

Rhetoric Unit Resources

Student Resource	Location
Section 1: Lessons 1-6	
Text: "What is Rhetoric?"	Pages 2 – 5
Text: <i>They Say, I Say: The Moves that Matter in Academic Writing</i> (Third Edition)	Purchased text
Text: "Ethos, Pathos, Logos"	Digital access
Lesson handouts	Pages 6 – 17
Section 2: Lessons 7-13	
Text: "Address to Congress on Women's Suffrage"	Pages 18 – 21
Lesson handouts	Pages 22 – 31
Section 3: Lessons 14-20	
Text: <i>The Jungle</i>	Pages 32 – 38
Lesson handouts	Pages 39 – 43
Section 4: Lessons 21-23	
Text: "A Fable for Tomorrow" from <i>Silent Spring</i> by Rachel Carson	Unit Reader
Text: "Rachel Carson's Silent Spring" by PBS Learning Media (Video)	Digital access
Lesson handouts	Pages 44 – 45
Section 5: Lessons 24-31	
Text: <i>Common Sense</i>	Pages 46 – 54
Lesson handouts	Pages 55 – 67
Section 6: Lessons 32 (Practice Cold Reading Task)	
Section 7: Lessons 33-36	
Text: Pearl Harbor Address to the Nation	Pages 65 – 66
Text: WWII Propaganda Posters from WWII Museum	Pages 68 – 70
Lesson handouts	Pages 67, 71 – 73
Section 8: Lessons 37-39 (Culminating Writing Task)	
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Section 9: Lessons 40-41 (Cold Read Task)	
Section 10: Lessons 42-43 (Extension Task)	
Lesson handouts	Page 80

Source: Burton, Gideon. "The Forest of Rhetoric." *Silva Rhetoricae*. Brigham Young University. Web. 10 Jan. 2016.
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What is Rhetoric?

Rhetoric is the study of effective speaking and writing (*discourse*), and the art of persuasion, and many other things.

In its long and vigorous history, rhetoric has enjoyed many definitions, accommodated differing purposes, and varied widely in what it included. And yet, for most of its history, it has maintained its fundamental character as a discipline for training students:

1. to perceive how language is at work orally and in writing, and
2. to become proficient in applying the resources of language in their own speaking and writing.

Discerning how language is working in others' or one's own writing and speaking, one must (artificially) divide form and content, *what* is being said and *how* this is said. Because rhetoric examines so attentively the *how* of language, the *methods* and *means* of communication, it has sometimes been discounted as something only concerned with style or appearances, and not with the quality or *content* of communication. For many (such as Plato) rhetoric deals with the superficial at best, the deceptive at worst ("mere rhetoric"), when one might better attend to matters of substance, truth, or reason as attempted in dialectic¹ or philosophy or religion.

Rhetoric has sometimes lived down to its critics, but as set forth from antiquity, rhetoric was a comprehensive art just as much concerned with *what* one could say as *how* one might say it. Indeed, a basic premise for rhetoric is the indivisibility of means from meaning; *how* one says something conveys meaning as much as *what* one says. Rhetoric studies the effectiveness of language comprehensively, including its emotional impact (pathos), as much as its propositional content (logos). To see how language and thought work together, however, we must first artificially divide content and form.

¹ The art of logical argumentation; like rhetoric, dialectic is concerned with persuasion and logical proof and takes into account opposing viewpoints on a given issue. Unlike rhetoric, dialectic is restricted to issues of argumentation, proof, and the methods and fallacies of logical reasoning. Dialectic does not theorize the use of emotions (except as a fallacy), nor does it concern itself with audiences or contexts as does rhetoric. At times in the history of rhetoric, dialectic has been seen as a counterpart to rhetoric; at times it has competed with rhetoric. Those who have emphasized the priority of dialectic over rhetoric have done so by reducing rhetoric to being concerned only with style, or managing appearances and manipulating audiences.

Content/Form

Rhetoric requires understanding a fundamental division between *what* is communicated through language and *how* it is communicated.

Aristotle phrased this as the difference between *logos* (the logical content of a speech) and *lexis* (the style and delivery of a speech). Roman authors such as Quintilian would make the same distinction by dividing consideration of things or substance, *res*, from consideration of verbal expression, *verba*.

In the Renaissance, Erasmus of Rotterdam reiterated this foundational dichotomy for rhetorical analysis by titling his most famous textbook "On the Abundance of Verbal Expression and Ideas" (*De copia verborum ac rerum*). This division has been one that has been codified within rhetorical pedagogy, reinforced, for example, by students being required in the Renaissance (according to Juan Luis Vives) to keep notebooks divided into form and content.

Within rhetorical pedagogy it was the practice of imitation that most required students to analyze form and content. They were asked to observe a model closely and then to copy the form but supply new content; or to copy the content but supply a new form. Such imitations occurred on every level of speech and language, and forced students to assess what exactly a given form did to bring about a given meaning or effect.

The divide between form and content is always an artificial and conditional one, since ultimately attempting to make this division reveals the fundamentally indivisible nature of verbal expression and ideas. For example, when students were asked to perform translations as rhetorical exercises, they analyzed their compositions in terms of approximations, since it is impossible to completely capture the meaning and effect of a thought expressed in any terms other than its original words.

This division is based on a view of language as something more than simply a mechanistic device for transcribing or delivering thought. With the sophists of ancient Greece, rhetoricians have shared a profound respect for how language affects not just audiences, but thought processes. [. . .]

One way to understand the overlapping nature of *logos* and *lexis*, *res* and *verba*, invention and style, is through the word "ornament." To our modern sensibilities this suggests a superficial, inessential decoration—something that might be pleasing but which is not truly necessary. The etymology of this word is *ornare*, a Latin verb meaning "to equip." The ornaments of war, for example, are weapons and soldiers. The ornaments of rhetoric are not extraneous; they are the equipment required to achieve the intended meaning or effect.

Thus, rhetoricians divided form and content not to place content above form, but to highlight the interdependence of language and meaning, argument and ornament, thought and its expression. It means that linguistic forms are not merely instrumental, but fundamental—not only to persuasion, but to thought itself.

This division is highly problematic, since thought and ideas (*res*) have been prioritized over language (*verba*) since at least the time of Plato in the west. Indeed, language is a fundamentally social and contingent creature, subject to change and development in ways that concepts are not. For rhetoricians to insist that words and their expression are on par with the ideals and ideas of abstract philosophy has put rhetoric at odds with religion, philosophy, and science at times.

Nevertheless, rhetoric requires attending to the contingencies and contexts of specific moments in time and the dynamics of human belief and interaction within those settings. This rhetorical orientation to social and temporal conditions can be understood better with respect to three encompassing terms within rhetoric that are fundamental to the rhetorical view of the world:

- ***kairos***: the right moment or opportune occasion for speech; the way a given context for communication both calls for and constrains one's speech. Thus, sensitive to *kairos*, a speaker or writer takes into account the contingencies of a given place and time, and considers the opportunities within this specific context for words to be effective and appropriate to that moment.
- ***audience***: who will hear or read the text; rhetorical analysis always takes into account how an audience shapes the composition of a text or responds to it.
- ***decorum***: fitting one's speech to the context and audience; a central rhetorical principle that requires one's words and content to fit with the circumstances and occasion (*kairos*), the audience, and the speaker. Essentially, if one's ideas are appropriately embodied and presented (thereby observing decorum), then one's speech will be effective. Conversely, rhetorical vices, such as unnecessary repetition, wordiness in an attempt to appear eloquent, overuse of figures of speech, or misuse of words in context, are breaches of decorum.

Persuasive Appeals

Persuasion, according to Aristotle and the many authorities that would echo him, is brought about through three kinds of proof or persuasive appeal:

Logos	The appeal to reason or logic (the content and organization of the speech)
Pathos ²	The appeal to emotion (the acknowledgement of the audience)
Ethos	The appeal to one's character or credibility/ethics (appearing knowledge and well-meaning about one's subject)

Although they can be analyzed separately, these three appeals work together in combination toward persuasive ends.

Aristotle calls these "artistic" or "intrinsic" proofs—those that could be found by means of the art of rhetoric—in contrast to "nonartistic" or "extrinsic" proofs such as witnesses or contracts that are simply used by the speaker, not found through rhetoric.

Figures of Speech/Rhetorical Devices

As rich and interesting as the figures and devices are (e.g., metaphor, simile, hyperbole, allegory, repetition, parallelism), they do not constitute the whole of rhetoric, as some have mistakenly surmised. Such a view is a vast reduction of the discipline of rhetoric, which has just as much to do with the discovery of things to say (Invention), their arrangement (Arrangement), committal to memory (Memory), and presentation (Delivery) as it has to do with the figures of speech, which are typically categorized under the third of these canons of rhetoric, Style.

Why is Rhetoric Important?

Those who are skilled at rhetoric are more likely to achieve their goal—convincing others of their point of view or position or getting the audience to refine their thoughts on an issue or idea. Rhetorical skill depends on the speaker's purposeful use of appeals and devices combined with well-developed content and effective delivery. Politicians, lawyers, religious leaders, and even teachers are helped by being effective rhetoricians. There are also times when rhetoric is used to convey an inaccurate or harmful message. So, understanding rhetoric is also useful for being a critical listener or reader who can determine when a speaker or writer is using rhetoric to

² Pathos is also the category by which we can understand the psychological aspects of rhetoric. Criticism of rhetoric tends to focus on the overemphasis of pathos, emotion, at the expense of logos, the message.

Vocabulary Chart

Keep a list of words you have learned throughout the unit.

Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Source Sentence
rhetoric				
ethos				
logos				
pathos				

Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence
suffrage				
inevitable				
unenfranchise				
ingenious				

Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence
torpor				
respite				
specter				
ineffectual				

Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence
reconciliation				
sustain				
infamy				
Solicitation				

Differentiating between Argument, Persuasion, and Propaganda

Rhetoric takes different forms in order to achieve a specific purpose. Learning to recognize the type of rhetoric in a text helps the reader understand both the purpose of the rhetoric and the rationale of the author's choices. There are three kinds of rhetoric: argument, persuasion, and propaganda. These forms of rhetoric differ in their goal, general technique and methods.

Argument:

- **Goal:** make a case for a particular position
- **General Techniques:** offers precise claim with an analysis using valid reasoning and sufficient evidence
- **Methods:**
 - Considers other perspectives (counterclaims)
 - Provides valid reasoning and relevant and sufficient evidence
 - Predicts and evaluates consequences of accepting the claim

Persuasion:

- **Goal:** convince the audience to act or feel a certain way
- **General Techniques:** use ethos, logos, and pathos strategically to convince the audience to adopt a point of view
- **Methods:**
 - May consider other perspectives on the issue
 - May utilize persuasive techniques such as celebrity endorsements, bandwagon appeals, or glittering generalities
 - Blends facts and emotions to make a case, relying on opinion
 - May predict the results of accepting the position, especially if those results are favorable

Propaganda:

- **Goal:** offer "political advertising" for the a position that may distort the truth and include false information
- **General Techniques:** relies purely on pathos to convince the audience to accept the claim
- **Methods:**
 - Focuses solely on its own message without considering other positions
 - Relies on biases and assumptions and may distort or alter evidence to make the case
 - Ignores the consequence accepting a particular position

Argument, Persuasion, Propaganda

	Argument	Persuasion	Propaganda
Goal			
General Technique			
Methods			

Ethos, Pathos, Logos Chart

In the chart below, write a summary in each column for each appeal based on the information in the video/text.

Video/Text	Ethos	Pathos	Logos
Introductory Video			
"Address to Congress on Women's Suffrage"			
Chapter 14, <i>The Jungle</i>			
"A Fable for Tomorrow"			
"Thoughts on the Present State of American Affairs"			
"Pearl Harbor Address to the Nation"			

List of Greek and Latin roots in English (adapted)

Root/Affix	Meaning in English	Origin Language	English Examples

Source: adapted from https://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English and https://en.wikipedia.org/wiki/List_of_medical_roots,_suffixes_and_prefixes

Selecting a Topic for the Extension Task

Topic: _____

You have selected a topic on which to conduct research. You will be working towards an argumentative speech that advances a position. You will conduct research, develop a claim, and support that claim with evidence. Additionally, your speech will contain rhetorical strategies we have studied throughout the unit. Before you can begin, you must narrow your topic and define some questions that you hope to answer through your research. This will help guide you in writing your speech.

Complete the following handout to help you brainstorm about your topic.

1. In your own words define or explain your topic.
2. What is your current position about your topic? Why do you believe this?
3. Generate at least three questions that you plan to answer through your research.

Narrowing a Topic for the Extension Task

Topic: _____

Quick Tips for Narrowing a Topic

- ☐ Look at an encyclopedia for general information on your topic and note interesting facts or ideas.
- ☐ Ask yourself the following questions:
 - ☐ Who is my audience? (Choose a topic that will be interesting to your audience.)
 - ☐ Will my topic fit the assignment? Is my topic still too broad for the length of the paper, speech, etc.?
 - ☐ What kind of information do I need to fulfill the assignment? A brief summary, journal articles, books, essays, encyclopedia articles, statistics? Can I locate these types of research materials for my topic?

Narrowing Chart (example):

Topic	Chocolate
Components or Subtopics	History of chocolate, making of chocolate, health aspects of chocolate, chocolate addictions, brands of chocolate (Godiva, Hershey's, Lindt, etc.), consumption of chocolate, popularity around the world, forms of chocolate
What components or subtopics are of most interest to you?	Health aspects of chocolate
What <u>new</u> questions do you have about your topic?	Are there health benefits to eating chocolate? Can chocolate boost your mood? Is chocolate addictive?
Formulate a topic statement	I will explore the health benefits of chocolate consumption specifically focusing on how chocolate affects moods and brain chemistry.

Fill in the chart about your topic:

Topic	
Components or Subtopics	
What components or subtopics are of most interest to you?	
What <u>new</u> questions do you have about your topic?	
Formulate a topic statement.	

Source Tracker for the Extension Task- Part A

Source Title	Locatable Information (Call Number, Author's Last Name, Etc)	Source Type Book, Online Database, Journal, Reference, etc.	Paragraphs and Page Numbers to Use

Address to Congress on Women's Suffrage

Carrie Chapman Catt

1	Woman suffrage is inevitable. Suffragists knew it before November 4, 1917; opponents afterward. Three distinct causes made it inevitable.
2	First, the history of our country. Ours is a nation born of revolution, of rebellion against a system of government so securely entrenched in the customs and traditions of human society that in 1776 it seemed impregnable. From the beginning of things, nations had been ruled by kings and for kings, while the people served and paid the cost. The American Revolutionists boldly proclaimed the heresies: "Taxation without representation is tyranny." "Governments derive their just powers from the consent of the governed." The colonists won, and the nation which was established as a result of their victory has held unfailingly that these two fundamental principles of democratic government are not only the spiritual source of our national existence but have been our chief historic pride and at all times the sheet anchor of our liberties.
3	Eighty years after the Revolution, Abraham Lincoln welded those two maxims into a new one: "Ours is a government of the people, by the people, and for the people." Fifty years more passed and the president of the United States, Woodrow Wilson, in a mighty crisis of the nation, proclaimed to the world: "We are fighting for the things which we have always carried nearest to our hearts: for democracy, for the right of those who submit to authority to have a voice in their own government."
4	All the way between these immortal aphorisms political leaders have declared unabated faith in their truth. Not one American has arisen to question their logic in the 141 years of our national existence. However stupidly our country may have evaded the logical application at times, it has never swerved from its devotion to the theory of democracy as expressed by those two axioms...
5	With such a history behind it, how can our nation escape the logic it has never failed to follow, when its last unenfranchised class calls for the vote? Behold our Uncle Sam floating the banner with one hand, "Taxation without representation is tyranny," and with the other seizing the billions of dollars paid in taxes by women to whom he refuses "representation." Behold him again, welcoming the boys of twenty-one and the newly made immigrant citizen to "a voice in their own government" while he denies that fundamental right of democracy to thousands of women public school teachers from whom many of these men learn all they know of citizenship and patriotism, to women college presidents, to women who preach in our pulpits, interpret law in our courts, preside over our hospitals, write books and magazines, and serve in every uplifting moral and social enterprise. Is there a single man who can justify such inequality of treatment, such outrageous discrimination? Not one...

6	<p>Second, the suffrage for women already established in the United States makes women suffrage for the nation inevitable. When Elihu Root, as president of the American Society of International Law, at the eleventh annual meeting in Washington, April 26, 1917, said, "The world cannot be half democratic and half autocratic. It must be all democratic or all Prussian. There can be no compromise," he voiced a general truth. Precisely the same intuition has already taught the blindest and most hostile foe of woman suffrage that our nation cannot long continue a condition under which government in half its territory rests upon the consent of half of the people and in the other half upon the consent of all the people; a condition which grants representation to the taxed in half of its territory and denies it in the other half a condition which permits women in some states to share in the election of the president, senators, and representatives and denies them that privilege in others. It is too obvious to require demonstration that woman suffrage, now covering half our territory, will eventually be ordained in all the nation. No one will deny it. The only question left is when and how will it be completely established.</p>
7	<p>Third, the leadership of the United States in world democracy compels the enfranchisement of its own women. The maxims of the Declaration were once called "fundamental principles of government." They are now called "American principles" or even "Americanisms." They have become the slogans of every movement toward political liberty the world around, of every effort to widen the suffrage for men or women in any land. Not a people, race, or class striving for freedom is there anywhere in the world that has not made our axioms the chief weapon of the struggle. More, all men and women the world around, with farsighted vision into the verities of things, know that the world tragedy of our day is not now being waged over the assassination of an archduke, nor commercial competition, nor national ambitions, nor the freedom of the seas. It is a death grapple between the forces which deny and those which uphold the truths of the Declaration of Independence...</p>
8	<p>Do you realize that in no other country in the world with democratic tendencies is suffrage so completely denied as in a considerable number of our own states? There are thirteen black states where no suffrage for women exists, and fourteen others where suffrage for women is more limited than in many foreign countries.</p>
9	<p>Do you realize that when you ask women to take their cause to state referendum you compel them to do this: that you drive women of education, refinement, achievement, to beg men who cannot read for their political freedom?</p>
10	<p>Do you realize that such anomalies as a college president asking her janitor to give her a vote are overstraining the patience and driving women to desperation?</p>
11	<p>Do you realize that women in increasing numbers indignantly resent the long delay in their enfranchisement?</p>

12	<p>Your party platforms have pledged women suffrage. Then why not be honest, frank friends of our cause, adopt it in reality as your own, make it a party program, and "fight with us"? As a party measure—a measure of all parties—why not put the amendment through Congress and the legislatures? We shall all be better friends, we shall have a happier nation, we women will be free to support loyally the party of our choice, and we shall be far prouder of our history.</p>
13	<p>"There is one thing mightier than kings and armies"—aye, than Congresses and political parties—"the power of an idea when its time has come to move." The time for woman suffrage has come. The woman's hour has struck. If parties prefer to postpone action longer and thus do battle with this idea, they challenge the inevitable. The idea will not perish; the party which opposes it may. Every delay, every trick, every political dishonesty from now on will antagonize the women of the land more and more, and when the party or parties which have so delayed woman suffrage finally let it come, their sincerity will be doubted and their appeal to the new voters will be met with suspicion. This is the psychology of the situation. Can you afford the risk? Think it over.</p>
14	<p>We know you will meet opposition. There are a few "women haters" left, a few "old males of the tribe," as Vance Thompson calls them, whose duty they believe it to be to keep women in the places they have carefully picked out for them. Treitschke, made world famous by war literature, said some years ago, "Germany, which knows all about Germany and France, knows far better what is good for Alsace-Lorraine than that miserable people can possibly know." A few American Treitschkes we have who know better than women what is good for them. There are women, too, with "slave souls" and "clinging vines" for backbones. There are female dolls and male dandies. But the world does not wait for such as these, nor does liberty pause to heed the plaint of men and women with a grouch. She does not wait for those who have a special interest to serve, nor a selfish reason for depriving other people of freedom. Holding her torch aloft, liberty is pointing the way onward and upward and saying to America, "Come."</p>
15	<p>To you and the supporters of our cause in Senate and House, and the number is large, the suffragists of the nation express their grateful thanks. This address is not meant for you. We are more truly appreciative of all you have done than any words can express. We ask you to make a last, hard fight for the amendment during the present session. Since last we asked a vote on this amendment, your position has been fortified by the addition to suffrage territory of Great Britain, Canada, and New York.</p>
16	<p>Some of you have been too indifferent to give more than casual attention to this question. It is worthy of your immediate consideration. A question big enough to engage the attention of our allies in wartime is too big a question for you to neglect.</p> <p>Some of you have grown old in party service. Are you willing that those who take</p>

17 your places by and by shall blame you for having failed to keep pace with the world and thus having lost for them a party advantage? Is there any real gain for you, for your party, for your nation by delay? Do you want to drive the progressive men and women out of your party?

18 Some of you hold to the doctrine of states' rights as applying to woman suffrage. Adherence to that theory will keep the United States far behind all other democratic nations upon this question. A theory which prevents a nation from keeping up with the trend of world progress cannot be justified.

19 Gentlemen, we hereby petition you, our only designated representatives, to redress our grievances by the immediate passage of the Federal Suffrage Amendment and to use your influence to secure its ratification in your own state, in order that the women of our nation may be endowed with political freedom before the next presidential election, and that our nation may resume its world leadership in democracy.

20 Woman suffrage is coming—you know it. Will you, Honorable Senators and Members of the House of Representatives, help or hinder it?

This text is in the public domain.

Conversation Stems for Class Discussion¹

As you engage in class discussion, it is important to consider the other side, expressing understanding for those who have a different point of view. To do this, you can insert a **concession** in your comments. You can also use the templates in the chart to help frame your answers.

Concession Stems

- Although I grant that __, I still maintain that __.
- While it is true that __, it does not necessarily follow that __.
- On one hand I agree with X that __. But on the other hand, I insist that __.
- It cannot be denied that __; however, I believe__.
- Certainly __, but
- It goes without saying...
- Perhaps __, yet....

TO DISAGREE	TO AGREE--WITH A DIFFERENCE	TO QUALIFY
<ul style="list-style-type: none"> • I think X is mistaken because she overlooks _____. • X's claim that _____ rests upon the questionable assumption that _____. • I disagree with X's view that _____ because in the text, _____. • X contradicts herself. On the one hand, she argues _____. But on the other hand, she also says _____. • By focusing on _____, X overlooks the deeper problem of _____. 	<ul style="list-style-type: none"> • X is surely right about _____ because, as she may not be aware, recent studies have shown that _____. • X's theory of _____ is extremely useful because it sheds insight on the difficult problem of _____. • I agree that _____, a point that needs emphasizing since so many people believe _____. • Those unfamiliar with this school of thought may be interested to know that it basically boils down to _____. 	<ul style="list-style-type: none"> • Although I agree with X up to a point, I cannot accept his overall conclusion that _____. • Although I disagree with much that X says, I fully endorse his final conclusion that _____. • Though I concede that _____, I still insist that _____. • X is right that _____, but I do not agree when she claims that _____. • I am of two minds about X's claim that _____. On the one hand I agree that _____. On the other hand, I'm not sure if _____.

¹ Graff, G., & Birkenstein, C. (2014). *They Say, I Say: The Moves that Matter in Academic Writing* (Third ed.). New York City, New York: W.W. Norton & Company.

Evidence Chart

Locate evidence which illustrates Catt's use of logos and ethos to support her claims.

Evidence (quotation or paraphrase)	How does this evidence illustrate the logic of Catt's claim? How does this evidence build Catt's credibility?

Evidence (quotation or paraphrase)	How does this evidence illustrate the logic of Catt's claim? How does this evidence build Catt's credibility?

Question Stems

What is the main reason you believe ___?	How would you describe ___?
Can you explain how ___ affected ___?	How are ___ alike? How are ___ different?
What can you say about ___?	Summarize your best argument for/against ___.
How is ___ related to ___?	What conclusions can you draw about ___?
What conclusions can you draw about ___?	What reasons/facts best support ___?
Can you elaborate on the reason ___?	What would happen if ___?

Question Stems

What is the main reason you believe ___?	How would you describe ___?
Can you explain how ___ affected ___?	How are ___ alike? How are ___ different?
What can you say about ___?	Summarize your best argument for/against ___.
How is ___ related to ___?	What conclusions can you draw about ___?
What conclusions can you draw about ___?	What reasons/facts best support ___?
Can you elaborate on the reason ___?	What would happen if ___?

Student Self Discussion Tracker

I. Preparation

My Initial Responses	My Initial Questions

II. Discussion

My partner...	1	2	3	4	5	6	7	8	9	10	11	12	13	14
asks a question														
cites evidence														
provides a response														

III. Reflection

I am proud of:

Next time, I will:

Tracker for the Extension Task- Part B

Part I - Evidence

Source Title	Specific Evidence to Include in Speech	Paragraphs and Page Numbers

Part II- MLA Citations

Use a source citation generator such as [Easy Bib](#) or [Bib Me](#) to create an MLA citation for each source used.

MLA Citation

Speech Outline

I. Developing and Sequencing Claims

Sequence	Claim

Stop and Reflect: Did you sequence your strongest claim last? If not, adjust accordingly.

II. Adding Rhetorical Strategies and Supporting Evidence

Sample:

Claim #1: <i>Even though America is the most heavily-armed developed nation, it is not the safest.</i>			
Evidence (including source): <i>Americans own more than 270 million firearms (“Stronger Gun Control”), but the nation is the global leader in per-capita gun deaths (“Gun Control”). About half of all households include a member who owns at least one gun (Streissguth).</i>			
Rhetorical Device	Use	Appeal	Use

Claim #2:

Evidence (including source):

Rhetorical Device	Use	Appeal	Use

Claim #3:

Evidence (including source):

Rhetorical Device	Use	Appeal	Use

Claim #4:

Evidence (including source):

Rhetorical Device	Use	Appeal	Use

“Chapter 14” from *The Jungle*

Upton Sinclair

1

With one member trimming beef in a cannery, and another working in a sausage factory, the family had a first-hand knowledge of the great majority of Packingtown swindles. For it was the custom, as they found, whenever meat was so spoiled that it could not be used for anything else, either to can it or else to chop it up into sausage. With what had been told them by Jonas, who had worked in the pickle rooms, they could now study the whole of the spoiled-meat industry on the inside, and read a new and grim meaning into that old Packingtown jest—that they use everything of the pig except the squeal.

2

Jonas had told them how the meat that was taken out of pickle would often be found sour, and how they would rub it up with soda to take away the smell, and sell it to be eaten on free-lunch counters; also of all the miracles of chemistry which they performed, giving to any sort of meat, fresh or salted, whole or chopped, any color and any flavor and any odor they chose. In the pickling of hams they had an ingenious apparatus, by which they saved time and increased the capacity of the plant—a machine consisting of a hollow needle attached to a pump; by plunging this needle into the meat and working with his foot, a man could fill a ham with pickle in a few seconds. And yet, in spite of this, there would be hams found spoiled, some of them with an odor so bad that a man could hardly bear to be in the room with them. To pump into these the packers had a second and much stronger pickle which destroyed the odor—a process known to the workers as “giving them thirty per cent.” Also, after the hams had been smoked, there would be found some that had gone to the bad. Formerly these had been sold as “Number Three Grade,” but later on some ingenious person had hit upon a new device, and now they would extract the bone, about which the bad part generally lay, and insert in the hole a white-hot iron. After this invention there was no longer Number One, Two, and Three Grade—there was only Number One Grade. The packers were always originating such schemes—they had what they called “boneless hams,” which were all the odds and ends of pork stuffed into casings; and “California hams,” which were the shoulders, with big knuckle joints, and nearly all the meat cut out; and fancy “skinned hams,” which were made of the oldest hogs, whose skins were so heavy and coarse that no one would buy them—that is, until they had been cooked and chopped fine and labeled “head cheese!”

- 3 It was only when the whole ham was spoiled that it came into the department of Elzbieta. Cut up by the two-thousand-revolutions-a-minute flyers, and mixed with half a ton of other meat, no odor that ever was in a ham could make any difference. There was never the least attention paid to what was cut up for sausage; there would come all the way back from Europe old sausage that had been rejected, and that was moldy and white—it would be dosed with borax and glycerine, and dumped into the hoppers, and made over again for home consumption. There would be meat that had tumbled out on the floor, in the dirt and sawdust, where the workers had tramped and spit uncounted billions of consumption germs. There would be meat stored in great piles in rooms; and the water from leaky roofs would drip over it, and thousands of rats would race about on it. It was too dark in these storage places to see well, but a man could run his hand over these piles of meat and sweep off handfuls of the dried dung of rats. These rats were nuisances, and the packers would put poisoned bread out for them; they would die, and then rats, bread, and meat would go into the hoppers together. This is no fairy story and no joke; the meat would be shoveled into carts, and the man who did the shoveling would not trouble to lift out a rat even when he saw one—there were things that went into the sausage in comparison with which a poisoned rat was a tidbit. There was no place for the men to wash their hands before they ate their dinner, and so they made a practice of washing them in the water that was to be ladled into the sausage. There were the butt-ends of smoked meat, and the scraps of corned beef, and all the odds and ends of the waste of the plants, that would be dumped into old barrels in the cellar and left there. Under the system of rigid economy which the packers enforced, there were some jobs that it only paid to do once in a long time, and among these was the cleaning out of the waste barrels. Every spring they did it; and in the barrels would be dirt and rust and old nails and stale water—and cartload after cartload of it would be taken up and dumped into the hoppers with fresh meat, and sent out to the public's breakfast. Some of it they would make into "smoked" sausage—but as the smoking took time, and was therefore expensive, they would call upon their chemistry department, and preserve it with borax and color it with gelatine to make it brown. All of their sausage came out of the same bowl, but when they came to wrap it they would stamp some of it "special," and for this they would charge two cents more a pound.

Such were the new surroundings in which Elzbieta was placed, and such

4 was the work she was compelled to do. It was stupefying, brutalizing work; it left her no time to think, no strength for anything. She was part of the machine she tended, and every faculty that was not needed for the machine was doomed to be crushed out of existence. There was only one mercy about the cruel grind—that it gave her the gift of insensibility. Little by little she sank into a torpor—she fell silent. She would meet Jurgis and Ona in the evening, and the three would walk home together, often without saying a word. Ona, too, was falling into a habit of silence—Ona, who had once gone about singing like a bird. She was sick and miserable, and often she would barely have strength enough to drag herself home. And there they would eat what they had to eat, and afterward, because there was only their misery to talk of, they would crawl into bed and fall into a stupor and never stir until it was time to get up again, and dress by candlelight, and go back to the machines. They were so numbed that they did not even suffer much from hunger, now; only the children continued to fret when the food ran short.

5 Yet the soul of Ona was not dead—the souls of none of them were dead, but only sleeping; and now and then they would waken, and these were cruel times. The gates of memory would roll open—old joys would stretch out their arms to them, old hopes and dreams would call to them, and they would stir beneath the burden that lay upon them, and feel its forever immeasurable weight. They could not even cry out beneath it; but anguish would seize them, more dreadful than the agony of death. It was a thing scarcely to be spoken—a thing never spoken by all the world, that will not know its own defeat.

6 They were beaten; they had lost the game, they were swept aside. It was not less tragic because it was so sordid, because it had to do with wages and grocery bills and rents. They had dreamed of freedom; of a chance to look about them and learn something; to be decent and clean, to see their child grow up to be strong. And now it was all gone—it would never be! They had played the game and they had lost. Six years more of toil they had to face before they could expect the least respite, the cessation of the payments upon the house; and how cruelly certain it was that they could never stand six years of such a life as they were living! They were lost, they were going down—and there was no deliverance for them, no hope; for all the help it gave them the vast city in which they lived might have been an ocean waste, a wilderness, a desert, a tomb. So often this mood would come to Ona, in the nighttime, when something wakened her; she would lie, afraid of the beating of her own heart,

fronting the blood-red eyes of the old primeval terror of life. Once she cried aloud, and woke Jurgis, who was tired and cross. After that she learned to weep silently—their moods so seldom came together now! It was as if their hopes were buried in separate graves.

7 Jurgis, being a man, had troubles of his own. There was another specter following him. He had never spoken of it, nor would he allow anyone else to speak of it—he had never acknowledged its existence to himself. Yet the battle with it took all the manhood that he had—and once or twice, alas, a little more. Jurgis had discovered drink.

8 He was working in the steaming pit of hell; day after day, week after week—until now, there was not an organ of his body that did its work without pain, until the sound of ocean breakers echoed in his head day and night, and the buildings swayed and danced before him as he went down the street. And from all the unending horror of this there was a respite, a deliverance—he could drink! He could forget the pain, he could slip off the burden; he would see clearly again, he would be master of his brain, of his thoughts, of his will. His dead self would stir in him, and he would find himself laughing and cracking jokes with his companions—he would be a man again, and master of his life.

9 It was not an easy thing for Jurgis to take more than two or three drinks. With the first drink he could eat a meal, and he could persuade himself that that was economy; with the second he could eat another meal—but there would come a time when he could eat no more, and then to pay for a drink was an unthinkable extravagance, a defiance of the agelong instincts of his hunger-haunted class. One day, however, he took the plunge, and drank up all that he had in his pockets, and went home half “piped,” as the men phrase it. He was happier than he had been in a year; and yet, because he knew that the happiness would not last, he was savage, too with those who would wreck it, and with the world, and with his life; and then again, beneath this, he was sick with the shame of himself. Afterward, when he saw the despair of his family, and reckoned up the money he had spent, the tears came into his eyes, and he began the long battle with the specter.

10 It was a battle that had no end, that never could have one. But Jurgis did not realize that very clearly; he was not given much time for reflection. He simply knew that he was always fighting. Steeped in misery and despair as he

was, merely to walk down the street was to be put upon the rack. There was surely a saloon on the corner—perhaps on all four corners, and some in the middle of the block as well; and each one stretched out a hand to him each one had a personality of its own, allurements unlike any other. Going and coming—before sunrise and after dark—there was warmth and a glow of light, and the steam of hot food, and perhaps music, or a friendly face, and a word of good cheer. Jurgis developed a fondness for having Ona on his arm whenever he went out on the street, and he would hold her tightly, and walk fast. It was pitiful to have Ona know of this—it drove him wild to think of it; the thing was not fair, for Ona had never tasted drink, and so could not understand. Sometimes, in desolate hours, he would find himself wishing that she might learn what it was, so that he need not be ashamed in her presence. They might drink together, and escape from the horror—escape for a while, come what would.

- 11 So there came a time when nearly all the conscious life of Jurgis consisted of a struggle with the craving for liquor. He would have ugly moods, when he hated Ona and the whole family, because they stood in his way. He was a fool to have married; he had tied himself down, had made himself a slave. It was all because he was a married man that he was compelled to stay in the yards; if it had not been for that he might have gone off like Jonas, and to hell with the packers. There were few single men in the fertilizer mill—and those few were working only for a chance to escape. Meantime, too, they had something to think about while they worked,—they had the memory of the last time they had been drunk, and the hope of the time when they would be drunk again. As for Jurgis, he was expected to bring home every penny; he could not even go with the men at noontime—he was supposed to sit down and eat his dinner on a pile of fertilizer dust.

- 12 This was not always his mood, of course; he still loved his family. But just now was a time of trial. Poor little Antanas, for instance—who had never failed to win him with a smile—little Antanas was not smiling just now, being a mass of fiery red pimples. He had had all the diseases that babies are heir to, in quick succession, scarlet fever, mumps, and whooping cough in the first year, and now he was down with the measles. There was no one to attend him but Kotrina; there was no doctor to help him, because they were too poor, and children did not die of the measles—at least not often. Now and then Kotrina would find time to sob over his woes, but for the greater part of the time he

had to be left alone, barricaded upon the bed. The floor was full of drafts, and if he caught cold he would die. At night he was tied down, lest he should kick the covers off him, while the family lay in their stupor of exhaustion. He would lie and scream for hours, almost in convulsions; and then, when he was worn out, he would lie whimpering and wailing in his torment. He was burning up with fever, and his eyes were running sores; in the daytime he was a thing uncanny and impish to behold, a plaster of pimples and sweat, a great purple lump of misery.

- Yet all this was not really as cruel as it sounds, for, sick as he was, little
- 13 Antanas was the least unfortunate member of that family. He was quite able to bear his sufferings—it was as if he had all these complaints to show what a prodigy of health he was. He was the child of his parents' youth and joy; he grew up like the conjurer's rosebush, and all the world was his oyster. In general, he toddled around the kitchen all day with a lean and hungry look—the portion of the family's allowance that fell to him was not enough, and he was unrestrainable in his demand for more. Antanas was but little over a year old, and already no one but his father could manage him.

- It seemed as if he had taken all of his mother's strength—had left
- 14 nothing for those that might come after him. Ona was with child again now, and it was a dreadful thing to contemplate; even Jurgis, dumb and despairing as he was, could not but understand that yet other agonies were on the way, and shudder at the thought of them.

- For Ona was visibly going to pieces. In the first place she was
- 15 developing a cough, like the one that had killed old Dede Antanas. She had had a trace of it ever since that fatal morning when the greedy streetcar corporation had turned her out into the rain; but now it was beginning to grow serious, and to wake her up at night. Even worse than that was the fearful nervousness from which she suffered; she would have frightful headaches and fits of aimless weeping; and sometimes she would come home at night shuddering and moaning, and would fling herself down upon the bed and burst into tears. Several times she was quite beside herself and hysterical; and then Jurgis would go half-mad with fright. Elzbieta would explain to him that it could not be helped, that a woman was subject to such things when she was pregnant; but he was hardly to be persuaded, and would beg and plead to know what had happened. She had never been like this before, he would argue—it was

monstrous and unthinkable. It was the life she had to live, the accursed work she had to do, that was killing her by inches. She was not fitted for it—no woman was fitted for it, no woman ought to be allowed to do such work; if the world could not keep them alive any other way it ought to kill them at once and be done with it. They ought not to marry, to have children; no workingman ought to marry—if he, Jurgis, had known what a woman was like, he would have had his eyes torn out first. So he would carry on, becoming half hysterical himself, which was an unbearable thing to see in a big man; Ona would pull herself together and fling herself into his arms, begging him to stop, to be still, that she would be better, it would be all right. So she would lie and sob out her grief upon his shoulder, while he gazed at her, as helpless as a wounded animal, the target of unseen enemies.

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CLOSE READING			How do you know? Cite specific evidence in the text.
S	Who is the Speaker ?	<ul style="list-style-type: none"> Who is the speaker? Identify the speaker's age, gender, class, and education. The voice tells the story. Whose voice is being heard within the text? What can you tell or what do you know about the speaker that helps you understand the point of view expressed? 	
O	What is the Occasion ?	<ul style="list-style-type: none"> What is the time and place of the piece? What is the current situation (that prompted the writing)? Is this a political event, a celebration, an observation, a critique, or...? Identify the context of the text. 	
A	Who is the Audience ?	<ul style="list-style-type: none"> Who are the readers to whom this piece is directed? It may be one person or a specific group. Does the speaker specify an audience? What assumptions exist in the text about the intended audience? 	
P	What is the Purpose ?	<ul style="list-style-type: none"> What is the purpose behind the text? Why did the author write it? What is his goal? (To find the purpose ask, "What did the author want his audience to think or do as a result of reading this text?") What is the message? How does the speaker convey this message? 	
S	What is the Subject ?	<ul style="list-style-type: none"> What topic, content, and ideas are included in the text? State the subject in a few words or a short phrase. Is there more than one subject? How does the author present the subject? Does he introduce it immediately or do you, the reader, have to make an inference? 	
TONE	TONE What is the Tone?	<ul style="list-style-type: none"> What is the attitude of the author? Is the author emotional, objective, neutral, or biased about this topic? What types of details "tell" the author's feelings about the topic? What types of diction, syntax, and imagery help reflect the tone? How would you read the passage aloud if you were the author? 	

Connecting Device to Meaning in *The Jungle*

Device	Definition	Location in text (including paragraph number)	Connection to Meaning
Imagery	language that evokes the five senses and paints a picture in the reader's mind		Sinclair's use of _____ makes the reader feel _____ which helps him achieve his purpose of _____.
Personification	language that gives human-like qualities to inanimate objects		
Metaphor	language the compares two unlike objects using a form of the verb "to be" or the preposition "of" extended metaphors take place over several lines of text		

English Language Arts Writer's Checklist

As you write your essay, remember these important points.

Content:

- Read the instructions, the writing task, and the passage, and respond as directed.
- Present a clear central idea.
- Give enough details to support and develop your central idea.
- Use well-chosen information from the passage in your essay.
- Present your ideas in a logical order, and include an introduction and conclusion.
- Write an introduction with a thesis, at least two body paragraphs, and a conclusion.

Style:

- Use words that express your meaning well.
- Write in complete sentences and use a variety of sentence types and lengths to make your writing easy to follow.
- Use a variety of sentence beginnings
- Use transitions and signal verbs

Sentence Formation:

- Write complete and correct sentences.

Usage:

- Write using appropriate subject-verb agreement, verb tenses, word meaning, and word endings.

Mechanics:

- Write using correct punctuation.
- Write using correct capitalization.
- Write using appropriate formatting.

Spelling:

- Write using correct spelling

High School Rubric for Analytical, Argumentative, and Informative Writing

	3	2	1	0
Reading and Understanding Text	<ul style="list-style-type: none"> Shows full comprehension of ideas both explicit and inferential indicated by grade-level reading standards Accurate analysis and reasoning is demonstrated through ample textual evidence 	<ul style="list-style-type: none"> Shows comprehension of ideas indicated by grade-level reading standards Mostly accurate analysis and reasoning is demonstrated through adequate textual evidence 	<ul style="list-style-type: none"> Shows limited comprehension of ideas indicated by grade-level reading standards Minimally accurate analysis and reasoning is demonstrated through minimal textual evidence 	<ul style="list-style-type: none"> Shows no comprehension of ideas indicated by grade-level reading standards Inaccurate or no analysis and reasoning is demonstrated with little or no textual evidence
Writing about Text	<ul style="list-style-type: none"> Addresses the prompt and introduces a topic or precise claim(s), distinguishing claim(s) from counterclaims Development is even and organized to make important connections and distinctions with relevant support¹ Language creates cohesion and clarifies relationships among ideas Formal and objective style and tone consistently demonstrate awareness of purpose and audience 	<ul style="list-style-type: none"> Addresses the prompt and states a topic or claim(s) Development is organized with some support and cohesion Language creates cohesion and links ideas Style and tone demonstrate awareness of purpose and audience 	<ul style="list-style-type: none"> Addresses the prompt and has an introduction Development and support are minimal Language links ideas Style and tone demonstrate limited awareness of purpose or audience 	<ul style="list-style-type: none"> Does not address the prompt Lacks organization, is undeveloped, and does not provide support Language and style demonstrate no awareness of purpose or audience
Language Conventions	<ul style="list-style-type: none"> Full command of conventions indicated by grade-level standards Few minor errors do not interfere with meaning 	<ul style="list-style-type: none"> Some command of conventions indicated by grade-level standards May have errors that occasionally interfere with meaning 	<ul style="list-style-type: none"> Limited command of conventions indicated by grade-level standards Errors often interfere with meaning 	<ul style="list-style-type: none"> No command of conventions indicated by grade-level standards Frequent and varied errors interfere with meaning

¹ Support includes evidence, facts, extended definitions, concrete details, quotations, other information and examples.

"Rachel Carson's Silent Spring" Video Discussion Questions

1. What are the benefits and risks associated with the use of DDT?
2. Why was the broad use of DDT accepted by society in the 1950s? Who benefited from the use of DDT in large quantities? Why do you think Rachel Carson's message was not well received by some people at the time her book appeared?
3. Discuss Rachel Carson's idea that humans have "a fundamental right to a healthy environment."

Small Group Discussion Questions

Who is the audience and what is the occasion for the text?

Which rhetorical appeals are used? How are figurative language and imagery used within the text?

What is the tone? How is it established in the text?

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Excerpts from “Thoughts on the Present State of American Affairs” from *Common Sense*

Thomas Paine

1 In the following pages I offer nothing more than simple facts, plain arguments, and common sense: and have no other preliminaries to settle with the reader, than that he will divest himself of prejudice and prepossession, and suffer his reason and his feelings to determine for themselves that he will put on, or rather that he will not put off, the true character of a man, and generously enlarge his views beyond the present day.

2 Volumes have been written on the subject of the struggle between England and America. Men of all ranks have embarked in the controversy, from different motives, and with various designs; but all have been ineffectual, and the period of debate is closed. Arms as the last resource decide the contest; the appeal was the choice of the King, and the Continent has accepted the challenge. [. . .]

3 The Sun never shined on a cause of greater worth. 'Tis not the affair of a City, a County, a Province, or a Kingdom; but of a Continent—of at least one-eighth part of the habitable Globe. 'Tis not the concern of a day, a year, or an age; posterity are virtually involved in the contest, and will be more or less affected even to the end of time, by the proceedings now. Now is the seed-time of Continental union, faith and honor. The least fracture now will be like a name engraved with the point of a pin on the tender rind of a young oak; the wound would enlarge with the tree, and posterity read in it full grown characters.

4 By referring the matter from argument to arms, a new era for politics is struck—a new method of thinking hath arisen. All plans, proposals, etc. prior to the nineteenth of April, i.e., to the commencement of hostilities, are like the almanacs of the last year; which though proper then, are superseded and useless now. Whatever was advanced by the advocates on either side of the question then, terminated in one and the same point, namely a union with Great Britain; the only difference between the parties was the method of effecting it; the one proposing force, the other friendship; but it hath so far happened that the first hath failed, and the second hath withdrawn her influence.

5 As much hath been said of the advantages of reconciliation, which, like an agreeable dream, hath passed away and left us as we were, it is but right that we should examine the contrary side of the argument, and inquire into some of the many material injuries which these Colonies sustain, and always will sustain, by being connected with and dependent on Great Britain. To examine that connection and dependence, on the principles of nature and common sense, to see what we have to trust to, if separated, and what we are to expect, if dependent.

6 I have heard it asserted by some, that as America has flourished under her former connection with Great Britain, the same connection is necessary towards her future happiness, and will always have the same effect. Nothing can be more fallacious than this kind of argument. We may as well assert that because a child has thrived upon milk, that it is never to have meat, or that the first twenty years of our lives is to become a precedent for the next twenty. But even this is admitting more than is true; for I answer roundly that America would have flourished as much, and probably much more, had no European power taken any notice of her. The commerce by which she hath enriched herself are the necessities of life, and will always have a market while eating is the custom of Europe.

7 But she has protected us, say some. That she hath engrossed us is true, and defended the Continent at our expense as well as her own, is admitted; and she would have defended Turkey from the same motive, namely for the sake of trade and dominion.

8 Alas! we have been long led away by ancient prejudices and made large sacrifices to superstition. We have boasted the protection of Great Britain, without considering, that her motive was INTEREST not ATTACHMENT; and that she did not protect us from OUR ENEMIES on OUR ACCOUNT; but from HER ENEMIES on HER OWN ACCOUNT, from those who had no quarrel with us on any OTHER ACCOUNT, and who will always be our enemies on the SAME ACCOUNT. Let Britain waive her pretensions to the Continent, or the Continent throw off the dependence, and we should be at peace with France and Spain, were they at war with Britain.

9 It hath lately been asserted in parliament, that the Colonies have no relation to each other but through the Parent Country, i.e., that Pennsylvania and the Jerseys and so on for the rest, are sister Colonies by the way of England; this is certainly a very roundabout way of proving relationship, but it is the nearest and only true way of proving enmity (or enemyship, if I may so call it.) France and Spain never were, nor

perhaps ever will be, our enemies as AMERICANS, but as our being the SUBJECTS OF GREAT BRITAIN.

10 But Britain is the parent country, say some. Then the more shame upon her conduct. Even brutes do not devour their young, nor savages make war upon their families. Wherefore, the assertion, if true, turns to her reproach; but it happens not to be true, or only partly so, and the phrase PARENT OR MOTHER COUNTRY hath been jesuitically adopted by the King and his parasites, with a low papistical design of gaining an unfair bias on the credulous weakness of our minds. Europe, and not England, is the parent country of America. This new World hath been the asylum for the persecuted lovers of civil and religious liberty from EVERY PART of Europe. Hither have they fled, not from the tender embraces of the mother, but from the cruelty of the monster; and it is so far true of England, that the same tyranny which drove the first emigrants from home, pursues their descendants still. [. . .] Not one third of the inhabitants, even of this province, [Pennsylvania], are of English descent. Wherefore, I reprobate the phrase of Parent or Mother Country applied to England only, as being false, selfish, narrow and ungenerous.

11 But, admitting that we were all of English descent, what does it amount to? Nothing. Britain, being now an open enemy, extinguishes every other name and title: and to say that reconciliation is our duty, is truly farcical. The first king of England, of the present line (William the Conqueror) was a Frenchman, and half the peers of England are descendants from the same country; wherefore, by the same method of reasoning, England ought to be governed by France. [. . .]

12 I challenge the warmest advocate for reconciliation to show a single advantage that this continent can reap by being connected with Great Britain. I repeat the challenge; not a single advantage is derived. Our corn will fetch its price in any market in Europe, and our imported goods must be paid for buy them where we will.

13 But the injuries and disadvantages which we sustain by that connection, are without number; and our duty to mankind at large, as well as to ourselves, instruct us to renounce the alliance: because, any submission to, or dependence on, Great Britain, tends directly to involve this Continent in European wars and quarrels, and set us at variance with nations who would otherwise seek our friendship, and against whom we have neither anger nor complaint. As Europe is our market for trade, we ought to form no partial connection with any part of it. It is the true interest of

America to steer clear of European contentions, which she never can do, while, by her dependence on Britain, she is made the makeweight in the scale of British politics.

- 14 Europe is too thickly planted with Kingdoms to be long at peace, and whenever a war breaks out between England and any foreign power, the trade of America goes to ruin, BECAUSE OF HER CONNECTION WITH BRITAIN. The next war may not turn out like the last, and should it not, the advocates for reconciliation now will be wishing for separation then, because neutrality in that case would be a safer convoy than a man of war. Everything that is right or reasonable pleads for separation. The blood of the slain, the weeping voice of nature cries, 'TIS TIME TO PART. Even the distance at which the Almighty hath placed England and America is a strong and natural proof that the authority of the one over the other, was never the design of Heaven. The time likewise at which the Continent was discovered, adds weight to the argument, and the manner in which it was peopled, increases the force of it. The Reformation was preceded by the discovery of America: As if the Almighty graciously meant to open a sanctuary to the persecuted in future years, when home should afford neither friendship nor safety. [. . .]

- 15 Men of passive tempers look somewhat lightly over the offenses of Great Britain, and, still hoping for the best, are apt to call out, "Come, come, we shall be friends again for all this." But examine the passions and feelings of mankind: bring the doctrine of reconciliation to the touchstone of nature, and then tell me whether you can hereafter love, honor, and faithfully serve the power that hath carried fire and sword into your land? If you cannot do all these, then are you only deceiving yourselves, and by your delay bringing ruin upon posterity. Your future connection with Britain, whom you can neither love nor honor, will be forced and unnatural, and being formed only on the plan of present convenience, will in a little time fall into a relapse more wretched than the first. But if you say, you can still pass the violations over, then I ask, hath your house been burnt? Hath your property been destroyed before your face? Are your wife and children destitute of a bed to lie on, or bread to live on? Have you lost a parent or a child by their hands, and yourself the ruined and wretched survivor? If you have not, then are you not a judge of those who have. But if you have, and can still shake hands with the murderers, then are you unworthy the name of husband, father, friend or lover, and whatever may be your rank or title in life, you have the heart of a coward, and the spirit of a sycophant.

- 16 This is not inflaming or exaggerating matters, but trying them by those feelings and affections which nature justifies, and without which, we should be

incapable of discharging the social duties of life, or enjoying the felicities of it. I mean not to exhibit horror for the purpose of provoking revenge, but to awaken us from fatal and unmanly slumbers, that we may pursue determinately some fixed object. It is not in the power of Britain or of Europe to conquer America, if she do not conquer herself by delay and timidity. The present winter is worth an age if rightly employed, but if lost or neglected, the whole continent will partake of the misfortune; and there is no punishment which that man will not deserve, be he who, or what, or where he will, that may be the means of sacrificing a season so precious and useful. [. . .]

17 Every quiet method for peace hath been ineffectual. Our prayers have been rejected with disdain; and only tended to convince us, that nothing flatters vanity, or confirms obstinacy in Kings more than repeated petitioning—and nothing hath contributed more than that very measure to make the Kings of Europe absolute: Witness Denmark and Sweden. Wherefore, since nothing but blows will do, for God's sake, let us come to a final separation, and not leave the next generation to be cutting throats, under the violated unmeaning names of parent and child. [. . .]

18 As to government matters, it is not in the power of Britain to do this continent justice: The business of it will soon be too weighty, and intricate, to be managed with any tolerable degree of convenience, by a power, so distant from us, and so very ignorant of us; for if they cannot conquer us, they cannot govern us. To be always running three or four thousand miles with a tale or a petition, waiting four or five months for an answer, which when obtained requires five or six more to explain it in, will in a few years be looked upon as folly and childishness—There was a time when it was proper, and there is a proper time for it to cease.

19 Small islands not capable of protecting themselves, are the proper objects for kingdoms to take under their care; but there is something very absurd, in supposing a continent to be perpetually governed by an island. In no instance hath nature made the satellite larger than its primary planet, and as England and America, with respect to each other, reverses the common order of nature, it is evident they belong to different systems: England to Europe, America to itself. [. . .]

20 As Britain hath not manifested the least inclination towards a compromise, we may be assured that no terms can be obtained worthy the acceptance of the continent, or any ways equal to the expense of blood and treasure we have been already put to. [. . .]

21 But admitting that matters were now made up, what would be the event? I answer, the ruin of the continent. And that for several reasons.

22 First. The powers of governing still remaining in the hands of the king, he will have a negative over the whole legislation of this continent. And as he hath shewn himself such an inveterate enemy to liberty, and discovered such a thirst for arbitrary power; is he, or is he not, a proper man to say to these colonies, "You shall make no laws but what I please." And is there any inhabitant in America so ignorant, as not to know, that according to what is called the present constitution, that this continent can make no laws but what the king gives it leave to; and is there any man so unwise, as not to see, that (considering what has happened) he will suffer no law to be made here, but such as suit his purpose. We may be as effectually enslaved by the want of laws in America, as by submitting to laws made for us in England. After matters are made up (as it is called) can there be any doubt, but the whole power of the crown will be exerted, to keep this continent as low and humble as possible? Instead of going forward we shall go backward, or be perpetually quarrelling or ridiculously petitioning.—We are already greater than the king wishes us to be, and will he not hereafter endeavour to make us less? To bring the matter to one point. Is the power who is jealous of our prosperity, a proper power to govern us? Whoever says No to this question is an independent, for independency means no more, than, whether we shall make our own laws, or, whether the king, the greatest enemy this continent hath, or can have, shall tell us, "there shall be no laws but such as I like." [. . .]

23 America is only a secondary object in the system of British politics, England consults the good of this country, no farther than it answers her own purpose. Wherefore, her own interest leads her to suppress the growth of ours in every case which doth not promote her advantage, or in the least interferes with it. A pretty state we should soon be in under such a second-hand government, considering what has happened! Men do not change from enemies to friends by the alteration of a name [. . .].

24 Secondly. That as even the best terms, which we can expect to obtain, can amount to no more than a temporary expedient, or a kind of government by guardianship, which can last no longer than till the colonies come of age, so the general face and state of things, in the interim, will be unsettled and unpromising. Emigrants of property will not choose to come to a country whose form of government hangs but by a thread, and who is every day tottering on the brink of commotion and disturbance; and numbers of the present inhabitants would lay hold

of the interval, to dispose of their effects, and quit the continent.

- 25 But the most powerful of all arguments, is, that nothing but independence, i.e., a continental form of government, can keep the peace of the continent and preserve it inviolate from civil wars. I dread the event of a reconciliation with Britain now, as it is more than probable, that it will followed by a revolt somewhere or other, the consequences of which may be far more fatal than all the malice of Britain.

- 26 Thousands are already ruined by British barbarity; (thousands more will probably suffer the same fate.) Those men have other feelings than us who have nothing suffered. All they now possess is liberty, what they before enjoyed is sacrificed to its service, and having nothing more to lose, they disdain submission. Besides, the general temper of the colonies, towards a British government, will be like that of a youth, who is nearly out of his time; they will care very little about her. And a government which cannot preserve the peace, is no government at all, and in that case we pay our money for nothing; and pray what is it that Britain can do, whose power will be wholly on paper, should a civil tumult break out the very day after reconciliation? I have heard some men say, many of whom I believe spoke without thinking, that they dreaded an independence, fearing that it would produce civil wars. It is but seldom that our first thoughts are truly correct, and that is the case here; for there are ten times more to dread from a patched up connection than from independence. I make the sufferers case my own, and I protest, that were I driven from house and home, my property destroyed, and my circumstances ruined, that as a man, sensible of injuries, I could never relish the doctrine of reconciliation, or consider myself bound thereby. [. . .]

- 27 If there is any true cause of fear respecting independence, it is because no plan is yet laid down. Men do not see their way out—Wherefore, as an opening into that business, I offer the following hints; at the same time modestly affirming, that I have no other opinion of them myself, than that they may be the means of giving rise to something better. [. . .]

- 28 Let the assemblies be annual, with a President only. The representation more equal. Their business wholly domestic, and subject to the authority of a Continental Congress.

- 29 Let each colony be divided into six, eight, or ten, convenient districts, each district to send a proper number of delegates to Congress, so that each colony send

at least thirty. The whole number in Congress will be least 390. Each Congress to sit and to choose a president by the following method. When the delegates are met, let a colony be taken from the whole thirteen colonies by lot, after which, let the whole Congress choose (by ballot) a president from out of the delegates of that province. In the next Congress, let a colony be taken by lot from twelve only, omitting that colony from which the president was taken in the former Congress, and so proceeding on till the whole thirteen shall have had their proper rotation. And in order that nothing may pass into a law but what is satisfactorily just, not less than three fifths of the Congress to be called a majority.—He that will promote discord, under a government so equally formed as this, would have joined Lucifer in his revolt. [. . .]

30 But where says some is the King of America? I'll tell you Friend, he reigns above, and doth not make havoc of mankind like the Royal Brute of Britain. Yet that we may not appear to be defective even in earthly honors, let a day be solemnly set apart for proclaiming the charter; let it be brought forth placed on the divine law, the word of God; let a crown be placed thereon, by which the world may know, that so far as we approve as monarchy, that in America THE LAW IS KING. For as in absolute governments the King is law, so in free countries the law ought to be King; and there ought to be no other. But lest any ill use should afterwards arise, let the crown at the conclusion of the ceremony be demolished, and scattered among the people whose right it is.

31 A government of our own is our natural right: And when a man seriously reflects on the precariousness of human affairs, he will become convinced, that it is infinitely wiser and safer, to form a constitution of our own in a cool deliberate manner, while we have it in our power, than to trust such an interesting event to time and chance. [. . .]

32 Ye that tell us of harmony and reconciliation, can ye restore to us the time that is past? Can ye give to prostitution its former innocence? Neither can ye reconcile Britain and America. The last cord now is broken, the people of England are presenting addresses against us. There are injuries which nature cannot forgive; she would cease to be nature if she did. As well can the lover forgive the ravisher of his mistress, as the continent forgive the murders of Britain. The Almighty hath implanted in us these unextinguishable feelings for good and wise purposes. They are the guardians of his image in our hearts. They distinguish us from the herd of common animals. The social compact would dissolve, and justice be extirpated from the earth, or have only a casual existence were we callous to the touches of

affection. The robber, and the murderer, would often escape unpunished, did not the injuries which our tempers sustain, provoke us into justice.

- 33 O ye that love mankind! Ye that dare oppose, not only the tyranny, but the tyrant, stand forth! Every spot of the old world is overrun with oppression. Freedom hath been hunted round the globe. Asia, and Africa, have long expelled her.—Europe regards her like a stranger, and England hath given her warning to depart. O! receive the fugitive, and prepare in time an asylum for mankind.

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Fluency Practice for “Thoughts on the Present State of American Affairs”

from *Common Sense* by Thomas Paine

Paragraphs 2-3 (0:27-1:35)

Volumes have been written on the subject of the struggle between England and America. Men of all ranks have embarked in the controversy, from different motives, and with various designs; but all have been ineffectual, and the period of debate is closed. Arms as the last resource decide the contest; the appeal was the choice of the King, and the Continent has accepted the challenge. [. . .]

The Sun never shined on a cause of greater worth. 'Tis not the affair of a City, a County, a Province, or a Kingdom; but of a Continent—of at least one-eighth part of the habitable Globe. 'Tis not the concern of a day, a year, or an age; posterity are virtually involved in the contest, and will be more or less affected even to the end of time, by the proceedings now. Now is the seed-time of Continental union, faith and honor. The least fracture now will be like a name engraved with the point of a pin on the tender rind of a young oak; the wound would enlarge with the tree, and posterity read in it full grown characters.

Paragraphs 4-5 (1:36-2:56)

By referring the matter from argument to arms, a new era for politics is struck—a new method of thinking hath arisen. All plans, proposals, etc. prior to the nineteenth of April, i.e., to the commencement of hostilities, are like the almanacs of the last year; which though proper then, are superseded and useless now. Whatever was advanced by the advocates on either side of the question then, terminated in one and the same point, namely a union with Great Britain; the only difference between the parties was the method of effecting it; the one proposing force, the other friendship; but it hath so far happened that the first hath failed, and the second hath withdrawn her influence.

As much hath been said of the advantages of reconciliation, which, like an agreeable dream, hath passed away and left us as we were, it is but right that we should examine the contrary side of the argument, and inquire into some of the many material injuries which these Colonies sustain, and always will sustain, by being connected with and dependent on Great Britain. To examine that connection and dependence, on the principles of nature and common sense, to see what we have to trust to, if separated, and what we are to expect, if dependent.

Paragraphs 6-8 (2:57-4:50)

I have heard it asserted by some, that as America has flourished under her former connection with Great Britain, the same connection is necessary towards her future happiness, and will always have the same effect. Nothing can be more fallacious than this kind of argument. We may as well assert that because a child has thrived upon milk, that it is never to have meat, or that the first twenty years of our lives is to become a precedent for the next twenty. But even this is admitting more than is true; for I answer roundly that America would have flourished as much, and probably much more, had no European power taken any notice of her. The commerce by which she hath enriched herself are the necessities of life, and will always have a market while eating is the custom of Europe.

But she has protected us, say some. That she hath engrossed us is true, and defended the Continent at our

expense as well as her own, is admitted; and she would have defended Turkey from the same motive, namely for the sake of trade and dominion.

Alas! we have been long led away by ancient prejudices and made large sacrifices to superstition. We have boasted the protection of Great Britain, without considering, that her motive was INTEREST not ATTACHMENT; and that she did not protect us from OUR ENEMIES on OUR ACCOUNT; but from HER ENEMIES on HER OWN ACCOUNT, from those who had no quarrel with us on any OTHER ACCOUNT, and who will always be our enemies on the SAME ACCOUNT. Let Britain waive her pretensions to the Continent, or the Continent throw off the dependence, and we should be at peace with France and Spain, were they at war with Britain.

Paragraph 10 (5:25-6:45)

But Britain is the parent country, say some. Then the more shame upon her conduct. Even brutes do not devour their young, nor savages make war upon their families. Wherefore, the assertion, if true, turns to her reproach; but it happens not to be true, or only partly so, and the phrase PARENT OR MOTHER COUNTRY hath been jesuitically adopted by the King and his parasites, with a low papistical design of gaining an unfair bias on the credulous weakness of our minds. Europe, and not England, is the parent country of America. This new World hath been the asylum for the persecuted lovers of civil and religious liberty from EVERY PART of Europe. Hither have they fled, not from the tender embraces of the mother, but from the cruelty of the monster; and it is so far true of England, that the same tyranny which drove the first emigrants from home, pursues their descendants still. [. . .] Not one third of the inhabitants, even of this province, [Pennsylvania], are of English descent. Wherefore, I reprobate the phrase of Parent or Mother Country applied to England only, as being false, selfish, narrow and ungenerous.

Paragraphs 12-13 (7:16-8:26)

I challenge the warmest advocate for reconciliation to show a single advantage that this continent can reap by being connected with Great Britain. I repeat the challenge; not a single advantage is derived. Our corn will fetch its price in any market in Europe, and our imported goods must be paid for buy them where we will.

But the injuries and disadvantages which we sustain by that connection, are without number; and our duty to mankind at large, as well as to ourselves, instruct us to renounce the alliance: because, any submission to, or dependence on, Great Britain, tends directly to involve this Continent in European wars and quarrels, and set us at variance with nations who would otherwise seek our friendship, and against whom we have neither anger nor complaint. As Europe is our market for trade, we ought to form no partial connection with any part of it. It is the true interest of America to steer clear of European contentions, which she never can do, while, by her dependence on Britain, she is made the makeweight in the scale of British politics.

Paragraph 14 (8:28-9:45)

Europe is too thickly planted with Kingdoms to be long at peace, and whenever a war breaks out between England and any foreign power, the trade of America goes to ruin, BECAUSE OF HER CONNECTION WITH BRITAIN. The

next war may not turn out like the last, and should it not, the advocates for reconciliation now will be wishing for separation then, because neutrality in that case would be a safer convoy than a man of war. Everything that is right or reasonable pleads for separation. The blood of the slain, the weeping voice of nature cries, 'TIS TIME TO PART. Even the distance at which the Almighty hath placed England and America is a strong and natural proof that the authority of the one over the other, was never the design of Heaven. The time likewise at which the Continent was discovered, adds weight to the argument, and the manner in which it was peopled, increases the force of it. The Reformation was preceded by the discovery of America: As if the Almighty graciously meant to open a sanctuary to the persecuted in future years, when home should afford neither friendship nor safety. [. . .]

Paragraph 15 (9:46-11:21)

Men of passive tempers look somewhat lightly over the offenses of Great Britain, and, still hoping for the best, are apt to call out, "Come, come, we shall be friends again for all this." But examine the passions and feelings of mankind: bring the doctrine of reconciliation to the touchstone of nature, and then tell me whether you can hereafter love, honor, and faithfully serve the power that hath carried fire and sword into your land? If you cannot do all these, then are you only deceiving yourselves, and by your delay bringing ruin upon posterity. Your future connection with Britain, whom you can neither love nor honor, will be forced and unnatural, and being formed only on the plan of present convenience, will in a little time fall into a relapse more wretched than the first. But if you say, you can still pass the violations over, then I ask, hath your house been burnt? Hath your property been destroyed before your face? Are your wife and children destitute of a bed to lie on, or bread to live on? Have you lost a parent or a child by their hands, and yourself the ruined and wretched survivor? If you have not, then are you not a judge of those who have. But if you have, and can still shake hands with the murderers, then are you unworthy the name of husband, father, friend or lover, and whatever may be your rank or title in life, you have the heart of a coward, and the spirit of a sycophant.

Paragraphs 16-17 (11:22-12:55)

This is not inflaming or exaggerating matters, but trying them by those feelings and affections which nature justifies, and without which, we should be incapable of discharging the social duties of life, or enjoying the felicities of it. I mean not to exhibit horror for the purpose of provoking revenge, but to awaken us from fatal and unmanly slumbers, that we may pursue determinately some fixed object. It is not in the power of Britain or of Europe to conquer America, if she do not conquer herself by delay and timidity. The present winter is worth an age if rightly employed, but if lost or neglected, the whole continent will partake of the misfortune; and there is no punishment which that man will not deserve, be he who, or what, or where he will, that may be the means of sacrificing a season so precious and useful. [. . .]

Every quiet method for peace hath been ineffectual. Our prayers have been rejected with disdain; and only tended to convince us, that nothing flatters vanity, or confirms obstinacy in Kings more than repeated petitioning—and nothing hath contributed more than that very measure to make the Kings of Europe absolute: Witness Denmark and Sweden. Wherefore, since nothing but blows will do, for God's sake, let us come to a final separation, and not leave the next generation to be cutting throats, under the violated unmeaning names of parent and child. [. . .]

Paragraphs 18-19 (12:56-14:08)

As to government matters, it is not in the power of Britain to do this continent justice: The business of it will soon be too weighty, and intricate, to be managed with any tolerable degree of convenience, by a power, so distant from us, and so very ignorant of us; for if they cannot conquer us, they cannot govern us. To be always running three or four thousand miles with a tale or a petition, waiting four or five months for an answer, which when obtained requires five or six more to explain it in, will in a few years be looked upon as folly and childishness—There was a time when it was proper, and there is a proper time for it to cease.

Small islands not capable of protecting themselves, are the proper objects for kingdoms to take under their care; but there is something very absurd, in supposing a continent to be perpetually governed by an island. In no instance hath nature made the satellite larger than its primary planet, and as England and America, with respect to each other, reverses the common order of nature, it is evident they belong to different systems: England to Europe, America to itself. [. . .]

Paragraph 22 (14:36-16:32)

First. The powers of governing still remaining in the hands of the king, he will have a negative over the whole legislation of this continent. And as he hath shewn himself such an inveterate enemy to liberty, and discovered such a thirst for arbitrary power; is he, or is he not, a proper man to say to these colonies, "You shall make no laws but what I please." And is there any inhabitant in America so ignorant, as not to know, that according to what is called the present constitution, that this continent can make no laws but what the king gives it leave to; and is there any man so unwise, as not to see, that (considering what has happened) he will suffer no law to be made here, but such as suit his purpose. We may be as effectually enslaved by the want of laws in America, as by submitting to laws made for us in England. After matters are made up (as it is called) can there be any doubt, but the whole power of the crown will be exerted, to keep this continent as low and humble as possible? Instead of going forward we shall go backward, or be perpetually quarrelling or ridiculously petitioning.—We are already greater than the king wishes us to be, and will he not hereafter endeavour to make us less? To bring the matter to one point. Is the power who is jealous of our prosperity, a proper power to govern us? Whoever says No to this question is an independent, for independency means no more, than, whether we shall make our own laws, or, whether the king, the greatest enemy this continent hath, or can have, shall tell us, "there shall be no laws but such as I like." [. . .]

Paragraphs 23-24 (16:33-17:43)

America is only a secondary object in the system of British politics, England consults the good of this country, no farther than it answers her own purpose. Wherefore, her own interest leads her to suppress the growth of ours in every case which doth not promote her advantage, or in the least interferes with it. A pretty state we should soon be in under such a second-hand government, considering what has happened! Men do not change from enemies to friends by the alteration of a name [. . .].

Secondly. That as even the best terms, which we can expect to obtain, can amount to no more than a temporary expedient, or a kind of government by guardianship, which can last no longer than till the colonies come of age, so the general face and state of things, in the interim, will be unsettled and unpromising. Emigrants of

property will not choose to come to a country whose form of government hangs but by a thread, and who is every day tottering on the brink of commotion and disturbance; and numbers of the present inhabitants would lay hold of the interval, to dispose of their effects, and quit the continent.

Paragraph 26 (18:14-19:37)

Thousands are already ruined by British barbarity; (thousands more will probably suffer the same fate.) Those men have other feelings than us who have nothing suffered. All they now possess is liberty, what they before enjoyed is sacrificed to its service, and having nothing more to lose, they disdain submission. Besides, the general temper of the colonies, towards a British government, will be like that of a youth, who is nearly out of his time; they will care very little about her. And a government which cannot preserve the peace, is no government at all, and in that case we pay our money for nothing; and pray what is it that Britain can do, whose power will be wholly on paper, should a civil tumult break out the very day after reconciliation? I have heard some men say, many of whom I believe spoke without thinking, that they dreaded an independence, fearing that it would produce civil wars. It is but seldom that our first thoughts are truly correct, and that is the case here; for there are ten times more to dread from a patched up connection than from independence. I make the sufferers case my own, and I protest, that were I driven from house and home, my property destroyed, and my circumstances ruined, that as a man, sensible of injuries, I could never relish the doctrine of reconciliation, or consider myself bound thereby. [. . .]

Paragraphs 28-29 (20:00-21:13)

Let the assemblies be annual, with a President only. The representation more equal. Their business wholly domestic, and subject to the authority of a Continental Congress.

Let each colony be divided into six, eight, or ten, convenient districts, each district to send a proper number of delegates to Congress, so that each colony send at least thirty. The whole number in Congress will be least 390. Each Congress to sit and to choose a president by the following method. When the delegates are met, let a colony be taken from the whole thirteen colonies by lot, after which, let the whole Congress choose (by ballot) a president from out of the delegates of that province. In the next Congress, let a colony be taken by lot from twelve only, omitting that colony from which the president was taken in the former Congress, and so proceeding on till the whole thirteen shall have had their proper rotation. And in order that nothing may pass into a law but what is satisfactorily just, not less than three fifths of the Congress to be called a majority.—He that will promote discord, under a government so equally formed as this, would have joined Lucifer in his revolt. [. . .]

Paragraphs 30-31 (21:14-22:34)

But where says some is the King of America? I'll tell you Friend, he reigns above, and doth not make havoc of mankind like the Royal Brute of Britain. Yet that we may not appear to be defective even in earthly honors, let a day be solemnly set apart for proclaiming the charter; let it be brought forth placed on the divine law, the word of God; let a crown be placed thereon, by which the world may know, that so far as we approve as monarchy, that in America THE LAW IS KING. For as in absolute governments the King is law, so in free countries the law ought to be King; and there ought to be no other. But lest any ill use should afterwards arise, let the crown at the conclusion of the

ceremony be demolished, and scattered among the people whose right it is.

A government of our own is our natural right: And when a man seriously reflects on the precariousness of human affairs, he will become convinced, that it is infinitely wiser and safer, to form a constitution of our own in a cool deliberate manner, while we have it in our power, than to trust such an interesting event to time and chance. [. . .]

Paragraphs 32-33 (22:36-24:02)

Ye that tell us of harmony and reconciliation, can ye restore to us the time that is past? Can ye give to prostitution its former innocence? Neither can ye reconcile Britain and America. The last cord now is broken, the people of England are presenting addresses against us. There are injuries which nature cannot forgive; she would cease to be nature if she did. As well can the lover forgive the ravisher of his mistress, as the continent forgive the murders of Britain. The Almighty hath implanted in us these unextinguishable feelings for good and wise purposes. They are the guardians of his image in our hearts. They distinguish us from the herd of common animals. The social compact would dissolve, and justice be extirpated from the earth, or have only a casual existence were we callous to the touches of affection. The robber, and the murderer, would often escape unpunished, did not the injuries which our tempers sustain, provoke us into justice.




O ye that love mankind! Ye that dare oppose, not only the tyranny, but the tyrant, stand forth! Every spot of the old world is overrun with oppression. Freedom hath been hunted round the globe. Asia, and Africa, have long expelled her.—Europe regards her like a stranger, and England hath given her warning to depart. O! receive the fugitive, and prepare in time an asylum for mankind.

CLAIM:		
REASON I	REASON II	REASON III
Evidence 1	Evidence 1	Evidence 1
Evidence 2	Evidence 2	Evidence 2
	Evidence 3	Evidence 3

Paraphrase Paine's claim here (include citation).

What reasons does Paine give to support his claim?

What evidence does Paine provide to support his reasons?

COUNTERCLAIM:	 Paraphrase a counterclaim to Paine's claim here (include citation).		
REBUTTAL:	 Provide reasons to support this counterclaim.		
Evidence 1	Evidence 2	Evidence 3	 Provide evidence to support these reasons.

Student Self Discussion Tracker

I. Preparation

My Initial Responses	My Initial Questions

II. Discussion

My partner...	1	2	3	4	5	6	7	8	9	10	11	12	13	14
asks a question														
cites evidence														
provides a response														

III. Reflection

I am proud of:

Next time, I will:

Student Editing Checklist

Problem	Symbol	Example	Self	Peer
Awkward wording	Awk	Middle school students have a lot of pressure on them being high achievers. Awk		
Fragment	Frag	Because the map shows us. Frag		
Run-on/Fused sentence	RO	I was hungry, the pie looked delicious. RO		
Verb tense problem	VT	If I went to school, I would have learned something. VT		
Begin new paragraph	¶	"I knew it," I said. ¶ "I thought so," she replied.		
Spelling error	SP	Did you compleat your assignment? SP		
Add	^	I am good at math and he is good at English. ,		
Delete	o	The elephant's trunk is really loose. o		
Transpose elements	~	He only picked the one he liked. o		
Capitalize	≡	Is new York a state or a city? ≡		
Make lowercase	/	Mike and Rita are only friends. /		
Add a period	o	This is a declarative sentence. o		
Close up this space	o	Jordan lost his favorite basket ball. o		
Space needed	#	I have only threefriends: Ted, Raoul, and Alice. #		

Pearl Harbor Address to the Nation

President Franklin D. Roosevelt - December 8, 1941

Mr. Vice President, Mr. Speaker, members of the Senate and the House of Representatives:

- 1 Yesterday, December 7th, 1941 - a date which will live in infamy - the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.
- 2 The United States was at peace with that nation, and, at the solicitation of Japan, was still in conversation with its government and its Emperor looking toward the maintenance of peace in the Pacific.
- 3 Indeed, one hour after Japanese air squadrons had commenced bombing in the American island of Oahu, the Japanese Ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. And, while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack.
- 4 It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.
- 5 The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. I regret to tell you that very many American lives have been lost. In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.
- 6 Yesterday the Japanese Government also launched an attack against Malaya.
- 7 Last night Japanese forces attacked Hong Kong.
- 8 Last night Japanese forces attacked Guam.

9 Last night Japanese forces attacked the Philippine Islands.

10 Last night the Japanese attacked Wake Island.

11 And this morning the Japanese attacked Midway Island.

12 Japan has therefore undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation.

13 As Commander-in-Chief of the Army and Navy I have directed that all measures be taken for our defense, that always will our whole nation remember the character of the onslaught against us.

14 No matter how long it may take us to overcome this premeditated invasion, the American people, in their righteous might, will win through to absolute victory.

15 I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make it very certain that this form of treachery shall never again endanger us.

16 Hostilities exist. There is no blinking at the fact that our people, our territory and our interests are in grave danger.

17 With confidence in our armed forces, with the unbounding determination of our people, we will gain the inevitable triumph. So help us God.

18 I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7th, 1941, a state of war has existed between the United States and the Japanese Empire.

This text is in the public domain.

“Pearl Harbor Address to the Nation”- Collaborative Annotation

Part I: Independent Analysis

Ethos: Read the text and, using a yellow highlighter, mark words, phrases, or paragraphs that build Roosevelt’s **credibility**. Then, make notes in the margin that explain how this text is building his credibility.

Pathos: Read the text and, using a pink highlighter, mark words, phrases or paragraphs that show **emotion**. Then, make notes in the margin that explain what emotion is being revealed and how that emotion is revealed.

Logos: Read the text and, using a blue highlighter, mark words, phrases, or paragraphs that reveal Roosevelt’s **reasoning** and **logic**. Then, make notes in the margin that explain how this text reveals his reasoning and logic.

Rhetorical Devices: Read the text and underline **figurative language** (similes, metaphors, personification) and **repetition**. Then, make notes in the margin that identify the device and explain the impact these devices have on the tone of the text.

Part II: Collaborative Discussion

Determine speaking order for the members of your group. Each group member must teach the group about his appeal or device(s). As your group members goes over what he has marked and noted in the margin, mark your own text. After each member has taught his appeal/device, everyone should have a fully annotated text.

Speaking Order:

1. _____
2. _____
3. _____
4. _____

World War II Propaganda Posters

Source: Northwestern State University

Directions: Prior to the lesson, print these images in color or secure a method for digital access. Access more images [here](#).



Sample

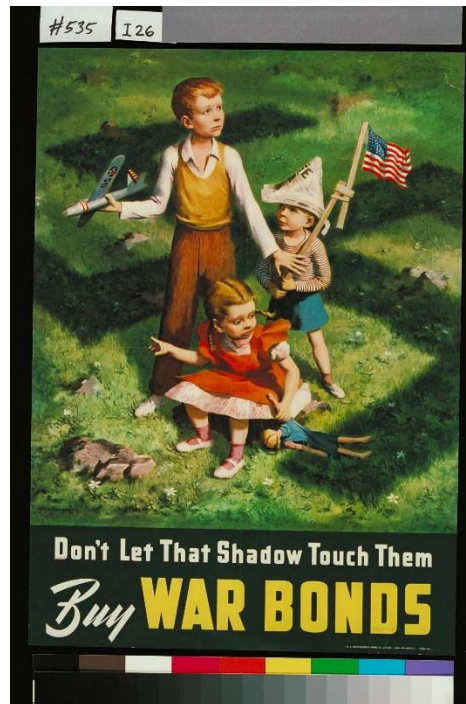


Image 1



Image 2

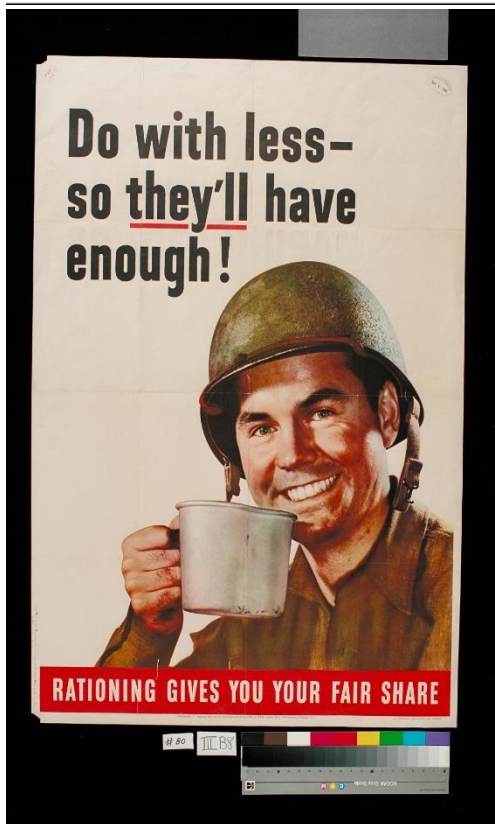


Image 3



Image 4



Image 5



Image 6

World War II Propaganda Posters Image Analysis

Directions: For each image, consider the questions in the first column. Determine whether or not the image is very effective, somewhat effective, or ineffective. In the corresponding box, write a claim that supports your analysis. Use details from the image to support your assertion. Only one column per row should be filled in.

Image# _____	Very Effective	Effective	Ineffective
Message Consider the overall message of the image. Is the message effectively achieved?			
Use of Appeals Think about the appeals (ethos, logos, pathos) being used in this image. Are these appeals used effectively?			
Images Depicted Consider all of the parts of the image being presented. Do these images convey the intended message effectively?			
Language Used Consider the words on the image. Do these words make the message more effective?			

Image# _____	Very Effective	Somewhat Effective	Ineffective
Message Consider the overall message of the image. Is the message effectively achieved?			
Use of Appeals Think about the appeals (ethos, logos, pathos) being used in this image. Are these appeals used effectively?			
Images Depicted Consider all of the parts of the image being presented. Do these images convey the intended message effectively?			
Language Used Consider the words on the image. Do these words make the message more effective?			

Image# _____	Very Effective	Somewhat Effective	Ineffective
Message Consider the overall message of the image. Is the message effectively achieved?			
Use of Appeals Think about the appeals (ethos, logos, pathos) being used in this image. Are these appeals used effectively?			
Images Depicted Consider all of the parts of the image being presented. Do these images convey the intended message effectively?			
Language Used Consider the words on the image. Do these words make the message more effective?			

Culminating Writing Task

Activity 1: Analyzing the Prompt

In “What Is Rhetoric?,” the author says, “*How* one says something conveys meaning as much as *what* one says.” Consider the texts in this unit and determine which text most effectively employs the resources of language to achieve a desired effect on the intended audience. Write an essay that analyzes how the author uses rhetoric to advance a point of view or achieve a purpose. Discuss as part of the analysis how the author unfolds the series of ideas or events and the effect of specific word choices on meaning and tone. Cite strong and thorough textual evidence to support the analysis.

1. Underline the main task(s) and box other directions of the prompt.
2. Fill in the following statement:
I must _____ an essay that _____ how the author _____
_____ to _____ a point of view and _____ a purpose, including how the
author _____ a series of ideas or events and the _____ of specific
_____ on _____ and _____.
3. What text will you write about? _____
4. Collect your annotated copy of the text and any handouts you have that connect to the text. Access your unit graphic organizer, evidence charts, etc. in your reading response journal.
5. Reread the text and your notes, journals, etc. Identify at least three rhetorical strategies/appeals present in the text and then complete the following statements:
Strategy/Appeal: _____ What does the author achieve? _____
Strategy/Appeal: _____ What does the author achieve ? _____
Strategy/Appeal: _____ What does the author achieve ? _____

Activity 3: Topic Sentences for Body Paragraphs

The topic sentences should be precise claims. Use the templates below to help you organize your ideas. A sample is provided for you.

Sample:

Roosevelt builds pathos in order to
(author) (strong verb) strategy/appeal 1)
evoke a sense of pride and determination in Americans.
(specific meaning/purpose of this strategy)

Topic Sentence #1

_____	_____	_____	in order to
(author)	(strong verb)	(strategy/appeal 1)	
_____.			
(specific meaning/purpose of this strategy)			

Topic Sentence #2

_____	_____	_____	in order to
(author)	(strong verb)	(strategy/appeal 2)	
_____.			
(specific meaning/purpose of this strategy)			

Topic Sentence #3

_____	_____	_____	in order to
(author)	(strong verb)	(strategy/appeal 3)	
_____.			
(specific meaning/purpose of this strategy)			

Activity 4: Choosing Evidence

For this essay, you must choose evidence from throughout the text to support your analysis. Use your text and reading response journal to select appropriate evidence. Remember to cite your evidence using MLA format.

Strategy/ Appeal	EVIDENCE + CITATION	HOW DOES THIS EVIDENCE SUPPORT YOUR IDENTIFICATION AND ANALYSIS OF THE APPEAL/STRATEGY? WHAT IS THE EFFECT ON TONE OR MEANING? HOW DOES THE AUTHOR UNFOLD THE IDEAS AND EVENTS?
Strategy/ Appeal 1		
Strategy/ Appeal 2		

Strategy/
Appeal 3

Activity 5: Writing a Conclusion Paragraph

Follow the steps that your teacher walks you through in order to draft your conclusion paragraph below.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Activity 6: Style Revision

To add variety and interest to your essay, apply the stylistic suggestions below.

- Scan your essay for the verbs in your thesis and your topic sentences. Make sure they are different in each instance. Refer to pages 38-40 of *They Say, I Say* for a list of signal verbs.
- Scan your essay for descriptive word choices.
- Scan your essay for the following verbs, and then replace them with action verbs:
 - is
 - are
 - was
- Do an inventory of your sentences. You should have:
 - a variety of sentence beginnings.
 - a variety of sentence lengths.
 - made use of the semicolon to increase sentence complexity.
- Use parallel structure in your essay at least once.

Extension Task Writing Rubric

	3	2	1	0
Reading and Understanding Text	<ul style="list-style-type: none"> Shows full comprehension of ideas both explicit and inferential indicated by grade-level reading standards Accurate analysis and reasoning is demonstrated through ample textual evidence 	<ul style="list-style-type: none"> Shows comprehension of ideas indicated by grade-level reading standards Mostly accurate analysis and reasoning is demonstrated through adequate textual evidence 	<ul style="list-style-type: none"> Shows limited comprehension of ideas indicated by grade-level reading standards Minimally accurate analysis and reasoning is demonstrated through minimal textual evidence 	<ul style="list-style-type: none"> Shows no comprehension of ideas indicated by grade-level reading standards Inaccurate or no analysis and reasoning is demonstrated with little or no textual evidence
Writing about Text	<ul style="list-style-type: none"> Addresses the prompt and introduces a topic or precise claim(s), distinguishing claim(s) from counterclaims Development is even and organized to make important connections and distinctions with relevant support Language creates cohesion and clarifies relationships among ideas Formal and objective style and tone consistently demonstrate awareness of purpose and audience 	<ul style="list-style-type: none"> Addresses the prompt and states a topic or claim(s) Development is organized with some support and cohesion Language creates cohesion and links ideas Style and tone demonstrate awareness of purpose and audience 	<ul style="list-style-type: none"> Addresses the prompt and has an introduction Development and support are minimal Language links ideas Style and tone demonstrate limited awareness of purpose or audience 	<ul style="list-style-type: none"> Does not address the prompt Lacks organization, is undeveloped, and does not provide support Language and style demonstrate no awareness of purpose or audience
Language Conventions	<ul style="list-style-type: none"> Full command of conventions indicated by grade-level standards Few minor errors do not interfere with meaning 	<ul style="list-style-type: none"> Some command of conventions indicated by grade-level standards May have errors that occasionally interfere with meaning 	<ul style="list-style-type: none"> Limited command of conventions indicated by grade-level standards Errors often interfere with meaning 	<ul style="list-style-type: none"> No command of conventions indicated by grade-level standards Frequent and varied errors interfere with meaning

Support includes evidence, facts, extended definitions, concrete details, quotations, other information and examples.