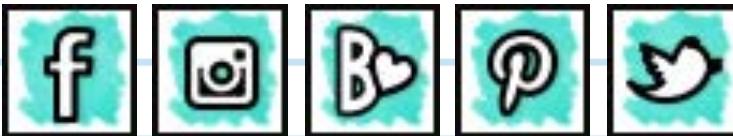


ETHOS, PATHOS & LOGOS

Understanding Rhetoric



THE DARING ENGLISH TEACHER

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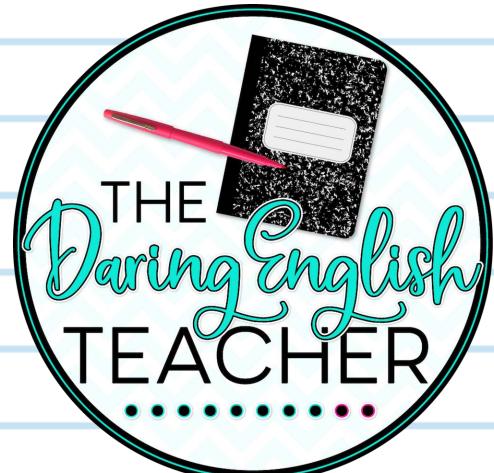
The Daring English Teacher

TheDaringEnglishTeacher@gmail.com

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Rhetorical Appeals: ETHOS, PATHOS, & LOGOS

DAY	LESSON
1	<p>Teach slides 1-26. Allow students ample time to take notes. Students can use the handouts on either page 4 or page 5 as guided notes as you work through the presentation.</p> <p>Pause at slide 26 and work together as a class to identify Ethos, Pathos, and Logos in Chief Joseph's surrender speech (page 6 of this document). I suggest allowing students to work together in small groups for 5-10 minutes. Then, review some of the appeals together as a class.</p> <p>TEACHING TIP: Print out pages 5 and 6 double-sided for the speech.</p>
2	<p>Quickly review slides 1-26 and Ethos, Pathos and Logos within Chief Joseph's speech.</p> <p>Move on to more practice with President Abraham Lincoln's Gettysburg Address. The Gettysburg Address is on page 7 of this document. You can also use page 5 or page 9 in conjunction with the speech.</p> <p>TEACHING TIP: Since this is the second time practicing this skill, have students work independently for 5-10 minutes on this task. Then, have them pair up in partner groups and work for an additional 10 minutes together. If time permits, have students switch partners for another ten minutes before coming back together as a whole class to review.</p>
3	<p>Teach slides 27-37 and allow students time to take notes.</p> <p>Using old magazines, newspapers, or political mailer ads (I usually collect them over the years. I also ask teachers and students for old magazines several times a year). Have the students work in small groups to complete the assignment on page 10. This activity should take about an entire class period.</p> <p>EXTENSION IDEA: You can extend this idea into a couple of different activities. Students can write about the most effective advertisement (page 11), or they can also create small presentations. If you choose to have them create presentations, put students together in groups of 3-5 students and ask them to present on an advertisement, which appeals it uses, and why it is effective.</p>
4	<p>Briefly review slides 1-37. Assign the essay and provide the students with time to work. This LINK is a great resource. It contains 200 interesting and relevant argumentative writing prompts for students to choose from along with accompanying articles. I prefer to have students choose their own topics. However, I purposefully included two essay handouts for teachers who want to select their own topic.</p>
	<p>ONGOING TIME: Guide students through the writing process. Have them research their topics, formulate their claims and counterclaims, outline their essays, and draft their essays. Pages 8-13 of this document include helpful materials to help guide students through this process.</p> <p>You can also work on the students' rhetorical appeals skills with the SELL ME THIS activity on page 12. It's a fun and engaging activity that you can expand into a project.</p>

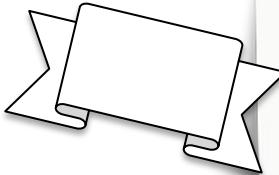
ETHOS PATHOS LOGOS

The Three Rhetorical Appeals

Doodle Notes

WHAT IS RHETORIC?

1.



2.



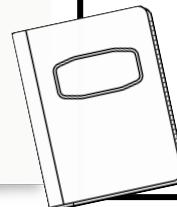
PERSUASIVE TECHNIQUES

3.



MY NOTES

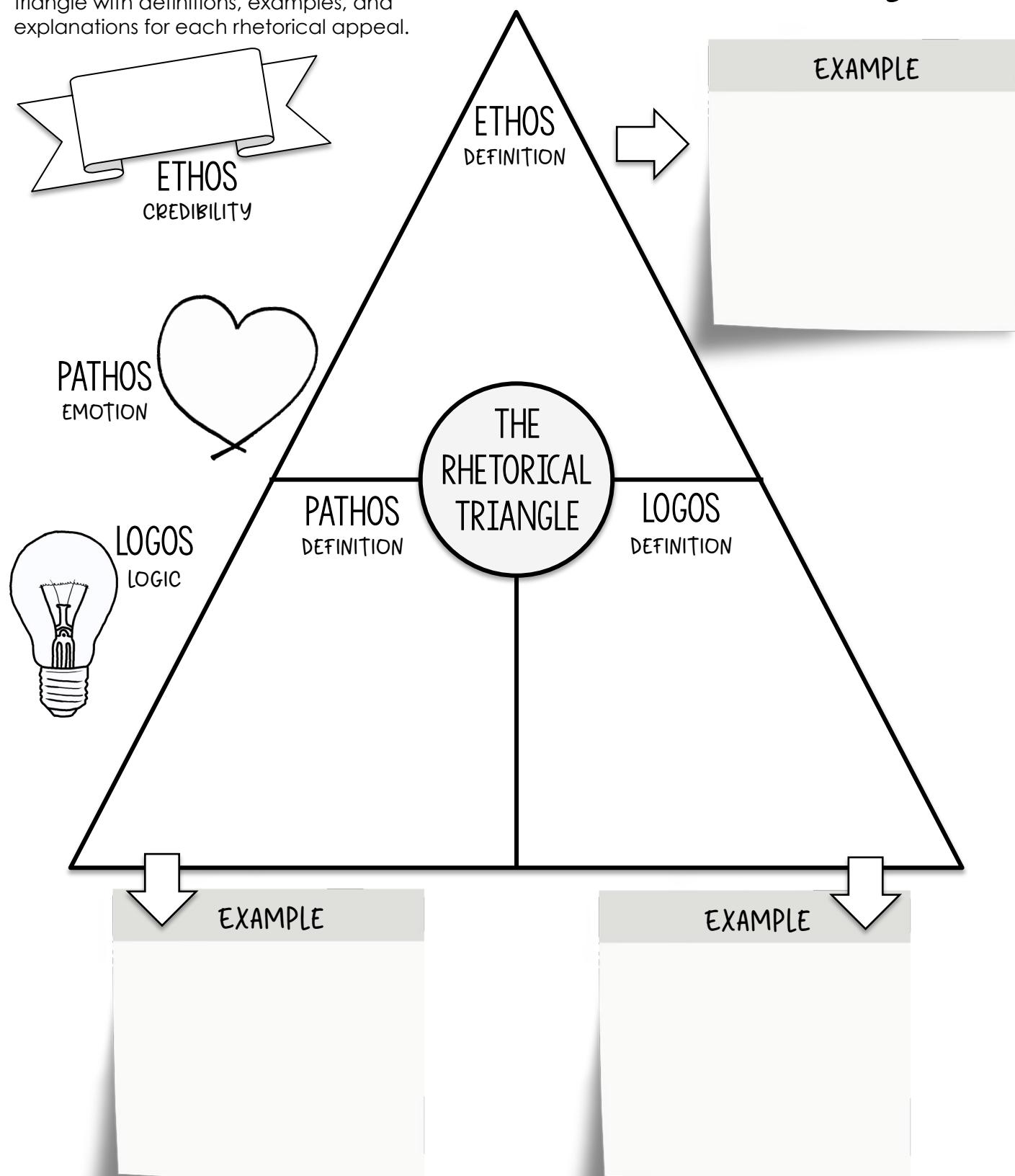
REMEMBER



ETHOS PATHOS LOGOS

The Rhetorical Triangle

Directions: Complete the rhetorical triangle with definitions, examples, and explanations for each rhetorical appeal.



Rhetorical Appeals: ETHOS, PATHOS, & LOGOS

Directions: Read Chief Joseph of the Nez Perce's speech surrendering to the US Army in 1877. As you read, circle all examples of Ethos, underline all examples of Pathos, and highlight all examples of Logos.

After you identify Ethos, Pathos, and Logos, review the speech again and place a star next to any persuasive techniques that Chief Joseph used. Use the space provided in the Document Notes section to record any additional notes that help you understand the meaning of the text.

ON SURRENDER TO US ARMY, 1877

Delivered by Chief Joseph of the Nez Perce

Tell General Howard I know his heart. What he told me before, I

have it in my heart. I am tired of fighting. Our Chiefs are killed;

Looking Glass is dead, Ta Hool Hool Shute is dead. The old mem-

are all dead. It is the young men who say yes or no. He who led on

the young men is dead.

It is cold, and we have no blankets; the little children are freezing.

to death. My people, some of them, have run away to the hills, and

have no blankets, no food. No one knows where they are - perhaps

freezing to death. I want to have time to look for my children, and

see how many of them I can find. Maybe I shall find them among

the dead.

Hear me, my Chiefs! I am tired; my heart is sick and sad. From

where the sun now stands I will fight no more forever.

DOCUMENT *Notes*

Rhetorical Appeals: ETHOS, PATHOS, & LOGOS

Directions: Read President Abraham Lincoln's speech below. As you read, circle all examples of Ethos, underline all examples of Pathos, and highlight all examples of Logos.

Then, review the speech and place a star next to persuasive techniques that President Lincoln used. Use the space provided in the Document Notes section to record your notes.

THE GETTYSBURG ADDRESS

Delivered by President Abraham Lincoln

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and dedicated, can long endure

We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.

DOCUMENT *Notes*

Rhetorical Appeals: ETHOS, PATHOS, & LOGOS

Directions: Read Lou Gehrig's speech below. As you read, circle all examples of Ethos, underline all examples of Pathos, and highlight all examples of Logos.

Then, review the speech and place a star next to persuasive techniques that Lou Gehrig used. Use the space provided in the Document Notes section to record your notes.

FAREWELL TO BASEBALL

Delivered by Lou Gehrig

Fans, for the past two weeks you have been reading about a bad break I got. Yet today I consider myself the luckiest man on the face of the 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 might have been given a bad break, but I've got an awful lot to live for.

DOCUMENT *Notes*

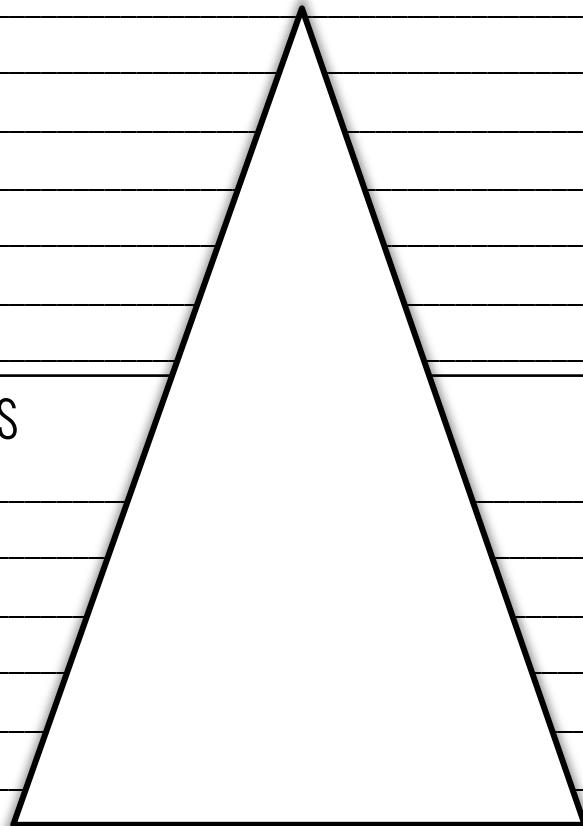
The Rhetorical Triangle: ETHOS, PATHOS, & LOGOS

Directions: Use the organizer to identify examples of elements of persuasion in the informational texts.

LOGOS

PATHOS

ETHOS



Analyzing Advertisements: ETHOS, PATHOS, & LOGOS

Directions: Analyze advertisements in old magazines and newspapers.

For each advertisement, write the company or product that is being advertised, and place an X in the Ethos, Pathos, or Logos columns if either is present in the ad. Then, explain why the ad contains that persuasive element. Ads may contain more than one persuasive element. Try to find at least one advertisement for each.

ADVERTISEMENT	ETHOS	PATHOS	LOGOS

Name: _____ Date: _____ Per: _____

Analyzing Advertisements: ETHOS, PATHOS, & LOGOS

Which advertisement was the most effective? _____

Why do you think this advertisement was so effective? _____

Writing with Appeals: ETHOS, PATHOS, & LOGOS

Directions: Work individually or in small groups to use rhetorical appeals for persuasion.

Use the rhetorical appeals (ethos, pathos, and logos) to write persuasive arguments trying to sell a product. The product may be a pen, an alarm clock, an alarm system, or something else.

SELL ME THIS...

In the box, write the object you are trying to sell.

ETHOS	PATHOS	LOGOS
1.	1.	1.
2.	2.	2.
3.	3.	3.

Essay Writing: ARGUMENTATIVE WRITING

Write an argumentative essay that convinces your audience to acknowledge that your claim is valid. Make sure that you provide sufficient reasoning and evidence to support your claim. To make your stance more persuasive, be sure to use ethos, (a little bit of) pathos, and logos to convince your audience.

ETHOS – appeal to credibility or character (be an honest and trustworthy expert on your subject)

PATHOS – appeal to emotion (make the audience act on their emotions and how they feel)

LOGOS – appeal to logic or reason (using facts, figures, and statistics to support your argument)

ARGUMENTATIVE ESSAY PROMPT:

After looking at the various argumentative writing prompts and topics, write the topic that you select below.

IMPORTANT DATES TO REMEMBER:

Essay Brainstorming Due: _____

Essay Outline Due: _____

Essay Rough Draft Due: _____

Essay Final Draft Due: _____

Number of sources needed: _____ electronic _____ print

USE THE SPACE BELOW TO BEGIN BRAINSTORMING YOUR ESSAY.

Essay Writing: ARGUMENTATIVE WRITING

Write an argumentative essay that convinces your audience to acknowledge that your claim is valid. Make sure that you provide sufficient reasoning and evidence to support your claim. To make your stance more persuasive, be sure to use ethos, (a little bit of) pathos, and logos to convince your audience.

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LOGOS – appeal to logic or reason (using facts, figures, and statistics to support your argument)

ARGUMENTATIVE ESSAY PROMPT:

Write the essay prompt in the space provided below.

IMPORTANT DATES TO REMEMBER:

Essay Brainstorming Due: _____

Essay Outline Due: _____

Essay Rough Draft Due: _____

Essay Final Draft Due: _____

Number of sources needed: _____ electronic _____ print

USE THE SPACE BELOW TO BEGIN BRAINSTORMING YOUR ESSAY.

Essay Writing: WRITING A THESIS

DIRECTIONS: Following the steps of argumentative writing, complete this worksheet to establish a thesis statement for your argumentative essay.

STEP 1: INVESTIGATE A TOPIC. COLLECT AND EVALUATE EVIDENCE

Topic: _____

POSITION 1 (PRO)

POSITION 2 (CON)

STEP 2: ESTABLISH A POSITION/CLAIM

Claim: _____

STEP 3: WRITE YOUR THESIS

What is your claim? _____

What are your arguments? 1. _____ 2. _____ 3. _____

What is the opposing argument? _____

Write a single sentence that captures your claim, your main arguments, and the opposing argument. (These arguments should be the topics of your body paragraphs.)

THESIS: _____

Essay Writing: DEVELOPING A COUNTERCLAIM

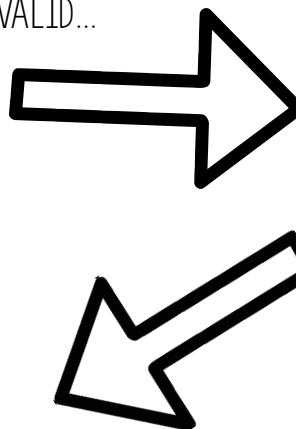
DIRECTIONS: Finding and writing about the opposing viewpoints might be a difficult task when it comes to argumentative writing. However, in order to make your argument as strong as it can be, you need to address other viewpoints and then explain why those viewpoints are incorrect.

BECAUSE...



SOME PEOPLE MAY THINK THAT

HOWEVER, THIS CLAIM IS
INVALID...



BECAUSE...

LIST THE REASONS FOR SOMEONE WHO
MIGHT SUPPORT THIS ARGUMENT.

THINK OF A REASON THAT SUPPORTS YOUR
CLAIM & DISPROVES THE OTHER SIDE..

Essay Writing: ARGUMENT ESSAY OUTLINE

I. INTRODUCTION

- a. Hook (grab your audience's attention with something other than a question. You can use an anecdote, a quote, a universal thought or theme, or an observation)
- b. Background information (information relevant to the subject. Why would people want to read this? Why is it important?)
- c. Thesis

II. COUNTER ARGUMENT

- a. Topic Sentence (explain that other people have a different belief)
- b. Reason why someone might think this
- c. Reason proving they are wrong
- d. Explanation for why they are wrong
- e. Transition sentence

III. BODY PARAGRAPH 2 (FIRST ARGUMENT THAT SUPPORTS YOUR CLAIM)

- a. Topic Sentence
- b. Example/evidence supporting your topic sentence
- c. Explanation of example/evidence
- d. Example/evidence supporting your topic sentence
- e. Explanation of example/evidence
- f. Example/evidence supporting your topic sentence
- g. Explanation of example/evidence
- h. Transition sentence

IV. BODY PARAGRAPH 3 (SECOND ARGUMENT THAT SUPPORTS YOUR CLAIM)

- a. Topic Sentence
- b. Example/evidence supporting your topic sentence
- c. Explanation of example/evidence
- d. Example/evidence supporting your topic sentence
- e. Explanation of example/evidence
- f. Example/evidence supporting your topic sentence
- g. Explanation of example/evidence
- h. Transition sentence

V. CONCLUSION

- a. Restate the thesis
- b. Final thought (*this is your one last time to fight for your argument to convince people that your point is valid*)

Essay Writing: ARGUMENT ESSAY OUTLINE

I. INTRODUCTION

- a. Hook (grab your audience's attention with something other than a question. You can use an anecdote, a quote, a universal thought or theme, or an observation)
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- e. Transition sentence

V. CONCLUSION

- a. Restate the thesis
- b. Final thought (this is your one last time to fight for your argument to convince people that your point is valid)

Argument Essay PEER EDITING FORM

Author Name: _____

Peer Reviewer Name: _____

Essay Topic: _____

Essay Thesis: _____

	Yes	No
ORGANIZATION		
Is there a title?		
Are paragraphs used? Is each paragraph indented?		
INTRODUCTION		
Is there an attention getter in the first sentence of the paper?		
Does the author include background information informing the audience about the topic?		
Is there a thesis statement?		
Is the thesis statement the last sentence of the paragraph?		
BODY PARAGRAPHS		
Is there a quotation in every body paragraph?		
Does each body paragraph provide at least two examples of relevant evidence supporting the topic sentence and claim?		
Is the evidence cited properly? "quote" (#).		
After the quote, is there some sort of explanation of the T.S.?		
Does the argument essay include a counter claim?		
CONCLUSION		
Does the writer restate the thesis?		

Circle the below errors in the paper you are peer editing and make the necessary corrections.

- Contractions (don't, won't, he's, can't, should've, etc.)
- Slang (wanna, coulda, gonna, etc.)
- 1st and 2nd personal pronouns (I, me, we, you, your, you're)
- Numbers 1-10 are spelled out and numbers 11 and higher are written as numbers
- Spelling errors
- Grammatical errors

Argument Essay GRADING RUBRIC

Introduction	10	8	6	4	2
	The intro contains an interesting hook, adequate background info, and an accurate thesis	The intro contains a hook, adequate background info, and a thesis	The intro is missing the hook or some of the background info	The intro is missing the thesis	There is no introduction
Conclusion	10		6		2
	The conclusion restates the thesis and includes a final thought		The conclusion restates the thesis		There is no conclusion
Organization	10	8	6	4	2
	The paper is organized in a logical manner	There are a couple minor organizational errors	There are a few organizational errors	There are major organizational errors	The paper lacks organization
Ideas	30	24	18	12	6
	The ideas, supporting evidence, and explanation support the claim exceptionally well	The ideas, supporting evidence, and explanation support the claim	The ideas, supporting evidence, and explanation are inadequate or slightly off topic –slightly supportive	The paper contains some ideas and supporting evidence, but it is not relevant to the topic	The paper lacks any ideas, supporting evidence, and explanation
MLA Format	10	8	6	4	2
	There are no MLA formatting errors.	There are a couple minor MLA formatting errors	There are a few minor MLA formatting errors	There are major MLA formatting errors	The paper is not in MLA format
Grammar	20	16	12	8	4
	There are no grammatical errors	There are a couple minor grammatical errors	There are a few minor grammatical errors	There are a few major grammatical errors	The grammatical errors make it difficult to read
Counter Argument	10		6		2
	The counter argument is addressed, supported with concrete details, and debunked with persuasive writing		The counter argument is addressed and somewhat debunked with persuasive writing		There is no counter argument

Comments: _____

Total Score

Argument Essay GRADING RUBRIC

Introduction					
	The intro contains an interesting hook, adequate background info, and an accurate thesis	The intro contains a hook, adequate background info, and a thesis	The intro is missing the hook or some of the background info	The intro is missing the thesis	There is no introduction
Conclusion					
	The conclusion restates the thesis and includes a final thought		The conclusion restates the thesis		There is no conclusion
Organization					
	The paper is organized in a logical manner	There are a couple minor organizational errors	There are a few organizational errors	There are major organizational errors	The paper lacks organization
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	The ideas, supporting evidence, and explanation support the claim exceptionally well	The ideas, supporting evidence, and explanation support the claim	The ideas, supporting evidence, and explanation are inadequate or slightly off topic –slightly supportive	The paper contains some ideas and supporting evidence, but it is not relevant to the topic	The paper lacks any ideas, supporting evidence, and explanation
MLA Format					
	There are no MLA formatting errors.	There are a couple minor MLA formatting errors	There are a few minor MLA formatting errors	There are major MLA formatting errors	The paper is not in MLA format
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Counter Argument					
	The counter argument is addressed, supported with concrete details, and debunked with persuasive writing		The counter argument is addressed and somewhat debunked with persuasive writing		There is no counter argument

Comments: _____

Total Score

Rhetorical Appeals: ETHOS, PATHOS, & LOGOS

Directions: Read Chief Joseph of the Nez Perce's speech surrendering to the US Army in 1877. As you read, circle all examples of Ethos, underline all examples of Pathos, and highlight all examples of Logos.

After you identify Ethos, Pathos, and Logos, review the speech again and place a star next to any persuasive techniques that Chief Joseph used. Use the space provided in the Document Notes section to record any addition notes that help you understand the meaning of the text.

ON SURRENDER TO US ARMY, 1877

Delivered by Chief Joseph of the Nez Perce

Ethos: Doing what he feels is best

Tell General Howard I know his heart. What he told me before, I

Pathos: Eliciting emotion

have it in my heart. I am tired of fighting. Our Chiefs are killed;

Looking Glass is dead, Ta Hool Hool Shute is dead. The old men

are all dead. It is the young men who say yes or no. He who led on

the young men is dead. Logos: It is fact that the old chiefs are all dead. This can also be used as pathos.

Logos: Fact. It is cold.

Pathos: Eliciting emotion

It is cold, and we have no blankets; the little children are freezing

to death. My people, some of them, have run away to the hills, and

have no blankets, no food. No one knows where they are - perhaps

freezing to death. I want to have time to look for my children, and

see how many of them I can find. Maybe I shall find them among

the dead.

Ethos: Speaking as a chief to other chiefs.

Hear me, my Chiefs! I am tired; my heart is sick and sad. From

where the sun now stands I will fight no more forever.

DOCUMENT Notes

These are some suggested answers. There can be more answers. Have students justify and support their claims.

Rhetorical Appeals: ETHOS, PATHOS, & LOGOS

Directions: Read President Abraham Lincoln's speech below. As you read, circle all examples of Ethos, underline all examples of Pathos, and highlight all examples of Logos.

Then, review the speech and place a star next to persuasive techniques that President Lincoln used. Use the space provided in the Document Notes section to record your notes.

THE GETTYSBURG ADDRESS

Delivered by President Abraham Lincoln

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Logos: Fact, referencing time.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

Pathos: Mourning the lost

But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.

DOCUMENT Notes

Logos: Fact, referencing time.

These are some suggested answers. There can be more answers. Have students justify and support their claims.

Ethos: Giving credit where credit is due. Honoring the fallen.

Rhetorical Appeals: ETHOS, PATHOS, & LOGOS

Directions: Read Lou Gehrig's speech below. As you read, circle all examples of Ethos, underline all examples of Pathos, and highlight all examples of Logos.

Then, review the speech and place a star next to persuasive techniques that Lou Gehrig used. Use the space provided in the Document Notes section to record your notes.

FAREWELL TO BASEBALL

Delivered by Lou Gehrig

Fans, for the past two weeks you have been reading about a bad break I got. Yet today I consider myself the luckiest man on the face of the earth.

Ethos: Establishing credibility. Also can be argued as pathos.

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?

Logos: Referencing how long he's been a ball player. Also Sure I'm lucky. can be argued as pathos.

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.

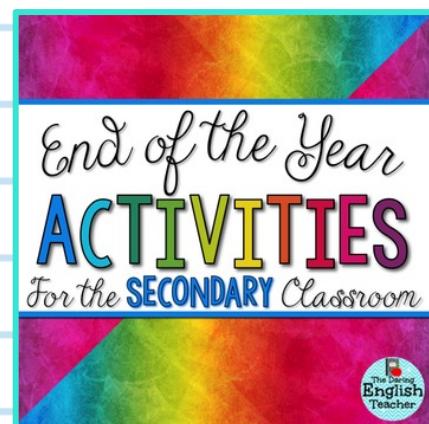
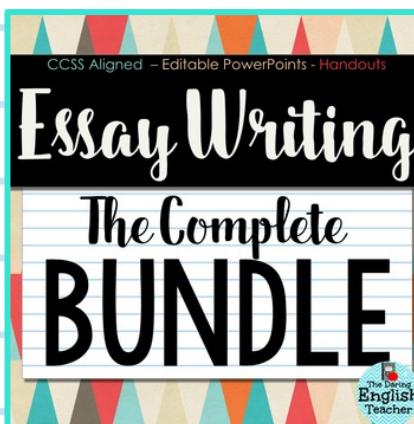
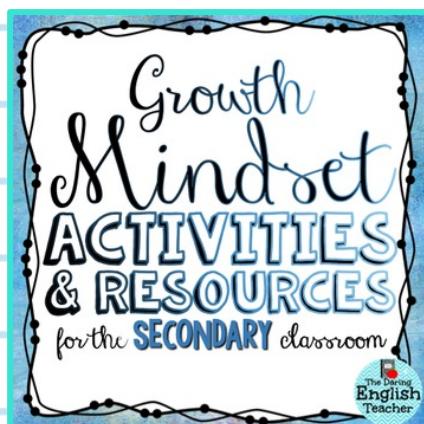
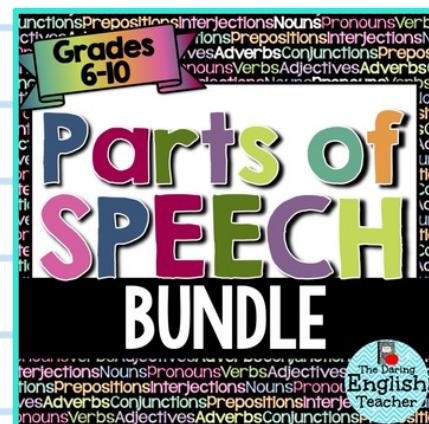
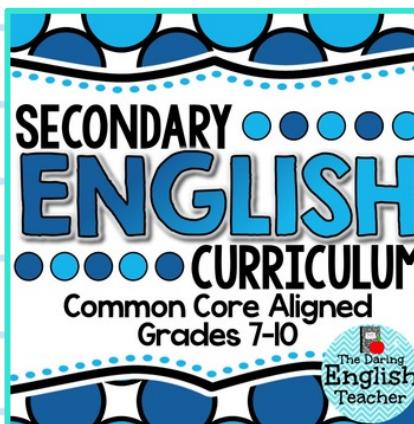
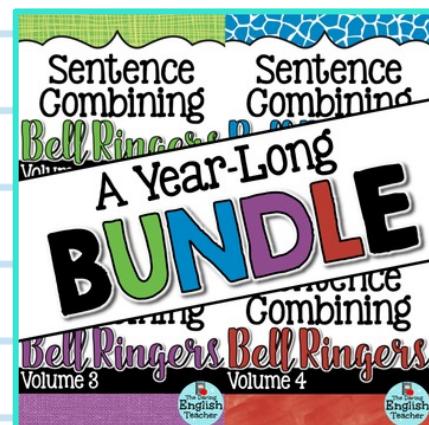
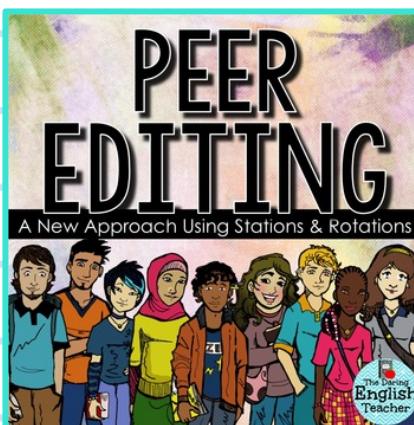
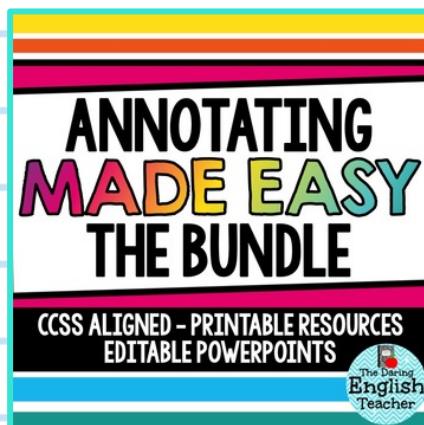
So, I close in saying that I might have been given a bad break, but I've got an awful lot to live for. Pathos: Are you crying yet?

DOCUMENT Notes

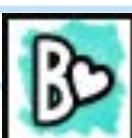
These are some suggested answers. There can be more answers. Have students justify and support their claims.

Pathos: Referencing family to show why he is still lucky.

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