**Remarks by the President in a National Address to America’s Schoolchildren**

***Using Rhetorical Appeals***

Respond to the following questions using complete sentences. Reference the text and include paragraph numbers for your citations.

1. The president begins his speech with statements about the audience’s feelings and then a story about his own childhood. Why does he begin his speech in this way?

1. What is the thesis / claim in this speech? How do paragraphs 7 and 8 define the purpose of the President’s speech?

1. In paragraph 8, the President presents a number of hypothetical situations. What is the appeal? Is it ethos, pathos, or logos? How do you know?

1. In paragraphs 7-12, what does the speech focus on? What reasons are offered in support of the claim offered at the end of paragraph 6?

1. What type of appeal is most prominent in paragraphs 13-16? Why might the speaker choose to include his own personal story here?

1. In paragraphs 18-24, what does the president do to overcome potential resistance by his audience? Does this approach rely more on logos or on pathos? Explain.

1. The president uses the word *maybe* eleven times in this speech, including three times in paragraph 24. Find the two other paragraphs where he uses it multiple times. What do these paragraphs have in common? Why would he use this approach so often with this audience? How does this use of parallelism affect the rhetoric?

1. In paragraph 26, the president seems to shoot down the dreams many students might have. How does that link to what follows in paragraphs 27-33? Is it logical to use Rowling and Jordan to prove his point? Why or why not?

1. How does the president use pathos in paragraphs 32-35? Underline the sentences designed to motivate the audience using emotions rather than logic.
2. A **rhetorical question** is one that is asked for effect or one for which the answer is obvious. Highlight examples the president uses.
3. Write a 3-5 sentence objective summary of the article. Remember to include a Main Idea Statement followed by a few significant supporting details.