Gettysburg Address
Examining and Analyzing Rhetorical Appeals

In July of 1863, the armies of the Union and Confederacy clashed in Gettysburg, Pennsylvania, in what would become the bloodiest battle of the American Civil War. On November 19th, Abraham Lincoln rose before an audience at Gettysburg to consecrate a new military cemetery and honor the dead. In his Gettysburg Address, Lincoln discussed the progress and meaning of the war, praises the powerful acts of the fallen soldiers, and calls upon the audience to continue the work for which the soldiers died: to restore the Union. In what is now considered one of the most eloquent speeches in American history, Lincoln employs appeals to *ethos*, *logos*, and, especially, *pathos* to powerfully convey his message.

This worksheet gives students an opportunity to practice examining and analyzing rhetorical appeals. Effective appeals address all aspects of the rhetorical situation in any text or speech: the speaker, the audience, and the message. With this rhetorical situation in mind, Aristotle sought a means to most effectively convey ideas. He identified three general persuasive strategies, known as appeals, that address the three elements of the rhetorical situation: *ethos*, the appeal to the speaker’s authority; *pathos*, the appeal to the audience’s emotions; and *logos*, the appeal to the message’s logic. In completing this worksheet, students will be able to examine and analyze Aristotle’s three rhetorical appeals in order to evaluate works of rhetoric and the techniques they employ.

**Skills**
- Analysis
- Drawing inferences from text
- Close reading
- Examining the impact of diction on audience

**Learning Objectives**
By using this worksheet, students will:
- Examine appeals in a text
- Classify appeals in a text as *ethos*, *pathos*, or *logos*
- Distinguish the methods that make the appeal effective
- Evaluate how the appeal contributes to the overall message
Instructions for Teachers

The activity that follows can be done through an Owl Eyes classroom or solely on the worksheet, which can be turned in for assessment. A suggested flow for this worksheet is as follows:

- Review the content of the Gettysburg Address with your students. The text can be found at [http://www.owleyes.org/text/gettysburg-address](http://www.owleyes.org/text/gettysburg-address)
- Put students into pairs or groups.
- Make one student the recorder and one the reporter in each pair or group.
- Have students use the attached worksheet to complete the activity.
- Monitor and assist students as necessary.
- Have the reporters share with the class the findings of their pairs or groups.

To provide students with guidance in analyzing rhetorical appeals, an example can be selected from the Teacher's Answer Key that follows the activity chart.

The answer key provides suggestions for analyzing these appeals. Other interpretations are possible, and we encourage you to foster discussion of additional analysis of how appeals reflect the relationship between speaker, audience, and medium, as well as how they contribute in communicating the speaker's message.
### Gettysburg Address / Abraham Lincoln

Examining and Analyzing Rhetorical Appeals

Examine the examples of appeals in the Gettysburg Address that are recorded in the Appeal column below.

<table>
<thead>
<tr>
<th>Appeal</th>
<th>Type of Appeal</th>
<th>How does the appeal contribute to and effectively convey the message?</th>
<th>What methods or techniques make the appeal effective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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</tbody>
</table>

1. "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."

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

### Record your answers to complete the chart.

- **Examine the examples of appeals in the Gettysburg Address that are recorded in the Appeal column below.**
- **Identify the type of appeal (ethos, pathos, logos).** Each passage may employ more than one.
- **Distinguish what makes the appeal effective.**
- **Evaluate how the appeal either contributes to or effectively conveys the message.**

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**SAMPLE**

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