Collaborative Lesson

SLM 505

Summer 2008

Kate Walters

Subject/Grade Level: 10th Grade English-American Literature

**Lesson Plan:** Persuasive Rhetorical Techniques-Political Speeches or Debates

**Objectives:** By the end of this lesson, students will…

1. analyze the structure of persuasive texts *(LA.E10.10.02b-FCPS Tenth Grade English curriculum)*.
2. identify logical, ethical, and emotional rhetorical devices *(LA.E10.10.02b-FCPS Tenth Grade English curriculum)*.
3. analyze the use and effect of logical, ethical, and emotional rhetorical devices *(LA.E10.10.02b-FCPS Tenth Grade English curriculum)*.
4. determine and select the best source of information *(LM 30.02-FCPS Media Center Curriculum)*
5. evaluate personal research process (*LM 50.03-FCPS Media Center Curriculum)*.

**Assessment:** I will assess student’s learned understanding of ethos, logos, and pathos (Aristotle’s Rhetorical Triangle). I will also assess how well students can identify politicians’ uses of these three rhetorical strategies in their speeches and/or debates.

**Scoring Tools:** Assessment will be based on

1. teacher observation of work ethic.
2. comparison chart identifying (A) ethos, logos, and pathos examples and (B) brief history of president’s term(s) of office.
3. student written response (FCPS BCR Rubric).
4. student evaluation.

**Materials:**

1. Student copies of “Spin and Substance: How Words Win Elections”
2. List of American Presidents
3. Worksheet
   1. Side 1: Information on President
   2. Side 2: Comparison Chart
4. BCR Prompt and Rubric
5. Half page self-evaluation

**Lesson:**

**Warm-up-30 minutes**

1. Students will have had instruction on Aristotle’s rhetorical triangle and will have practiced identifying logos (logical arguments), ethos (arguments that rely on the speaker’s expertise), and pathos (emotional arguments) rhetorical strategies in newspaper editorials.
2. Students are given and asked to read a copy of “Spin and Substance: How Words Win Elections”.
3. Class discusses for approximately 10 minutes the importance of rhetorical strategies in political speeches and debates. (Step 1-Task Definition)

**Research Activity-2.5 class periods (1.5 hours)**

1. Students will be provided with a list of the American presidents (chronologically). They will be given two suggestions for websites: www.americanpresidents.org and www.americanrhetoric.org but also encouraged (because they need more than these two sources) to seek out both print and online sources. Teacher will model appropriate search strategies for OPAC card catalog, and online databases (specifically SIRS Discoverer and SIRS Knowledge Source) (Step 2- Information Seeking Strategies).
2. Students must choose a president and provide background information on that president (background information includes terms of office, major historical events while in office, major accomplishments as president, problems during presidency, and legacies).
3. Students will record this Information (and the bibliographic information of sources used) on a worksheet. They must use at least two sources for this information. One may be the provided www.americanpresidents.org site (Step 3-Location and Access).
4. Once the students have identified background information about their chosen presidencies, they must then identify a speech or a transcribed debate from that president’s campaign and/or presidency (ex. Inaugural speech, State of the Union address, Eulogy).
5. After reading and printing out this speech, students must CITE examples on the comparison chart that identifies pathos, ethos, and logos rhetorical strategies. They must also include the bibliographical information (Step 4: Use of Information).
6. Once finished with the speech analysis, students must answer the following prompt in BCR format (they will be given the BCR rubric-FCPS-which they have worked with before):
   1. How well does this president use the rhetorical strategies highlighted in our discussion in his speech? Does he use one more than the other two? Do his persuasive techniques correspond with his presidency and what he hoped to or did/did not accomplish? Make sure to include both direct examples from the speech and examples from his presidency to fully support your answer.
7. Students will complete this for homework if they have not finished it by the end of the third day (Step 5: Synthesis).

**Closure**

1. Once finished with the essay, students will complete a short self-evaluation that will be worth 5 completion points.
2. Teacher will grade BCR based on FCPS rubric and other materials based on quality and completion (Step 6: Evaluation).

**Resources**

Nankani, Sandhya. "Spin and Substance: How words win elections." *Writing for Teens* October 2004. 8-11. *SIRS Discoverer*. Frederick County Public Schools. July 11, 2008 <http://discoverer.prod.sirs.com>.

Eidenmuller, Michael E.. *American Rhetoric*. July 11, 2008 <www.americanrhetoric. org>.

*American Presidents: Life portraits*. July 2008 C-Span. July 11, 2008 <www.american presidents.org>.

Rose, Cynthia, ed. *American Decades: Primary Sources.* Detroit: Gale, 2004.

Chronological List of Presidents and Years in Office

|  |  |  |
| --- | --- | --- |
| 01 | [Washington, George](http://www.apples4theteacher.com/holidays/presidents-day/george-washington/index.html) | (1789-1797) |
| 02 | [Adams, John](http://www.apples4theteacher.com/holidays/presidents-day/john-adams/index.html) | (1797-1801) |
| 03 | [Jefferson, Thomas](http://www.apples4theteacher.com/holidays/presidents-day/thomas-jefferson/index.html) | (1801-1809) |
| 04 | [Madison, James](http://www.apples4theteacher.com/holidays/presidents-day/james-madison/index.html) | (1809-1817) |
| 05 | [Monroe, James](http://www.apples4theteacher.com/holidays/presidents-day/james-monroe/index.html) | (1817-1825) |
| 06 | [Adams, John Quincy](http://www.apples4theteacher.com/holidays/presidents-day/john-quincy-adams/index.html) | (1825-1829) |
| 07 | [Jackson, Andrew](http://www.apples4theteacher.com/holidays/presidents-day/andrew-jackson/index.html) | (1829-1837) |
| 08 | [Van Buren, Martin](http://www.apples4theteacher.com/holidays/presidents-day/martin-vanburen/index.html) | (1837-1841) |
| 09 | [Harrison, William Henry](http://www.apples4theteacher.com/holidays/presidents-day/william-harrison/index.html) | (1841) |
| 10 | [Tyler, John](http://www.apples4theteacher.com/holidays/presidents-day/john-tyler/index.html) | (1841-1845) |
| 11 | [Polk, James Knox](http://www.apples4theteacher.com/holidays/presidents-day/james-polk/index.html) | (1845-1849) |
| 12 | [Taylor, Zachary](http://www.apples4theteacher.com/holidays/presidents-day/zachary-taylor/index.html) | (1849-1850) |
| 13 | [Fillmore, Millard](http://www.apples4theteacher.com/holidays/presidents-day/millard-fillmore/index.html) | (1850-1853) |
| 14 | [Pierce, Franklin](http://www.apples4theteacher.com/holidays/presidents-day/franklin-pierce/index.html) | (1853-1857) |
| 15 | [Buchanan, James](http://www.apples4theteacher.com/holidays/presidents-day/james-buchanan/index.html) | (1857-1861) |
| 16 | [Lincoln, Abraham](http://www.apples4theteacher.com/holidays/presidents-day/abraham-lincoln/index.html) | (1861-1865) |
| 17 | [Johnson, Andrew](http://www.apples4theteacher.com/holidays/presidents-day/andrew-johnson/index.html) | (1865-1869) |
| 18 | [Grant, Ulysses S.](http://www.apples4theteacher.com/holidays/presidents-day/ulysses-grant/index.html) | (1869-1877) |
| 19 | [Hayes, Rutherford Birchard](http://www.apples4theteacher.com/holidays/presidents-day/rutherford-hayes/index.html) | (1877-1881) |
| 20 | [Garfield, James Abram](http://www.apples4theteacher.com/holidays/presidents-day/james-garfield/index.html) | (1881) |
| 21 | [Arthur, Chester Alan](http://www.apples4theteacher.com/holidays/presidents-day/chester-arthur/index.html) | (1881-1885) |
| 22 | [Cleveland, Grover](http://www.apples4theteacher.com/holidays/presidents-day/grover-cleveland/index.html) | (1885-1889) |
| 23 | [Harrison, Benjamin](http://www.apples4theteacher.com/holidays/presidents-day/benjamin-harrison/index.html) | (1889-1893) |
| 24 | [Cleveland, Grover](http://www.apples4theteacher.com/holidays/presidents-day/grover-cleveland/index.html) | (1893-1897) |
| 25 | [McKinley, William](http://www.apples4theteacher.com/holidays/presidents-day/william-mckinley/index.html) | (1897-1901) |
| 26 | [Roosevelt, Theodore](http://www.apples4theteacher.com/holidays/presidents-day/theodore-roosevelt/index.html) | (1901-1909) |
| 27 | [Taft, William Howard](http://www.apples4theteacher.com/holidays/presidents-day/william-taft/index.html) | (1909-1913) |
| 28 | [Wilson, Woodrow](http://www.apples4theteacher.com/holidays/presidents-day/woodrow-wilson/index.html) | (1913-1921) |
| 29 | [Harding, Warren Gamaliel](http://www.apples4theteacher.com/holidays/presidents-day/warren-harding/index.html) | (1921-1923) |
| 30 | [Coolidge, Calvin](http://www.apples4theteacher.com/holidays/presidents-day/calvin-coolidge/index.html) | (1923-1929) |
| 31 | [Hoover, Herbert Clark](http://www.apples4theteacher.com/holidays/presidents-day/herbert-hoover/index.html) | (1929-1933) |
| 32 | [Roosevelt, Franklin Delano](http://www.apples4theteacher.com/holidays/presidents-day/franklin-roosevelt/index.html) | (1933-1945) |
| 33 | [Truman, Harry](http://www.apples4theteacher.com/holidays/presidents-day/harry-truman/index.html) | (1945-1953) |
| 34 | [Eisenhower, Dwight David](http://www.apples4theteacher.com/holidays/presidents-day/dwight-eisenhower/index.html) | (1953-1961) |
| 35 | [Kennedy, John Fitzgerald](http://www.apples4theteacher.com/holidays/presidents-day/john-f-kennedy/index.html) | (1961-1963) |
| 36 | [Johnson, Lyndon Baines](http://www.apples4theteacher.com/holidays/presidents-day/lyndon-johnson/index.html) | (1963-1969) |
| 37 | [Nixon, Richard Milhous](http://www.apples4theteacher.com/holidays/presidents-day/richard-nixon/index.html) | (1969-1974) |
| 38 | [Ford, Gerald Rudolph](http://www.apples4theteacher.com/holidays/presidents-day/gerald-ford/index.html) | (1974-1977) |
| 39 | [Carter, James Earl Jr.](http://www.apples4theteacher.com/holidays/presidents-day/jimmy-carter/index.html) | (1977-1981 |
| 40 | [Reagan, Ronald Wilson](http://www.apples4theteacher.com/holidays/presidents-day/ronald-reagan/index.html) | (1981-1989) |
| 41 | [Bush, George Herbert Walker](http://www.apples4theteacher.com/holidays/presidents-day/george-h-w-bush/index.html) | (1989-1993) |
| 42 | [Clinton, William Jefferson](http://www.apples4theteacher.com/holidays/presidents-day/william-clinton/index.html) | (1993-2001) |
| 43 | [Bush, George Walker](http://www.apples4theteacher.com/holidays/presidents-day/george-w-bush/index.html) | (2001-present) |

How Did He Sound?



You will be looking up information about a United States president and analyzing a speech that he made either during his presidential campaign or during his actual presidency. You may use www.americanpresidents.org, but you must use at least one other source (print or online) to research basic information about your chosen president’s time in office. Use the spaces below to record your information and bibliographical citations.

\*\*\*If searching for a print source, use the “suggestions for searching” that we addressed to search the available sources on the OPAC catalog or the available FCPS databases.

Chosen President: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Terms of office: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Major Historical Events While in Office | Major Accomplishments as President |
| Problems During Presidency | Presidential Legacies |
| Source Citation #1: | Source Citation #2: |

Visit *www.americanrhetoric.org* or browse through *American Decades: Primary Sources*. Find a speech or a transcribed debate of your chosen president’s. Identify the title/subject of the speech below and then read through the speech.

Once finished, begin citing direct quotations from the speech that are examples of the three rhetorical strategies: logos, pathos, and ethos. Before you move into the writing component, make sure to include the bibliographical information for the speech in the provided box. Use the MLA citation for an article/document from either an encyclopedia or a website.

|  |  |  |
| --- | --- | --- |
| Speech Title: | | |
| Examples of Logos Arguments | Examples of Pathos Arguments | Examples of Ethos Arguments |
|  |  |  |

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| Source Citation: |

**BCR:** Answer the following questions in a written response. Make sure to include both direct examples from the speech and examples from his presidency (your research) to fully support your answer.

* How well did this president use the rhetorical strategies highlighted in our discussion in his speech?
* Does he use one more than the other two?
* What was the effect this partiality towards one more than the others?
* Do his persuasive techniques correspond with his presidency and what he hoped to or did/did not accomplish?

Self Evaluation – Research Activity

American Presidents’ Speeches

Circle the number that corresponds with your response (1-not at all; 5-yes, definitely!) Please answer the questions in complete sentences. You will be given a five point completion grade for your answers.

1. Were you adequately prepared to research on your own? 1 2 3 4 5

Please explain your comfort level in regards to research.

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2. Was the teacher-modeling of search methods helpful in your research?

1 2 3 4 5

Please explain what might have assisted you more in terms of researching.

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3. Were you comfortable identifying rhetorical strategies within a speech on your own? 1 2 3 4 5

Identify one area of rhetorical strategies that you are still unclear about.

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4. What did you find most interesting or enlightening in your research and/or your speech analysis?

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