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| The Art of Persuasion  and the Craft of Argument  Rhetorical Analysis and Annotation |
| English Language Arts, Grade 11 |
| To become informed and contributing citizens in a democracy, students must develop analytical skills to recognize and understand the tools of argument and persuasion, as well as persuasive skills, including the ability to analyze and integrate evidence appropriate to their audience. This unit will teach students the elements of rhetorical analysis. This unit is estimated to take 450 to 600 minutes or approximately 10-12 days. |

*These Model Curriculum Units are designed to exemplify the expectations outlined in the MA Curriculum Frameworks for English Language Arts/Literacy and Mathematics incorporating the Common Core State Standards, as well as all other MA Curriculum Frameworks. These units include lesson plans, Curriculum Embedded Performance Assessments, and resources. In using these units, it is important to consider the variability of learners in your class and make adaptations as necessary.*

This document was prepared by the Massachusetts Department of Elementary and Secondary Education. Mitchell D. Chester, Ed.D., Commissioner

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Page 54-55: Speech to the United Nations’ Earth Summit in Rio de Janeiro, Brazil, June 1992. Reprinted by permission of Severn Cullis-Suzuki.

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| **Stage 1 Desired Results** | | |
| **ESTABLISHED GOALS G**  CCSS.ELA-Literacy.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his/her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  CCSS.ELA-Literacy.RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.  CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  CCSS.ELA-Literacy.SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  CCSS.ELA-Literacy.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. | ***Transfer*** | |
| ***Students will be able to independently use their learning to…* T**  Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes.  Communicate ideas effectively in writing to suit a particular audience and purpose. | |
| ***Meaning*** | |
| **UNDERSTANDINGS U**  ***Students will understand that…***  U1. Writers and speakers use rhetorical tools appropriate for setting, emphasis, and audience appeal.  U2. Determining the effectiveness of an argument involves analyzing and synthesizing its rhetorical elements and purposes.  U3. Effective communication requires a variety of approaches and techniques. | **ESSENTIAL QUESTIONS Q**  Q1. How do writers and speakers persuade audiences?  Q2. How do audience and occasion impact a speech? |
| ***Acquisition*** | |
| ***Students will know…* K**  K1. Writers have choices for text structure.  K2. Rhetorical strategies are used to contribute to the power and persuasiveness of a text.  K3. How to write persuasive texts based on effective organization and analysis.  K4. How to evaluate text to identify the writer’s use of reasoning. | ***Students will be skilled at…* S**  S1. Identifying and analyzing the effectiveness of text structure.  S2. Analyzing the rhetorical strategies used to convey a position and perspective.  S3. Conveying complex ideas, concepts, and information.  S4. Evaluating the effectiveness of an argument. |
| **Stage 2 – Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| Content fulfillment:   * Adherence to assessment instructions * Analysis of rhetorical elements in speech * Correct use of rhetorical terminology   Writing rubric:   * Topic/idea development * Standard English conventions | **CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASK) PT**  **Rhetorical Analysis of Severn Suzuki’s speech at the 1992 UN Earth Summit in Rio de Janeiro**  **Task:** You have viewed and read the speech given by Severn Suzuki to the Earth Summit in 1992. Using your completed SMART Chart and the guidelines, compose an essay in which you make an argument about the effectiveness of her speech. Did you find her speech convincing? You will support your claim/thesis by providing examples from your analysis and evaluation of the techniques she uses to persuade her listeners. Be sure to consult the writing rubric as you proceed.  **Goal:** Communicate your opinion about the effectiveness of Suzuki’s argument identifying and evaluating the effectiveness of the rhetorical devices in her speech.  **Product:** A detailed essay expressing your opinion about the effectiveness of Suzuki’s speech based on your analysis and evaluation of the rhetorical devices in Suzuki’s speech.  **Standards and Criteria for Success:** Your report must include the following elements:   * Introduction identifying the speaker, audience, subject, occasion, a summary of your analysis, and a claim/thesis. * Detailed body paragraphs and a conclusion summarizing your evaluation of Suzuki’s use of rhetorical concepts and restating your claim/thesis. * SMART Chart identifying the rhetorical concepts found in Suzuki’s speech. | |
| 1. Incorporation of details from the SMART Chart to support conclusions.  2. Clear statement of comparison supported by specific examples from both speeches.  3. Accurate summary of overall argument and rhetorical strategy, with specific evidence selected from text-dependent questions. | **OTHER EVIDENCE: OE**   * One-paragraph reflection on the persuasiveness of Coretta Scott King speech (Lesson 2) * Two-paragraph evaluation/comparison of Brutus’s and Marc Antony’s funeral orations, including analysis of the rhetorical elements (Lesson 3) * An analysis of Douglass’s answer to the question posed in his speech title and explanation of his rhetorical strategy with examples from the speech (Lesson 4) | |
| **Stage 3 – Learning Plan** | | |
| ***Summary of Key Learning Events and Instruction***  **Learning Events**  **Lessons 1-4**  Lesson 1 introduces argument and Rhetorical Triangle (Modified Aristotelian Triangle) that will be used throughout the unit. Through a journal prompt and discussion, students will examine persuasion in everyday life, including the strategies used and their effectiveness. The teacher introduces the Essential Questions and performance tasks. Then the teacher and students deconstruct an advertisement to introduce the terms *ethos*, *pathos*, *logos*, *occasion*, *audience*, and *speaker*. The teacher introduces the Rhetorical Triangle with elements defined. Students work in groups to analyze a new advertisement and label elements on a blank Rhetorical Triangle. Each group shares its findings, or teacher checks in with each group for understanding.  Lesson 2 provides students with a chance to use the Rhetorical Triangle and to apply common rhetorical terminology to Coretta Scott King’s “The Death Penalty is a Step Back.” Students first listen to the speech and then analyze it using the rhetorical triangle. They then review rhetorical terms and write down the rhetorical elements they find within the speech on the Spoke-Model Aristotelian Rhetorical Triangle (SMART Chart). This further develops their understanding of universal rhetorical terms. Direct instruction of key rhetorical terminology with examples is included as necessary.  Lesson 3 provides students with the opportunity to analyze ethos, pathos, logos, and other rhetorical elements in Brutus’s and Marc Antony’s speeches from Julius Caesar. Students will work in pairs or small groups to complete SMART Charts and discuss why the rhetorical techniques are effective. Students will read each speech to the class informed by their understanding of the rhetorical elements.  In Lesson 4, students will explain and identify appeals to trust, emotion, and logic and cite examples of effective rhetorical devices in complex prose. Specifically, students will analyze the rhetorical strategies employed by Frederick Douglass in his 1852 *What to the Slave is the Fourth of July?* oration; how he first appeals to and then challenges his audience, alludes to personal experience and cultural touchstones, and employs both understatement and hyperbole. They will also assess the applicability of Douglass’s approach today. Teachers may add or substitute readings or speeches according to their chosen focus and student interest.  **Lesson 5**  CEPA: The combined viewing and reading of the speech by Severn Suzuki at the United Nations Earth Summit in Rio de Janeiro in 1992 challenges students to synthesize the major concepts of rhetorical analysis through written composition.  **Notes on the Choice of Texts**  The first four lessons use three different texts to teach students how to identify and analyze rhetorical purposes and devices: Coretta Scott King’s speech “The Death Penalty is a Step Back,” Brutus and Antony’s speeches about Caesar’s death from Julius Caesar, and Frederick Douglass’ “What to the Slave is the Fourth of July?”. All three texts have readability levels of at least 11th grade, as measured by three different readability formulas: Lexile, Atos, and DRP. The King speech is short and written in modern English, so it is an appropriate text for students’ first foray into recognizing the three rhetorical appeals in a text and analyzing the rhetorical devices used. The Shakespeare, although similar in readability level, is a challenge because of its arcane language and subtle use of irony; it serves as a bridge to the much longer and more complex Douglass speech. Students are not expected to read these three texts independently. They read all three in class, with a partner or reading group, after hearing them read aloud. They read the texts at least twice, each time with a different purpose in mind. In addition, text-dependent questions are provided for each text, designed to give the students focus and purpose.  The speech that students analyze for the CEPA in Lesson 5 is Severn Suzuki’s speech to the Earth Summit in Rio de Janeiro, 1992. This speech, written and delivered by a 12 year old girl, has a much lower readability level, which is appropriate because students will be reading and analyzing the speech independently. | | |
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Lesson 1: Introducing Argument

**Brief Overview:** This lesson introduces argument and the Rhetorical Triangle that will be used throughout the unit. The unit begins with student experiences of persuasion and moves to introductory analysis and discussion of ads. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Familiarity with speaker, audience, subject, and occasion and how those elements affect a writer's choices about techniques and structure; some experience with close reading and analysis of essays and speeches, although this unit is designed to deepen that experience and skill; familiarity with many of the techniques on the terminology list; awareness of persuasion; familiarity with journal writing.

**Instructional model:** Discussion and guided practice

**Estimated Time:** 90-120 minutes, 2 days

**Resources for Lesson:**

* Journal materials for each student
* An advertisement to deconstruct as a class (available in large size for whole class annotation on board)
* Markers for whole class annotation of the advertisement
* Additional advertisements to analyze in groups.
* Copies of Rhetorical Triangle (Modified Aristotelian Triangle) with definitions of *ethos*, *pathos*, and *logos*: two per student
* Teacher Resource: Hatch, Gary. *Arguing in Communities: Reading and Writing Arguments in Context*. 3rd edition. <http://www.textbooks.com/ISBN/9780767416818/Gary-Hatch/Arguing-in-Communities-Reading-and-Writing-Arguments-in-Context_-_0767416813.php>

**Lesson** **1**: Introducing Argument

**Time:** 90-120minutes

**Standard(s)/unit goal(s) to be addressed in this lesson:**

CCSS.ELA-Literacy.RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

CCSS.ELA-Literacy.SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CCSS.ELA-Literacy.L.11.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Essential Questions addressed in this lesson:**

Q1. How do writers and speakers persuade audiences?

Q2. How does the audience and occasion impact a speech?

Q3. How does the mode of delivery shape the message?

**Objectives:** Students will know and be able to:

* Identify elements of *ethos, pathos, logos* in an advertisement and defend their decisions using evidence.
* Articulate examples of how audience and purpose affect techniques of persuasion in their own experience and in selected advertisements.

**Anticipated student preconceptions/misconceptions:**

* Students may not appreciate the subtleties of techniques used in everyday life and advertising.
* Students may have learned *ethos*, *pathos*, and *logos* in other grades but may not be able to differentiate among rhetorical appeals.
* Students may not realize that there are shades of gray in interpreting these techniques.
* Students may not understand the extent to which the target audience influences the techniques a speaker or advertiser uses.

**Instructional tips/strategies/suggestions:**

* The advertisements and the Rhetorical Triangle chart may seem simplistic, but this practice will give students sufficient grounding to proceed to more complex texts in the next lesson. Less experienced students may need to move at a slower pace than indicated. Students with extensive experience in argument may be able to move more quickly through this lesson.
* The definitions of *ethos*, *pathos*, and *logos* are from *Everyday Use: Rhetoric at Work in Reading and Writing* by H. Roskelly (Pearson Education, 2005).
* Consider reviewing the teacher resource: Hatch, Gary. *Arguing in Communities : Reading and Writing Arguments in Context*. 3rd edition.<http://www.textbooks.com/ISBN/9780767416818/Gary-Hatch/Arguing-in-Communities-Reading-and-Writing-Arguments-in-Context_-_0767416813.php>

**Pre-assessment:** List the terms *ethos*, *pathos* and *logos* on the board at the start of lesson to get a sense of how many students have worked with the terms in the past and adjust this introductory lesson accordingly.

**Formative assessment:**

* Collect the Rhetorical Triangle charts to check for students’ understanding/mastery of the lesson objectives.
* Review exit tickets

**Lesson sequence**

**Lesson Opening**

1. Explain to students that they are starting a unit on persuasion. Introduce the first Essential Question and have them reflect on the question by answering the following prompt: *Think of a time when you were trying to persuade your parents to let you do something new or risky—a request to which they were inclined to say ‘no’ initially. How did you go about persuading them to see things your way? You should write it out in dialogue form, trying to be convincing as possible. Consider carefully what sort of evidence works best with your parents.* Allow students 10-15 minutes to respond to this prompt in their journals. (Assist individuals as needed if they are having trouble developing their pieces.)

**During the Lesson**

1. Elicit from students scenarios and the persuasive techniques they used. As examples are generated, follow up with questions and details so as to elicit the following points (write on the board or have someone record the responses for all to see):

* Speaker takes into account the position of the audience (the parents).
* Speaker gives credit to the position of the audience ("I know you're worried about having me drive on my own to the Cape...”).
* Speaker supports his or her validity and credibility and that of the audience (*ethos*—once an example or two comes up in discussion, supply definition of ethos for students—see below for possible wording of definitions).
* Speaker supports claims with facts or logical argument (*logos*—supply definition as suggested above).
* Speaker appeals to the emotions of the audience (*pathos*—supply definition as suggested above).

1. Introduce definitions of the rhetorical appeals (or means of persuasion):

* *Ethos*: The appeal of a text to the credibility and character of the speaker, writer, or narrator.
* *Logos*: The appeal of the text based on the logical reasoning of the arguments presented.
* *Pathos*: The appeal of the text to the emotions or interests of the audience.

1. Have students reread their speeches, and annotate the rhetorical appeals they included. If one is missing, ask them to revise their speeches so that they contain all three appeals.
2. (Depending on length of period and pace of class, this may begin on next day): Explain to students that they will consider how *ethos*, *pathos*, and *logos* are used in advertisements to influence consumer decisions. They will examine how advertisers target their audiences and choose the strategies to influence the decisions.
3. Pick a topic for which there are a variety of different products, for example cars, and then find advertisements appealing to two different markets e.g. a fuel-efficient car and a luxury vehicle. You may want to pick the topics of the advertisements based on the students’ needs and interests. Suggested discussion questions:

* Who is the target audience for the advertisement? (Support your decision.)
* What elements of *ethos*, *pathos* or *logos* do you see? (Annotate the advertisement together or list elements on the board.)
* Which appeal--*ethos*, *pathos* or *logos*--is most prominent in this advertisement? Why do you think this appeal was chosen for the target audience? (There may be varying interpretations of *ethos*, *pathos*, and *logos*, and oftentimes, the appeals may overlap. As a result, examine the students’ ability to defend the chosen appeal and support it with evidence.)
* Is the use of the appeal(s) effective for the intended audience? Why/why not?

1. After the discussion, distribute copies of the Rhetorical Triangle chart (see below) and ask students to label the target audience as well as examples of *ethos*, *pathos*, *logos* from the advertisement (in step 3).
2. Divide students into groups of three or four and give each group an advertisement to analyze. (If the class is large, two groups may use the same advertisement.) Using the Rhetorical Triangle chart, groups should follow the same steps and use the same questions as in the whole class analysis. Each student should complete the chart identifying *ethos*, *pathos*, *logos,* as well as the audience, subject, and speaker (advertiser). Monitor each group and clarify as needed and confirm understanding. If time permits, groups may share their advertisements and findings.

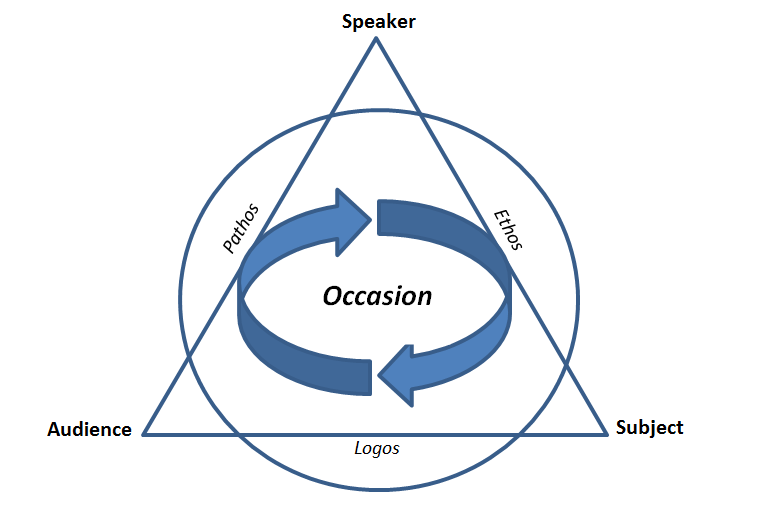
**Lesson Closing**

1. Exit ticket: Write an answer to this question: Which rhetorical appeal was most prominent in the advertisement that your group analyzed? Support your idea with evidence.
2. Preview outcomes for the next lesson:Students will apply techniques of rhetorical analysis principles to a speech.

Rhetorical Triangle

(Modified Aristotelian Triangle)

**Source:** Roskelly, H. *Everyday Use: Rhetoric at Work in Reading and Writing* (Pearson Education 2005).

**

The Rhetorical Triangle demonstrates the dynamic relationship among the three rhetorical appeals (pathos, logos, ethos), or means of persuasion, as well as the relationship among the speaker, subject, and audience.

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**Ethos:** The appeal of a text to the credibility and character of the speaker, writer, or narrator.

Examples:

**Pathos:** The appeal of the text to the emotions or interests of the audience.

Examples:

**Logos:** The appeal of the text based on the logical structure of its argument or mental ideas.

Examples:

Lesson 2: Understanding Rhetorical Elements

**Brief Overview:** This lesson provides students with an opportunity to apply previously learned rhetorical terminology to Coretta Scott King’s *The Death Penalty is a Step Back*. Students will first listen to the speech and then, using the Rhetorical Triangle chart, they will write down the rhetorical elements they hear within the speech on the Spoke-Model Aristotelian Rhetorical Triangle chart (which will be referred to as the SMART chart in this lesson). As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** a basic understanding of literary terms and should be familiar with the rhetorical terms they learned in Lesson 1; familiarity and ability to use the Rhetorical Triangle chart.

**Instructional model:** Cooperative learning and direct instruction

**Estimated Time:** 90-120 minutes, 2 days

**Resources for Lesson:**

* Copies of the Rhetorical Triangle chart and the SMART chart
* Audio/visual display access (interactive whiteboard or projector)
* Printed and audio versions of Coretta Scott King’s speech, *The Death Penalty is a Step Back:* <http://www.deltacollege.edu/emp/pwall/documents/DeathPenaltyisaStepBack.pdf>
* Text-dependent “Questions to Consider” for the first and the second reads of the speech

# Hatch, Gary. *Arguing in Communities: Reading and Writing Arguments in Context*. 3rd edition: <http://www.textbooks.com/ISBN/9780767416818/Gary-Hatch/Arguing-in-Communities-Reading-and-Writing-Arguments-in-Context_-_0767416813.php>

* SMART Bank of rhetorical terms; glossary of rhetorical terms. Additional rhetorical terms: <http://www.virtualsalt.com/rhetoric.htm>

**Lesson 2:** Understanding Rhetorical Elements

**Time:** 90-120minutes

**Standard(s)/unit goal(s) to be addressed in this lesson:**

CCSS.ELA-Literacy.RI.11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

CCSS.ELA-Literacy.SL.11-12.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**Essential Question addressed in this lesson:**

Q1 How do writers and speakers persuade audiences?

Q3 How does the mode of delivery shape the message?

**Objectives:** Students will know and be able to:

* Identify a variety of rhetorical concepts within an audio context.
* Comprehend the connection between a speaker’s word choice and audience.

**Anticipated student preconceptions/misconceptions:**

* Students might feel uncertain about the way the various rhetorical terms should be applied to the speech.

**Instructional tips/strategies/suggestions:**

* Model a few of the terms for students so that they can gain a greater understanding of the process and apply the terms effectively.
* Students will access a glossary or index of rhetorical terms. Students will need individual copies of the speech (or a textbook that includes the Coretta Scott King speech).

**Pre-assessment:** Matching quiz on rhetorical terms (optional)

**Formative assessment:** Completed SMART chart

**Summative assessment:** Reflection on speech effectiveness

**Lesson sequence**

**Lesson Opening**

* Explain to students that they will deepen their understanding of the Rhetorical Triangle by looking for its elements in a speech by Coretta Scott King. They will also analyze the use of rhetorical techniques such as those listed in the SMART Bank of Rhetorical Terms (see below) and assessing their impact on the speech’s effectiveness.
* Distribute handouts with the Rhetorical Triangle chart (Lesson 1) printed on one side and the SMART chart on the other (below). Also, distribute copies of the Coretta Scott King speech, available online at [www.deltacollege.edu/emp/pwall/documents/DeathPenaltyisaStepBack.pdf](http://www.deltacollege.edu/emp/pwall/documents/DeathPenaltyisaStepBack.pdf).

**During the lesson**

* Ask for a volunteer to read the speech orally for the class, or play the speech for students if an audio version is available. After the students have heard and read it as a class, divide the students into pairs and have them analyze the speech together using the “Questions to Consider” and the Rhetorical Triangle chart.
* Students discuss or write notes in response to the “Questions to Consider” for the first read, then identify and cite examples of ethos, pathos, and logos in the speech.
* Hand out copies of the SMART Bank of Rhetorical Terms (below). Working with partners, have students review the terms in the SMART Bank (perhaps with a KWL chart) and look up any terms that are unfamiliar in the glossary.
* After reviewing the rhetorical terms, have the student pairs reread the speech and discuss or write notes in response to the “Questions to Consider” for the second read before filling in terms around the SMART Chart. This involves both identifying examples of the rhetorical techniques and associating them with particular appeals (*ethos*, *pathos*, or *logos*). For example, King says, “Morality is never upheld by legalized murder.” This is an example of using a word with a strong negative *connotation* (murder) for emotional effect, so the student would write “connotation” on one of the spokes near *pathos*. The assignment may be finished for homework if necessary.
* Have students share results from their SMART charts and their reasons for the placement of the various rhetorical terms. During the discussion, incorporate direct instruction, as needed, to clarify. Have students revise and add to their SMART charts as appropriate.

**Lesson Closing**

* To conclude, have students write a reflection evaluating Mrs. King’s speech, citing evidence. Students should incorporate details from the SMART chart to support conclusions.
* Preview outcomes for the next lesson: Further development of rhetorical analysis skills through interpretation of written and spoken material

The Death Penalty is a Step Back

By Coretta Scott King

(Retrieved from: [www.deltacollege.edu/emp/pwall/documents/DeathPenaltyisaStepBack.pdf](http://www.deltacollege.edu/emp/pwall/documents/DeathPenaltyisaStepBack.pdf))

Although I have suffered the loss of two family members by assassination, I remain firmly and unequivocally opposed to the death penalty for those convicted of capital offenses. An evil deed is not redeemed by an evil deed of retaliation. Justice is never advanced in the taking of a human life. Morality is never upheld by legalized murder. Morality apart, there are a number of practical reasons which form a powerful argument against capital punishment.

First, capital punishment makes irrevocable any possible miscarriage of justice. Time and again we have witnessed the specter of mistakenly convicted people being put to death in the name of American criminal justice. To those who say that, after all, this doesn’t occur too often, I can only reply that if it happens just once, that is too often. And it has occurred many times.

Second, the death penalty reflects an unwarranted assumption that the wrongdoer is beyond rehabilitation. Perhaps some individuals cannot be rehabilitated; but who shall make that determination? Is any amount of academic training sufficient to entitle one person to judge another incapable of rehabilitation?

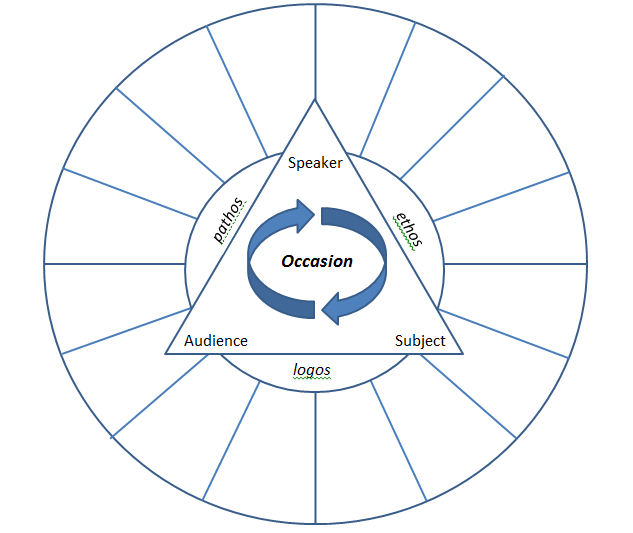
Third, the death penalty is inequitable. Approximately half of the 711 persons now on death row are black. From 1930 through 1968, 53.5% of those executed were black Americans, all too many of whom were represented by court-appointed attorneys and convicted after hasty trials. The argument that this may be an accurate reflection of guilt and homicide trends instead of racist application of laws lacks credibility in light of a recent Florida survey which showed that persons convicted of killing whites were four times more likely to receive a death sentence than those convicted of killing blacks.

Proponents of capital punishment often cite a “deterrent effect” as the main benefits of the death penalty. Not only is there no hard evidence that murdering murderers will deter other potential killers, but even the “logic” of this argument defies comprehension. Numerous studies show that the majority of homicides committed in this country are acts of victim’s relatives, friends, and acquaintances in the “heat of passion.” What this strongly suggests is that rational consideration of future consequences is seldom a part of the killer’s attitude at the time he commits a crime.

The only way to break the chain of violent reaction is to practice nonviolence as individuals and collectively through our laws and institutions.

SMART Chart

(Spoke-Model Aristotelian Rhetorical Triangle Chart)



**Rationale:** The spoke model incorporates the primary rhetorical triangle (as adapted from Aristotle’s triangle) and advances the concept by providing students with an opportunity to insert rhetorical elements outside of *ethos, pathos, logos.* The spokes contribute to the argument of the persuasive technique because they hold the ‘hub’ together while progressing forward.

SMART Bank of Rhetorical Terms and Devices

Claim/Counter Claim Connotation

Denotation Dialect

Diction Ethos

Evidence Figurative Language

Hyperbole Inference

Irony Jargon

Logos Parallel structure

Pathos Point of View

Punctuation for Pacing Rhetorical Question

Repetition Rule of Three

Satire Slang

Speaker Style

Structure Synecdoche

Syntax Theme

Tone

Questions to Consider

**The Death Penalty is a Step Back, by Coretta Scott King**

***First read*:** Answer these questions to help you find examples of *ethos*, *pathos*, and *logos.*

**Paragraph 1**

What effect does Mrs. King’s reference to her personal experience have on the listener? Why is she especially qualified to argue against capital punishment?

Mrs. King makes three statements expressing her moral position on the issue. How are the statements alike? Are they effective? Why?

In the last sentence Mrs. King switches the focus from “morality” to “practical” reasons to argue against capital punishment. Which rhetorical appeal is she using?

**Paragraphs 2-5**

In the rest of the speech, Ms. King lists four “practical” arguments in support of her claim that capital punishment is wrong. What are they? Summarize each in a word or brief phrase.

**Paragraph 6**

What does she mean by “the chain of violent reaction”?

What paragraph in the speech is most similar to this concluding paragraph?

***Second read****:* Answer these questions to help you identify rhetorical devices.

**Paragraph 1**

What emotional word does Mrs. King use in her first sentence? What is the effect on the audience?

Examine the word choice and sentence structure in Mrs. King’s three moral statements about capital punishment. What rhetorical devices is she using? What is the cumulative effect on the audience?

In her last sentence, Mrs. King states her claim. How has she prepared the audience to be receptive to her position?

**Paragraphs 2-5**

Examine how Mrs. King uses claim/counter-claim in these paragraphs.

What device does Mrs. King use twice in paragraph 3? Does she effectively disprove the counter-claim?

What device does she use to support her claim and disprove the counter-claim in paragraphs 4 and 5?

List any words with strong connotations. How do they help to support Mrs. King’s arguments?

**Paragraph 6**

Is this an effective conclusion to the speech? Why or why not?

Lesson 3: Brutus vs. Marc Antony

**Brief Overview:** Students will analyze *ethos*, *pathos*, *logos*, and other rhetorical elements in Brutus’s and Marc Antony’s speeches from *Julius Caesar*. Students will work in pairs or small groups to complete SMART charts and discuss why the rhetorical techniques are effective. Students will read each speech to the class informed by their understanding of the rhetorical elements. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** A working knowledge of the rhetorical triangle and of the rhetorical terms listed in the SMART Bank.

**Instructional model:** Teacher modeling and guided close reading

**Estimated Time:** 90-120 minutes, 2 days

**Resources for Lesson**

* Copies of Brutus’s and Antony’s speeches (see end of Lesson)
* Text-dependent “Questions to Consider” for both speeches (end of Lesson)
* Copies of the SMART charts
* Videos of Brutus and Antony’s speeches (if available)

**Lesson 3:** Brutus vs. Marc Antony

**Time:** 90-120 minutes

**Standard(s)/unit goal(s) to be addressed in this lesson:**

CCSS.ELA-Literacy.RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

CCSS.ELA-Literacy.SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CCSS.ELA-Literacy.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Essential Question addressed in this lesson:**

Q1. How do writers and speakers persuade their audiences to adjust or change their positions?

Q3. How does the author’s perspective influence his/her rhetorical choices?

**Objectives:** Students will know and be able to:

* Identify and evaluate the effectiveness of speakers’ use of *ethos, pathos*, logos, and the rhetorical elements that contribute to them.
* Analyze how perspective and purpose influence rhetorical choices and compare the effectiveness of rhetorical strategies in Brutus’s and Marc Antony’s speeches in Act 3, Scene 2 of *Julius Caesar*.

**Anticipated student preconceptions/misconceptions:**

* Students may have some resistance to Shakespeare. If provided with sufficient context for the speeches, students will not need to have read *Julius Caesar* in order to perform the task. Reading both speeches aloud several times, as specified in learning activities and screening performances (if available), can allay anxiety.

**Instructional tips/strategies/suggestions:**

* Film clips of speeches can be used at various points to clarify the speeches and/or to deepen discussion.
* Continue to model how to annotate for rhetorical devices: Content (*ethos, pathos, logos);* claim/counterclaim; tone (irony, sarcasm); figurative language; sentence structure/diction (repetition, synecdoche, parallel structure, jargon, dialect, slang, syntax, rhetorical questions, rule of three, punctuation). For advanced students, include *anaphora*. For ELL students, point out key verbs.

**Formative assessment:**

In small groups, students will fill in the SMART chart, identifying the rhetorical appeals, figurative language, and structural elements found in the speeches.

**Summative assessment:**

Students will write a paragraph for each speech in which they evaluate the effectiveness of the rhetorical elements supported by specific examples. Students will compare the two speeches at the end of their evaluation of Marc Antony’s speech.

**Lesson sequence**

***Day 1***

**Lesson Opening**

1. Introduce the lesson by providing context for Brutus’s and Marc Antony’s funeral orations from *Julius Caesar*. Context: Brutus and Marc Antony speak to the citizens of Rome after Caesar has been murdered by Brutus and other conspirators. The conspirators believe that their actions were justified because they believe power had gone to Caesar’s head.

**During the Lesson**

1. Pass out double-spaced, large-font copies of Brutus’s speech (see resources section) and SMART charts. Read the speech aloud while students listen. Then instruct students to note *ethos*, *pathos*, *logos* in the speech as they listen to it for a second time.
2. Break the class into groups of three or four. In groups, students discuss or write notes in response to the Questions to Consider, confer on *ethos, pathos, logos*, and highlight the speech, using a different color for each element. Students brainstorm on how Brutus persuades. Student should circle repeated words and words that create tone. Other rhetorical terms for students to apply to the speech: connotation, rhetorical question, repetition, claim/counterclaim, irony, rule of three, punctuation for pacing, syntax. They should fill in the spokes of the SMART Chart. Circulate to check on understanding.

**Lesson Closing**

1. Exit ticket: Write an answer to this question: Which rhetorical appeal or technique does Brutus use most effectively? Explain, using an example.
2. Homework: Students should write a paragraph on the following prompt: *Summarize Brutus’s claim and argument, and evaluate the effectiveness of the rhetorical elements and devices that he uses. (Be sure to include specific examples). If you were in the crowd, would his speech persuade you to support his position?*

***Day 2***

**Lesson Opening/During the Lesson**

1. During this class, students will analyze Marc Antony’s speech. Context: After Brutus speaks, Marc Antony and others bring in Caesar’s body. Brutus tells the crowd that he and other conspirators have given Marc Antony permission to deliver Caesar’s eulogy.
2. Repeat speech analysis process (using the SMART chart) for Marc Antony’s speech. Rhetorical terms for students to apply to Marc Antony’s speech: synecdoche, repetition, rule of three, rhetorical question, punctuation for pacing, and hyperbole.

**Lesson Closing**

1. Discuss with students or write as an exit ticket: Which speech is the most persuasive? Why?
2. Homework prompt: *Write a paragraph in which you summarize Antony’s claim and argument and evaluate the effectiveness of the various rhetorical elements Marc Antony uses to discredit Brutus. (Be sure to include specific examples). If you were in the crowd, would his speech persuade you to support his position? Conclude with a comparison of effectiveness between Brutus’s and Marc Antony’s speeches.*
3. Preview outcomes for the next lesson: Students will analyze Frederick Douglass’s complex rhetorical style.

Brutus’s Speech from *Julius Caesar*

Act III, scene 2

BRUTUS: Be patient till the last.  
Romans, countrymen, and lovers! Hear me for my  
cause, and be silent, that you may hear: believe me  
for mine honour, and have respect to mine honour, that  
you may believe: censure me in your wisdom, and  
awake your senses, that you may the better judge.  
If there be any in this assembly, any dear friend of  
Caesar’s, to him I say, that Brutus’ love to Caesar  
was no less than his. If then that friend demand  
why Brutus rose against Caesar, this is my answer:  
--Not that I loved Caesar less, but that I loved  
Rome more. Had you rather Caesar were living and  
die all slaves, than that Caesar were dead, to live  
all free men? As Caesar loved me, I weep for him;  
as he was fortunate, I rejoice at it; as he was  
valiant, I honour him: but, as he was ambitious, I  
slew him. There is tears for his love; joy for his  
fortune; honour for his valour; and death for his  
ambition. Who is here so base that would be a  
bondman? If any, speak; for him have I offended.  
Who is here so rude that would not be a Roman? If  
any, speak; for him have I offended. Who is here so  
vile that will not love his country? If any, speak;  
for him have I offended. I pause for a reply.

ALL: None, Brutus, none.

BRUTUS: Then none have I offended. I have done no more to  
Caesar than you shall do to Brutus. The question of  
his death is enrolled in the Capitol; his glory not  
extenuated, wherein he was worthy, nor his offences  
enforced, for which he suffered death.

*Enter ANTONY and others, with CAESAR’s body*

Here comes his body, mourned by Mark Antony: who,  
though he had no hand in his death, shall receive  
the benefit of his dying, a place in the  
commonwealth; as which of you shall not? With this  
I depart,—that, as I slew my best lover for the  
good of Rome, I have the same dagger for myself,  
when it shall please my country to need my death.

Antony’s Speech from *Julius Caesar*

Act III, scene 2

ANTONY: Friends, Romans, countrymen, lend me your ears;  
I come to bury Caesar, not to praise him.  
The evil that men do lives after them;  
The good is oft interred with their bones;  
So let it be with Caesar. The noble Brutus  
Hath told you Caesar was ambitious:  
If it were so, it was a grievous fault,  
And grievously hath Caesar answer’d it.  
Here, under leave of Brutus and the rest--  
For Brutus is an honourable man;  
So are they all, all honourable men--  
Come I to speak in Caesar’s funeral.  
He was my friend, faithful and just to me:  
But Brutus says he was ambitious;  
And Brutus is an honourable man.  
He hath brought many captives home to Rome  
Whose ransoms did the general coffers fill:  
Did this in Caesar seem ambitious?  
When that the poor have cried, Caesar hath wept:  
Ambition should be made of sterner stuff:  
Yet Brutus says he was ambitious;  
And Brutus is an honourable man.  
You all did see that on the Lupercal  
I thrice presented him a kingly crown,  
Which he did thrice refuse: was this ambition?

Yet Brutus says he was ambitious;  
And, sure, he is an honourable man.  
I speak not to disprove what Brutus spoke,  
But here I am to speak what I do know.  
You all did love him once, not without cause:  
What cause withholds you then, to mourn for him?  
O judgment! thou art fled to brutish beasts,  
And men have lost their reason. Bear with me;  
My heart is in the coffin there with Caesar,  
And I must pause till it come back to me.

Questions to Consider

Brutus’s Speech from *Julius Caesar,* Act III, scene 2

Answer these questions to help you understand Brutus’s argument and analyze the rhetorical techniques he uses to make it persuasive.

**Audience and Situation**

1. What mood do you imagine the crowd is in as Brutus begins his speech? Why?

**Brutus’s Argument**

1. What is Brutus’s unspoken but implied claim?
2. What main reason does Brutus give for killing Caesar?
3. What reasons does he give for NOT killing Caesar?
4. What arguments does he use to justify the killing, in spite of the reasons in question 2?
5. What is Brutus’s goal--what does he want?

**Brutus’s Rhetoric**

1. Brutus uses three key verbs in the first long sentence (starting with “Hear me” and ending with “better judge.”): **Hear, believe, and censure/judge**. Which rhetorical appeal is he targeting with each verb (*ethos, pathos, logos*)? Examine the structure of the sentence. What rhetorical device is he using?
2. In lines 7-12, Brutus maintains that he loved Caesar, and he repeats this avowal many times in the speech. How does this strengthen his argument?

1. What device does he use in this declaration: “Not that I loved Caesar less, but that I loved Rome more?” What appeal is he making?
2. What two rhetorical devices does Brutus employ in the next two lines? He presents two choices--either/or--challenging the audience to choose between them. What are they?
3. In each clause of the next sentence, Brutus pairs an action or quality of Caesar’s with a reaction of his own.

* What little word does Brutus repeat at the beginning of each clause? What is the effect of this repetition?
* List the Caesar:Brutus pairs that he names.
* What is the effect of the word “but” in the last clause? Contrast the qualities and verbs in the first three clauses with those in the final one.

1. In the last six lines (before the crowd says “None, Brutus, none.”) what rhetorical device(s) does Brutus use? What is the effect on the audience? Has he achieved his goal?
2. What modes of persuasion (*ethos, logos, pathos*) does Brutus use in his last lines, just before Antony speaks? Cite words and phrases to support your ideas.

Antony’s Speech from *Julius Caesar*, Act III, scene 2

Answer these questions to help you understand Antony’s argument and analyze the rhetorical techniques he uses to make it persuasive.

**Audience and Situation**

How has the situation changed as Antony begins his speech? Explain.

**Antony’s Argument**

1. What is Antony’s unspoken but implied counter-claim in response to Brutus’s charge against Caesar?

2. What examples/evidence does Antony give to support his counter-claim?

3. Why does Antony say that “men have lost their reason”?

4. What is Antony’s goal—what does he want?

**Antony’s Rhetoric**

5. How do you think the crowd feels about Caesar after hearing Brutus speak? Why does Antony immediately say, “I come to bury Caesar, not to praise him?”

6. What little phrase does Antony use in line 7 to introduce doubt about Brutus’s claim that Caesar was ambitious? What rhetorical devices does he use in lines 8 and 9 to increase that doubt?

7. In lines 10-28, Antony describes three events from Caesar’s life. What mode of persuasion is he using? Explain.

8. Antony follows each example with: “But Brutus says he was ambitious/And Brutus is an honorable man.” What contrast is Antony pointing out with each example and repetition? What is his goal?

9. In the last repetition Antony adds one word to the sentence about Brutus: “sure.” What is the effect of that addition?

10. Explain what rhetorical technique Antony uses in line 29.

11. What appeal is Antony making to the audience in lines 31-32?

12. Why does Antony say “Bear with me” in line 34? What appeal is he making?

13. What modes of persuasion does Antony use most effectively?

Lesson 4: Close Reading of Frederick Douglass’s

*What to the Slave is the Fourth of July?*

**Brief Overview:** Students will explain and identify rhetorical appeals (or means of persuasion), and cite examples of effective rhetorical devices in an extended piece of complex prose. Specifically, students will analyze the rhetorical strategies employed by Frederick Douglass in his speech, *What to the Slave is the Fourth of July?,* how he first appeals to and then challenges his audience, alludes to personal experience and cultural touchstones, and employs figurative language. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Experience with close reading of informational texts; key terms such as *ethos*, *pathos*, *logos*, *claim*, *counterclaim*, and other rhetorical techniques/terms, and are familiar with the rhetorical triangle.

**Instructional model:** Close reading and cooperative learning

**Estimated Time:** 135-180 minutes over 3 days

**Resources for Lesson:**

* Copies of Frederick Douglass’s speech, *What to the Slave is the Fourth of July?* (end of Lesson)
* Glossary of terms from Douglass’s speech (end of Lesson)
* Close reading questions --Rhetorical Analysis of Douglass’s Speech (see end of Lesson; answers to the questions are placed after the Lesson Closing section)
* Video of the Douglass speech performed by Danny Glover: <http://www.youtube.com/watch?v=mb_sqh577Zw&feature=related>
* Historical materials related to the abolition movement and the Fugitive Slave Act, as well as information about Douglass’s allusions: <http://www.pbslearningmedia.org/resource/ketae.ss.his.us.slave/us-history-a-nation-enslaved/> (especially the video and supporting materials *U.S. History: A Nation Enslaved*)

**Lesson 4:** Close Reading of Frederick Douglass’s *What to the Slave is the Fourth of July?*

**Time:** 135-180 minutes over 3 days

**Standard(s)/unit goal(s) to be addressed in this lesson:**

CCSS.ELA-Literacy.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his/her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-Literacy.RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

CCSS.ELA-Literacy.SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**Essential Questions addressed in this lesson:**

Q1. How do writers and speakers persuade audiences?

Q2. How does the audience and occasion impact a speech?

Q3. How does the mode of delivery shape the message?

**Objectives:** Students will know and be able to:

* Recognize that writers have choices for text structure.
* Identify and analyze the effectiveness of text structure.
* Explain how rhetorical strategies are used to contribute to the power and persuasiveness of a text.
* Analyze the rhetorical strategies.

**Anticipated student preconceptions/misconceptions:**

* Students may not know that support for slavery was widespread in all parts of the country. Abolitionists were considered the “lunatic fringe.”
* Students may have the preconception that because most slaves were prevented from getting an education, a speech by a former slave would be written in simple, even grammatically incorrect, language.

**Instructional tips/strategies/suggestions:**

* Students may not be familiar with Frederick Douglass’s story or the historical significance of the Fourth of July, so some pre-teaching may be necessary.
* The author, Frederick Douglass, is an escaped slave who became an abolitionist in 1852 (before the Civil War), and wrote *What to the Slave is the Fourth of July?*
* For the research done in this lesson, you may wish to provide a fact sheet for students with special needs or if computer access is poor.

**Pre-assessment:** Students respond to the question posed in the title of the document, *What to the Slave is the Fourth of July?*

**Formative assessment:**

Text-dependent close reading questions of Douglass’s speech.

**Lesson sequence**

**Lesson Opening**

1. Begin the lesson by asking students what they associate with the Fourth of July. If the responses are limited to fireworks and barbecues and parades, press students to get at the origins and intent of the holiday: the anniversary of the Declaration of Independence, a celebration of freedom and democracy, etc.
2. Ask students to do a five-minute quick write responding to the question posed in the title, *What to the Slave is the Fourth of July?* Tell students that they will not be discussing their responses until after they read the speech.

**During the Lesson**

1. Handout copies of the speech (see end of Lesson). Have students do a first reading of it independently. In the first reading, they should concentrate on understanding Douglass’s message. Have students annotate the text as they read, underlining passages they find particularly strong or convincing, noting areas of confusion, and consulting the vocabulary terms provided.
2. Assign whatever portion of the independent reading and annotation of the text that remains at the end of the class as homework. Students should come prepared to discuss and raise questions about the speech.
3. Ask students about general impressions of the speech. Questions could include:

* Did Douglass answer the question posed in the title in ways that they expected?
* What aspects of the speech seem particularly forceful and strong?
* Which parts in the speech seem particularly confusing?

1. Show the video clip of Danny Glover reading the highlighted portions of the text: <http://www.youtube.com/watch?v=mb_sqh577Zw&feature=related>. The highlighted portions of the speech are read by Danny Glover in the YouTube video. Reflection question: *What did you notice in the oral presentation that you did not notice in the transcript?*
2. In pairs, have students analyze Douglass’s speech using the close reading questions (Rhetorical Analysis of Douglass’s Speech at the end of the lesson).
3. Review rhetorical terms as needed during class (see end of Lesson). Unfinished questions could be finished for homework. When finished, review questions and invite students to ask about particularly challenging questions.
4. Provide student pairs with different colored highlighters to identify examples of different rhetorical concepts found on the first page of the speech (e.g., orange for *ethos*, blue for *pathos*, yellow for *logos*). After reviewing the first page, have students continue to identify terms in the rest of Douglass’s speech.

**Lesson Closing**

1. Have students respond to the following questions: *What new information or discovery did you make after identifying the literary terms? Is Douglass’s speech effective overall? Why or why not?*
2. Preview outcomes for the next lesson: Students independently analyze a persuasive speech and write an explanatory essay. This will take up to three days. Students can work out of class or in-class.

***Answers to the questions in the Rhetorical Analysis of Douglass’s Speech:***

* Question 1: Note Douglass’s humble opening stance, an ethical appeal designed to win over his mostly white audience.
* Question 2: Identify Douglass’s questions as rhetorical and see that he is distancing himself from his audience to challenge them.
* Question 3: Douglass’s auditors knew their Bible and would surely have felt uncomfortable having America compared to Israel’s Babylonian oppressors.
* Question 4: Students should be aware that Douglass is anticipating – and thus defining – objections to his rhetoric and thus providing himself an opportunity to refute his critics.
* Question 5: Douglass asserts that there is nothing more to argue, that America must be shocked or shamed into change. Students could cite a variety of entertainers and/or political commentators who rely on irony.
* Question 6: Douglass’s response is likely more forceful than the students’. He makes extensive use of *hyperbole* in this and later sections.
* Question 7: Students should do some research on the Fugitive Slave Law before answering this question. The teacher may wish to provide a fact sheet for students with special needs or if computer access is poor.
* Question 8: In this series of staccato outbursts, Douglass demonstrates America’s hypocrisy by showing that the values it purports to champion at home and abroad are belied by its tolerance of slavery. He ends this tirade with America’s founding first document, the one being celebrated on the Fourth of July.
* Question 9: Students should be able to discern that Douglass’s conclusion has a calmer, more optimistic tone than the fiery sections that have come before. His purpose may be to win back the good graces of the audience that he has purposely antagonized and to provide a sense of hope for improvement in American society.

***What to the Slave is the Fourth of July?* Frederick Douglass on 5 July 1852**

**Occasion: Meeting sponsored by the Rochester Ladies’ Anti-Slavery Society, Rochester, N.Y.**

**Mr. President, Friends and Fellow Citizens:**

He who could address this audience without a quailing sensation, has stronger nerves than I have. I do not remember ever to have appeared as a speaker before any assembly more shrinkingly, nor with greater distrust of my ability, than I do this day. A feeling has crept over me, quite unfavorable to the exercise of my limited powers of speech. The task before me is one which requires much previous thought and study for its proper performance. I know that apologies of this sort are generally considered flat and unmeaning. I trust, however, that mine will not be so considered. Should I seem at ease, my appearance would much misrepresent me. The little experience I have had in addressing public meetings, in country school houses, avails me nothing on the present occasion.

The papers and placards say, that I am to deliver a 4th [of] July oration. This certainly sounds large, and out of the common way, for it is true that I have often had the privilege to speak in this beautiful Hall, and to address many who now honor me with their presence. But neither their familiar faces, nor the perfect gage I think I have of Corinthian Hall, seems to free me from embarrassment.

The fact is, ladies and gentlemen, the distance between this platform and the slave plantation, from which I escaped, is considerable — and the difficulties to be overcome in getting from the latter to the former, are by no means slight. That I am here to-day is, to me, a matter of astonishment as well as of gratitude. You will not, therefore, be surprised, if in what I have to say, I evince no elaborate preparation, nor grace my speech with any high sounding exordium. With little experience and with less learning, I have been able to throw my thoughts hastily and imperfectly together; and trusting to your patient and generous indulgence, I will proceed to lay them before you. …

[Douglass discusses the American Revolution and its heroic leaders at length then turns to the present.]

Fellow-citizens, pardon me, allow me to ask, why am I called upon to speak here to-day? What have I, or those I represent, to do with your national independence? Are the great principles of political freedom and of natural justice, embodied in that Declaration of Independence, extended to us? and am I, therefore, called upon to bring our humble offering to the national altar, and to confess the benefits and express devout gratitude for the blessings resulting from your independence to us?

Would to God, both for your sakes and ours, that an affirmative answer could be truthfully returned to these questions! Then would my task be light, and my burden easy and delightful. For who is there so cold, that a nation’s sympathy could not warm him? Who so obdurate and dead to the claims of gratitude, that would not thankfully acknowledge such priceless benefits? Who so stolid and selfish, that would not give his voice to swell the hallelujahs of a nation’s jubilee [celebration], when the chains of servitude had been torn from his limbs? I am not that man. In a case like that, the dumb might eloquently speak, and the “lame man leap as an hart.”

But, such is not the state of the case. I say it with a sad sense of the disparity between us. I am not included within the pale of this glorious anniversary! Your high independence only reveals the immeasurable distance between us. The blessings in which you, this day, rejoice, are not enjoyed in common. The rich inheritance of justice, liberty, prosperity and independence, bequeathed by your fathers, is shared by you, not by me. The sunlight that brought life and healing to you, has brought stripes and death to me. This Fourth [of] July is yours, not mine. You may rejoice, I must mourn. To drag a man in fetters into the grand illuminated temple of liberty, and call upon him to join you in joyous anthems, were inhuman mockery and sacrilegious irony. Do you mean, citizens, to mock me, by asking me to speak to-day? If so, there is a parallel to your conduct. And let me warn you that it is dangerous to copy the example of a nation whose crimes, lowering up to heaven, were thrown down by the breath of the Almighty, burying that nation in irrecoverable ruin! I can to-day take up the plaintive lament of a peeled and woe-smitten people!

“By the rivers of Babylon, there we sat down. Yea! we wept when we remembered Zion. We hanged our harps upon the willows in the midst thereof. For there, they that carried us away captive, required of us a song; and they who wasted us required of us mirth, saying, Sing us one of the songs of Zion. How can we sing the Lord’s song in a strange land? If I forget thee, O Jerusalem, let my right hand forget her cunning. If I do not remember thee, let my tongue cleave to the roof of my mouth.”

Fellow-citizens; above your national, tumultuous joy, I hear the mournful wail of millions! whose chains, heavy and grievous yesterday, are, to-day, rendered more intolerable by the jubilee shouts that reach them. If I do forget, if I do not faithfully remember those bleeding children of sorrow this day, “may my right hand forget her cunning, and may my tongue cleave to the roof of my mouth!” To forget them, to pass lightly over their wrongs, and to chime in with the popular theme, would be treason most scandalous and shocking, and would make me a reproach before God and the world. My subject, then fellow-citizens, is AMERICAN SLAVERY. I shall see, this day, and its popular characteristics, from the slave’s point of view. Standing, there, identified with the American bondman, making his wrongs mine, I do not hesitate to declare, with all my soul, that the character and conduct of this nation never looked blacker to me than on this 4th of July! Whether we turn to the declarations of the past, or to the professions of the present, the conduct of the nation seems equally hideous and revolting. America is false to the past, false to the present, and solemnly binds herself to be false to the future. Standing with God and the crushed and bleeding slave on this occasion, I will, in the name of humanity which is outraged, in the name of liberty which is fettered, in the name of the constitution and the Bible, which are disregarded and trampled upon, dare to call in question and to denounce, with all the emphasis I can command, everything that serves to perpetuate slavery-the great sin and shame of America! “I will not equivocate; I will not excuse;” I will use the severest language I can command; and yet not one word shall escape me that any man, whose judgement is not blinded by prejudice, or who is not at heart a slaveholder, shall not confess to be right and just.

But I fancy I hear some one of my audience say, it is just in this circumstance that you and your brother abolitionists fail to make a favorable impression on the public mind. Would you argue more, and denounce less, would you persuade more, and rebuke less, your cause would be much more likely to succeed. But, I submit, where all is plain there is nothing to be argued. What point in the anti-slavery creed would you have me argue? On what branch of the subject do the people of this country need light? Must I undertake to prove that the slave is a man? That point is conceded already. Nobody doubts it. The slaveholders themselves acknowledge it in the enactment of laws for their government. They acknowledge it when they punish disobedience on the part of the slave. There are seventy-two crimes in the State of Virginia, which, if committed by a black man, (no matter how ignorant he be), subject him to the punishment of death; while only two of the same crimes will subject a white man to the like punishment. What is this but the acknowledgement that the slave is a moral, intellectual and responsible being? The manhood of the slave is conceded. It is admitted in the fact that Southern statute books are covered with enactments forbidding, under severe fines and penalties, the teaching of the slave to read or to write. When you can point to any such laws, in reference to the beasts of the field, then I may consent to argue the manhood of the slave. When the dogs in your streets, when the fowls of the air, when the cattle on your hills, when the fish of the sea, and the reptiles that crawl, shall be unable to distinguish the slave from a brute, there will I argue with you that the slave is a man!

For the present, it is enough to affirm the equal manhood of the negro race. Is it not astonishing that, while we are ploughing, planting and reaping, using all kinds of mechanical tools, erecting houses, constructing bridges, building ships, working in metals of brass, iron, copper, silver and gold; that, while we are reading, writing and cyphering, acting as clerks, merchants and secretaries, having among us lawyers, doctors, ministers, poets, authors, editors, orators and teachers; that, while we are engaged in all manner of enterprises [activities] common to other men, digging gold in California, capturing the whale in the Pacific, feeding sheep and cattle on the hill-side, living, moving, acting, thinking, planning, living in families as husbands, wives and children, and, above all, confessing and worshipping the Christian’s God, and looking hopefully for life and immortality beyond the grave, we are called upon to prove that we are men!

Would you have me argue that man is entitled to liberty? that he is the rightful owner of his own body? You have already declared it. Must I argue the wrongfulness of slavery? Is that a question for Republicans? Is it to be settled by the rules of logic and argumentation, as a matter beset with great difficulty, involving a doubtful application of the principle of justice, hard to be understood? How should I look to-day, in the presence of Americans, dividing, and subdividing a discourse, to show that men have a natural right to freedom? speaking of it relatively, and positively, negatively, and affirmatively. To do so, would be to make myself ridiculous, and lo offer an insult to your understanding. There is not a man beneath the canopy of heaven, that does not know that slavery is wrong for him.

What, am I to argue that it is wrong to make men brutes, to rob them of their liberty, to work them without wages, to keep them ignorant of their relations to their fellow men, to beat them with sticks, to flay their flesh with the lash, to load their limbs with irons, to hunt them with dogs, to sell them at auction, to sunder their families, to knock out their teeth, to burn their flesh, to starve them into obedience and submission to their masters? Must I argue that a system thus marked with blood, and stained with pollution, is wrong? No! I will not. I have better employments for my time and strength, than such arguments would imply.

What, then, remains to be argued? Is it that slavery is not divine; that God did not establish it; that our doctors of divinity are mistaken? There is blasphemy in the thought. That which is inhuman, cannot be divine! Who can reason on such a proposition? They that can, may; I cannot. The time for such argument is past.

At a time like this, scorching irony, not convincing argument, is needed. O! had I the ability, and could I reach the nation’s ear, I would, to-day, pour out a fiery stream of biting ridicule, blasting reproach, withering sarcasm, and stern rebuke. For it is not light that is needed, but fire; it is not the gentle shower, but thunder. We need the storm, the whirlwind, and the earthquake. The feeling of the nation must be quickened; the conscience of the nation must be roused; the propriety of the nation must be startled; the hypocrisy of the nation must be exposed; and its crimes against God and man must be proclaimed and denounced.

What, to the American slave, is your 4th of July? I answer: a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. To him, your celebration is a sham; your boasted liberty, an unholy license; your national greatness, swelling vanity; your sounds of rejoicing are empty and heartless; your denunciations of tyrants, brass fronted impudence; your shouts of liberty and equality, hollow mockery; your prayers and hymns, your sermons and thanksgivings, with all your religious parade, and solemnity, are, to him, mere bombast fraud, deception, impiety, and hypocrisy — a thin veil to cover up crimes which would disgrace a nation of savages. There is not a nation on the earth guilty of practices, more shocking and bloody, than are the people of these United States, at this very hour.

Go where you may, search where you will, roam through all the monarchies and despotisms of the old world, travel through South America, search out every abuse, and when you have found the last, lay your facts by the side of the everyday practices of this nation, and you will say with me, that, for revolting barbarity and shameless hypocrisy, America reigns without a rival. …

[Douglass next describes in detail America’s brutal internal slave trade.]

But a still more inhuman, disgraceful, and scandalous state of things remains to be presented.

By an act of the American Congress, not yet two years old, slavery has been nationalized in its most horrible and revolting form. By that act, Mason & Dixon’s line has been obliterated; New York has become as Virginia; and the power to hold, hunt, and sell men, women, and children as slaves remains no longer a mere state institution, but is now an institution of the whole United States. The power is co-extensive with the star-spangled banner and American Christianity. Where these go, may also go the merciless slave-hunter. Where these are, man is not sacred. He is a bird for the sportsman’s gun. By that most foul and fiendish of all human decrees, the liberty and person of every man are put in peril. Your broad republican domain is hunting ground for men. Not for thieves and robbers, enemies of society, merely, but for men guilty of no crime. Your lawmakers have commanded all good citizens to engage in this hellish sport. Your President, your Secretary of State, your lords, nobles, and ecclesiastics, enforce, as a duty you owe to your free and glorious country, and to your God, that you do this accursed thing. Not fewer than forty Americans have, within the past two years, been hunted down and, without a moment’s warning, hurried away in chains, and consigned to slavery and excruciating torture. Some of these have had wives and children, dependent on them for bread; but of this, no account was made. The right of the hunter to his prey stands superior to the right of marriage, and to all rights in this republic, the rights of God included! For black men there are neither law, justice, humanity, not religion. The Fugitive Slave Law makes MERCY TO THEM, A CRIME; and bribes the judge who tries them. An American JUDGE GETS TEN DOLLARS FOR EVERY VICTIM HE CONSIGNS to slavery, and five, when he fails to do so.

The oath of any two villains is sufficient, under this hell-black enactment, to send the most pious and exemplary black man into the remorseless [pitiless] jaws of slavery! His own testimony is nothing. He can bring no witnesses for himself. The minister of American justice is bound by the law to hear but one side; and that side, is the side of the oppressor. Let this damning fact be perpetually told. Let it be thundered around the world, that, in tyrant-killing, king-hating, people-loving, democratic, Christian America, the seats of justice are filled with judges, who hold their offices under an open and palpable [obvious] bribe, and are bound, in deciding in the case of a man’s liberty, hear only his accusers!

In glaring violation of justice, in shameless disregard of the forms of administering law, in cunning arrangement to entrap the defenceless, and in diabolical intent, this Fugitive Slave Law stands alone in the annals of tyrannical legislation. I doubt if there be another nation on the globe, having the brass and the baseness to put such a law on the statute-book. If any man in this assembly thinks differently from me in this matter, and feels able to disprove my statements, I will gladly confront him at any suitable time and place he may select. …

Americans! your republican politics, not less than your republican religion, are flagrantly inconsistent.

You boast of your love of liberty, your superior civilization, and your pure Christianity, while the whole political power of the nation (as embodied in the two great political parties), is solemnly pledged to support and perpetuate the enslavement of three millions of your countrymen.

You hurl your anathemas at the crowned headed tyrants of Russia and Austria, and pride yourselves on your Democratic institutions, while you yourselves consent to be the mere tools and bodyguards of the tyrants of Virginia and Carolina.

You invite to your shores fugitives of oppression from abroad, honor them with banquets, greet them with ovations, cheer them, toast them, salute them, protect them, and pour out your money to them like water; but the fugitives from your own land you advertise, hunt, arrest, shoot and kill.

You glory in your refinement and your universal education; yet you maintain a system as barbarous and dreadful as ever stained the character of a nation — a system begun in avarice, supported in pride, and perpetuated in cruelty.

You shed tears over fallen Hungary, and make the sad story of her wrongs the theme of your poets, statesmen and orators, till your gallant sons are ready to fly to arms to vindicate her cause against her oppressors; but, in regard to the ten thousand wrongs of the American slave, you would enforce the strictest silence, and would hail him as an enemy of the nation who dares to make those wrongs the subject of public discourse!

You are all on fire at the mention of liberty for France or for Ireland; but are as cold as an iceberg at the thought of liberty for the enslaved of America.

You discourse eloquently on the dignity of labor; yet, you sustain a system which, in its very essence, casts a stigma upon labor.

You can bare your bosom to the storm of British artillery to throw off a threepenny tax on tea; and yet wring the last hard-earned farthing from the grasp of the black laborers of your country.

You profess to believe “that, of one blood, God made all nations of men to dwell on the face of all the earth,” and hath commanded all men, everywhere to love one another; yet you notoriously hate, (and glory in your hatred), all men whose skins are not colored like your own.

You declare, before the world, and are understood by the world to declare, that you “hold these truths to be self evident, that all men are created equal; and are endowed by their Creator with certain inalienable rights; and that, among these are, life, liberty, and the pursuit of happiness;” and yet, you hold securely, in a bondage which, according to your own Thomas Jefferson, “is worse than ages of that which your fathers rose in rebellion to oppose,” a seventh part of the inhabitants of your country.

Fellow-citizens! I will not enlarge further on your national inconsistencies. The existence of slavery in this country brands your republicanism as a sham, your humanity as a base pretence, and your Christianity as a lie. It destroys your moral power abroad; it corrupts your politicians at home. It saps the foundation of religion; it makes your name a hissing, and a by word to a mocking earth. It is the antagonistic force in your government, the only thing that seriously disturbs and endangers your Union. It fetters your progress; it is the enemy of improvement, the deadly foe of education; it fosters pride; it breeds insolence; it promotes vice; it shelters crime; it is a curse to the earth that supports it; and yet, you cling to it, as if it were the sheet anchor of all your hopes.

Oh! be warned! be warned! a horrible reptile is coiled up in your nation’s bosom; the venomous creature is nursing at the tender breast of your youthful republic; for the love of God, tear away, and fling from you the hideous monster, and let the weight of twenty millions crush and destroy it forever! …

Allow me to say, in conclusion, notwithstanding the dark picture I have this day presented of the state of the nation, I do not despair of this country. There are forces in operation, which must inevitably work the downfall of slavery. “The arm of the Lord is not shortened,” and the doom of slavery is certain. I, therefore, leave off where I began, with hope. While drawing encouragement from the Declaration of Independence, the great principles it contains, and the genius of American Institutions, my spirit is also cheered by the obvious tendencies of the age. Nations do not now stand in the same relation to each other that they did ages ago. No nation can now shut itself up from the surrounding world, and trot round in the same old path of its fathers without interference. The time was when such could be done. Long established customs of hurtful character could formerly fence themselves in, and do their evil work with social impunity. Knowledge was then confined and enjoyed by the privileged few, and the multitude walked on in mental darkness. But a change has now come over the affairs of mankind. Walled cities and empires have become unfashionable. The arm of commerce has borne away the gates of the strong city. Intelligence is penetrating the darkest corners of the globe. It makes its pathway over and under the sea, as well as on the earth. Wind, steam, and lightning are its chartered agents.

Oceans no longer divide, but link nations together. From Boston to London is now a holiday excursion. Space is comparatively annihilated. Thoughts expressed on one side of the Atlantic are, distinctly heard on the other. The far off and almost fabulous Pacific rolls in grandeur at our feet.

The Celestial Empire, the mystery of ages, is being solved. The fiat of the Almighty, “Let there be Light,” has not yet spent its force. No abuse, no outrage whether in taste, sport or avarice, can now hide itself from the all-pervading light.

The iron shoe, and crippled foot of China must be seen, in contrast with nature.

Africa must rise and put on her yet unwoven garment.

“Ethiopia shall stretch out her hand unto God.” …

The speech was originally published as a pamphlet. It can be located in James M. Gregory’s *Frederick Douglass, the Orator* (1893). More recent publications of the speech include Philip Foner’s *The Life and Writings of Frederick Douglass* (1950) and *The Frederick Douglass Papers* (1982), edited by John W. Blassingame. Retrieved from <http://redandgreen.org/July_5th_Speech.htm>. The highlighted portions are read by Danny Glover at <http://www.youtube.com/watch?v=mb_sqh577Zw&feature=related>.

Glossary of Terms

*What to the Slave is the Fourth of July*

affirmative: positive

anathemas: curses

annihilated: destroyed

antagonistic: hostile

avarice: greed

bequeathed: handed down

blasphemy: wickedness

bombast: swagger

bosom: chest

brass: gall

Celestial: heavenly

co-extensive with: as widespread as

conceded: accepted

consigned: sent off

denounce: condemn

diabolical: evil

disparity: difference

divinity: religion

ecclesiastics: members of the clergy

eloquently: fluently

enterprises: activities

equivocate: be evasive

evince: show

excursion: pleasure trip

exordium: opening

farthing: quarter penny

fetters: shackles

fiat: command

*Fugitive Slave Law*: federal statute requiring the return of slaves, even from free territory

grievous: severe

hart: deer

hypocrisy: insincerity

impiety: wickedness

impudence: nerve

inalienable: absolute

indulgence: tolerance

insolence: disrespect

jubilee: celebration

lowering: scowling

Mason & Dixon’s line: division between the North and the South

mirth: laughter

notoriously: disgracefully

notwithstanding: in spite of

obdurate: hard

pale: restricted area

palpable: obvious

perpetuate: prolong

placards: signs

professions: statements

proposition: suggestion

propriety: respectability

quailing: trembling

rebuke: scold

remorseless: pitiless

reproach: criticism

Republicans: believers in democracy

servitude: bondage

solemnity: seriousness

stigma: dishonor

stolid: insensitive

stripes: whipping

sunder: split up

tumultuous: noisy

tyrannical: oppressive

vanity: pride

vice: immoral conduct

withering: sneering

Zion: Jerusalem

Rhetorical Analysis of Douglass’s Speech

Respond to each question set in several complete sentences. Be sure to cite specific evidence from the text in your answers.

1. How does Douglass present himself in the introduction of his speech (lines 1-22)? What impression does he give of his confidence and experience in addressing such a crowd on such an occasion? Why do you think he does this? What type of rhetorical appeal is he using in this section?
2. How does Douglass make the transition to the true subject of his speech (lines 24-41)? Why does he begin this section with a series of questions? How does his relationship with his audience change in these three paragraphs? What sentence best sums up the claim he is making?
3. The long quotation Douglass includes (lines 48-52) is a quotation from Psalm 137, from the Hebrew Bible (Old Testament). It is a lament about the Jews’ captivity in Babylon, where their captors required them to sing and be joyful. Why does Douglass use this quotation here? What connection is he making? Why does he think that this example will affect his audience?
4. After denouncing American slavery in the strongest possible terms (lines 60-69), Douglass begins the next paragraph with this: “But I fancy I hear some one of my audience say…” What does he “fancy” that he hears? What rhetorical technique is Douglass employing here, and why? How does he “answer” what someone in the audience supposedly said (lines 75-118)?
5. Douglass goes on to say (line 119), “At a time like this, scorching irony, not convincing argument, is needed.” What does this statement mean? What does Douglass believe irony might accomplish that argument has not? Can you cite examples from contemporary culture of irony used as rhetoric?
6. In the next two paragraphs (lines 126-138), Douglass explicitly answers the question posed in the title of the speech. How does his answer compare to the one you wrote in your quick write? How do you think Douglass wanted his audience to feel when they heard his words? What rhetorical technique does he use in lines such as “for revolting barbarity and shameless hypocrisy, America reigns without a rival” (lines 137-138)?
7. Douglass includes a lengthy attack on recently passed Fugitive Slave Law (lines 140-172). What were the provisions of this controversial act? Cite several examples of “fiery” language Douglass uses to denounce the law.
8. What is the rhetorical purpose of the series of short paragraphs that follow the line “Americans! your republican politics, not less than your republican religion, are flagrantly inconsistent” (line 174)? Why does he choose the particular examples these paragraphs include? Why does he end the series with a quotation from the Declaration of Independence (lines 201-203)?
9. What tone does Douglass adopt in his concluding paragraphs (lines 219-242), and how does this tone compare to the rest of the speech? What strategy is Douglass using in concluding the speech this way?

Lesson 5: Close Reading and Response to Severn Suzuki’s speech to the 1992 UN Earth Summit in Rio de Janeiro (CEPA)

**Brief Overview:** After reading and listening to Severn Suzuki’s speech to the 1992 UN Earth Summit in Rio de Janeiro, students will compose a persuasive essay in which they argue their claim about the effectiveness of Suzuki’s speech by identifying and evaluating the rhetorical devices in her speech. This essay will be written over a couple of days and will include revising a draft. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Experience with writing persuasive essays.

**Instructional model:** Close reading, cooperative learning, and writing workshop

**Estimated Time:** 135-180 minutes

**Resources for Lesson**

* Severn Suzuki’s speech at the United Nations Earth Summit in Rio de Janeiro in 1992: Text and video can be found online at <http://www.thinkglobalgreen.org/Suzuki.html>. Transcript at the end of this lesson, p. 51.
* SMART Chart: see Lesson 2
* CEPA Instructions
* CEPA Rubric

**Lesson 5:** Close Reading and Essay Response to Severn Suzuki’s speech to the 1992 UN Earth Summit in Rio de Janeiro (CEPA)

**Time:** 135-180minutes

**Standard(s)/unit goal(s) to be addressed in this lesson:**

CCSS.ELA-Literacy.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his/her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-Literacy.RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

CCSS.ELA-Literacy.SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Essential Questions addressed in this lesson:**

Q1. How do writers and speakers persuade audiences?

Q2. How does the audience and occasion impact a speech?

Q3. How does the mode of delivery shape the message?

**Objectives:** Students will know and be able to:

* Analyze the rhetorical strategies use by Severn Suzuki in her 1992 UN Earth Summit Speech.
* Explain the rhetorical strategies used in the speech to persuade the audience.
* Write a persuasive essay expressing an opinion about the overall effectiveness of Severn Suzuki’s speech with examples supported from the text.

**Anticipated student preconceptions/misconceptions:**

* Students may not realize that they need to include a claim (or thesis) in their essay.

**Instructional tips/strategies/suggestions:**

* Students may need a chance to practice their argument and claim orally before writing it out.
* This performance assessment assumes that students have prior experience with persuasive writing and can use the technique independently. If needed, students can receive support/scaffolding for the writing, but should complete the analysis of the speech independently, demonstrating the understanding of the unit.
* Depending on the expectations in your class, this essay can be written in school or out of school.
* Review the CEPA Rubric and make any changes that would better reflect the expectations in your classroom.
* To provide students with an audience for this performance assessment, as a group find a way to publish/present students’ opinions about the messages from Severn Suzuki’s speech.

**Lesson sequence** (this lesson may continue over several days if the writing is taking place just in class)

**Lesson Opening**

1. Have students view Suzuki’s speech (<http://www.thinkglobalgreen.org/Suzuki.html>) while following along with the printed text.

**During the Lesson**

1. Afterwards, ask students to answer the following reflection questions: *What does Suzuki’s claim in her speech? How does she get her claim across to her audience?*
2. Once they finish answering the questions, have them identify the rhetorical terms found in the speech (using the SMART Chart). Using this evidence, students then evaluate the effectiveness of Suzuki’s speech. Was she convincing?
3. Share the CEPA Student Instructions and CEPA Rubric with students. Discuss and answer any questions.
4. Give them time to write. This could take more than one day. Depending on your class’s experience with the persuasive essay format, you can provide support/scaffolding for the writing, but student should to the analysis of the rhetorical techniques in the speech independently.
5. Once students have a draft, review drafts and offer additional instruction as needed. (This may need to be done over several days in order to allow time to return the drafts): Have students use feedback to revise and further develop their essays. Depending on the extent of teacher feedback and need for additional instruction, revising the drafts may require more time.

**Lesson and Unit Closing**

1. Once the essays are finished, as a class, think about ways to publicize the messages from Severn Suzuki’s speech.

Curriculum Embedded Performance Assessment (CEPA)

Teacher Instructions

Students will analyze Severn Suzuki’s speech, given in 1992 at the United Nations Earth Summit in Rio de Janeiro, to synthesize independently the major concepts of rhetorical analysis through an analytic essay. The speech itself does not have high text complexity, but complexity of the written analysis affords an opportunity for a multi-stage evaluation process. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Standards Assessed:**

The entire unit focuses on key standards in reading, speaking and listening, and language. In addition, this performance assessment emphasizes an important writing standard: CCSS.ELA-Literacy.W.11-12.1Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Criteria for Success:** The essay must include the following elements:

* Introduction identifying the speaker, audience, subject, occasion, a summary of the student’s analysis, and a claim/thesis.
* Detailed body paragraphs and a conclusion summarizing the student’s evaluation of Suzuki’s use of rhetorical concepts and restating the claim/thesis.
* SMART Chart identifying the rhetorical concepts found in Suzuki’s speech.

CEPA Student Instructions

**Rhetorical Analysis of Severn Suzuki’s speech at the 1992 UN Earth Summit in Rio de Janeiro**

You have viewed and read the speech given by Severn Suzuki to the Earth Summit in 1992. Using your completed SMART Chart and the guidelines, compose an essay in which you make an argument about the effectiveness of her speech. Did you find her speech convincing? You will support your claim/thesis by providing examples from your analysis and evaluation of the techniques she uses to persuade her listeners. Be sure to consult the writing rubric as you proceed.

**Goal:** Communicate your opinion about the effectiveness of Suzuki’s argument identifying and evaluating the effectiveness of the rhetorical devices in her speech.

**Product:** A detailed analytic essay expressing your opinion about the effectiveness of Suzuki’s speech based on your analysis and evaluation of the rhetorical devices in Suzuki’s speech.

**Criteria for Success:** Your report must include the following elements:

* Introduction identifying the speaker, audience, subject, occasion, a summary of your analysis, and a claim/thesis.
* Detailed body paragraphs and a conclusion summarizing your evaluation of Suzuki’s use of rhetorical concepts and restating your claim/thesis.
* SMART Chart identifying the rhetorical concepts found in Suzuki’s speech.

CEPA Rubric

General Scoring Guide for Topic/Idea Development

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Score** | **4** | **3** | **2** | **1** |
| **Rhetorical Terms** | Thesis about Suzuki’s speech is clearly expressed.  Thesis is clearly supported with examples/analysis of Suzuki’s rhetorical technique.  Rich topic/idea development  Careful and/or subtle organization.  Effective/rich use of language | Thesis about Suzuki’s speech is moderately clear.  Thesis is moderately supported with examples/analysis of Suzuki’s rhetorical technique.  Moderate topic/idea development and organization.  Adequate, relevant details.  Some variety in language | Thesis about Suzuki’s speech is expressed but not clear.  Limited or weak topic/idea development, organization, and/or details.  Limited awareness of audience and/or task.  Few details  Little variety in language. | No thesis/claim about Suzuki’s speech.  Very little topic/idea development, organization, and/or details.  No awareness of audience and/or task  Few details  Few if any terms are used correctly in the essay. |
| **Written Communication** | A sophisticated selection of and inclusion of evidence and accurate content contribute to an outstanding submission. | Use of evidence and accurate content is relevant and adequate. | Use of evidence and content knowledge is limited or weak. | Little or no evidence is included.  *and/or*  Content is inaccurate. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Score** | **4** | **3** | **2** | **1** |
| **Standard English Conventions** | Control of sentence structure, grammar and usage, and mechanics (length and complexity of submission provide opportunity for student to show control of standard English conventions) | Errors do not interfere with communication.  *and/or*  Few errors relative to length of submission or complexity of sentence structure, grammar and usage, and mechanics | Errors interfere somewhat with communication.  *and/or*  Too many errors relative to the length of the submission or complexity of sentence structure, grammar and usage, and mechanics | Errors seriously interfere with communication.  *and*  Little control of sentence structure, grammar and usage, and mechanics. |

CEPA Resources: Severn Suzuki’s Speech at the Earth Summit, Rio de Janeiro, Brazil, 1992

Hello. I'm Severn Suzuki, speaking for ECO, the Environmental Children's Organization. We are a group of 12 and 13 year olds trying to make a difference: Vanessa Suttie, Morgan Geisler, Michelle Quigg, and me. We've raised all the money to come here ourselves, to come 5,000 miles to tell you adults you must change your ways.

Coming up here today, I have no hidden agenda. I am fighting for my future. Losing my future is not like losing an election or a few points on the stock market. I am here to speak for all generations to come. I am here to speak on behalf of the starving children around the world whose cries go unheard. I am here to speak for the countless animals dying across this planet because they have nowhere left to go. I am afraid to go out in the sun now because of the holes in our ozone. I am afraid to breathe the air because I don't know what chemicals are in it. I used to go fishing in Vancouver - my home - with my dad, until just a few years ago we found the fish full of cancers. And now we hear of animals and plants going extinct every day, vanishing forever.

In my life, I have dreamt of seeing the great herds of wild animals, jungles and rainforests, full of birds and butterflies, but now I wonder if they will even exist for my children to see. Did you have to worry of these things when you were my age? All this is happening before our eyes and yet we act as if we have all the time we want and all the solutions. I'm only a child, and I don't have all the solutions. I want you to realize, neither do you. You don't know how to fix the holes in our ozone layer. You don't know how to bring the salmon back up a dead stream. You don't know how to bring back an animal now extinct. And you can't bring back the forest that once grew where there is now a desert.

If you don't know how to fix it, please stop breaking it.

Here you may be delegates of your government, businesspeople, organizers, reporters or politicians. But really you are mothers and fathers, sisters and brothers, aunts and uncles, and all of you are someone's child. I am only a child, yet I know we are all part of a family 5 billion strong. In fact, 30 million species strong. And borders and governments will never change that. I am only a child, yet I know that we're all in this together and should act as one single world towards one single goal. In my anger, I am not blind, and in my fear, I am not afraid of telling the world how I feel. In my country, we make so much waste. We buy and throw away, buy and throw away, buy and throw away, and yet Northern countries will not share with the needy. Even when we have more than enough, we are afraid to share. We are afraid to let go of some of our wealth.

In Canada, we live the privileged life with plenty of food, water and shelter. We have watches, bicycles, computers and television sets. The list could go on for two days. Two days ago here in Brazil, we were shocked when we spent time with some children living on the streets. This is what one child told us, "I wish I was rich. And if I were, I would give all the street children food, clothes, medicines, shelter, and love and affection. If a child on the streets who has nothing is willing to share, why are we who have everything still so greedy? I can't stop thinking that these are children my own age; that it makes a tremendous difference where you are born; that I could be one of the children living in the favelas of Rio. I could be a child starving in Somalia, or a victim of war in the Middle East or a beggar in India. I am only a child, yet I know that if all the money spent on war was spent on finding environmental answers, ending poverty and finding treaties, what a wonderful place this Earth would be.

At school, even in kindergarten, you teach us how to behave in the world. You teach us to not fight with others. To work things out. To respect others. To clean up our mess. Not to hurt other creatures. To share, not be greedy. Then why do you go out and do the things you tell us not to do? Do not forget why you are attending these conferences - who you are doing this for. We are your own children. You are deciding what kind of world we are growing up in.

Parents should be able to comfort their children by saying "Everything's going to be all right. It's not the end of the world. And we're doing the best we can." But I don't think you can say that to us anymore. Are we even on your list of priorities? My dad always says "You are what you do, not what you say." Well, what you do makes me cry at night. You grown-ups say you love us, but I challenge you, please make your actions reflect your words. Thank you.

Unit Resources

**Lesson 1**

* Journal materials for each student
* An advertisement to deconstruct as a class (available in large size for whole class annotation on board)
* Markers for whole class annotation of the advertisement
* Additional advertisements to analyze in groups
* Copies of Rhetorical Triangle (Modified Aristotelian Triangle) with definitions of *ethos*, *pathos*, and *logos*: two per student
* Teacher Resource**:** Hatch, Gary. *Arguing in Communities : Reading and Writing Arguments in Context*. 3rd edition. <http://www.textbooks.com/ISBN/9780767416818/Gary-Hatch/Arguing-in-Communities-Reading-and-Writing-Arguments-in-Context_-_0767416813.php>

**Lesson 2**

* Copies of the Rhetorical Triangle chart and the SMART chart
* Audio/visual display access (interactive whiteboard or projector)
* Printed and audio versions of Coretta Scott King’s speech, *The Death Penalty is a Step Back:* <http://www.deltacollege.edu/emp/pwall/documents/DeathPenaltyisaStepBack.pdf>
* Text-dependent “Questions to Consider” for the first and the second reads of the speech

# Hatch, Gary. *Arguing in Communities: Reading and Writing Arguments in Context*. 3rd edition: <http://www.textbooks.com/ISBN/9780767416818/Gary-Hatch/Arguing-in-Communities-Reading-and-Writing-Arguments-in-Context_-_0767416813.php>

* SMART Bank of rhetorical terms; glossary of rhetorical terms. Additional rhetorical terms: <http://www.virtualsalt.com/rhetoric.htm>

**Lesson 3**

* Copies of Brutus’s and Antony’s speeches (see end of Lesson)
* Text-dependent “Questions to Consider” for both speeches (end of Lesson)
* Copies of the SMART charts
* Videos of Brutus and Antony’s speeches (if available)

**Lesson 4**

* Copies of Frederick Douglass’s speech, *What to the Slave is the Fourth of July?* (end of Lesson)
* Glossary of terms from Douglass’s speech (end of Lesson)
* Close reading questions --Rhetorical Analysis of Douglass’s Speech (see end of Lesson; answers to the questions are placed after the Lesson Closing section)
* Video of the Douglass speech performed by Danny Glover: <http://www.youtube.com/watch?v=mb_sqh577Zw&feature=related>
* Historical materials related to the abolition movement and the Fugitive Slave Act, as well as information about Douglass’s allusions: <http://www.pbslearningmedia.org/resource/ketae.ss.his.us.slave/us-history-a-nation-enslaved/> (especially the video and supporting materials *U.S. History: A Nation Enslaved*)

**Lesson 5**

* Severn Suzuki’s speech at the United Nations Earth Summit in Rio de Janeiro in 1992: Text and video can be found online at <http://www.thinkglobalgreen.org/Suzuki.html>. Transcript at the end of this lesson, p. 51.
* SMART Chart: see Lesson 2
* CEPA Instructions
* CEPA Rubric