

| Lesson Guidance 6 | |
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| Grade | 9th |
| Unit | 3 |
| Selected Text(s) | <ul style="list-style-type: none"> Patrick Henry's Speech (abridged) Rhetorical Appeals |
| Duration | Approx 1 day |

Plan with guidance from the [ELA Instructional Expectations Guide](#)

| Learning Goal(s) <i>What should students understand about today's selected text?</i> | |
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| Students will read, annotate and analyze Patrick Henry's speech for the use of rhetorical appeals, considering what are the strongest forms of appeals and what makes the speech so effective. | |
| CCSS Alignment | <p>CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CCSS.ELA-LITERACY.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>CCSS.ELA-LITERACY.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> |
| End of lesson task <i>Formative assessment</i> | Using Patrick Henry's Speech (abridged) , students will fill out the Rhetorical Appeals chart citing examples from the speech of logos, ethos, pathos, rhetorical questions and figurative language. |
| Knowledge Check <i>What do students need to know in order to access the text?</i> | Background knowledge <ul style="list-style-type: none"> Patrick Henry: one of the Founding Fathers of the United States and the first governor of Virginia. He was a gifted orator and major figure in the American Revolution Stamp Act: an act of the British Parliament in 1765 that exacted revenue from the American colonies by imposing a stamp duty (tax) on newspapers and legal and commercial documents |



- [American Revolution](#)
- **Founding Fathers:** a group of American revolutionary leaders who united the Thirteen Colonies, led the war for independence from Great Britain, and built a frame of government for the new United States of America

Key terms (*domain specific terms to analyze the text*)

- **rhetorical appeals:** persuasive strategies, used in arguments to support claims and respond to opposing arguments
 - **Logos:** appeal to reason relies on logic or reason. Logos often depends on the use of inductive or deductive reasoning
 - **Pathos:** emotional appeal, appeals to an audience's needs, values, and emotional sensibilities
 - **Ethos:** the ethical appeal is based on the character, credibility, or reliability of the writer
- **rhetorical question:** a question asked in order to create a dramatic effect or to make a point rather than to get an answer
- **figurative language:** the use of words in a way that deviates from the conventional order and meaning in order to convey a complicated meaning, colorful writing, clarity, or evocative comparison

Vocabulary Words (*words found in the text*)

- **orator:** a public speaker, especially one who is eloquent or skilled
- **magnitude:** the great size or extent of something
- **illusion:** a deceptive appearance or impression
- **temporal:** relating to worldly as opposed to spiritual affairs; secular
- **solace:** comfort or consolation in a time of distress or sadness
- **beseech:** ask (someone) urgently and fervently to do something; implore; entreat
- **tyrannical:** exercising power in a cruel or arbitrary way
- **formidable:** inspiring fear or respect through being impressively large, powerful, intense, or capable
- **adversary:** one's opponent in a contest, conflict, or dispute
- **extenuate:** cause (an offense) to seem less serious

Core Instruction

Text-centered questions and ways students will engage with the text

Opening Activity:

Rhetorical appeals are qualities of an argument or speech that make it truly persuasive. Examples include ethos (appeals to the speaker's status or authority, making the audience more likely to trust them), pathos (appeals to the emotions, trying to make the audience feel angry or sympathetic, for example) and logos (appeals to the audience's reason, building up logical arguments).

- Have students suggest examples of music lyrics/rap lyrics or speeches they have heard (movies, MLK, Obama, pastors, community leaders, etc) that use rhetorical appeals.

[ELD Tasks and Scaffolds](#)

Content Knowledge:

Today we will read a speech from founding father Patrick Henry. Patrick Henry played a leading role in the American Revolution and helped change the course of history with his famous lines, "Give me liberty or give me death!" Here he speaks up to the Virginia House of Burgesses in 1775 against the hated Stamp Act in which the British Parliament used to tax all newspapers and public documents.

Remind students of [this tweet in which Arlen Parsa](#). Patrick Henry is indeed one of the founding fathers with a red circle as he owned 67 slaves at the time of his death in 1799. Interestingly, Henry was at times "a study in contradictions. (He opposed slavery, which he considered a "lamentable evil," but was himself a slave owner. He was conflicted enough to write, "I will not, I cannot justify [owning slaves]," but not conflicted enough to actually set anyone free.)"¹



Patrick Henry was considered to be a strong orator who rallied and persuaded his audience through the use of strong rhetorical appeals. This speech was written and delivered before the Declaration of Independence was signed. His speech helped convince those in attendance to begin preparing Virginia troops for war against Great Britain.

Shared Reading:

Read aloud [Patrick Henry's Speech \(abridged\)](#) as a class. Pause to track for understanding and **define vocabulary words as they appear**.

Independent Reading and Analysis:

Students will re-read [Patrick Henry's Speech \(abridged\)](#) this time annotating for examples of ethos, pathos, logos, rhetorical questions and figurative language.

[ELD Tasks and Scaffolds](#)

Formative Assessment:

Using [Patrick Henry's Speech \(abridged\)](#), students will fill out the [Rhetorical Appeals](#) chart citing examples from the speech of logos, ethos, pathos, rhetorical questions and figurative language.

NOTE: In lesson 11, students will also complete this [Rhetorical Appeals](#) chart citing examples from Chief Tecumseh's speech.

[ELD Tasks and Scaffolds](#)

Fluency, Comprehension and Writing Supports


Fluency

[Fluency Protocols](#)

¹ Information from <https://www.npr.org/2011/07/15/131444425/lion-of-liberty-patrick-henry-s-fiery-life>



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| Sentence Comprehension | Juicy Sentence protocol with sample sentence “But different men often see the same subject in different lights; and, therefore, I hope it will not be thought disrespectful to those gentlemen if, entertaining as I do, opinions of a character very opposite to theirs, I shall speak forth my sentiments freely, and without reserve.” |
| Writing | Pattan Writing Scope and Sequence N/A |

| Additional Supports | |
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| ELD Practices | Practices to promote Tier 1 access |
|  ELD ELA Tasks an... | ELD Tasks and Scaffolds |
| SpEd Practice | Practices to promote Tier 1 access |
| MTSS Practices | Practices to promote Tier 1 access |
| Enrichment Practices | Practices to promote Tier 1 access |