

LEARNING STRATEGIES:
Discussion Groups, Think-Pair-Share, Marking the Text

My Notes

Learning Targets

- Identify the author’s purpose and analyze the argument presented.
- Analyze and evaluate the organization of ideas.
- Evaluate rhetorical appeals and their effectiveness in argument.

Preview

In this activity, you will read a speech about civil disobedience and analyze how the author builds his argument.

Setting a Purpose for Reading

- Put a star next to Gandhi’s central claim.
- Highlight the most important details that support Gandhi’s claim.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

ABOUT THE AUTHOR

Born in 1869, Mohandas Karamchand Gandhi was a great believer in the power of using civil disobedience against governments that oppressed the poor and the disenfranchised. He spent seven years in South Africa leading and defending Indians born and living there without legal rights. It was there that he began practicing *satyagraha*, or passive resistance. Later, he returned to his homeland of India where he helped the country gain its independence from the British in 1947. He became known there as Mahatma, or “Great Soul.” India, though free from Britain, suffered from internal turmoil as religious factions fought for power. Gandhi was assassinated by a fanatic in 1948.



INDEPENDENT READING LINK

Read and Recommend

Review the notes you have been taking in your Reader/Writer Notebook about your independent reading. Which selections address the issue of justice or another issue related to culture? Choose one of the selections to recommend to your classmates. Write a one-paragraph review that explains how the work addresses an issue. Be specific. Include one or more reasons why the work might be helpful for peers to read as they consider argument in the context of culture.

ill-conceived: poorly thought out
belligerents: participants in a war

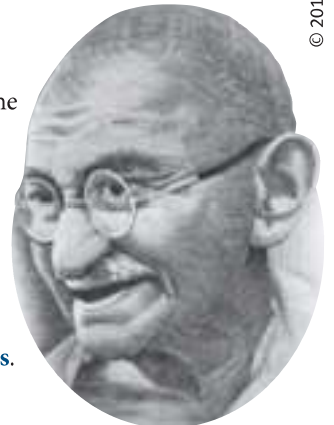
Speech

Excerpt from On Civil Disobedience

by Mohandas K. Gandhi

July 27, 1916

1 There are two ways of countering injustice. One way is to smash the head of the man who perpetrates injustice and to get your own head smashed in the process. All strong people in the world adopt this course. Everywhere wars are fought and millions of people are killed. The consequence is not the progress of a nation but its decline. . . . No country has ever become, or will ever become, happy through victory in war. A nation does not rise that way; it only falls further. In fact, what comes to it is defeat, not victory. And if, perchance, either our act or our purpose was **ill-conceived**, it brings disaster to both **belligerents**.



Taking a Stand on Justice

My Notes

Working from the Text

3. Many writers publish stories about civil strife in their countries. Compare and contrast the portrayal of reactions to civil strife in *Persepolis* and “On Civil Disobedience.”
4. Look at how the author transitions from idea to idea. How does Gandhi use cause and effect to organize his ideas? Create a graphic organizer in your Reader/Writer Notebook that shows the cause-and-effect patterns you identify in the speech.

Language and Writer’s Craft: Organizing an Argument

Transition words and phrases can help an argument writer guide a reader from one idea to the next. In this sentence from “On Civil Disobedience,” Gandhi uses the transition word *similarly* to show how two ideas are alike: “No clapping is possible without two hands to do it, and no quarrel without two persons to make it. **Similarly**, no State is possible without two entities, the rulers and the ruled.” Other transitions that compare are *also*, *in the same way*, and *likewise*.

Words that show contrast: *but, however, on the other hand*

Words that emphasize key points: *clearly, in fact, of course*

Words that introduce additional support: *additionally, also, furthermore, in addition*

Words that summarize an argument: *finally, in conclusion, to summarize*

Transitions can alter a sentence’s meaning. Read the following examples, and then choose one more transition word to use and describe how it changes the meaning of the sentence.

Sentence	Implied Meaning
On the other hand , Gandhi gained respect in the West.	This contrast hints that elsewhere, Gandhi may not have had respect.
Furthermore , Gandhi gained respect in the West.	This addition indicates that Gandhi was achieving many positive things, including gaining respect in the West.
_____, Gandhi gained respect in the West.	

PRACTICE Look back at your answers to the Second Read questions. Find two places where you might use transitions to clarify and strengthen your argument. Rewrite your responses using those transitions.

LEARNING STRATEGIES:

Marking the Text, Close Reading

My Notes

Learning Targets

- Analyze the use of rhetorical appeals in argument.
- Compare and contrast how different writers approach a subject or an issue.

Using Rhetorical Appeals

You have learned how writers use ethos, pathos, and logos to appeal to readers. In argumentative texts, reasoning should primarily be based on ethos and logos. However, pathos can be a strong appeal as part of an argument.

Preview

In this activity, you will read two speeches about justice and analyze the speakers' use of rhetorical appeals.

Setting a Purpose for Reading

- As you read each speech, think about the rhetorical appeals the authors use to persuade their audiences.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

ABOUT THE AUTHOR

Chief Joseph (1840–1904) was the leader of a band of the Nez Percé people, originally living in the Wallowa Valley in what is now Oregon. During years of struggle against whites who wanted their lands and broken promises from the federal government, Chief Joseph led his people in many battles to preserve their lands. On a desperate retreat toward Canada, Chief Joseph and his band were fighting the Army and the weather, and he finally surrendered in the Bear Paw Mountains of Montana.

Speech

ON SURRENDER AT BEAR PAW MOUNTAIN, 1877

by Chief Joseph

1 Tell General Howard that I know his heart. What he told me before I have in my heart. I am tired of fighting. Our chiefs are killed. Looking Glass is dead, Tu-hul-hil-sote is dead. The old men are all dead. It is the young men who now say yes or no. He who led the young men [Joseph's brother Alikut] 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 and 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, my heart is sick and sad. From where the sun now stands I will fight no more forever.



Taking a Stand on Legal Issues

domestic: related to the home
posterity: all future generations

disfranchisement: deprivation of the right to vote; modern spelling is *disenfranchisement*

bill of attainder: a law that punishes a person or people for a crime, often without a trial

ex post facto: after the fact

oligarchy: a small group that runs a government

dissension: disagreement

thus voting, I not only committed no crime, but, instead, simply exercised my citizen's rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.

2 The preamble of the Federal Constitution says:

3 *We, the people of the United States, in order to form a more perfect union, establish justice, insure **domestic** tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our **posterity**, do ordain and establish this Constitution for the United States of America.*

4 It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people—women as well as men. And it is a downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic-republican government—the ballot.

5 For any state to make sex a qualification that must ever result in the **disfranchisement** of one entire half of the people, is to pass a **bill of attainder**, or, an **ex post facto** law, and is therefore a violation of the supreme law of the land. By it the blessings of liberty are forever withheld from women and their female posterity.

6 To them this government has no just powers derived from the consent of the governed. To them this government is not a democracy. It is not a republic. It is an odious aristocracy; a hateful **oligarchy** of sex; the most hateful aristocracy ever established on the face of the globe; an oligarchy of wealth, where the rich govern the poor. An oligarchy of learning, where the educated govern the ignorant, or even an oligarchy of race, where the Saxon rules the African, might be endured; but this oligarchy of sex, which makes father, brothers, husband, sons, the oligarchs over the mother and sisters, the wife and daughters, of every household—which ordains all men sovereigns, all women subjects, carries **dissension**, discord, and rebellion into every home of the nation. Webster¹, Worcester, and Bouvier all define a citizen to be a person in the United States, entitled to vote and hold office.

7 The only question left to be settled now is: Are women persons? And I hardly believe any of our opponents will have the hardihood to say they are not. Being persons, then, women are citizens; and no state has a right to make any law, or to enforce any old law, that shall abridge their privileges or immunities. Hence, every discrimination against women in the constitutions and laws of the several states is today null and void, precisely as is every one against Negroes.



¹ Webster, Worcester, and Bouvier were all authors of dictionaries.

