**Rhetorical Appeals Analysis Essay**

**Essay Prompt:** *In what ways does Douglass use the rhetorical appeals of logos, ethos, and pathos in order to persuade his readers? Please refer to specific examples. Does he use all of these appeals, or just a combination of a couple, explain in an Essay that includes:*

* **An introductory paragraph with a thesis**
* **At least 2-3 body paragraphs that use quotations to support your thesis**
* **A conclusion that restates your thesis statement**
* **You may receive up to 35 (Band 2) marks for your writing and 5 additional marks for turning in a rough draft that shows evidence of editing and revisions.**
* **This essay will appear in the gradebook as 35 marks (yes, that means you can get extra credit)**

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| **Band 2 (31–35): Frequent merit and interest in the choice of content and the manner of writing** |
| * W1: Candidates describe and reflect upon experience, and analyse with occasional success what is felt and imagined. Some argument is well developed and interesting, although the explanation may not always be consistent.
* W2: Facts, ideas and opinions are often well ordered so that the construction of the writing is clear to the reader. Sentences within paragraphs are mostly well sequenced, although some paragraphs may finish less effectively than they begin.
* W3: Candidates write with some confidence, demonstrating an emergent range of varied vocabulary.
* W4: Candidates give evidence of understanding the need to **write appropriately to audience and context** even if there is not complete consistency in the three assignments. There is some fluency in the construction of sentences.
* W5: Candidates show some signs of understanding how punctuation and grammatical structures can be used to aid communication. Errors of spelling, punctuation and grammar are minor, and rare at the top of this band.
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| **Band 3 (26–30): Competent writing with some development of ideas** |
| W1: Candidates express clearly what is felt and imagined and supply some detail, explanation and exemplification for the benefit of the reader. Arguments are expressed in a competent series of relevant points and a clear attempt is made to develop some of them.* W2: A clear attempt is made to present facts, ideas and opinions in an orderly way, although there may be some insecurity in the overall structure.
* W3: Candidates write competently, using appropriate, if sometimes unadventurous, vocabulary.
* W4: Candidates make a clear attempt in at least one assignment to write with a sense of audience and there may also be some evidence of adapting style to context. Sentences mostly link ideas successfully.
* W5: Candidates use punctuation and grammar competently although the range is not strong. There may be a number of minor errors especially at the bottom of this band and even occasional errors of sentence separation
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**Deadline timeline**

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 1st | 2nd  | 3rd  | 4th Brainstorm and plan (*due Friday*) | 5thBegin typing RD (intros.) |
| 8thContinue typing RD (Body paragraphs) | 9thContinue typing RD (Body paragraphs and conlcusion) | 10thRD due today for peer editing | 11thRevising time | 12th*Final essay due by end of hour (will not be accepted late)* |

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| **Rhetorical Appeals** |
| Logos | The appeal to reason. |
| Pathos | The appeal to emotion. |
| Ethos | The persuasive appeal of one's character. |
| Although they can be analyzed separately, these three appeals work together in combination toward persuasive ends. |

An infant child, torn from its mother at just a few months age immediately catches the attention of Frederick Douglass’ readers in The Narrative of the Life of Frederick Douglass. Thus, it becomes obvious very quickly that Frederick Douglass uses his narrative in order to persuade readers to argue against slavery. He had and still has a wide spread audience; that audience ranges from Northern Christian women who disagree with slavery, to young people interested in reading adventure stories. Because of this wide spread audience Douglass is very deliberate in his persuasive techniques and the rhetorical appeals he uses in order to strike all readers on an emotional level. Above all else, Douglass uses the rhetorical appeal, pathos, to persuade his audience to take action against slavery.

In his narrative, *The Narrative of the Life of Frederick Douglass*, Douglass uses the rhetorical appeal of pathos often in order to influence his reader. Specifically, Douglass uses pathos while narrating the severed relationships between slaves and parents. Douglass describes the death of his mother when he was a small child; this description appeals to a reader’s sense of emotion. Douglass descriptively tells readers, “Never having enjoyed, to any considerable extent, her soothing presence, her tender and watchful care, I received the tidings of her death with much the same emotions I should have probably felt at the death of a stranger” (Douglass 10). This appeals to an audiences’ sense of pathos because it seems heart wrenching to readers that a child would not mourn his mother’s death. Readers instantly imagine themselves in Douglass’ position and reflect upon how they might feel under similar circumstances. Furthermore, readers are saddened by the fact that Douglass did not have the relationship with his mother that would warrant grief when she passed. Readers during Douglass’ time would have empathized with Douglass’ plight and questioned the practice of slavery **when t**hey heard saddening anecdotes such as this. In addition to his mother’s death, Douglass also describes her undying love for him even when she lived twelve miles away; further using pathos to influence his readers. He tells readers how she would walk all night just to lay with her son a few minutes before he fell asleep, “I never saw my mother to know her as such, more than four or five times in my life; and each of these times was in very short duration and at night…She made her journeys to see me in the night, travelling the whole distance on foot, after the performance of her day’s work” (Douglass 10). When readers have the opportunity to reflect upon these two descriptions after reading, they begin to see how slavery tore families apart. However, they also see how a mother’s love could not be broken and feel even worse to realize that her love was not reciprocated due to an evil practice ripping a family apart. Since many members of Douglass’ primary audience were mothers, they would have been quick to take action against a practice that would threaten a family dynamic the way slavery did.

Upon reading Douglass’ narrative, it becomes obvious to readers that Douglass is attempting to persuade his audience by tugging at their emotional heart strings; and he is successful. Although the audience is wide spread, all readers share common ground on an emotional level and can empathize with Douglass’ experiences while he was enslaved. While readers may or may not have experienced the same things as Douglass, he describes his plight so vividly that readers are able to imagine themselves in similar situations. Therefore, Douglass is successful in using pathos to appeal to his audience and persuade them to join the abolitionist movement. Furthermore, Douglass’ narrative resonates with a present day audience and prompts them to reflect upon injustice in the contemporary setting and the impact they have.

**Thursday 5/4:**

* **Objective: I will brainstorm and plan for an essay that analyzes an author’s use of rhetorical appeals**
* **Journal: Out of the 3 rhetorical appeals, which do you think Douglass uses the most?**
* **Brainstorm model and time**

**Friday 5/5:**

* **Objective: I will write an introductory paragraph that includes a hook and arguable thesis statement.**
* **Journal: How do you grab readers’ attention at the start of an essay? What are some strategies you could use?**
* **Model the intro from Ms. Meunier and discuss structure. Then give students time to write.**

**Monday 5/8:**

* **Objective: I will write an introductory paragraph that includes a hook and arguable thesis statement and transition well into a PEE body paragraph.**
* **Journal: What are some effective ways to transition in your writing? (Between paragraphs, sentences, ideas, etc?)**
* **Model the body paragraph from Ms. Meunier and discuss structure. Then give students time to write.**

**Tuesday 5/9:**

* **Objective: I will write an introductory paragraph that includes a hook and arguable thesis statement and transition well into a PEE body paragraph.**
* **Journal: What are some areas of trouble you are running into with your essay? Any questions, comments, areas for concern?**
* **Model the body paragraph from Ms. Meunier and discuss structure and how to transition into another example that proves your point. Then give students time to write.**

**Wed 5/10:**

* **Objective: I will write a conclusion that adequately completes my essay and synthesizes my argument for readers.**
* **Journal: What’s the overall purpose of a conclusion? As a writer, what should you be striving to do?**
* **Model the conclusion paragraph from Ms. Meunier and discuss structure and how to transition into it from the body paragraphs. Then give students time to write.**

**Thursday and Friday 5/11 and 12:**

* **Objective: I will provide feedback to a peer’s essay and revise my essay based on feedback I receive.**
* **Journal: What areas of your essay would you specifically like help on?**
* **Journal 2: What are some appropriate ways to give feedback to someone else’s writing?**
* **Review the peer editing sheet and how to use it. Model what it looks like to make revisions using Ms. Meunier’s sample essay.**
* ***Peer Editing and Revising Process***
	+ **Read YOUR essay ALOUD (trust me)**
	+ **With your partner, peer editor should score the essay using the rubric**
	+ **Together, please review your essay paragraph, by paragraph and provide feedback both on the essay and the chart**
		- **Ways to provide feedback**
			* **Good job only doesn’t make them a better writer, provide suggestions**
			* **Provide reasoning for suggestions**
			* **Constructive Criticism**
			* **Avoid cutting people down**
			* **Comment on strong suits as well**
			* **Ask prompting questions**
			* **Glows and Grows**
			* **Spelling, grammar, and punctuation**
	+ **Switch and Repeat**