:

- What method of organization does Cher use in her speech?
- Does Cher’s introduction capture your interest and let you know how her speech will be organized? Does her conclusion leave you with a strong sense of her point of view on the topic?
- Why was this speech written?
- What questions remain unanswered by this speech?
- What kinds of arguments does Cher use in this speech?

In comparing Haitian immigrants to people who crashed a party she organized, Cher is arguing by analogy, which is a time-honored tradition in persuasive speechmaking. Remind students that an analogy is a kind of comparison; some philosophers say we think mainly by analogy. Provide, or ask students to
provide, other examples of analogic arguments. When your doctor says, in reprimand, that you take better care of your car than your body because you take it in for service and tune ups twice a year but only schedule a physical once every two years, she is arguing by analogy. Likewise, when a mother suggests to her son that if he spent the same amount of time on homework as he spent on video games, he would improve his grades, she is arguing by analogy. Give students time to think about the aptness of Cher’s analogy: do they think she could have chosen a better analogy to make her particular point? What are the strengths and weaknesses of comparing immigrants to party-crashers?

Cher’s argument, students should realize, minimizes the difficulty of including immigrants into the life of the United States by the very nature of the analogy she uses. Because of this, it is a faulty analogy. Her speech also shows the danger of relying too heavily on analogy to prove a point. (You might remind students at this point that they are never to use an analogy as part of a thesis statement and explain why: analogies tend to fall apart if pressed too hard. Thesis statements by necessity put more pressure on analogies than they can withstand.)

Continue the conversation by returning to questions on the worksheet:

- What kinds of evidence, if any, does Cher provide to support her statements?
- What kinds of appeals does she use?

Remind students that the three main appeals—or persuasive techniques—described in Aristotle’s Rhetoric—ethos, logos, and pathos—were discussed briefly in Unit 3, Warriors Don’t Cry, while studying the essay “My Dungeon Shook.” These concepts can be used when looking at any visual, written, or spoken texts. Ethos describes the tools a speaker uses to persuade the audience that he is a person worth listening to. Share with students other examples of ways speakers establish their credibility:

- When the president stands in front of the presidential seal and an American flag while giving an important speech, he is reminding viewers of his important position.
- If a speaker introduces herself by explaining that she has written two books on the topic she is speaking about, then she is reminding listeners of her expertise.
- When John Walsh of America’s Most Wanted® explains that his own child was kidnapped, he is letting audiences know that he had the same experience as those he is trying to help.

Students will understand these illustrations and the concept of ethos more thoroughly if they are asked to connect them to Cher’s speech in Clueless. Ask, “How does Cher establish her credibility to her audience?” and “How might her delivery positively affect her particular audience’s sense of who she is?” Students should recognize that her character and way of speaking appeal to her fellow students, and that is part of why her audience seems to agree with her. Similar questions that ask students to connect the concept to Cher’s speech should be asked throughout the discussion.

Logos describes the logical tools a speaker uses to persuade an audience. A logical appeal involves offering a central idea and developing it with a variety of examples and clear reasoning. Logos speaks to reason by providing facts, statistics, examples, expert testimony, or logic.
When, in a toothpaste commercial, it is revealed that 9 out of 10 dentists agree that using one particular brand is the best way to avoid cavities, a logical appeal is made through statistics and expert testimony.

In an anti-smoking advertisement, the narrator uses a logical appeal when he quotes the World Health Organization: “Half of all smokers will eventually die as a result of their smoking. If current smoking trends persist, about 500 million people currently alive, nearly 9% of the world’s population, will die as a result of tobacco” (World Health Organization, 1996). The appeal not only uses statistics as support for the argument but also relies on the external authority of the World Health Organization.

A logical appeal is also used in deductive or inductive arguments. A deductive argument begins with general information and leads toward the specific, as in the syllogism, “All people are mortal. Your teacher is a person. Therefore, your teacher is mortal.” An inductive argument argues from specific information toward generalizations. When Senator Edward Kennedy said, “in Georgia, blacks who killed whites received the death penalty 16.7 percent of the time, while whites who killed blacks received the death penalty only 4.2 percent of the time” (Gross & Jennings, n.d.), thereby arguing that the death penalty is unfair, he was using an inductive argument.

As before, connect the concept of logos to Cher’s speech in Clueless by asking, “What is Cher’s argument, and how well, if at all, does she support it?”

Pathos is the way a speaker uses words or examples to appeal to or arouse an audience’s emotions.

When a student says to a teacher, “My favorite grandmother died on Friday, so I couldn’t get my homework done,” she is using an emotional appeal to others’ pity and sympathy.

When, in a car advertisement, a beautiful woman stands beside the car and gazes off at a lovely sunset, the advertiser is speaking to the buyer’s emotions by suggesting that purchasing the car might help one get to know a beautiful woman or go to a beautiful place.

In the days after September 11, 2001, there were many images on television and in newspapers that called up our emotions: flags flying at half-mast or waving in the rubble of what used to be the World Trade Center. These were appeals to patriotism.

Encourage students to add their own examples of these different kinds of appeals. In addition, ask students if they can find any ways that Cher Horowitz attempts to arouse her audience’s emotions about immigration.

Emphasize to students that these different appeals are not necessarily separate in a speech. A single sentence can use ethos, pathos, and logos at the same time. One mark of a truly great speech, experts in rhetoric say, is a balanced and seamless blend of all three appeals throughout the text.

Before moving on, tell students this discussion was a simplified example of the ways in which they will be analyzing increasingly complicated speeches during this unit. Remind them that they will use the Speech Analysis worksheet as they study all of the speeches for the next thirteen days. In addition, ask students if they think they have begun to address the first essential question, “What elements make a persuasive text great?”
The last part of the day is intended to encourage students to start thinking about important speeches. Distribute the Quotations from Famous Speeches homework (p. B-4). Ask if they recognize any of the quotations on the list. (A few of these quotations should be familiar.) For homework students are to choose one of the quotations on the list and research the speech the quotation comes from, the person who delivered it, and the time and occasion on which the speech was delivered. Tell students you expect them to find the actual speech and to read it at least once. Most of the speeches can be found on the American Rhetoric website (www.americanrhetoric.com) (Eidenmuller, 2007), and the rest can be found with a simple Internet search. Students should bring in a one-page description of the speaker, a summary of the speech, and the date and circumstances during which the speech was given. They will turn this paper in for a grade at the end of class tomorrow. Emphasize that this homework will help them begin thinking about the final assignment. Talk with the librarian and with students to ensure that those who do not have computer access at home have time during the school day to do this homework on school computers. Finally, remind students that one does not have to agree with a speaker’s argument to call that speaker great: Adolf Hitler skillfully used the art of persuasion for deeply unethical ends. The play Julius Caesar touches on questions about the ethical use of persuasive skills.

Conclude the day by making sure students know that not only do they use rhetoric, the art of persuasion, in their everyday lives, but that discussions are ongoing in society about the ways in which the art of persuasion is used. For example, there are discussions about the rhetoric of 9/11 and about the persuasive power of photographs of the destruction of the Twin Towers. After every presidential speech, commentators discuss how that speech was received by the audience. They may not use the terms ethos, pathos, and logos, but they refer to these concepts nevertheless. Explain to students that there are books about the appeals of television and print advertising, and describe how, during political campaigns of any sort, there are discussions of strategies the candidates use to persuade.

As a wrap-up of the day’s work, pass out index cards and ask students to write down three things that they have learned during this class, two things they do not understand, and one question they still have (3-2-1 Assessment). Collect the index cards and tell them you will begin the next day’s lesson with a discussion of their questions.

Tips for Teachers

Students might be encouraged to read Vance Packard’s The Hidden Persuaders (1957). It is still the best description of ways in which marketers use persuasion to manipulate consumers. Young women in particular might be encouraged to look at Deadly Persuasion: Why Women and Girls Must Fight the Addictive Power of Advertising by Jean Kilbourne (1999). This book makes clear the many ways advertising affects the health and self-esteem of girls and women.
Day 2

After exploring the reasons and ways that speeches are written, students listen to and discuss one of the great speeches of modern history, Winston Churchill’s first speech after becoming prime minister of the United Kingdom. With guidance from the teacher, they analyze the language of this speech.

Materials & Resources

- The Rhetorical Triangle: Logos, Ethos, and Pathos (p. C-2)
- Class notebooks* (Students should bring their notebooks to class every day.)
- Chalkboard or blank transparency*
- Overhead projector*
- CD player*
- Audio recording of Winston Churchill’s “Blood, Toil, Tears, and Sweat” speech*
- “Blood, Toil, Tears, and Sweat” by Winston Churchill (p. C-3)
- Active Reading Guide (p. C-5)
- Characteristics of Persuasive Speeches transparency (p. C-6)
- Colored pencils* (green, red, and blue)
- Letter to the Editor Rubric (p. C-7)
- Speech Analysis Checklist (p. C-8)
- Speech Analysis Rubric (p. C-9)

*Materials or resources not included in the published unit

Greet students at the door. Directions on the board should instruct them to warm up by reading the handout The Rhetorical Triangle: Logos, Ethos, Pathos (p. C-2) on their desks. Though you talked about these concepts in class yesterday, the handout is intended to reinforce students’ understanding. Answer questions they may have, and tell them to place the handout in their class notebooks. Then answer questions from the 3-2-1 Assessment that have not yet been addressed.

Ask students to take out their one-page papers about the quotations they researched. Ask one student to record on the board while the rest call out the names and backgrounds of the speakers they learned about, the occasions on which their speeches were given, and the purposes of those speeches. Use this time to remind them that they will analyze a modern speech toward the end of the unit. Any of the speeches they have discussed here would be appropriate to use. Collect students’ papers to review.

Guide the discussion of real speeches into a general exploration of speechmaking and persuasion. Divide the class into pairs so that students can Think-Pair-Share. Tell them this discussion should begin to answer the second essential question of the unit, “For what purposes have persuasive texts been written and delivered throughout history?” Then add the following directions to the list on the board:

1. List five occasions on which a person might deliver an important speech.

One way of helping students get into this unit might be to ask them, in small groups and as homework, to research the various persons and characters—Winston Churchill, Atticus Finch, and King Henry V—whose speeches they are going to study. Groups who have been studying Winston Churchill might dramatically reenact, in 2–3 minute skits, major events of his life—his work as a war correspondent, as First Lord of the Admiralty, as Secretary of Air and War, and finally as Prime Minister. To help their peers recall the character of Atticus Finch, students might do a brief reader’s theatre version of important scenes from Finch’s life as described in To Kill a Mockingbird, or a small account of what Finch might think about the United States if he came to life today.
2. List five elements the content of a great speech might include.
3. List five aspects of delivery that can help bring the purpose or message of a speech across to an audience.

In addition to the list on the board, students may also be helped in this work by a reminder of discussions during the study of *Julius Caesar*. After five minutes, call on each pair to share two responses from each list. Record these responses on the board or on a transparency; then ask the groups to review and evaluate the completed lists to determine the “Top Five” occasions, content elements, and aspects of delivery. The activity, which should take no more than 15 minutes, helps students focus their thinking not only about the purpose, but also the value of oratory.

Over the next few days, the speeches the students will be reading, listening to, and analyzing will help them build skills that they will use in their final projects for the class. The next speech they will listen to was delivered by the Prime Minister of the United Kingdom, Winston Churchill, on May 13, 1940. (Audio of the speech can be found online; a URL for the recording is provided in the bibliography.) Ask students to share any information they know about Churchill and help them understand Churchill’s main contributions as prime minister.

You will need to decide how much information students need to understand the occasion of this speech. The important thing is for them to understand that the situation or context in which a speech is given changes the way the speech affects the listeners. Obviously, the context of Churchill’s speech is vastly different from the staged classroom in *Clueless*. In addition, Churchill’s speech is one which appeals primarily to emotions. Studying a speech that primarily uses only one kind of appeal will help students more thoroughly understand some of the techniques of that appeal.

Tell students their grandparents or great-grandparents probably remember hearing about Churchill’s speech. It is the first speech he gave as prime minister, and it is about the coming war, World War II. For years, the previous prime minister, Neville Chamberlain, had appeased German expansion under Adolf Hitler’s rule. In 1938, for example, Chamberlain agreed to allow Hitler to invade Czechoslovakia, which had a formidable arms industry that Hitler later used to further build the German military. Chamberlain explained that in doing so he had achieved “peace for our time.” But on May 10, 1940, three days before Churchill gave his speech, the German army invaded Holland, Belgium, Luxembourg, and northern France. (Showing students a map of Europe might help them see how the invasion of France especially would have troubled the United Kingdom.) After Parliament voted “no confidence” in Chamberlain, Churchill became prime minister.

Describe this history as dramatically as possible to set the scene for students. Tell them that, as Churchill gave the speech they are about to hear, British troops were being evacuated from Norway and Belgium; across Europe the British were being routed by the Germans. Germany seemed poised to take over all of Europe. Invite students, as they listen to “Blood, Toil, Tears, and Sweat,” to imagine themselves as members of Parliament, worried about the coming war. Then play the speech. When it has finished, encourage students to quickly state its purpose. If they can continually refer to why the speech was given, they will be better equipped to analyze how it achieves that purpose.

**Tips for Teachers**

Another way to show students the value of the analytical tools taught in this unit is to demonstrate how to analyze a document they know from their own lives, such as a chain letter. Use Dave Rhodes’ notorious chain letter (n.d.) to demonstrate the ethos, pathos, and logos appeals he uses.
Ask students to describe their immediate emotional responses, to pinpoint parts of the speech that affected their emotions, and to identify emotions they felt. As they discuss, guide them into a broader discussion of Essential Question 2. Encourage them also to refer frequently to the speeches they researched for homework on Day 1. To emphasize that there is more to discover about pathos in a closer study of “Blood, Toil, Tears, and Sweat,” have students continue to work in pairs. Provide them with copies of the speech (p. C-3) and ask them to complete an Active Reading Guide (p. C-5), in which they focus on the specific words Churchill uses to address the emotions of his audience. Let them know that they should each fill out their own individual guide, but that they may discuss their work with each other as they do so. Then ask them a general question (such as “What did you notice about the words Churchill uses?”) to get students thinking about stylistic elements.

Building on the discussion of pathos, explain that a speaker is more believable if he or she uses facts, evidence, statistics, and expert testimony—logos appeals—to convince the audience of his or her position. Ask students about Churchill’s use of such evidence in this speech. As they offer their analyses, remind them about yesterday’s discussion of the rhetorical triangle by placing the Characteristics of Persuasive Speeches transparency (p. C-6) on an overhead projector. Give them a few minutes to decide with their partners which characteristics of persuasive speeches “Blood, Toil, Tears, and Sweat” has.

At this point provide students with green, blue, and red pencils. (To save time, have the pencils sorted into bundles and ready to hand out.) Instruct them to underline all or part of a sentence in green if it includes repetition or a memorable phrase. Remind students how important the stylistic elements of speeches can be. (If a syntactic analysis was conducted on James Baldwin’s “My Dungeon Shook,” connect that analysis to the discussion of the uses of repetition and parallelism in this speech. Another example is Richard Wright’s skillful use of repetition in the first chapter of Black Boy.) Ask for volunteers to write on the transparency next to the appropriate bubble one of the repeated or memorable sentences or phrases. Next, ask partners to underline, in red, examples of what are traditionally considered evidence: statistics, quotations from authority, research findings, arguments by analogy—that is, logos. Give them time to search. They will not find many; this speech uses ethos and pathos much more than any factual or evidentiary argument. Finally, ask students, in their pairs, to identify examples of ethos with blue pencil. Tell students that they may already have underlined some of these when underlining figurative language, parallelism, and memorable phrases. When they have identified on the transparency their findings, give students time in their pairs to discuss what they think the effects of the different devices might be.

Wrap up by playing Churchill’s speech again. Ask students to think of a time in their lives when there has been a political or world crisis. Ask them to do a Quick Write in their journals about the value a speech such as Churchill’s might have had in a crisis like the one they remember. As they write, pass out the Letter to the Editor Rubric (p. C-7), the Speech Analysis Checklist (p. C-8), and the Speech Analysis Rubric (p. C-9), explaining that they should be reviewed as homework: they reveal the expectations for the unit’s final assignments.
Days 3–4

Students learn more about how connotative meaning affects speechmaking. Then they analyze Atticus Finch’s closing argument from Tom Robinson’s trial in To Kill a Mockingbird, watch Gregory Peck perform that speech, and discuss their differences.

Materials & Resources

- Speech Analysis worksheet
- Slanted Language transparency (p. D-2)
- Overhead projector*
- “Do Not Convict Tom Robinson”* (Speech by Atticus Finch from To Kill a Mockingbird)*
- DVD of To Kill a Mockingbird*
- DVD player*
- Delivery Rubric (p. D-3)

*Materials or resources not included in the published unit

Write on the board the word *anaphora* and its definition: “the repetition of a word or phrase at the beginning of successive phrases, clauses, or lines.” Also write directions telling students that they should write this word and its definition in the vocabulary section of their class notebooks.

Greet students at the door. Tell them that the next couple of days are going to be spent studying connotation and denotation and Atticus Finch’s closing argument, “Do Not Convict Tom Robinson,” from Tom Robinson’s trial in To Kill a Mockingbird. In the last class students looked at “Blood, Toil, Tears, and Sweat” and discovered that Churchill used parallelism and repetition to great effect. One specific form of repetition Churchill used is anaphora. Provide students with an example of this device from another of Churchill’s speeches. This speech was given on June 4, 1940, shortly after “Blood, Toil, Tears, and Sweat,” during the same battle. Read it out loud; tell students to listen carefully for the repeated phrase.

*We shall* not flag or fail. *We shall* go on to the end. *We shall* fight in France, *we shall* fight on the seas and oceans, *we shall* fight with growing confidence and growing strength in the air, *we shall* defend our island, whatever the cost may be, *we shall* fight on the beaches, *we shall* fight on the landing grounds, *we shall* fight in the fields and in the streets, *we shall* fight in the hills. *We shall* never surrender. (emphasis added)

After reading from Churchill’s speech, have students search “Blood, Toil, Tears, and Sweat” for examples of anaphora. Ask them to describe how anaphora influences the emotional response of a listener. The deliberate repetition of words creates a rhythm in the sequence of clauses to produce a strong emotional effect (Corbett & Connors, 1990). Ask the students if they think this technique works in either of the speeches. Ask them to provide examples of anaphora from the speeches they researched for homework on Day 1 (both Franklin D. Roosevelt’s Pearl Harbor address and Barbara Jordan’s address to the 1976 Democratic National Convention provide
examples of anaphora). In the major assessment for this unit students will be expected to find examples of such techniques in speeches that they analyze.

To extend the discussion of language and techniques speakers use, ask students to provide their definitions of connotation and denotation. Illustrating with word pairs such as skinny and slim, loneliness and solitude, and monstrous and bad, demonstrate how two words that mean the same thing have slightly different connotations. Then, on an overhead projector, place the Slanted Language transparency (p. D-2). Ask students to write words from “Blood, Toil, Tears, and Sweat” that they believe have strong negative or positive connotations. Talk to students about this language. Ask how the speech would have been different, for example, if Churchill had said “I have nothing to offer but hard work” instead of “I have nothing to offer but blood, toil, tears, and sweat.” What if he had called Adolf Hitler a “bad guy,” instead of a “monstrous tyranny, never surpassed in the dark, lamentable catalogue of human crime”? Explain that in its extreme this technique can become a form of logical fallacy, called slanted language or special pleading, as when we say to ourselves, “I’m a little heavy, but she’s fat,” or “that fellow speeding is a jerk; I drive fast because I am in a hurry.” In its less extreme form it shows the power of language to shape our perspective on events and is used by everyone.

At this point, introduce the homework. Distribute copies of “Do Not Convict Tom Robinson” from the film version of To Kill a Mockingbird (Pakula & Mulligan, 1962). Students will likely be familiar with this speech from their reading of the novel, but they may not have analyzed it with the tools they are learning during this unit. If students have read or viewed To Kill a Mockingbird recently, have them supply the situation in which the speech is given and identify its purpose and audience. For homework, they are first to complete a Speech Analysis worksheet for the speech. Second, they should color-code Finch’s speech as they did Churchill’s. Third, they should look for and underline examples of anaphora. Emphasize that they will be discussing their homework in class and handing it in for a grade. Then reveal that tomorrow they will be watching Gregory Peck deliver this speech and that they will discuss the difference between reading the speech and watching it.

As a wrap-up of the day’s work, do a Misconception Check. Ask students to give a thumbs-up for each of the following correct statements, a thumbs-down for each that is incorrect:

- **Ethos** in a speech has to do with the morality promoted in the speech. (Incorrect)
- **Anaphora** is the repetition of words or phrases at the end of a series of phrases or clauses. (Incorrect)
- **Logos** is the logical argument of a speech. (Correct)
- **Denotation** describes the attributes implied by a word. (Incorrect)

You can make good use of Michael Clay Thompson’s The Magic Lens (1991) during this unit. Like Nancy Dean’s Voice Lessons (2000), this book provides examples of literary works on which students can conduct stylistic analyses, but it also includes discussions of aspects of grammar. Students are asked to work with “Grammar Recipes” in which they write, for example, “a sentence that contains a properly used semicolon and a participial phrase.” Students are also asked to combine sentences, identify parts of speech, use “grammar clues,” and discuss aesthetic judgments made when composing written documents.

Be sure that students know that lawyers like Atticus Finch, preachers, and politicians are all trained in the art of speechmaking. Invite students to formulate interview questions and to conduct and record telephone interviews with such professionals. Students could ask questions such as, “What specific kinds of training in the art of speechmaking did you receive during your education?” By conducting such an interview, students will gain an appreciation for the training professional speakers have, the variety of conventions surrounding speechmaking, and the importance that speaking has in various professions.
Connotation is a word’s literal meaning, according to the dictionary. (Incorrect)

Analogy is another word for a comparison. (Correct)

Rhetoric is the art of persuasion. (Correct)

Pathos is a word to use when somebody is acting pathetic. (Incorrect)

On Day 4 have the word antistrophe and its definition on the board as you did with anaphora. Copying it down in their notebooks is students’ warm-up for the day’s lesson. Antistrophe is the technique of repeating a phrase at the end of a sentence, clause, or phrase. Provide students with the following example of the use of antistrophe from Franklin D. Roosevelt’s speech (1941) after the declaration of war against Japan, following the bombing of Pearl Harbor:


Franklin D. Roosevelt used both antistrophe and anaphora to emphasize the similarities between the events he describes. Antistrophe in this case works like an analogy. The technique is used in modern texts as well. An advertisement for Martha Stewart’s reality show, “Martha Rules,” asserts, “She didn’t just invent the business. She is the business.” This discussion of antistrophe should take no more than five minutes.

Divide the class into groups of four and have each group talk about a different aspect of “Do Not Convict Tom Robinson.” One group should discuss the effects of literary/rhetorical devices; another group should discuss the use of evidentiary arguments or logos; a third group should discuss the use of pathos; and a fourth group should talk about the use of ethos in the speech. Then assign the following roles to the group members:

- The taskmaster keeps the group focused on the assigned topics.
- The questioner poses questions to clarify points group members are making, to make sure that vocabulary is understood, or to identify images that recur.
- The secretary takes notes on the group discussion.
- The reporter presents the group’s work to the class.

When everyone is sure of his or her role, allow about 15 minutes for groups to converse; afterwards, allow reporters two minutes each to explain to the entire class what the group concluded about Finch’s closing argument.

Students should have found examples of strong, possibly slanted language: Finch says the state has found “not one iota” of medical evidence against Robinson. They should be able to explain how the effect of this statement is different from simply saying “no medical evidence.” Finally, students ought to have found examples of the use of antistrophe. In addition, they should see that Finch uses logos in the first paragraph when he states that there is no medical evidence that the crime even took place; that the two witness’ evidence has been contradicted; that Mayella Ewell’s injuries suggest that she’s been beaten by someone using their left hand, but Tom Robinson, the accused, does not have a left hand that can be used. Finch uses pathos and
ethos when he describes how he understands Mayella Ewell’s motivations, showing that he is a considerate man; when he calls the witnesses for the court “cynical”; when he calls the assumption that all negroes lie “evil”; and when he equates doing “your duty” with believing Tom Robinson.

In the last 15 minutes of class, view Gregory Peck’s speech in the film version of *To Kill a Mockingbird* (Mulligan & Foote, 1962). Distribute the Delivery Rubric (p. D-3) and have students use it to evaluate Peck’s delivery. Discuss their opinions about Peck’s interpretation and performance.

Finally, as a wrap-up, remind students that one way to discover what they think about a topic is to write about it. Ask students to write a Three-Minute Paper in their journals, describing the difference between reading a speech and seeing and hearing it delivered. Collect the Three-Minute Papers on Day 5, and review them to see what students are thinking.
Days 5–6

Students learn more about logos. Argument by evidence, example, and analogy are explained in more depth. Students also perform two-minute skits to demonstrate types of logical fallacies to their peers.

Materials & Resources

- Argument (p. E-2)
- Argument Outline (p. E-3)
- Logical Fallacies (pp. E-4–E-6)
- Class notebooks*
- Hat*
- Names of logical fallacies slips*

*Materials or resources not included in the published unit

As a warm-up, remind students that Winston Churchill used a set of evidence, mostly emotional, to persuade the people of the United Kingdom not to give up hope as they entered war. Ask them to restate the kinds of emotional evidence Churchill used. Use this question to prepare students for the work to come by telling them that the next two days will focus on logos, the logic of argument.

Use the Argument background information (p. E-2) to present a brief lecture. Make the Argument Outline (p. E-3) available for students to follow along, but do not make it mandatory. Students take notes for lecture all the time, and such aids can seem insulting, especially to advanced students. Nevertheless, for others they can be a welcome aid to concentration both during lecture and discussions.

As you lecture, draw examples from texts the class has studied so far and from other popular texts that students will recognize. Encourage them to do this as well. Students will remember different types of arguments better if you illustrate each clearly and often. Be as thorough when you lecture as you can. When discussing arguments from authority, for example, identify different ways authority can be established: the speaker could mention his or her successes, experience and expertise, or influential positions he or she has held in the area.

After defining argument types, distribute the Logical Fallacies handout (pp. E-4–E-6). Tell students the word fallacy comes from the Latin verb fallere, which means “to deceive.” Explain that fallacies are sometimes used intentionally to deceive, whereas other times writers or speakers are deceived themselves into forms of faulty thinking.

To develop the concept of fallacies, organize students into five groups, meanwhile explaining why it is important to be able to identify problems in logic. Students are the most advertised-to generation in history. It is important for them to see when advertisements are making fallacious arguments. In addition, it is important for them as citizens to be able to see the flaws in a politician’s or writer’s attempts to persuade. Help them see that everything is an argument. (One good resource that makes this claim is Lunsford & Ruszkiewicz, 2007.) Remind students of how, in Unit 3, Warriors Don’t Cry, the class discussed persuasion. The memoir Warriors Don’t Cry can be seen as an argument insisting that belief in just action can overcome racial injustice.
Discuss this concept, then see if students can tell you what argument was being made in other novels the class has read this year, such as *Siddhartha* or *To Kill a Mockingbird*. Help students see that poems, songs, and movies are arguments. Because everything is an argument, those who are able to identify logical fallacies become more independent thinkers. (If students are taking Geometry, reference discussions about logic, proof, and advertising as they are discussed in Unit 3, *Beyond a Shadow of a Doubt: Logic and Proof.*) Let students know that you want to help them become skilled in seeing the strengths or weaknesses of arguments.

Wrap up the day by asking students to provide examples of other logical fallacies that they have used themselves or have seen used in advertisements, speeches, or cartoons. Encourage them to refer to the Logical Fallacies handout and to explain what is incorrect about the logic of each. Develop your own examples of fallacious thinking or use the ones below:

- Mark Twain wrote, “I joined the Confederacy for two weeks. Then I deserted. The Confederacy fell.” (This is an example of a *post hoc* or false causation fallacy. Twain’s supposed desertion did not cause the Confederacy to fall, though he may have deserted shortly before it fell. We recognize the illogic in Twain’s statement, which is what makes it funny.)
- A teenager, criticized for smoking, said to her parents, “But you smoked, too, when you were my age.” (This is a form of *ad hominem attack* that could be called, “But you do it, too.”)
- Some people say that because no one has ever proven beyond the shadow of a doubt that Lee Harvey Oswald killed President John F. Kennedy, the assassination must have been the work of a conspiracy. (This is a form of *argument from ignorance*, which shifts the burden of proof from the person making the claim to his or her opponent.)

For homework, students should study the Logical Fallacies handout, then find a magazine ad, newspaper editorial, or other example of a fallacy. On a separate paper they should write a paragraph that explains the fallacy the advertiser or writer commits.

As a warm-up on Day 6, ask students to write in their journals their thoughts and opinions about the unit so far. Have they enjoyed the speeches they have read? Which, if any, of the portions of the unit have gone too quickly? If they were to create their own *Analysis of Speeches* unit, what speeches would they replace? After students have answered these questions, allow them some time to talk about their responses. Doing this will allow you to assess their understanding of the unit’s concepts and to adjust your instruction to accommodate students who are struggling.

At this point, model the next activity by acting out a skit representing an advertisement, a speech, or any argument. The argument should include two logical fallacies in making its case. For example, pretend you are selling a new brand of pens. In your best announcer voice, deliver the following monologue:

WriteBest pens are the best pens available on the market today. But don’t take it from us, take it from famous novelist Harper Lee who said, “I worked on *To Kill a Mockingbird* for years. When I bought my first WriteBest, I finished it!” There you have it, folks: WriteBest pens really do write best!
Before you speak, ask students to listen carefully for the logical fallacies. There are two: the false cause that Lee finished her novel because of the pen and the false assumption that Lee’s expert testimony as a writer represents a credible witness with regard to pens. Whether you use this skit or another, be dramatic in your presentation, using props and visual aids to make the argument seem to work. Watching you act out this skit should pique students’ interest; it should also help them better understand what you are about to ask them to do.

After students have correctly ascertained what logical fallacies were embedded in your skit, group them in fives and tell them they will have 15 minutes to create their own two-minute skits in which two logical fallacies are brought to life. Into a hat place slips of paper on which names of different kinds of fallacies are written; ask someone from each group to pull out two slips of paper. Tell groups not to let anyone outside of their own group know which two fallacies they are responsible for. Students’ skits can be commercials, political speeches, advertisements, or any other argument—including the fallacious arguments they found for their homework. Reassure them that because they are only being given 15 minutes to devise these skits, they need not be perfect. Students who are watching the skits should check the arguments against the Logical Fallacy handout to determine which fallacy their peers are demonstrating.

After the skits have been performed and each fallacy has been identified, review the handout briefly. Collect the homework, then let students know that there will be a quiz over the fallacies first thing the next day, and encourage them to study the handout carefully for homework. As a wrap-up of the day’s activities, select some of the new and old terms used so far in this unit—*anaphora, logos, connotation, ad hominem attack, analogy,* and *rhetoric,* for example—and have students use each in a sentence. If they are not able to finish their sentences in the time allowed, they may take them home to complete as homework and turn in the next day.
Days 7–8

After taking a quiz over logical fallacies, students review what they have learned in recent days by comparing “Blood, Toil, Tears, and Sweat” to “Do Not Convict Tom Robinson.” Then, in small groups they analyze letters to the editor to prepare to write their own.

Materials & Resources

- Logical Fallacies Quiz (p. F-2)
- Logical Fallacies Quiz Key (p. F-3)
- ACT® Writing Prompt 1 (p. F-4)
- Speech Comparison Venn Diagram transparency (p. F-5)
- Overhead projector*
- Sample letters to the editor*
- Writing a Letter to the Editor (pp. F-6–F-7)
- Letter to the Editor Rubric (p. C-7)
- CD player*
- Audio recording of drums or trumpets calling soldiers to battle*
- Audio recording of “Once More, Unto the Breach”*
- Internet Guidelines (pp. F-8–F-10)
- Index cards*

*Materials or resources not included in the published unit

Greet students at the door. On the board have the message that their warm-up for the day is to take 10 minutes to complete the Logical Fallacies Quiz (p. F-2). After students have completed the quiz, go over it with them (Logical Fallacy Quiz Key, p. F-3). This gives you a chance to clarify and correct any misconceptions they may have about these various flaws in logic. Have students turn the quizzes in after they have been graded and reviewed. Be sure they know that, in spite of the quiz, it is more important to understand and avoid these common kinds of mistakes than it is to be able to identify them by name.

At this point, take time to introduce students to the ACT Writing Test. Explain that the prompt requires students to write argumentatively and persuasively. Provide them with ACT® Writing Prompt 1 (p. F-4) from the Educator’s Guide to the ACT Writing Test (2006). Lead them through the prompt, helping them see how to underline the most important parts to address. Help them work through ways in which they might use their underlined words to form the thesis of their essay. Talk to them about what “taking a position” and using “specific reasons and examples to support your position” might mean. If there is time, show students examples of exemplary essays others have written in response to ACT writing prompts. Analyze these essays and talk to students about how they might score the essays and why. Examples of essays at different score levels, with scoring explanations, are available from ACT’s website (www.act.org).

Review the work of the past few days by placing the Speech Comparison Venn Diagram transparency (p. F-5) on an overhead projector. Use the diagram to help students compare “Blood, Toil, Tears, and Sweat” to “Do Not Convict Tom Robinson.” Direct them to focus, first, on the differences between the situation, message, and purpose of the two speeches. For example, the situation for “Blood, Toil, Tears, and Sweat” is a country under siege. The
situation for “Do Not Convict Tom Robinson” is a closing argument to a jury in a courtroom. Then, ask them to focus on differences in language, persuasive elements (ethos, pathos, logos), and delivery. For example, “Blood, Toil, Tears, and Sweat” uses pathos to an extraordinary degree; “Do Not Convict Tom Robinson” builds its argument with more use of logos. This review should help strengthen their understanding.

After the review, tell students that their next project should help them begin to answer the third essential question, “How can rhetoric be used effectively in our own efforts to persuade?” The project’s purpose is to see the connection between the tools of persuasion in the speeches they have been studying and their own use of such tools. To make this connection, students will write a letter to the editor.

Writing a letter to an editor of a local or school newspaper is one way to try to persuade others to one’s way of thinking. Wrap up the class with a brainstorming session. Ask students to list on the board things that they might like to change about the school or community: things they might want to write either the local or school newspaper about. Do they want to argue that the town needs a public area in which teens can practice skateboarding? Perhaps they believe the school needs a health clinic? Do they want to argue for the abolishment of all physical education classes in high school? Students will use subjects such as these to compose their own persuasive arguments in letters to the editor.

On Day 8 let students know that they will look at authentic examples of persuasive writing; what they learn from analyzing these examples should be helpful to them on both their letters to the editor and the ACT® Writing Test. Gather the class in groups of three or four students and distribute to each group a different letter to the editor. Give them 10–15 minutes to identify the topic, purpose, and occasion of the letter in addition to its appeals to ethos, pathos, and logos. Finally, encourage students to decide whether they think the editorial writer’s attempts at persuasion have been effective. After the letters have been discussed in both small groups and as a class, ask groups to highlight key phrases that provide support for the letter’s argument.

Distribute and review the Writing a Letter to the Editor worksheet (pp. F-6–F-7); let students know this worksheet, which should help them write their first drafts, should be completed at home and turned in on Day 13. Review the Letter to the Editor Rubric (p. C-7), with which students’ final letters will be measured. As you answer their questions, be clear and forthright about your expectations so that they understand the high standards you hold for their work on the assignment.

Written by William Shakespeare, the next speech is from Henry V. Because it is written in a kind of English that may be unfamiliar to them, prepare students for the fact that it may take two or three readings before they feel they understand its content. Explain that, as in “Blood, Toil, Tears, and Sweat,” the intent of this speech is to rally people during war. In this case, however, the people to be encouraged are soldiers already engaged in battle. This speech also has similarities to “Do Not Convict Tom
Robinson” because it has multiple audiences: the audience of the play as well as the characters in the play.

If possible, have a tape or CD of battle drums and/or trumpets calling soldiers to battle. The *Absolute Sound Effects Archive* (Russ, 2006) has several sound files of bugle calls or battle marches. Play the recording loudly for 10–15 seconds. Tell the class:

You are an army following the king to foreign soil. He is fighting to gain the crown of this kingdom, which he feels is his by birth and right. Though you are fighting this war, in your civilian lives you are farmers, laborers, and tradesmen, not seasoned soldiers. You are facing your first major battle, an assault of a walled city. The battle is in the balance; the walls have been breached, but your initial attempts at penetrating the first line of defenses has failed. You are exhausted, dirty, bloody, hungry, thirsty, and probably wounded. What could possibly make you try again? Suddenly, your king rallies you all by arguing that one more fierce assault will turn the tide to the cause.

Speak with great seriousness and urgency. Make the class stand up, so they can better imagine what the soldiers of Henry’s army are feeling. Say to the class, “These are the king’s words to you, the troops,” then play the scene that includes the speech “Once More, Unto the Breach” from *Henry V* (III.i.1–36). Play it on high volume. Have the class cheer, shout, and call out “Harry!”

Finally, in the last 15 minutes of class, tell students that “Once More, Unto the Breach” is a very different speech from any they have studied so far. For that reason, for homework students are to visit the website absoluteshakespeare.com and read its synopsis of *Henry V*. Because it is important to reinforce that students should critically evaluate all Internet resources, even ones you assign, distribute copies of the Internet Guidelines worksheet (pp. F-8–F-10). Tell students you expect them to complete this worksheet and to bring to class their thoughts about the ethos, pathos, and logos appeals of absoluteshakespeare.com.

Ask students to write quickly in their notebooks a 2–3 sentence response to the speech (a Quick Write). How did they feel as they were pretending to be Henry’s soldiers? How persuasive do they think King Henry’s speech was, and what elements of the speech made it persuasive? They will have the opportunity to work with the text of the speech the next day.

**Tips for Teachers**

Guide students to use the knowledge they have gained about rhetorical strategies to analyze a website. Using a wide screen linked to a laptop, take the class through a tour of a site such as that of the Smithsonian Institute, the MUVA El Pais museum, or the Federal Bureau of Investigation. After thoroughly reviewing the site, ask students to write about it informally in their notebooks for 10 minutes. They can either describe the site’s appeals to logos, ethos, or pathos, or they can discuss the ways in which these rhetorical terms and others they have learned are insufficient to describe the persuasive power of websites.
Days 9–10

Students complete and then discuss a worksheet about the difference between fact and opinion. In small groups, they then work with the text of “Once More, Unto the Breach.” They learn about the speech’s vocabulary and stylistic elements.

Materials & Resources

- Fact or Opinion (p. G-2)
- Fact or Opinion Key (p. G-3)
- Index cards*
- “Once More, Unto the Breach” by William Shakespeare (p. G-4)
- “Once More, Unto the Breach” Vocabulary (p. G-5)
- Dictionaries*
- ACT® Writing Prompt 2 (p. G-6)
- Characteristics of Persuasive Speeches transparency
- Overhead projector*
- Copies of important speeches*
- Colored pencils* (green, red, and blue)

*Materials or resources not included in the published unit

Greet students at the door. The warm-up for Day 9 is to fill out the Fact or Opinion worksheet (p. G-2), which should be at their desks. When discussing students’ answers, help them see the difference between fact and opinion (Fact or Opinion Key, p. G-3). They might be tempted to say that opinions are equal to claims—they are not. Atticus Finch claims in “Do Not Convict Tom Robinson” that Tom Robinson is innocent, and he supports that claim with facts. In contrast, in “Once More, Unto the Breach” Henry’s claim—that the English can win the battle with one more push—is supported primarily by opinions about his soldiers’ character. Help students to see that all claims are in a sense opinions, and for this reason the difference between fact and opinion matters most when evaluating an argument’s support more than its claim.

When students first heard “Once More, Unto the Breach,” they were put in the position of soldiers hearing these words for the first time, the actual (fictional) context of that speech. Build on this: ask students to consider the fact that all speeches are delivered to real audiences. Abraham Lincoln’s Gettysburg Address and Martin Luther King, Jr.’s “I Have a Dream” share the fact that they were delivered to real audiences that affected how they were delivered. Ask students to consider what effect this fact must have on the person writing the speech or on someone delivering a speech extemporaneously.

Then, ask students to consider the existing relationship between Henry and his troops and to compare it to Finch’s relationship to the jury in the little town of Maycomb as well as to Churchill’s relationship to Parliament. There is a tone of familiarity in this speech, as if Henry is one with his men, not aloof and superior. He is ready to be among the first “unto the breach.” Often the immediate appeal of a speech is an emotional one, as in the case of “Once More, Unto the Breach.” Suggest to students that, though yesterday they may not have completely understood the Shakespearean language, they became caught up in the emotion of the speaker’s delivery. It is only later, when a
speech appears in print, that people in the audience—readers across time, students, and scholars—analyze the speech in depth to determine how its power works. It is in the analysis of a speech, later in reflection, that its artistry comes to full light.

At this point ask students what they found out about *Henry V* and this speech in particular in their homework. Fill in any information that they are unable to provide. This speech is one of Shakespeare’s best known: in it, the young King Henry is convincing his troops to fight again against the French, who have many more soldiers than the English do.

Then, allow students about 10 minutes to speculate about what Henry knew of his soldiers, of the time frame of this battle within his campaign to gain the French crown, and of the urgency of the moment. Afterwards, pass out index cards and ask them to do a 3-2-1 Assessment about “Once More, Unto the Breach.” Meanwhile, distribute the text of the speech (p. G-4) and the accompanying vocabulary handout (p. G-5) (the text of the speech and the notes are from the Folger Library edition of *Henry V*). Collect the index cards and review them while students are completing the next activity.

Students will need dictionaries for the next activity. During the activity they will conduct a “Punctuation Trail” reading of “Once More, Unto the Breach.” A punctuation trail reading is a style of close reading that encourages students to grasp difficult language by following the clues marked by punctuation. Divide the class into four groups. Have each group form a circle. Two groups will work with lines 1–17 (up to the sentence ending with “height”); the other two groups will work with lines 17–30, and all groups will work with lines 31–34. Provide students with index cards that describe the roles—taskmaster, questioner, secretary, reporter—they will play during the activity. Write the following directions on the board:

1. Review the vocabulary handout to find the definitions of unfamiliar words in their lines.
2. Read aloud the assigned lines three times to aid comprehension. Involve all students in the group and focus on understanding the content of the lines as well as working through any difficulties with vocabulary. In the left margin, annotate more difficult words with their definitions.
3. Conduct a punctuation trail reading. One student should read up to a punctuation mark, then another reads to the next punctuation mark, and so forth. At the bottom of the page answer the question: “What does the punctuation trail reveal about the content and organization of the speech?”
4. In the right margin, identify the characteristics of a persuasive speech. Focus on the use of figurative language: alliteration or consonance, allusion, simile or metaphor, personification, and imagery.

Give students who are having trouble with the concepts in this unit an opportunity to look at rhetoric and persuasion in a different way. Have them create a “Media Identity Poster” (Buckingham & Sefton-Green, 1994). To create such a poster, students should find three photographs of themselves: one that shows them as they are, one that shows them as they think other people see them, and one that shows them as they would like to be. Ask them to create a collage juxtaposing these photographs with others—cropped and taken from advertisements, magazines, or posters—of their favorite media stars or personalities.

One purpose of this assignment is to help students think of themselves as producers, not simply consumers, of culture; another is to make real and to complicate the concept of audience; a third is to connect the concepts of ethos, pathos, and logos more clearly to their everyday lives. Ask each student to write an informal analysis and commentary on his or her own media identity poster. This written assignment should be turned in with the collage.
choose to help by collecting their annotated copies of “Once More, Unto the Breach” at the end of the class period and reviewing them briefly at home to identify ways in which you might help as they continue to work the following day.

In the last five minutes of the class, as a form of wrap-up, ask students to tell you which of all the aspects of the speech discussed today is the Muddiest Point (Angelo & Cross, 1993). Try to clarify any points students bring up with a brief review.

Have copies of the ACT® Writing Prompt 2 handout (p. G-6) on students’ desks when they arrive to class on Day 10. Tell them to underline key aspects of the prompt and to write, in their journals, a brief outline of the essay they would write in response to it. Writing this outline will serve as a warm-up for the day. Take time to discuss the prompt’s key points when they are finished.

Ask students to form the same groups in which they worked the day before. If you collected their written annotations of “Once More, Unto the Breach” the day before, return them, asking students to review any recommendations you may have made. Give the groups 10 minutes to complete any further work. Then, reminding students to take notes for their own use later, begin the discussion about the speech.

Begin by sharing vocabulary. Invite each group to define difficult words and to ask questions not only about the words and their content in the speech, but also about the vocabulary handout. For lines 1–17, words such as breach and sinew should come up. For lines 17–30, phrases such as morn till even, which means “morning till night,” as well as vocabulary such as sheathed, beget, gross, and yeoman should inspire questions.

The discussion of vocabulary should prepare students to have more rigorous discussions of the text. So, too, should a review. In rapid succession, ask questions about the speech. Ask one group to state the topic of the speech; ask another group to describe its content. Both questions should be answered quickly because the background was discussed previously. Then ask a third group to present any repeated words or phrases. Two possible answers are English or England and noble. Ask the group to interpret the effect of this repetition. Allow any student to respond if no one in the group has an answer. Ask the class to think about the connotation of each word. This should lead them to offer answers such as, “noble is linked to pride”; “noble is something of value”; “noble is an idea any man would want to be connected with or be called.” Remind students that nobility also refers to social class: kings and princes were the nobility of England. For England/English the responses should be along the same lines, with further connotations about the idea of lineage, heritage, homeland, and belonging to a long line of warriors. Ask why Henry would emphasize these words. If necessary, remind students of the connection between purpose and content. Reminding the soldiers of their warrior heritage might inspire them to follow Henry. Connecting these farmers, laborers, and foot soldiers to the elevated concept of nobility raises them above the ordinary, and connects them to their king whom they know to be truly noble.

Ask another group’s reporter to share any memorable sentences or phrases in their lines. They may suggest anything from the title of the speech

Tips for Teachers

After learning how punctuation works in “Once More, Unto the Breach,” students can trace the punctuation choices of another speaker or writer, such as Martin Luther King, Jr. His “I Have a Dream” (1963a) speech or “Letter from a Birmingham Jail” (1963b) can yield surprising results from this type of reading. Take a few of the sentences and ask students to punctuate them differently, using a period in between two independent clauses instead of a semicolon, for example, and then talk to them about the difference this slight change makes.

Begin by sharing vocabulary. Invite each group to define difficult words and to ask questions not only about the words and their content in the speech, but also about the vocabulary handout. For lines 1–17, words such as breach and sinew should come up. For lines 17–30, phrases such as morn till even, which means “morning till night,” as well as vocabulary such as sheathed, beget, gross, and yeoman should inspire questions.

The discussion of vocabulary should prepare students to have more rigorous discussions of the text. So, too, should a review. In rapid succession, ask questions about the speech. Ask one group to state the topic of the speech; ask another group to describe its content. Both questions should be answered quickly because the background was discussed previously. Then ask a third group to present any repeated words or phrases. Two possible answers are English or England and noble. Ask the group to interpret the effect of this repetition. Allow any student to respond if no one in the group has an answer. Ask the class to think about the connotation of each word. This should lead them to offer answers such as, “noble is linked to pride”; “noble is something of value”; “noble is an idea any man would want to be connected with or be called.” Remind students that nobility also refers to social class: kings and princes were the nobility of England. For England/English the responses should be along the same lines, with further connotations about the idea of lineage, heritage, homeland, and belonging to a long line of warriors. Ask why Henry would emphasize these words. If necessary, remind students of the connection between purpose and content. Reminding the soldiers of their warrior heritage might inspire them to follow Henry. Connecting these farmers, laborers, and foot soldiers to the elevated concept of nobility raises them above the ordinary, and connects them to their king whom they know to be truly noble.

Ask another group’s reporter to share any memorable sentences or phrases in their lines. They may suggest anything from the title of the speech
to ―Close up the wall with our English dead‖; ―Stiffen the sinews, summon up the blood‖; ―Now set the teeth and stretch the nostrils wide‖; ―On, on you noblest English‖; ―Dishonor not your mothers‖; and ―teach them how to war.‖ Follow each line with an exploration of its effect on Henry’s purpose.

Build upon the discussion by likening the speech’s memorable phrases to emotional appeals. Ask students to contrast them to its logical appeals. They should realize that the greatest contrast is in number: pathos appeals far outnumber logos appeals. Discussing the value of choosing strategies for the situation, explore why a logical argument may not, in the heat of battle, be as effective as an emotional argument.

Move on to a guided discussion of the speech’s figurative language. Here is a set of possible topics:

- Alliteration: ―Stiffen the sinews, summon up the blood‖ (line 7)
- Consonance: ―I see you stand like greyhounds in the slips‖ (the repetition of the s sound in different positions) (line 31)
- Allusion: ―Fathers that, like so many Alexanders‖ (an allusion to Alexander the Great) (line 19)
- Simile: ―Fathers that, like so many Alexanders‖ (line 19); ―I see you stand like greyhounds in the slips‖ (line 31)
- Metaphor: ―But when the blast of war bursts in our ears‖ (line 5)
- Imagery: ―Or close the wall up with our English dead‖ (a powerful visual image) (line 2)

As always expand the discussion to explore the impact of the speech’s language on its persuasive purpose.

Conclude the group discussion with a conversation about the final four lines of the speech. The speech ends with Henry’s most powerful emotional appeal. Ask each group to share its analysis of the source of the appeal’s impact and power. Responses could include:

- The reference to God makes a powerful assertion that Henry’s claim to the French throne is right and just.
- The simile comparing the men to greyhounds is an active one, emphasizing eagerness and motion; it’s a call to action.
- Saying “Harry,” a name that is more familiar than formal, reconnects to the idea of Henry as one of the soldiers.
- Repetition of the word England reaffirms national pride.
- Saint George is the patron saint of England. Mentioning him affirms that he is looking out for the English soldiers.

Like “Blood, Toil, Tears, and Sweat,” this speech of King Henry’s uses powerful emotional appeals. Students should now see what these appeals can accomplish in a speech.

Remind students of the first essential question, “What elements make a persuasive text great?” Students should be able to answer the question by citing specific references from “Once More, Unto the Breach.” Ask them to compare this speech to the others they have studied by identifying the elements and values of language this speech contains that others do not.

After the conversation has concluded, gather students in new groups of three or four. Tell them you want to prepare them for their final assignment. Remind them that you said they would be allowed to analyze a speech as a small group. Now they will choose the speech their groups will study. Some of the speeches to choose from are ones they are already familiar with from their homework on Day 1. Present the speeches to the class. Try to provide enough varied speeches that students truly have some choice, and ensure that you have
enough copies, or that students make enough copies, so that each student in a group has a copy to work with. After the groups have chosen, review the Speech Analysis worksheet, the Speech Delivery Checklist, and the Famous Speeches Rubric.

Wrap up the lesson by reviewing the Characteristics of Persuasive Speeches transparency from Day 2. Remind students to bring their chosen speeches, the Speech Analysis worksheet, Speech Delivery Checklist, and Famous Speeches Rubric to class the next day.

Tips for Teachers

In addition to the speeches from the Day 1 homework, find as many modern great speeches as you can for this task. *American Rhetoric* (Eidenmuller, 2007) has a library of 100 great modern speeches; it is a good list to pick from. Make sure that you have speeches from women as well as from men; from African American as well as Asian American, Indian American, and Mexican American speakers; and on topics as varied as sports, war, and public policy.
Days 11–13

Students spend Day 11 in small groups researching, interpreting, and analyzing speeches. On Days 12 and 13, they present their research and deliver their speeches. On Day 13 they also hand in the first drafts of their letters to the editor.

Materials & Resources

- Focused Listening Guide (p. H-2)

As you greet students at the door, tell them to retrieve the Speech Analysis worksheet, the Speech Analysis Checklist, and the Speech Analysis Rubric from their notebooks to review. Before putting students in their groups, make sure they understand what is expected of them. Remind them of the ways to color-code a speech in terms of ethos, pathos, and logos. Explain that on Day 13 they are to hand in a color-coded copy of their speech, a completed Speech Analysis worksheet, and a completed Speech Analysis Checklist. Moreover, as they work in their groups, they should split up the work:

- One person should conduct research on the speaker, the occasion and purpose of the speech, and the background of the speechwriter (if different from the speaker).
- Two people should prepare the speech and read it aloud to the class, practicing their interpretation and delivery, using what they learn about the speaker and his or her style to deliver the speech dramatically.
- Another person should research historical responses to the speech in order to be ready to describe those responses to the class after the speech has been delivered.

Those students who are not delivering the actual speech should be prepared to speak for no more than three minutes, while delivery of the actual speeches should be limited to three minutes per speech. Each group’s presentation will be assessed using the Speech Analysis Rubric.

Finally, remind students that on Day 13 they are also to turn in the first drafts of their letters along with the Writing a Letter to the Editor worksheet.

For the rest of Day 11 and part of Day 12, allow students to gather in groups to practice and discuss their presentations. As they work, circulate around the room, advising as you see fit, giving encouragement, and ensuring that students work diligently. When presentations begin, provide students who will be listening to their peers’ presentations with several copies of the Focused Listening Guide (p. H-2). Explain that this worksheet is to be turned in after they have listened to each group’s presentations.

On Day 13, ensure that students know that the drafts of their letters will be read and returned with comments. When the drafts are returned, help students to analyze and incorporate your suggestions into new drafts. One week from the day that their drafts are returned, final drafts will be due.

In the last 10 minutes of class on Day 13, as a way of wrapping up the learning of the entire unit, ask students to write a Three-Minute Paper in their journals that addresses all of the essential questions.
ENHANCING STUDENT LEARNING

Selected ACT Course Standards

A.6. Persuasive Language and Logic

a. Identify, analyze, and evaluate the effectiveness of persuasive techniques (e.g., appeals to emotion, reason, or authority; stereotyping) and the presences of bias in literature, film, advertising, and/or speeches.

A.8. Words and Their History

h. Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts

Unit Extension

Suggested Teaching Strategies/Procedures

Materials & Resources

- “St. Crispin’s Day” by William Shakespeare (pp. I-2–I-3)

Challenge students by inviting them to work on King Henry’s “St. Crispin’s Day” speech from *Henry V* (pp. I-2–I-3). Students can review it using the same method used to review “Once More, Unto the Breach.” Using a Venn Diagram, they can compare the two speeches.

Reteaching

Suggested Teaching Strategies/Procedures

*Connotation and Denotation*: Links on *American Rhetoric* (Eidenmuller, 2007) provide teachers with a way to review the power of slanted language.

*Letter to the Editor*: In order to provide an authentic audience for the students’ letters to the editor, invite an editor of the local newspaper to talk to the class after she has read their letters. Ask her to describe how she chooses letters and to explain her standards.

Reflecting on Classroom Practice

- How well have students understood the applications of persuasive techniques in their everyday lives?
- Do students work well in groups, or do they need more training in intragroup communication?
- How can you scaffold more effectively so that students are clear about the work they must do on the letters to the editor?
Bibliography

Readings


References


King, M. L., Jr. (1963a). I have a dream. Retrieved from the Martin Luther
King, Jr. Papers Project: http://www.stanford.edu/group/King/
publications/speeches/address_at_march_on_washington.pdf

Martin Luther King, Jr. Papers Project: http://www.stanford.edu/group/
King/popular_requests/frequentdocs/birmingham.pdf


St. Martin’s.

Boston: St. Martin’s.

[Motion Picture]. Los Angeles: Universal.


Pakula, A. J. (Producer), & Mulligan, R. (Director). (1962). To kill a
MovieSpeeches/moviespeechtkillamockingbird.html

Plato. (1961). Phaedrus. (R. Hackforth, Trans.). In The collected dialogues of

daverhodes.etee2k.net/

http://www.grsites.com/sounds/

Trillium Press.


Retrieved from http://www.who.int/docstore/tobacco/ntday/ntday96/
PK96_3.htm

Resources

Absolute Shakespeare. (2005). Absolute Shakespeare, the essential resource
for William Shakespeare’s plays, sonnets, poems, quotes, biography and
www.absoluteshakespeare.com


The King Center. (2004). *Biographical outline of Dr. Martin Luther King, Jr.* Retrieved from http://www.thekingcenter.org/DrMLKingJr/


Appendix A: Record Keeping

Contents

Unit Assignments and Assessments ........................................................................................................... A-2
  Example

Unit Assignments and Assessments ........................................................................................................... A-3
  Record Keeping
# Unit Assignments and Assessments

Name: ___________________________  Period: _______________  Unit 8: Analysis of Speeches

**Directions:** Prior to starting the unit, complete the log on the next page according to the example below and distribute it to students as an organizational tool.

<table>
<thead>
<tr>
<th>Day Assigned</th>
<th>Assignment/Assessment</th>
<th>In Class</th>
<th>Homework</th>
<th>Date Due</th>
<th>Feedback (Completed/Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Quick Write</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speech Analysis Project</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Letter to the Editor</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Clueless</em> Speech Analysis worksheet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quotations from Famous Speeches</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Active Reading Guide</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3–4</td>
<td>“Do Not Convict Tom Robinson” Speech Analysis worksheet</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Real-World Examples of Logical Fallacies</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Logical Fallacies Skit</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Logical Fallacies Quiz</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sentences</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing Prompt</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td><em>Henry V</em> research and Internet Guidelines worksheet</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Fact or Opinion worksheet</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Once More, Unto the Breach” Speech Analysis worksheet</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Unit Assignments and Assessments

Name: ____________________________  Period: ________________  Unit 8: Analysis of Speeches

<table>
<thead>
<tr>
<th>Day Assigned</th>
<th>Assignment/Assessment</th>
<th>In Class</th>
<th>Homework</th>
<th>Date Due</th>
<th>Feedback (Completed/Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Contents

Speech Analysis .......................................................................................................................... B-2
Worksheet

Quotations from Famous Speeches .......................................................................................... B-4
Homework

Quotations from Famous Speeches Key .................................................................................. B-5
Key
Speech Analysis

Name: ___________________________________ Period: _______ Date: ___________

**Directions:** Read these questions before listening to or reading the speech you are responsible for. Then answer the questions to the best of your ability. Conduct research to answer the first six questions, if necessary.

1. Name of the speech:

2. Date of the speech:

3. Speaker (also identify the author if different from the speaker):

4. Speaker’s position or title:

5. For what audience was the speech written?

6. For what occasion or purpose was the speech written?

7. Aspects of the speech (there are several possible ways to respond):
   a. List three literary/rhetorical devices the speaker uses, and explain the effect of each on the speech as a whole:

   b. Identify the method(s) of organization the speaker uses, and explain the effect of each on the speech as a whole:

   c. What evidence in the speech helps you to know why it was written?

   d. Write a question to the speaker that is left unanswered by the speech.
8. What kinds of arguments are used?

9. What kinds of evidence (facts, examples, statistics, expert testimony) are used?

10. What kinds of appeals (ethos, pathos, and logos) are used in the speech? Give one example of each, if possible.

11. Why do you think the specific appeals were chosen and arranged as they were?

12. What do you think about the speaker’s delivery? (Note the speaker’s eye contact with the audience, physical stance, and vocal inflections.)

13. In one sentence, describe the style of writing.

14. Summarize the speech (be sure to include the speaker’s purpose, intended audience, content, and tone).
Quotations from Famous Speeches

Directions: Choose a quotation to research. Write a one-page paper that identifies the speaker, summarizes the speech, and describes the context and purpose of the speech.

1. “I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.”

2. “I should say this, that Pat doesn’t have a mink coat. But she does have a respectable Republican cloth coat, and I always tell her she’d look good in anything.”

3. “Last night, Japanese forces attacked Hong Kong. Last night, Japanese forces attacked Guam. Last night, Japanese forces attacked the Philippine Islands. Last night, the Japanese attacked Wake Island. And this morning, the Japanese attacked Midway Island.”

4. “It was one hundred and forty-four years ago that members of the Democratic Party first met in convention to select a Presidential candidate. Since that time, Democrats have continued to convene once every four years and draft a party platform and nominate a Presidential candidate. And our meeting this week is a continuation of that tradition. But there is something different about tonight. There is something special about tonight. What is different? What is special?”

5. “Tonight, HIV marches resolutely towards AIDS in more than a million American homes, littering its pathway with the bodies of the young.”

6. “Fans, for the past two weeks you have been reading about the bad break I got. Yet today I consider myself the luckiest man on the face of this earth.”

7. “And in 1964 you’ll see this young black man, this new generation asking for the ballot or the bullet.”

8. “Therefore, I am calling for Mexican-American groups to stop ignoring this source of power. It is not just our right to appeal to the Church to use its power effectively for the poor, it is our duty to do so.”

9. “But if you give us a chance, we can perform. After all, Ginger Rogers did everything that Fred Astaire did. She just did it backwards and in high heels.”

10. “And perhaps we’ve forgotten the courage it took for the crew of the shuttle.”

11. “Because I’ve been to the mountaintop. And I don’t mind.”

12. “It was the least sacred thing in existence and these boys were trained to this cruelty.”

13. “And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country.”

14. “Our flag is red, white and blue, but our nation is a rainbow—red, yellow, brown, black, and white—and we’re all precious in God’s sight.”
Quotations from Famous Speeches Key

1. Martin Luther King, Jr., “I Have a Dream,” delivered during a March on Washington (1963)
2. Richard Nixon, the “Checkers” speech (1952)
3. President Franklin Delano Roosevelt, speaking to Congress on December 8, 1941, after the bombing of Pearl Harbor
5. Mary Fischer, Republican National Convention address (1992)
6. Lou Gehrig’s farewell to baseball address on July 4, 1939
7. Malcolm X, speaking in Detroit on April 12, 1964
8. César Chávez, speaking on March 10, 1968, about ending his 25-day fast, at a meeting on Mexican Americans and the Church
10. President Ronald Regan, speaking on January, 28, 1986, after the Space Shuttle Challenger exploded during liftoff, killing all astronauts on board
11. Martin Luther King, Jr., in his last public address in Memphis on April 3, 1968
12. Clarence Darrow, “A Plea for Mercy for Leopold and Loeb” (1924)
13. President John F. Kennedy in his Inaugural Address, January 20, 1961
Contents

The Rhetorical Triangle: Logos, Ethos and Pathos .......................................................... C-2
   Handout

Blood, Toil, Tears, and Sweat ............................................................................................. C-3
   Reading by Winston Churchill

Active Reading Guide ........................................................................................................... C-5
   Worksheet

Characteristics of Persuasive Speeches .............................................................................. C-6
   Transparency

Letter to the Editor Rubric .................................................................................................. C-7
   Rubric

Speech Analysis Checklist .................................................................................................. C-8
   Worksheet

Speech Analysis Rubric ...................................................................................................... C-9
   Rubric
The Rhetorical Triangle: Logos, Ethos and Pathos

Appeals are how a writer or speaker tries to convince his or her intended audience. Three of the “biggies” are logos, ethos, and pathos.

**Logos**

An appeal to reason.
There are two types of appeal to reason, deductive and inductive.

**Deductive Argument**

Begins with a generalization and moves toward a specific conclusion. A famous example used by Aristotle himself:

- All men are mortal. (Generalization)
- Socrates was a man. (Specific case)
- Socrates is mortal. (Conclusion about the specific case)

**Inductive Argument**

Begins with pieces of specific evidence and draws a general conclusion from this. For example, Senator Edward Kennedy once argued, “In Georgia, blacks who killed whites received the death penalty 16.7 percent of the time, while whites who killed blacks received the death penalty only 4.2 percent of the time.” The conclusion to be drawn is that blacks disproportionately received the death penalty for crimes compared to whites.

**Ethos**

An appeal based on the nature of the person making the appeal.

For example, Jerome McCready, an American independent gubernatorial candidate said, “As a self-employed businessman, I have learned firsthand what it is like to try to make ends meet in an unstable economy being manipulated by out-of-touch politicians.”

**Pathos**

An appeal to emotion.

There is nothing wrong with using an emotional appeal, but you would not want your argument described as “nothing but” an emotional appeal. (Think of political commercials in which candidates are depicted petting stray dogs and reading to their kids.)

Blood, Toil, Tears, and Sweat
Winston Churchill


I beg to move,

That this House welcomes the formation of a Government representing the united and inflexible resolve of the nation to prosecute the war with Germany to a victorious conclusion.

On Friday evening last I received His Majesty’s commission to form a new Administration. It was the evident wish and will of Parliament and the nation that this should be conceived on the broadest possible basis and that it should include all parties, both those who supported the late Government and also the parties of the Opposition.

I have completed the most important part of this task. A War Cabinet has been formed of five Members, representing, with the Liberal Opposition, the unity of the nation. The three party Leaders have agreed to serve, either in the War Cabinet or in high executive office. The three Fighting Services have been filled. It was necessary that this should be done in one single day, on account of the extreme urgency and rigour of events. A number of other key positions were filled yesterday, and I am submitting a further list to His Majesty tonight. I hope to complete the appointment of the principal Ministers during tomorrow. The appointment of the other Ministers usually takes a little longer, but I trust that, when Parliament meets again, this part of my task will be completed, and that the Administration will be complete in all respects.

Sir, I considered it in the public interest to suggest that the House should be summoned to meet today. Mr. Speaker agreed and took the necessary steps, in accordance with the powers conferred upon him by the Resolution of the House. At the end of the proceedings today, the Adjournment of the house will be proposed until Tuesday, the 21st May, with, of course, provision for earlier meeting, if need be. The business to be considered during that week will be notified to Members at the earliest opportunity. I now invite the House, by the Resolution which stands in my name, to record its approval of the steps taken and to declare its confidence in the new Government.

Sir, to form an Administration of this scale and complexity is a serious undertaking in itself, but it must be remembered that we are in the preliminary stage of one of the greatest battles in history, that we are in action at many points in Norway and Holland, that we have to be prepared in the Mediterranean, that the air battle is continuous and that many preparations have to be made here at home. In this crisis I hope I may be pardoned if I do not address the House at any length today. I hope that any of my friends and colleagues, or former colleagues, who are affected by the political reconstruction, will make all allowance for any lack of ceremony with which it has been necessary to act. I would say to the House, as I said to those who have joined the Government: “I have nothing to offer but blood, toil, tears, and sweat.”

We have before us an ordeal of the most grievous kind. We have before us many, many long months of struggle and of suffering. You ask, what is our policy? I will say: It is to wage war, by sea, land, and air, with all our might and with all the strength that God can give us: to wage war against a monstrous tyranny, never surpassed in the dark, lamentable catalogue of human crime. That is our policy. You ask, What is our aim? I can answer in one word: Victory—victory at all costs, victory in spite of all
terror, victory, however long and hard the road may be; for without victory, there is no survival. Let that be realized; no survival for the British Empire; no survival for all that the British Empire has stood for, no survival for the urge and impulse of the ages, that mankind will move forward towards its goal. But I take up my task with buoyancy and hope. I feel sure that our cause will not be suffered to fail among men. At this time I feel entitled to claim the aid of all, and I say, “Come, then, let us go forward together with our united strength.”
Active Reading Guide

**Directions:** Write the speech’s title in the center. As you read, in the remaining circles write specific words the speaker uses that give it emotional appeal.

What effect did the speaker hope to achieve?
Characteristics of Persuasive Speeches

**LOGOS**
- Argument
  - inductive
  - deductive
- Evidence
  - research
  - questions
  - testimony

**PATHOS**
- Delivery
  - voice
  - gestures
  - eye contact

**ETHOS**
- Style/Syntax
  - emotionally charged words
  - repetition
  - figurative language
  - memorable phrases
- Credibility
  - expert testimony
  - delivery style
  - dress
  - relation to audience
  - language
  (standard English, slang)
# Letter to the Editor Rubric

Name: __________________________________________ Period: _______ Date: ________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>5</th>
<th>3</th>
<th>1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>Takes a clear stand on the issue; states the purpose of letter in first paragraph</td>
<td>Takes a stand, but does not clearly state the purpose of letter in first paragraph</td>
<td>Does not take a stand on the issue; may have presented some information, but stand on the issue is not clear</td>
<td></td>
</tr>
<tr>
<td><strong>Supporting Material</strong></td>
<td>Includes three or more types of supporting material; also provides information describing where material was found</td>
<td>Includes one or two kinds of supporting material</td>
<td>Does not include any supporting material.</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Is organized logically, uses transitions to connect ideas, and concludes with a strong restatement of opinion</td>
<td>Is organized logically and uses transitions many times; but the conclusion does not include a restatement of opinion, or the restatement is weak or unclear.</td>
<td>Has weak organization; connections between ideas are confusing; conclusion is does not restate opinion.</td>
<td></td>
</tr>
<tr>
<td><strong>Audience</strong></td>
<td>Effectively addresses the needs and characteristics of the audience.</td>
<td>Adequately addresses the needs and characteristics of the audience</td>
<td>Does not address the needs and characteristics of the audience</td>
<td></td>
</tr>
<tr>
<td><strong>Word Choice</strong></td>
<td>Word choice is powerful, specific, accurate, and descriptive.</td>
<td>Word choice is acceptable, but language is routine.</td>
<td>Word choice is dull, uninspired, or even inappropriate.</td>
<td></td>
</tr>
<tr>
<td><strong>Stylistic Elements</strong></td>
<td>Correctly uses parallelism, repetition, analogy, and anaphora</td>
<td>Correctly uses parallelism and analogy</td>
<td>Unsuccessfully tries to use parallelism, analogy, repetition, or anaphora</td>
<td></td>
</tr>
</tbody>
</table>
Speech Analysis Checklist

Name(s): ___________________, ___________________, ___________________, __________________
Period: ___________________ Date: _____________

**Directions:** Fill out this worksheet and staple it to your color-coded speech, reading notes, and completed Speech Analysis worksheet.

Speech Title:________________________________________________

1. Color-coded copy of the speech
2. Completed Speech Analysis worksheet
3. Prepared for speech reading; write the names of the speech presenters here: __________________________
4. Prepared for three-minute explanation of context; name of the presenter: __________________________
5. Prepared for three-minute explanation of the historical response to and impact of the speech; name of the presenter: __________________________
6. List the names and URLs of any websites, articles, films, television documentaries, or books you used to find the information for your presentation:
## Speech Analysis Rubric

Name: ___________________________________ Period: _____ Date: _____________

**Directions:** In the “Score” column, write the score that best corresponds to the performance description.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>3</th>
<th>5</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context of Speech and Biography of Speaker (3 Minutes)</td>
<td>■ Description of time period and occasion sketchy and unclear  ■ Biography is too brief.</td>
<td>■ Clear description of time period and occasion  ■ Somewhat detailed biography</td>
<td>■ Clear, detailed, and dramatic description of time period, occasion, and purpose  ■ Detailed biography of both speaker and speechwriter (if different)</td>
<td></td>
</tr>
<tr>
<td>Description of the Historical Response to the Speech (3 Minutes)</td>
<td>■ Provides response from one source only  ■ Presentation is sketchy.</td>
<td>■ Provides responses from a few sources  ■ Presentation gives somewhat clear sense of the tenor of responses.</td>
<td>■ Provides responses from multiple sources  ■ Responses are gracefully summarized in a clearly written presentation that gives a sense of the divergent views surrounding the speech.</td>
<td></td>
</tr>
<tr>
<td>Reading and Interpretation of the Speech (3 Minutes)</td>
<td>■ Overly dependent on the written page  ■ Delivery gives no sense of having been practiced.  ■ Shows minimal understanding of speech’s appeals  ■ Maintains little to no eye contact with audience</td>
<td>■ Dependent on the written page  ■ Delivery is somewhat confident and reveals having been practiced.  ■ Shows some understanding of speech’s appeals  ■ Maintains eye contact with audience sporadically</td>
<td>■ Speaks with interest and expressiveness  ■ Delivery is confident and assured, showing evidence of sufficient practice.  ■ Shows thorough understanding of the speech’s appeals  ■ Maintains eye contact with audience throughout the speech</td>
<td></td>
</tr>
</tbody>
</table>

**Comments**

**Total:**
Contents

Slanted Language ........................................................................................................................................ D-2
  Transparency

Delivery Rubric ......................................................................................................................................... D-3
  Rubric
Slanted Language

**Directions:** A speaker can heighten positive and negative feelings about subjects by selecting words that suggest strong feelings. List words in Churchill’s speech that have either a strong positive or negative connotation.

\[
\begin{array}{c|c}
+ & - \\
\hline
\end{array}
\]
# Delivery Rubric

Name: ____________________________________ Period: ______  Date: ____________

Name of Speaker: ____________________________________________

**Directions:** Review the Delivery Rubric before the speaker whose work you are critiquing begins. As you watch the student’s speech, circle the box that best describes each aspect of his or her presentation. Write comments in the space provided.

<table>
<thead>
<tr>
<th>Categories</th>
<th>0–5 Points</th>
<th>6–7 Points</th>
<th>8–9 Points</th>
<th>10 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volume and Vocalizing Pauses</td>
<td>■ Says “uh” so often it gets in the way of the message</td>
<td>■ Says “uh” often enough that it is noticeable</td>
<td>■ Says “uh” or “um” occasionally but not enough so that it is annoying</td>
<td>■ Avoids saying “uh” or “um”</td>
</tr>
<tr>
<td></td>
<td>■ Most words are difficult to understand, slurred together</td>
<td>■ About half of the words are hard to understand</td>
<td>■ More than half of the words are easy to understand and seem clear</td>
<td>■ Speaks with interest and expressiveness</td>
</tr>
<tr>
<td></td>
<td>■ Speaks in a flat voice or monotone</td>
<td>■ Voice lacks expressiveness</td>
<td>■ Volume of voice shows some variety</td>
<td>■ Volume of voice goes up and down to emphasize important points</td>
</tr>
<tr>
<td></td>
<td>■ Does not seem interested in the speech</td>
<td>■ Some variety in pacing</td>
<td>■ Pacing of voice could be more varied</td>
<td>■ Pacing of voice varies as well, promoting interest in the topic</td>
</tr>
<tr>
<td>Clarity and Expressiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gestures</td>
<td>■ Does not gesture, clings to the paper</td>
<td>■ Uses few and stilted gestures</td>
<td>■ Some use of gestures, most gestures seem natural</td>
<td>■ Gestures seem natural and fit well with statements in the paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eye Contact</td>
<td>■ Very little eye contact, stares at ground</td>
<td>■ Eye contact so minimal as to be distracting</td>
<td>■ Only seems to remember to look audience in the eye two or three times</td>
<td>■ Eye contact is appropriate, keeps audience involved</td>
</tr>
</tbody>
</table>

**Total Points** ____/40

**Comments**
Contents

Argument .................................................................................................................. E-2
  Background Information

Argument Outline ..................................................................................................... E-3
  Worksheet

Logical Fallacies ....................................................................................................... E-4
  Handout
Arguments are attempts to support certain views with reasons and are essential to a persuasive speech. Arguments make up a significant part of a speech’s appeal to logos.

The stronger the logic of your arguments, the more likely you are to achieve your persuasive purpose.

When taking a position, use the following points as places to begin:

**Arguments by Example**

Good examples are the building blocks of an argument by example.
1. Use more than one example.
2. Use powerful examples.
3. Use examples your audience will recognize or connect with.
4. Provide any necessary background information.

**Arguments by Analogy**

When you argue by analogy, you argue from one specific case or example to another example, reasoning that because the two examples are similar in some ways, they are also similar in other ways that lead to your persuasive purpose.

**Arguments by Authority**

No one can be a complete expert in any given field. The best historians are rarely direct witnesses to all the events about which they write and reach conclusions. The best surgeon has neither operated in every possible scenario of a case nor on every type of person. It is important to evaluate the sources of the authority to determine the validity of such an argument. The sources need to be:
1. Impartial
2. Informed
3. Cited or recognized
4. Cross-checked with other sources

You probably should not quote from a fashion model to argue that a country should enter war, for example, unless the fashion model also happens to be a known authority on warfare; even then, you would need to provide your audience with evidence of the fashion model’s expertise such as by naming the titles of his or her books on the subject.
Argument Outline

Name: ___________________________________________ Period: _______ Date: _____________

Directions: Follow along with the lecture and discussion by filling in the blanks as each of the key points is discussed.

- Arguments are attempts to _______________________________ and are essential to a persuasive speech. Arguments make up a significant part of a speech’s appeal to ______________________________.

- The stronger the logic of your arguments, the more likely you are to achieve your persuasive purpose.

When taking a position, use the following points as places to begin:

Arguments by Example

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

Arguments by Analogy

When you argue by analogy, you argue from one specific case or example to another example, reasoning that because the two examples are similar in some ways, they are ______________ in other ways that lead to your persuasive purpose.

Example of argument by analogy: _______________________________________________________

Arguments by Authority

No one can be a complete expert in any given field. Yet arguments by authority are frequently used. It is important to evaluate the sources of the authority to determine the validity of such an argument. The sources need to be:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
Logical Fallacies

The phrase “logical fallacy” covers a wide range of errors in reasoning or faulty thinking. The information below lists different types and names of fallacies as well as provides a description and examples of each.

**Ad Hominem, Argument to the Person, Personal Attack**

This fallacy attacks the character of a person making an argument rather than the argument itself. It also occurs when one tries to discredit a person’s argument merely because the person stands to benefit from the policy he or she supports.

**Examples**

- You can’t trust Bill Clinton’s political opinions because he’s a cheater.
- Maria claims that tax breaks give added incentives for businesses to develop. Of course, Maria is the president of a big company.
- After reviewing the leading studies in her field, the professor, considered an expert, found that regular exercise increases one’s life span. Critics discredit this finding by pointing out that the professor is a regular exerciser herself.

**Appeal to Ignorance, Argument from Ignorance**

This fallacy suggests that since no one has ever proved a particular claim, it must be false. Appeals to ignorance unfairly shift the burden of proof onto someone else.

**Examples**

- Show me one study that proves cigarettes lead to heart disease.
- You have yet to show me any evidence that can prove Bigfoot does not exist. Therefore, it is reasonable for me to believe in it.

**Appeal to Emotion**

This fallacy attempts to persuade using emotion rather than evidence. Such appeals are fallacious because emotional responses are not always a good guide to truth; emotions can cloud, rather than clarify, issues.

**Examples**

- May I have an extension on this paper? I worked on it all weekend, but it’s still not done.
- Our new protein shake will make you feel great! You will know true happiness once you feel the power of our product!
- If we don’t introduce stricter immigration laws, the terrorists will have won!

**Bandwagon, Ad Populum, Appeal to the Crowd**

The bandwagon fallacy cites the growing popularity of an idea as a reason for accepting it as true. This reasoning is faulty because it ignores other reasons that an idea might be popular, such as peer pressure or mass misunderstanding.

**Examples**

- Everyone walked out of the meeting. It was the smartest thing to do.
- Everybody knows that the earth is flat.
- You just have to go buy this new pair of shoes. Everybody is getting them.

**Broad Generalization, Sweeping Generalization**

This fallacy applies a general statement too broadly. One commits the broad generalization fallacy by taking a general rule and applying it to a case in which the rule, due to the specifics of the case, does not apply. The opposite of a broad generalization is a *hasty generalization*, which infers a general rule from the specifics of one case.

**Examples**

- My sister at the university is in debt because college students can’t manage their money.
- My boyfriend won’t let me pick him up because, he says, women can’t drive.
- Even though she’s been twice before, I won’t let my grandmother go to Indonesia because older people are too fragile to be very active.

**Circular Thinking, Begging the Question**

Circular thinking involves assuming, in an argument, the very point one is trying to make. A circular argument fails because only those who already accept the conclusion will judge the reasoning of the argument to be sound. Be sure not to confuse the circular thinking fallacy with the more common usage of the phrase “begs the question,” which refers to raising or referring to a question.

**Examples**

- A civilized society must have a death penalty to discourage violence.
- The love of baseball is an American tradition. After all, everyone loves baseball.
- If speeding were not illegal, then it would not be prohibited by the law.

**Either-Or Thinking, False Dilemma, Bifurcation**

Either-or thinking presents a false dilemma by reducing a solution to only two possible extremes. This line of reasoning is a fallacy because it ignores every possible solution that falls between those extremes.

**Examples**

- America: Love it or leave it.
- Either we must ban violent video games, or the social fabric of society will disintegrate.

**Half-Truths, Suppressed Evidence, Card Stacking, Ignoring the Counterevidence, Slanting**

An argument built on only part of the truth leaves out the “rest of the story.” This is a fallacy in contexts in which the listener has a right to demand objectivity, such as news stories or scholarly writing.

**Examples**

- The new welfare bill is good because it will get people off the public dole.
- Cutting the school day by an hour is great because it will give students time to get to their afternoon activities.
- Rationing gasoline is great because it will help save the environment.

**Oversimplification, Reductive Fallacy**

Oversimplification falsely reduces a complex issue down to overly limited terms.

**Examples**

- Gun control is a simple question of protecting society.
- Debates over school uniforms all boil down to questions of conformity.
- If we just hired more police officers, crime would go away.

**Post Hoc, Ergo Propter Hoc (After This, Therefore because of This)**

This fallacy assumes causation too easily on the basis of the mere succession of time.

**Examples**

- I installed new software on my computer, and then my computer crashed; therefore, the new software caused my computer to crash.
- The cat scratched me two days ago, and now I have this horrible cold. The cat must have given it to me.
- I was failing this class until my friend gave me a lucky rabbit’s foot, and now I’m doing great. It must be good luck. If I keep carrying my lucky charm, there’s no way I can fail!

**Red Herring**

This fallacy distracts the listener by introducing an irrelevant or secondary subject in order to divert attention from the primary issue. A red herring is typically a subject about which people have strong feelings, and so nobody notices how their attention is being misled.

**Examples**

- You claim that the death penalty will not deter crime. But what about the victims of crime?
So you think that doctor-assisted suicide is morally acceptable? You probably also think that an unborn human being is just a “choice.”

We should support stricter graduation requirements for our students. After all, we are in a budget crisis, and we don’t want our salaries affected!

**Slanted Language**

Using words that carry strong positive or negative feelings can distract an audience, leading them away from the valid arguments one is making.

**Examples**

- A person would have to be crazy to vote for such a crook. Choose the morally responsible, ethically upright thing and vote for me!
- How can you believe the statistical mumbo jumbo provided by corrupted researchers living off tobacco industry grants?

**Testimonial, Appeal to Authority**

A testimonial is fallacious when it comes from someone who is not a recognized authority in a relevant field. Even when testimonials do come from an expert in a relevant field, appeals to authority are problematic when direct observation or evidence can more accurately prove the argument, when the expert is biased, or when the expert’s opinion is unrepresentative of his or her field.

**Examples**

- “I’m not a doctor, but I play one on TV.”
- Leading dentists agree that this new deodorant is the best that’s ever been made!
- Although 98% of my colleagues disagree, I firmly believe that there is life on the moon.
Contents

Logical Fallacies Quiz ................................................................................................................ F-2
Quiz
Logical Fallacies Quiz Key ........................................................................................................ F-3
Key
ACT® Writing Prompt 1 ............................................................................................................... F-4
Handout
Speech Comparison Venn Diagram .......................................................................................... F-5
Transparency
Writing a Letter to the Editor ................................................................................................... F-6
Worksheet
Internet Guidelines .................................................................................................................... F-8
Worksheet
Logical Fallacies Quiz

Name: ___________________________________________ Period: _______ Date: ____________

Directions: On the line next to each statement, identify the logical fallacy the statement exemplifies. Underline words in the statement that support your choice.

__________ 1. Gun control is a simple question of protecting society.

__________ 2. We can hire a dozen police officers to catch all the criminals, or we can be killed on the streets.

__________ 3. Young people today cannot think clearly because they all take drugs.

__________ 4. Unemployment is explained in all cases by laziness.

__________ 5. The grapefruit diet really works! I ate nothing but grapefruit for two weeks and lost ten pounds.

__________ 6. Show me one study that proves that reading is difficult.

__________ 7. Don’t be the last kid in school to have a pair of Big Clunky Shoes!

__________ 8. Students who take German often go to college. Therefore, to be prepared for college all students should take German.

__________ 9. Deer hunters are murderers.

__________ 10. Teachers should not get higher salaries. My teacher does not have a PhD!

Bandwagon  Red Herring
Either-Or Thinking  Circular Thinking
Broad Generalization  Oversimplification
Appeal to Ignorance  Slanted Language
Half-Truths  False Causation
Logical Fallacies Quiz Key

1. Oversimplification
2. Either-Or Thinking
3. Broad Generalization
4. Oversimplification
5. Half-Truths
6. Appeal to Ignorance
7. Bandwagon
8. False Causation
9. Slanted Language
10. Red Herring
ACT® Writing Prompt 1

Many high school libraries use some of their limited funding to subscribe to popular magazines with articles that are interesting to students. Despite limited funding, some educators support this practice because they think having these magazines available encourages students to read. Other educators think school libraries should not use limited funds to subscribe to these magazines because they may not be related to academic subjects. In your opinion, should high school libraries use some of their limited funding to subscribe to popular magazines?

In your essay, take a position on this question. You may write about either one of the two points of view given, or you may present a different point of view on this question. Use specific reasons and examples to support your position.
Speech Comparison Venn Diagram

**Directions:** Compare “Blood, Toil, Tears, and Sweat” and “Do Not Convict Tom Robinson,” focusing first on the similarities and differences between the situations and purposes for which the speeches were given. Next, focus on the similarities and differences in language, the persuasive appeals, and the delivery style (vocal phrasing and emphasis, for example) used in each speech. Write elements shared by the two speeches in the overlapping portion of the diagram.
Writing a Letter to the Editor

Name: ____________________________ Period: _______ Date: __________

Directions: Write a letter to the editor that in its first paragraph clearly states its purpose. The letter must include at least three types of supporting material and should conclude with a restatement of your opinion.

Examples of supporting material are facts, examples, numerical or statistical data, and expert testimony. Each type of supporting material is identified in the first column with a list of questions. Use the questions to guide your critique of the supporting material your letter will use. When you identify your supporting material, write your source next to each type and include a response to each of its questions.

<table>
<thead>
<tr>
<th>Types of Supporting Material</th>
<th>Source(s) of the Material</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facts</strong></td>
<td></td>
</tr>
<tr>
<td>▪ Can the statement be verified, proven, or measured?</td>
<td></td>
</tr>
<tr>
<td>▪ Does the statement come from a reliable source?</td>
<td></td>
</tr>
<tr>
<td>▪ Is the statement recent?</td>
<td></td>
</tr>
<tr>
<td><strong>Examples</strong></td>
<td></td>
</tr>
<tr>
<td>▪ Are the examples relevant?</td>
<td></td>
</tr>
<tr>
<td>▪ Will the examples be interesting and convincing to the intended readers of the letter?</td>
<td></td>
</tr>
<tr>
<td><strong>Numerical and Statistical Data</strong></td>
<td></td>
</tr>
<tr>
<td>▪ How recent and relevant is the data?</td>
<td></td>
</tr>
<tr>
<td>▪ Can you enliven and clarify the data with a comparison (e.g., to give you an idea of how many 2 million is, 2 million hamburgers would fill up this room)?</td>
<td></td>
</tr>
<tr>
<td><strong>Expert Testimony</strong></td>
<td></td>
</tr>
<tr>
<td>▪ How recent is the testimony?</td>
<td></td>
</tr>
<tr>
<td>▪ Is the expert qualified to speak on the issue you have chosen?</td>
<td></td>
</tr>
<tr>
<td>▪ Is the expert likely to be known and respected by the readers?</td>
<td></td>
</tr>
</tbody>
</table>
Directions: You have seen several models for writing a letter to the editor in the letters we have reviewed and discussed. Below is another. Use it to jump start your thinking.

Dear Editor:

I am writing this letter because __________________________. I feel strongly that ___________________________________. I want to bring your attention to ________________________________.

Include supporting material here.

Once again, I ask that _________________________________. The importance of _________________________________ cannot be overstated.

Sincerely,
Internet Guidelines

Name: ___________________________________ Period: _______ Date: ____________

Directions: Use the following questions to guide your review of Internet sources and their information. Take notes to support your responses for each series of questions.

Address of website: ________________________________________________________________

Title of page on website: ____________________________________________________________

The Source:  

1. Is it clear who the website author is? Yes _____ No _____

2. Does the author provide several forms of contact information (email address, telephone number, street address)? Yes _____ No _____

3. Does the author state his/her qualifications, credentials, or information on why he/she is a credible source on the subject? Yes _____ No _____

4. Is the website published by an educational institution, a nonprofit organization, or a commercial group? Yes _____ No _____

5. Does the publisher list his/her qualifications, credentials, or information on why he/she is a credible source on the subject? Yes _____ No _____

Notes
<table>
<thead>
<tr>
<th>The Content:</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Does the website share its mission, goal, or intent?</td>
<td>Yes _____ No _____</td>
</tr>
<tr>
<td>7. Does the website’s content support the website’s purpose?</td>
<td>Yes _____ No _____</td>
</tr>
<tr>
<td>8. Is the website well organized and easy to navigate?</td>
<td>Yes _____ No _____</td>
</tr>
<tr>
<td>9. Are topics explored in depth?</td>
<td>Yes _____ No _____</td>
</tr>
<tr>
<td>10. Does the website use statistics or other factual information, and does it cite proper sources?</td>
<td>Yes _____ No _____</td>
</tr>
<tr>
<td>11. Is the information current and reliable? (Check to see when the site was last updated and if the author is affiliated with a particular institution to help answer this question.)</td>
<td>Yes _____ No _____</td>
</tr>
<tr>
<td>12. Is the information on the website up-to-date?</td>
<td>Yes _____ No _____</td>
</tr>
<tr>
<td>13. Are the links up-to-date and reliable?</td>
<td>Yes _____ No _____</td>
</tr>
<tr>
<td>14. Is a reference list included on the website?</td>
<td>Yes _____ No _____</td>
</tr>
<tr>
<td>15. Based on your knowledge, does the website’s information seem accurate?</td>
<td>Yes _____ No _____</td>
</tr>
<tr>
<td>16. Is the website a valuable source of information when compared to other sites on the subject?</td>
<td>Yes _____ No _____</td>
</tr>
<tr>
<td>The Reader:</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>17. Is the website geared toward a particular audience?</td>
<td>Yes _____ No _____</td>
</tr>
<tr>
<td>18. Is the website’s information presented without bias?</td>
<td>Yes _____ No _____</td>
</tr>
<tr>
<td>19. Does the author avoid expressing opinions that have no factual basis?</td>
<td>Yes _____ No _____</td>
</tr>
<tr>
<td>20. Does the website avoid swaying the reader in a certain direction through nonfactual means?</td>
<td>Yes _____ No _____</td>
</tr>
<tr>
<td>21. Does the website avoid swaying the reader through unrelated pictures or graphics?</td>
<td>Yes _____ No _____</td>
</tr>
<tr>
<td>22. Does the website avoid advertising that may be a conflict of interest with the website’s content?</td>
<td>Yes _____ No _____</td>
</tr>
<tr>
<td>23. Does the website try to avoid selling or promoting things or ideas?</td>
<td>Yes _____ No _____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Notes</th>
</tr>
</thead>
</table>

**Analysis and Conclusion:**

Given your responses to the questions above is this site appropriate for your research? Why or why not?
Contents

Fact or Opinion .................................................................................................................. G-2
Worksheet

Fact or Opinion Key ......................................................................................................... G-3
Key

Once More, Unto the Breach .............................................................................................. G-4
Reading by William Shakespeare

Once More, Unto the Breach Vocabulary .......................................................................... G-5
Handout

ACT® Writing Prompt 2 ..................................................................................................... G-6
Handout
Fact or Opinion

Directions: Read each of the following statements carefully. Label each as either fact (F) or opinion (O). For those marked O, highlight key words that support your categorization.

1. The famous Washington, D.C., cherry trees were a gift from the mayor of Tokyo in 1912.  
2. “Sanka®” comes from the French phrase sans caféine, meaning “without caffeine.”  
3. The giant panda is a cuddly, adorable animal that everyone loves to admire.  
4. College should provide day-care services for the children of adult students.  
5. Elvis Presley owned 18 television sets.  
6. Benjamin Franklin campaigned unsuccessfully to have the turkey declared the national symbol of the United States.  
7. The White House has 132 rooms.  
8. All politicians are corrupt.  
9. While he was hanging by his heels 40 feet above ground, the magician Harry Houdini escaped from a straightjacket.  
10. Will Smith is a handsome man.  
11. Responsible for saving thousands of lives during World War II, a carrier pigeon was given a medal by the Lord Mayor of London.  
12. Morocco has the perfect climate.  
13. Robins get drunk if they eat the red berries of the Florida holly bush.  
14. When a glass breaks, the cracks move at the speed of almost a mile per second.  
15. Reading the daily newspaper is an important habit for good citizens to develop.  
16. Everyone knows the correct way to change a tire.  
17. The Rockies are the most beautiful mountains in the world.  
18. Cranberries were one of the first crops exported from the American colonies.  
19. It is hard to tell the difference between a fact and an opinion.
Fact or Opinion Key

1. F
2. F
3. O
4. O
5. F
6. F
7. F
8. O
9. F
10. O
11. F
12. O
13. F
14. F
15. O
16. O
17. O
18. F
19. O
Once More, Unto the Breach
William Shakespeare

Once more unto the breach, dear friends, once more,
Or close the wall up with our English dead!
In peace there’s nothing so becomes a man
As modest stillness and humility,

But when the blast of war blows in our ears,
Then imitate the action of the tiger:
Stiffen the sinews, summon up the blood,
Disguise fair nature with hard-favored rage,
Then lend the eye a terrible aspect,

Let it pry through the portage of the head
Like the brass cannon; let the brow o’erwhelm it
As fearfully as doth a galled rock
O’erhang and jutty his confounded base,
Swilled with the wild and wasteful ocean.

Now set the teeth and stretch the nostril wide,
Hold hard the breath,

And you, good yeoman,
Whose limbs were made in England
Show us here
The mettle of your pasture.
Let us swear
That you are worth your breeding; which I doubt not,
For there is none of you so mean and base

That hath not noble luster in your eyes.
I see you stand like greyhounds in the slips,
Straining upon the start. The game’s afoot.
Follow your spirit, and upon this charge
Cry “God for Harry, England, and Saint George!”

—Henry V (III.i.1–36)
"Once More, Unto the Breach" Vocabulary

<table>
<thead>
<tr>
<th>Line</th>
<th>Term and Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>breach: gap made by cannon in fortified walls</td>
</tr>
<tr>
<td>8.</td>
<td>fair: attractive; hard-favored: ill-favored, ugly</td>
</tr>
<tr>
<td>9.</td>
<td>terrible aspect: terrifying look or glance</td>
</tr>
<tr>
<td>10.</td>
<td>portage: ports or portholes</td>
</tr>
<tr>
<td>11.</td>
<td>o’erwhelm: overhang.</td>
</tr>
<tr>
<td>12.</td>
<td>fearfully: frighteningly; galled: chafed; worn away by erosion and the action of the waves.</td>
</tr>
<tr>
<td>13.</td>
<td>jutty . . . base: jut out beyond its demolished base</td>
</tr>
<tr>
<td>14.</td>
<td>swilled: drenched; wasteful: desolate</td>
</tr>
<tr>
<td>17.</td>
<td>bend up: stretch</td>
</tr>
<tr>
<td>18.</td>
<td>fet: fetched; war-proof: (courage) tested by war</td>
</tr>
<tr>
<td>20.</td>
<td>even: evening</td>
</tr>
<tr>
<td>21.</td>
<td>argument: subject for debate</td>
</tr>
<tr>
<td>24.</td>
<td>copy: example; grosser blood: i.e., lower rank (in contract to the highest social rand, the noblest English</td>
</tr>
<tr>
<td>27.</td>
<td>mettle . . . pasture: i.e., spirit instilled in your breeding; pasture: nourishment, sustenance (with wordplay on pasture as yeomen’s land)</td>
</tr>
<tr>
<td>28.</td>
<td>worth: i.e., worthy of; breeding: parentage; upbringing, education</td>
</tr>
<tr>
<td>29.</td>
<td>so mean and base: i.e., of such low class</td>
</tr>
<tr>
<td>30.</td>
<td>That hath not: i.e. but you have some</td>
</tr>
<tr>
<td>31.</td>
<td>in the slips: i.e., leashed</td>
</tr>
<tr>
<td>32.</td>
<td>The game’s afoot: i.e., the quarry in the hunt has been roused and can be pursued</td>
</tr>
<tr>
<td>33.</td>
<td>upon this charge: i.e., as you charge</td>
</tr>
<tr>
<td>34.</td>
<td>Saint George: England’s patron saint</td>
</tr>
</tbody>
</table>

Other New Vocabulary:
ACT® Writing Prompt 2

In some high schools, many teachers and parents have encouraged the school to adopt a dress code that sets guidelines for what students can wear in the school building. Some teachers and parents support a dress code because they think it will improve the learning environment in the school. Other teachers and parents do not support a dress code because they think it restricts the individual student’s freedom of expression. In your opinion, should high schools adopt a dress code for students?

In your essay, take a position on this question. You may write about either one of the two points of view given, or you may present a different point of view on this question. Use specific reasons and examples to support your position.
Contents

Focused Listening Guide................................................................. H-2
Worksheet

Appendix H: Days 11–13
Focused Listening Guide

Name: ___________________________ Period: _____ Date: __________

Directions: Review this guide before the group begins to present. As you listen to the presentation, listen particularly for the answers to the questions below. Write the answers in the space provided.

1. Describe the situation, including the time and place, in which this speech was originally given.

2. Briefly describe the persuasive intent of this speech.

3. Identify one thing the speaker says to establish his or her credibility (ethos).

4. Identify one piece of evidence (logos) the speaker uses to argue his or her point.

5. Identify one emotional appeal (pathos) the speaker uses. Does it work for you? Why?

6. Name one thing that you learned from this presentation about the original response to this speech. Was it successful in its aims?
## Contents

St. Crispin’s Day .................................................................I-2  
  Reading by William Shakespeare
Enter the King.

West. O that we now had here
But one ten thousand of those men in England
That do not work today!

King. What’s he that wishes so?
My cousin Westmoreland? No, my fair cousin.
If we are mark’d to die, we are enow
To do our country loss; and if to live,
The fewer men, the greater share of honor.
God’s will! I pray thee wish not one man more.
By Jove, I am not covetous for gold,
Nor care I who doth feed upon my cost;
It yearns me not if men my garments wear;
Such outward things dwell not in my desires:
But if it be a sin to covet honor,
I am the most offending soul alive.

No, faith, my coz, wish not a man from England:
God’s peace! I would not lose so great an honor
As one man more, methinks, would share from me
For the best hope I have. O, do not wish one more!
Rather proclaim it, Westmoreland, through my host,
That he which hath no stomach to this flight,
Let him depart; his passport shall be made,
And crowns for convoy put into his purse.
We would not die in that man’s company
That fears his fellowship to die with us.

This day is call the Feast of Crispian.
He that outlives this day, and comes safe home,
Will stand a- tiptoe when the day is named
And rouse him at the name of Crispian.
He that shall live this day, and see old age,
Will yearly on the vigil feast his neighbors
And say “Tomorrow is Saint Crispian.”
Then will he strip his sleeve and show his scars,
And say “These wounds I had on Crispin’s day.”
Old men forget; yet all shall be forgot,
But he’ll remember with advantages
What feats he did that day. Then shall out names,
Familiar in his mouth as household words—
Harry the King, Bedford and Exeter,
Warwick and Talbot, Salisbury and Gloucester—

But this story shall the good man teach his son;
And Crispin Crispian shall ne’er go by,
From this day to the ending of the world,
But we in it shall be remember’d—
We few, we happy few, we band of brothers;
For he today that shed his blood with me
Shall be my brother; Be he ne’er so vile,
This day shall gentle his condition;
And gentlemen in English now a-bed
Shall think themselves accursed they were not here,
And hold their manhoods cheap whiles any speaks
That fought with us upon Saint Crispin’s day.

—Henry V (IV.iii.17–69)
Secondary ACT Course Standards

A primary course standard
- is the central focus of the unit and
- is explicitly assessed in an embedded assessment and/or in the unit assessment.

A secondary course standard
- is less important to the focus of the unit, but is one that students need to know and use when completing activities for this unit and
- may or may not be explicitly assessed by the unit assessment or an embedded assessment.

Course standards considered primary for this unit are listed on pages 1–2. Below is a list of secondary course standards associated with this unit.

Selected Secondary ACT Course Standards

A.1. Reading Across the Curriculum

c. Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms

B.3. Organization, Unity, and Coherence

a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing

b. Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence

c. Add important information and delete irrelevant information to more clearly establish a central idea
ACT Course Standards Measured by Assessments

This table presents at a glance how the course standards are employed throughout the entire unit. It identifies those standards that are explicitly measured by the embedded and unit assessments. The first column lists course standards by a three-character code (e.g., A.1.c.); columns 2–9 list the assessments.

<table>
<thead>
<tr>
<th>Coded ACT Course Standards</th>
<th>Embedded Assessments</th>
<th>Unit Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Speech Analysis worksheet</td>
<td>Quotations from Famous Speeches</td>
</tr>
<tr>
<td>A.1.c.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>A.5.h.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>A.6.a.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>A.6.b.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>A.6.d.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.7.a.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>A.7.b.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>A.8.f.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>B.1.b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.2.c.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.2.e.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.3.a.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.3.b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.3.c.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.1.a.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>D.1.b.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>D.1.c.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>D.1.e.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>D.2.a.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.2.b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.2.e.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.2.f.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>