

CHAPTER 1

LITERATURE

LITERATURE: SACRIFICE, PATRIOTISM, AND IMAGINED COMMUNITY



DISCIPLINARY SKILLS: Rhetorical Analysis

GUIDING QUESTION: How do societies honor the sacrifices of their fallen soldiers and inspire patriotism?

LESSON OVERVIEW:

In this lesson, students analyze Pericles' Funeral Oration through the lens of Ethos, Pathos, and Logos. Working with one other peer, pairs of students will analyze either Lincoln's Gettysburg Address which was modeled after the Funeral Oration, or one of the speeches given to honor Korean War veterans and those who have been Prisoners of Wars or those Missing In Action. After comparing their analysis of the assigned speech with another team, students will share their work with other classmates, preferably those who did not read the same speech, to gain a greater understanding of rhetorical analysis. Students will focus on central themes such as sacrifice and patriotism, and be introduced to important concepts such as "imagined communities" as part of their reading and overall analysis. Finally, students will compare their assigned speech to Pericles' Funeral Oration to draw a conclusion based on the themes and rhetoric used by these orators.



LEARNING TARGET: I can describe how societies remember the sacrifices of fallen soldiers and inspire patriotism to create an imagined community.



CHECK FOR UNDERSTANDING

Students will apply their understanding of ethos, pathos, and logos to identify the rhetorical strategies of other speeches. Ultimately, students will compare and contrast the strategies employed in various speeches and consider how these rhetorical devices, along with other elements of the speeches, work together to inspire patriotism and develop a more concrete sense of an imagined community.

MATERIALS NEEDED FOR: HOMEWORK

- ▶ Homework Activity - Student Handout
- ▶ Homework Activity - Key

IN CLASS ACTIVITY

- ▶ Expert Group - Student Handout
- ▶ Expert Group - Key
- ▶ Expert Group 1 Handout
- ▶ Expert Group 2 Handout
- ▶ Expert Group 3 Handout

LESSON FOCUS: SACRIFICE, PATRIOTISM, AND IMAGINED COMMUNITY

Guiding Question: How do societies honor the sacrifices of their fallen soldiers and inspire patriotism?

SEQUENCE OF INSTRUCTION

HOMEWORK OVERVIEW: ANALYZING THUCYDIDES' HISTORY OF THE PELOPONNESIAN WAR

HOMEWORK: EXAMINING RHETORICAL TECHNIQUES: ETHOS, PATHOS, AND LOGOS

- ▶ Depending on timing and previous learning, this homework activity could be included in the lesson and not used as homework. The concepts covered in the homework are integral for student understanding of the rest of the activities.
- ▶ If students have not discussed the Peloponnesian War, this video, “The Peloponnesian War,” presents a brief history: <https://www.youtube.com/watch?v=CNN2d7uG6IY> (8:18)
- ▶ If students are unfamiliar with the concepts of Ethos, Pathos, or Logos, have your students watch this short video, “Ethos, Pathos & Logos,” explaining each: https://www.youtube.com/watch?v=aUpiy67_nt4 (3:15)
- ▶ Give each student a copy of the Homework Activity - Student Handout
- ▶ Explain to students that they are reading excerpts from Thucydides' *History of the Peloponnesian War*. The specific excerpt is from Pericles' Funeral Oration, one speech among many in this history of the Peloponnesian War (431-404 BCE), fought between Athens and Sparta.
- ▶ Present the following directions:
 - ▷ Read the passages once to gain a basic understanding of the reading.
 - ▷ Read the passages a second time and highlight words or phrases that relate to sacrifice, that call for a sense of community, or that inspire patriotism.
 - ▷ Review the highlighted passages and determine if Thucydides is appealing to his audience by using one of the following rhetorical strategies. Place one of three letters next to each highlighted section.
 - E = Ethos
 - P = Pathos
 - L = Logos
 - ▷ Answer the following reflection question.
 - **How does Pericles bring together the ideas of sacrifice and patriotism?**

TEACHER NOTES

- ▶ If you have not previously presented the concepts of Ethos, Pathos, or Logos, you may want to have students identify more examples of how these are used to appeal to audiences.



TEACHING TIP

When using a difficult text such as Pericles' Funeral Oration, it is important to help students with language and themes that may be hard for modern readers to understand. Giving context to these readings and identifying the enduring themes such as Sacrifice and Patriotism help students to understand and more deeply analyze the text.

WARMUP: HOMEWORK DEBRIEF

WARMUP: HOW DID THUCYDIDES APPEAL TO THE PEOPLE OF ATHENS?

- ▶ Create groups of two or three students.
- ▶ Groups discuss how Thucydides used Ethos, Pathos, and Logos in Pericles' Funeral Oration. Students can also consider how Thucydides memorialized the fallen soldiers and appealed to Athenian sense of patriotism.

CLASS ACTIVITY 1: INTRODUCTION - WHAT IS SACRIFICE AND PATRIOTISM?

ACTIVITY 1: Group Brainstorm

- ▶ Create new groups of three or four.
- ▶ Hand out sticky notes to each group.
- ▶ Write or project the following:

Write as many words as possible associated with sacrifice and patriotism.
- ▶ In 2 minutes, students will write ONE word on ONE sticky note; consider creating a game/competition to see which group can write the most unique words in two minutes.
- ▶ In another 2 minutes, students work in groups to create categories for all their words (minimum of three categories) and prepare a justification for their categories.
- ▶ Finally, have each group share their categories and the associated words with the class; consider inviting some teams to share their justification as well.
- ▶ The teacher can track categories and words, identifying the most popular themes that show up during the class period. Keep a record of the categories and words on an anchor chart so students have a visual reminder of their analysis. These aspects can be referenced to in the following activities.

TEACHER NOTES

Some examples of students answers could include:

Category (Examples)	Associated Words (Examples)
Sacrifice	Loss, to give up, offer, relinquish, contribution, give one's life, consecrate, hallow, surrender
Patriotism	Allegiance, devotion, loyalty, common good, duty, virtues, bravery, a cause, freedom, dedication, heroism, courage, defend, valor, noble, honor



TEACHING TIP

It could be helpful for students to look up the words sacrifice and patriotism in the dictionary before they begin brainstorming with their group.

CLASS ACTIVITY 2: HOW IS SACRIFICE SHOWN IN THE GETTYSBURG ADDRESS AND SPEECHES HONORING KOREAN WAR VETERANS AND POW/MIA?

ACTIVITY 2: Expert Group Analysis and Sharing

- ▶ Group students into pairs.
- ▶ Hand out Expert Group - Student Handout to all students and assign each pair one of the four expert groups below.
- ▶ Hand out the assigned group reading to each pair.
 - ▷ Group 1 - President Lincoln's Gettysburg Address
 - ▷ Group 2 - Remarks by President Bill Clinton during the dedication of the Korean War Memorial
 - ▷ Group 3 - Remarks by President Moon Jae-in at the groundbreaking for the Korean War Veterans Memorial Wall of Remembrance
 - ▷ Group 4 - Remarks by President Ronald Regan at the White House Ceremony Marking the Observance of National POW/MIA Recognition Day.
- ▶ Part 1: Give groups time to read their assigned speech and do the following on their Expert Group - Student Handout:
 - ▷ Identify words and phrases in the speech related to sacrifice or patriotism.
 - ▷ Categorize the identified words and phrases into Ethos, Pathos, or Logos.
 - ▷ Which rhetorical technique (Ethos, Pathos, or Logos) was used most effectively to address the concepts of sacrifice and patriotism? Why?
 - ▷ How does the speech you read address sacrifice and patriotism, moving the idea of an imagined community from an abstract idea to a concrete reality?
- ▶ Part 2: Have one Expert Group find another Expert Group with the same assigned speech and discuss the common elements they identified by using the following guided questions:
 - ▷ What words and phrases did both groups identify?
 - ▷ Which words and phrases were different?
 - ▷ Did your group identify the same rhetorical techniques (Ethos, Pathos, or Logos)?
 - ▷ Did you agree on which rhetorical technique was most powerful?

- Part 3: Create new groups of 8 with all 4 Expert Groups represented. Have one pair present their analysis to the other three expert groups. As they listen to the presenting group, students will complete the empty three rows in the Expert Group - Student Handout chart.



TEACHING TIP

The Gettysburg Address is shorter than the other three speeches, but utilizes difficult language, so be mindful when deciding how to assign the readings based on the students capabilities.

Students may benefit from listening to the Gettysburg Address: <https://www.youtube.com/watch?v=bC4kQ2-kHZE>

Difficult terms have been defined in the document, but depending on the needs of your students, you may have students identify other words they may not understand. Consider creating a compiled list of words and definitions in a Google Document to be used with all students.

Students may struggle to understand the concept of an imagined community. A verbal explanation or illustration of the concept with examples could be helpful to achieve full comprehension.

CLASS ACTIVITY 3: HOW IS AN IMAGINED COMMUNITY CREATED THROUGH THE USE OF RHETORICAL TOOLS?

ACTIVITY 3: Exit Ticket

- Individually, students complete the Exit Ticket to compare Pericles' Funeral Oration to at least one of the speeches from the Expert Group activity.
- Students will answer the following prompt:

Compare how the speakers take the concept of imagined community from a place of abstract to a concrete concept throughout their speeches. Consider themes such as sacrifice of the fallen, appeals to patriotism, as well as how Ethos,

Logos, and Pathos are utilized to persuade and appeal to their audience. Use specific examples and evidence to support your argument.

- ▷ Students should include specific examples of how both speeches include either Ethos, Pathos, or Logos as well as common themes, phrases, and words that were used to persuade and appeal to the audience.



TEACHING TIP

Remind students to use the information they collected in their Expert Group - Activity Handout to help provide evidence supporting their position when answering the prompt.

HOMEWORK ACTIVITY - STUDENT HANDOUT

Name: _____ Period: _____

The following excerpts are from Thucydides' *History of the Peloponnesian War*. More specifically, the excerpts are from Pericles' Funeral Oration, a speech commemorating fallen Athenian soldiers during the Peloponnesian War (431-404 BCE). When reading the excerpts below, consider that Pericles has at least two goals in this speech: to recognize the sacrifice of the Athenians and to create a sense of patriotism.

Directions

1. Read the passages once to gain a basic idea of the reading.
2. Read through the passage a second time and highlight words or phrases that recognize sacrifice, call for a sense of community, or inspire patriotism.
3. Review the highlighted passages and determine how Thucydides appeals to his audience using a rhetorical strategy. Place one letter next to each highlight indicating which of the following rhetorical strategies was used.

E = Ethos P = Pathos L = Logos

▷ Ethos: Appealing to the audience based on the credibility or character of the author, which is often accomplished by sounding fair or unbiased and introducing the expertise of the speaker to persuade the audience.	▷ Pathos: Invoking sympathy by tapping into the audience's emotions regarding the topic through tone and stories that connect and persuade the audience.	▷ Logos: Using facts or analogies to convince the audience or using logic to persuade the audience of the sacrifice and need for patriotism.
--	---	---

[35] Most of those who have spoken before me on this occasion have praised the man who added this oration to our customs because it gives honor to those who have died in the wars; yet I would have thought it sufficient that those who have shown their mettle in action should also receive their honor in action, as now you see they have, in this burial performed for them at public expense, so that virtue of the many does not depend on whether one person is believed to have spoken well or poorly. . .

[43] . . . Do not weigh the good they have done on the basis of one speech. Any long-winded orator could tell you how much good lies in resisting our enemies; but you already know this. Look instead at the power our city shows in action every day, and so become lovers of Athens. When the power of the city seems great to you, consider then that it was purchased by valiant men who knew their duty and kept their honor in battle, by men who were resolved to contribute the most noble gift to their city; even if they should fail in their attempt, at least they would leave their fine character to the city. For in giving their lives for the common good, each man won praise for himself that will never grow old; and the monument that awaits them is the most splendid—not where they are buried, but where their glory is laid up to be remembered forever, whenever the time comes for speech or action. For famous men, all the earth is a monument, and their virtues are attested not only by inscriptions on stone at home; but an unwritten record of the mind lives on for each of them, even in foreign lands, better than any gravestone.

Try to be like these men, therefore; realize that happiness lies in liberty, and liberty in valor, and do not hold back from the dangers of war.

Thucydides, & Woodruff, P. (1993). The Funeral Oration of Pericles [ii.35-46]. In *On Justice, Power, and Human Nature: The Essence of Thucydides' History of the Peloponnesian War*. essay, Hackett.

REFLECTION: How does Pericles bring together the ideas of sacrifice and patriotism?

EXPERT GROUP: STUDENT HANDOUT

Name: _____ Period: _____

Directions

- 1. Read your assigned speech.
- 2. Highlight all words or phrases in the speech related to sacrifice or patriotism.
- 3. Using only the row for your Expert Group, categorize the words or phrases into either the Ethos, Pathos, or Logos column in the table below.

Expert Group	How are the following used to address sacrifice and patriotism?		
	Ethos	Pathos	Logos
1			
2			
3			
4			

▷ Part 1

- 1. Which rhetorical technique (Ethos, Pathos, Logos) do you think was most effectively used to address **sacrifice**? Why?

- 2. Which rhetorical technique (Ethos, Pathos, Logos) do you think was most effectively used to address **patriotism**? Why?

Use the information below regarding Imagined Community to answer question 3.

Imagined Community

Most of us have a strong attachment to our own country which is demonstrated in various forms of loyalty and patriotism. A nation like the United States of America is based on a very abstract notion of political community, called “imagined communities.”* According to this theory, our ideas of a nation are “imagined because the members of the smallest nation will never know most of their fellow-members, meet them or even hear of them” although they still have a sense of national community. Leaders and writers often use speeches to create a shared sense of community and to inspire patriotism; they create an imagined community. In the excerpts from Pericles’ Funeral Oration, as well as the speech you have read in your expert group, the speaker is making the imagined community more realistic and concrete when they talk about the sacrifice of the fallen and patriotism.

*Benedict Anderson (1983) Imagined Communities: Reflections on the Origin and Spread of Nationalism.

3. How does the speech you covered in your expert group make an imagined community more realistic and concrete? Cite specific evidence from the speech to support your claims.

▷ Part 2: Find another Expert Group with the same speech. In your group of 4, discuss and answer these questions.

- What common words and/or phrases did your Expert Groups identify?
- Which words and phrases were different?
- Which rhetorical techniques (Ethos, Pathos, and/or Logos) were used?
- Do you agree on which rhetorical technique was most powerful? Why?

▷ Part 3: Find three other Expert Groups with the other three speeches and share your information. As you listen to the other groups, complete the three rows you did not complete in the table on the previous page.

Exit Ticket

In this lesson, you analyzed speeches to enhance your understanding on how speakers use ethos, pathos, and logos to honor the sacrifice of the fallen and to appeal to their patriotism. Using your analysis of Pericles’ Funeral Oration from your Homework Activity - Student Handout and one of the four speeches in Activity 2, answer the following prompt:

Compare how the speakers take the concept of imagined community from a place of abstract to a concrete concept throughout their speeches.

Consider themes such as sacrifice of the fallen, appeals to patriotism, as well as how ethos, logos, and pathos are utilized to persuade and appeal to their audience. Use specific examples and evidence to support your argument.

EXPERT GROUP 1

The Gettysburg Address

November 19, 1863

President Lincoln

"Fourscore and seven years ago [87 years ago] our fathers brought forth, on this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting-place for those who here gave their lives, that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we cannot dedicate, we cannot consecrate [make sacred]—we cannot hallow [honor or make holy]—this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth."

https://rmc.library.cornell.edu/gettysburg/good_cause/transcript.htm

EXPERT GROUP 2

Dedication of Korean War Memorial

Washington, D.C. - July 27, 1995

Excerpts from Remarks of President Bill Clinton

Excerpt 1

Today we are surrounded by monuments to some of the greatest figures in our history, while we gather at this our newest national memorial to remember and honor the Americans who fought for freedom in Korea. In 1950, our nation was weary of war, but 1.5 million Americans left their family and friends and their homes to help to defend freedom for a determined ally halfway around the world — or, as the monument says, a place they had never been and a people they had never met . . .

Excerpt 2

Together with men and women from 20 other nations, all of whom are represented here today, they joined the first mission of the United Nations to preserve peace, by fighting shoulder to shoulder with the brave people of South Korea to defend their independence, to safeguard other Asian nations from attack, and to protect the freedom that remains our greatest gift. The Korean War veterans endured terrible hardships — deathly cold, weeks and months crammed in foxholes and bunkers, an enemy of overwhelming numbers, the threat of brutal imprisonment and torture, defending the perimeter at Pusan (Busan), braving the tides at Inchon, confronting the world's fastest fighter jets in Mig Alley, enduring hand to hand combat on Heartbreak Ridge and Pork Chop Hill, fighting the way back from Chosin (Jangjiing) Reservoir. They set a standard of courage that may be equal, but will never be surpassed in the annals of American combat.

Excerpt 3

In this impressive monument we can see the figures and faces that recall their heroism. In steel and granite, water and earth, the creators of this memorial have brought to life the courage and sacrifice of those who served in all branches of the Armed Forces from every racial and ethnic group and background in America. They represent, once more, the enduring American truth: From many we are one. . . This memorial also commemorates those who made the ultimate sacrifice so that we might live free. And I ask you on this hot, summer day to pause for a moment of silence in honor of those from the United States, our

U.N. allies and from our friends in the Republic of Korea who lost their lives in the Korean War.

Excerpt 4

So to all the veterans here today, and to all throughout our land who are watching, let us all say, when darkness threatened you kept the torch of liberty alight. You kept the flame burning so that others all across the world could share it. You showed the truth inscribed on the wall, that freedom is not free. We honor you today because you did answer the call to defend a country you never knew, and a people you never met. They are good people. It's a good country. And the world is better because of you.

Excerpts from: <https://www.americanprogress.org/article/remarks-of-president-bill-clinton-july-27-1995-center-for-american-progress/>

EXPERT GROUP 3

Groundbreaking Ceremony: Korean War Veterans Memorial Wall of Remembrance May 22, 2021
Remarks by South Korean President Moon Jae-in

Excerpt 1

Honorable Korean War veterans and bereaved families,
Yesterday, I visited Arlington National Cemetery and witnessed the firm core of the United States, a country that respects individual lives and repay those dedicated to the nation and its communities with the utmost honor and esteem. I encountered the American spirit that has steered the world forward through freedom and peace. Seventy one years ago, young Americans rushed to a Korean Peninsula engulfed in gun smoke. These sons and daughters of the United States fought in the Korean War to defend a country they never knew and a people they never met. They were the descendants of the great founders of a nation. Thanks to their dedication and sacrifices, the Republic of Korea could protect freedom and peace and has been able to achieve the prosperity enjoyed today. However, we had to bid a final farewell to countless heroes. The Korean War Veterans Memorial Wall of Remembrance, for which we will break ground with the first shovels today, will be engraved with the names of 43,769 fallen soldiers. We will remember the valor and devotion of those heroes forever.

Excerpt 2

I visited the Jangjiin Reservoir Battle Monument on my first overseas trip following my inauguration. The peoples of our two countries became one by deeply empathizing with the courage and noble sacrifices of the heroes of that battle. They have encouraged and comforted each other. Last year, the Republic of Korea repatriated the remains of five newly excavated heroes to the United States with the utmost courtesy possible. The act of returning war heroes to the arms of their loved ones also greatly moved and comforted the Korean people. The Korean Government will do all it can until the remains of the last hero have been returned to his hometown and the arms of beloved relatives.

Excerpt 3

For two years now, numerous people have been deployed to search for the remains of fallen soldiers from the Korean War – logging 100,000 man-days this year in 41 areas, including the Demilitarized Zone. Some 74 people have been identified among the 55 boxes of remains that North Korea has repatriated to the United States since the first U.S.-North Korea summit in Singapore in 2018. We will continue our endeavor for dialogue with North Korea, so the soldiers who fell in the North can also return to the arms of their relatives.

Excerpt 4

Inscribed on an Arlington National Cemetery bench dedicated to the memory of Americans lost in the Korean War is the phrase “The beginning of the end of the war lies in remembrance.” We can never forget the noble sacrifices of heroes. We will also remember the sorrow of bereaved relatives. I hope that future generations of the United States and the Republic of Korea will read the ordinary but great names upon the Memorial Wall of Remembrance that will stand before us in 2022.

Excerpts from: <https://tinyurl.com/yck525ea>

EXPERT GROUP 4

Remarks at a White House Ceremony Marking the Observance of National POW/MIA

Recognition Day

July 20, 1984

President Ronald Reagan

In the mid-1980s, thousands of Americans remained unaccounted-for from World War II, Korea, and Vietnam. At the same time, the country faced challenges from the Soviet Union as part of the on-going Cold War. As President Ronald Reagan tried to navigate these two issues he gave a speech commemorating National POW/MIA Recognition Day. President Reagan's strong support for the effort to bring home Americans missing from war accelerated American efforts to bring home unaccounted-for personnel. Today the DPAA and others involved in the accounting mission point to this speech and President Reagan's larger efforts to lead the country to a fullest possible accounting of American war dead as a turning point moment.

...Four times in this century we have been forced, painfully and reluctantly, to send our men and women to fight in wars on foreign shores. Some of them made the supreme sacrifice of their lives. Some others made sacrifices in many ways equally grave -- they were imprisoned by the enemy.

Their incarceration often included beatings and torture, starvation, and all forms of emotional and psychological abuse. It also entailed the terrible loneliness of living through lost years, of seeing the days tick away without friends, without loved ones, without family and community.

I recall that when many of our prisoners returned from Vietnam 11 years ago, a number of them said there were three things that helped them survive captivity and return with honor: faith in God, faith in their fellow prisoners, and faith in their country. By faith; they didn't mean only love -- though they demonstrated that in abundance. They meant a heartfelt belief that they would not be abandoned...

Our prisoners of war have been and are the bravest of the brave. They kept a trusting heart, they retained their spirit and their will, and they kept the faith....

Among us here today are some American prisoners of war. May I say that you are, as the great always are, more than the sum total of yourselves. You're a testament to the strength and the character of the American people... Your heroism is as old as war itself, as old as names like Andersonville and Los Banos and Camp 5 and the Hanoi Hilton.

Most of those places are gone now or empty, but the silence left in their place surely echoes with the quiet, unheard valor of those who suffered there and clung to the belief that their government and their loved ones would be semper fi -- "always faithful." We honor you, and that honor is unending....

Along with us today are some of the relatives and friends of those still missing -- from Korea and Vietnam. They, too, have shown more than their share of heroism, holding the standard for those who went away and are not yet returned to us, insisting that the world remember and respond, asking all of us to help them in their great effort, never giving up or abandoning hope....

Despite the daunting specter of 31 years since the end of the Korean war, we have pressed the Government of North Korea for an accounting. We will continue to do so.....

Two months ago I received the remains of the unknown serviceman of Vietnam. And I said to all the Nation -- and most especially to all of you -- that we write no last chapters; we close no books; we put away no final memories until your questions are answered. Your husbands, fathers, and sons and brothers did their duty by this Nation, and this Nation will do its duty by them. Today we stand together....

Excerpts from: <https://www.reaganlibrary.gov/archives/speech/remarks-white-house-ceremony-marking-observance-national-powmia-recognition-day>

HOMEWORK ACTIVITY: KEY

Name: _____ Period: _____

The following excerpts are from Thucydides' *History of the Peloponnesian War*. More specifically, the excerpts are from Pericles' Funeral Oration, a speech commemorating fallen Athenian soldiers during the Peloponnesian War (431-404 BCE). When reading the excerpts below, consider that Pericles has at least two goals in this speech: to recognize the sacrifice of the Athenians and to create a sense of patriotism.

Directions

- 1. Read the passages once to gain a basic idea of the reading.
- 2. Read through the passage a second time and highlight words or phrases that recognize sacrifice, call for a sense of community, or inspire patriotism.
- 3. Review the highlighted passages and determine how Thucydides appeals to his audience using a rhetorical strategy. Place one letter next to each highlight indicating which of the following rhetorical strategies was used.

E = Ethos P = Pathos L = Logos

▷ Ethos: Appealing to the audience based on the credibility or character of the author, which is often accomplished by sounding fair or unbiased and introducing the expertise of the speaker to persuade the audience.	▷ Pathos: Invoking sympathy by tapping into the audience's emotions regarding the topic through tone and stories that connect and persuade the audience.	▷ Logos: Using facts or analogies to convince the audience or using logic to persuade the audience of the sacrifice and need for patriotism.
--	---	---

[35] Most of those who have spoken before me on this occasion have **(E) praised the man who added this oration to our customs** because it **(P) gives honor** to those who have died in the wars; yet I would have thought it sufficient that those who have shown their mettle in action should also receive their **(P) honor in action**, as now you see they have, in this **(L) burial performed for them at public expense**, so that virtue of the many does not depend on whether one person is believed to have spoken well or poorly. . .

[43] . . . Do not weigh the good they have done on the basis of one speech. Any long-winded orator could tell you how much **(L) good lies in resisting our enemies**; but you already know this. Look instead at the **(L) power our city shows in action every day**, and so **(P) become lovers of Athens**. When the power of the city seems great to you, consider then that it was **(P) purchased by valiant men** who **(P) knew their duty and kept their honor in battle**, by men who were resolved to contribute the **(P) most noble gift to their city**; even if they should fail in their attempt, at least they would **(P) leave their fine character to the city**. For in **(P) giving their lives for the common good**, each man **(P) won praise for himself** that will never grow old; and the monument that awaits them is the most splendid—not where they are buried, but where their **(P) glory is laid up to be remembered forever**, whenever the time comes for speech or action. For famous men, all the earth is a monument, and their **(L) virtues are attested not only by inscriptions on stone at home; but an unwritten record of the mind lives on for each of them**, even in foreign lands, better than any gravestone.

(E) Try to be like these men, therefore; realize that **(L) happiness lies in liberty, and liberty in valor**, and do not hold back from the dangers of war.

Thucydides, & Woodruff, P. (1993). The Funeral Oration of Pericles [ii.35-46]. In *On Justice, Power, and Human Nature: The Essence of Thucydides' History of the Peloponnesian War*. essay, Hackett.

REFLECTION: How does Pericles bring together the ideas of sacrifice and patriotism?
ANSWERS MAY VARY

EXPERT GROUP: KEY

Directions

1. Read your assigned speech.
2. Highlight all words or phrases in the speech related to **sacrifice** or **patriotism**.
3. Using only the row for your Expert Group, categorize the words or phrases into either the Ethos, Pathos, or Logos column in the table below.

Expert Group	How are the following used to address sacrifice and patriotism?		
	Ethos	Pathos	Logos
1	Our fathers brought forth	• who gave their lives, that that nation might live • we cannot dedicate, we cannot consecrate [make sacred]—we cannot hallow [honor or make holy] • The brave men, living and dead, who struggled here, have consecrated • it can never forget what they did here • from these honored dead we take increased devotion • gave the last full measure of devotion • government of the people, by the people, for the people, shall not perish from the earth	• testing whether that nation, or any nation so conceived, and so dedicated, can long endure • fitting and proper • unfinished work which they who fought here have thus far so nobly advanced • dedicated to the great task • highly resolve that these dead shall not have died in vain
2	• Today we are surrounded by monuments to some of the greatest figures in our history • Together with men and women from 20 other nations, all of whom are represented here today	• to defend freedom • The Korean War veterans endured terrible hardships • They set a standard of courage that may be equal, but will never be surpassed in the annals of American combat • figures and faces that recall their heroism • brought to life the courage and sacrifice of those who served • ultimate sacrifice so that we might live free • you kept the torch of liberty alight • freedom is not free	• 1.5 million Americans left their family and friends • deathly cold, weeks and months crammed in foxholes and bunkers, an enemy of overwhelming numbers • We honor you today because you did answer the call to defend a country you never knew, and a people you never met

3	• Yesterday, I visited Arlington National Cemetery • Seventy one years ago, young Americans rushed to a Korean Peninsula • descendants of the great founders of a nation • I visited the Jangjiin Reservoir Battle Monument	• country that respects individual lives and repay those dedicated to the nation • dedication and sacrifices • valor and devotion of those heroes forever • peoples of our two countries became one by deeply empathizing with the courage and noble sacrifices of the heroes • The act of returning war heroes to the arms of their loved ones also greatly moved and comforted the Korean people • until the remains of the last hero have been returned to his hometown and the arms of beloved relatives • soldiers who fell in the North can also return to the arms of their relatives • We can never forget the noble sacrifices of heroes • We will also remember the sorrow of bereaved relatives	• Republic of Korea could protect freedom and peace and has been able to achieve the prosperity enjoyed today. • will be engraved with the names of 43,769 fallen soldiers • numerous people have been deployed to search for the remains of fallen soldier • logging 100,000 man-days this year in 41 areas, including the Demilitarized Zones
4	• I recall that when many of our prisoners returned from Vietnam 11 years ago • Among us here today are some American prisoners of war • names like Andersonville and Los Banos and Camp 5 and the Hanoi Hilton • Along with us today are some of the relatives and friends of those still missing -- from Korea and Vietnam	• supreme sacrifice of their lives • sacrifices in many ways equally grave -- they were imprisoned by the enemy • emotional and psychological abuse • without friends, without loved ones, without family and community • survive captivity and return with honor: faith in God, faith in their fellow prisoners, and faith in their country • bravest of the brave • We honor you, and that honor is unending • the great always are, more than the sum total of yourselves • strength and the character of the American people • unheard valor more than their share of heroism • we write no last chapters; we close no books; we put away no final memories until your questions are answered • did their duty by this Nation, and this Nation will do its duty by them	• Four times in this century we have been forced, painfully and reluctantly, to send our men and women to fight in wars on foreign shores • Despite the daunting specter of 31 years we have pressed the Government of North Korea for an accounting • received the remains of the unknown serviceman

1. Which rhetorical technique (Ethos, Pathos, Logos) do you think was most effectively used to address **sacrifice**? Why?

Student Answers will vary but should provide specific evidence from their assigned speech to answer the questions.

2. Which rhetorical technique (Ethos, Pathos, Logos) do you think was most effectively used to address **patriotism**? Why?

Student Answers will vary but should provide specific evidence from their assigned speech to answer the questions.

Use the information below regarding Imagined Community to answer question 3.

Imagined Community

Most of us have a strong attachment to our own country which is demonstrated in various forms of loyalty and patriotism. A nation like the United States of America is based on a very abstract notion of political community, called “imagined communities.”* According to this theory, our ideas of a nation are “imagined because the members of the smallest nation will never know most of their fellow-members, meet them or even hear of them” although they still have a sense of national community. Leaders and writers often use speeches to create a shared sense of community and to inspire patriotism; they create an imagined community. In the excerpts from Pericles’ Funeral Oration, as well as the speech you have read in your expert group, the speaker is making the imagined community more realistic and concrete when they talk about the sacrifice of the fallen and patriotism.

*Benedict Anderson (1983) Imagined Communities: Reflections on the Origin and Spread of Nationalism.

3. How does the speech you covered in your expert group make an imagined community more realistic and concrete? Cite specific evidence from the speech to support your claims.

Student Answers will vary but should provide specific evidence from their assigned speech to answer the questions.

- ▷ Part 2: Find another Expert Group with the same speech. In your group of 4, discuss and answer these questions.
- What common words and/or phrases did your Expert Groups identify?
 - Which words and phrases were different?
 - Compare rhetorical techniques (Ethos, Pathos, or Logos) in the table.
 - Do you agree on which rhetorical technique was most powerful? Why?
- ▷ Part 3: Find three other Expert Groups with the other three speeches and share your information. As you listen to the other groups, complete the three rows you did not complete in the table on the previous page.

Exit Ticket

In this lesson, you analyzed speeches to enhance your understanding on how speakers use ethos, pathos, and logos to honor the sacrifice of the fallen and to appeal to their patriotism. Using your analysis of Pericles’ Funeral Oration from your Homework Activity - Student Handout and one of the four speeches in Activity 2, answer the following prompt:

Compare how the speakers take the concept of imagined community from a place of abstract to a concrete concept throughout their speeches.

Consider themes such as sacrifice of the fallen, appeals to patriotism, as well as how ethos, logos, and pathos are utilized to persuade and appeal to their audience. Use specific examples and evidence to support your argument.

Answers should include clear common themes, phrases, or words, explain how they use ethos, pathos, and or logos to persuade and appeal, and include supporting evidence from each speech.