

Teaching Notes: Author's use of Rhetoric

The goal of RI.9-10.6 is for students to identify an author's point of view on a topic and analyze how the author uses rhetoric to convey that point of view.

Activities

1. Find current events articles or opinion pieces written by authors with different viewpoints. Have students work in groups to identify each author's point of view and provide evidence from the text to support their answer. Then discuss, as a class the rhetorical strategies each author uses.
2. Visit the link below to find examples of propaganda posters from World War II. Explain to students that propaganda often uses pathos as a rhetorical strategy. Have students examine the posters and discuss what feelings they are meant to evoke in the audience (fear, pride, loyalty, etc.).
http://www.archives.gov/exhibits/powers_of_persuasion/powers_of_persuasion_home.html
3. Watch a clip from a political debate as a class and analyze how the speakers use ethos to try to gain the audience's respect and trust. Identify examples of ways the candidates try to undermine each other's authority and credibility.

Applying the Standard

In this section of the playlist, students are given the opportunity to apply their knowledge about how authors use the three different types of rhetoric in order to convey to the reader their point of view on a topic or idea. The objective is to have students demonstrate an understanding of the purpose and use of rhetoric.

For persuasive essay ideas, visit this website:

- <http://www.ereadingworksheets.com/writing/persuasive-essay-topics/>

Additional Resources

- **"Analyzing Famous Speeches as Arguments":** In this lesson plan, students analyze the use of rhetoric in historical speeches:
<http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-famous-speeches-arguments-30526.html?tab=4>
- **Analyzing Advertisements:** This video describes an assignment in which students analyze advertisements in order to better understand how advertisers use rhetoric:
<http://www.teachertube.com/video/analyzing-advertisements-project-description-77119>
- **Writing with Ethos, Logos, and Pathos:** This resource provides a variety of ideas for teaching rhetorical strategies in the classroom, such as analyzing product reviews:
<http://www.edutopia.org/blog/ethos-logos-pathos-21st-century-todd-finley>



Self-Check: RI.9-10.6

Read the passage. Then answer the questions.

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| Stimuli ID | ELA_STIM00314_a |
| Passage Title | "Give Me Liberty or Give Me Death" |
| Author | Patrick Henry |
| Word Count | 1218 |
| Lexile | 880L |

"Give Me Liberty or Give Me Death"

Patrick Henry

- 1 No man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House. But different men often see the same subject in different lights; and, therefore, I hope it will not be thought disrespectful to those gentlemen if, entertaining as I do opinions of a character very opposite to theirs, I shall speak forth my sentiments freely and without reserve. This is no time for ceremony. The question before the House is one of awful moment to this country. For my own part, I consider it as nothing less than a question of freedom or slavery; and in proportion to the magnitude of the subject ought to be the freedom of the debate. It is only in this way that we can hope to arrive at truth, and fulfill the great responsibility which we hold to God and our country. Should I keep back my opinions at such a time, through fear of giving offense, I should consider myself as guilty of treason towards my country, and of an act of disloyalty toward the Majesty of Heaven, which I revere above all earthly kings.
- 2 Mr. President, it is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren till she transforms us into beasts. Is this the part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those who, having eyes, see not, and, having ears, hear not, the things which so nearly concern their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth; to know the worst, and to provide for it.
- 3 I have but one lamp by which my feet are guided, and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years to justify those hopes with which gentlemen have been pleased to solace themselves and the House. Is it that insidious smile with which our petition has been lately received? Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss. Ask yourselves how this gracious reception of our petition comports with those warlike preparations which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled that force must be called in to win back our love? Let us not deceive ourselves, sir. These are the implements of war and subjugation; the last arguments to which kings resort. I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies?



No, sir, she has none. They are meant for us: they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging. And what have we to oppose to them? Shall we try argument? Sir, we have been trying that for the last ten years. Have we anything new to offer upon the subject? Nothing. We have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty and humble supplication? What terms shall we find which have not been already exhausted? Let us not, I beseech you, sir, deceive ourselves. Sir, we have done everything that could be done to avert the storm which is now coming on. We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and Parliament. Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne! In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free—if we mean to preserve inviolate those inestimable privileges for which we have been so long contending—if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained—we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of hosts is all that is left us!

- 4 They tell us, sir, that we are weak; unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance by lying supinely on our backs and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot? Sir, we are not weak if we make a proper use of those means which the God of nature hath placed in our power. The millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable—and let it come! I repeat it, sir, let it come.
- 5 It is in vain, sir, to extenuate the matter. Gentlemen may cry, Peace, Peace—but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!



1. Refer to “Give Me Liberty or Give Me Death.”

Which details from the passage show Henry’s point of view towards the other congressmen? Select all the correct options.

- A. “No man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House.”
- B. “The question before the House is one of awful moment to this country.”
- C. “Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish?”
- D. “They tell us, sir, that we are weak; unable to cope with so formidable an adversary.”
- E. “Gentlemen may cry, Peace, Peace—but there is no peace.”

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| Item ID | ELA_RI9-10.6_MCQ_Q139 |
| DOK level | 3 |
| Answer | A, C, E; Patrick Henry states at the beginning of the speech that he respects the other congressmen, but that he disagrees with them. At the end he states that they are incorrect in their assertion of peace since war is inevitable. He wants them to take action rather than continue debating about what to do. |

2. Part-A

Refer to “Give Me Liberty or Give Me Death.”

Which statement **best** describes the author’s purpose for making this speech?

- A. to inform congressmen about the British navy]
- B. to persuade congressmen to wage war against the British rulers]
- C. to describe the colonists’ problems with the British to the congressmen]
- D. to entertain congressmen with stories of past interactions with the British king]

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| Item ID | ELA_RI9-10.6_CLO_Q141 |
| DOK level | 3 |
| Answer | B; Henry wants to change the opinions of the congressmen about going to war with Great Britain. |



Part-B

Which of the following underlined statements **best** supports your answer in Part A?

I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us: they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging. And what have we to oppose to them? Shall we try argument? Sir, we have been trying that for the last ten years. Have we anything new to offer upon the subject? Nothing. We have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty and humble supplication? What terms shall we find which have not been already exhausted? Let us not, I beseech you, sir, deceive ourselves....In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free—if we mean to preserve inviolate those inestimable privileges for which we have been so long contending—if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained—we must fight!

- A. “Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies?”
- B. “Sir, we have been trying that for the last ten years. Have we anything new to offer upon the subject?”
- C. “What terms shall we find which have not been already exhausted?”
- D. “If we wish to be free—if we mean to preserve inviolate those inestimable privileges for which we have been so long contending—if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained—we must fight!”

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| Item ID | ELA_RI9-10.6_CLO_Q141 |
| DOK level | 3 |
| Answer | D; Henry is trying to convince the congressmen to go to war against the British. He does this by explaining that if the British remain in control of them, they will never be free. The only way to get their freedom is to use force. |



Read the passage. Then answer the question.

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| Stimuli ID | ELA_STIM00308 |
| Passage Title | Excerpt from <i>Harriet: The Moses of Her People</i> |
| Author | Sarah H. Bradford |
| Word Count | 1436 |
| Lexile | 1380L |

Excerpt from Harriet: *The Moses of Her People*

Sarah H. Bradford

This is an excerpt from an 1886 biography of Harriet Tubman, starting with her life as a child. This biography provides accounts of Harriet Tubman from various witnesses.

- 1 “When Harriet was six years old, she was taken from her mother and carried ten miles to live with James Cook, whose wife was a weaver, to learn the trade of weaving. While still a mere child, Cook set her to watching his musk-rat traps, which compelled her to wade through the water. It happened that she was once sent when she was ill with the measles, and, taking cold from wading in the water in this condition, she grew very sick, and her mother persuaded her master to take her away from Cook’s until she could get well.
- 2 “Another attempt was made to teach her weaving, but she would not learn, for she hated her mistress, and did not want to live at home, as she would have done as a weaver, for it was the custom then to weave the cloth for the family, or a part of it, in the house.
- 3 “Soon after she entered her teens she was hired out as a field hand, and it was while thus employed that she received a wound, which nearly proved fatal, from the effects of which she still suffers. In the fall of the year, the slaves there work in the evening, cleaning up wheat, husking corn, etc. On this occasion, one of the slaves of a farmer named Barrett, left his work, and went to the village store in the evening. The overseer followed him, and so did Harriet. When the slave was found, the overseer swore he should be whipped, and called on Harriet, among others, to help tie him. She refused, and as the man ran away, she placed herself in the door to stop pursuit. The overseer caught up a two-pound weight from the counter and threw it at the fugitive, but it fell short and struck Harriet a stunning blow on the head. It was long before she recovered from this, and it has left her subject to a sort of stupor or lethargy at times; coming upon her in the midst of conversation, or whatever she may be doing, and throwing her into a deep slumber, from which she will presently rouse herself, and go on with her conversation or work.
- 4 “After this she lived for five or six years with John Stewart, where at first she worked in the house, but afterward ‘hired her time,’ and Dr. Thompson, son of her master’s guardian, ‘stood for her,’ that is, was her surety for the payment of what she owed. She employed the time thus hired in the rudest labors,—drove oxen, carted, plowed, and did all the work of a man,—sometimes earning money enough in a year, beyond what she paid her master, ‘to buy a pair of steers,’ worth forty dollars. The amount exacted of a woman for her time was fifty or sixty dollars—of a man, one hundred to one hundred and fifty dollars. Frequently Harriet worked for her father, who was a timber inspector, and superintended the cutting and hauling of great quantities of timber for the



Baltimore ship-yards. Stewart, his temporary master, was a builder, and for the work of Ross used to receive as much as five dollars a day sometimes, he being a superior workman. While engaged with her father, she would cut wood, haul logs, etc. Her usual 'stint' was half a cord of wood in a day.

- 5 "Harriet was married somewhere about 1844, to a free colored man named John Tubman, but she had no children. For the last two years of slavery she lived with Dr. Thompson, before mentioned, her own master not being yet of age, and Dr. T.'s father being his guardian, as well as the owner of her own father. In 1849 the young man died, and the slaves were to be sold, though previously set free by an old will. Harriet resolved not to be sold, and so, with no knowledge of the North—having only heard of Pennsylvania and New Jersey—she walked away one night alone. She found a friend in a white lady, who knew her story and helped her on her way. After many adventures, she reached Philadelphia, where she found work and earned a small stock of money. With this money in her purse, she traveled back to Maryland for her husband, but she found him married to another woman, and no longer caring to live with her. This, however, was not until two years after her escape, for she does not seem to have reached her old home in the first two expeditions. In December, 1850, she had visited Baltimore and brought away her sister and two children, who had come up from Cambridge in a boat, under charge of her sister's husband, a free black. A few months after she had brought away her brother and two other men, but it was not till the fall of 1851, that she found her husband and learned of his infidelity. She did not give way to rage or grief, but collected a party of fugitives and brought them safely to Philadelphia. In December of the same year, she returned, and led out a party of eleven, among them her brother and his wife. With these she journeyed to Canada, and there spent the winter, for this was after the enforcement of Mason's Fugitive Slave Bill in Philadelphia and Boston, and there was no safety except 'under the paw of the British Lion,' as she quaintly said. But the first winter was terribly severe for these poor runaways. They earned their bread by chopping wood in the snows of a Canadian forest; they were frost-bitten, hungry, and naked. Harriet was their good angel. She kept house for her brother, and the poor creatures boarded with her. She worked for them, begged for them, prayed for them, with the strange familiarity of communion with God which seems natural to these people, and carried them by the help of God through the hard winter.
- 6 "In the spring she returned to the States, and as usual earned money by working in hotels and families as a cook. From Cape May, in the fall of 1852, she went back once more to Maryland, and brought away nine more fugitives.
- 7 "Up to this time she had expended chiefly her own money in these expeditions—money which she had earned by hard work in the drudgery of the kitchen. Never did any one more exactly fulfill the sense of George Herbert—

"A servant with this clause
Makes drudgery divine."

- 8 "But it was not possible for such virtues long to remain hidden from the keen eyes of the Abolitionists. She became known to Thomas Garrett, the large-hearted Quaker of Wilmington, who has aided the escape of three thousand fugitives; she found warm friends in Philadelphia and New York, and wherever she went. These gave her money, which he never spent for her own use, but laid up for the help of her people, and especially for her journeys back to the 'land of Egypt,' as she called her old home. By reason of her frequent visits there, always carrying away some of the oppressed, she got among her people the name of 'Moses,' which it seems she still retains.



- 9 “Between 1852 and 1857, she made but two of these journeys, in consequence partly of the increased vigilance of the slave-holders, who had suffered so much by the loss of their property. A great reward was offered for her capture and she several times was on the point of being taken, but always escaped by her quick wit, or by ‘warnings’ from Heaven—for it is time to notice one singular trait in her character. She is the most shrewd and practical person in the world, yet she is a firm believer in omens, dreams, and warnings. She declares that before her escape from slavery, she used to dream of flying over fields and towns, and rivers and mountains, looking down upon them ‘like a bird,’ and reaching at last a great fence, or sometimes a river, over which she would try to fly, ‘but it ‘peared like I wouldn’t hab de strength, and jes as I was sinkin’ down, dere would be ladies all drest in white ober dere, and dey would put out dere arms and pull me ‘cross.’ There is nothing strange in this, perhaps, but she declares that when she came North she remembered these very places as those she had seen in her dreams, and many of the ladies who befriended her were those she had been helped by in her vision.

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3. Read the following sentences from paragraph 5.

“But the first winter was terribly severe for these poor runaways. They earned their bread by chopping wood in the snows of a Canadian forest; they were frost-bitten, hungry, and naked. Harriet was their good angel. She kept house for her brother, and the poor creatures boarded with her. She worked for them, begged for them, prayed for them, with the strange familiarity of communion with God which seems natural to these people, and carried them by the help of God through the hard winter.”

How do the sentences use rhetoric to advance the author’s point of view? Select all the correct options.

- A. by using a metaphor to suggest that Harriet had outstanding virtue
- B. by criticizing the runaway slaves to make Harriet seem more appealing
- C. by addressing readers directly to develop a connection with the audience
- D. by repeating the phrase “for them” to emphasize Harriet’s attention to others
- E. by using understatement to downplay the impact that Harriet had on people’s lives

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| Item ID | ELA_RI9-10.6_MCQ_Q125 |
| DOK level | 3 |
| Answer | A, D; The author’s point of view is that Harriet Tubman is a heroic person. The author uses a metaphor to compare Harriet to an angel. The author also uses repetition to emphasize all the things Harriet did for others. Both of these devices highlight Harriet’s good deeds. |

