

Ms. Howell's English IV Classes

Objectives: I can...

- Identify, analyze, and explain the use of logical fallacies and the effects logical fallacies have on an argument [Monday-Tuesday]
- Define, explain, and analyze the major components of rhetoric and the rhetorical appeals within pieces of rhetoric [Wednesday – Friday]

Agendas:

- Monday:** watch “Reviewing the Logical Fallacies” video and begin “Analyzing Logical Fallacies & Their Effects” activity
 - “Analyzing Logical Fallacies & Their Effects” activity
 - Select 5 of the 10 YouTube Clips to watch and analyze
 - Identify the fallacy in the clip, explain the use of the fallacy, analyze the effect the fallacy has on the argument in the clip
- Tuesday:** Finish the “Analyzing Logical Fallacies & Their Effects” activity and submit on Google Classroom by midnight.
- Wednesday:** watch “Introduction to Rhetoric” video and take notes
- Thursday:** watch/read/annotate famous movie speeches and then analyze the major rhetoric components, as well as the development of rhetorical appeals, in the speech in the “Developing Rhetorical Appeals in Famous Movie Speech” chart.
- Friday:** finish “Developing Rhetorical Appeals in Famous Movie Speech” chart and then tune in at 3:00 to watch Ms. Howell discuss the speeches [see Google Classroom for full details].

Attachments included:

- “Analyzing Logical Fallacies & Their Effects” Chart [with links to video clips]
- Famous Movie Speech Texts [with links to video clips]
- “Developing Rhetorical Appeals in Famous Movie Speech” Chart

Notes:

- All information and documents can be found on Google Classroom.
- All narrated presentations are posted on Google Classroom.
- Any changes or updates will be announced on Google Classroom.

Name:

Period:

Date:

Analyzing Logical Fallacies & Their Effects

Directions: After watching the video “Reviewing the Logical Fallacies,” in which Ms. Howell reviewed the definitions of our logical fallacies and then broke down how example images use logical fallacies, you are then going to choose 5 of the 10 clips posted on Google Classroom to analyze and break down for their uses of logical fallacies. You may print/handwrite/post a photo of the chart, OR you may type directly into this chart – whichever you prefer. This is due by TUESDAY at midnight, submitted on Google Classroom.

Video Clip Name	Logical Fallacy Used	Explain why this is the logical fallacy being used	Why is this bad for the argument?
EXAMPLE: <i>Picture of Beaver Walking Up the Mountain</i> [from Howell's Video]	<i>Post Hoc Ergo Propter Hoc</i>	<i>The picture suggests that because the beaver walked up the mountain and talked to the sun first and then the sun came out second that the beaver walking and talking to the sun CAUSED the sun to come out.</i>	<i>This is a bad argument because the beaver can't actually tell the sun what to do. There is no evidence to prove that the first event caused the second event. It's creating a relationship between two unrelated ideas and does not actually try to provide a real argument about causes of an event.</i>
1.			
2.			

3.			
4.			
5.			

Links to YouTube Clips (all found on Google Classroom):

Family Guy: <https://www.youtube.com/watch?v=Rm3d43HLyTI>

Parks & Rec "Compromise": <https://www.youtube.com/watch?v=emflRTPmKxA>

Tea Partyer on Obama: <https://www.youtube.com/watch?v=QIR5Rxfk67o>

Trump calls Ted Cruz a Liar: <https://www.youtube.com/watch?v=5D-tKJzkBdc>

Sony Commercial: <https://www.youtube.com/watch?v=OJGASFPX8Yk>

Parks & Rec "Evils of Eagleton": <https://youtu.be/Vr75zyZy1BQ>

According to Jim: <https://youtu.be/Dln3DJEcghY>

Mean Girls: <https://youtu.be/N47aKq7uxa8>

The Simpson: https://youtu.be/oAp_s8kbgfk

Trump on Obama's Birth Certificate: <https://youtu.be/UBT78Q0rbSo>

**Gordon Bombay's "Ducks Fly Together" Speech
from *D2: The Mighty Ducks***

https://www.youtube.com/watch?v=RzjY_K0cX1c

Gordon: Did you all enjoy that?

Team: Yeah!

Gordon: OK, well so did they. Because they're still three points up, and we're one period away from defeat.

Jesse: If we can't beat them, we might as well keep our pride.

Team: Yeah!

Gordon: Jesse, that's not pride. Sure, when Dwayne roped that big oaf, part of me cheered. But, guys, I've been there. I know how you feel. I wanted to cream that jerk that busted my knee when I played in the minors, and I really, really wanted to go after Stansson for that cheap shot. But you know what? My knee will heal, and if I become someone I'm not... If I sink to their level... Well, then, I lost more than my knee. You understand?

Team: Yeah.

Gordon: We're not goons. We're not bullies. No matter what people say or do, we have to be ourselves. You [*points*]. Who are you?

Dean: Dean Portman.

Gordon: From where?

Dean: Chicago, Illinois.

Gordon: You [*points*].

Gee: Gee Germaine.

Gordon: From where?

Guy: St. Paul, Minnesota.

Gordon: You [*points*].

Jesse: I'm Jesse Hall from Minneapolis, Minnesota.

Gordon: Who are you?

Julie: Julie Gaffney from Bangor, Maine.

Luis: Luis Mendoza. Miami, Florida.

Greg: Greg Goldberg. Philadelphia, Pennsylvania.

Les: Les Averman. Brooklyn Park, Minnesota.

Fulton: Fulton Reed. Stillwater, Minnesota.

Russ: Russ Tyler. South Central Los Angeles.

Charlie: Charlie Conway. Minneapolis, Minnesota.

Ken: Ken Wu. San Francisco, California.

Connie: Connie Moreau. Minneapolis, Minnesota.

Adam: Adam Banks. Edina, Minnesota.

Dwayne: Dwayne Robertson. Austin, Texas.

Michelle: Michele MacKay. Duluth, Minnesota.

Gordon: And I'm Gordon Bombay, Minneapolis, Minnesota [*cheering*]. We're Team U.S.A., gathered from all across America, and we're gonna stick together. You know why?

Jan: Because we are Ducks, and ducks fly together.

Gordon: That's right, Jan. And just when you think they're about to break apart, ducks fly together [*all together*]!

Michelle: And when the wind blows hard and the sky is black, ducks fly together [*all together*]!

Dwayne: And when the roosters are crowing and the cows are spinning circles in the pasture —

Gordon: Um. Okay. Ducks fly together [*all together*]! And when everyone says it can't be done, ducks fly together.

“President’s Speech to the Troops”

from *Independence Day*

https://www.youtube.com/watch?v=9t1IK_9apWs

The President: Good morning. In less than an hour, aircraft from here will join others from around the world. And you will be launching the largest aerial battle in this history of mankind.

Mankind -- that word should have new meaning for all of us today. We can't be consumed by our petty differences anymore. We will be united in our common interests.

Perhaps its fate that today is the 4th of July, and you will once again be fighting for our freedom, not from tyranny, oppression, or persecution -- but from annihilation. We're fighting for our right to live, to exist. And should we win the day, the 4th of July will no longer be known as an American holiday, but as the day when the world declared in one voice:

"We will not go quietly into the night!

We will not vanish without a fight!

We're going to live on!

We're going to survive!"

Today, we celebrate our Independence Day!

William Wallace's "Address to Scottish Army at Stirling"
from *Braveheart*

<https://www.youtube.com/watch?v=lE00ZDbMrgE>

Wallace: Sons of Scotland, I am William Wallace.

Young soldier: William Wallace is 7 feet tall.

Wallace: Yes, I've heard. Kills men by the hundreds, and if he were here he'd consume the English with fireballs from his eyes and bolts of lightning from his arse. I AM William Wallace. And I see a whole army of my countrymen here in defiance of tyranny. You have come to fight as free men, and free men you are. What would you do without freedom? Will you fight?

Veteran soldier: Fight? Against that? No, we will run, and we will live.

Wallace: Aye, fight and you may die. Run and you'll live -- at least a while. And dying in your beds many years from now, would you be willing to trade all the days from this day to that for one chance, just one chance to come back here and tell our enemies that they may take our lives, but they'll never take our freedom!!!

Wallace and Soldiers: Alba gu bra! (*Scotland forever!*)

“Mr. Joe Clark Addresses the Parents”

from *Lean on Me*

https://www.youtube.com/watch?v=TKR_Tli5hbU

Clark: They say, "One bad apple spoils the bunch." Well, what about 300? Rotten to the core! Now, you're right, Mrs. Barrett: This is a war. It's a war to save 2700 other students, most of whom don't have the basic skills to pass a state exam. Now, if you want to help us, fine. Sit down with your kids and make 'em study at night. Go get your families off welfare.

Barrett: How dare you talk to these people about wel --

Clark: Give our children some pride. Let 'em get their priorities straight. When Dr. Napier came to me offering this job, I saw the lightening flash. I heard the thunder roll. I felt breakers, crashing, swamping my soul.

Barrett: We are not in church, Mr. Clark!

Clark: I fell down on my knees. And I cried, "My God, why has thou forsaken me?" And the Lord said, "Joe, you're no damn good." No, now I mean this more than you realize. "You're no earthly good at all, unless you take this opportunity and do whatever you have to." And he didn't say, "Joe, be polite." "Do whatever you have to to transform and transmogrify this school into a special place -- where the hearts and souls and minds of the young can rise, where they can grow tall and blossom out from under the shadows of the past; where the minds of the young are set free."

And I gave my word to God!

And that's why I threw those bastards out!

And that's all I'm gonna say.

Name: _____

Date: _____

Developing Rhetorical Appeals in Famous Movie Speech

Directions: After listening to and text-marking the four famous movie speeches, explain the major components of rhetoric (speaker, audience, and subject), and then analyze how each speech develops the rhetorical appeals (ethos, pathos, and logos).

Components & the Appeals	<i>The Mighty Ducks</i> Speech	<i>Independence Day</i> Speech	<i>Braveheart</i> Speech	<i>Lean on Me</i> Speech
<p>SPEAKER <i>Who is he? What "persona" does he take on? Who does he try to be in the speech? What kind of a person is he?</i></p>				
<p>ETHOS <i>How does the speaker make himself seem credible, trustworthy, and/or reliable, so people will listen to and believe what he has to say?</i></p>				
<p>AUDIENCE <i>Who are the listeners? How are they feeling? What are their potential expectations?</i></p>				
<p>PATHOS <i>What is being said that would get listeners to have an emotional reaction? What emotional reaction(s) would the speaker want from his audience during this speech?</i></p>				

SUBJECT

What is the main topic?

LOGOS

What reasons is the speaker using to support his points about the main subject of his speech?
