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Lesson

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: *Ethos, Logos, & Pathos* in Civil Rights Movement Speeches

OVERVIEW

The third lesson in the unit introduces students to Aristotle's Three Appeals, and helps students analyze how these rhetorical devices are used to persuade a reader or audience to take action or identify with a particular cause. Because rhetorical devices are an important element of speeches, the knowledge gained by students in this lesson is essential for them to critically analyze King's *I Have a Dream*, Kennedy's *On the Assassination of Martin Luther King*, and Wallace's *The Civil Rights Movement: Fraud, Sham, and Hoax*, the three speeches in this unit.

COMMON CORE STANDARDS

Speaking and Listening

- SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Reading Informational Text

- RI.7.4/RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Language

- L.7.3/8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.7.5/8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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Audience

Middle School (grades 7th and 8th)

Classroom time frame

Three class periods (45 minutes each)

Instructional Sequence*

Preparing Learners

Day One

- Three Appeals Matrix
- Sort and Label

Day Two

- Anticipatory Guide

Interacting with Texts

Day Two (Con't)

- Reading with a Focus

Day Three

- Round Robin
- Expert Group: Dyadic Reading
- Expert Group: Reading with a Focus
- Expert Group Consensus
- Base Group Round-Robin

Extending Understanding

- Mind Mirror
- Individual Writing

* For further information about the tasks comprising the Instructional Sequence see the task descriptions at the end of the lesson. Each task is described and includes information about its purpose, requirements for use, structure and steps for implementation, as well as suggestions for additional scaffolding.

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Preparing Learners

- Three Appeals Matrix
- Sort and Label
- Anticipatory Guide

Introduction

Much like other informational texts, the purpose of a speech is to explain, persuade, or inspire. In order for students to understand how speeches accomplish these aims, it is essential that students know:

- The rhetorical devices used in speeches
- How these devices are used
- Why these devices are used

Speeches also have some characteristics that are necessary for students to understand, namely:

- Speeches are usually meant for a specific audience
- Speeches have a purpose
- Speeches emphasize a main idea
- A good speaker conveys certain emotions to his or her audience

Three Appeals Matrix

Arrange students in groups of four; this is their base group. A base group is their “home” group. Tell students that in subsequent activities, they will leave their base groups and join an “Expert Group,” where they will acquire knowledge that they will subsequently bring back to their base group. Remind students that they participated in a Base Group/Expert Group Jigsaw in the previous lesson. Ensure that each group has 2 partners. Cut out and distribute two sets of

Options/Notes

A Base Group is a group of three or four students. This is considered students’ “home base.” Students move, when directed to do so, to an Expert Group, where they will complete a particular task. Each member of a Base Group participates in a different Expert Group. When alerted to do so, students return to their original Base Groups and share the information they gathered in their Expert Group. Thus, upon returning to their Base Groups, students receive two to three new pieces of information from their peers to help construct their understanding.

Options/Notes

Three Appeals Matrix

You may want to have a stack of magazine ads available in the case that students encounter difficulty thinking of an ad.

Purpose

Sort and Label

The goal of this task is to help students solidify their understanding of the three appeals by being able to recognize when they see or hear one. Students are free to use the *Appeal Cards* to help them place the statements in the appropriate category.

Handout #1: *Appeals Cards* to each table. Make sure to write the corresponding letter on one side of the *Appeals Cards* to the corresponding appeal:

Card A: Ethos

Card B: Logos

Card C: Pathos

In pairs, have students read the Appeals Cards and discuss and fill out the cells of Handout #2: *Appeals Card Matrix*. Each group needs to think of a magazine, television, or radio ad in order to complete the third part of the handout.

Sort and Label

Using Handout #3: *Sort and Label Strips*, cut each statement into strips. Each strip contains a statement that represents one of the three appeals: Ethos, Logos, or Pathos. One student chooses a strip and reads it aloud to the other members of the base group. Have students work collaboratively to decide which appeal category the strip belongs in: Ethos, Logos, or Pathos. Students need to be able to explain why they placed each strip under the label of Ethos, Logos, or Pathos.

Each *Sort and Label* strip represents only one of the three appeals.

Anticipatory Guide

Sit students in base groups of four. Distribute Handout #4: *Anticipatory Guide* and ask students to individually place a checkmark under the column that best represents their opinion for each statement. They should also write one reason for their choice. An Anticipatory Guide is useful in helping students tap into their prior knowledge, as well as allowing the teacher to see what assumptions or biases students may bring to the text that they may need to be aware of.

Options/Notes

Expert Groups

When creating Expert Groups, be sure to place students who need the least scaffolding in the group that will read George Wallace's speech, as this is the most difficult text. Place medium to strong readers in the group that will read Martin Luther King Jr.'s speech, and the less strong readers in the group reading Robert Kennedy's speech, which is the easiest text to access.

Interacting with Texts

- Reading with a Focus with Round Robin
- Expert Group: Dyad Reading
- Expert Group: Reading with a Focus with Dyad Share
- Dyad Share Out
- Expert Group Consensus
- Base Group Round Robin

Expert Groups

Students sit in Base Groups of three. Assign students in the base group to the letter A, B, or C. Group A will read *I Have a Dream*, Group B will read *On the Death of Martin Luther King*, and Group C will read *The Civil Rights Movement: Fraud, Sham, and Hoax*. Have students move to expert groups of four students. Tell students that they will now become an "expert" in their assigned speech. Later, they will return to their base group and share their knowledge with the others.

Reading with a Focus

Ask students to read silently to themselves, focusing on:

- Their focus question
- One question they have about the era or time

Round-Robin

In a Round-Robin format, have students share their responses to their focus question.

Expert Group: Dyad Read Paragraphs 1-6

Distribute Handout #6: *I Have a Dream* to Group A, *On the Death of Martin Luther King* to Group B, and *The Civil Rights Movement: Fraud, Sham, and Hoax* to group C.

Tell students to read the first six paragraphs in dyadic interaction. One student begins with paragraph one and then asks his/her partner questions using Raphael's "Types of Question/Answer Relationship:"

1. **Right There** Questions: look for information that is explicitly stated in the paragraph.
2. **Think and Search** Questions: the answer to these questions is implicit in the text, so you need to infer, conclude, etc.
3. **On My Own**: the question asks for information that is not present in the text, but is related to the theme of the text.
4. **The Author and Me**: these are questions that readers would ask the author if they had the opportunity to meet.

Model for students what each of the four types of questions might look and sound like, using Handout #6a. Read aloud the first paragraph to students and then stop and model for students what a *Right There Question* would be, what a *Think and Search Question* would be, what an *On My Own Question* would be, and finally, what *The Author and Me Question* might be. Suggested questions are at the end of the text on Handout #6a. Ask students to take turns reading a paragraph, asking at least three types of questions and answering them.

Expert Group: Reading with a Focus

Distribute Handout #7: *Speech Matrix*. Invite students to read the speech focusing on the questions in the matrix. Read the questions in Handout #7 with students. Tell students that they will use evidence from the text to support their findings.

Dyad Share

In their expert groups, tell students to work with one other partner to respond to the matrix questions. With their partner, have students find examples to support their assertions. Remind students to write in a notebook. Students fill in the cells of their matrix after they reach a consensus with the other pair of students in their group.

Dyad Share Out

Have pairs share their notes with each other. Students should share examples from the speech to support their answers.

Options/Notes

Expert Group: Reading with a Focus

In Lesson 2 students looked for repetition in Lincoln's speech. They may need to be reminded of additional literary devices that they may encounter in their assigned speech. For example, students may look for alliteration, metaphor, simile, hyperbole, and personification.

Options/Notes:

Expert Group Consensus

Only correct information should be taken back and shared with members of the base group. Therefore, it is important for students to alert the teacher when they have reached a consensus and share their findings with the teacher before being allowed to fill in the cells of their matrix.

Expert Group Consensus

After pairs share with each other, ask students to decide how to fill in the cells of their matrix. For quality control purposes, remind students that they must raise their hands and share their responses with the teacher before writing in the cells.

Base Group Round- Robin

Ask students to return to their base groups (their original groups) and share the information in their matrix cells with the other members of their group. Emphasize that although students may look at their notes in their cells, they should also establish eye contact with their teammates, and use body language to help them better communicate their ideas and findings. The other students in the base group should fill in their cells with the appropriate information as each pair shares. Tell students that once partners are finished sharing, each member of the other partnership may ask one question.

Purpose:

Mind Mirror

The mind mirror activity asks students to synthesize and be creative with their understandings of a given author. In an outline of a author's head, students depict how this author was feeling and thinking at a specific time and what questions the author was considering. To illustrate all these ideas students use (two) relevant quotes from the text and create (two) phrases that summarize the most salient aspects of the author's thoughts and emotions. Students also include (two) symbols and (two) drawings that are important in explaining the author's perspective. (This activity provides a good opportunity to clarify the difference between a drawing and a symbol.)

To encourage creativity in students who are new to mind mirrors, show them two or three very different mind mirrors for a person they have already studied in history. One such example may use a quote to trace the hairline of the author and another to trace the two eyebrows. If the author wears earrings, each one could contain the symbols or pictures that are components of a mind mirror.

As with any product that engages students in drawing and not much writing, monitor the time. Start by allowing 30 minutes for the activity and in subsequent applications gradually reduce the time to 20 minutes.

Extending Understanding

- Mind Mirror
- Individual Writing

Mind Mirror

Explain to students that they will work collaboratively in their Expert Groups, to create a mind mirror for their speaker (Martin Luther King, Robert Kennedy, or George Wallace that shows the situation, thoughts, concerns, or dilemmas of that person. At a minimum, each mind mirror should contain:

- Two quotes from the speech, properly marked with quotation marks
- Two original phrases about the speaker that your group has written
- Two symbols that relate to the speech
- Two relevant drawings

Tell students they should be creative. A mind mirror uses the outline of a person's head to depict how a person was feeling or thinking at a specific time. Students might, for example, decide to use a quote to trace a hairline or two eyebrows.

Refer students to Handout #8: *Mind Mirror Rubric*, so that students have a clear understanding of the expectations.

Distribute markers and poster paper. Give students 30 minutes for this activity.

Individual Writing

Invite students to write about what they learned about persuasion in this lesson by responding to the following prompt:

Describe what you have learned about the ways in which authors and speakers make use of Aristotle's Three Appeals. When might a writer or speaker choose to use one type of appeal over another. Which appeal do you think is most effective?

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Handout #1: Appeals Cards

Cut out the cards below to distribute to each group. Mark “A”, “B”, an “C” on the opposite side of each card, according to the *Three Appeals* section of the exemplar.

Ethos comes from the Greek word for character, but a more modern translation might be “image.” An ethos-driven speech or document is based on the reputation, values, credibility, and moral character of the author. The writer appeals to the reader’s sense of fairness and relies on statements that refer to fairness, morals, values, and ethics. If we believe someone is an authority on the topic and has a “good sense and good moral character,” we will be more likely to believe what that person says. The English words “ethical” and “ethics” are derived from this term.

Logos comes from the Greek word for reason. A logos-driven speech or document is based on logic or reason, and ideas are presented in ways that most people find reasonable and convincing. Most scholarly or academic documents are logos-driven presenting statistics, facts, or reasons for believing their ideas or arguments are true. The English word “logic” is derived from this term.

Pathos comes from the Greek word for emotion. A pathos-driven speech or document is based on emotion; the goal is to use language or images that provoke an emotional response in the audience. Emotions such as anger, pity, fear, joy, and love can motivate people to believe or act in a certain way. In our society, many advertisements are pathos-driven (“You don’t have as many friends as you would like to have? Buy shampoo X, and you will be beautiful and popular!”). There are several words in English that have to do with feelings or emotions that are derived from this word, such as “pathetic” and “empathy”.

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Handout #2: Appeals Card Matrix

Directions: With a partner, use the Three Appeals Cards to fill in each of the cells.

	Ethos	Logos	Pathos
What is the derivation of this word? What are some words in English that come from this term?			
One sentence summary of this appeal.			
Think of an ad on TV, the radio, or on a billboard that utilizes this type of appeal. What is it, and why is it an example of this appeal?			

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Handout #3: Sort and Label Strips

1. We are known and respected because of our good name: *Mighty Clean*. Our loyal customers have trusted our Company for over 50 years. And we can now continue serving you through the World Wide Web; you can now buy our products on-line, with the same lifetime guarantee and value that you have come to expect. Visit us on-line for a full list of quality trusted *Mighty Clean* products.
2. Cars built by the *Eco-Company* are completely made through the use of re-usable materials and recycled parts. They even run on eco-friendly fuel. Let's all do our part to save Mother Earth; if you have to drive a car that protects the environment—drive an *Eco-Company* car!
3. Do you suffer from extreme bad breath? Don't worry! You will no longer feel left out of conversations in the halls, or worried about talking in public! You will have the courage to speak your mind without fear. Buy *Fresh Mouth Gum*, and you will become the most popular kid at school!
4. Fair trade agreements have raised the quality of life for coffee producers, so fair trade agreements could be used to help other farmers as well.
5. According to the *Murphy Corporation* study, when teachers' salaries are raised in a district, more high quality teachers are hired, and teacher morale is higher. When teachers' salaries are lowered, the study found that more teachers left the profession and a higher percentage of teachers were hired without a credential.
6. My sister is a teacher, and she often has trouble paying her bills. She is an excellent teacher, dedicated to her students, funny, warm, loving, and yet, she can only afford to live in a tiny apartment.
7. If children are our future, as we often say, we should understand that investing in their intellectual development is a necessary step for securing the future of all Americans. Investing in our teachers is investing in our children.

Answer Sheet

1. [Ethos—reputation of the company]
2. [Logos—logic of protecting the earth]
3. [Pathos—use of emotions such as fear of not belonging and joy of popularity]
4. [Logos—logic of fair trade helping other farmers]
5. [Logos—reasoning from authority]
6. [Pathos—information is given to provoke an emotional response in the reader]
7. [Ethos—information is given to appeal to the reader’s sense of ethics, morals, and values]

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Handout #4: Anticipatory Guide: Types of Appeals

Individually, read each statement on your own and then check either the Agree or the Disagree box, depending on your opinion. You should also provide one reason for your choice in the space provided.

	Agree	Disagree	Reason for your choice
Speeches should appeal to everyone; that is, a good speech is one that anyone can relate to.			
One of the goals of a speech is to motivate or inspire people.			
Unlike written texts, a speech is spoken aloud and people listen to it, so it does not use rhetorical or literary devices.			
Speeches are so powerful that certain people in history are remembered because of a particular speech they gave.			
Speeches need to be original; people do not borrow phrases from other people's famous speeches			

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Handout #5: Background Information

Group A Background Information

I Have a Dream

Dr. Martin Luther King Jr. delivered his famous speech, *I Have a Dream*, on August 28, 1963 to an audience of more than 200,000 people. These people had come together from all over the United States to gather at the Lincoln Memorial in Washington D.C. for the March on Washington for Jobs and Freedom.

1963 was a time in American history that was characterized by many forms of racial discrimination and injustices in education, employment, housing, military service, and voting. There were separate schools for white and black children, and many landlords refused to rent houses to black families, forcing them to live in poor and over-crowded neighborhoods.

In the months leading up to the March on Washington, there was a lot of frustration at racial inequity in black communities. Demonstrations by African Americans and confrontation with police were common. By the end of the year, twenty thousand activists had been arrested and over nine hundred demonstrations had taken place in over one hundred cities.

Dr. King, a Baptist minister, won the Nobel Peace Prize when he was only 35 years old. A follower of the philosophy of Mahatma Gandhi, King is one of the world's best-known modern advocates of nonviolent social change. One year after the March on Washington, Congress passed the Civil Rights Act. Four years later in 1968, King was assassinated in Memphis, Tennessee.

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Group B Background Information

On the Death of Martin Luther King

Robert Kennedy, the younger brother of slain president John F. Kennedy, was a passionate Civil Rights supporter and former presidential candidate. On April 4, 1968, Robert Kennedy was campaigning to a large group of African Americans in Indianapolis, Indiana for the Democratic nomination for President of the United States.

Initially, the police had told Kennedy to not campaign in this particular neighborhood because it was considered to be a dangerous ghetto in the city. When he arrived to deliver his speech, he was told that Dr. Martin Luther King had been shot and killed. He realized that the people in the audience had not yet heard of this event. Rather than giving the speech that he had prepared, he decided to tell them the news that Dr. Martin Luther King was dead.

Kennedy realized that the death of Dr. King would be devastating to the Black community. In his speech, he urged people to follow Dr. King's message and respond to the catastrophe with prayer and understanding. During the days following the murder of Martin Luther King there were riots in cities across America, but the people in Indianapolis remained calm that night and the following days, as they thought about the message of peace in Robert Kennedy's speech.

On June 4, 1968, two months after he gave his famous speech *On the Death of Martin Luther King*, Robert Kennedy was shot and killed. His contribution to the civil rights movement is considered to be his greatest achievement.

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Group C Background Information

The Civil Rights Movement: Fraud, Sham, and Hoax

George Wallace was born in Alabama in 1919 to a farming family. He attended the University of Alabama Law School, and became a judge of the Third Judicial Circuit of Alabama in 1953.

He became governor of Alabama for the first time in 1962, during a time of great racial tension in the south, especially in Alabama. Promoting segregation between white and black people, Wallace won the election by a large margin. In his acceptance speech, he told the people of Alabama that they would have, “Segregation now, segregation forever.”

During this time, Alabama was the state with some of the worst violence and mistreatment of its citizens in the country. There was rampant police brutality against African Americans, and at the peak of the Civil Rights Movement, there were over 3,000 African Americans in jail in the city of Birmingham, Alabama.

In 1964, Wallace began his (unsuccessful) campaign to become president of the United States, using segregation as his platform. He openly stated that he did not believe that African American should be able to vote, serve on juries, or hold public office. In addition to his stated views, he physically attempted to block African American students from entering the University of Alabama, stating that he would, “Stand by the schoolhouse door” in order to stop integration.

On July 4th, 1964, George Wallace gave a speech in Atlanta, Georgia called, “The Civil Rights Movement: Fraud, Sham, and Hoax” in which he condemned The Civil Rights Act. The Civil Rights Act had become a law the day before Wallace’s famous speech, and was a very important piece of legislation. The Civil Rights Act made discrimination against women, religion, and race illegal in the United States. It ended school segregation as well as other laws, such as laws preventing African Americans from attending all-white movie theaters, certain public parks, and living in all-white neighborhoods. This law, George Wallace argued, was a threat to individual liberty and individual rights.

George Wallace was elected Governor of Alabama four times, in 1962, 1970, 1974, and 1982. He also, unsuccessfully, ran for U.S. President four times.

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Handout #6a: Practice Speech

Chief Joseph of the Nez Perce - On Surrender to US Army, 1877

[In 1877 the US government ordered the Nez Perce to leave their land and relocate to a reservation (land reserved by the US government for Native Americans). The Nez Perce refused to go. Instead, Chief Joseph tried to lead 800 of his people to Canada. During their 1,000 mile journey, The Nez Perce repeatedly fought the U.S. Army. When they were only 40 miles from Canada, they were finally trapped. After a five-day fight, half of the Nez Perce had been killed, and Chief Joseph surrendered. This is the speech he gave]

Tell General Howard I know his heart. What he told me before, I have it in my heart. I am tired of fighting. Our Chiefs are killed; Looking Glass is dead, Ta Hool Hool Shute is dead. The old men are all dead. It is the young men who say yes or no. He who led on the young men is dead.

It is cold, and we have no blankets; the little children are freezing to death. My people, some of them, have run away to the hills, and have no blankets, no food. No one knows where they are - perhaps freezing to death. I want to have time to look for my children, and see how many of them I can find. Maybe I shall find them among the dead.

Hear me, my Chiefs! I am tired; my heart is sick and sad. From where the sun now stands I will fight no more forever.

Paragraph #1 Example Questions:

Right There Question: Who are the people Chief Joseph says have been killed?

Think and Search Question: Why does Chief Joseph include the names of certain chiefs who have been killed?

On My Own: Why are all of the chiefs and the elders dead, and not the young people?

The Author and Me: How is it that you are a chief, and you still survived?

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Handout #6: Speeches

Martin Luther King

Excerpt from “I Have a Dream” Speech, August 28th, 1963

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. And those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. And there will be neither rest nor tranquil-

Source: <http://odur.let.rug.nl/~usa/D/1951-1975/mlk/dream.htm>

notes

ity in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people, who stand on the warm threshold which leads into the palace of justice: In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force.

The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably bound to our freedom.

We cannot walk alone.

And as we walk, we must make the pledge that we shall always march ahead.

We cannot turn back.

There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their self-hood and robbed of their dignity by signs stating: "For Whites Only." We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied,

and we will not be satisfied until “justice rolls down like waters, and righteousness like a mighty stream.”¹

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. And some of you have come from areas where your quest -- quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Let us not wallow in the valley of despair, I say to you today, my friends.

And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: “We hold these truths to be self-evident, that all men are created equal.”

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a *dream* today!

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of “interposition” and “nullification” -- one day right there in Alabama little black boys and black girls will be

able to join hands with little white boys and white girls as sisters and brothers.

I have a *dream* today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together."²

This is our hope, and this is the faith that I go back to the South with.

With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

And this will be the day -- this will be the day when all of God's children will be able to sing with new meaning:

My country 'tis of thee, sweet land of liberty, of thee I sing.

Land where my fathers died, land of the Pilgrim's pride,

From every mountainside, let freedom ring!

And if America is to be a great nation, this must become true.

And so let freedom ring from the prodigious hilltops of New Hampshire.

Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

Let freedom ring from the curvaceous slopes of California.

But not only that:

Let freedom ring from Stone Mountain of Georgia.

Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi.

From every mountainside, let freedom ring.

And when this happens, when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when *all of God's* children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual:

Free at last! Free at last!

Thank God Almighty, we are free at last!

{ 3 }

Lesson

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: *Ethos, Logos, & Pathos* in Civil Rights Movement Speeches

Robert F. Kennedy On the Death of Martin Luther King, April 4th, 1968

Ladies and Gentlemen - I'm only going to talk to you just for a minute or so this evening. Because...

I have some very sad news for all of you, and I think sad news for all of our fellow citizens, and people who love peace all over the world, and that is that Martin Luther King was shot and was killed tonight in Memphis, Tennessee.

Martin Luther King dedicated his life to love and to justice between fellow human beings. He died in the cause of that effort. In this difficult day, in this difficult time for the United States, it's perhaps well to ask what kind of a nation we are and what direction we want to move in.

For those of you who are black - considering the evidence evidently is that there were white people who were responsible - you can be filled with bitterness, and with hatred, and a desire for revenge.

We can move in that direction as a country, in greater polarization - black people amongst blacks, and white amongst whites, filled with hatred toward one another. Or we can make an effort, as Martin Luther King did, to understand and to comprehend, and replace that violence, that stain of bloodshed that has spread across our land, with an effort to understand, compassion and love.

For those of you who are black and are tempted to be filled with hatred and mistrust of the injustice of such an act, against all white people, I would only

Source: <http://www.historyplace.com/speeches/rfk.htm>

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say that I can also feel in my own heart the same kind of feeling. I had a member of my family killed, but he was killed by a white man.

But we have to make an effort in the United States, we have to make an effort to understand, to get beyond these rather difficult times.

My favorite poet was Aeschylus. He once wrote: "Even in our sleep, pain which cannot forget falls drop by drop upon the heart, until, in our own despair, against our will, comes wisdom through the awful grace of God."

What we need in the United States is not division; what we need in the United States is not hatred; what we need in the United States is not violence and lawlessness, but is love and wisdom, and compassion toward one another, and a feeling of justice toward those who still suffer within our country, whether they be white or whether they be black.

(Interrupted by applause)

So I ask you tonight to return home, to say a prayer for the family of Martin Luther King, yeah that's true, but more importantly to say a prayer for our own country, which all of us love - a prayer for understanding and that compassion of which I spoke. We can do well in this country. We will have difficult times. We've had difficult times in the past. And we will have difficult times in the future. It is not the end of violence; it is not the end of lawlessness; and it's not the end of disorder.

But the vast majority of white people and the vast majority of black people in this country want to live together, want to improve the quality of our life, and want justice for all human beings that abide in our land.

(Interrupted by applause)

Let us dedicate ourselves to what the Greeks wrote so many years ago: to tame the savageness of man and make gentle the life of this world.

Let us dedicate ourselves to that, and say a prayer for our country and for our people. Thank you very much. *(Applause)*

{ 3 }

Lesson

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: *Ethos, Logos, & Pathos* in Civil Rights Movement Speeches

George C. Wallace, “The Civil Rights Movement: Fraud, Sham, and Hoax”, July 4, 1964

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We come here today in deference to the memory of those stalwart patriots who on July 4, 1776, pledged their lives, their fortunes, and their sacred honor to establish and defend the proposition that governments are created by the people, empowered by the people, derive their just powers from the consent of the people, and must forever remain subservient to the will of the people.

Today, 188 years later, we celebrate that occasion and find inspiration and determination and courage to preserve and protect the great principles of freedom enunciated in the Declaration of Independence.

It is therefore a cruel irony that the President of the United States has only yesterday signed into law the most monstrous piece of legislation ever enacted by the United States Congress.

It is a fraud, a sham, and a hoax.

This bill will live in infamy. To sign it into law at any time is tragic. To do so upon the eve of the celebration of our independence insults the intelligence of the American people.

Never before in the history of this nation have so many human and property rights been destroyed by a single enactment of the Congress. It is an act of tyranny. It is the assassin's knife stuck in the back of liberty.

With this assassin's knife and a blackjack in the hand of the Federal force-cult, the left-wing liberals will try to force us back into bondage. Bondage to a tyranny more brutal than that imposed by the British monarchy which claimed

Source: <http://www.vlib.us/amdocs/texts/wallace64.html>

power to rule over the lives of our forefathers under sanction of the Divine Right of kings.

Today, this tyranny is imposed by the central government which claims the right to rule over our lives under sanction of the omnipotent black-robed despots who sit on the bench of the United States Supreme Court.

To illustrate the fraud--it is not a Civil Rights Bill. It is a Federal Penal Code. It creates Federal crimes which would take volumes to list and years to tabulate because it affects the lives of 192 million American citizens. Every person in every walk and station of life and every aspect of our daily lives becomes subject to the criminal provisions of this bill.

It threatens our freedom of speech, of assembly, or association, and makes the exercise of these Freedoms a federal crime under certain conditions.

It affects our political rights, our right to trial by jury, our right to the full use and enjoyment of our private property, the freedom from search and seizure of our private property and possessions, the freedom from harassment by Federal police and, in short, all the rights of individuals inherent in a society of free men.

Yet there are those who call this a good bill.

It was the same persons who said it was a good bill before the amendment pretending to forbid busing of pupils from neighborhood schools. Yet a Federal judge may still order busing from one neighborhood school to another. They have done it, they will continue to do it. As a matter of fact, it is but another evidence of the deceitful intent of the sponsors of this bill for them to claim that it accomplished any such thing.

It was left-wing radicals who led the fight in the Senate for the so-called civil rights bill now about to enslave our nation.

We find Senator Hubert Humphrey telling the people of the United States that "non-violent" demonstrations would continue to serve a good purpose through a "long, busy and constructive summer."

Yet this same Senator told the people of this country that passage of this monstrous bill would ease tensions and stop demonstrations.

This is the same Senator who has suggested, now that the Civil Rights Bill is passed, that the President call the fifty state Governors together to work out ways and means to enforce this rotten measure.

There is no need for him to call on me. I am not about to be a party to anything having to do with the law that is going to destroy individual freedom and liberty in this country.

I am having nothing to do with enforcing a law that will destroy our free enterprise system.

I am having nothing to do with enforcing a law that will destroy neighborhood schools.

I am having nothing to do with enforcing a law that will destroy the rights of private property.

I am having nothing to do with enforcing a law that destroys your right--and my right--to choose my neighbors--or to sell my house to whomever I choose.

I am having nothing to do with enforcing a law that destroys the labor seniority system.

First, let us let it be known that we intend to take the offensive and carry our fight for freedom across this nation. We will wield the power that is ours--the power of the people.

Let it be known that we will no longer tolerate the boot of tyranny. We will no longer hide our heads in the sand. We will reschool our thoughts in the lessons our forefathers knew so well.

We must destroy the power to dictate, to forbid, to require, to demand, to distribute, to edict, and to judge what is best and enforce that will of judgment upon free citizens.



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We must revitalize a government founded in this nation on faith in God.

I ask that you join with me and that together, we give an active and courageous leadership to the millions of people throughout this nation who look with hope and faith to our fight to preserve our constitutional system of government with its guarantees of liberty and justice for all within the framework of our priceless freedoms.

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts
Lesson: *Ethos, Logos, & Pathos* in Civil Rights Movement Speeches

Handout #7: Speech Matrix

Directions: You and your expert group partner will read and respond in your notebook to each question in the column of your assigned speech. Do not fill in the column until after you and your partner reach a consensus with the other pair in your expert group. You will only fill in one column; you will complete the other two columns when you return to your base group.

	I Have a Dream	On the Death of Martin Luther King	The Civil Rights Movement
Who is the audience?			
What is the problem or issue that the speaker is addressing? Provide a quotation from the speech that either states or alludes to this problem.			
What does the speaker want people to do, think, or feel? Provide textual evidence for your claim.			
Which types of appeals does the speaker use (ethos, logos, or pathos)?			
Find three quotes that illustrate which appeals the speaker uses.			
What other literary devices do you find in the speech? For example, are there examples of metaphor, simile, repetition, and so on? Find at least two examples.			

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: *Ethos, Logos, & Pathos* in Civil Rights Movement Speeches

Handout #8: Mind Mirror Rubric

Performance Indicators	Outstanding	Passing	Needs Revision
Content	<ul style="list-style-type: none"> Includes two or more relevant quotations from the speech Includes two or more phrases that synthesize important ideas from the speech Includes two or more symbols that communicate relevant ideas As a whole, the mind mirror successfully communicates relevant ideas about the speaker's situation and state of mind 	<ul style="list-style-type: none"> Includes two quotations from the speech Includes two phrases based on the speech Includes two symbols Includes two drawings As a whole, the mind mirror successfully communicates relevant ideas about the speaker's situation and state of mind 	<ul style="list-style-type: none"> Lacks two or more of the following: <ul style="list-style-type: none"> quotations phrases symbols drawings The words and pictures are unrelated to the project idea The mind mirror does not communicate the speaker's situation and state of mind
Presentation	<ul style="list-style-type: none"> Each member of the group contributes to the mind mirror and any verbal presentation Mind mirror uses a creative design and creative wording to portray the speaker's situation and state of mind Mind mirror effectively uses color or shading Product is neat 	<ul style="list-style-type: none"> Each member of the group contributes to the mind mirror and any verbal presentation Mind mirror uses color and shading Product is neat 	<ul style="list-style-type: none"> One or more members of the group do not contribute to the mind mirror or the presentation Mind mirror does not use color or shading Product is sloppy

Tasks in Lesson 3

Ethos, Logos, & Pathos in Civil Rights Movement Speeches

Anticipatory Guide and Extended Anticipatory Guide

Dyad Reading: Question-Answer Relationships

Mind Mirror with Rubric

Reaching a Consensus

Reading with a Focus

Round-Robin

Sort and Label

Three Appeals Matrix

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Lesson

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: *Ethos, Logos, & Pathos* in Civil Rights Movement Speeches

Anticipatory Guide

Purpose: An Anticipatory Guide is intended to activate students' background knowledge that is relevant to the content of a text they are expected to read and comprehend, as well as introduce key concepts and language. As a preparatory task, the anticipatory guide provides a context for the text and makes connections between content and students' own experiences. The Anticipatory Guide also enables teachers to introduce key vocabulary within the context of a theme. Furthermore, it is a vehicle for teaching students the importance of being aware as readers of their own knowledge in relation to the content of a text. The Anticipatory Guide is a useful diagnostic tool for the teacher, as it allows her to learn ahead of time what students believe about a certain theme or topic, and what background information they are bringing to the text which may support or impede their understanding.

Required for use: To use the Anticipatory Guide effectively, the teacher writes five statements that require students to reflect on and think about themes and concepts they will encounter in the text. The sentences should capture students' interest and provide a mixture of statements that trigger agreement and disagreement. Teachers need to take care when creating the statements so that they are neither too narrow nor too broad. Statements should be one level above the text. For example, a statement might be, "All small children love dogs," rather than, "Peter loved the dog his grandfather gave him."

Structure of the activity: The first time students encounter an Anticipatory Guide, the teacher should model how to read and respond to the statements. When the students engage in the activity, they should be alerted that they have two minutes to read each statement and respond, "agree" or "disagree" by checking the appropriate column. In the column to the right, students will write why they agree or disagree, providing personal evidence to support their response. It is important for students to know that there is not a right or wrong answer.

Process outline:

- Students silently read each statement and individually place a checkmark under the column that best represents their opinions.
- Students add a reason to justify their responses.
- Students begin to share responses in their small groups. One student begins by reading the statement and then stating agree or disagree, and providing a reason for the opinion.
- The other students in the small group each state whether or not they agree or disagree, providing reasons for opinions.
- Once all students have shared, the next student repeats the process with the second statement.

Options for scaffolding: Two students work together, taking turns reading a statement at a time. The first student reads aloud the statement and “thinks aloud” about the reasons he/she agrees or disagrees with the statement. The second student responds and “thinks aloud” about whether he/she agrees or disagrees with the first student’s opinions and reasoning. The partners alternate who “thinks aloud.”

Two possible exchange frames follow:

Frame I

S1: I will read statement 1. It says _____. I agree/disagree with it because _____. So, I am going to mark it agree/disagree. What do you think?

S2: I agree/disagree with you because _____. So, for statement 1, I will mark agree/disagree. Now let me read statement 2. It says _____. I agree/...

Frame II

S1: Ok, I will begin by reading statement 1. “...”Based on what I know, I would say this statement is true/not true, so I will agree/disagree. One reason for my opinion is that ...

S2: I agree/disagree with you. The reason for my agreement/disagreement is that I know that ... Now I will read statement 2. “...” Based on what I know I would say this statement is true/not true, so I will agree/disagree.

Dyad Reading: Question-Answer Relationships

Purpose: The use of Raphael’s Question-Answer Relationships helps develop students’ awareness of the types of questions that good readers ask of a text and fosters their critical reading skills. As students work collaboratively to ask “right there,” “think and search,” “author and me,” and “on my own” questions” they develop metacognitive awareness of different question types, becoming strategic about their search for answers based on an awareness of what different types of questions look for, including the need to actively bring their own knowledge and experiences to the reading of text.

Required for use: The first time this activity is used, the teacher needs to model how to read and question a text, using the four question types. The teacher should supply students with a sample text, and read it aloud, modeling each of the four types of questions.

Structure of the activity: This task presents students with four types of questions to ask of a text and author. Students take turns reading selected paragraphs from a text the class is reading. After each student reads a paragraph, he or she will ask one of the four types of questions. The listening partner will respond to the question, and then begin reading aloud the next paragraph, and so on.

Process outline:

- Students work in dyads reading the text.
- Student A reads the first selected paragraph in a soft voice to his/her partner.
- Student A then alerts Student B which type of question s/he is going to ask, and then asks a question.
- Student B responds to the question asked by Student A.
- Student B reads the next paragraph, and alerts Student A which type of question s/he has chosen and then asks a question of Student A.
- Student A answers the question.
- Students continue with this process until they have each read the selected paragraphs.

Options for scaffolding: Provide students with a few sample questions in each category to use with specific texts. After modeling and practicing the use of these question types with the texts, develop students’ metacognitive understanding by deconstructing how the language used in the questions helps to signal the type of questions being asked. Ask the class to brainstorm additional questions that might be asked of any text in each of the categories. Next time students engage in using this reading strategy, they can use the questions they generated. Eventually, they will be able to generate their own questions as they read.

Mind Mirror with Rubric

Purpose: The mind mirror activity asks students to synthesize and be creative with their understandings of a given character or historical figure in a text they have read. In an outline of a head, students depict how this character was feeling and thinking at a specific time and what questions the character was considering. To illustrate all these ideas students use relevant quotes and symbols to represent the most salient aspects of the character’s thoughts and emotions. Students also include original phrases and drawings that are important in explaining the character’s perspective. The task engages students in textual analysis as they discuss which quotes and symbols to select and in assuming a critical stance as they craft original phrases that represent their analysis of the character’s perspective.

Required for use: For this task to be successful, students need to be able to distinguish between strong and weak textual evidence and defensible and indefensible analyses. If students choose “any” quote or symbol to represent a character the power of the task is reduced. The same is true of the drawings and original phrases. To encourage quality work from students who are new to mind mirrors, show them two or three very different mind mirrors for a character they have already studied in a story or from history. One such example may use a quote to trace the hairline of the character and another to trace the two eyebrows. If the character wears earrings, each one could contain the symbols or pictures that are components of a mind mirror. A review of the content of the examples using the rubric will sharpen students’ understanding of what constitutes quality work.

Structure of the activity: This task occurs during the Extending Understanding moment of the lesson. Groups of four are assigned a character (or speaker or historical figure) from the text(s) they have read and collaborate in producing their mind mirror. The mind mirror requires that students select two quotes and two symbols from the text(s) and develop two original phrases and two drawings to represent their character. After finishing the mind mirror, students use the rubric to assess their product and plan their presentation to the class. One requirement of the task is that every student must present some aspect of the their group’s mind mirror to their peers. As with any product that engages students in drawing and not much writing, monitor the time. Start by allowing 30 minutes for the activity and in subsequent applications gradually reduce the time to 20 minutes.

Use in Lesson 3: Students create a mind mirror for the speaker of the speech they read and analyzed (King, Kennedy, or Wallace), drawing from background reading about the speaker and time period and the text of the speech itself. Their goal is to represent the speaker’s thoughts, feelings, and perspective at the time of the speech. Symbols and quotes come directly from the speech, while the original phrases and drawings may be based on multiple texts.

Process outline:

- Students are assigned an author, speaker, or select a character from the chosen text.
- The teacher reviews the rubric, making sure that students understand the requirements of the assignment and the criteria for excellence.

- Students are given markers and poster paper.
- Students collaborate on the creation of the mind mirror, negotiating which quotes and symbols to select, what phrases and drawings to develop, and how best to represent these elements in the poster.
- Students assess their own mind mirror using the rubric.
- Students present their mind mirror to the class, explaining how the elements of the mind mirror represent the character.

Options for scaffolding: Students may need additional language support for their presentation of the mind mirrors to the class. They may also want to write out their part of the presentation on an index card. Possible formulaic expressions for presenting a student's chosen element(s) include:

The reason we chose the (symbol, quote, drawing, original phrase) is...

We discussed many ideas, but in the end we...

Reaching a Consensus

Purpose: This task helps students learn how to negotiate and reach agreement about discipline-specific content. It requires that students have the opportunity and time to develop their own ideas or evidence about a theme, idea, or problem posed by the teacher. Students then share their ideas in their group, individually reflect and prioritize choices, share choices in the small group and come to consensus about a group response. Learning how to prepare for and discuss issues and ideas is an important part of participating in academic communities.

Required for use: Students need a focus for reading, writing, or solving a problem and time to develop their own ideas. To eliminate the possibility that the student with the strongest competence in English will dominate the discussion, it is important that the teacher circulate around the classroom as students are developing their own ideas to see who needs support. Sometimes students are looking for a specific phrase or word to express their ideas that the teacher can easily provide.

Structure of the activity: To allow all voices to be heard, the group members should share their ideas in a round-robin format (see the Round-Robin task description). As students listen to each other's ideas, they silently note which one they most agree with. In a second Round Robin, students each express their preferences, again without being interrupted. Finally, a timed discussion ensues. While during the discussion not everybody will participate in equal ways, at least the structure assures that all students will have contributed their opinions and preferences to the solution of the problem. If students work with a partner, each member of the dyad must record ideas and, preferably, students should be in different groups.

Process outline:

- Students may work alone or with a partner to respond to the ideas, theme, or problem posed by the teacher. If students work as partners, they must each write down their ideas.
- In the first round robin, each student must share his or her ideas.
- Students listen and silently note which one they agree with the most.
- In a second round robin, students state their preferences.
- Students discuss preferences and come to agreement in a timed discussion.

Reading with a Focus

Purpose: This task requires students to read with a specific purpose in mind. For example, they may be given three questions to consider as they complete the reading of an article. Or, they may be asked to read an author’s journal with the understanding that at the completion of the reading they will decide on a salient image the journal triggered for them, as well as a quote that highlights key concepts or emotions. This is important because when tackling difficult texts, students often do not know what the salient information is, and do not know what to pay attention to in their reading. Focus questions guide students’ reading and alert them to the pertinent information in a text.

Required for use: In order for a teacher to write focus questions for a reading, the teacher must know why he or she is asking students to read the particular text, and what the purpose and goals are for the reading. For example, one goal for students reading of speeches might be to apply their understanding of Aristotle’s persuasive appeals. If this is the case, the question, “What does the speaker want people to do, think, or feel” would require students to infer, based on their understanding of how a writer uses Ethos, Pathos or Logos to influence readers.

Structure of the activity: Before reading, the teacher tells students that they will be reading with a focus, and alerts them to the focus question(s).

Process outline:

- Teacher reads the focus question(s) aloud to the students.
- As needed, teacher clarifies and/or checks for understanding.
- Students read the assigned text, with the focus question in mind, taking notes as they read.

Round Robin

Purpose: This task structures small group interaction and participation to ensure that all students have a voice and those students who might otherwise monopolize small group work do not limit anyone else's opportunities to participate. By requiring that every student state his or her response to teacher-initiated questions without interruption, each member of the group connects his/her own ideas to that of their peers and has opportunities to build conceptual and linguistic understanding.

Required for use: Students need time to develop a response to a question prior to engaging in the Round Robin task. The question(s) need to be substantive and open-ended so that students are engaged and learning from each other. If the question(s) are closed, responses will be repetitive and learning constrained. An open-ended question might ask students to pick two or three words from a Wordle (Lesson 3) that jump out to them and describe the images and ideas that come to mind, while a closed question might ask how a character is physically described in a specified section of text.

Structure of the activity: Round Robin requires members of a group listen to and learn from peers without interruption. Students may feel that agreeing and adding information when someone is sharing information shows engagement. To promote active listening, without speaking, some middle school teachers use a prop when first introducing this task. The student holding the prop "holds the floor," and when done speaking, he or she passes the prop to the next person. Eventually students will internalize the structure and will not need a material reminder.

Process outline:

- Each student shares his/her response to a prompt.
- One person speaks at a time
- Nobody should interrupt
- If a student's answer is similar to somebody else's, the student may not pass. Instead the student should indicate agreement ("I have the same opinion as... I also think ...")
- There are no interruptions or discussions until the four members have finished sharing their responses.

Sort and Label

Purpose: This task gives students a chance to solidify and apply their understanding of a concept, key terms, and classification systems. Based on the knowledge learned earlier in a lesson, students work in pairs or small groups to sort the materials given by the teacher. With each placement, students must be able to explain the reasoning behind the placement.

Required for use: To create a Sort and Label task, the teacher must select or write sentences or short texts that illustrate one of the selected categories. For example, if a Sort and Label task is created for figurative language, the short texts or sentences might include examples of alliteration, hyperbole, metaphor, simile, and so on, and students must sort them accordingly; ideally, there are two or more sentences for each Label. The sentences or short texts for each of the chosen categories must cut into sentence strips and placed in envelopes prior to class.

Structure of the activity: The Sort and Label task give students a chance to apply what they have learned because they must consider and identify a category (or label) for an item. Students work in pairs or groups of four, and their discussion and collaboration serves to scaffold their understanding, both with their initial sorting as well as when they hear how peers have sorted. Teacher may open the discussion up after all sorting has taken place, especially if there are disagreements or uncertainties with respect to the sorting.

Use in Lesson 3: In this particular version of the Sort and Label, students work in pairs to sort statements that illustrate the use of each of the three appeals of Ethos, Logos, and Pathos into the appropriate category. Each pair receives an envelope containing statements cut into strips. One student in the pair chooses a sentence strip and reads it aloud to their partner, and then states into which category or label the sentence should be placed, and why. Their partner then agrees and reads a different sentence, or, if they disagree, explain why they disagree and suggest an alternative placement. The two partners continue taking turns until all of the sentences have been sorted to their satisfaction. After all statements have been placed into one of the three categories, dyads at the table cross-share, explaining reasoning for the placement to the opposite pair.

Process outline:

- Students sit in groups of four, working in dyads.
- Each dyad receives a set of sentence strips.
- Partner A picks up a strip and reads it aloud to Partner B, and then states which category to place the sentence in (in this case, Ethos, Pathos, or Logos), stating a justification for the placement.
- Partner B may agree or disagree. If Partner B agrees, then he or she selects another sentence strip and repeats the process. If Partner B disagrees, he or she states why and suggests a different placement. Partners discuss and reach a consensus before continuing.
- Partners cross share their placements, explaining their reasoning.

Three Appeals Matrix

Purpose: This task is used to guide and facilitate students' learning of Aristotle's Three Appeals, Ethos, Pathos, and Logos. The focus questions in the matrix help alert students to the salient information in their Appeals Card, and also asks them to apply their new knowledge to something relevant and tangible in their own lives by extending the concept to TV ads, billboards, and radio advertisements. The matrix also allows students to categorize information and understand the terms in generative ways.

Required for use: To use the Three Appeals Matrix, students need their own copy of the three appeals cards, as well as their own copy of the matrix. Ideally, students work in pairs, reading the cards aloud to each other and then answering the questions in the matrix. They can then share their information with another dyad to further build their understanding and help solidify the meaning and application of the terms.

Teachers should bring in several magazines for students to use if they cannot think of an ad on their own. The magazine ads can also be used as examples for classroom discussion as representations of ethos, pathos, or logos appeals.

Structure of the activity: The Three Appeals Matrix is designed to facilitate students' reading of the Three Appeals Cards by providing students with focus questions, as well as opportunities to both summarize and apply their understanding. The three columns allow students to see the differences between the three types of appeals side-by-side. Students work with a partner first, and then expand their own understanding by sharing and receiving information from others.

Process outline:

- Students sit in groups of four, working in dyads.
- Students work in dyads to read and discuss the Three Appeal Cards, and fill out the cells of the Appeals Card Matrix collaboratively.
- Dyads share their findings, adding to their own matrices if they hear something novel or interesting that they do not have or did not consider in their own discussion.

Understanding Language

Language, Literacy, and Learning
in the Content Areas

Understanding Language aims to enrich academic content and language development for English Learners (ELs) by making explicit the language and literacy required to meet Common Core State Standards (CCSS) and Next Generation Science Standards <http://ell.stanford.edu> .

