Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Rhetorical Strategies & Main Ideas** in Revolutionary Fiction Unit

 *Rhetorical strategies* demonstrate a speaker or writer’s ability to use language skillfully. Use this handout as a study guide for our end of unit assessment.

**Benjamin Franklin:**

***Aphorisms*** to teach the reader something; show wisdom

 Ex/ “What we attain too cheap, we esteem too lightly; ‘tis dearness only that gives everything its value” (108).

***Other skills used:*** *Imagery, anecdotes*

***Main points of piece****: Ben Franklin valued hard work and learning. He had various beliefs (expressed in aphorisms, often) about how to meet success in life. He dedicated his life to bettering himself and respected others who did the same.*

 *Other Notes:*

**Patrick Henry:**

***Parallelism*** to build suspense and tension

 Ex/ We have argued; we have listened; we have negotiated.

 *Could also be worded like: We have argued, listened, negotiated…*

***Rhetorical******Questions*** to also build suspense and tension

 Ex/ “And what have we to oppose to them? Shall we try argument? Have we anything new to offer on the subject?”

 “Are fleets and armies necessary to a work of love and reconciliation?”

 *He is not asking because he wants answers!*

***Allusions***to produce emotional effects, appeal to faith of audience

 Ex/ “Suffer not yourselves to be betrayed with a kiss.” (question 5c)

Jesus was asking Judas why he was acting like a friend by kissing him, when in

actuality he was betraying him. Explanation: Judas betrayed Jesus and Henry warns listeners not to be deceived by the apparently mild British reaction to the colonists’ petitions against the tax laws.

 ***Other skills used:*** *Appeals to Ethos, Pathos and Logos*

***Main points of speech****: Henry wanted to inspire his fellow colonists to act. He believes that the British will descend upon them like a storm and that war is inevitable. He believes the war has already begun and they need to acknowledge this.*

*Other Notes:*

**(continued on reverse)**

**Thomas Paine**

***Parallelism*** to build suspense through anecdotes

 Ex/ “Were the back counties to give up their arms…Were the home counties to deliver up their arms…And were any one state to give up its arms…” (111).

***Aphorisms*** to teach the reader something; show wisdom

 Ex/ “What we attain too cheap, we esteem too lightly; ‘tis dearness only that gives everything its value” (108).

***Other skills used:*** *Appeals to Pathos and Logos*

***Main points of speech****: Paine uses this speech to urge the colonists to renew their struggle against Britain. He argues that no prize worth fighting for is easily won and that the British objective is nothing less than the enslavement of the colonists and he uses very harsh language to show this (ex/ comparing King George an “individual villain” on page 110). He recognizes that the colonists are losing hope but he hopes to make his audience see the selfishness of the Tory position (those that are in the colonies that support British rule) that would avoid war today but leave it for future generations to fight. He prides those who have “strong hearts” and who follow what is right, and disapproves of those who “shrink” (lack courage) away from conflict. He notes that Heaven/God will reward and/or look fondly on those who are held down and finally rise up to pursue their freedom. He is not promoting fear, but appealing to the colonists anger and attempting, through his speech, to give them cause to continue the fight.*

**Thomas Jefferson**

***Parallelism*** to build suspense and tension, producing cadence in this case

 Ex/ “We hold those truths to be self-evident: that all men are created equal; that they are endowed by their creator...” (117).

***Cadence*** or rhythm to the text

 Ex/ Use of “that…” in second paragraph of The Declaration of Independence.

 “He has…He has…” statements throughout

***Main points of section we read****: Thomas Jefferson (third president of the United States- 1801-1809) was a firm believer in the rights of individuals and states to govern themselves as much as possible. He believed in freedom, but acknowledged that with freedom comes responsibility. In the Declaration, he writes that often, human beings allow themselves to suffer being controlled rather than to “right themselves” and “throw off” that which is controlling (or “usurping” them). He explains that it is our* ***right*** *as human beings to escape this “absolute despotism” (complete control by the King) and our duty to do so. Then, reasons are listed as to why our independence is being declared.*

***Truths that Jefferson considers to be “self-evident”:*** *“All men are created equal” and have “inalienable rights” (undisputable rights); governments derive their “powers from the…governed”, who have the right to “alter or to abolish” them.*