Hello Students,

This resource packet includes a project that you can work on independently at home. You should also have project packets for some of the other courses you are enrolled in. These projects are standards-aligned and designed to meet the Remote Learning instructional minutes guidelines by grade band.

### 9th-10th Grade Literacy Project: Rhetorical Appeals in Speeches

**Estimated Time**
225 minutes of project time for each course

**Grade Level Standard(s)**
- **RI/RL.9-10.2.** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text; **RI.9-10.6.** Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose; **W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; **L.9-10.3** 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

**Caregiver Support Option**
Look for, share, and discuss examples of rhetorical appeals in day-to-day activities (watching t.v., shopping, etc.); Brainstorm potential speech topics with student and discuss topic before student drafts his/her speech; act as an audience member for student’s speech and provide feedback

**Materials Needed**
Packet, paper, pen

**Question to Explore**
- **How and why** do other speakers use ethos, pathos, and logos to persuade the audience to believe a message?
- **How** can I use rhetorical appeals to convey a message?

**Student Directions**
It’s important that you work through this packet in order, as the tasks are arranged, so that the knowledge and skills advance in every activity.

**Activity 1: Understand rhetorical appeals** - Have you ever wondered why some speakers or speeches are more successful than others? The answer to that question often comes down to rhetorical appeals, or ethos, pathos, and logos. In the world we live in, it is so important to understand the ways in which we, as audience members, are persuaded of a particular message through a speaker’s usage of credibility (ethos), reason (logos), and emotion (pathos). These appeals are all around us— in commercials, press conferences, and even at your school! As you work through this packet, you will
become more aware of the ways in which writers and speakers use these appeals to convey a central message.

Before we jump into really understanding rhetorical appeals, it would be helpful to revisit the speech genre and its main goal. **By definition, a speech is a formal address delivered to an audience that attempts to persuade a message.** According to this definition, the main goal of a speech is to persuade a central message to an audience. When evaluating a speech, you should consider the following essential elements of a speech: Message, Audience, Purpose, Speaker (MAPS). See the table below for a detailed explanation of each element.

<table>
<thead>
<tr>
<th>Element (MAPS)</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message</td>
<td>The central claim or lesson the speaker wants his/her audience to understand. The message should be a big idea, not a small detail.</td>
</tr>
<tr>
<td>Audience</td>
<td>This is the target listener or consumer of the message. A good speaker will tailor his/her message to the interests and biases of the audience.</td>
</tr>
<tr>
<td>Purpose</td>
<td>This is the reason for the speech. A good speech will have a clear purpose to inform, persuade, or entertain an audience of a given topic. It would also be helpful to consider why a speech was given at that time and what the audience is supposed to do with the message.</td>
</tr>
<tr>
<td>Speaker</td>
<td>This is the person delivering the message. A good speaker will address his/her unique point of view in the speech so as to establish credibility.</td>
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</table>

Therefore, the essential elements that make up a speech is the **WHO, WHAT, and WHY** of a speech. You will get more practice identifying these components later, but the question still remains as to **HOW** the speaker delivers the message to the audience in a manner that renders the speech successful.

**That is where rhetorical appeals, or ethos, pathos, and logos come in!** Just like carpenters need the right tools to build, speakers need the right tools to persuade! Therefore, effective speakers use rhetorical appeals to help connect with the audience and enforce the strength of their message. Please see the table below for a breakdown of each rhetorical appeal and an example.

<table>
<thead>
<tr>
<th>Appeal</th>
<th>Definition</th>
<th>Example</th>
<th>Explanation of Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethos</td>
<td>The appeal to the audience’s desire that the speaker be credible. People tend to believe speakers they trust, like, and respect. Therefore, good speakers will address their character as a means to persuade the audience.</td>
<td>1. “As a mother of four children, I am hesitant to sign this bill for child protective services.” 2. “The Centers for Disease Control recommends getting a flu vaccine each fall.”</td>
<td>1. The speaker is credible because she is a mother. 2. We should believe the speaker because the CDC is a trustworthy source.</td>
</tr>
</tbody>
</table>
Pathos

The appeal to the audience’s emotions and feelings. People tend to make decisions and hold beliefs based on the power of emotions like fear, love, hatred, sadness, etc.

1. "Smoking around kids is dangerous because the defenseless children are exposed to dangerous chemicals"
2. "Love— it’s what makes a Subaru, a Subaru"
1. Because of the feeling of danger and sadness, we should not smoke.
2. We should buy a subaru if we want to feel love.

Logos

The appeal to logic and reasoning. People tend to trust facts and logic and will more likely believe the message if it makes logical sense.

1. "Nearly 25% of all car accidents are caused by drivers using cell phones while driving."
2. "Get the flu shot, not the flu."
1. It is logical that I have a 25% chance of getting in a wreck if I’m on the phone, so I’m not going to use my phone.
2. It is reasonable that I should get a flu shot instead of getting the flu.

Now that you have a good understanding of ethos, pathos, and logos, let's practice identifying them!

A. Read the following speech delivered by Rosie King, and annotate ethos, pathos and logos and any other essential elements (MAPS) you pick up on as you read.

**Background:** At a TED-Talk conference, 16-year-old Rosie King shares her experiences with autism and how it has uniquely shaped her worldview. Additionally, King explores the desire people have to be “normal,” and the effects that this desire can have.

People tend to diagnose autism with really specific check-box descriptions, but in reality, it’s a whole variation as to what we’re like. For instance, my little brother, he’s very severely autistic. He’s nonverbal. He can’t talk at all. But I love to talk. People often associate autism with liking maths and science and nothing else, but I know so many autistic people who love being creative. But that is a stereotype, and the stereotypes of things are often, if not always, wrong. For instance, a lot of people think autism and think "Rain Man" immediately. That’s the common belief, that every single autistic person is Dustin Hoffman, and that’s not true.

But that’s not just with autistic people, either. I’ve seen it with LGBTQ people, with women, with people of color. People are so afraid of variety that they try to fit everything into a tiny little box with really specific labels. This is something that actually happened to me in real life: I googled "autistic people are... " and it comes up with suggestions as to what you’re going to type. I googled "autistic people are... " and the top result was "demons." That is the first thing that people think when they think autism. [Jokingly:] They know. (Laughter)

One of the things I can do because I’m autistic — it's an ability rather than a disability — is I've got a very, very vivid imagination. Let me explain it to you a bit. It's like I'm walking in two worlds most of the time. There's the real world, the world that we all share, and there's the world in my mind, and the world in my mind is often so much more real than the real world. Like, it's very easy for me to let
my mind loose because I don't try and fit myself into a tiny little box. That's one of the best things about being autistic. You don't have the urge to do that. You find what you want to do, you find a way to do it, and you get on with it. If I was trying to fit myself into a box, I wouldn't be here, I wouldn't have achieved half the things that I have now. There are problems, though. There are problems with being autistic, and there are problems with having too much imagination. School can be a problem in general, but having also to explain to a teacher on a daily basis that their lesson is inexplicably dull and you are secretly taking refuge in a world inside your head in which you are not in that lesson, that adds to your list of problems. (Laughter) Also, when my imagination takes hold, my body takes on a life of its own. When something very exciting happens in my inner world, I've just got to run. I've got to rock backwards and forwards, or sometimes scream. This gives me so much energy, and I've got to have an outlet for all that energy. But I've done that ever since I was a child, ever since I was a tiny little girl. And my parents thought it was cute, so they didn't bring it up, but when I got into school, they didn't really agree that it was cute. It can be that people don't want to be friends with the girl that starts screaming in an algebra lesson. And this doesn't normally happen in this day and age, but it can be that people don't want to be friends with the autistic girl. It can be that people don't want to associate with anyone who won't or can't fit themselves into a box that's labeled normal. But that's fine with me, because it sorts the wheat from the chaff, and I can find which people are genuine and true and I can pick these people as my friends.

But if you think about it, what is normal? What does it mean? Imagine if that was the best compliment you ever received. "Wow, you are really normal." (Laughter) But compliments are, "you are extraordinary" or "you step outside the box." It's "you're amazing." So if people want to be these things, why are so many people striving to be normal? Why are people pouring their brilliant individual light into a mold? People are so afraid of variety that they try and force everyone, even people who don't want to or can't, to become normal. There are camps for LGBTQ people or autistic people to try and make them this "normal," and that's terrifying that people would do that in this day and age.

All in all, I wouldn't trade my autism and my imagination for the world. Because I am autistic, I've presented documentaries to the BBC, I'm in the midst of writing a book, I'm doing this — this is fantastic — and one of the best things that I've achieved, that I consider to have achieved, is I've found ways of communicating with my little brother and sister, who as I've said are nonverbal. They can't speak. And people would often write off someone who's nonverbal, but that's silly, because my little brother and sister are the best siblings that you could ever hope for. They're just the best, and I love them so much and I care about them more than anything else. I'm going to leave you with one question: If we can't get inside the person's minds, no matter if they're autistic or not, instead of punishing anything that strays from normal, why not celebrate uniqueness and cheer every time someone unleashes their imagination?

B. Hopefully you found many examples of ethos, pathos, and logos. Before we analyze those appeals, it is important that you first understand the big picture of the speech. The table below has been partially filled out for you; on another sheet of paper, fill in the rest of the blanks. If you get stuck, see the notes on pg. 1. For evidence, you should provide text evidence.
C. Now that you know the WHO, WHAT, WHERE, AND WHY, let’s analyze the HOW that makes this speech so special! Go back to the speech and reread. This time, try to find any appeals that you may have missed.
   a. Did you note King’s appeal to his credibility when she says, “People often associate autism with… but I know so many autistic people who love being creative.”
   b. Did you note King’s appeal to emotions when she says, “People are so afraid of variety that they try to fit everything into a tiny little box with really specific labels.”
   c. Did you note King’s appeal to logic when she says, “So if people want to be these things, why are so many people striving to be normal?”

→ In addition to the examples above, try to label at least two more of each appeal!

D. When you are done, draw a star next to the appeals you think are the most effective in persuading the audience to believe the message. Think about why those appeals are the most effective and then grab a sheet of notebook paper. Answer the following questions:
   1. Which appeal is the most effective in persuading the message to that specific audience?
   2. Why is that appeal so effective? (Think about MAPS!)
   3. Pick one quote that represents the appeal most significantly and explain how it shows the appeal and why it is so powerful.

E. Now that you have identified rhetorical appeals in a speech, see if you can identify examples in the real world-aka-your daily life! Grab some mail, watch TV, or read a magazine. On a sheet of paper, list at least three appeals. For each example, reflect on the following questions:
   a. What is the appeal and how is it represented?
   c. Why did the speaker use that appeal to send the message to the desired audience?

Example: Sprite commercial has Drake, a famous rapper, drinking Sprite after he pauses from stage fright.
   a. The appeal is ethos because it uses Drake as a credible person.
   b. The message is that if people drink Sprite, they will be as talented as Drake under pressure. Audience would be Drake fans. The purpose of the message is to sell Sprite. The speaker is
Sprite.
c. Sprite uses a trustworthy person to sell their drink because fans of rap admire Drake’s talent and ability to perform and will buy the soda to be like him.

When you are done, if possible, discuss your findings with someone around you. Show them your examples and ask them what message they think is conveyed and how it is delivered. See if they can pick up on the rhetorical appeals and identify MAPS the way you did! You will probably find that your trained eye picked up on way more than untrained eyes.

Checklist for Activity 1 -- Check off if complete!
- Task A: Annotations for King’s speech
- Task B: MAPS table for speech
- Task C & D: Identified and analyzed rhetorical appeals in speech
- Task E: Recorded and discussed at least three rhetorical appeals examples in the real world

Activity 2: Identify and analyze the effect of rhetorical appeals in a speech without scaffolds!

A. Read an excerpt from a speech delivered by President Barack Obama, and annotate ethos, pathos and logos and any other essential elements (MAPS) you pick up on as you read.

Background: On the evening of February 26, 2012, Trayvon Martin, a 17-year old African American boy from Florida, was fatally shot by George Zimmerman, a neighborhood watch volunteer. Zimmerman was charged with second-degree murder but was found “not guilty” in July of 2013. The following text contains the formal remarks of President Barack Obama after the trial.

I wanted to come out here, first of all, to tell you that Jay is prepared for all your questions and is very much looking forward to the session. The second thing is I want to let you know that over the next couple of weeks, there's going to obviously be a whole range of issues — immigration, economics, et cetera — we'll try to arrange a fuller press conference to address your questions.

The reason I actually wanted to come out today is not to take questions, but to speak to an issue that obviously has gotten a lot of attention over the course of the last week — the issue of the Trayvon Martin ruling. I gave a preliminary statement right after the ruling on Sunday. But watching the debate over the course of the last week, I thought it might be useful for me to expand on my thoughts a little bit.

First of all, I want to make sure that, once again, I send my thoughts and prayers, as well as Michelle’s, to the family of Trayvon Martin, and to remark on the incredible grace and dignity with which they’ve dealt with the entire situation. I can only imagine what they’re going through, and it’s remarkable how they’ve handled it.

The second thing I want to say is to reiterate what I said on Sunday, which is there's going to be a lot of arguments about the legal issues in the case — I'll let all the legal analysts and talking heads address those issues. The judge conducted the trial in a professional manner. The prosecution and the defense made their arguments. The juries were properly instructed that in a case such as this reasonable doubt was relevant, and they rendered a verdict. And once the jury has spoken, that's how our system works. But I did want to just talk a little bit about context and how people have
responded to it and how people are feeling.

You know, when Trayvon Martin was first shot I said that this could have been my son. Another way of saying that is Trayvon Martin could have been me 35 years ago. And when you think about why, in the African American community at least, there's a lot of pain around what happened here, I think it's important to recognize that the African American community is looking at this issue through a set of experiences and a history that doesn't go away.

There are very few African American men in this country who haven't had the experience of being followed when they were shopping in a department store. That includes me. There are very few African American men who haven't had the experience of walking across the street and hearing the locks click on the doors of cars. That happens to me — at least before I was a senator. There are very few African Americans who haven't had the experience of getting on an elevator and a woman clutching her purse nervously and holding her breath until she had a chance to get off. That happens often.

And I don't want to exaggerate this, but those sets of experiences inform how the African American community interprets what happened one night in Florida. And it's inescapable for people to bring those experiences to bear. The African American community is also knowledgeable that there is a history of racial disparities in the application of our criminal laws — everything from the death penalty to enforcement of our drug laws. And that ends up having an impact in terms of how people interpret the case.

Now, this isn't to say that the African American community is naïve about the fact that African American young men are disproportionately involved in the criminal justice system; that they're disproportionately both victims and perpetrators of violence. It's not to make excuses for that fact — although black folks do interpret the reasons for that in a historical context. They understand that some of the violence that takes place in poor black neighborhoods around the country is born out of a very violent past in this country, and that the poverty and dysfunction that we see in those communities can be traced to a very difficult history.

And so the fact that sometimes that's unacknowledged adds to the frustration. And the fact that a lot of African American boys are painted with a broad brush and the excuse is given, well, there are these statistics out there that show that African American boys are more violent — using that as an excuse to then see sons treated differently causes pain.

I think the African American community is also not naïve in understanding that, statistically, somebody like Trayvon Martin was statistically more likely to be shot by a peer than he was by somebody else. So folks understand the challenges that exist for African American boys. But they get frustrated, I think, if they feel that there's no context for it and that context is being denied. And that all contributes, I think, to a sense that if a white male teen was involved in the same kind of scenario, that, from top to bottom, both the outcome and the aftermath might have been different…"
reread the speech. Remember that under evidence, you should provide text evidence.

<table>
<thead>
<tr>
<th>Element</th>
<th>Answer</th>
<th>Evidence-- How do you know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. When you are done with the MAPS table, reread the speech and find as many examples of ethos, pathos, and logos as you can. After you have found at least three examples of each appeal, evaluate the effectiveness of those appeals. Draw a star next to the appeals you think are the most powerful or most effective in persuading the audience.

C. On a separate sheet of paper, answer the following prompt:

Write a well-developed paragraph in which you explain the most powerful appeal utilized by President Obama to send a message to his audience.

Suggestions for your paragraph:

A. Start with a claim; if you need a sentence frame, use this one: ___________uses the _________ appeal most significantly to send the message that _____________.

B. Then, provide text evidence to support the appeal (make sure the evidence also supports the message!).

C. Explain how the quote represents the appeal and how it effectively connects to the message/ helps deliver the message.

D. Extension: repeat steps B and C, but this time use a different quote that shows the same appeal!

E. Write a concluding sentence that wraps up your explanation.

Checklist for Activity 2-- Check off if complete!

- Task A: Annotations for Obama’s Speech
- Task B: MAPS table for speech
- Task C: Identified and evaluated rhetorical appeals in speech
- Task D: Wrote a paragraph analyzing strongest rhetorical appeal

Activity 3: Write a speech in which you utilize ethos, pathos, and logos to convey a central message

A. Now that you can successfully identify and analyze rhetorical appeals in other speaker’s speeches, it is time for you to write your own! The first step to writing a speech is to brainstorm your message, audience, and purpose. Since the best speeches often advocate for action, you should think about what is going on around you at this moment and how you could encourage change. This speech can be personal, like King’s, or it can react to a huge moment in history, like Obama’s. You should pick something you find interesting or something you really want to change, so it can be a big social issue or a household issue you finally want to face. Here is a list of potential topics you could consider:
Once you have selected a topic, complete the MAPS chart below on a sheet of notebook paper; this time you are using MAPS to plan your speech, not analyze another’s work. Make sure you answer the scaffolding questions in your responses.

<table>
<thead>
<tr>
<th>Element</th>
<th>Your Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message</td>
<td>What message do you want to send?</td>
</tr>
<tr>
<td>Audience</td>
<td>Who do you want to hear your message and why? What appeal (ethos, pathos, or logos) would be most effective in persuading this audience?</td>
</tr>
<tr>
<td>Purpose</td>
<td>Why do you want to send this message? What is going on in the world, community, or school?</td>
</tr>
<tr>
<td>Speaker</td>
<td>Why are you credible to speak on this topic?</td>
</tr>
</tbody>
</table>

B. To help strengthen the content of your speech, discuss this topic with a peer or family member. Ask them what they know about your topic. If they are not your audience, ask them what they would want to say to the audience you selected. Make sure you write down their responses to either reference or respond to in your speech. Be careful not to give away your opinion, as you will make your stance clear in your speech.

C. Since you have a clear message, you now have to figure out HOW you are going to convince your audience. On your planning page, write down examples of ethos, pathos, and logos you could use to persuade your audience. You must use all tools in your toolbox, so make sure you do not just rely on one appeal. These appeals will become the major content of your speech, so take your time with this step! Suggestions are provided below.

<table>
<thead>
<tr>
<th>Ethos</th>
<th>What makes you credible to give this speech? Why do you have a unique perspective on this topic? Which influential or credible figures agree with you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathos</td>
<td>What personal stories support your message? What will happen with action/ inaction? What emotional experiences do people experience as a result of action/ inaction?</td>
</tr>
<tr>
<td>Logos</td>
<td>What are the facts that support your message? What are logical reasons why your message makes sense? If you have access to the internet, what are statistics that support your stance? (make sure you cite your source!)</td>
</tr>
</tbody>
</table>

D. It’s time to put it all together and write your speech! Take a moment to look over King’s and Obama’s speeches. Think about the way they tapped into their own credibility and
connected to their audience's heart and sense of reason. On a separate piece of paper, you
should use the planning you did previously to write out your first draft. Suggestions are provided
below if you need help getting started; if your inspiration has already struck and you are ready
to go without any further assistance, by all means-- get started! A successful speech is usually
at least a page long handwritten. Suggestions for your speech:

a. Start by establishing your purpose for speaking and address your credibility (ethos)
b. Introduce your message and perspective on the issue; make sure you tailor your
message to your established audience
c. Support your message with evidence and examples (include your appeals here!)
d. Conclude with a takeaway for readers; reiterate your message and try to end with an
appeal to emotion, logic, or credibility.

E. You should have completed the first draft of your speech at this point. As you know, speeches
are not necessarily meant to be read; they are meant to be heard. Therefore, it is time to
deliver your speech. Find an audience-- the person can either be a part of your target
audience or anyone you can find. Before you deliver your speech, it is best to practice
reading it once through to proofread for errors and make sure it sounds the best it can be,
given that it is your first draft. Make any necessary changes, and then perform your speech in
front of your audience. When you are done, ask for feedback on your speech; guiding
questions to consider are below and then write down your audience’s responses.

Questions for your audience to consider:
1. What is the central message of the speech?
2. Who do you think is the intended audience of the speech?
3. What do you think is the purpose of the speech?
4. What makes me a credible or unique speaker for this topic?
5. What are the strongest/ most convincing moments of the speech?

Checklist for Activity 3-- Check off if complete!
- Task A: MAPS table for your speech
- Task B: Brainstorming discussion
- Task C: Planned rhetorical appeals
- Task D: Drafted speech
- Task E: Delivered speech + recorded feedback

Activity 4: Reflection - Having delivered your speech, you should now reflect on your level of success.
Was your speech convincing? Were you credible? Did you have emotional and logical points to
support your message? →On another sheet of paper, reflect on the following questions from your
perspective, but you should consider your audience’s feedback:
1. What are the strongest/ most convincing moments of your speech?
2. Which rhetorical appeal do you think is the most powerful in your speech? Why? (consider
   MAPS)
3. Final takeaway: You are constantly bombarded by messages from family members, peers,
politicians, companies, etc. How will your understanding of rhetorical appeals impact your
understanding of the world around you?
Cross Content Connection:

- **History and Art**: Think about the message you sent in your speech. Imagine that it will be featured in a textbook to document this moment in history. Draw an image (graph, cartoon, political ad, etc.) that supplements or strengthens the content of your speech.