

Task Background

Domain & Area: ELA Speaking & Listening

Target CCR Standard(s) (including level of standard, if needed) and/or adult diploma competency for Science or Social Studies:

ELA CCR Standard(s)

Speaking & Listening Anchor 3 (Level E)

- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Additional Level E ELA CCR Standards targeted (May show additional mastery of ELA Level E standards, depending on level of writing if the rhetorical essay is attempted)

- **Writing Anchor 2**
 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (Note: ALL parts of the Level E standard must be met through evidence submitted; elements are included in the rubric for this task.)
- **Writing Anchor 4**
 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **Language Anchor 2**
 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Task Description: The purpose of this task is to provide a student an opportunity to demonstrate a key speaking & listening skill at a Level E. In this task, learners will work independently to use Aristotle’s three modes of persuasion (ethos, pathos and logos) to analyze a historical speech. The student will then write a rhetorical analysis of their chosen speech.

Information for the Teacher

- All materials described below are found in a Google Doc here:
<https://drive.google.com/drive/folders/1kuSoTElt7vDK0mNEcSCgBxR7XYtG59cw?usp=sharing>

- The student should have already been introduced to the following:
 - where to find scholarly sources, how to take notes from them and how to cite sources (or know a resource for showing proper citation format)
 - [General Format // Purdue Writing Lab](#)
 - what a rhetorical analysis is
 - [How to Approach a Rhetorical Analysis PDF](#)
 - the basics of ethos, pathos, and logos
 - [An Introduction to Ethos, Logos and Pathos - YouTube](#)
 - [Ethos, Pathos & Logos: Definition and Examples of Persuasive Advertising Techniques \(2021\) \(studiobinder.com\)](#)
 - the SOAPStone strategy
 - [SOAPStone - YouTube](#)
 - [The Ultimate SOAPSTONE Analysis Guide for AP® Exams \(albert.io\)](#)
 - [Microsoft Word - SOAPStone Reading Strategy Guide.doc \(edl.io\)](#)
- Besides copies of the materials linked above (materials could be provided to students in print or electronic form), the student will need access to the internet to choose and listen to an historical speech and access to Google Drive or Microsoft Word to write the essay.
- This task was designed to be completed independently by a learner. For learners needing more support, they are encouraged to ask for feedback on their work from a teacher. A student's work can be revised based on this feedback, but the student's work must show evidence of understanding and not simply copying from original texts. Students are also encouraged to use a draft writing approach for creating the rhetorical analysis and to follow all activity instructions carefully.
- This task was developed so that the individual components could be used in different ways. The student could choose a speech, apply the SOAPStone strategy and evaluate the speech for ethos, pathos and/or logos and their effectiveness to

demonstrate mastery of Speaking & Listening Anchor 3 at a Level E. If the student develops an effective rhetorical analysis essay from this work with Level E components (Writing anchors or Language anchors), the essay could be used to meet writing or language requirements of the diploma. It is up to the teacher to determine which pieces of this task would be the most useful for the learner to complete and additional appropriate standards to target and up to the teacher and student to determine when task evidence is ready to be submitted to the portfolio reviewers, if the student is a diploma student.

- There are answer keys for the ethos/pathos/logos worksheets and a rubric for evaluating the rhetorical analysis. Success Criteria: Essay is rated “Acceptable” or “Exceeds Expectations” in all areas of the Rhetorical Analysis Rubric

Activities

Title: Speaking & Listening Rhetorical Analysis Student Document	Materials: This document contains directions and links for the student to complete this ELA task.
Title: Ethos, Logos, Pathos Worksheets	Materials: These worksheets provide explanations for the three persuasive concepts and practice identifying each. Answer key is forthcoming!
Title: Summary “Why I Chose This Speech”	Materials: Student can word-process or write a summary, including the name of the speech and the speaker.
Title: SOAPSTone Worksheet	Materials: This handout includes background information on filling out the worksheet and a blank SOAPSTone graphic organizer for the student to record analysis notes.
Title: Essay Outline	Materials: Student can word-process or write an outline using the two examples in the “Student Document.”
Title: Essay Rough Drafts 1 & 2	Materials: N/A
Title: Essay Final Draft	Materials: “Rhetorical Analysis of a Speech Rubric”

