Analyzing Wilson's War Message

1.1 Introduction

Welcome to “President Wilson's War Message to Congress” an online English Language Arts tutorial for students in ninth and tenth grades.
1.2 Objectives

Notes:

When many Americans didn't feel the conflict of World War I concerned them and wasn't "their fight," President Wilson had quite the task in convincing Congress to take part in a war that was 3000 miles away. He knew this speech had to be as swaying and influential as it could be and to do that he would have to use rhetoric.

By the end of this tutorial you should be able to explain how a speaker uses rhetoric to advance his or her purpose.

To achieve the final objective, you will learn how to determine a speaker's purpose, identify different uses of rhetoric, and explain the impact of rhetoric on the speaker's purpose.
1.3 Review – Author’s Purpose vs. Author’s Point of View

Notes:

To make matters complicated, President Wilson actually called for neutrality, or not taking sides, from all Americans at the start of World War I. It was only with the increasingly egregious acts of the German military that he was forced to reconsider his original advice. In short, these shocking acts changed his point of view concerning the war and changed his purpose for how he addressed the American people.

So, what's the difference between the author's purpose and the author's point of view? Often times, people use these terms interchangeably, but they are really two different things.

The author's purpose is the *reason why* authors write what they do. Or, in the case of a speech, the purpose is the *reason why* the person is speaking. The three main purposes are to persuade, inform, or entertain. If the author's purpose is to persuade his audience, then he aims to convince them of something. However, if the author's purpose is to inform his audience, then he is seeking to teach them or give them information. And finally, if the author's purpose is to entertain, then he will seek to provide his audience enjoyment.

On the other hand, point of view reveals the author’s beliefs, personal judgments, or attitudes toward a certain subject. Point of view also includes the author's opinions, biases, assumptions, and feelings.
Therefore, an author’s point of view may color his argument or add to it, but his purpose defines how his argument is delivered to the audience.
Now it's your turn! Think about the information we just reviewed about author's purpose and author's point of view. Remember, the author's purpose is the reason why the author wrote what he or she wrote and determines how it is delivered to the audience, but the author's point of view only shapes the author's perspective on his or her topic. Drag the article types on the bottom onto the appropriate newspaper, then click “Submit” to check your work.

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<tr>
<th>Drag Item</th>
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<tr>
<td>Persuade</td>
<td>Author’s Purpose</td>
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<td>Attitude</td>
<td>Author’s Point of View</td>
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<td>Entertain</td>
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<td>Inform</td>
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<td>Judgement</td>
<td>Author’s Point of View</td>
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</table>
1.5 Review - Rhetoric

Notes:

Once you determine the author's purpose and point of view, you need to consider the rhetoric the author uses. Rhetoric is the art of effective or persuasive speaking and writing and is used to advance the author's purpose and sometimes the author's point of view. In the rest of this tutorial, we will focus on the author's purpose and how rhetoric maximizes its effectiveness.

There are three main types of rhetoric used in speeches; they are ethos, pathos, and logos.

**Ethos** is related to ethics, and is the speaker's appeal to credibility. It is how the speaker attempts to establish trust with the audience. Ethos is often used as a persuasive technique when the speaker is in a position of authority with regard to the subject. An example of this would be when a speaker lists what he will do for the audience. The use of ethos reinforces a speaker's power as an authority figure and also demonstrates his commitment to his audience in the hopes to gain their trust.

**Pathos** is related to empathy and is the speaker's appeal to emotion. It is how the speaker attempts to make the audience feel something. Pathos is often used to call the audience to action. An example of this would be when a speaker tells a story with emotional events in order to provoke an empathetic response in the audience.
Finally, **logos** is related to reason and is the speaker's appeal to logic. It is how the speaker attempts to give the audience proof or evidence. Using logos, speakers will try to make sense and use logic in their argument. An example of this would be when speakers use facts and statistics to bolster their argument and appeal to their audiences' sense of reason.
1.6 Review Continued - Rhetoric

Notes:

Speakers and writers will typically use all three types of rhetoric to appeal to their audience and advance their purpose. But given their specific purpose, they may lean more heavily towards one form or the other. If you recall, one of the author’s purposes was to inform. If the speaker's purpose is to simply give the audience information, logos may not be only the most obvious, but also the most appropriate form of rhetoric for that speech.

Likewise, a persuasive speech may pull on all three appeals, and hopefully would, but without pathos, which we said most speakers use to call their audience to action, it may not have much impact.

Finally, credibility and authority matter. This is why, whether a speaker’s purpose is to teach, convince, or amuse his audience, the speaker needs to have credibility to stand on using ethos. Further, in order to establish trust and credibility, speakers will often go out of their way to establish their moral standing. They typically do this by offering a number of examples where they demonstrate certain moral or ethical principles in their actions, hoping to gain the respect and favor of their audience members.

This is why all these forms constitute rhetoric, each is useful and highly effective if implemented in the right way to suit a specific purpose.
Now it’s your turn! Think about the information we just reviewed about rhetoric. Rhetoric is highly effective and it doesn’t just show up in speeches. Advertisements use rhetoric in many subtle and ingenious ways. Take a look at these sentences pulled from ads for a Camaro, Crest toothpaste and Subaru to see if you can determine which form of rhetoric is being used in each ad. Read the choices at the bottom of the screen and drag and drop each example onto the type of rhetoric being used.

<table>
<thead>
<tr>
<th>Drag Item</th>
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<tbody>
<tr>
<td>9 out of 10 dentists recommend Crest toothpaste.</td>
<td>Ethos Target</td>
</tr>
<tr>
<td>Love. It’s what makes a Subaru, a Subaru.</td>
<td>Pathos Target</td>
</tr>
<tr>
<td>The 2015 Chevrolet Camaro received a 5-Star safety rating, it gets 30 highway miles per gallon, and 9/10 consumer satisfaction rating.</td>
<td>Logos Target</td>
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</tbody>
</table>
Notes:

We just reviewed the different types of rhetoric used in speeches. These are going to help us analyze President Wilson’s “War Message to Congress.” But, before we take a look at excerpts from the speech, let’s review what was going on in the country during this time.

As you listen to the narration of the events leading up to the United States’ entry into World War I, jot down events that catch your attention. Remember to focus on the timeline of these events and note the changing American reaction as they occur.

On June 28, 1914, Austrian Archduke Franz Ferdinand is assassinated by a pro-Serbian nationalist, and the European time bomb explodes. Austria-Hungary declares war on Serbia and one declaration of war leads to another and another. Most of Europe plunges into the inferno -- both sides predict victory within a few months. President Wilson proclaims American neutrality and asks his countrymen to be neutral in thought as well as in action. [In his words] “Thank God that we are not involved. Every man who truly loves America will act and speak in the true spirit of neutrality.” The American public approves. Europe is three thousand miles away.

But then news arrives of German atrocities in Belgium. The German Chancellor calls an international treaty guaranteeing Belgian neutrality a scrap of paper. Then, German armies invade, leveling cities and shooting unarmed civilians. Committees are formed for the relief
Belgian war victims and former President Theodore Roosevelt denounces Wilson's policy of neutrality as a cowardly denial of American principles, but most Americans remain opposed to going to war.

They might have stayed that way if the Germans had not resorted to unrestricted submarine warfare. A tactic designed to break the supremacy of the British Navy. The Germans declare a war zone around the British Isles for all ships. The German Embassy publishes a warning in New York newspapers that trans-Atlantic travel is unsafe. A few days later, the British liner Lusitania nears the Irish coast. It is torpedoed by a German submarine, more than eleven hundred lives are lost. American public opinion turns decisively against Germany. Now President Wilson confronts a problem as old as the Republic, the rights of neutral Americans when Europe is at war. In 1916, he runs for reelection on the slogan, “He kept us out of war.” [In his words] “I know that you are depending on me to keep this nation out of war. So far, I have done so, and I pledge you my word that God helping me I will keep it, if it is possible.”

In February 1917, Germany resumes unrestricted submarine warfare. The Germans calculate they can win the war before the United States can intervene. Within two months, six American vessels are sent to the bottom by German submarines. At the same time, Germany proposes an anti-American alliance with Mexico. Peace is no longer possible. Wilson breaks ties with Germany.
1.9 Practice 3

Notes:

Now that you've gained a better understanding of the events leading up to America's entry into World War 1, let's stop and do a quick practice. Drag and drop the events into the correct order. Remember, before this speech to Congress, all of these events are creating a conflict between what President Wilson has said and what he gradually realizes he must now do.

<table>
<thead>
<tr>
<th>Correct Order</th>
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<tbody>
<tr>
<td>Austria-Hungary declares war on Serbia. Most of Europe joins the war.</td>
</tr>
<tr>
<td>Germans invade Belgium, kill civilians, and destroy cities.</td>
</tr>
<tr>
<td>The British liner, Lusitania, sinks, and 1,100 lives are lost.</td>
</tr>
<tr>
<td>President Wilson campaigns for reelection with the slogan, “He kept us out of war.”</td>
</tr>
<tr>
<td>Germans sink U.S. vessels and propose an anti-American alliance with Mexico.</td>
</tr>
<tr>
<td>President Wilson breaks relations with Germany.</td>
</tr>
</tbody>
</table>
Feedback when correct:

Great job! You correctly identified the sequence of events that led to the United States’ involvement in World War I. It started in 1914 when many European countries joined the war after Austria-Hungary declared war on Serbia. At this point, most Americans were happy to stay out of the conflict raging thousands of miles away. But when the Germans started committing atrocities like invading Belgium and sinking British ships during their unrestricted submarine warfare phase, American opinion started to change. In 1916, President Wilson was up for reelection. He promised to do everything in his power to keep the U.S. out of the war – if possible. But then the Germans started with the unrestricted submarine warfare again, sinking American vessels this time! Furthermore, the Germans tried to make a secret anti-American alliance with Mexico. That was the tipping point for President Wilson and he immediately broke relations with Germany.

Feedback when incorrect:

Let’s take a look at the correct answers. It all started in 1914 when Austria-Hungary declared war on Serbia. Then many other countries in Europe joined the war. Next, the Germans invaded Belgium, and shortly thereafter sunk the British liner, Lusitania. In 1916, President Wilson was campaigning for reelection while trying to keep America out of the war. But then the Germans sank American vessels and tried to turn Mexico against the United States. Finally, he broke relations with Germany. Essentially, the increasingly outrageous actions of the German military forced President Wilson to go against his own advice of staying neutral.
Now you understand some of the events leading up to the United States’ entry into World War I. On April 2, 1917, President Woodrow Wilson called a special session of Congress to announce that diplomatic relations with Germany had been severed. During this special session, he also delivered a “war message.”

We will read excerpts from President Wilson’s war message in order to determine his purpose and examine how he used rhetoric to advance his purpose.

Let’s take a look at these four paragraphs and see if we can determine President Wilson’s purpose. As you read, ask yourself, “Why is he giving this speech to Congress? Is he trying to persuade Congress to do something? Is he giving them information to make them more knowledgeable? Or is he entertaining them with a story?” Click the rhetoric icon if you would like to hear the speech read aloud as you follow along. As you read you can also click on the “definitions” button to see the definitions of the words in bold.
President Wilson's War Message to Congress (1917)

**Belligerents:**
States or nations at war

**Vindication:**
Assertion, maintenance, or defense (a right, a cause, etc.) against opposition
Notes:

Before we dig deeper into President Wilson's war message, let's determine his purpose. What was he trying to do by delivering this speech to Congress? Click on the appropriate submarine that best describes his purpose.

<table>
<thead>
<tr>
<th>Correct Choice</th>
<th>Feedback</th>
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<tbody>
<tr>
<td>Yes Persuade</td>
<td>Nice work! You correctly identified that the main purpose of Wilson’s speech was to persuade. While he gave some information, his main intent was to convince Congress that the U.S. should join the war. Overall, his overriding purpose was to persuade Congress to act.</td>
</tr>
<tr>
<td>No Inform</td>
<td>President Wilson gave some information in his speech, but his overriding purpose wasn’t to teach Congress. Ask yourself why he was giving this information to Congress and try again.</td>
</tr>
<tr>
<td>No Entertain</td>
<td>Remember, when a speaker’s purpose is to entertain, he/she is providing the audience some enjoyment. President Wilson was speaking about war. Think about what he was saying to Congress and try again.</td>
</tr>
</tbody>
</table>
Notes:

So far, we've determined that Wilson's overriding purpose was to persuade Congress that the U.S. should enter World War I; however, it wasn't the only thing he was trying to accomplish. Reread paragraph four to identify the various things Wilson was asking of Congress. Type your response in the space provided. Use specific evidence from the text to support your response.

Feedback:

You might have stated that Wilson was really asking Congress to do four separate things. First, he wanted Congress to admit the German government was the enemy by declaring the German actions were really acts of war against the United States. Second, he wanted Congress to join the war by accepting “the status of belligerent.” Third, he wanted Congress to protect itself by taking “immediate steps... to put the country in a more thorough state of defense.” Finally, he wanted Congress to do whatever necessary to end the war by exerting “all its power” and employing “all its resources.”
Notes:

Now that we've determined Wilson's purpose, our next objective is to identify his uses of rhetoric. Remember, there are three main types of rhetoric. Ethos is the appeal to credibility; pathos is the appeal to emotion; and logos is the appeal to logic and reason.

Let's reread the first paragraph and see if we can identify any uses of rhetoric. Follow along as I read the paragraph aloud.

“Gentlemen of the Congress: I have called the Congress into extraordinary session because there are serious, very serious, choices of policy to be made, and made immediately, which it was neither right nor constitutionally permissible that I should assume the responsibility of making.”

Okay, so we know that the President is addressing Congress. Well, he is definitely in a position of authority, right? Who has more authority than the president of the country? He says there are “very serious choices of policy to be made,” but that “it is neither right nor constitutionally permissible” that he makes the choice himself. I think that is pretty ethical. He isn't just entering the United States into the war without getting the input and votes from the members of Congress. To me, this paragraph has examples of ethos.

Let's continue reading. “On the 3rd of February last, I officially laid before you the extraordinary announcement of the Imperial German Government that on and after the 1st day of February it was its purpose to put aside all restraints of law or of humanity and use its submarines to sink every vessel that sought to approach either the ports of Great Britain and Ireland or the western coasts of Europe or any of the ports controlled by the enemies of Germany within the Mediterranean...”
and Ireland or the western coasts of Europe or any of the ports controlled by the enemies of Germany within the Mediterranean....”

Wow, there is a lot of information packed into that sentence! I see that Wilson mentions two specific dates, the first and third of February, and some specific actions that the German government took against submarines in various ports. This seems like pretty solid evidence that the German government is doing some pretty bad things; I think this is an example of logos.
1.14 Practice 6

Let’s Practice – Identifying Rhetoric

Reread paragraph two and identify President Wilson’s uses of pathos. Click on all the quotes that apply.

On the 3rd of February last I officially laid before you the extraordinary announcement of the Imperial German Government that on and after the 1st day of February it was its purpose to put aside all restraints of law or of humanity and use its submarines to sink every vessel that sought to approach either the ports of Great Britain and Ireland or the western coasts of Europe or any of the ports controlled by the enemies of Germany within the Mediterranean... Vessels of every kind, whatever their flag, their character, their cargo, their destination, their errand, have been ruthlessly sent to the bottom without warning and without thought of help or mercy for those on board, the vessels of friendly neutrals along with those of belligerents.

<table>
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<tr>
<th>Correct</th>
<th>Choice</th>
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<tbody>
<tr>
<td>Yes</td>
<td>“its purpose to put aside all restraints of law or of humanity”</td>
</tr>
<tr>
<td>No</td>
<td>“the ports of Great Britain and Ireland or the western coasts”</td>
</tr>
<tr>
<td>Yes</td>
<td>“have been ruthlessly sent to the bottom without warning”</td>
</tr>
<tr>
<td>Yes</td>
<td>“without thought of help or mercy for those on board”</td>
</tr>
</tbody>
</table>

Notes:

Let’s practice identifying President Wilson’s use of rhetoric in his war message. Let’s look again at paragraph two. Click on all of the highlighted phrases that demonstrate Wilson’s uses of pathos. Remember, pathos is the appeal to emotion.
Feedback when correct:

Great job! You correctly identified Wilson’s usage of pathos in this paragraph. When he tells Congress that the Germans aren’t considering laws and humanity, are acting ruthlessly, and aren’t giving help or mercy, he is trying to get them to feel mad or angry at what the Germans are doing. Even though President Wilson gives his audience some background information in this paragraph, you can see his tone change towards the end of the paragraph with emotionally charged words like “ruthlessly” and “without...mercy.”

Feedback when incorrect:

Pathos is the appeal to emotion. In this paragraph, Wilson uses this type of rhetoric several times because he is trying to get strong reactions against the German government from Congress. When he tells Congress that the Germans aren’t considering laws and humanity, are acting ruthlessly, and aren’t giving help or mercy, he is trying to get them to feel mad or angry at what the Germans are doing. Even though President Wilson gives his audience some background information in this paragraph, you can see his tone change towards the end of the paragraph with emotionally charged words like “ruthlessly” and “without...mercy.”
1.15 Compare Your Response

Notes:

There were several examples you may have chosen from paragraph three to use in your response in the previous practice slide. You may download a few examples by clicking on the helmet, or look for the “Compare Your Response” file in the “Resources” tab.

When you download this sample chart, look at the explanation column to gain a deeper understanding of how these quotes address and inspire each form of rhetoric. Pay close attention to the specific emotion Wilson appeals to in each pathos quote, as well as the moral or ethical principle implied in each ethos quote.

How does your response compare to the examples? Did you recognize each form of rhetoric correctly? Did you notice both forms of rhetoric in the paragraph? Are you able to explain how each quote either addresses an emotion or a moral or ethical principle?
1.16 Practice 8

Let’s Practice – Explaining the Impact of Rhetoric

Notes:

After you identify an author’s use of rhetoric, it is important that you are able to explain the impact it has on the audience. To do this, you need to think about what the author is saying, the type of rhetoric being used, and its impact on the thoughts and feelings of the audience. Let’s look at some examples from paragraph three.

Wilson says, “It is a war against all nations. American ships have been sunk, American lives taken.” Here, I think these are examples of pathos. Wilson is appealing to the audience members’ emotions, trying to make them feel upset that the war has affected America, and mad or angry toward the actions of the German government. He goes on to say, “There has been no discrimination. The challenge is to all mankind. Each nation must decide for itself how it will meet it. The choice we make for ourselves must be made with a moderation of counsel and a temperateness. Explain the impact of Wilson’s uses of ethos in the second half of this paragraph.

Take a look at the next part of the paragraph. A few examples of ethos have been highlighted for you. In the text box, type a few reasons that explain the impact of these quotes on the thoughts and feelings of the audience.

Remember, you can use your note-taking handout to take notes on before you type your
response. If you use your note-taking handout for this practice slide, you don't want to fill out anything yet in the advance of purpose column.

**Feedback:**

You may have thought of several reasons to explain the impact of Wilson’s uses of rhetoric in the second half of the paragraph. Here are a few examples. Wilson isn’t trying to make decisions for any other country besides the United States. Each country is free to make its own decision.

- *This is ethically correct; the U.S. shouldn't have the power to make decisions for other countries.*

The choice the U.S. makes needs to be made calmly and rationally.

- *The ability to make difficult decisions calmly and rationally shows strong character.*
- *War is serious; we can't rush into it in the heat of the moment.*

The choice the U.S. makes needs to be for reasons that are beneficial to everyone, not for revenge or power.

- *Again, this is ethically correct.*
1.17 The Impact of Rhetoric

Notes:

Let’s take a look at how our analysis of Wilson’s “War Message to Congress” has evolved so far in this tutorial. Download this chart to take a collective look at our evolving analysis. As documented in this chart, we not only have an explanation of how each quote illustrates each type of rhetoric, but we have also taken it one step further. The information in the impact column addresses how each quote affects the thoughts and feelings of the audience.
Notes:

So far, we've identified the speaker's use of rhetoric and explained its impact on the thoughts and feelings of the audience. Now it's time put it all together and relate it back to the speaker's purpose.

Let's continue with an example from paragraph three. Remember these quotes? We said their impact may have been to make the audience members upset that the war had affected America, mad or angry toward the actions of the German government, and believe they were already involved in the war.

So, how does all this advance President Wilson's purpose? Well, we said Wilson's purpose was to convince Congress that the U.S. should join the war. I think in this example, he is using pathos to urge Congress into taking action. He doesn't want the U.S. to remain neutral, because in reality, they are already victims of the war.

Look at the next part of the paragraph. Explain how this use of rhetoric advances Wilson's purpose. Type your response in the text box.

If you need help constructing your response, click on the image of the submarine to see an example response for the first part of the paragraph. You could use this as a model for your response on the last half of the paragraph.

Remember that you can use your note-taking handout if you want to take notes before you type your response into the text box.
Feedback:

You may have written about the ethics or character related to these decisions. Here is a sample response: Here, Wilson is using ethos to advance his purpose of convincing Congress to join the war. He is urging them to make a decision that defends what is right. He doesn’t want the U.S. to remain neutral because they are the “champions” of “right” and “human right.” Let’s take a look at the next slide to see some other possible examples.

Popup (Slide Layer)

Let’s Practice – Using Rhetoric to Advance Purpose

- Paragraph Three:
  It is a war against all nations.
  American ships have been sunk,
  American lives taken, in ways
  which it has stirred us very deeply to learn of,
  but the ships and people of other
  neutral and friendly nations
  have been sunk and
  overwhelmed in the waters in
  the same way. There has been
  no discrimination. The challenge
  is to all mankind. Each nation
  must decide for itself how it
  will meet it. The choice we
  make for ourselves must be
  made with a moderation of
  counsel and a temperateness
  of judgment befitting our
  character and our motives as

How do these uses of rhetoric advance President Wilson’s purpose?

In the first half of the paragraph, Wilson is using pathos to advance his purpose of convincing Congress to join the war. He is urging them into taking action. Wilson doesn’t want the U.S. to remain neutral because they are already victims of the war.
1.19 How Rhetoric Advances the Author’s Purpose

Notes:

Let’s compare your response in the previous practice to some additional sample responses. Please refer to this downloadable chart for some examples. Focus especially on the column labeled “advance of purpose” as in your response you should have addressed the ways in which President Wilson’s uses of rhetoric, in particular the use of ethos, will help advance his purpose of persuading Congress that the U.S. must enter the war. In other words, you should be able to explain how the use of ethos makes the choice to go to war seem like the right thing to do in the audience’s mind.

Before we move on to our final practice, it is important to note that Wilson needs to appeal to his audience to make an impact, but the impact would be directionless without his purpose. Each quote must pull his audience on board with the idea of going to war. For instance, when he is talking morally about making an important and weighty decision for all the right reasons, he is really boosting his own credibility and his authority behind his position, which is to join the war. He includes his audience with the word “we” and intends to make them feel that they can trust his judgement and be certain that it is only because of the graveness of the situation and the importance of the rights that are being threatened that he would even consider, let alone urge, the U.S. to take part in the war.

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Notes:

In this tutorial, you have learned how to determine the author's purpose, identify uses of rhetoric, determine the impact of rhetoric, and explain how the uses of rhetoric advance the author's purpose. Now it's time to put it all together.

This is the closing paragraph to President Wilson's “War Message to Congress.” Read it carefully to identify his uses of rhetoric, explain how each example is a use of a specific type of rhetoric, determine the impact the rhetoric has on the audience’s thoughts or feelings, and explain how the uses of rhetoric advance his purpose. If you want to download a new blank note-taking handout to take notes on just for the final practice, you can do so here. You can then use these notes to form a written response on the next slide.
1.21 Practice 10

**Final Practice – Using Rhetoric to Advance Purpose**

Identify President Wilson's uses of rhetoric. Then, explain the impact the rhetoric has on the audience and how the rhetoric advances Wilson's purpose.

**Notes:**

Using your notes from the last slide, use the text box to type your response. Remember to identify President Wilson's uses of rhetoric, determine the impact the rhetoric has on the audience, and explain how the uses of rhetoric advance his purpose.
1.22 Feedback on Final Practice

Notes:

Let's compare your response in the final practice to some sample responses. For this feedback, you'll need to download the chart you see here. You may do this by clicking on the helmet one more time, or by downloading the “Final Practice Feedback” document in the “Resources” tab. Once you've got the full version in front of you, you may continue.

In your response in the final practice, you may have identified some examples of ethos and/or pathos. Look at the chart and compare these examples to your response. You will notice that each quote has been analyzed to determine not only the form of rhetoric it uses and the impact of it on the audience, but also how each quote advances the purpose of Wilson's argument, which was to convince Congress that the U.S. should join the war.

For example, it's not just important that Wilson used ethos, it's important that he used ethos to impact his audience by appealing to the Congress members' patriotism and ethics as he tried to persuade them to have America join the war, which was his main purpose. Further, looking at the examples of pathos you will notice that Wilson used this form of rhetoric to appeal to the Congress members' sense of courage and pride as he tried to persuade them to have America join the war.
1.23 Lesson Review

In this tutorial, you practiced several skills that led to the final objective. First, you determined the speaker's purpose. Next, you identified various uses of rhetoric throughout the speech. Then, you explained the impact of those uses of rhetoric. All of these practice skills allowed you to explain how a speaker uses rhetoric to advance his purpose.

1.24 Thank You

Thank you for using this original tutorial. This screen shows your start and end times, which can be printed on your computer or tablet. Be sure to check out our other original tutorials too.
Credits (Slide Layer)

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- Text from video: https://www.youtube.com/watch?v=eySjvkyG3eQ