

# *American Realism*

**UNIT GOAL:** Write an expository essay that evaluates how REALIST artists and author's effectively use **ethos, pathos, and/or logos** to communicate and support and their ideas about **(in)justice**.

- **Background paragraph on Realism**
- **Gallery Walk on ideas about American (in) justice.**
- **The Rhetorical Triangle: Ethos, Pathos, Logos**
- **Close Reading and Analysis of rhetorical triangle in Frederick Douglass's "Fourth of July Oration"**

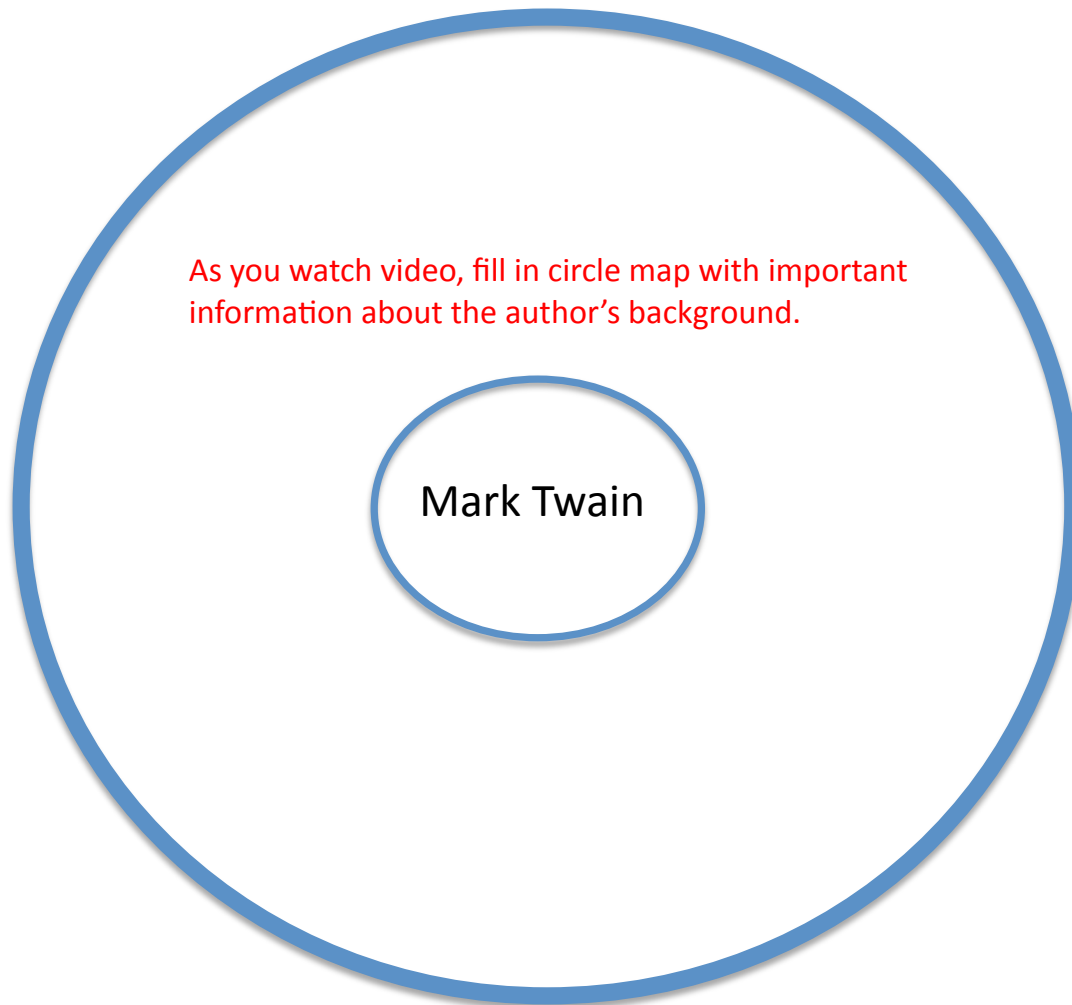
*...with “Liberty” and “Justice”  
for ALL?*

**OBJECTIVE:** After CLOSE READING an excerpt from Mark Twain’s “The Lowest Animal” students will analyze the use of **Satire, Irony & the rhetorical triangle (ethos, pathos, logos)** to support his philosophical beliefs about **(in)justice**.

**Evidence:**

- Annotations and Marginalia
- SOAPS & Dialectical Journal
- SAYS-MEANS-MATTERS

After you share with your partner, use circle map info to write background paragraph.



**Use the following paragraph frame:**

\_\_\_\_\_ can be described as  
\_\_\_\_\_. He was born  
\_\_\_\_\_ and spent most of his  
life \_\_\_\_\_. While \_\_\_\_\_, he  
became interested in \_\_\_\_\_.  
Additionally, \_\_\_\_\_.  
His writing attempts to  
\_\_\_\_\_ by  
\_\_\_\_\_.

# Before you read... 1<sup>st</sup> read

- **Number** the Paragraphs.
- Look at the title and use your background knowledge to **predict** what he will be arguing in this essay.
- Quick-Read: 3 minutes
  - Skim through the article and **circle KEY words** that seem to be important to what he will be arguing or communicating.

# As you read... 2<sup>nd</sup> read

Underline phrases which help you answer the following:

- What is the author's **purpose** in writing this speech? In other words, what is he trying to accomplish?
- What is his **central claim** or argument about justice?
- Find examples of **SATIRE & IRONY** in the essay.
  - What institution is he making fun of or revealing to be ridiculous?
  - What statements does the essay make which are the opposite of what is generally expected?

# After your 2nd read...

- What is the author's purpose in writing this essay? In other words, what is he trying to accomplish?
- What is his **central claim** or argument?

## **Simple:**

*The speech argues that \_\_\_\_\_.*

## **Sufficient:**

*According to \_\_\_\_\_, \_\_\_\_\_.*

## **Sophisticated:**

*In the speech, "\_\_\_\_\_" \_\_\_\_\_ asserts/ proposes/ claims \_\_\_\_\_.*

# THIRD read: MARGINALIA

Explain your annotations along the margins:

\* Identify and Summarize Main Ideas: *i.e.*

*This explains that\_\_\_\_\_.*

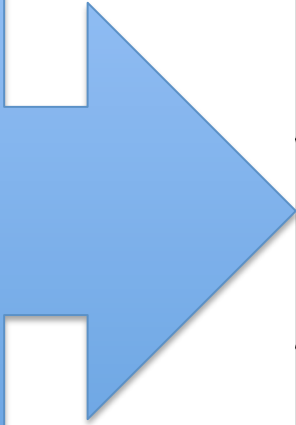
✓ Evidence used to support argument:

*i.e. This demonstrates/ illustrates/conveys.*

? Clarify questions and confusion:

*i.e. I don't understand\_\_\_\_\_. What does \_\_\_\_\_ mean? I wonder why\_\_\_\_\_.*

**COMPLETE  
SOAPS  
TEMPLATE  
TO IDENTIFY  
AUTHOR'S  
PURPOSE &  
CONTEXT**



**Analyzing Prose  
S.O.A.P.S**

<b>S</b>	<p><b>SUBJECT</b></p> <p>What content or topic does the author explore in this piece?</p>	<ul style="list-style-type: none"> <li><input type="radio"/> The article is mainly about _____.</li> <li><input type="radio"/> The article explores the topic of _____.</li> <li><input type="radio"/> The author argues that _____.</li> <li><input type="radio"/> The article examines the idea of _____.</li> <li><input type="radio"/> The piece explains why _____.</li> <li><input type="radio"/> The author recommends _____.</li> <li><input type="radio"/> The central point of the article is _____.</li> </ul>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<b>O</b>	<p><b>OCCASION</b></p> <p>What do we know about the time when this piece was written? What circumstances or situation may have influenced the writing of this piece?</p>	<ul style="list-style-type: none"> <li><input type="radio"/> At the time _____ was _____.</li> <li><input type="radio"/> During this period in history, _____.</li> <li><input type="radio"/> When this was written, _____.</li> <li><input type="radio"/> This piece is placed in a time when _____.</li> <li><input type="radio"/> The occasion of this passage is _____.</li> <li><input type="radio"/> The circumstances surrounding this piece include _____.</li> </ul>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<b>A</b>	<p><b>AUDIENCE</b></p> <p>Who is this piece directed toward? Who is the intended reader? What prior knowledge might the intended readers have?</p>	<ul style="list-style-type: none"> <li><input type="radio"/> The article was written for _____.</li> <li><input type="radio"/> The intended audience is _____.</li> <li><input type="radio"/> _____ is the target audience for _____.</li> <li><input type="radio"/> Readers will be familiar with _____.</li> <li><input type="radio"/> The author is speaking to _____.</li> <li><input type="radio"/> Readers come to this piece knowing _____.</li> </ul>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<b>P</b>	<p><b>PURPOSE</b></p> <p>What is the text trying to accomplish?</p>	<ul style="list-style-type: none"> <li><input type="radio"/> By examining _____, the author hopes to _____.</li> <li><input type="radio"/> The author explains that _____.</li> <li><input type="radio"/> We read this to learn about _____.</li> <li><input type="radio"/> The work furthers our understanding of _____.</li> <li><input type="radio"/> The piece leads us to question _____.</li> <li><input type="radio"/> Knowing this allows us to _____.</li> </ul>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<b>S</b>	<p><b>SPEAKER</b></p> <p>Who is the writer? What is known about him or her?</p>	<ul style="list-style-type: none"> <li><input type="radio"/> _____ reveals that the writer is _____.</li> <li><input type="radio"/> Because of _____, we can assume the writer is _____.</li> <li><input type="radio"/> By including information about _____, the reader learns _____.</li> <li><input type="radio"/> The author's experiences suggest that _____.</li> <li><input type="radio"/> The author's knowledge of _____ tell us that _____.</li> </ul>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>



**COMPLETE  
SUMMARY  
TEMPLATE  
SUMMARIZE  
ESSAY'S  
MAIN IDEAS**



Single-Paragraph Summary Template:  
**Expository Writing**

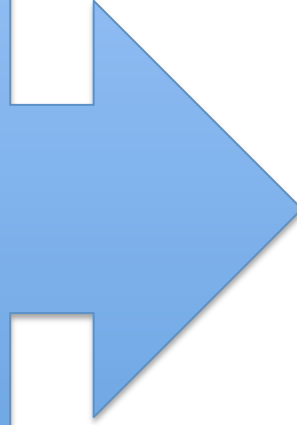
Identifying the topic	The <i>article / chapter / website / film</i> titled " _____ " ...	<input type="radio"/> examines <input type="radio"/> addresses <input type="radio"/> introduces <input type="radio"/> supports	<input type="checkbox"/> the idea of... <input type="checkbox"/> the relationship between... <input type="checkbox"/> the importance of.. <input type="checkbox"/> the reasons for...	<hr/> <hr/> <hr/> <hr/>
Introducing the content	The <i>article / chapter / website / film</i> uses / relies / cites ...	<input type="radio"/> facts <input type="radio"/> examples <input type="radio"/> information <input type="radio"/> expert opinion	<input type="checkbox"/> to explain... <input type="checkbox"/> to discuss... <input type="checkbox"/> to describe... <input type="checkbox"/> to support...	<hr/> <hr/> <hr/> <hr/>
Including key details	Another important idea from the <i>article / chapter / website / film</i> ...	<input type="checkbox"/> illustrates that ... <input type="checkbox"/> indicates that ... <input type="checkbox"/> explains why ... <input type="checkbox"/> discusses the ...		<hr/> <hr/> <hr/> <hr/>
Including key details	<hr/> <hr/> <hr/> <hr/>	<input type="radio"/> is a key detail <input type="radio"/> is a powerful example <input type="radio"/> is essential information	<input type="checkbox"/> that illustrates ... <input type="checkbox"/> that explains ... <input type="checkbox"/> that proves .... <input type="checkbox"/> because ...	<hr/> <hr/> <hr/> <hr/>
Conclusion	The <b>examples / details / information / ideas</b> found in the <i>article / chapter / website / film</i>	<input type="radio"/> support <input type="radio"/> confirm <input type="radio"/> clarify <input type="radio"/> reinforce <input type="radio"/> emphasize	<input type="checkbox"/> the value of ... <input type="checkbox"/> the need for... <input type="checkbox"/> the link between... <input type="checkbox"/> the causes of...	<hr/> <hr/> <hr/> <hr/>

# SATIRE & IRONY

The **rhetorical question** is asked just for the effects or to lay emphasis on some point discussed when no real answer is expected. A rhetorical question may have an obvious answer but the questioner asks rhetorical questions to lay emphasis on a point's **logic**.

CIRCLE: Rhetorical Questions? What are the obvious answers to these? What point or argument are they making obvious to the audience?

Complete  
Says Means  
Matters to  
Identify and  
Analyze  
author's use  
of ETHOS  
PATHOS AND  
LOGOS to  
Support  
Central  
Claim.



**Objective:** By completing Says - Means - Matters, scholars will be able to identify author's claim and textual examples of rhetorical appeals such as ethos, pathos, and logos used as support.

TEXT TITLE:			
	What does the text... SAY?	What does the author... MEAN?	Why does it... MATTER?
Author's Claim	According to the author, " _____ _____ _____ _____."	This illustrates _____ _____ _____ _____.	This point is important because ____ _____ _____ _____.
LOGOS: Logical Appeal	The article directly states, " _____ _____ _____ _____."	This explains that _____ _____ _____ _____.	An examination of this statement reveals _____ _____ _____ _____.
ETHOS: Ethical Appeal	The article asserts, " _____ _____ _____ _____."	In this statement, the author describes _____ _____ _____ _____.	The assertion makes one think that _____ _____ _____ _____.
PATHOS: Emotional Appeal	The author points out, " _____ _____ _____ _____."	The writer describes _____ _____ _____ _____.	This reminds readers _____ _____ _____ _____.
CALL TO ACTION	_____ calls on readers to, _____ " _____ _____ _____ _____."	This proposes _____ _____ _____ _____.	This point is significant because ____ _____ _____ _____.

**Reflection:**

Do you agree/disagree with the author? Why or why not?

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