

Finding Appeals in Contemporary Speeches Foundation Lesson

About this Lesson

This lesson uses short excerpts from three contemporary speeches to guide students to an understanding of how a speaker/writer appeals to a listener/reader. The readable excerpts and graphic organizers make this a student-friendly introduction to emotional, logical, and ethical appeals and the strategies that create them.

Passages for LTF[®] lessons are selected to challenge students while lessons and activities make texts accessible. Guided practice with challenging texts allows students to gain the proficiency necessary to read independently at or above grade level.

This lesson is included in Module 9: Understanding the Appeals.

Objectives

Students will

- demonstrate an understanding of emotional, logical, and ethical appeals.
- analyze how the rhetorical devices create persuasive appeals.
- write a paragraph using textual evidence and demonstrating valid reasoning.

Level

Grades Six through Ten

Connection to Common Core Standards for English Language Arts

LTF Foundation Lessons are designed to be used across grade levels and therefore are aligned to the CCSS Anchor Standards. Teachers should consult their own grade-level-specific Standards. The activities in this lesson allow teachers to address the following Common Core Standards:

Explicitly addressed in this lesson

Code	Standard	Level of Thinking	Depth of Knowledge
R.1	Read closely to determine what the text says explicitly and to make logical inferences from it. Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Understand	III
R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Analyze	III
R.6	Assess how point of view or purpose shapes the content and style of a text.	Analyze	III

R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Evaluate	III
R.10	Read and comprehend complex literary and informational texts independently and proficiently.	Understand	II
L.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.	Understand	II
L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Understand	II
W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Create	III
W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Apply	III

Implicitly addressed in this lesson

Code	Standard	Level of Thinking	Depth of Knowledge
SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Understand	II

LTF Skill Focus

The foundation for LTF English lessons is the Skill Progression Chart that identifies key skills for each domain, beginning with grade 6 and adding more complex skills at each subsequent grade level while reinforcing skills introduced at previous grade levels. The Skill Focus for each individual lesson identifies the skills actually addressed in that lesson.

Levels of Thinking					
Remember	Understand	Apply	Analyze	Evaluate	Create
Close Reading <i>written, spoken, and visual texts</i>		Grammar <i>purposeful use of language for effect</i>		Composition <i>written, spoken, and visual products</i>	
Reading Strategies Annotation Determining Audience Determining Author’s Purpose Literary Elements Detail Diction Imagery Literary Techniques Argumentation cause/effect emotional appeal ethical appeal logical appeal		Parts of Speech Pronouns		Types (modes) Expository analytical The Process of Composition Drafting extended time	

Connections to AP*

For success on the AP Language Exam, students must be able to analyze a writer’s use of appeals and the devices used to create them, as well as writing a persuasive essay incorporating their own appeals.

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Materials and Resources

- copies of Student Activity
- highlighters (optional)

Assessments

The following kinds of formative assessments are embedded in this lesson:

- guided questions
- graphic organizers
- brief writing assignment

The following additional assessments are located on the LTF website:

- LTF 2009 Posttest Grade 6 (Rhetorical Analysis) Christopher Reeve Speech
- LTF 2009 Posttest Grade 7 (Rhetorical Analysis) Severn Suzuki Speech
- LTF 2009 Posttest Grade 8 (Rhetorical Analysis) Lyndon Johnson Speech
- LTF 2009 Posttest Grade 9 (Rhetorical Analysis) Lyndon Johnson Speech
- LTF 2009 Posttest Grade 10 (Rhetorical Analysis) John F. Kennedy Speech

Teaching Suggestions

Teachers may wish to show the video of Maya Angelou’s Remarks at the Funeral Service of Coretta Scott King which is found at the following website:

<http://www.americanrhetoric.com/speeches/mayaangeloueulogyforcorettaking.htm>

The George W. Bush Address to a Joint Session of Congress, September 20, 2001, and the Al Gore Nobel Prize Acceptance Speech can also be found on the Internet in their entirety.

Answers

Activity One

Answers to this activity will vary, but student responses should be similar to these suggested answers.

1. *This phrase “giving of blood” evokes images of regular people in cities across the nation standing in lines, waiting to give blood to save the lives of unknown Americans. The image creates a feeling that Americans take care of their own, even strangers. / The word “giving” creates an emotional appeal by reminding the reader of sacrifice and generosity. Both of these are qualities that Americans need to respond to the 9/11 attack and act for the good of the country.*
2. *The phrase “unfurling of flags” suggests an image of the thousands of flags that appeared almost spontaneously on porches of American homes, the backs of cars, and the windows of business across the country. We associate the flag not only with the Pentagon and World Trade Center, but also with the flag draped coffins of those who died in the attacks./ The f sounds in “unfurling” and “flags” are reminiscent of the popping sound of banners flying in the breeze. The reference to an American flag elicits strong feeling so patriotism that create an emotional appeal for those who feel pride in their flag and sorrow for those who died defending it.*

Activity Two

Quotation from the Passage	Element	Commentary
<p><i>“tomorrow we will dump a slightly larger amount”</i></p> <p><i>“Last September 21st, as the Northern Hemisphere tilted away from the sun”</i></p>	<i>facts</i>	<i>Providing a series of facts strengthens Gore’s argument and appeals to the common sense of his audience.</i>
<p><i>“we dumped another 70 million tons”</i></p> <p><i>“performing 10,000 equations by hand”</i></p>	<i>statistics</i>	<i>Citing these statistics reinforces Gore’s argument. Mentioning the vast numbers helps the reader to understand the enormity of the threat to our environment.</i>

<p><i>“One study estimated that it could be completely gone”</i></p> <p><i>“Roger Revelle and . . . Dave Keeling, began to document the increasing CO₂ levels”</i></p>	<p>research</p>	<p><i>Providing examples of scientific research strengthens Gore’s conclusions and suggests that this is not just his opinion but that there is empirical evidence to support what he says.</i></p>
<p><i>“scientists reported”</i></p> <p><i>“Svante Arrhenius calculated”</i></p>	<p>reference to experts</p>	<p><i>References to scientific and mathematical experts strengthen Gore’s argument by suggesting that his information comes from reliable and knowledgeable individuals with a high level of expertise.</i></p>
<p><i>“and tomorrow, we will dump a slightly larger amount, with the cumulative concentrations now trapping more and more heat from the sun.”</i></p> <p><i>“the earth’s average temperature would increase by many degrees if we doubled the amount of CO₂ in the atmosphere.”</i></p>	<p>cause and effect</p>	<p><i>Gore establishes the link between global warming and the practices that create it. Explaining the relationship between the causes of global warming and its effect strengthen his assertions about the magnitude of the problem.</i></p>

Activity Three

1. “[S]ister of a sister” establishes the speaker’s credibility by indicating the close, familial relationship between King and Angelou. Since few relationships are closer or more intimate than sisters, the phrase qualifies Angelou to deliver this eulogy. / The speaker connects with the audience through the use of the word “sister” because it shows the solidarity of African American women, whether strangers, intimate friends, or family. By using the word colloquially, Angelou emphasizes her closeness to Mrs. King and therefore her credibility to speak on her behalf.
2. Answers for this lesson are subjective and will vary. To obtain the maximum benefit of the lesson, ask students to go beyond the expected responses.



Finding Appeals in Contemporary Speeches

Foundation Lesson

Pathos: The speaker or writer appeals to the audience’s emotions. An **emotional appeal** evokes anger, laughter, sadness, fear, joy, pride, etc. in the reader or listener. Some methods of creating emotional appeals include:

- connotative diction
- carefully-crafted syntax
- personal anecdotes

Read carefully this excerpt from an address by former President George W. Bush following the 9/11 attacks on the World Trade Center. Then complete the questions and activities that follow.

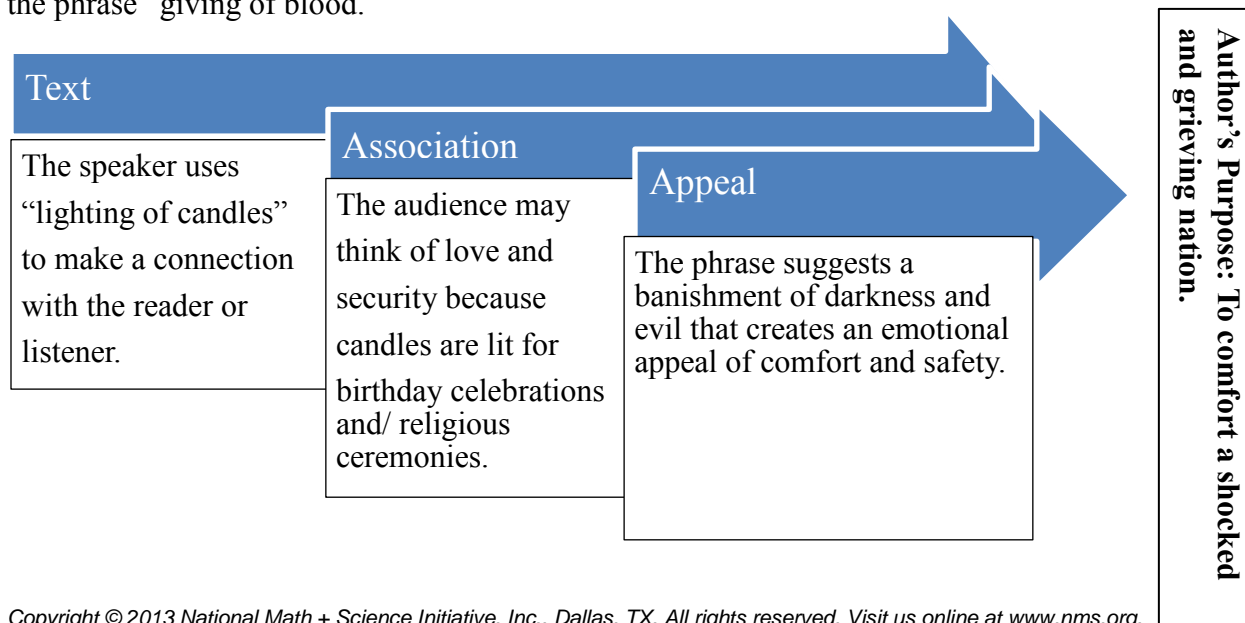
In the normal course of events, Presidents come to this chamber to report on the state of the Union. Tonight, no such report is needed. It has already been delivered by the American people.

We have seen it in the courage of passengers, who rushed terrorists to save others on the ground—passengers like an exceptional man named Todd Beamer. And would you please help me to welcome his wife, Lisa Beamer, here tonight? We have seen the state of our Union in the endurance of rescuers, working past exhaustion. We’ve seen the unfurling of flags, the lighting of candles, the giving of blood, the saying of prayers — in English, Hebrew, and Arabic. We have seen the decency of a loving and giving people who have made the grief of strangers their own. My fellow citizens, for the last nine days, the entire world has seen for itself the state of our Union—and it is strong.

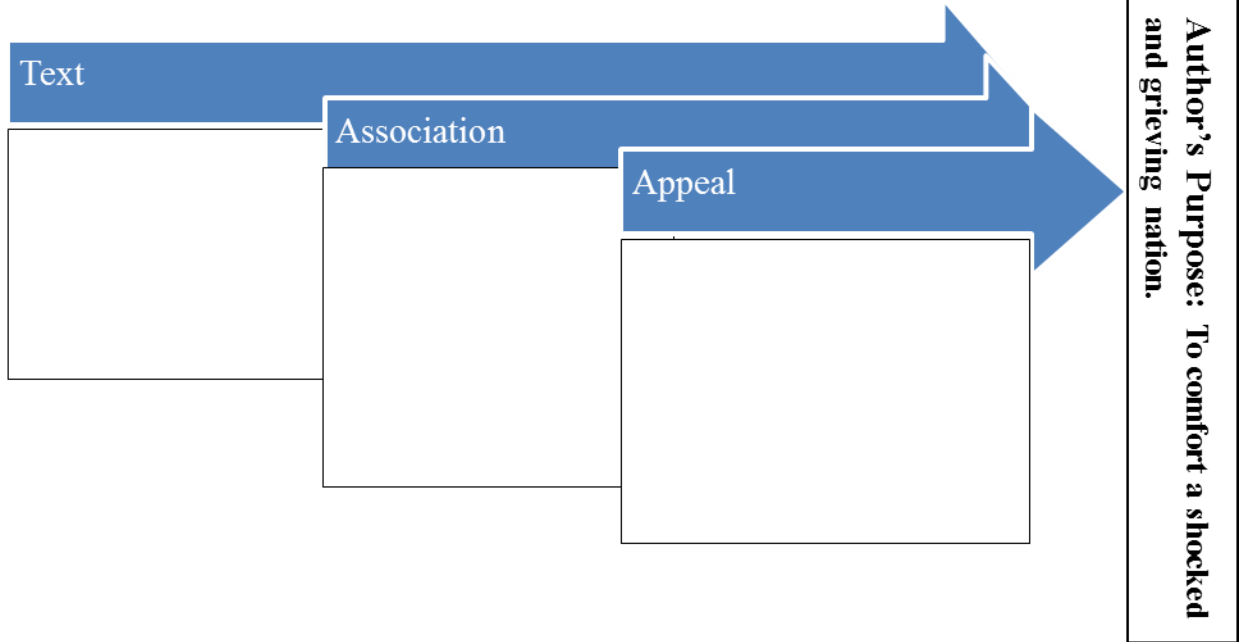
What is the purpose of the speech?

Activity One: Emotional Appeals

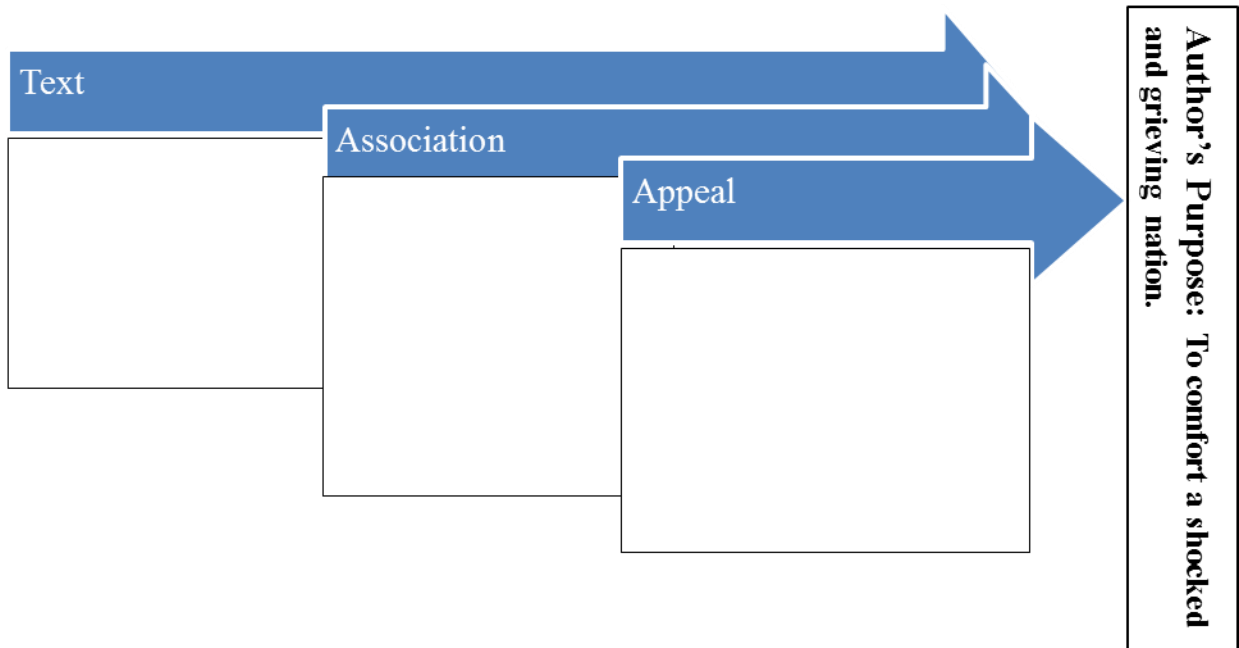
The following diagram demonstrates how one image creates an **emotional appeal** which supports the speaker’s purpose. Use the diagram below to comment on the emotional appeal of the phrase “giving of blood.”



1. Use the diagram below to comment on the emotional appeal of the phrase “giving of blood.”



2. Find another phrase in the speech that creates an emotional appeal and use it to complete the diagram below.



Activity Two: Logical Appeals

Logos: The speaker or writer appeals to the audience’s logic by constructing a well-reasoned argument. Some methods of creating a logical appeal include:

- facts
- statistics
- research
- references to experts
- cause and effect

Read carefully this excerpt from the Nobel Peace Prize acceptance speech by Albert A. Gore, Jr., then complete the questions and activities that follow.

Former Vice-President Al Gore will not grant permission to post this speech on the LTF website. The full text of the speech can be found at <http://www.commondreams.org/archive/2007/12/10/5743>.

Now read the excerpt again. Find and highlight examples of facts, research, references to experts, and cause and effect. You may wish to use a different color for each element. Then complete the chart on the following pages by filling in the appropriate quotations from the text and commentary about the quotations.

Student Activity—Finding Appeals in Contemporary Speeches

Quotation from the Passage	Element That Creates Appeal	Commentary: How does Gore's use of this element create a logical appeal?
	facts	
	statistics	
	research	
	reference to experts	
	cause and effect	

Activity Three: Ethical Appeals

Ethos: The speaker or writer appeals to the audience’s trust by establishing his credibility or trustworthiness as a writer or speaker. Some methods of creating **ethical appeal** include

- stating qualifications for expertise
- using first person pronouns
- citing relevant authorities and allusions

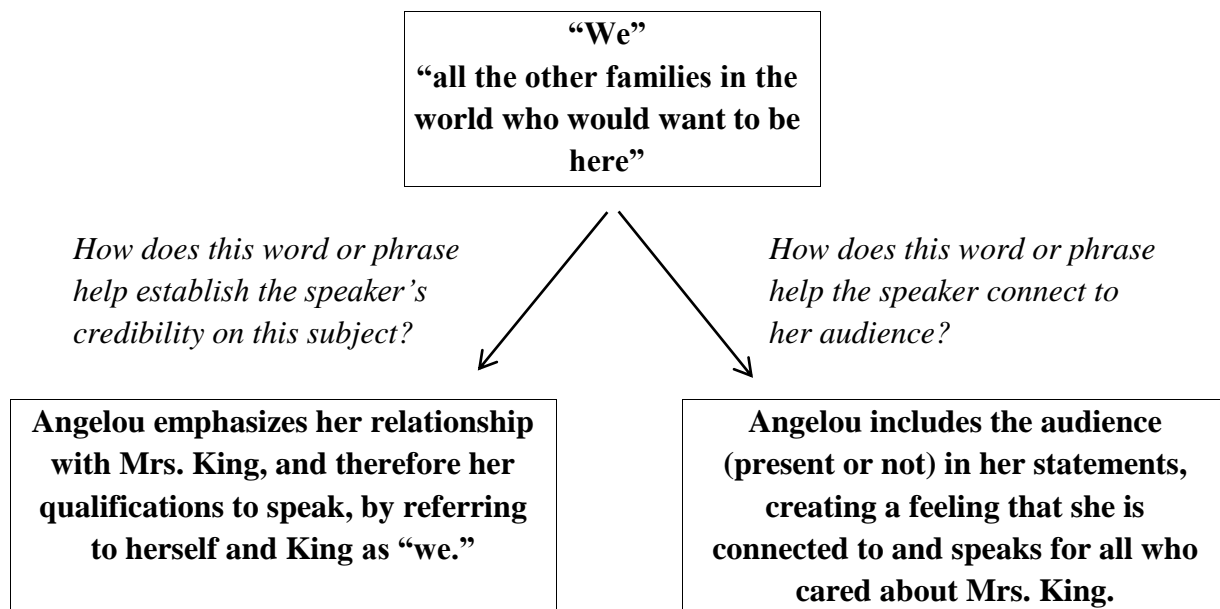
Read carefully this excerpt from the remarks by Maya Angelou at the funeral services for Coretta Scott King, and then complete the questions and activities that follow.

I speak as a –a sister of a sister. Dr. Martin Luther King was assassinated on my birthday. And for over 30 years, Coretta Scott King and I have telephoned, or sent cards to each other, or flowers to each other, or met each other somewhere in the world.

We called ourselves “chosen sisters” and when we traveled to South Africa or the Caribbean or when she came to visit me in North Carolina or in New York, we sat into the late evening hours calling each other “girl.” It’s a black woman thing, you know. And even as we reached well into our 70th decade, we still said, “girl.”

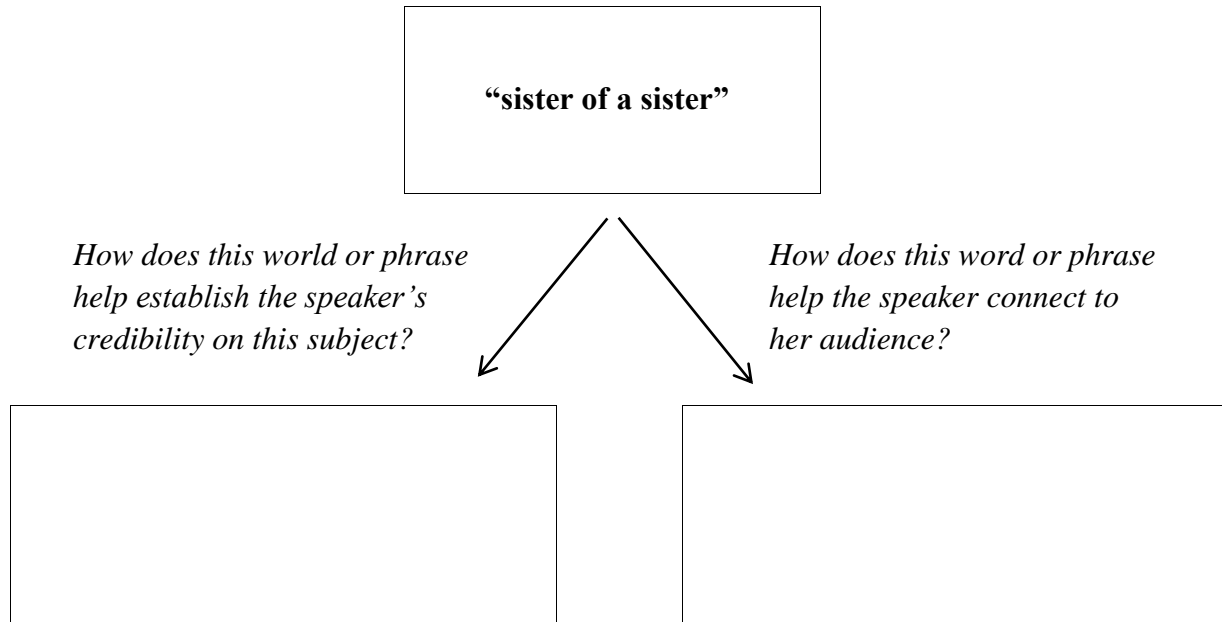
I stand here today for her family—which is my family—and for my family and all the other families in the world who would want to be here, but could not be here. I have beside me up here millions of people who are living and standing straight and erect, and knowing something about dignity without being cold and aloof, knowing something about being contained without being unapproachable—people who have learned something from Coretta Scott King.

The diagram below demonstrates how one phrase creates an ethical appeal.



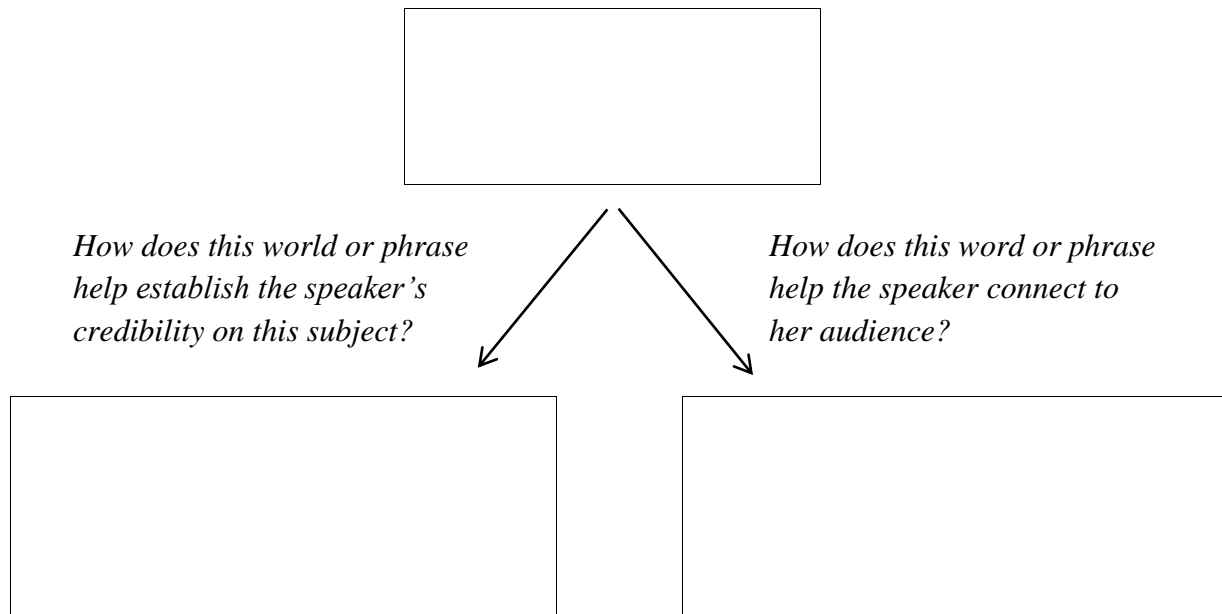
What technique is being used to create the ethical appeal? using personal pronouns

1. Use the diagram below to comment on the ethical appeal of Angelou’s phrase “sister of a sister”



What technique is being used to create the ethical appeal? _____

2. Find one additional phrase in Angelou’s speech that creates an emotional appeal and analyze it in the diagram below.



What technique is being used to create the emotional appeal? _____

Activity Four: Writing Assignment

Select one of the speeches from this lesson and write a short paragraph explaining how the speaker used one or more of the appeals to achieve his or her purpose.