

Week 5

In Class *If you do not attend class, complete these tasks on your own.

IN-CLASS TASK #1: SECOND READ of “Prospectus for *The Liberator* (1831)” and “Speech to the American Anti-Slavery Society”~ pages 51-55 (& 56)

- Follow along as your teacher reads the selection on pages 51-55 out loud or read it aloud with a partner, one paragraph at a time. Focus on **How? How do the writers appeal to your emotions?**
- **Annotate** the text by marking words and phrases that appeal to your emotions.
- Circle **unfamiliar words** and/or write in guesses for the meanings of new words based upon their usage.

IN-CLASS TASK #2: COMPLETE Focus on Ethos, Pathos, and Logos~ pages 57-60

Work under your teacher’s guidance to focus on ethos, pathos and figurative language, and rhetorical questions. Learn about each and complete the charts/questions in the book.

On Your Own/At Home

AT-HOME TASK #1: THIRD READ of “Prospectus for *The Liberator* (1831)” and “Speech to the American Anti-Slavery Society”~ pages 51-55

- Read both texts again.
- Focus on **Why? Why do these speeches appeal to listeners? Also, How? How does each writer use logic to support his ideas?** Last, note the **similarities and differences between the themes** (messages) of each speech.

AT-HOME TASK #2: Focus on Logos ~ pages 61-62

Complete the activity per the instructions in the book.

AT-HOME TASK #3: Focus on Hasty Generalization ~ page 62

- Read about hasty generalizations.
- In your Response Journal, answer the question: Is Douglass guilty of making a hasty generalization in his speech? Why or why not? Explain your response. Label it “Week 5/Task #3: Hasty Generalization.”

AT-HOME TASK #4: Write a Paragraph

- Which speech do you find more persuasive: Garrison’s or Douglass’s? Why? Write a paragraph in which you argue your choice and provide specific rhetorical evidence (i.e., ethos, pathos, logos) that supports your choice.
- Use the Argumentative Paragraph Graphic Organizer that is included to organize your ideas and gather evidence before writing.
- Write the paragraph in your Response Journal. Double-space the paragraph! Label it “Week 5/Task#4.”

AT-HOME TASK #5: LEARN THE VOCABULARY FROM CHAPTER 4

Complete an **8x8 Vocabulary Square** in your **Vocabulary Journal** for each word from the list (see Week 4 for definitions):

strenuously, pernicious, recantation, extricate, equivocate, provision, delusion, involuntary, abridged, converted, stimulus

AT-HOME TASK #6: Connect To Testing ~ pages 66-67

Read and answer the questions per the instructions in the book.

AT-HOME TASK #7: PREVIEW VOCABULARY for CHAPTER 5

Preview the following words that appear in the reading. Locate and circle them in the text as you read.

proclamation: *a formal, public announcement*

The mayor is expected to make her proclamation at 9:00 this evening.

rebellion: *an armed resistance to a current government*

The rebellion is gathering strength as the ruling party struggles to maintain control.

repress: *to keep down or keep under control*

Many teenagers think their parents are trying to repress their independence.

suppressing: *subduing or keeping under control*

Suppressing the rebellion may be impossible.

designate: *to name for a purpose*

I will designate a few students to be in charge of the class when I am called away.

abstain: *to choose not to do something*

Paul had decided to abstain from eating fast-food for a month to try to lose weight.

garrison: *to station troops at a fort or post*

The military plans to garrison the fort next month.

reprieve: *a break from a scheduled punishment*

When he realized he would not get a reprieve, the death row inmate said his final goodbyes.

impeachment: *formal charges brought against a public official while in office.*

The impeachment of President Andrew Johnson for allegedly violating the Tenure of Office Act began in February 1868.

AT-HOME TASK #8: FIRST READ of “The Emancipation Proclamation” and “The Constitution of the United States, Article II, Section 2”~ pages 68-70

- Read the selections on pages 51-55 for the first time. Focus on *What? What are the main ideas and how do they fit together?*

- **Annotate** the text as you read. Write any questions or observations that you have in the margins to the right.
- Circle **unfamiliar words**.
- If you get stuck on a phrase or sentence that you don't understand, keep reading and try to connect with you do understand with what you don't yet understand.

AT-HOME TASK #9: FIRST RESPONSE ~ page 70

Follow the instructions for writing a response to the reading. Write this response in your Response Journal. Label it "Week 5/Task #9: First Response."

AT-HOME TASK #10: Focus on Finding Main Ideas ~ page 71

- Write answers to the questions in your Response Journal.
- Label it "Week 5/Task #10: Finding Main Ideas"

