

# Y8: A History of Rhetoric



- The history of rhetoric
- Techniques for rhetorical writing
  - Writing a speech

# Rhetoric

## *The History of Rhetoric*

### *Brain Bank*

#### Key Concepts / Assessed Material

##### ARISTOTELIAN TRIAD:

###### 1. Ethos: The appeal from character

*Ethos* refers to how we portray ourselves in an argument: it is the image persuaders present of themselves, to those they attempt to persuade. "You should believe my argument because you believe *me*." or perhaps "...believe *in me*."

###### 2. Logos: The appeal from reason

Logos is a Greek term meaning 'word' and refers to using logic and reasoning as your appeal. Logos is the words we use, the clarity of the message itself, the credible arguments used and the supporting evidence on which our arguments are built. It's facts, rather than emotion.

###### 3. Pathos: The appeal to emotion

Pathos is the emotional influence of the speaker on the audience. Its goal is to make the audience feel something. Whether this is fear, joy, or patriotism, appealing to people's emotions is a really powerful way of getting people on side.

##### AFOREST:

**Anecdote:** a short amusing or interesting story about a real incident or person. – *'I had a friend who...'*

**Facts:** Something that can be proven to be true. - *'Smoking is bad for your health.'*

**Opinion:** A personal belief – *'I believe that schools need more money for books.'*

**Rhetorical Questions:** - A question designed to get the listener to think – *'Do you know what it's like to be homeless?'*

**Emotive Language:** Language designed to convey strong emotions - *'The litter in the playground is a disgrace.'*

**Statistics:** Numerical facts, often expressed as percentages – *'65% of students would prefer more homework'*

**Tricolon:** a series of three parallel words, phrases, or clauses: *"Friends, Romans, countrymen"*

# 1. What is Rhetoric?

Task: Read the info below, and summarise in your own words the 3 main points underneath.

## What is Rhetoric?

*Rhetoric is, as simply defined as possible, the art of persuasion: it is the art of getting people to do or think what you want.*

Rhetoric is the study and art of writing and speaking persuasively, but doing it well.

Studying rhetoric teaches students to write in a way that ensures people stand up and take notice. Studying rhetoric teaches students to write arguments that are convincing and eloquent. Studying rhetoric teaches students to express themselves in a way which is mature, considered, and well-crafted.

Some might say that life is all about getting what you want. Rhetoric helps with that.

## Summary:

- .
- .
- .

**Task: Read the extract below and complete the comprehension questions that follow:**

### **A History of Rhetoric Part 1**

People started using AFOREST techniques to persuade, over 2000 years ago.

Many historians credit the ancient city-state of Athens as the birthplace of rhetoric. A man's success and influence in ancient Athens depended on his ability to persuade other men to vote him into power. As a result of this, small schools dedicated to teaching rhetoric (persuasion) began to form. The men that formed these schools were known as Sophists.

The Sophists would travel from city to city teaching young men in public spaces how to speak and debate. They taught their students how to make a weak argument stronger and a strong argument weak.

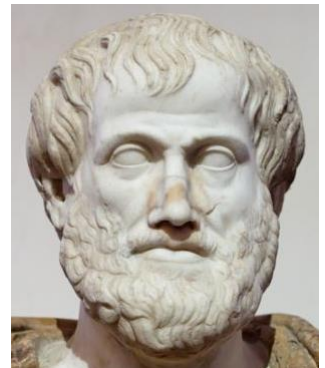
Sophists believed they could use language and the written or spoken word to win any debate on any subject even if they had no prior knowledge of the topic.

A great *philosopher* named Aristotle criticised the Sophists. He accused them of manipulating people's emotions to persuade, rather than using truth.

Aristotle was very passionate about Rhetoric. In fact, he was so passionate, he wrote a book on it called, rather unimaginatively, *The Art of Rhetoric*. This book taught people how they could manipulate language and words to get what they wanted.

In fact, *The Art of Rhetoric* was so powerful that it influenced the way people persuade other people for the next 2,000 years. Aristotle is the King of Rhetoric.

- 1. In which city was Rhetoric founded?**
- 2. Why did people in this city start to study Rhetoric?**
- 3. What did Sophists believe they could do?**
- 4. Why was Aristotle critical of the Sophists?**



**Aristotle**

## 2. The Aristotelian Triad: Ethos

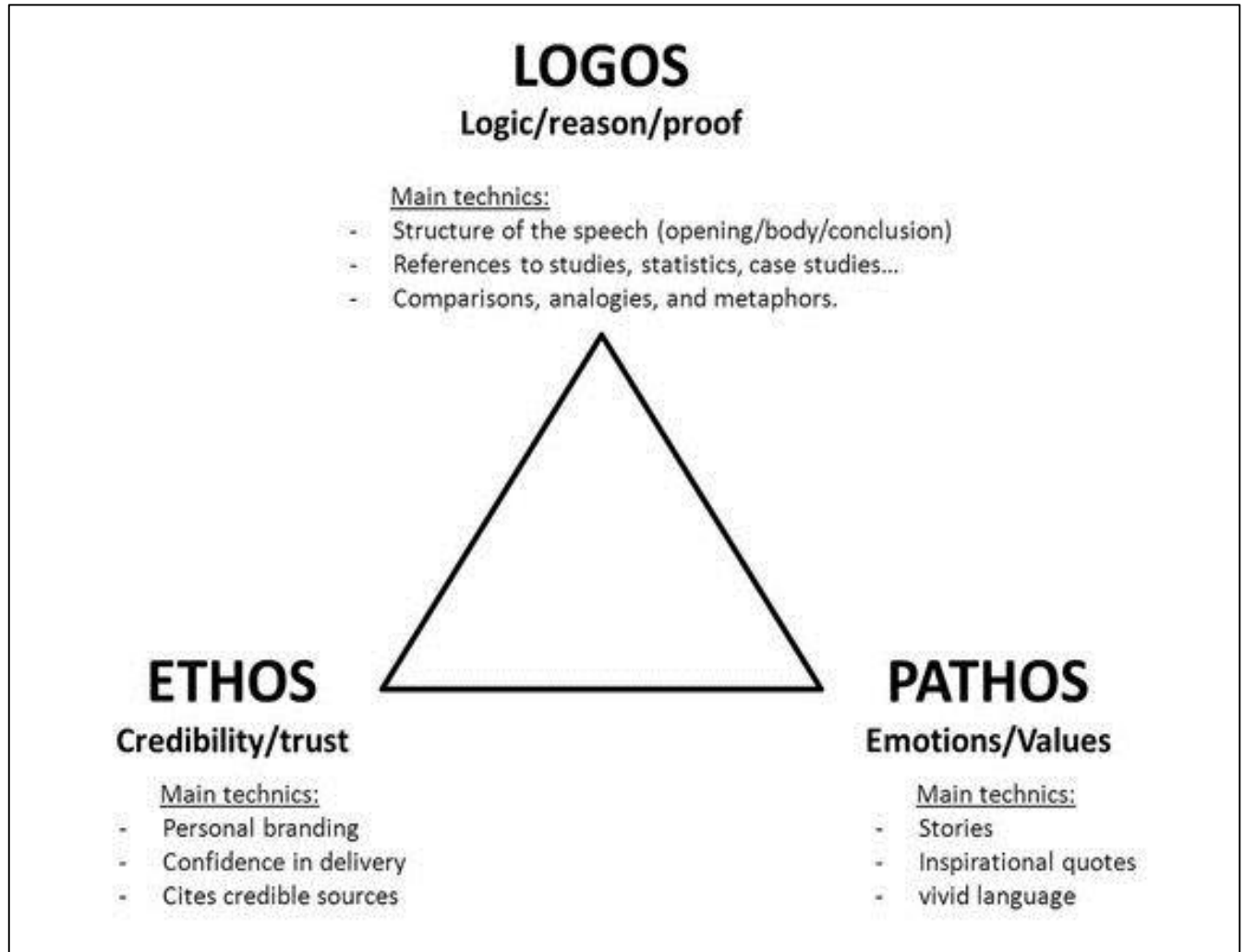
Task: Complete the following quiz to check your knowledge:

<p><b>Rhetoric is:</b></p> <ul style="list-style-type: none"> <li>a. The art of asking questions.</li> <li>b. The art of persuasion.</li> <li>c. The art of writing well.</li> <li>d. The art of studying.</li> </ul>	<p><b>An anecdote is:</b></p> <ul style="list-style-type: none"> <li>a. Something that can be proven to be true</li> <li>b. Numerical facts, often expressed as percentages</li> <li>c. a short amusing or interesting story about a real incident or person</li> <li>d. A personal belief</li> </ul>	<p><b>Which of the following is an opinion?</b></p> <ul style="list-style-type: none"> <li>a. Cars have wheels</li> <li>b. The sky is blue</li> <li>c. Money brings you happiness</li> <li>d. Dogs bark.</li> </ul>	<p><b>A fact is:</b></p> <ul style="list-style-type: none"> <li>a. Numerical facts, often expressed as percentages.</li> <li>b. A personal belief.</li> <li>c. Something that can be proven to be true.</li> <li>d. a series of three parallel words, phrases, or clauses</li> </ul>
<p><b>'Sophists' is:</b></p> <ul style="list-style-type: none"> <li>a. A persuasive technique found in AFOREST</li> <li>b. The name given to the schools that taught people how to persuade.</li> <li>c. The name for a Greek philosopher</li> <li>d. The name given to a group of men who taught people how to persuade.</li> </ul>	<p><b>People began studying Rhetoric:</b></p> <ul style="list-style-type: none"> <li>a. 100 years ago</li> <li>b. 1000 years ago.</li> <li>c. 200 years ago.</li> <li>d. 2000 years ago.</li> </ul>	<p><b>Which city is considered the 'birthplace' of Rhetoric?</b></p> <ul style="list-style-type: none"> <li>a. Athens</li> <li>b. Rome</li> <li>c. London</li> <li>d. Paris</li> </ul>	<p><b>What was the name of the Greek Philosopher who wrote <i>The Art of Persuasion</i>?</b></p> <ul style="list-style-type: none"> <li>a. Sophist</li> <li>b. Aristotle</li> <li>c. Plato</li> <li>d. Athens</li> </ul>

**Task: Read the information below and create a poster in your book to help you remember the Aristotelian Triad**

The Greek philosopher, Aristotle, in his *The Art of Rhetoric*, identified the three main components of a compelling and persuasive argument.

These are collectively known as the **Aristotelian Triad** (say it aloud *A-ris-ta-tee-lian Try-ad*):



It can be useful to consider the terms thus:

**Ethos:** You (the speaker)

**Logos:** It (the content)

**Pathos:** Them (the audience)

## Ethos (You: Character/Persona)

Ethos is all about the public persona you portray when you're trying to persuade someone something. As Sam Leith says:

*How you present yourself-ordinarily the job of the opening few moments of your address- is the foundation on which all the rest is built. It establishes the connection between speaker and the audience, and it steers how that speech will be received.*

*Your audience needs to believe that you are:*

- *Trustworthy*
- *That you are knowledgeable about the subject you're arguing for or against*
- *That you genuinely care*
- *A good person*

*Perhaps most important of all, in ninety-nine cases out of a hundred, you will be seeking to persuade your audience that you are one of them: that your interests and their interests are identical in this case or, to be more convincing, in all cases.*

**Task : Which of the following is the most effective example of somebody creating a 'strong ethos' for themselves? Use the sentence starter below to write a paragraph to explain which you have chosen – remember to refer to words or phrases within each to support your reason.**

1. *Our expertise in building houses is evidenced not only by our 100 years in the business and our staff of qualified technicians, but in the decades of satisfied customers who have come to expect nothing but the best.*
2. *My three decades of experience in public service, my tireless commitment to the people of this community, and my willingness to reach across the aisle and cooperate with the opposition, make me the ideal candidate for your mayor.*
3. *Man try say he's better than me  
Tell my man shut up  
Mention my name in your tweets  
Oi rudeboy, shut up  
How can you be better than me?  
Shut up  
Best in the scene?  
Tell my man, yo, yo*

**Example ..... is the best example of someone creating a strong ethos because.....**

Task : Imagine that you are delivering an assembly to fellow students, persuading them to give up one break time a week, to help clear up litter in the local community. What things could you say in the opening 30 seconds of your assembly to make your audience believe you are:

Trustworthy	Knowledgeable
A good person	'One of Them'

One way we can make create a strong ethos appeal with an audience is through the use of **Personal Pronouns**.

Personal pronouns can be **singular**:

- I (*1<sup>st</sup> person*)
- You (*2<sup>nd</sup> person*)

Personal pronouns can be **plural**:

- We (*1<sup>st</sup> person*)
- Us (*1<sup>st</sup> person*)
- Our (*1<sup>st</sup> person*)

Using the 2<sup>nd</sup> person singular pronoun 'You' can be a great way of grabbing the audiences' attention and showing them you care about *them*. It shows the audience that you are acknowledging them, which is respectful. For example:

*I want to thank YOU all for your time today.*

Perhaps more effective though, is the use of the personal plural pronouns such as 'We', 'Us', and 'Our'. Using these words tells your audience, 'We are a team. I am one of you.' For example:

*OUR community needs this new shopping centre. WE need it because it will bring US closer together.*



Task : Read the following and answer the questions that follow:



### **Alexander the Great**

*Alexander the Great, single-handedly changed the nature of the ancient world in little more than a decade.*

Alexander was born in Pella, the ancient capital of Macedonia in July 356 BC. His parents were Philip II of Macedon and his wife Olympias. Alexander was educated by the philosopher Aristotle. Philip was assassinated in 336 BC and Alexander inherited a powerful yet volatile kingdom. He quickly dealt with his enemies at home and reasserted Macedonian power within Greece. He then set out to conquer the massive Persian Empire.

Against overwhelming odds, he led his army to victories across the Persian territories of Asia Minor, Syria and Egypt without suffering a single defeat. His greatest victory was at the Battle of Gaugamela, in what is now northern Iraq, in 331 BC. The young king of Macedonia, leader of the Greeks, overlord of Asia Minor and pharaoh of Egypt became 'great king' of Persia at the age of 25.

Over the next eight years, in his capacity as king, commander, politician, scholar and explorer, Alexander led his army a further 11,000 miles, founding over 70 cities and creating an empire that stretched across three continents and covered around two million square miles. The entire area from Greece in the west, north to the Danube, south into Egypt and as far to the east as the Indian Punjab, was linked together in a vast international network of trade and commerce. This was united by a common Greek language and culture, while the king himself adopted foreign customs in order to rule his millions of ethnically diverse subjects.

Alexander was acknowledged as a military genius who always led by example, although his belief in his own indestructibility meant he was often reckless with his own life and those of his soldiers. The fact that his army only refused to follow him once in 13 years of a reign during which there was constant fighting, indicates the loyalty he inspired.

He died of a fever in Babylon in June 323 BC.



1. How many years ago was Alexander the Great born?
2. Who was Alexander's teacher?
3. What was so remarkable about Alexander's time as 'great king' of Persia?
4. How did Alexander adapt to rule over his '**ethnically diverse**' subjects?
5. What does the writer mean when he or she writes that Alexander 'always led by example'?
6. How many times, in thirteen years, did Alexander's soldiers refuse to fight for him?
7. What's unusual about Alexander's death?

**Task: Read the text below about Alexander the Great and complete the tasks on the following page in your book**

*In 335 B.C., Alexander the Great began his campaign to recapture former Greek cities and to expand his empire. After ten years of undefeated battles, Alexander controlled an empire that included Greece, Egypt, and what had been the massive Persian Empire.*

*That wasn't enough for Alexander. He decided to continue his conquest into India. But after ten years of fighting and being away from home, his men lacked the will to take part in another battle, especially against an opponent like King Porus and his army. So, Alexander gave one of the finest speeches in earliest rhetoric. Read the opening to it (below) and then do the activities/questions that follow:*

*I observe, gentlemen, that when I would lead you on a new venture you no longer follow me with your old spirit. I have asked you to meet me that we may come to a decision together: are we, upon my advice, to go forward, or, upon yours, to turn back?*

*If you have any complaint to make about the results of your efforts hitherto, or about myself as your commander, there is no more to say. But let me remind you: through your courage and endurance you have gained possession of Ionia, the Hellespont, both Phrygias, Cappadocia, Paphlagonia, Lydia, Caria, Lycia, Pamphylia, Phoenicia, and Egypt; the Greek part of Libya is now yours, together with much of Arabia, lowland Syria, Mesopotamia, Babylon, and Susia; Persia and Media with all the territories either formerly controlled by them or not are in your hands; you have made yourselves masters of the lands beyond the Caspian Gates, beyond the Caucasus, beyond the Tanais, of Bactria, Hyrcania, and the Hyrcanian sea; we have driven the Scythians back into the desert; and Indus and Hydaspes, Acesines and Hydraotes flow now through country which is ours. With all that accomplished, why do you hesitate to extend the power of Macedon--your power--to the Hyphasis and the tribes on the other side? Are you afraid that a few natives who may still be left will offer opposition? Come, come! These natives either surrender without a blow or are caught on the run--or leave their country undefended for your taking; and when we take it, we make a present of it to those who have joined us of their own free will and fight on our side.*

**Tasks:**

- Underline all the times Alexander has used the 2<sup>nd</sup> person personal pronoun (You)
- Circle all the times Alexander has used a 1<sup>st</sup> person personal pronoun (We; Our; Us)

1. Read the following passage again:

*These natives either surrender without a blow or are caught on the run--or leave their country undefended for your taking; and when we take it, we make a present of it to those who have joined us of their own free will and fight on our side.*

**Why do you think Alexander uses 'we' in this section?**

2. Read the following passage again:

*I observe, gentlemen, that when I would lead you on a new venture you no longer follow me with your old spirit.*

**Why do you think Alexander uses 'you' in this section?**

### 3. The Aristotelian Triad: *Logos*

**Task: Answer the following questions.**

1. In your own words, define *Ethos*.
2. Write down one example of a first person plural personal pronoun.
3. Who was Alexander the Great?
4. Who was Aristotle?
5. What is *Rhetoric*?
6. What is the link between Aristotle, Alexander the Great, and Rhetoric?

*Logos* is your argument. It's the way you allow your audience to *believe* (not *know* – rhetoric is all about belief; not knowledge) that your aims, your arguments, the conclusions to which you're headed, are the right ones.

*Logos* is logical appeal or the simulation of it, and the term *logic* is derived from it. It is normally used to describe facts and figures that support the speaker's claims or thesis. Having a *logos* appeal also enhances *ethos* because information makes the speaker look knowledgeable and prepared to his or her audience.

Logos can be developed by:

1. Citing facts (very important),
2. Using historical and literal analogies,
3. Constructing logical arguments.

### 1. Citing Facts

Facts are things which can be proven to be true. They show your audience that you know what you're talking about, and they are impossible to argue against. **Task: Write down 3 facts that could be used to support an argument in favour of making smoking illegal:**

1.

2.

3.

### 2. Using historical and literal analogies

An analogy is a comparison that aims to explain a thing or idea by likening it to something else. For example, if you've ever seen the Disney movie *Shrek*, you may remember the phrase "ogres are like onions." In a memorable scene, the ogre (Shrek) tries to explain something about the true nature of ogres to his non-ogre friend by saying:

*"Ogres are like onions... Onions have layers. Ogres have layers. You get it? We both have layers."*

Shrek creates an analogy comparing the *source* (something familiar and known, in this case an onion) to the *target* (something mysterious and unknown, in this case ogres). His goal is to reveal something about ogres (the unfamiliar *target*) by showing that he's not so different from onions (the familiar *source*).

A **historical analogy** is when you try to explain an event or an argument by comparing it to a similar historical event. For example, if you were trying to persuade a boat company to improve their safety procedures you might make an analogy to The Titanic disaster:

*This happened in 1912, and it might happen again, if we don't improve the safety of our ships.*

You might persuade your classmates to vote you as form rep by comparing the vote to a famous historical vote:

*Like Barack Obama did for America, voting for me will bring you hope.*

Task: Match the argument to the historical analogy that would be best used to support it.

Argument		Analogy
This statue of the headmaster will inspire all students.		...the television did back in the 1950s.
I am a strong leader and I will lead us to victory...		...like the building of the Statue of Liberty in 1875 inspired America
If we don't plan how to deal with this attack effectively, we'll be dealing with another...		...1066.
My product will change the world just like...		...just as Churchill did.

### 3. Constructing a Logical Argument

A logical argument is an argument based on facts and what makes sense, rather than emotional responses.

For example:

*We need to ban smoking because smoking is evil!*

Is not logical. It is an emotional opinion.

However,

*We need to ban smoking because it increases the chances of contracting lung cancer*

is a logical argument because it is based on facts.

Logical arguments can also be created by building up information to lead to a final argument (known as a Syllogism). For example, you may want to persuade a friend that Mr Pink is boring. Your friend will clearly not believe you and therefore you could prove it by using the following syllogism.

1. All teachers are boring.
2. Mr Pink is a teacher.
3. Therefore, Mr Pink is boring.

**Task: Complete a 3 part syllogism for the following statements.**

<b><u>Coffee is disgusting.</u></b>	<b><u>Teenagers are lazy.</u></b>
1.	1.
2.	2.
3. Therefore, coffee must be disgusting.	Therefore, all teenagers are lazy.

**Task: In the boxes below, experiment with creating your own syllogisms based on the arguments listed.**

<b><u>AGAINST school uniform.</u></b>	<b><u>FOR compulsory military service.</u></b>
1.	1.
2.	2.
3. Therefore...	3. Therefore...



Task: Complete the following table. Draw a symbol to represent each technique

		<u>What is it?</u>	<u>Picture</u>
<b>A</b>		a short amusing or interesting story about a real incident or person	
<b>F</b>			
<b>O</b>		A personal belief	
<b>R</b>	hetorical Question		
<b>E</b>		Language designed to convey strong emotions	
<b>S</b>	tatistics		
<b>T</b>		a series of three parallel words, phrases, or clauses	

**Mini-speech task**

**Write a 3 paragraph speech asking School Governors to reduce the school-week to just four days.**

- You should spend 40 minutes on this task.
- You should include elements of AFOREST.
- Your first paragraph should focus on Ethos, second on Logos, third and final on Pathos.
- Spend the last five minutes, highlighting the simple sentences.

**Task: Which two AFOREST techniques are best suited for the *Logos* part of constructing an argument? Explain your answers.**

Technique:

Because...

Technique:

Because...

## The Aristotelian Triad: *Pathos*

Task: Imagine you are giving a talk to your Year Group on the benefits of studying Rhetoric. In your opening speech you need to address the year group, but you need to address them in a way which would give you a good ethos in their eyes. Place the terms of address on the scale, and then answer the question that follows:

"Welcome..."				
Mates	Fellow Students	Friends	Fellow sufferers	Idiots

Terrible Ethos

Brilliant Ethos



1. Which term did you think would give you the best ethos in the eyes of your audience? Give a reason for your answer.

Pathos is all about making your audience *feel* something. Images of starving children that you see on Charity appeals are all about Pathos. As Sam Leith explains, in his book on Rhetoric:

*Pathos is the appeal you see uppermost in the heart-wrenching, expensively printed flyers that pop through your letter box asking for donations to charity. Rather than use logos-detailed arguments and eye-glazing statistics about the ways in which the charity achieves the greatest good, distributes its funds, etc.- the advert shoots straight for the heart.*

*The cute chipmunk on the front cover gives way to a mass of fur and bloody entrails inside, making you think twice before investing in that fur coat. Adverts about the human experiences of people in poverty-stricken places of the world. Charity appeals with clips of people hugging in hospital rooms. It's all pathos. Pathos is the way you make an audience feel. If you can stir their emotions, they will listen.*

Human beings are full of emotion. And because of that, we're easily influenced by it's effects. In a perfect world, only arguments using logos would persuade us to do anything, because facts are...well...facts. But unfortunately, we're too swayed by emotion.

# The Aristotelian Triad: *Pathos*

There are lots of emotions that can be useful in persuading people to do what we want:

- Fear
- Pride
- Anger
- Joy
- Patriotism

Can you think of any others?

## Anecdotes

Anecdotes are a great way to invoke pathos in your audience. An anecdote is a story. Anecdotes are short, interesting, or funny renditions of an event or occurrence that may have happened to the speaker or writer and they show that the speaker or writer has understanding or experience relating to the topic. For example, in a speech persuading people to give up smoking, the speaker might tell a sad story about a loved one who suffered illness due to smoking.

Anecdotes show that the persuader is not just a robot; anecdotes show that the persuader is a real human being with real life experience, thoughts, and feelings.

## Emotive Language

Language can be used to make people feel strongly about something. Emotive language is language that attempts to stir emotions in the reader.

**Task: Look at the following sentences from a persuasive speech asking people to give up smoking.**

A) Smoking is bad.	B) Smoking will ruin you.	C) Smoking is a disgusting habit.
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Which is the most effective and why?

\_\_\_\_\_ is the most effective because \_\_\_\_\_

\_\_\_\_\_

**Task : Imagine you are on a lifeboat which can only hold 3 more people. Which three people from the following list would you bring on board and why? Give to answers for your choices: one which uses a *logos* argument, and one which uses a *pathos* argument:**

- Restaurant manager, 44, married with two children.
- Russian first year medical student, 23, speaks little English
- Single mother, 34, has three children
- Accountant, 58, amateur marathon runner
- 18 year old student, going into the army.
- Female fashion model, 25, grew up on a farm.
- Internationally famous movie star, 38.
- Homeless person, 40, Oxford University dropout.
- Top ranked Olympic swimmer from Brazil, speaks no English.
- Billionaire’s daughter, 8 years old, certified genius.

<b>Choice 1:</b>
Reason (Logos):
Reason (Pathos):
<b>Choice 2:</b>
Reason (Logos):
Reason (Pathos):

**Choice 3:**

Reason (Logos):

Reason (Pathos):

**Task**

Write a short analysis of a television advert and explain how it uses ethos, pathos, and logos, to persuade the audience to buy its product.

## Rhetorical Figures: Antithesis

**Task: Read the below and answer the questions that follow:**

### Rhetorical Figures

By now, you should know your AFOREST techniques. These are all useful rhetorical devices that can, when used cleverly, go some way to helping you persuade an audience or listener.

But did you know, the AFOREST techniques are just 7 techniques in a much larger number of rhetorical techniques, known as rhetorical figure. A rhetorical figure is a phrase that is designed to be persuasive, memorable, and striking.

One of the most famous books on Rhetorical Figures-George Puttenham's *The Arte of English Poesie* (1589)- lists 121 different rhetorical techniques!

1. In your own words, explain what a rhetorical figure is:
2. What is the name of George Puttenham's book on rhetorical figures?
3. When was the book written?

### Read:

#### Antithesis

Some rhetorical figures are different. Antithesis is simple. Antithesis is when you mention one thing: then you mention another. Generally with antithesis, the two things you mention are opposites. Take this example from Shakespeare's 'Hamlet':

To be, or not to be.

Here's an example from Neil Armstrong:

That's one small step for a man, one giant leap for mankind

**Task:** Copy the sentences that are examples of Antithesis and highlight the antithetical parts.

<p>There are daggers in men's smiles</p> <p>(William Shakespeare, <i>Macbeth</i>)</p>	
<p>It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity</p> <p>(Charles Dickens, <i>A Tale of Two Cities</i>)</p>	
<p>In brightest day, in blackest night, No evil shall escape my sight.</p> <p>(Green Lantern, DC Comics)</p>	
<p>You're hot then you're cold. You're yes then you're no. You're in then you're out. You're up then you're down.</p> <p>(Katy Perry)</p>	
<p>In my beginning is my end</p> <p>(T.S. Eliot, <i>Four Quartets</i>)</p>	
<p>When I have fears that I may cease to be</p> <p>(John Keats, <i>When I have fears...</i>)</p>	
<p>We must all learn to live together as brothers—or we will all perish together as fools.</p> <p>(Martin Luther King)</p>	
<p>One day it's fine and next it's black So if you want me off your back Well, come on and let me know Should I stay or should I go?</p> <p>(The Clash, <i>Should I stay or should I go now?</i>)</p>	



**Read:**

Antithesis is used mainly for two reasons:

1. To identify the relationship between two things
2. To highlight a conflict between two things.

As rhetorical speeches are about two opposing sides of an argument, antithesis can be really useful. Imagine you had to write a speech arguing against the wearing of school uniform at school. You could say:

*School uniforms are uncomfortable. Tracksuits are comfortable.*

**What other examples of antithesis could you use in such a speech?**

**Task: Read the extract below and answer the questions that follow:**

**Read: QUEEN ELIZABETH 1**

Elizabeth I was Queen of England from 1558 to 1603, and is often regarded as one of England's greatest monarchs – was this true or was she a master of public image?

Elizabeth came to power in 1558, inheriting problems with religion, poverty and **foreign policy**. Historians in the 1970s thought that, when Elizabeth came to the throne, the country was about to collapse. Elizabeth restored the stability and the status of the **monarchy**:

- She solved the religious tensions by following a 'middle way' which allowed **Catholics** and **Puritans** to keep their private beliefs as long as they went to the Church of England in public. However, she hunted, tortured and executed Catholic priests who came into England to undermine her power.
- She survived plots and rebellions, and executed Mary Queen of Scots in 1587 because she saw her as a threat to her throne.
- At the time women were seen as weak and inappropriate leaders of a nation. To combat this perception she tried to use her unmarried status as a way of strengthening her political control in England and abroad.



## The Aristotelian Triad: *Ethos*

**Read:** The Speech to the Troops at Tilbury was delivered on 9 August 1588 by Queen Elizabeth I of England to the land forces earlier assembled at Tilbury in Essex in preparation for repelling the expected invasion by the Spanish Armada.

*My loving people*

*We have been persuaded by some that are careful of our safety, to take heed how we commit our selves to armed multitudes, for fear of treachery; but I assure you I do not desire to live to distrust my faithful and loving people. Let tyrants fear. I have always so behaved myself that, under God, I have placed my chiefest strength and safeguard in the loyal hearts and good-will of my subjects; and therefore I am come amongst you, as you see, at this time, not for my recreation and disport, but being resolved, in the midst and heat of the battle, to live and die amongst you all; to lay down for my God, and for my kingdom, and my people, my honour and my blood, even in the dust.*

*I know I have the body of a weak, feeble woman; but I have the heart and stomach of a king, and of a king of England too, and think foul scorn that Parma or Spain, or any prince of Europe, should dare to invade the borders of my realm; to which rather than any dishonour shall grow by me, I myself will take up arms, I myself will be your general, judge, and rewarder of every one of your virtues in the field.*

*I know already, for your forwardness you have deserved rewards and crowns; and We do assure you on a word of a prince, they shall be duly paid. In the mean time, my lieutenant general shall be in my stead, than whom never prince commanded a more noble or worthy subject; not doubting but by your obedience to my general, by your concord in the camp, and your valour in the field, we shall shortly have a famous victory over these enemies of my God, of my kingdom, and of my people.*

**Task:** Write out the phrase from the speech that uses antithesis and explain why you think Queen Elizabeth has used it:

**Task:** Add a sentence to the following, to turn them into antithetical phrases (phrases that use antithesis). The first one has been done for you as an example.

1. Revising will help you succeed in exams.	<i>Playing computer games will help you fail in exams.</i>
2. The past is a dark place.	
3. We need to work towards a fair and equal society	
4. In the darkness of the night,	Hope was a...

**Task:**

Use the internet to research Elizabeth I's speech to the troops at Tilbury. Follow this structure:

- At the top of the page should be the web links to two websites that you got your information from.
- Underneath, should be two paragraphs max. summarising the main information about the speech. Consider, amongst other things, the following:
  - Who the speech was given to
  - Why it was given

## **Read:**

Now it's time to look at some more Rhetorical Devices.

### **Verbal Irony**

Verbal irony is an excellent rhetorical tool. Verbal Irony occurs when a speaker says one thing, but means another. For example, looking at her daughter's messy room, a mother might say, "Wow, you could win an award for cleanliness!"

Verbal irony is used in a variety of circumstances.

Verbal irony often brings humour to a situation, or it can be used to mock a situation or person. Sometimes, it's intended to highlight something to the audience or listener.

For a deeper understanding of Verbal Irony, watch the following:

<https://ed.ted.com/lessons/what-is-verbal-irony-christopher-warner> and answer the following questions:

#### **1. Verbal irony occurs:**

- a. When the speaker says the opposite of what he/she means
- b. Most often in pieces of fiction (like Mark Twain's books)
- c. If the speaker doesn't realize he/she said something offensive
- d. When everyone knows what is being talked about except one person

#### **2. Which two things often occur simultaneously? Verbal irony and:**

- a. Sincerity
- b. Sarcasm
- c. Hatred
- d. Confusion

#### **3. Verbal irony and compliments are basically the same thing.**

- a. True
- b. False

**4. What's an example of verbal irony?**

- a. Chanting, "You're an awesome athlete!" to an Olympian
- b. Saying, "Good job!" to someone who just rear ended a car
- c. When the sun is shining and the birds are singing, you say, "Nice weather we're having, right?"
- d. All of the above

**5. Explain the relationship between verbal irony and sarcasm.**

**Task:**

Write a speech of three paragraphs, arguing for or against something of your choice. You must include at least one example of:

- Tricolon
- Verbal Irony
- Antithesis

Once you have written your speech, you must underline where you have used the above.

## William Churchill: Appositives and Anaphora

**Task: Complete the following:**

*If I had to choose my favourite rhetorical figure, out of **Antithesis** and **Verbal Irony**, I would choose \_\_\_\_\_ . It's my favourite of the two because \_\_\_\_\_*

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**Whole Class Reading:**

### APPOSITIVES

An appositive is a second noun, or a phrase, that comes after another noun to explain it more fully. For example:

*Wembley stadium, the largest stadium in England, is home of the England National Team.*

In this sentence, 'the largest stadium in England,' is the appositive. Appositives allow us to be more succinct in our expression; they allow us to combine two sentences. For example:

*London is the capital city of England. London is the largest city in England.*

Becomes:

*London, the largest city in England, is the capital of England.*

Note, that the appositive is always separated from the rest of the sentence with commas.

**Task: Fill in the appositives for the sentences on the next page.**

1. Aristotle, \_\_\_\_\_, was an important figure in the early days of rhetoric.
2. Alexander the Great, \_\_\_\_\_, was a student of Aristotle.
3. Queen Elizabeth, \_\_\_\_\_, used antithesis to great effect in her speech to troops at Tilbury.
4. William Shakespeare, \_\_\_\_\_, would have studied many rhetorical figures at school.
5. Julius Caesar, \_\_\_\_\_, was killed by his friend, Brutus.

**Read:**

**WINSTON CHURCHILL**

Sir Winston Churchill was a British writer, military leader and statesman. Twice named prime minister of the United Kingdom, he forged alliances with the United States and Soviet Union to defeat Nazi Germany in World War II.

Sir Winston Leonard Spencer-Churchill (November 30, 1874 to January 24, 1965) was a British politician, military officer and writer who served as the prime minister of Great Britain from 1940 to 1945 and from 1951 to 1955.



Born to an aristocratic family in 1874, Churchill served in the British Army and worked as a writer before earning election to Parliament in 1900. After becoming prime minister in 1940, Churchill helped lead a successful Allied strategy with the U.S. and Soviet Union during World War II to defeat the Axis powers and craft post-war peace. Elected prime minister again in 1951, he introduced key domestic reforms.

As with other influential world leaders, Churchill left behind a complicated legacy. Remembered by his countrymen for defeating the dark regime of Hitler and the Nazis, he topped the list of greatest Britons of all time in a 2002 BBC poll, outlasting other luminaries like Charles Darwin and William Shakespeare. To critics, his steadfast commitment to British imperialism underscored his disdain for other races and cultures.

**Task: In the box below, write three sentences, of your own creation, about Winston Churchill. Ensure that you use an Appositive in each one.**

1.

2.

3.

### **Reading Continued...**

After the allied defeat and ensuing rescue of more than 335,000 men from the beaches around Dunkirk on the north coast of France in late May and early June 1940, Winston Churchill made a radio broadcast on June 4, urging the British people to fight on.

On the next page is an extract from the speech Churchill gave on June 4<sup>th</sup>. As you read it, look out for any patterns you might see.



## **“WE SHALL FIGHT THEM ON THE BEACHES”**

**Winston Churchill**

Even though large tracts of Europe and many old and famous states have fallen or may fall into the grip of the Gestapo and all the odious apparatus of Nazi rule, we shall not flag or fail.

We shall go on to the end. We shall fight in France. We shall fight on the seas and oceans. We shall fight with growing confidence and growing strength in the air. We shall defend our Island, whatever the cost may be. We shall fight on the beaches. We shall fight on the landing grounds. We shall fight in the fields and in the streets. We shall fight in the hills; we shall never surrender, and even if, which I do not for a moment believe, this Island or a large part of it were subjugated and starving, then our Empire beyond the seas, armed and guarded by the British Fleet, would carry on the struggle, until, in God's good time, the New World, with all its power and might, steps forth to the rescue and the liberation of the old.

**Class  
Question:**

**What pattern  
did you spot?**



## Anaphora

In Churchill's speech, you may have noticed that lots of his sentences begin with the phrase, 'we shall...'

**We shall** go on to the end. **We shall** fight in France. **We shall** fight on the seas and oceans. **We shall** fight with growing confidence and growing strength in the air. **We shall** defend our Island, whatever the cost may be. **We shall** fight on the beaches. **We shall** fight on the landing grounds. **We shall** fight in the fields and in the streets. **We shall** fight in the hills;

Repetition of words or phrases the beginning of successive clauses, phrases, or sentences is called **Anaphora**. Anaphora is used for emphasis.

**Task: Thinking back to Churchill's use of anaphora, what do you think is the lasting message, he wants to leave with the British people?**

*Churchill uses anaphoric repetition of the phrase 'We Shall' to make the British people feel/think/believe...*

**Task: Underline the anaphoric phrases in the following examples:**

1. It rained on his lousy tombstone, and it rained on the grass on his stomach. It rained all over the place.
2. It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness
3. The apartment was on the top floor—a small living-room, a small dining-room, a small bedroom, and a bath.
4. 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...

**Task:** Write a short paragraph of your own, using anaphora. You could start with:

- I love...
- I hate...
- I will...
- I will never...

**Task**

Anaphora is when a phrase is repeated at the beginning of successive clauses or sentences. Use the Internet to find out what term is used to describe when a phrase is repeated at the end of successive clauses or sentences. Find a famous example of this technique.

## The 6 Stage Rhetorical Structure: Ad Herennium

**Task: Read the following and answer the comprehension questions that follow:**

The *Rhetorica ad Herennium* , formerly attributed to Cicero , but in fact of unknown authorship, is the oldest surviving Latin book on rhetoric, dating from the late 80s BC, and is still used today as a textbook on the structure and uses of rhetoric .

The *Rhetorica ad Herennium* was the most popular book on rhetoric during the Middle Ages and the Renaissance\*. and was commonly used, along with Cicero's *De Inventione*, to teach rhetoric in schools. It has been translated from the original Latin extensively into many European languages and is the first book to teach rhetoric in a highly structured and disciplined form.

\**Renaissance* - The **Renaissance** is a period in European history, covering the span between the 14th and 17th centuries



1. Who wrote *Rhetorica ad Herennium*?
2. Roughly how many years ago, was *Rhetorica ad Herennium* written?
3. Which other book was often used to teach rhetoric in Renaissance schools?

## The 6 Stage Rhetorical Structure: Ad Herennium

### **Read:**

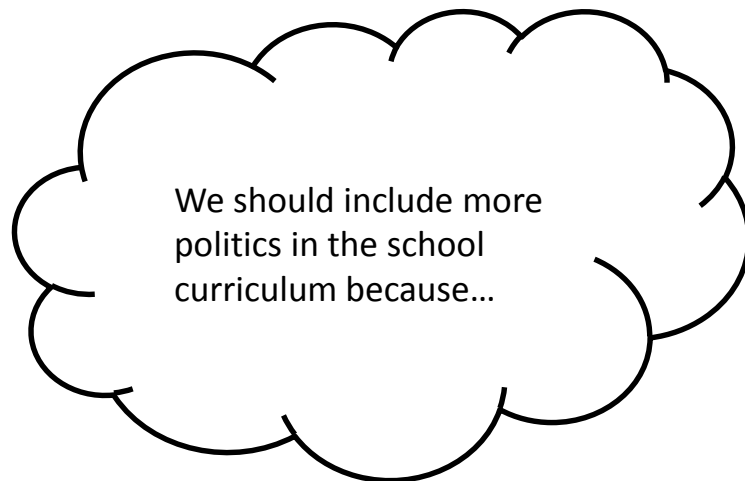
*Rhetorica Ad Herennium* teaches a very clear, very effective structure for organising a piece of rhetorical writing, whether it be a speech or a letter. It is organised into six parts. In today's lesson, you will write your very own speech, based on this structure, learning about each of the six parts as you go through.

### **Your task is as follows:**

Write a speech to persuade the education secretary to include more politics in the school curriculum in order to highlight its importance and to persuade more young people to vote.

- what democracy means and how important it is
- how lack of free speech/democracy can affect people and damage society as a whole
- the ways young people can become more involved in politics and use their right to vote

**Task:** Before we start, complete the spider diagram below to explore what benefits there might be to include more politics in the school curriculum



**Use the planning sheets on the next 4 pages to help you plan your speech before writing it out in full**

## Part 1: EXORDIUM

This is where you set out your stall. It's the point at which you establish your ethos as a speaker, grab the audience's attention and hope to keep it. The strongest upfront ethos appeal will come here. You should:

- a) Introduce yourself
- b) Introduce the topic on which you are speaking or writing.
- c) Build your ethos.

### Your Exordium:

#### Have you:

- Been polite?
- Used collective pronouns?
- Opened with an interesting **anecdote**

## Part 2: NARRATIO

This is where you levelly and reasonably set out the area of argument, and the facts of the case as generally understood. You must be unbiased at this point.

*In this case, you must simply provide your audience with information about democracy*

### Your Narratio:

#### Have you:

- Used some **statistics** to show you know what you're talking about?
- Used a **fact**?
- Used a **tricolon**? 38

### Part 3: DIVISIO

Here's where you set out what you and your opponents agree about, and the areas on which you disagree. Essentially you're laying out both sides of the debate. You're more likely to win people over to your way of thinking, if you can show that you've at least considered the other side of the argument.

#### Your Divisio:

Try a sentence that uses both **Tricolon**, **and antithesis**:

*Some people believe technology is \_\_\_ a \_\_\_, \_\_\_ b \_\_\_, and \_\_\_ c \_\_\_\_\_. However, I'm here to show you it's \_\_\_ (opposite of a) \_\_\_, \_\_\_ (opposite of b) \_\_\_, and \_\_\_ (opposite of c) \_\_\_\_\_.*

### Part 4: PROOF

This is where you set out the arguments supporting your case. Here's where logos comes to the fore. Your Proof should span across 2-3 paragraphs. Outline three reasons supporting your cause and explain them in some detail.

#### Your proof (paragraph 1):

**Have you:**

- Used some **statistics** to show you know what you're talking about?
- Used a **fact**?
- Used a **tricolon**?

**Your proof (paragraph 2):**

**Have you:**

- Used some **statistics** to show you know what you're talking about?
- Used a **fact**?
- Used a **tricolon**?

**Your proof (paragraph 3):**

**Have you:**

- Used a **3 part syllogism** to persuade your audience?



## Part 5: REFUTATION

The refutation is where you smash the counter-argument to pieces. It's very important that when criticising the other argument, that you criticise the argument and not the person or people who are making it. This is what's called an *Ad Hominem* attack and it's an unpleasant thing to do.

**Your refutation:**

**Try three sentences that use *anaphoric repetition* of a word or phrase.**

## Part 6: PERORATION

This is the final part of the speech. Imagine that despite all your efforts, your audience are still not convinced by your argument. You've only got one thing left to do...play on their emotions! The Peroration is the part of the speech where you try to make your audience feel something. You may wish to tell an anecdote that plays on the heartstrings. Alternatively, you may use emotive language to make your audience feel angry and fired up. It's up to you!

**Your peroration:**

**Think carefully. What emotion do you want your audience to feel at the end of your speech?**

- Fear?
- Pity?
- Pride?
- Excitement?
- Sadness?
- Anger?

## 11. 'I have a Dream'



"**I Have a Dream**" is a public speech that was delivered by American civil rights activist Martin Luther King Jr. during the March on Washington for Jobs and Freedom on August 28, 1963, in which he called for civil and economic rights and an end to racism in the United States. Delivered to over 250,000 civil rights supporters from the steps of the Lincoln Memorial in Washington, D.C., the speech was a defining moment of the civil rights movement.

Beginning with a reference to the Emancipation Proclamation, which freed millions of slaves in 1863, King said "one hundred years later, the Negro still is not free". Toward the end of the speech, King departed from his prepared text for a partly improvised peroration on the theme "I have a dream", prompted by Mahalia Jackson's cry: "Tell them about the dream, Martin!" In this part of the speech, which most excited the listeners and has now become its most famous, King described his dreams of freedom and equality arising from a land of slavery and hatred. The speech was ranked the top American speech of the 20th century in a 1999 poll of scholars of public address.

Widely hailed as a masterpiece of rhetoric, King's speech invokes pivotal documents in American history, including the Declaration of Independence, the Emancipation Proclamation, and the United States Constitution.

According to U.S. Representative John Lewis, who also spoke that day as the president of the Student Nonviolent Coordinating Committee, "Dr. King had the power, the ability, and the capacity to transform those steps on the Lincoln Memorial into a monumental area that will forever be recognized. By speaking the way he did, he educated, he inspired, he informed not just the people there, but people throughout America and unborn generations."

The ideas in the speech reflect King's social experiences of ethnocentric abuse, the mistreatment and exploitation of blacks. The speech draws upon appeals to America's myths as a nation founded to provide freedom and justice to all people, and then reinforces and transcends those secular mythologies by placing them within a spiritual context by arguing that racial justice is also in accord with God's will.



**Task:** Answer the following questions

1. When was the 'I have a Dream' speech delivered?
2. To how many people was the speech delivered?
3. What is remarkable about the end of the speech?
4. In what year was the speech declared to be the best American speech of all time?
5. What does the writer mean when he or she writes that the speech is hailed as 'a masterpiece of rhetoric'?
6. What does John Lewis mean when he says the speech will inspire 'unborn generations'?

**Task:** As a class, read and discuss the speech on the next page. As you read, make annotations in the margins. Your teacher should help you how to make annotations. As a guide, you could:

1. Circle three phrases you find interesting. Annotate them, explaining why you find them interesting.
2. Find three rhetorical devices. Write down the effect they create.
3. Write a summary sentence of each paragraph.

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 in exile in his own land. And so we've come here today to dramatize a shameful condition.

In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness. It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked insufficient funds.

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.

We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

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. 1963 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. There will be neither rest nor tranquillity 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 marvellous 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 selfhood 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.

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. Some of you have come from areas where your 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. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities , knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair.

I say to you today, my friends , 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 colour 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 , 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.

This is our hope. 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.

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!”



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. 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, and 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!"

**Task 3:** You have just read one of the greatest pieces of rhetoric, ever written. Give your response, below. Write a minimum of three sentences for each answer – make one of them a complex sentence.

What are your **initial** thoughts on the speech?

Which is your favourite part of the speech? Provide a quotation and explain why you like it so much.

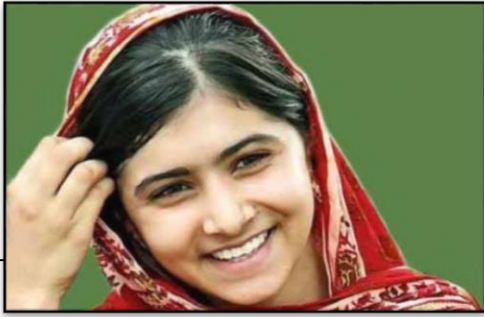
Do you think it's important that people hear or read this speech? Why?

Martin Luther King uses lots of rhetorical devices. Which is your favourite rhetorical device and why? Refer to how it's used in this speech.

## 12. Malala Yousafzai

**Task: Complete the following:**

<p><b>Which of these is required to make a sentence a compound sentence?</b></p> <p>a. A main and a subordinate clause.  b. A connective  c. A phrase  d. A verb.</p>	<p><b>How can you identify a subordinate clause?</b></p> <p>a. It makes sense on its own  b. It contains a verb  c. It begins with 'because'  d. It doesn't make sense on its own.</p>	<p><b>Which of these lines, from MLK's, 'I have a dream speech' uses antithesis?</b></p> <p>a) I have a dream today.  b) It came as a joyous daybreak to end the long night of their captivity.  c) Let freedom ring from the mighty mountains of New York  d) Let us not wallow in the valley of despair</p>	<p><b>Which section of a rhetorical speech smashes the counter-argument into tiny pieces?</b></p> <p>a) Exordium  b) Peroration  c) Refutation  d) Narratio</p>
<p><b>In which section of a rhetorical speech do you play on the audience's emotions?</b></p> <p>a. Peroration  b. Proof  c. Divisio  d. Narratio</p>	<p><b>What is a syllogism?</b></p> <p>a. A logical argument linking two premises leading to a final conclusion.  b. An attempt to explain an idea by comparing it to something the audience is more familiar with  c. An attempt to compare something to another using 'like' or 'as'.  d. Repeated 'S' sounds in a word or phrase to create a feeling of evil or calm.</p>	<p><b>Which of the following connectives can begin a subordinate clause</b></p> <p>a. For  b. But  c. Because  d. And</p>	<p><b>What is verbal irony?</b></p> <p>a. When the speaker says the opposite of what he/she means  b. Most often in pieces of fiction (like Mark Twain's books)  c. If the speaker doesn't realize he/she said something offensive  d. When everyone knows what is being talked about except one person</p>



## **Malala's Story**

*Source:*

*<https://www.malala.org/malalas-story>*

### **WHOLE CLASS READING**

#### **1997**

**I was born in Mingora, Pakistan on July 12, 1997.** Welcoming a baby girl is not always cause for celebration in Pakistan — but my father, Ziauddin Yousafzai, was determined to give me every opportunity a boy would have.

#### **2008**

**My father was a teacher and ran a girls' school in our village.** I loved school. But everything changed when the Taliban took control of our town in Swat Valley. The extremists banned many things — like owning a television and playing music — and enforced harsh punishments for those who defied their orders. And they said girls could no longer go to school. In January 2008 when I was just 11 years old, I said goodbye to my classmates, not knowing when — if ever — I would see them again.

#### **2012**

**I spoke out publicly on behalf of girls and our right to learn. And this made me a target.** In October 2012, on my way home from school, a masked gunman boarded my school bus and asked, "Who is Malala?" He shot me on the left side of my head. I woke up 10 days later in a hospital in Birmingham, England. The doctors and nurses told me about the attack — and that people around the world were praying for my recovery.

#### **2014**

**After months of surgeries and rehabilitation, I joined my family in our new home in the U.K.** It was then I knew I had a choice: I could live a quiet life or I could make the most of this new life I had been given. I determined to continue my fight until every girl could go to school. With my father, who has always been my ally and inspiration, I established Malala Fund, a charity dedicated to giving every girl an opportunity to achieve a future she chooses. In recognition of our work, I received the Nobel Peace Prize in December 2014 and became the youngest-ever Nobel laureate.

#### **2018**

**Now I am studying Philosophy, Politics and Economics at the University of Oxford.** And every day I fight to ensure all girls receive 12 years of free, safe, quality education. I travel to many countries to meet girls fighting poverty, wars, child marriage and gender discrimination to go to school. And we hold leaders accountable for their promises to girls. With more than 130 million girls out of school today, there is more work to be done.

**Task: Answer the questions that follow:**

1. How old was Malala when she was shot?
2. Why do you think Malala's father was 'determined to give [her] every opportunity a bout would have?
3. What award did Malala win and what's remarkable about the fact that she did so?
4. List 4 things that Malala fights for girls to have.

**Task:** As a class, read and discuss the speech on the next page. As you read, make annotations in the margins. Your teacher should help you how to make annotations. As a guide, you could:

1. Circle three phrases you find interesting. Annotate them, explaining why you find them interesting.
2. Find three rhetorical devices. Write down the effect they create.
3. Write a summary sentence of each paragraph.
4. By each paragraph indicate if Malala is using *Ethos*, *Pathos*, or *Logos* appeal.
5. By each paragraph, write 'E', 'N', 'D', 'P', 'R', or 'P' to indicate which part of the 6-stage rhetorical structure she is using.

## LET US PICK UP OUR BOOKS AND PENS

*On her sixteenth birthday Malala spoke eloquently at the Youth Assembly at the United Nations Headquarters, New York. Her inspirational speech was broadcast across the world.*

In the name of God, The Most Beneficent, The Most Merciful.  
Honourable UN Secretary General Mr Ban Ki-moon, Respected  
President General Assembly Vuk Jeremic, Honourable UN envoy  
for Global education Mr Gordon Brown,

Respected elders and my dear brothers and sisters; Today, it is an  
honour for me to be speaking again after a long time. Being here  
with such honourable people is a great moment in my life.

I don't know where to begin my speech. I don't know what  
people would be expecting me to say. But first of all, thank you to  
God for whom we all are equal and thank you to every person  
who has prayed for my fast recovery and a new life. I cannot  
believe how much love people have shown me. I have received  
thousands of good wish cards and gifts from all over the world.  
Thank you to all of them. Thank you to the children whose  
innocent words encouraged me. Thank you to my elders whose  
prayers strengthened me.

I would like to thank my nurses, doctors and all of the staff of the  
hospitals in Pakistan and the UK and the UAE government who  
have helped me get better and recover my strength. I fully  
support Mr Ban Ki-moon the Secretary-General in his Global  
Education First Initiative and the work of the UN Special Envoy Mr  
Gordon Brown. And I thank them both for the leadership they  
continue to give. They continue to inspire all of us to action.

Dear brothers and sisters, do remember one thing. Malala day is not my day. Today is the day of every woman, every boy and every girl who have raised their voice for their rights.

There are hundreds of Human rights activists and social workers who are not only speaking for human rights, but who are struggling to achieve their goals of education, peace and equality. Thousands of people have been killed by the terrorists and millions have been injured. I am just one of them.

So here I stand... one girl among many. I speak – not for myself, but for all girls and boys. I raise up my voice – not so that I can shout, but so that those without a voice can be heard. Those who have fought for their rights:

- Their right to live in peace.
- Their right to be treated with dignity.
- Their right to equality of opportunity.
- Their right to be educated.

Dear Friends, on the 9th of October 2012, the Taliban shot me on the left side of my forehead. They shot my friends too. They thought that the bullets would silence us. But they failed. And then, out of that silence came, thousands of voices. The terrorists thought that they would change our aims and stop our ambitions but nothing changed in my life except this: Weakness, fear and hopelessness died. Strength, power and courage was born. I am the same Malala. My ambitions are the same. My hopes are the same. My dreams are the same.

Dear sisters and brothers, I am not against anyone. Neither am I here to speak in terms of personal revenge against the Taliban or any other terrorists group. I am here to speak up for the right of education of every child. I want education for the sons and the daughters of all the extremists especially the Taliban.

I do not even hate the Talib who shot me. Even if there is a gun in my hand and he stands in front of me. I would not shoot him.

This is the compassion that I have learnt from Muhammad-the prophet of mercy, Jesus christ and Lord Buddha. This is the legacy of change that I have inherited from Martin Luther King, Nelson Mandela and Muhammad Ali Jinnah. This is the philosophy of non-violence that I have learnt from Gandhi Jee, Bacha Khan and Mother Teresa. And this is the forgiveness that I have learnt from my mother and father. This is what my soul is telling me, be peaceful and love everyone.

Dear sisters and brothers, we realise the importance of light when we see darkness. We realise the importance of our voice when we are silenced. In the same way, when we were in Swat, the north of Pakistan, we realised the importance of pens and books when we saw the guns.



The wise saying, “The pen is mightier than sword” was true. The extremists are afraid of books and pens. The power of education frightens them. They are afraid of women. The power of the voice of women frightens them. And that is why they killed 14 innocent medical students in the recent attack in Quetta. And that is why they killed many female teachers and polio workers in Khyber Pukhtoon Khwa and FATA. That is why they are blasting schools every day. Because they were and they are afraid of change, afraid of the equality that we will bring into our society.

I remember that there was a boy in our school who was asked by a journalist, “Why are the Taliban against education?” He answered very simply. By pointing to his book he said, “A Talib doesn't know what is written inside this book.” They think that God is a tiny, little conservative being who would send girls to the hell just because of going to school. The terrorists are misusing the name of Islam and Pashtun society for their own personal benefits. Pakistan is peace-loving democratic country. Pashtuns want education for their daughters and sons. And Islam is a religion of peace, humanity and brotherhood. Islam says that it is not only each child's right to get education, rather it is their duty and responsibility.

Honourable Secretary General, peace is necessary for education. In many parts of the world especially Pakistan and Afghanistan; terrorism, wars and conflicts stop children to go to their schools. We are really tired of these wars. Women and children are suffering in many parts of the world in many ways. In India, innocent and poor children are victims of child labour. Many schools have been destroyed in Nigeria. People in Afghanistan have been affected by the hurdles of extremism for decades. Young girls have to do domestic child labour and are forced to get married at early age. Poverty, ignorance, injustice, racism and the deprivation of basic rights are the main problems faced by both men and women.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour 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 , 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.

This is our hope. 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.

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!”

Dear fellows, today I am focusing on women's rights and girls' education because they are suffering the most. There was a time when women social activists asked men to stand up for their rights. But, this time, we will do it by ourselves. I am not telling men to step away from speaking for women's rights rather I am focusing on women to be independent to fight for themselves.

Dear sisters and brothers, now it's time to speak up.

So today, we call upon the world leaders to change their strategic policies in favour of peace and prosperity.

We call upon the world leaders that all the peace deals must protect women and children's rights. A deal that goes against the dignity of women and their rights is unacceptable.

We call upon all governments to ensure free compulsory education for every child all over the world.

We call upon all governments to fight against terrorism and violence, to protect children from brutality and harm.

We call upon the developed nations to support the expansion of educational opportunities for girls in the developing world.

We call upon all communities to be tolerant – to reject prejudice based on cast, creed, sect, religion or gender. To ensure freedom and equality for women so that they can flourish. We cannot all succeed when half of us are held back.

We call upon our sisters around the world to be brave – to embrace the strength within themselves and realise their full potential.

Dear brothers and sisters, we want schools and education for every child's bright future. We will continue our journey to our destination of peace and education for everyone. No one can stop us. We will speak for our rights and we will bring change through our voice. We must believe in the power and the strength of our words. Our words can change the world.

Because we are all together, united for the cause of education. And if we want to achieve our goal, then let us empower ourselves with the weapon of knowledge and let us shield ourselves with unity and togetherness.

Dear brothers and sisters, we must not forget that millions of people are suffering from poverty, injustice and ignorance. We must not forget that millions of children are out of schools. We must not forget that our sisters and brothers are waiting for a bright peaceful future.

So let us wage a global struggle against illiteracy, poverty and terrorism and let us pick up our books and pens. They are our most powerful weapons.

One child, one teacher, one pen and one book can change the world.

Education is the only solution. Education First.

**Task:** Give your response, below. Write a minimum of three sentences for each answer – make one of them a complex sentence.

What are your **initial** thoughts on the speech?

Which is your favourite part of the speech? Provide a quotation and explain why you like it so much.

Do you think it's important that people hear or read this speech? Why?

Think back to reading Martin Luther King's 'I have a dream speech' and compare it to this one: which do you prefer and why?

# Extra suggested activities

1. Write a speech arguing for something you believe in and perform it in front of your class.
2. If you haven't already, watch Malala's speech online and, as a class, discuss **how** it was delivered.
3. Write an essay about your favourite rhetorical speech. You might wish to use the following question to guide you:

*How does [SPEAKER] employ rhetorical devices and ideas to persuade their audience?*

4. Read these other great speeches:
  - *Socrates' Apologia*, Plato
  - *We Choose to Go to Men*, John F. Kennedy
  - *Militant Suffragists*, Emmeline Pankhurst
  - *An Ideal for Which I am Prepared to Die*, Nelson Mandela
  - *Girls with Dreams become Women with Vision*, Meghan Markle
  - *He for She*, Emma Watson