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## Learning in the Time of Covid: A Master's Portfolio

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LEARNING IN THE TIME OF COVID:  
A MASTERS PORTFOLIO

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Submitted to the English Department of Bowling Green  
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### Introduction: Analytical Narrative

After my first year of full-time teaching, I knew I needed to return to graduate school. Initially, many of my friends and family members questioned this decision – it was 2020, after all, and the school where I teach, like so many others, had just begun fully remote learning as a result of the onset of the Covid-19 pandemic in the United States. Pursuing a graduate degree amongst both the rapidly changing realities of daily life and my career seemed like a strange choice. However, as I began to contemplate returning to the virtual classroom in the fall, I knew that I needed to be better prepared to make complex texts accessible to my students if I wanted them to have the ability to respond to the questions that really mattered. I knew that I needed to have a better understanding of how language works if I wanted to teach grammar in a way that engaged learners. And I knew that I needed to be a better teacher of writing if I wanted to guide my students in sharing their stories to process the world the around them, whether in a virtual or in-person environment.

Now, as I reflect upon my career as a graduate student, I am grateful that my studies at BGSU have given me the opportunity to pursue these goals. I have enjoyed learning the difference between syntax and semantics in Linguistics. I have relished the opportunity to take three creative writing classes – Fiction, Creative Non-Fiction, and Poetry – that have influenced my own approach to teaching these genres. I valued learning from my peers in Teaching of Literature, where we shared ideas for lesson plans over discussion board posts, and I have been challenged by Literary Theory to explore what it means to be an active participant in criticism. While I have learned so much from every class, two courses in particular, Teaching of Writing and Women and Rhetoric, have greatly shaped me as a scholar and an educator. It is for this reason that I have chosen to include projects from these classes in my Masters Portfolio.

The first essay in my Portfolio, “A Fresh Start: Sowing New Seeds of Assessment Strategies in K-12 Education After the Covid-19 Pandemic,” was written for Dr. Jordan’s Teaching of Writing class. I chose this essay to serve as my substantive research project because it reflects a variety of emerging scholarship concerning the hybrid learning format in secondary education as a result of the Covid-19 pandemic. While composing this piece, the school where I work had adopted the hybrid setting. Thus, the information and research I was reading and gathering was useful not only for my project, but also impacted my own pedagogical practices. As a result, I found that the process of completing this essay increased my growth as both student and as a teacher of English.

Although I feel that this project represents some of my best work as a graduate student, I was initially hesitant to revise this piece for my Portfolio. Because of the time-sensitive nature of this work, I was not sure if it was practical to update this piece. However, I received positive feedback and encouragement from my peers in my Capstone class who informed me that I should definitely include this piece and that it was possible to rework. After reading their suggested edits, I began to identify what I thought needed to change. I started small, beginning with the task of rewriting my verb tense to reflect a more current reality, altering phrases like “during the pandemic” to “in the aftermath of the pandemic.” While making these modifications, I recognized the need to reframe my argument. The original questions I had posed in the introduction of my essay were not necessarily outdated, but I did not feel that they fully addressed the reality of a post-Covid world. I spent time considering the wording of new framing questions I hoped would mirror the updated purpose of my paper. Next, I identified the need to include more current scholarship. I returned to BGSU’s online databases to look for studies that I did not have access to while completing my first draft, either because they had not been

published or they had not been available online at the time. My searches proved to be largely successful, and I used the new information I gleaned to update my literature review, my proposed argument, and my final discussion. At the end of the revision process, I believe I ended with a paper that is less time sensitive and more relevant for the future of K-12 education.

The next project I chose to include for my Masters Portfolio is a unit plan I created in Dr. Wood's "Women and Rhetoric" class. This serves as my teaching-based project and showcases the first unit plan I created as a graduate student at BGSU. In this project, I ask students to explore the relationship between rhetoric and social justice by analyzing speeches from the Women's Suffrage Movement. I wanted to include this in my Portfolio because I can realistically imagine using this unit plan in the future. Additionally, I wanted a chance to revise my original piece, which was composed when I was very sick with Covid-19. While I was still proud of the overall project I completed given the circumstances, I was easily able to identify areas for improvement once I stopped suffering the effects of brain fog. One major area I wanted to update was the organization of my original lesson plans. While the color-coded layout was helpful for identifying the different sections, my written instructions were lengthy to the point of impractical. I also realized that I could have outlined more specific learning goals to complement the original standards I had identified and support my pedagogical choices. Furthermore, my first project was created on a Google Document. When I transferred it to Microsoft Word, most of my hyperlinks failed to work correctly. I knew that this would have to be changed. My critique of my own work largely matched with what my peer reviewers noted in my Capstone class. While they all wrote that the actual content was engaging and appropriate, it was too much to sort through in order to understand the details and daily objectives. With that in mind, I began to

explore how I could reformat my original work to better match my goals of clearer instructions and stronger standards.

At the same time I was beginning to revise this paper, I was simultaneously creating a lesson plan for Teaching of Literature. I chose to use an “Understanding By Design” (UBD) template, which was a template that I had explored and enjoyed using in my undergraduate degree but had not had the chance to return to since. As I was working through the process of creating these separate learning plans with clearly identified goals and easy-to-read instructions, I knew that this was exactly the format I wanted to use when revising my “Women and Rhetoric” unit plans. Thus, I began to reshape and reword my original project to match the UBD template. I decided to keep some of the original font colors to help readers follow along visually. The result was a project that I believed was much easier to practically employ in the classroom and was much stronger pedagogically.

In the process of revising both projects for my Masters Portfolio, a common theme emerged. This theme surprised me initially, but after thinking about it, I realized it made complete sense: much of the work I have completed while pursuing my graduate degree has originated from my desire to respond to and process the Covid-19 pandemic in my writing. While this is certainly not what I imagined when I began my graduate school career, the global reaction to Covid-19 and my personal experience with the virus have shaped and radically changed my life. As someone who uses writing to explore what it means to live in this world, the fact that traces of the pandemic can be found in both of the projects I chose for my final Portfolio feels nothing if not authentic.

During my composition process of this analytical narrative, I returned to my original written application I wrote for admittance into BGSU’s Masters in English with a specialization

in English Teaching program. If naught else, I figured that I would be able to have a basis for comparison of my original goals and final takeaways. While I was happy that my expectations for graduate school have been exceeded, I was saddened that this final Portfolio marks the end of my time at BGSU and my scholarly career. Although I do believe what I rather sentimentally wrote on my application two years ago about “always being a student of English,” I know I will greatly miss the conversations with my classmates and the connections with my professors. I will miss being challenged to respond to articles that I would not normally consider reading. And I will definitely miss the opportunity to process my experience of this uncertain, emerging, post-Covid world in a manner that feels productive, healthy, and meaningful.

Overall, though, if I have learned anything from my experience at BGSU, it is that I want to continue to give my students the same opportunity for reflection I have had, the opportunity to be given thoughtful feedback, and the opportunity to create a collection of work that feels, if nothing else, authentic. As I bring home the remnants of my metaphorical desk – my collection of essays, my faithful and ancient laptop, and that one trusty pen that I used to write first drafts of all of my works – I also know that I bring with me a backpack full of new stories, new ideas, and, like the title of my first paper suggests, a “fresh start” to a new perspective on my career.



A Fresh Start: Sowing New Seeds of Assessment Strategies in K-12 Education After the Covid-19 Pandemic

In his 1999 review, “Too Much Testing of the Wrong Kind; Too Little of the Right Kind in K-12 Education,” author Paul Barton informs readers of the then-current state of standardized testing in American schools. After explaining how standardized tests became so decidedly “critical” in assessment, Barton argues that this type of measurement is not always an accurate evaluation of a student’s knowledge or a school’s overall performance (19). He specifically contends that the “quantitative approach” of gathering information through frequent testing is actually more harmful than helpful (32), similar to a gardener “pulling up carrots to see how they are growing” (8). While this action does yield data, it is data that is imprecise, uninformed, and out-of-context – exactly the opposite of the results standardized testing is supposed to produce. Barton remarks that there is a “worrisome trend in the American testing enterprise,” a trend that has “mushroomed” in growth and will continue to do so if left untended (32).

Since the time of Barton’s publication, the amount of standardized testing has only “mushroomed” in the United States (Strauss). While it is not the purpose of this paper to examine the effects of standardized testing in the classroom, it is important to recognize that this trend has directly affected classroom assessment methods. The increasing importance of test results has forced educators to “teach to the test,” sometimes forsaking “best practices” for “test preparation strategies” (Strauss). This has meant creating assessments focused on “rote memorization” and less “creative and imaginative” thinking, directly the opposite of what problems in the “real world” will demand of future generations (Strauss). Additionally, these types of assessment strategies (like multiple choice tests, for example) distance students from the actual purpose of assessment – to provide students with ample feedback, support, and guidance

in the process of composing a product (“Writing Assessment”). Assessment that focuses solely on the outcome misses any opportunity to fulfill its supposed role and leaves students and teachers alike questioning its relevance.

For the majority of the 21<sup>st</sup> century, it was almost impossible to imagine an American education system without standardized testing. However, it was almost equally as impossible to imagine the shutdown of American schools as a result of a global pandemic. The Covid-19 crisis created challenges and caused disruptions, completely altering the world of education. Instead of worrying about harvesting immature carrots, administrators and educators needed to uproot entire gardens. While this caused fear and frustration, the Covid-19 pandemic also emphasized the need to rethink assessment strategies in the K-12 school environment. Teachers quickly realized that the old tests and techniques they had utilized during in-person learning could not satisfactorily fit the new and unfamiliar formats of online and hybrid schooling. In an online learning environment, for example, how should teachers adequately address the issues of equity? In a hybrid setting, how could educators emphasize processes instead of just the product? Was this truly uncharted territory? Or was Covid-19 simply a catalyst for unearthing larger issues concerning assessment that had been lurking under the surface of the American educational system for far too long? If so, how do we take what we have learned and use it to create a better tomorrow?

The return to in-person learning is the perfect time to reflect on the problems posed by the pandemic. In the search for answers, K-12 educators can evaluate the possibilities offered by online and hybrid learning for planting new seeds of assessment methods and techniques in all educational settings. By doing this, educators and administrators can evaluate what to keep – and what to weed – for gardens of the future.

*Contextualizing the Covid-19 Response in American Schools*

Before beginning to examine a history of hybrid learning prior to and during Covid-19, it is important to acknowledge that any sort of generalization about how American school districts responded as a “whole” to the pandemic would be oversimplified at best and grossly inaccurate and unjust at worst. Some learners had consistent instruction; others faced the seemingly insurmountable challenges of access to technology, WiFi, and/or a device that could handle the requirements of online/hybrid learning. While this paper is aimed primarily towards schools and teachers that have technological access, the information provided and the argument for an update in assessment strategies will hopefully be applicable, useful, and viable for all K-12 educators eventually.

With that being said, it will first be helpful to examine the research regarding what has successfully “worked” in hybrid learning and hybrid assessment before Covid-19, or in settings where hybrid was not solely implemented as an emergency response. Using this information as a guideline for best practices, I will then explore multimodal/new media pedagogies. I will demonstrate how using this framework as an approach to assessment could best meet the needs demanded by the hybrid learning environment, an environment that still has much to offer in a post-Covid world. Finally, I explain how these changes in assessment can be implemented in all educational spaces in order to improve the future of assessment pedagogy in the United States’ K-12 school system.

**Literature Review***Hybrid Learning*

Hybrid learning has been implemented in schools since the early 2000s (McKenna et al. 140). Also referred to as blended learning (BL), a hybrid learning setting usually offers students a chance to attend class either in-person or remotely from a location other than the classroom (139). When students are remote, they generally have access to a device that can stream the live class synchronously (Raes et al. 271). Before the Covid-19 shutdown of American schools, research generally indicated “cautious optimism” for hybrid learning (286). In their 2019 comprehensive literature review, Raes et al. found that hybrid settings usually provide greater flexibility and a more “engaging learning environment” for students, especially non-traditional learners (276, 281). Likewise, Kastner’s work reinforces the findings of Raes et al. and highlights more of the possible benefits of a blended classroom. After studying educators’ and students’ experience with the hybrid setting, Kastner concludes, “the online portion...allows for more student interaction and a higher level of engagement” (Kastner). Based on her research, Kastner argues that the hybrid setting can be “transformative,” “advanced,” and “meaningful” if implemented correctly.

However, even if “implemented correctly,” the hybrid setting can have distinct drawbacks. Oftentimes, as Raes et al. note, the hybrid setting creates a “heavy mental load” for educators who have to constantly switch from attending to students in-person and online simultaneously (283). Additionally, hybrid learning can isolate students and can create a plethora of technological challenges for students and teachers alike (284). Notably, both the research of Raes et al. and Kastner concludes that institutions need to offer more training for educators in hybrid learning in order to achieve the desired results (Raes et al. 284; Kastner). As a result, researchers like McKenna et al. have worked to minimize the widening gap between the increase in hybrid courses and the lack of instructor preparation by offering “strategies for effectively

teaching with BL” (McKenna et al. 142). After studying the perceived benefits of hybrid learning among adult learners, McKenna et al. propose a matrix for educators to help determine if a class should be completely online, face-to-face, or blended (146). However, McKenna et al. also conclude that “learner preferences” are crucial in “determining...how a BL course is measured” (145). Thus, even under the best conditions, hybrid learning will not succeed if teachers or students are unprepared or ill-informed about what to expect from a hybrid classroom, or simply have a strong dislike of the hybrid setting.

The rapid onset of the Covid-19 pandemic did not allow adequate time for educators to prepare for the switch to hybrid learning. This was especially true in the K-12 environment, where the hybrid setting was incredibly rare before Covid-19 (Raes et al. 274). Because of this change, teachers of younger students quickly needed to readdress planning, teaching, and assessing in a completely new environment. Researchers like Gallagher et al. sought to provide concrete strategies for educators to employ during that unknown time. In “Improving the Quality of Distance and Blended Learning,” the authors explain, “Schools will need to consider how to balance the multiple purposes of grading...to support student engagement. This means examining grading practices to ensure they are equitable across the range of experiences that students are facing and providing flexibility when necessary” (Gallagher et al. 7). Similar to Raes et al., Kastner, and McKenna et al.’s research about the hybrid setting, Gallagher et al. suggest that “flexibility” is crucial in a hybrid environment, especially in regard to assessment.

However, it is important to remember that judging the hybrid setting by the Covid-19 experience is not an accurate reflection of its multitude of possibilities. Rather, as demonstrated by the work of Raes et al., Kastner, and McKenna et al., there is hope for the long-term successful implementation of hybrid learning in K-12 schools in the wake of the Covid-19 crisis.

This would require more teacher training, a clearer determination of “learner preferences” among students, and the continued emphasis on flexibility from teachers and students alike. Although some might question the reasons for continuing to improve the hybrid setting, Pitt et al.’s report, “Virtual Learning, Now and Beyond,” makes a persuasive argument for the benefits of developing higher quality hybrid options for high school students. The authors suggest that this format can provide “safe harbor” for learners who feel unsafe or unwelcome in a brick-and-mortar school (9). Furthermore, Pitt et al. show how the “flexibility” of hybrid can allow for learning to occur “everywhere,” which could be beneficial for creating a “family-centric approach to school” (11). Directly involving parents in a child’s education can lead to “authentic relationships” between teachers, parents, and students that might not occur in a fully in-person school setting (12). Javurek and Mendenhall repeat this claim in their essay, “How A Crisis Can Transform Teaching, Learning, and Assessment,” explaining that in a post-pandemic world, “community-based learning opportunities” can lead to the potential for all students to be active learners “inside and outside the formal classroom” (Javurek and Mendenhall 27). Furthermore, Pitt et al. also note that parents themselves see the value in hybrid learning. According to a 2021 Education Next Poll, 64% of high school parents believed that students “should have remote learning options” (6). It is for these reasons that Pitt et al. confidently claim that online and hybrid learning are “not going away” (5).

While there is certainly more need for academic research and scholarship in this area, it is clear that hybrid learning will remain in some manner at the K-12 level for the foreseeable future. Anyone involved in K-12 education would do best to remain open to its variety of formats – especially if that means the increasing implementation of hybrid learning in years to come.

*Assessment Using Multimodal/New Media Pedagogies*

Like in the hybrid setting, flexibility is also a prerequisite for teaching and assessing with multimodal and new media pedagogies. These frameworks ask students to compose and create outside of the boundaries of a “traditional” written essay and utilize technology as a means of composition. Thus, flexibility is crucial for a few reasons. First and foremost, technology is rapidly changing and developing. The platforms, media, and learning management systems used by today’s students will seem antiquated to learners in the near future. In DiPietro’s essay, “Transforming Education with New Media: Participatory Pedagogy, Interactive Learning and Web 2.0.,” he addresses this problem and posits a few solutions. He explains the importance of grounding student learning “with a foundation in academic and artistic theories” (2). Importantly, though, DiPietro notes that this “foundation...should be flexible” (2). In other words, students need to learn how to adapt this foundation and apply it to a variety of different technologies and media. It is instructors who create “evolutionary” pedagogies – pedagogies that can adapt to fit the specific situation or environment – who will ultimately achieve this goal. As a significant caveat, DiPietro is quick to remind readers that all pedagogical changes in the classroom should be done “with purpose” and the “tools” should “serve the curriculum” (10). Learning the technology should not be the focus of the lesson; rather, the aim should be using the technology to supplement learning. To illustrate what this might look like, DiPietro reflects upon a series of case studies he completed in his own classroom. In these experiments, he explains what he and his students learned through the process of composing Twitter posts and Wiki entries (9). After analyzing the strengths and weaknesses of the various activities, DiPietro concludes his paper by directing educators to “Consistently be inconsistent” (10). It is in this flexibility that instructors

can adequately approach multimodal/new media pedagogies and assessment strategies in order to remain relevant in the constantly changing environment of technology.

Secondly, flexibility is critical when using multimodal/new media assessment strategies in order to accurately evaluate student work. Because multimodal compositions can vary greatly in form and structure – more so than a written paper – research has indicated the need for assessment techniques that can account for the variety of potential differences. In “Assessing Multimodal Literacies in Practice: A Critical Review of Its Implementations in Education Settings,” Tan et al. review how educators have historically assessed multimodal compositions in the classroom. They explain the “tension in literacy assessment” that has occurred when teachers incorporate multimodal projects into curriculums but rely on “conventional” means, such as rubrics, to evaluate and judge student work (101). Tan et al. argue that this often misrepresents students’ abilities, noting “teachers tend to prioritize products of learning over processes of learning” (101). Thus, creating flexible assessment strategies is crucial when using multimodal/new media pedagogies to ensure that the “process of learning” remains equally as valuable as the “product.” Redmond and Tai expand upon this idea in their essay, “What’s Outside the Learning Box? Resisting Traditional Forms of Learning and Assessment with the Video Essay: A Dialogue between Screen Media & Education.” The authors argue for inclusion of a video essay as an assessment strategy in college classrooms to help students “learn outside the box” of oppressive ideologies. Notably, they do not provide their students with a rubric for this assignment (10). While they mention that this decision frustrates some learners (15), Redmond and Tai believe this intentional choice can help students “resist forms of rationalized and goal-oriented governance” (8). The absence of strict assessment criteria allows learners to focus on the process of the composition instead of solely on the “goal-oriented” product. Instead,



Redmond and Tai train learners to practice a variety of assessment strategies that teach self-appraisal. For example, students practice “evaluative judgment” by comparing the quality of their own video essays to the model video essays shown in class. While Redmond and Tai decide what video essays to use as examples, it is the students who ultimately determine what aspects of the samples that they would like to emulate in their own work. This helps students identify to recognize differences in the “quality” of productions, and this ultimately results in learners “develop[ing]...evaluative judgment” (16). Through “learning activities” such as this, students develop the skills that will be needed in the “real world.” These types of assessment strategies account for the uniqueness of multimodal compositions and highlight the “process of learning.” Redmond and Tai’s work demonstrates one example of how to incorporate flexibility during assessment when using multimodal/new media pedagogies.

### **Proposed Argument**

As previously discussed, online and hybrid settings will clearly continue to have a place in education in the post-pandemic future. Even if online and hybrid learning were to become remnants of the past, though, there is still a pressing need to rethink assessment in the K-12 learning environment, regardless of format. Students deserve an education that offers the opportunity to practice and perform the skills required in the world beyond the classroom – a world where standardized testing and “traditional” assessment techniques, such as those relied heavily upon before the pandemic, have very little value. Therefore, I propose a pedagogical update of assessment strategies in K-12 schools to include an emphasis on multimodal/new media pedagogies. As the research demonstrates, the need for flexibility with multimodal/new media pedagogies perfectly matches the requirement for flexibility in the hybrid setting. As the

Covid-19 crisis has illustrated, the K-12 education system could greatly benefit from implementing a practice of flexibility to meet the realities of a difficult present and an uncertain future. In whatever educational setting – online, hybrid, or in-person learning – using multimodal/new media pedagogies as assessment strategies can increase equity and accentuate the “process of learning,” not just the “product” for students. It is by utilizing multimodal/new media pedagogies that the K-12 education system can begin to solve some of the problems posed by the pandemic. Although implementing these techniques would mean weeding or replanting current assessment strategies used in schools, it would also mean the chance to cultivate new growth and new knowledge pertinent to this new world.

A pedagogical update in the world reeling from the chaos of a crisis might initially seem overwhelming. After all, many schools and districts are feeling the effects of the “digital divide,” or the unequal access to technology that became even more problematic and evident during the pandemic (United States). While the inability to connect to reliable Wi-Fi or even to have a reliable device from which to connect to the Internet still remains an unfortunate reality for many students, Covid-19 has spurred policy-makers and politicians into action. In 2021, the Biden Administration approved of the “Emergency Connectivity Fund,” which allocates funds to schools in dire need of financial assistance. The 7.17 billion dollars provided by this grant supports these institutions in meeting the increasing technological demands of education during the pandemic (United States). While this funding will certainly not close the entire gap of the digital divide, this act was one of the first steps towards a larger societal emphasis on increasing technology availability in schools, indicating to the public that student access to technology is a worthwhile investment. By extension, so is investing in multimodal/new media assessment strategies in order to best serve the needs of students of the future.

For schools and districts with access to the technology needed to support hybrid learning, multimodal/new media assessment pedagogies can help address some of the common complaints amongst educators about this setting. In “COVID-19 Elevating the Problem of Plagiarism: The Implied Social Contract of Academic Integrity,” Gregory reviews social media posts from teachers lamenting the perceived increase of plagiarism in student work during Covid-19. She explains a possible reason for this, writing, “Many of the assessment tools that educators use to avoid the problem of plagiarism—such as project-based assessments, assignments based on activities, or conversations from class—are now impossible or at least impractical. What remains after some synchronous lessons consists mainly of written work” (Gregory 22). While I largely agree with her implicit claim that “traditional” methods of assessment, such as “written work” like five-paragraph essays, are relatively tempting for students to simply copy, I disagree with her assertion that “project-based assessments...are...impossible or at least impractical” in a hybrid setting. It is not difficult to imagine how the instructions for multimodal/new media assessment, such as a video essay, could be given to all students at the start of the project. Future class meetings could consist of one-on-one check-ins with the instructor to evaluate student progress, an example of an “assessment tool” that Gregory herself claims to help prevent plagiarism. Furthermore, while Gregory focuses on plagiarism during Covid-19 and hybrid learning, it is important to remember that the hybrid format is not responsible for the creation of plagiarism. As all teachers are aware, plagiarism exists in the traditional school setting as well. Thus, the use of a multimodal/new media assessment tool like a video essay during in-person learning still demands students to think differently about their choices both compositionally and ethically. This may actually reduce the temptation or felt “need” to plagiarize another’s work. The ability to use multimodal/new media pedagogies successfully in a variety of instructional

settings in order to potentially diminish plagiarism overall points to its strength as an assessment strategy.

Additionally, if all learners have access to technology, multimodal/new media assessment strategies can be more equitable than “traditional” modes of assessment. In a hybrid setting, it is much easier for students at home to cheat during “traditional” testing methods like a multiple choice test or an in-class essay because of their unlimited and unmonitored access to the Internet. Alternatively, however, it is often more difficult for these same students to get the help they need in a timely manner if a teacher is busy proctoring learners in-class. While in-person learning largely negates the possibility of academic dishonesty based on environment, even the most diligent teachers cannot stop students from exchanging test answers outside the classroom. Multimodal/new media assessment techniques usually do not ask students to spontaneously create or recall information that can be easily found on online or shared with a classmate. While this is the exact opposite of what is required on standardized tests, this pedagogical approach to assessment matches what the Conference on College Composition and Communication (CCCC) has determined to be a “best assessment practice,” as noted in their “Position Statement on Writing Assessment”:

What is easiest to measure...may correspond least to good writing...As important, just asking students to write does not make the assessment instrument a good one. Essay tests that ask students to form and articulate opinions about some important issue, for instance, without time to reflect, talk to others, read on the subject, revise, and have a human audience promote distorted notions of what writing is. They also encourage poor teaching and little learning. (“Writing Assessment”)

The CCCC stresses the importance of feedback and revision in the composing process, something that “traditional” assessment strategies cannot offer. Alternatively, multimodal/new media assessments cannot be composed in a short time span such as a single class period. This extended process gives students more opportunities for reflection. Furthermore, spending time on multimodal/new media assessments allows all students equal chances to ask clarifying questions and receive real time feedback from the instructor. Giving students space to work through problems with their classmates (virtually or in-person) largely eliminates students’ felt need to swap conversations in the hallway about answers to questions they will most likely forget in the following days. Thus, multimodal/new media assessment strategies can provide a broader picture of student learning than the snapshot provided by “traditional” assessment methods while increasing equity in the process.

Some will undoubtedly argue that multimodal/new media assessment techniques will not prepare students for the realities of standardized testing, where “traditional” assessment forms are still the most valued. It is also unlikely that standardized testing will ever incorporate multimodal/new media assessment strategies. However, standardized testing for the public school system was cancelled in 2020 (Richards), and has begun to fall out of favor with many Americans (Strauss). Some colleges and universities have questioned the equity and fairness of these exams (Strauss), and many institutes of higher learning have been slow to re-implement the admission requirement for standardized testing scores in the aftermath of the pandemic (Lorin). The Covid-19 crisis has no longer made it impossible to imagine an American education system with reduced or modified standardized tests. For educators, this could mean more flexibility in classroom assessment and the chance to incorporate more multimodal/new media assessment techniques. And ultimately, even if there are no long-term changes to the standardized testing

system, American educators are tasked with preparing students for the future after school, in an adult environment where employers rarely use standardized testing to hire an applicant. Giving students the opportunity to practice using multimodal/new media pedagogies in the classroom will serve learners more effectively for the “real world” than a standardized test ever will.

In their advice for online writing instruction, the CCCC states, “one impediment to those moving their instruction online is the unfounded belief that *everything* about their teaching will have to change” (“Example Effective Practices”). The CCCC provides examples to show how this “unfounded belief” is exactly that – unfounded. In a similar way, many educators may feel as though everything about their assessment strategies will have to change when shifting to using multimodal/new media assessment pedagogies. This belief is also “unfounded.” Educators who forcibly moved to a hybrid setting will most likely find that the incorporation of multimodal/new media assessment strategies will feel natural in a post-pandemic classroom. Even educators who never taught with the hybrid model will find multimodal/new media assessment strategies beneficial with the constantly increasing focus on technology use in school buildings. Additionally, K-12 educators have the benefit of relying on the work of their collegiate counterparts and the existing research about multimodal/new media pedagogies. Because many professors in institutions of higher learning have successfully implemented and documented their use of multimodal/new media assessment strategies, there is a wealth of examples of how to use multimodal/new media assessments in the classroom. While high school teachers would certainly need to adapt some of the existing research, they do not have to “reinvent” the wheel; they can simply “reimagine” it. The following examples are sample situations of what this shift might look like in the K-12 setting in both a hybrid and an in-person setting. Both examples use Common Core State Standards (CCSS) as a guideline for the example assessment strategies.

*Using Multimodal Assessment Methods for Hybrid Learning*

Although it might seem counterintuitive, final exams provide an excellent opportunity to implement multimodal/new media assessment methods in a hybrid setting. Imagine, for example, if high school teachers adapted Redmond and Tai's video essay to fit the requirements of a 9<sup>th</sup> grade English curriculum. Using Redmond and Tai's work as a guide, instructors could ask students to compose a video essay to show their ability to identify and explain how an author develops a theme in a novel (CCSS RL.9-10.2). There are many benefits to this approach for a final culminating project. First and foremost, a video essay is naturally more flexible than an in-class test. Students would be able to work on this project at home or in the classroom, and they would have equal access to support and guidance in either environment. Additionally, unlike a timed test, teachers would not need to be concerned that students at home were violating codes of academic integrity. Instructors would frequently be able to check student progress, helping ensure that the work they are completing is actually their own. Secondly, as demonstrated by the work of Redmond and Tai, the video essay allows for greater flexibility in composition and assessment than its written counterpart. As students begin to form their ideas, teachers could support students in discerning how best to "show" theme development in the format of a video essay. This would challenge students to think critically about how their compositional choices affect the meaning of their work. This, certainly, is a much more nuanced approach to composition than a standard five-paragraph essay, which, with its strict format, offers little of this flexibility. Although it might not be feasible for 9<sup>th</sup> grade English teachers to assign this project without a rubric, like Redmond and Tai argue, it is completely possible for instructors to offer high school students the opportunity to practice self-assessment. For example, students could use "evaluative judgment" by comparing their work to their classmates in collaborative

peer review sessions. While some might argue that these skills could be honed in a peer review for a written essay, practicing peer review with a video essay shows students how to transfer previously developed skills into a new and novel format. This type of experience prepares students for the world beyond the classroom, where “evaluative judgment” and self-assessment are important, but the specifics of a five-paragraph essay are not. Thus, the presence of a rubric does not inhibit the chance for “learning activities” like the ones suggested by Redmond and Tai in their essay. In other words, not “everything” has to change in order to implement multimodal/new media assessment strategies in the hybrid classroom. By using a combination of preexisting tools and an assessment technique like the video essay, instructors can highlight both the process and product of learning. This final project would give students a fresh chance to practice the skills they have learned over the past year, allowing space for the “creative and imaginative” that is perfectly formatted for a hybrid setting.

### *Using Multimodal Assessment Methods for In-Person Learning*

Multimodal/new media assessment strategies can also be beneficial for in-person K-12 classrooms. Although proficient use of technology is not a separate Common Core State Standard, it is recognized as a critical component of the “literate individual” (National Governors Association Center). According to the CCSS website, the “portrait of students who meet [the Common Core State] standards” are students who can “use technology and digital media strategically and capably...to enhance their reading, writing, speaking, listening and language use...and [they] can select and use those [technologies] best suited to their communication goals” (National Governors Association Center). Using multimodal/new media pedagogies can help reach achieve this desired outcome. In Smith’s “Podcasting and Protocols: An Approach to



Writing About Writing Through Sound,” he explains the advantages of asking students to record and create a podcast, a multimodal assessment strategy, while simultaneously composing a written essay. He explains the reason for this assignment, noting “listening to a voice is fundamentally different than reading a text as it allows us to hear things – diction, intonation, cadence – that provide for a richer, more meaningful experience. This is particularly poignant when discussing how student writers benefit from listening to the sound of their own voices discuss their own writing processes” (Smith 259). Although this project was created for an upper-division writing about writing course, K-12 instructors can also provide their students with chances for “richer, more meaningful experience[s]” by adapting Smith’s work to an age-appropriate level. For example, a 5<sup>th</sup> grade classroom working towards composing a written fictional narrative (CCSS W.5.3) might concurrently be working on a subset of that standard, W.5.3.D (“Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events”). In order to incorporate a multimodal/new media assessment pedagogy that enhances students’ understanding of “sensory language,” the narrative assignment could be complemented with the inclusion of a project similar to Smith’s. While it might not be realistic to ask 5<sup>th</sup> graders to independently produce a podcast, it would be more than possible to teach students how to record themselves talking about their stories and reading their work out loud. Just like Smith’s students, the 5<sup>th</sup> graders could experience the “jarring” effect of hearing their own voices play back from an audio recorder. In his essay, Smith specifically focuses on the “defamiliarization” his students’ experience that allows them to think critically about their own writing processes. Likewise, 5<sup>th</sup> grade students could be taught to recognize the difference between the voice they hear “in their head” when writing a narrative in comparison to how their written work “sounds” when read out loud. What does a student notice about how her story

makes her feel? How does the student understand and assess her use of “sensory language” before and after hearing her own voice read her own writing? And how does she take and use this information when changing and revising her piece? In this way, students are able to see how the process of composing a narrative is more than just compiling a sequence of events leading up to a climax and then finishing with conclusion. Composing a narrative is using language to move a reader skillfully from one emotion to another, to “convey” an experience artfully through both the plot and the language of the text. Using sound as a tool of multimodal assessment can help reinforce the importance of the process in addition to the product, and is just one example of how new media/multimodal pedagogy can be beneficial in K-12 classrooms.

## **Discussion**

In the two decades since Barton warned about the “mushroom[ing]” trend of standardized testing in American schools, many of his predicted fears have proven prophetic. However, it is important to note that Barton does not end his 1999 memo with words of dismay. Rather, he concludes with advice that remains as reassuring today as it was during the time of his original publication, as Barton writes, “There are some hopeful signs that the [testing] situation will improve. And there are prospects for harnessing assessment in the service of learning if we are willing to face squarely the situation we have created” (35). Over the past 20 years, teachers have had to “face squarely” the pressures of increasing standardized testing. As a result, educators have had to forsake best practices for test preparation, to forgo focusing on the process and instead fixate on the product. While this is most certainly not the “improvement” Barton envisioned, the Covid-19 pandemic provided “hopeful signs” for new growth. The necessity of the hybrid setting amplified questions concerning the equity and sustainability of K-12

assessment practices. In order to face squarely and respond to these queries, K-12 teachers must consider implementing multimodal/new media pedagogies into their classrooms and curriculums, whether online, hybrid, or in-person. Multimodal/new media assessment strategies can offer a holistic approach to student growth in the “service of learning.” Multimodal/new media assessment strategies demand flexibility, a requirement of the hybrid model but crucial to meet the realities of the constantly changing world. And multimodal/new media pedagogies call for patience and emphasize the process, ensuring that educators will not be forced to harvest immature carrots for the sake of “progress.” Ultimately, the Covid-19 crisis has given the K-12 education system a chance to critically rethink assessment strategies. Every day, we move farther and farther away from the onset of the pandemic in the United States with the hope of creating a new normal. What will remain in this growing process are the seeds we choose to sow in the situation we have been given – seeds that, if tended properly, can change the course of assessment for K-12 classrooms in the future. And when these plants develop to maturity, not even Barton will be able to predict the potential possibilities that will bloom from this fresh start.

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### “Women and Rhetoric:” Teaching Plan

Throughout the past semester, we have studied how 19th and 20th century women have used rhetoric to advocate for social change. I have been particularly interested in how rhetors like Elizabeth Cady Stanton and Ida B. Wells created convincing arguments through the rhetorical strategies they employed in their works. In the process of reading and reflecting on the writings of these women, I have noticed that I have become more confident in my own ability to recognize and utilize rhetorical strategies in my own compositions.

Consequently, I began to explore how I might teach my own high school students to have the same confidence when using rhetorical strategies to develop their own arguments. Currently, the 11<sup>th</sup> grade English curriculum at the school where I teach is centered on American Literature. According to the syllabus, two of the course objectives for students in this class include “[identifying] rhetorical elements in various selections” and “[writing] using persuasive language and rhetorical elements” (*English 11*). These objectives directly align with what I learned from studying the writings of “convincing women.” Additionally, I could imagine many connections between the Diversity, Equity, and Inclusion (DEI) objective for English 11 - “analyze the social, political, cultural, economic, and historical causes of injustice” - and the works of authors such as Frances Ellens Watkins Harper and Maria Stewart. Thus, creating a unit plan for an 11<sup>th</sup> grade English class focused on rhetoric and using the texts I have studied this semester seemed to be a natural way to connect my own interest in women’s rhetoric and my school’s pre-existing curriculum.

After I had decided upon the grade level, objectives, and content, I began to discern how to craft a unit that best addressed the aforementioned standards. I decided to split this unit into three major sections. Knowing that students would have only a cursory knowledge of the



Women's Movement and suffrage, the first section would provide a brief overview of the 19th/20th Women's Movement and highlight key individuals. The second section, culminating with an in-class write, would primarily emphasize teaching students how to identify and analyze rhetorical elements in complex texts and speeches. The third section would ask students to apply these rhetorical strategies to their own writing, eventually composing a speech of their own loosely based on a speech from the Women's Movement.

The specific activities in each section further work to assist student learning through instructional strategies such as scaffolding, modeling, and feedback. For example, in section two, students will revisit the specifics of rhetorical strategies by watching modern day advertisements and identifying examples logos, ethos, and pathos. During the first advertisement, students work as a whole class to fill out the first section of their worksheet. This allows the teacher to model how to identify rhetorical strategies in a text. Students then have time to work with a partner to watch another advertisement and identify rhetorical strategies. The final time, students work alone, taking notes by themselves. This pattern of full class instruction, partner work, and then individual work is repeated with almost every activity in this unit. This is designed to allow the instructor to scaffold fairly complex topics and texts, giving students the skills they need to identify and analyze rhetorical strategies by themselves. The individual work component also lets the educator measure each student's individual abilities during every activity. This allows the instructor to provide differentiation and support for students who might need additional help to reach the standards.

In addition to scaffolding, this unit also stresses modeling. This can be seen in section two. Students will have finished working with a partner to complete a textual comparison and analysis of the *Declaration of Sentiments* and Malala's "16th Birthday Speech to the UN." At the

start of the next class, the teacher will have identified a pair of students whose work demonstrated excellence and will project their responses on the board. By showing examples of student work, students will better know what is expected of them and what they need to do in order to reach that goal.

Another important aspect of this unit is consistent feedback. At the start of section two and section three, students are given the rubric for the in-class write and the speech. At various times during this unit, students will submit a rough draft of each writing assignment by the end of class. The instructor then has time to review student work and provide individual feedback using the rubric as a guideline. The rubric allows students to have benchmarks of their performance and highlights areas for student growth in order to successfully meet the standard. For example, this instructional strategy is evident in section three. Students submit a rough draft of their speech to the instructor on Lesson 9. The instructor then assesses student work using the rubric and makes comments on the student's draft. On Lesson 10, class time is dedicated to reading and taking instructor feedback. This allows students to ask clarifying questions directly to the instructor, who can then see the changes being made in "real time." Additionally, like scaffolding, this technique provides the educator with information about which students might need additional support.

In addition to instructional strategies like scaffolding, modeling, and feedback, each section is ultimately designed to ask students to focus on "analyz[ing] the social, political, cultural, economic, and historical causes of injustice" (*English 11*). To break this objective into a more manageable unit goal, I created three essential questions that aligned with the Women's Movement. Students are asked to consider how individuals have used rhetoric to advocate for

social change, identify different tactics people have used against unjust policies or treatments, and recognize how they can continue working towards a more just society.

In order to address each question, I selected texts from the Women's Movement that highlighted issues of inequity or injustice. I decided to pair each text from the Women's Movement with a thematically similar modern day equivalent. I made this choice to show students how authors continue to use rhetorical strategies to create a more equitable world. This text pairing also foreshadows the speech they will create in section three, which will be modeled on a topic from the Women's Movement but focused on modern issues concerning that topic. In this way, both the original speeches and the modern texts act as models for student learning.

While most of the content in this unit is appropriate for 11th grade students, I did include a trigger warning for Lesson 5 for instructors to give on Lesson 4. During this lesson, students will read from Ida B. Wells' "Lynch Laws in America" and study the rhetorical choices of the Equal Justice Initiative's (EJI) website page, "Lynching in America." Some students may find the content disturbing. However, as noted on the EJI website, "[the legacy of racial terror] continues to shape our nation today" ("Lynching"). As part of the course objectives of this class, it seems both fitting, appropriate, and necessary to address both racial terror and the work of courageous individuals like Ida B. Wells and Bryan Stevenson (founder of the EJI) who have worked or continue to work towards justice for victims.

By working to first identify rhetorical strategies in the writings of rhetors from the Women's Movement and then working to adopt those rhetorical strategies into their own composition, students will be supported in reaching the course objectives. Instructors will be able to see evidence of student learning in both the in-class write and written speech. Overall, however, it is my hope that students finish this unit with a clearer understanding of how rhetoric

can be used to advocate for social change, inspired to use their voices to create and fight for a more just and equitable world.

Stage 1 – Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>Identify rhetorical elements in various selections</p> <p>Write using persuasive language and rhetorical elements</p> <p>Analyze the social, political, cultural, economic, and historical causes of injustice</p>	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i>	
	Analyze rhetoric that shapes discourse, especially in public speeches	
	<i>Meaning</i>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p><b>U1:</b> Individuals have used rhetorical strategies to persuade and convince others to participate, engage, or support their cause</p> <p><b>U2:</b> People have used words – speeches, statements, pamphlets – to fight against unfair policies or treatments</p> <p><b>U3:</b> We can work towards a more just society by using rhetoric to advocate for equity and equality</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>ESSENTIAL QUESTIONS</b></p> <p><b>Q1:</b> How have individuals used rhetoric to advocate for social change?</p> <p><b>Q2:</b> What tactics have people used against unfair policies or treatments?</p> <p><b>Q3:</b> How can we continue working towards a more just society?</p> </td> </tr> </table>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p><b>U1:</b> Individuals have used rhetorical strategies to persuade and convince others to participate, engage, or support their cause</p> <p><b>U2:</b> People have used words – speeches, statements, pamphlets – to fight against unfair policies or treatments</p> <p><b>U3:</b> We can work towards a more just society by using rhetoric to advocate for equity and equality</p>
<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p><b>U1:</b> Individuals have used rhetorical strategies to persuade and convince others to participate, engage, or support their cause</p> <p><b>U2:</b> People have used words – speeches, statements, pamphlets – to fight against unfair policies or treatments</p> <p><b>U3:</b> We can work towards a more just society by using rhetoric to advocate for equity and equality</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><b>Q1:</b> How have individuals used rhetoric to advocate for social change?</p> <p><b>Q2:</b> What tactics have people used against unfair policies or treatments?</p> <p><b>Q3:</b> How can we continue working towards a more just society?</p>	
<i>Acquisition</i>		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Students will know...</i></p> <p><b>K1:</b> Key vocabulary terms such as suffrage, rhetoric, advocacy, and lynching</p> <p><b>K2:</b> The difference between logos, ethos, and pathos</p> </td> <td style="width: 50%; vertical-align: top;"> <p><i>Students will be skilled at...</i></p> <p><b>S1:</b> Identifying logos, ethos, and pathos in written and visual texts</p> <p><b>S2:</b> Analyzing the effect of rhetoric on a text</p> <p><b>S3:</b> Composing using rhetoric as persuasion</p> <p><b>S4:</b> Discussing and responding to causes of injustice, historically and in present day</p> </td> </tr> </table>	<p><i>Students will know...</i></p> <p><b>K1:</b> Key vocabulary terms such as suffrage, rhetoric, advocacy, and lynching</p> <p><b>K2:</b> The difference between logos, ethos, and pathos</p>	<p><i>Students will be skilled at...</i></p> <p><b>S1:</b> Identifying logos, ethos, and pathos in written and visual texts</p> <p><b>S2:</b> Analyzing the effect of rhetoric on a text</p> <p><b>S3:</b> Composing using rhetoric as persuasion</p> <p><b>S4:</b> Discussing and responding to causes of injustice, historically and in present day</p>
<p><i>Students will know...</i></p> <p><b>K1:</b> Key vocabulary terms such as suffrage, rhetoric, advocacy, and lynching</p> <p><b>K2:</b> The difference between logos, ethos, and pathos</p>	<p><i>Students will be skilled at...</i></p> <p><b>S1:</b> Identifying logos, ethos, and pathos in written and visual texts</p> <p><b>S2:</b> Analyzing the effect of rhetoric on a text</p> <p><b>S3:</b> Composing using rhetoric as persuasion</p> <p><b>S4:</b> Discussing and responding to causes of injustice, historically and in present day</p>	
Stage 2 – Evidence and Assessment		
Evaluative Criteria	Assessment Evidence	
<p><b>U1, U2, S1, S2, K1, K2</b></p>	<p>PERFORMANCE TASK(S):</p> <p style="text-align: center;"><b>In-Class Write Prompt</b> <i>(Full Prompt and Text Found in Supplemental Material Section)</i></p> <p><b>Before You Begin:</b> Identify one piece of feedback from your teacher that you will use to inform your written response. Write the feedback in the box indicated.</p> <p><b>Instructions:</b> Compare the two texts given below (Maria Stewart, “Speech at</p>	

<p><b>U3, S3, S4, K1, K2</b></p>	<p>Boston Hall” (1832) and Michelle Obama, “Commencement Speech for City College of New York” (2016). The background information for each selection has been provided for you. Then, craft a well-written response that argues how both authors use rhetorical strategies to advocate for social change.</p> <p style="text-align: center;"><b>Speech Prompt</b></p> <p><b>Introduction:</b> In the 19th and 20th centuries, public speeches were a crucial method of social advocacy for many political groups and organizations. This was especially true for members of the women’s movement in their fight for suffrage and equality.</p> <p>We have studied the writings of a few key individuals, like Elizabeth Cady Stanton, Ida B. Wells, and Maria Stewart in order to identify how these individuals used rhetorical strategies to argue and persuade their claims. We have compared their writing to the thematically similar works of modern speakers like Malala Yousafzai and Michelle Obama and groups like the Equal Justice Initiative. We have discussed what makes a speech effective.</p> <p><b>Prompt:</b> Choose one of the following speeches from the 19th/early 20<sup>th</sup> century Women’s Movement. Identify a few topics addressed in the speech and analyze the speech for the rhetorical strategies (logos, ethos, pathos) the author uses. Then, using the same topic as the original text, create a speech that uses similar rhetorical strategies as the original but addresses modern-day issues. You will be presenting your speech to the class.</p> <p style="text-align: center;"><b>Speech Selection</b></p> <p>Choose a speech from the following list:</p> <ul style="list-style-type: none"> <li>• Frances Ellen Watkins Harper: “We Are All Bound Up Together”</li> <li>• Anna Julia Cooper: “Women’s Cause is One and Universal”</li> <li>• Angelina Grimke Weld: “Speech in Pennsylvania Hall”</li> <li>• Susan B. Anthony: “Women’s Right to Vote”</li> <li>• Sojourner Truth: “Ain’t I A Woman?”</li> <li>• Elizabeth Cady Stanton: “The Destructive Male”</li> </ul>
	<p><b>OTHER EVIDENCE:</b></p> <p>Women’s Suffrage Google Form, Video Notes Worksheet, Women’s Movement &amp; Logos, Ethos, and Pathos Activity, In-Class Write Rubric, Text Analysis Chart, Text Comparison Chart, Full Class Discussion: Persuasive Speech, Speech Brainstorming, Speech Proposal, Speech Outline, “What Makes a Good Speech?” activity, Partner Speech Feedback, “Assessment Form - Suffrage Unit,” Speech Presentation</p>

## Stage 3 – Learning Plan

### Important Notes:

- This specific unit plan was designed for an 80 minute “block” schedule.
- The block schedule means that lessons will occur every other day, resulting in class meeting either 2 or 3 times a week.
- This unit is expected to take around four or five weeks to complete.
- The texts in **GREEN** and **ORANGE** font can be found in the final section of this Unit Plan. This list also functions as a bibliography of sources used.
- The forms and worksheets in **PURPLE** font can be found in the “Supplemental Materials” section following this lesson plan.

### Section 1

#### Lesson 1: Intro to Women’s Suffrage

- **Warm-Up (Google Form):** Instruct students to fill out the **Pre-assessment form: Women’s Suffrage Unit** on their computers. Explain purpose of watching Women’s Suffrage video (background information for unit). Provide definition for word “suffrage.”
- **Full-Class:** Pass out **Video Notes Worksheet** and begin to play the documentary “**PBS Documentary: The Vote,**” pausing periodically for students to add notes/ask questions.
- **Exit Activity:** Collect sheets at the end of class.

#### Lesson 2: Intro to Women’s Suffrage (cont.)

- **Warm-Up (Question):** Ask students to share one part of the video they remember.
- **Full Class:** Pass back the Video Notes Worksheet and play the rest of the “**PBS Documentary: The Vote.**” Give students time to work on the notes and the class discussion answers. Lead students in discussion.
- **Exit Activity:** If time, play the last 3 minutes of the John Green video “**Women’s Suffrage: Crash Course US History #31**” and discuss WWI/ratification of the 19th amendment. Collect notes.

### Section 2

#### Lesson 3: Rhetoric Recap and Intro to In-Class Write

- **Warm-Up (Who’s Who?):** Distribute copies of **Women’s Movement & Logos, Ethos, and Pathos Activity**. Lead the class in the warm-up activity, “Who’s Who?” found on the **Women’s Suffrage Slides**.
- **Full Class:** Ask students to talk to a partner about what they remember about rhetoric. Show the “**Ted-Ed**” video “**How to Use Rhetoric to Get What You Want.**” Discuss. Then, play the **Colgate advertisement** and complete the rhetoric identification on the worksheet with class.
- **Partners:** Ask students to watch choice advertisement with a partner, repeating the same process. Discuss findings with class.
- **Individual:** Ask students to watch a choice advertisement individually, repeating the same process.
- **Full Class:** Bring the class back together and ask for volunteers to share advertisements and notes, pointing out examples students might have missed. Then, explain essential questions and preview performance tasks. Show students a copy of the **In-Class Write Rubric**. Pass

out copies of *The Declaration of Independence* and the **Text Analysis Chart** to students. Give students background information; have them fill out the first box of the Text Analysis Chart. Lead class in read-through of *Declaration* (pause to explain unfamiliar words; stop at the end of the second paragraph). Ask students to summarize what they read and write it down. Then, have students read it again, this time noticing rhetorical strategies and writing down specific examples on the chart. Encourage students to use the “**Identifying Rhetorical Strategies**” chart to help in their analysis. Have them compare their findings with a partner, then revisit the document as a whole class. Model to students about how to fill in the final section, writing on the white board. Use two quotes and have students underline their analysis.

- **Exit Activity:** Collect finished writing to review.

#### **Lesson 4: Partner Preparation for In-Class Write**

- **Warm-Up (Video):** Begin class with a **trigger warning** for the following class, noting that there will be disturbing images from racially motivated violence. Encourage students to talk with the teacher if they need to plan to be in a different location. Start class with “**Seneca Falls Convention Video.**” Have students take notes on the questions found on the slide “**Seneca Falls Convention Video Questions.**” Discuss answers with the class after video is completed.
- **Full Class:** Pass back the Text Analysis Chart from the previous class and explain to students that we will be continuing to work towards the in-class write prompt by studying another text, the *Declaration of Sentiments*. Distribute a copy of the text to students. In a similar manner to the previous class, read the text out loud to students, noting and explaining words they are unfamiliar with.
- **Individual:** Give students time to individually complete the **Text Comparison Chart** – Text 1. Walk around the class and aid students who need extra assistance.
- **Full Class:** Discuss answer, helping students to see the similarities between the *Declaration of Independence* and the *Declaration of Sentiments*. Ask students to consider the rhetorical significance of the similarities. Explain to students that we will be comparing the *Declaration of Sentiments* to a modern text with similar rhetorical strategies. Pass out a transcript of Malala’s “**16<sup>th</sup> Birthday Speech to the UN**” to students. Provide brief background knowledge of Malala (students will have prior information from sophomore year). Play **video** with same name for class, encouraging students to follow along with the text and noticing rhetorical strategies.
- **Partners:** Have students work with a partner to complete the **Text Comparison Chart** – Text 2. Pause the whole class periodically to elicit student answers about similarities in the purposes of the text. Then, encourage students to use their model from the previous class to help shape their written response. Give students time to write.
- **Exit Activity:** Collect student answers to read and provide feedback for the next class. Use **In-Class Write Rubric** to inform assessment. When reading student work, identify a model for the class and prepare to project that document on the SmartBoard.

#### **Lesson 5: Individual Preparation for In-Class Write**

- **Warm-Up (Review):** Project an example of a model student response on the board. Have students read through the example and discuss various strengths. Next, pass back feedback from previous days’ class. Have students read comments and identify one place for



improvement that they will focus on during the next comparison write.

- **Full Class:** Explain we will be discussing lynching and that there will be disturbing images shown on the screen. Establish a serious tone. Provide students with a definition of “lynching.” Play video “[Untold Stories](#)” to provide background information about Wells’ life. Ask students to discuss something they already knew and something they learned. Then, transition discussion to lynching. Ask students to list prior background information. Show video “[Terror Lynching in America](#).” Explain to students that Ida B. Wells’ wrote speeches against lynching in America. Read “[Lynch Laws](#)” as class, filling out [Text Comparison Chart](#) – Text 1.
- **Partners:** Have students work with partners to rhetorically analyze the [EJI’s website](#), “[Lynch Laws](#).” Warn students of disturbing image content. Remind students that this website has different types of rhetorical strategies being used. Give students time to complete [Text Comparison Chart](#) – Text 2. Ask students to identify overall similarities in the arguments each text is making.
- **Individual:** Give students individual work time to craft a written response, encouraging them to use the feedback from yesterday’s class to inform their answer.
- **Exit Activity:** Collect student responses at the end of class, once again using the [In-Class Write Rubric](#) to inform assessment.

### Lesson 6: In-Class Write

- **Warm-Up (Review):** At the beginning of class, pass back student responses from the previous day. Ask students to make changes based on the feedback they received.
- **Full Class:** Pass out [In-Class Write](#). Give students time to identify a piece of feedback they will focus on improving in their next written response. Give students most of the period to write. If students finish early, have them fill out the [Full Class Discussion: Persuasive Speech](#). If time allows, have a class discussion. If not, ask students to finish responses for homework.
- **Exit Activity:** Collect responses to in-class write.

## Section 3

### Lesson 7: Introduction to Speech Project

- **Warm-Up (Discussion):** either ask students to explain their responses from [Full Class Discussion: Persuasive Speech](#) or provide a brief overview of main highlights from the discussion.
- **Full Class:** Give students a copy of [Speech Prompt](#). Go over prompt and rubric with students.
- **Individual:** Give students time to select a speech and use the [Text Comparison Chart](#) – Text 1 to analyze speech.
- **Full Class:** Check in with the full class. Have students share the speech they will be modeling and the purpose/argument of the speech. Lead the class through the [Speech Brainstorming](#) document. Encourage them to make connections between topics in the original speech and the modern world/lives.
- **Individual:** Have students complete the [Speech Proposal](#) by end of class.
- **Exit Activity:** Collect [Speech Proposal](#); review student work and provide students with comments on the feasibility of their topic.

### Lesson 8: Speech Outlines

- **Warm-Up (Feedback):** Hand back feedback from in-class write, encouraging students to reflect on their work. Discuss the prompt with the entire class and show examples of students who did excellent jobs.
- **Full Class:** Have students read feedback on their topic choices, making adjustments if needed. Model for students a potential way to complete the project. Hand out copies of [Speech Outline](#). Explain that they might start by doing a [Text Comparison Chart](#) (much like they've already done). Provide examples of possible claims/arguments (for example, if the topic was women's clothing, then an argument might be that students should be allowed to wear yoga pants/leggings at school). Suggest they revisit their original speech again and briefly identify what rhetorical strategy is the most obvious in each paragraph. Explain that in the "My Speech" portion of the Speech Outline, they should look for examples of a rhetoric strategy that fits the same type of rhetorical strategy the original author uses (for example, if the topic was women's clothing and the original author uses pathos in the opening paragraph, one could begin with a story of a time they uncomfortable wearing a certain piece of clothing and the impact of that on their daily life).
- **Individual Work:** Give students time to work on [Speech Outline](#). Have students use [Speech Outline](#) to begin to draft speeches.
- **Exit Activity:** Check speech outline. Inform students that the rough draft will be due next class.

### Lesson 9: Speech Rough Draft Review + What Makes a Good Speech? Part 1

- **Warm-Up (Partner Discussion):** Have students discuss good speeches they've witnessed in life or on screen. What characteristics do they have? Discuss answers with class.
- **Partners:** Match students with a partner. Then, have students show partners their [Text Comparison Chart](#) (the one they completed for the speech they are modeling their own work from). Have partners complete the Text 2 portion of the chart, using their partner's speech as the comparison text. The purpose of this activity is for authors to receive feedback if their speech matches the format and structure of the original speech. Once partners have completed [Text Comparison Chart – Text 2](#), have them review feedback with the original author. Explain to students if their partner cannot tell what rhetorical strategy is being used, then the original author might need to add more information to make it clearer to listeners. Once students have finished, collect speeches to read through drafts and make changes by the following class.
- **Full Class:** Transition to Full-Class Discussion of "[What Makes a Good Speech?](#)" Load the speech videos listed on "[What Makes a Good Speech – Teacher Key](#)" on the board, but turn the sound off. Remind students that part of their grade on this project is delivering their speech. Ask students to brainstorm a list of effective speech techniques. Tell students that they will be watching three speeches ([Michael Bay Samsung Presentation](#), [Tracee Elliot Ross, College Students' Speech](#)). The first time they watch the speech, there will be no sound. They are to take notes about the speaker. Can they tell if the speech is effective or not without hearing the words the speaker is saying? Why or why not? Play the video without sound. Then, play the video with sound. What did they notice about the speech when they heard it with sound? How did that change? After completing each video, give students time to write notes on their worksheet.

- **Exit Activity:** Have them compare their answers with a partner, then discuss with the class.

### Lesson 10: What Makes a Good Speech? Part 2

- **Warm-Up (Partner Discussion):** Pass back “[What Makes a Good Speech?](#)” worksheet. Have students discuss techniques of good speakers.
- **Full Class:** Show students slides 19 - 24 of [Women’s Suffrage Slides](#), having them complete guided notes on their worksheet (section titled “Characteristics of Effective Public Speaking”). Most of this will be a review for students, but encourage them to consider how they can apply this to the specific speech they are writing. Read instructions for “What Makes a Good Speech?” Practice. Split students into partners, designating partner “A” and partner “B”.
- **Partners:** Give students about 10 minutes to read speeches to each other. Once finished, have students return to their original seats.
- **Full Class:** Discuss activity - what were some examples of “bad” speaking techniques? What did your partner do that was an effective speech practice? If time allows, show students the original speaker of each speech ([video links](#) found following lesson plan) pausing video when necessary to identify effective speech techniques.
- **Individual Work:** Pass back speech feedback from the previous class. Have students quietly work taking feedback and making changes. Check-in with students who need additional support or help.
- **Partner Work:** After students have made the majority of their changes, have them get into groups of 3. Pass out copies of “[Speech – Delivery](#)” Rubric. Review rubric with class, and explain that each group member needs to read their speech to the other members of their group. Other members of their group will use the rubric to assess student learning. Once everyone has finished, have students pass back rubric with partners.
- **Exit Activity:** Have students identify one piece of feedback they will use while delivering their speech. They will write this feedback and sign up for a date on the Google Form, “[Partner Speech Feedback](#).” Project dates of when students will be giving speeches on board.

### Lesson 11: Speech Presentations Part 1

- **Full Class – Speech Presentations:** During the first part of class, have students perform speeches.
- **Full Class (Video):** After all students assigned to speak have given their presentations, play excerpts of “[Unladylike 2020](#)” for the class, including (but not limited to) Mary Church Terrell and Martha Hughes Cannon. Ask students to consider how their stories fit into the other texts they have studied and read so far in this unit.

### Lesson 12: Speech Presentations Part 2

- **Full Class – Speech Presentations:** Finish speech presentations.
- **Individual Work:** After all students assigned to speak have given their presentations, have students complete the “Assessment Form - Suffrage Unit.”
- **Full Class (Video):** After students complete the Assessment Form, have students discuss their responses with the class. If time allows, play more videos from “[Unladylike 2020](#).”

**List of Texts Used in Daily Lesson Plans**

*(In order of appearance)*

**1. PBS Documentary: “The Vote”**

<https://www.pbs.org/wgbh/americanexperience/films/vote/>

**2. Crash Course US History #31 Women’s Suffrage**

<https://www.youtube.com/watch?v=HGEMscZE5dY>

**3. Ted-Ed: How to Use Rhetoric to Get What You Want**

<https://www.youtube.com/watch?v=3klMM9BkW5o>

**4. Identifying Rhetorical Strategies: Logos, Pathos, and Ethos**

<https://www.dvusd.org/cms/lib/AZ01901092/Centricity/Domain/2891/Rhetorical%20Strategies%20Chart.pdf>

**5. Colgate Dentist DRTV Advertisement**

<https://www.youtube.com/watch?v=8ULR68LTmbw>

**6. Declaration of Independence**

<https://www.archives.gov/founding-docs/declaration-transcript>

**7. Seneca Falls Convention Video**

<https://www.youtube.com/watch?v=TcYhuG1y3bc>

**8. Declaration of Sentiments**

<https://www.nps.gov/wori/learn/historyculture/declaration-of-sentiments.htm>

**9. Malala Yousafzai UN Speech – Video and Transcript**

<https://malala.org/newsroom/malala-un-speech>

**10. Untold Stories of Black Women in the Suffrage Movement**

<https://www.youtube.com/watch?v=Br6b9sIuIDU>

**11. Ida B. Wells “Lynch Laws in America”**

<https://www.blackpast.org/african-american-history/1900-ida-b-wells-lynch-law-america/>

**12. Terror Lynching in America**

<https://www.youtube.com/watch?v=aS61QFzk2tI>

**13. EJI Lynching in America**

<https://lynchinginamerica.eji.org/>

**14. Michael Bay Samsung Presentation**

<https://www.youtube.com/watch?v=R4rMy1iA268>

**15. Tracee Ellis Ross**

<https://www.glamour.com/story/tracee-ellis-ross-glamour-women-of-the-year-speech-2017>

**16. College Students’ Speech**

<https://www.youtube.com/watch?v=KgObza4ek1U&feature=youtu.be>

**17. Lou Gehrig’s “Farewell to Baseball”**

<https://www.youtube.com/watch?v=nNLKPaThYkE>

**18. JFK Inaugural Address (begin at 12:35)**

<https://www.youtube.com/watch?v=PEC1C4p0k3E>

**19. Unladylike 2020**

<https://unladylike2020.com/watch/>

**Other Texts Used in Unit**

**20. Commencement Address by First Lady Michelle Obama**

<https://www.ccnycunyu.edu/commencement/commencement-address-first-lady-michelle-obama>

**21. Maria Stewart “Speech at Boston Hall”**

<https://www.blackpast.org/african-american-history/1833-maria-w-stewart-address-african-masonic-hall/>

**22. Frances Ellen Watkins Harper: “We Are All Bound Up Together”**

<https://www.blackpast.org/african-american-history/speeches-african-american-history/1866-frances-ellen-watkins-harper-we-are-all-bound-together/>

**23. Anna Julia Cooper: “Women’s Cause is One and Universal”**

<https://www.blackpast.org/african-american-history/1893-anna-julia-cooper-womens-cause-one-and-universal/>

**24. Angelina Grimke Weld: “Speech in Pennsylvania Hall”**

<https://www.pbs.org/wgbh/aia/part4/4h2939t.html>

**25. Susan B. Anthony: “Women’s Right to Vote”**

<https://www.nolo.com/legal-encyclopedia/content/anthony-vote-speech.html>

**26. Sojourner Truth: “Ain’t I A Woman?”**

<https://tag.rutgers.edu/wp-content/uploads/2014/05/Aint-I-woman.pdf>

**27. Elizabeth Cady Stanton: “The Destructive Male”**

<https://awpc.cattcenter.iastate.edu/2017/03/21/the-destructive-male-1868/>

**Assessment Slides and Forms Used in Unit**

*(Compatible with Google Forms and Slides)*

**28.** Women’s Suffrage Slides (begin on page 70)

**29.** [Pre-Assessment Form: Women's Suffrage Unit](#)

**30.** [Partner Speech Feedback](#)

**31.** [Assessment Form: Women's Suffrage Unit](#)

## Supplemental Materials

**Video Notes Worksheet**

**Suffrage:** “The right to vote in political elections” (Oxford Learner’s Dictionary).

**Enfranchisement:** “The giving of a right or privilege, especially the right to vote” (Oxford Learner’s Dictionary).

1. What were some techniques used in the British suffrage movement?
2. In the United States, what was the relationship between race, sex, and the vote? How did this change after the Civil War?
3. What problems did American suffragists face when fighting for the vote?
4. How did racism negatively impact the Women’s Suffrage movement?
5. Describe the 1913 Women’s Suffrage Parade. What were the events leading up to the day of the event? How would you describe the event itself? How did the racism of white women impact the parade?

**Video Notes - Questions for Class Discussion**

- a. Alice Paul and other suffragists had to endure many uncomfortable situations (force feeding, objects tossed in their direction, jeers and comments from men) in their fight for the vote. In your life, what is a cause that you would endure hardship for? Explain this cause in the space below.
- b. When reprimanding Lucy Burns and Alice Paul, Anna Howard Shaw wrote, “It requires a good deal more courage to work steadily and steadfastly for 40 or 50 years to gain an end, than it does to do an impulsive, rash thing and lose it.” Do you agree or disagree with this comment? Why or why not?

**Women's Movement & Logos, Ethos, Pathos Activity**

**Warm-Up:** Who's Who? Look at the picture on the slide. Then, write the name of the member of the Women's Movement and anything you can remember about them in the space below. How many can you get correct?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**Logos, Ethos, and Pathos Activity**

Logos, Ethos, and Pathos are rhetorical strategies authors use to create an argument. The “Logos, Pathos, and Ethos” chart gives a good explanation and provides examples of each different type of strategy:

Watch the Colgate Advertisement with the class. As you watch, take notes of Logos, Ethos, and Pathos that you notice.

Rhetorical Strategy	Examples of Logos, Ethos, and Pathos
Logos	
Ethos	
Pathos	

**Your Turn!**

With a partner, choose two different advertisements for products you use. Complete the chart that identifies the rhetorical strategies used in the advertisement. Be prepared to share your answers with the class.

Video Link:

Rhetorical Strategy	Examples of Logos, Ethos, and Pathos
Logos	
Ethos	
Pathos	

Video Link:

Rhetorical Strategy	Examples of Logos, Ethos, and Pathos
Logos	
Ethos	

**Text Analysis Chart**



<b>Text:</b>	
<b>Background</b> (what year was this text composed? According to the timeline, what other important events were occurring in the women's right's movement around the same time?)	
Summarize the text in your own words:	
Topics in this text include....	
<b>Rhetorical Strategy - Logos</b> (when does the author appeal to logic? Cite direct quotes and provide analysis):	
Quote 1:	Quote 2:
Analysis:	Analysis:
<b>Rhetorical Strategy - Ethos</b> (when does the author appeal to their own credibility or ethics? Cite direct quotes and provide analysis):	
Quote 1:	Quote 2:
Analysis:	Analysis:
<b>Rhetorical Strategy - Pathos</b> (when does the author appeal to their own credibility or ethics? Cite direct quotes and provide analysis):	
Quote 1:	Quote 2:
Analysis:	Analysis:
<b>Review:</b> How does the text use rhetorical strategies to advocate for social change?	

In \_\_\_\_\_, the authors use \_\_\_\_\_  
 (title of text) (specific rhetorical strategies)

to \_\_\_\_\_  
 (main claim of original text)

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**Text Comparison Chart**

<b>Text 1:</b>	<b>Text 2:</b>
<b>Background</b> (what year was this text composed? According to the timeline, what other important events were occurring in the women’s right’s movement around the same time?)	<b>Background</b> (what year was this text composed? According to the timeline, what other important events were occurring in the women’s right’s movement around the same time?)

<p><b>Summarize the text</b> in your own words:</p>   <p><b>Topics</b> in this text include....</p>	<p><b>Summarize the text</b> in your own words:</p>   <p><b>Topics</b> in this text include....</p>
<p><b>Rhetorical Strategy - Logos</b> (when does the author appeal to logic? Cite direct quotes and provide analysis):</p> <p>Quote 1:</p> <p>Analysis:</p>  <p>Quote 2:</p> <p>Analysis:</p>	<p><b>Rhetorical Strategy - Logos</b> (when does the author appeal to logic? Cite direct quotes and provide analysis):</p> <p>Quote 1:</p> <p>Analysis:</p>  <p>Quote 2:</p> <p>Analysis:</p>
<p><b>Rhetorical Strategy - Ethos</b> (when does the author appeal to their own credibility or ethics? Cite direct quotes and provide analysis):</p> <p>Quote 1:</p> <p>Analysis:</p>  <p>Quote 2:</p> <p>Analysis:</p>	<p><b>Rhetorical Strategy - Ethos</b> (when does the author appeal to their own credibility or ethics? Cite direct quotes and provide analysis):</p> <p>Quote 1:</p> <p>Analysis:</p>  <p>Quote 2:</p> <p>Analysis:</p>

<p><b>Rhetorical Strategy - Pathos</b> (when does the author appeal to their own credibility or ethics? Cite direct quotes and provide analysis):</p>	<p><b>Rhetorical Strategy - Pathos</b> (when does the author appeal to their own credibility or ethics? Cite direct quotes and provide analysis):</p>
<p>Quote 1:</p>	<p>Quote 1:</p>
<p>Analysis:</p>	<p>Analysis:</p>
<p>Quote 2:</p>	<p>Quote 2:</p>
<p>Analysis:</p>	<p>Analysis:</p>

In the space below, compare the texts provided. How does each author use rhetorical strategies to advocate for social change? What similarities do you notice between the texts? Use at least 2 pieces of textual evidence (one from each text) in your response.

In \_\_\_\_\_, the authors use \_\_\_\_\_  
 (title of text) (specific rhetorical strategies)

to \_\_\_\_\_  
 (main claim of original text)

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**In-Class Write**

**Before You Begin:** Flip to Page 3. Identify 1 piece of feedback from your teacher that you will use to inform your written response. Write the feedback in the box indicated.

**Instructions:** Compare the two texts given below. The background information for each selection has been provided for you. Then, craft a well-written response that argues how both authors use rhetorical strategies to advocate for social change.

<b>Text 1:</b> Maria Stewart, “Speech at Boston Hall” (1832)	<b>Text 2:</b> Michelle Obama, “Commencement Speech for City College of New York” (2016)
<b>Background:</b> “In September 1832, Maria W. Stewart delivered at Boston’s Franklin Hall one of the first public lectures ever given by an American woman. Her speech, directed to	<b>Background:</b> Michelle Obama delivered the Commencement Speech (graduation speech) at the City College of New York (CCNY), a school dedicated to providing affordable college

<p>the women of the African American Female Intelligence Society, called on black women to acquire equality through education” (“Maria W. Advocates”).</p>	<p>education. According to their website, CCNY is “a campus of immigrants, and the advocacy for justice in the field of immigration will continue to be central to our educational efforts” (Boudreau).</p>
<p><b>Summarize the text</b> in your own words:</p>    <p><b>Topics</b> in this text include....</p>	<p><b>Summarize the text</b> in your own words:</p>    <p><b>Topics</b> in this text include....</p>
<p><b>Rhetorical Strategy - Logos</b> (when does the author appeal to logic? Cite direct quotes and provide analysis):</p> <p>Quote 1:</p> <p>Analysis:</p> <p>Quote 2:</p> <p>Analysis:</p>	<p><b>Rhetorical Strategy - Logos</b> (when does the author appeal to logic? Cite direct quotes and provide analysis):</p> <p>Quote 1:</p> <p>Analysis:</p> <p>Quote 2:</p> <p>Analysis:</p>
<p><b>Rhetorical Strategy - Ethos</b> (when does the author appeal to their own credibility or ethics? Cite direct quotes and provide analysis):</p> <p>Quote 1:</p> <p>Analysis:</p> <p>Quote 2:</p> <p>Analysis:</p>	<p><b>Rhetorical Strategy - Ethos</b> (when does the author appeal to their own credibility or ethics? Cite direct quotes and provide analysis):</p> <p>Quote 1:</p> <p>Analysis:</p> <p>Quote 2:</p> <p>Analysis:</p>
<p><b>Rhetorical Strategy - Pathos</b> (when does the author appeal to their own credibility or</p>	<p><b>Rhetorical Strategy - Pathos</b> (when does the author appeal to their own credibility or ethics?</p>

<p>ethics? Cite direct quotes and provide analysis):</p> <p>Quote 1:</p> <p>Analysis:</p> <p>Quote 2:</p> <p>Analysis:</p>	<p>Cite direct quotes and provide analysis):</p> <p>Quote 1:</p> <p>Analysis:</p> <p>Quote 2:</p> <p>Analysis:</p>
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**Feedback:** Identify ONE piece of feedback you will use to inform your written response. Write that feedback here:

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In the space below, compare the texts provided. How does each author use rhetorical strategies to advocate for social change? What similarities do you notice between the texts? Use at least 2 pieces of textual evidence (one from each text) in your response.

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**Speech #1:** “Speech at Boston Hall” by Maria Stewart

Oh, do not say you cannot make anything of your children; but say, with the help and assistance of God, we will try. Perhaps you will say that you cannot send them to high schools and academies. You can have them taught in the first **rudiments** of useful knowledge, and then you can have private teachers, who will instruct them in the higher branches.

It is of no use for us to sit with our hands folded, hanging our heads like **bulrushes** lamenting our wretched condition; but let us make a mighty effort and arise. Let every female heart become united, and let us raise a fund ourselves; and at the end of one year and a half, we might be able to lay the cornerstone for the building of a high school, that the higher branches of knowledge might be enjoyed by us.

Do you ask, what can we do? Unite and build a store of your own. Fill one side with dry goods and the other with groceries. Do you ask, where is the money? We have spent more than enough for nonsense to do what building we should want. We have never had an opportunity of displaying our talents; therefore the world thinks we know nothing...

Few white persons of either sex are willing to spend their lives and bury their talents in performing **mean, servile labor**. And such is the horrible idea I entertain respecting a life of servitude, that if I conceived of there being no possibility of my rising above the condition of servant, I would gladly hail death as a welcome messenger. Oh, horrible idea, indeed to possess noble souls, aspiring after high and honorable acquirements, yet confined by the chains of ignorance and poverty to lives of continual drudgery and toil.

Neither do I know of any who have enriched themselves by spending their lives as house domestics, washing windows, shaking carpets, brushing boots or tending upon gentlemen’s tables. I have learned, by bitter experience, that continued hard labor deadens the energies of the



soul, and benumbs the faculties of the mind; the ideas become confined, the mind barren.

Continual hard labor irritates our tempers and sours our dispositions; the whole system becomes worn out with toil and fatigue, and we care but little whether we live or die.

I do not consider it derogatory, my friends, for persons to live out to service. There are many whose inclination leads them to aspire no higher: and I would highly commend the performance of almost anything for an honest livelihood; but where constitutional strength is wanting, labor of this kind in its mildest form is painful: and, doubtless, many are the prayers that have ascended to heaven from **Afric's** daughters for strength to perform their work. Most of our color have dragged out a miserable existence of servitude from the cradle to the grave. And what literary acquirements can be made, or useful knowledge derived, from either maps, books, or charts, by those who continually drudge from Monday morning until Sunday noon? . . .

O ye fairer sisters, whose hands are never soiled, whose nerves and muscles are never strained, go learn by experience! Had we had the opportunity that you have had to improve our moral and mental faculties, what would have hindered our intellects from being as bright, and our manners from being as dignified, as yours? Had it been our lot to have been nursed in the lap of affluence and ease, and to have basked beneath the smiles and sunshine of fortune, should we not have naturally supposed that we were never made to toil? And why are not our forms as delicate and our constitutions as slender as yours? Is not the workmanship as curious and complete? . . .

Look at our young men smart, active, and energetic, with souls filled with ambitious fire; if they look forward, alas! What are their prospects? They can be nothing but the humblest laborer, on account of their dark complexion; hence many of them lose their ambition and become worthless.

Look at our middle aged men, clad in their rusty plaids and coats. In winter, every cent they earn goes to buy their wood and pay their rent; their poor wives also toil beyond their strength, to help support their families.

Look at our aged **sires**, whose heads are whitened with the frosts of seventy winters, with their old wood saws on their backs. Alas, what keeps us so? Prejudice, ignorance and poverty.

But ah! Did the pilgrims, when they first landed on these shores, quietly compose themselves, and say, "The Britons have all the money and all the power, and we must continue their servants forever?" Did they sigh and say, "Our lot is hard; the Indians own the soil, and we cannot cultivate it?" No, they first made powerful efforts to raise themselves. And, my **brethren** have you made a powerful effort? Have you prayed the legislature for mercy's sake to grant you all the rights and privileges of free citizens, that your daughters may rise to that degree of respectability which true merit deserves, and your sons above the servile situations which most of them fill?

## **Speech #2:** City College of New York's Commencement Address by Michelle Obama

**\*\*Parts of this speech have been cut for the purpose of this assignment.\*\***

Wow! (Applause.) Let me just take it in. First of all, it is beyond a pleasure and an honor to be here to celebrate the City College of New York Class of 2016! You all, I mean, this has been the most fun I think I've had at a commencement ever. (Applause.)

Let me just say a few thank yous. [...]

But most of all, I want to acknowledge all of you -- the brilliant, talented, ambitious, accomplished, and all-around outstanding members of the class of 2016! Woo! (Applause.) You give me chills. You all have worked so hard and come so far to reach this milestone, so I know this is a big day for all of you and your families, and for everyone at this school who supported you on this journey [...].

And, graduates, I really want you all to know that there is a reason why, of all of the colleges and universities in this country, I chose this particular school in this particular city for this special moment. (Applause.) And I'm here because of all of you. I mean, we've talked about it -- Antonios, I'm going to talk a little bit about diversity, thank you. (Laughter.)

Just look around. Look at who you are. Look at where we're gathered today. As the President eloquently said, at this school, you represent more than 150 nationalities. You speak more than 100 different languages -- whoa, just stop there. You represent just about every possible background -- every color and culture, every faith and walk of life. And you've taken so many different paths to this moment.

Maybe your family has been in this city for generations, or maybe, like my family, they came to this country centuries ago in chains. Maybe they just arrived here recently, determined to give you a better life.

But, graduates, no matter where your journey started, you have all made it here today through the same combination of unyielding determination, sacrifice, and a whole lot of hard work -- commuting hours each day to class, some of you. (Applause.) Yes, amen. (Laughter.) Juggling multiple jobs to support your families and pay your tuition. (Applause.) Studying late into the night, early in the morning; on subways and buses, and in those few precious minutes during breaks at work.

And somehow, you still found time to give back to your communities -- tutoring young people, reading to kids, volunteering at hospitals. Somehow, you still managed to do prestigious internships and research fellowships, and join all kinds of clubs and activities. And here at this nationally-ranked university, with a rigorous curriculum and renowned faculty, you rose to the challenge, distinguishing yourselves in your classes, winning countless honors and awards, and getting into top graduate schools across this country. Whoa. (Laughter.)

*[Michelle Obama then expresses her gratitude for being at City College. She explains a brief history of City College - how it has always welcomed immigrants - then transitions into recognizing individuals in the class of 2016. She then transitions to the next part of her speech, where she discusses how important diversity is to America, and gives her audience reasons why they should trust that their education will provide them with future success.]*

Finally, graduates, our greatness has never, ever come from sitting back and feeling entitled to what we have. It's never come from folks who climb the ladder of success, or who happen to be born near the top and then pull that ladder up after themselves. No, our greatness has always come from people who expect nothing and take nothing for granted -- folks who work hard for what they have then reach back and help others after them.

*[Michelle Obama then uses a personal story of her father's illness to relate to the graduates, explaining how they can overcome the obstacles ahead.]*

And with the education you've gotten at this fine school, and the experiences you've had in your lives, let me tell you, nothing -- and I mean nothing -- is going to stop you from fulfilling your dreams. And you deserve every last one of the successes that I know you will have.

But I also want to be very clear that with those successes comes a set of obligations -- to share the lessons you've learned here at this school. The obligation to use the opportunities you've had

to help others. That means raising your hand when you get a seat in that board meeting and asking the question, well, whose voices aren't being heard here? What ideas are we missing? It means adding your voice to our national conversation, speaking out for our most cherished values of liberty, opportunity, inclusion, and respect — the values that you've been living here at this school.

It means reaching back to help young people who've been left out and left behind, helping them prepare for college, helping them pay for college, making sure that great public universities like this one have the funding and support that they need. (Applause.) Because we all know that public universities have always been one of the greatest drivers of our prosperity, lifting countless people into the middle class, creating jobs and wealth all across this nation.

Public education is our greatest pathway to opportunity in America. So we need to invest in and strengthen our public universities today, and for generations to come. (Applause.) That is how you will do your part to live up to the oath that you all will take here today — the oath taken by generations of graduates before you to make your city and your world "greater, better, and more beautiful."

More than anything else, graduates, that is the American story. It's your story and the story of those who came before you at this school. It's the story of the son of Polish immigrants named Jonas Salk who toiled for years in a lab until he discovered a vaccine that saved countless lives. It's the story of the son of immigrant -- Jamaican immigrants named Colin Powell who became a four star general, Secretary of State, and a role model for young people across the country. And, graduates, it's the story that I witness every single day when I wake up in a house that was built by slaves, and I watch my daughters — two beautiful, black young women — head off to school -- (applause) -- waving goodbye to their father, the President of the United States, the son of a man from Kenya who came here to American -- to America for the same reasons as many of you: To get an education and improve his prospects in life.

So, graduates, while I think it's fair to say that our Founding Fathers never could have imagined this day, all of you are very much the fruits of their vision. Their legacy is very much your legacy and your inheritance. And don't let anybody tell you differently. You are the living, breathing proof that the American Dream endures in our time. It's you.

So I want you all to go out there. Be great. Build great lives for yourselves. Enjoy the liberties that you have in this great country. Pursue your own version of happiness. And please, please, always, always do your part to help others do the same.

I love you all. I am so proud of you. (Applause.) Thank you for allowing me to share this final commencement with you. I have so much faith in who you will be. Just keep working hard and keep the faith. I can't wait to see what you all achieve in the years ahead.

Thank you all. God bless. Good luck on the road ahead. (Applause.)

**In-Class Write Rubric**

Point Value	9 - 10	8 - 9	7 - 8	Re-Do
Claim	The claim addresses both texts and identifies similarities in rhetorical strategies and author's arguments.	The claim addresses both texts, but the similarities in rhetorical strategies and/or the comparison of the authors' arguments are slightly unclear and/or lacking in depth.	The claim only addresses one text and/or does not identify author's rhetorical strategies and/or there is no comparison between the author's arguments.	There is no claim is missing
Evidence	Evidence from each text is well-chosen to highlight use of the author's rhetorical strategies.	Some evidence is well-chosen, but other pieces of evidence do not clearly display the author's rhetorical strategies.	The response is missing evidence from one source text.	There are no examples of evidence from the source text.
Analysis	The analysis of	The analysis of the	The response is	There is no

	the evidence supports the claim.	evidence mostly supports the claim, but is lacking in depth.	missing some analysis and/or some of the analysis is unrelated to the evidence.	analysis and/or the analysis is unrelated to the evidence.
Cohesion	The response is organized in a manner that assists in the development of the argument. It is easy to follow.	The response is mostly organized in a manner that assists the development of the argument, but there are a few places where the argument is sidetracked.	The response is difficult to follow. There are some places where the author makes good points, but it is hard to identify the progression of the argument.	It is impossible to follow the progression of the argument.
Total & Comments  /40				

### Full Class Discussion: Persuasive Speech

**Directions:** In the space below, make an argument - which of the texts or speeches that we have read so far have you found the most convincing? (This includes the *Declaration of Sentiments*, Malala’s UN Speech, “Lynch Laws,” EJI website). Give reasons for your answer.

### Speech Prompt

**Introduction:** In the 19th and 20th centuries, public speeches were a crucial method of social advocacy for many political groups and organizations. This was especially true for members of the women’s movement in their fight for suffrage and equality.

We have studied the writings of a few key individuals, like Elizabeth Cady Stanton, Ida B. Wells, and Maria Stewart in order to identify how these individuals used rhetorical strategies to argue and persuade their claims. We have compared their writing to the thematically similar works of modern speakers like Malala Yousafzai and Michelle Obama and groups like the Equal Justice Initiative. We have discussed what makes a speech effective.

**Prompt:** Choose one of the following speeches from the 19th/early 20th century women’s movement. Identify a few topics addressed in the speech and analyze the speech for the rhetorical strategies (logos, ethos, pathos) the author uses. Then, using the same topic as the original text, create a speech that uses similar rhetorical strategies as the original but addresses modern-day issues. You will be presenting your speech to the class.

### Speech Selection

Choose a speech from the following list:

- Frances Ellen Watkins Harper: “We Are All Bound Up Together”
- Anna Julia Cooper: “Women’s Cause is One and Universal”
- Angelina Grimke Weld: “Speech in Pennsylvania Hall”
- Susan B. Anthony: “Women’s Right to Vote”
- Sojourner Truth: “Ain’t I A Woman?”
- Elizabeth Cady Stanton: “The Destructive Male”

### Speech - Content and Organization

Point Value	9 - 10	8 - 9	7 - 8	Re-Do
Audience	The speech clearly recognizes the audience’s understanding of the topic. Speech provides appropriate background information and explanation of terms.	The speaker mostly recognizes the audience’s understanding of the topic. There are some gaps in background information that would have been important for the speech to explain to the audience.	The speech begins to recognize the audience’s background information, but there is too much technical language (or jargon) that isolates the audience.	The speech is wildly inappropriate.
Organization	The speech is organized in a cohesive manner. The development	The speech is mostly organized in a cohesive manner.	The speech is difficult to follow. There are some good	The speech is impossible to follow.

	of the claim is clear.		points, but it is hard to identify the progression of the argument.	
Rhetorical Strategies	The rhetorical strategies of the speech mirror the source text. They effectively persuade the audience.	The rhetorical strategies mostly mirror the source text and are mostly effective, but could be used more effectively to persuade the audience.	The rhetorical strategies in the speech mirror the source text, but are ineffective at persuading the audience.	The speech does not use rhetorical strategies/rhetorical strategies do not mirror source text.
Total /30				

### Speech - Delivery

Point Value	9 - 10	8 - 9	7 - 8
Clarity	The speaker can be understood by the audience and is speaking clearly.	The speaker can be mostly understood by the audience and mostly speaks clearly.	The speaker is difficult to understand.
Pacing and Intonation	The pacing and intonation of the speaker's voice reflects the content of the speech.	The pacing and intonation of the speaker's voice mostly reflects the content of the speech.	The pacing and the intonation of the speaker's voice does not reflect the content of the speech.
Body Language	The speaker demonstrates good body language (eye	The speaker mostly demonstrates good body	The speaker's body language is slightly

	contact, hand gestures, etc.) throughout the speech.	language (eye contact, hand gestures, etc.) throughout the speech.	distracting from the message of the speech.
Total /30			

### Speech Brainstorming

After completing a text analysis of your chosen speech, complete the following document.

**Source Text** (what's the title of the speech you chose to analyze?):

**Some topics in the source text are...**

When I think of \_\_\_\_\_, these words, phrases, images, pictures,  
(choose a topic from your list)

or stories come to mind:

When I think of \_\_\_\_\_, these words, phrases, images, pictures,  
(choose a topic from your list)

or stories come to mind:



### Speech Proposal

In the space below, write a brief proposal of the topic you are choosing for your speech. Explain how this topic connects to your source text and the argument you plan on making about the topic. If you will need to use an outside source, add the link to the source below (limit: 2 outside sources).

### Speech Outline

Revisit your source text. On the right hand side, briefly outline the major rhetorical strategy the author uses in each paragraph. Then, on the left side, brainstorm how you might use the same rhetorical strategy (with your own examples, of course) in your speech.

Source Text:	My Speech
Paragraph 1:	Paragraph 1:
Paragraph 2:	Paragraph 2:
Paragraph 3:	Paragraph 3:
Paragraph 4:	Paragraph 4:

Paragraph 5:	Paragraph 5:
Paragraph 6:	Paragraph 6:
Paragraph 7:	Paragraph 7:

### What Makes A Good Speech?

We will watch three videos of public speeches. The first time we watch each video, we will watch **without sound**. As you watch, take notes: Can you tell if the speech is successful or not? What gives it away? When we watch it again with sound, add to your notes. Was your original guess correct?

Speech 1 (without sound):  Based on your notes, do you think this speech was successful? Why or why not?	Speech 1 (with sound):  Was your original guess correct?
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Speech 2 (without sound):  Based on your notes, do you think this speech was successful? Why or why not?	Speech 2 (with sound):  Was your original guess correct?
---	--

Speech 3 (without sound):  Based on your notes, do you think this speech was successful? Why or why not?	Speech 3 (with sound):  Was your original guess correct?
---	--

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### Characteristics of Effective Public Speaking

1. Content/Organization
  1. Speaker understands \_\_\_\_\_
  2. Audience can follow the \_\_\_\_\_ of the argument
  3. \_\_\_\_\_ are employed successfully
2. Delivery
  1. Speaker can be understood by audience by \_\_\_\_\_
  2. \_\_\_\_\_ of speech reflects content
  3. Body language shows \_\_\_\_\_ in subject and \_\_\_\_\_ with audience

### What Makes a Good Speech? Practice

Find a partner. Decide which partner will be partner “A” and which partner will be partner “B.” Silently read the corresponding passage below. Then, take turns reading the selection of text out loud to each other. The first time you read it out loud, purposefully choose ineffective speaking techniques. Then, read it out loud again, practicing effective speaking techniques.

**Partner A:** Lou Gehrig’s “Farewell to Baseball” Speech

Fans, for the past two weeks you have been reading about the bad break I got. Yet today I consider myself the luckiest man on the face of this earth. I have been in ballparks for seventeen years and have never received anything but kindness and encouragement from you fans.

Look at these grand men. Which of you wouldn't consider it the highlight of his career just to associate with them for even one day? Sure, I'm lucky. Who wouldn't consider it an honor to have known Jacob Ruppert? Also, the builder of baseball's greatest empire, Ed Barrow? To have spent six years with that wonderful little fellow, Miller Huggins? Then to have spent the next nine years with that outstanding leader, that smart student of psychology, the best manager in baseball today, Joe McCarthy? Sure, I'm lucky.

When the New York Giants, a team you would give your right arm to beat, and vice versa, sends you a gift - that's something. When everybody down to the groundskeepers and those boys in white coats remember you with trophies - that's something. When you have a wonderful mother-

in-law who takes sides with you in squabbles with her own daughter - that's something. When you have a father and a mother who work all their lives so you can have an education and build your body - it's a blessing. When you have a wife who has been a tower of strength and shown more courage than you dreamed existed - that's the finest I know.

So I close in saying that I may have had a tough break, but I have an awful lot to live for.

**Partner B:** John F Kennedy's Inaugural Address

Can we forge against these enemies a grand and global alliance, North and South, East and West, that can assure a more fruitful life for all mankind? Will you join in that historic effort?

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility--I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it--and the glow from that fire can truly light the world.

And so, my fellow Americans: ask not what your country can do for you--ask what you can do for your country.

My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.

### What Makes a Good Speech? Teacher Key

#### Speech 1: Michael Bay Samsung Presentation

**Notes (without sound):** Starts out confident with a handshake. Speaker seems to be wringing his hands/playing with his hands, turns around and walks off the stage not once but twice - turns back on the audience. Looks down.

**Notes (with sound):** This is a painful speech because it's clear something has gone technically wrong and the speaker doesn't have enough impromptu speaking abilities to make up for errors.

#### Speech 2: Tracee Ellis Ross (watch until 2:20)

**Notes (without sound):** Eye contact, hand gestures seem pointed and intentional, facial expressions, looks conversational

**Notes (with sound):** Hand gestures match speech, easy to follow her main points, engaging

#### Speech 3: College Students' Speech

**Notes (without sound):** It seems like they're unsure who is speaking, one guy turns around with his back to the audience, they are blocking their presentation and laughing a lot - not even taking themselves seriously.

**Notes (with sound):** It's pretty clear they haven't prepared their speech. Their laughter does not match the content, and it's difficult to understand because they're not looking at the audience.

### Characteristics of Effective Public Speaking

Content/Organization

- Speaker understands **audience**
- Audience can follow the **development** of the argument

**Rhetorical strategies** are employed successfully

- Delivery
  - Speaker can be understood by audience by speaking clearly
  - **Pacing and intonation** of speech reflects content
  - Body language shows **confidence** in subject and **engagement** with audience

Women's Suffrage Slides

...

# Women's Suffrage Slides



## Warm-Up: Who's Who?



- Can you identify the following women from the documentary? If so, write their names and anything you can remember about them on the sheet.



2



Who is  
this  
woman?

3



**Answer:**  
Elizabeth Cady  
Stanton, leader  
and author of  
Women's  
Movement

4



Who is  
this  
woman?

5





**Answer:**  
Sojourner Truth,  
public speaker.  
Fought for  
Women's Rights  
and against  
slavery.



Who is  
this  
woman?



## **Answer:**

Alice Paul.

Young member of  
Women's Rights  
Movement;  
organized 1913  
Women's  
Suffrage Parade.



Who is  
this  
woman?

9



**Answer:**  
Susan B.  
Anthony. One of  
the original  
leaders of  
Women's Rights  
Movement.

10



Who is  
this  
woman?

11



**Answer:**  
Ida B Wells. Wrote  
and spoke against  
lynching in the  
South; fought for  
women's suffrage  
and founded the  
NAACP.

12



Who is  
this  
woman?

13



**Answer:**  
Anna Howard  
Shaw. Leader of  
Women's Rights  
Movement. Died 2  
days before 19th  
amendment was  
ratified by  
Congress.

14

## Rhetoric...What is it again?



- <https://www.youtube.com/watch?v=3klMM9BkW5o>



Shout out - Sojourner Truth!



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## In-Class Write Prompt



How does each author use rhetorical strategies to advocate for social change? What similarities do you



notice between the texts? Use at least 2 pieces of textual evidence



(one from each text) in your response.

16

## Seneca Falls Convention Video Questions



- What were gender roles in the 19th century?



- When did the Seneca Falls Convention take place?



- What is the “Declaration of Sentiments?”
- What happened after the Convention?

17

## “Lynching”



Lynching is “the illegal killing of somebody...often without a trial ”



and often refers to the racially motivated murder of Black and African Americans by White



Americans

“Lynching.” *Oxford Learner’s Dictionary*, Oxford University Press, 2022, <https://www.oxfordlearnersdictionaries.com/us/definition/english/lynching>.

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## Characteristics of Effective Public Speaking



- Content/Organization



1. Speaker understands **audience**



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## Characteristics of Effective Public Speaking



- Content/Organization



1. Speaker understands **audience**



2. Audience can follow the **development** of the argument

20



## Characteristics of Effective Public Speaking



- Content/Organization



1. Speaker understands **audience**
2. Audience can follow the **development** of the argument



3. **Rhetorical strategies** are employed successfully

21

## Characteristics of Effective Public Speaking



- Delivery



1. Speaker can be understood by the audience by **speaking clearly**



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## Characteristics of Effective Public Speaking



- Delivery



1. Speaker can be understood by the audience by **speaking clearly**



2. **Pacing and intonation** of speech reflects content

23

## Characteristics of Effective Public Speaking



- Delivery



1. Speaker can be understood by the audience by **speaking clearly**



2. **Pacing and intonation** of speech reflects content

3. Body language shows **confidence** in subject and **engagement** with audience

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