

A vibrant, cartoon-style illustration centered around a pink book. The book's cover is decorated with a sun, a cloud, a planet, and stars. Various school supplies are scattered around the book, including a ruler, a pencil, a globe, a paper airplane, and a red apple. A large, light-colored banner with a dark outline is draped across the front of the book, featuring the text "Good Morning!" in a bold, dark blue font. The background is white and filled with decorative elements like orange and yellow leaves, small stars, and dots, creating a cheerful and educational atmosphere.

Good Morning!

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*Make sure that you
make a copy please:)
*You can write your
notes & take a picture


04

Conclusions

Click [HERE](#) for homework

OR

*Remember to
turn into Google
Classroom.*



Essential Questions

1. How does an audience influence the writer's choices?
2. How does strategically selected and sufficient evidence strengthen an argument?

1

Understand

Individuals write within a particular situation and make strategic writing choices based on that situation. (RHS-1)

Demonstrate

Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs. (Reading 1.B)

Demonstrate an understanding of an audience's beliefs, values, or needs. (Writing 2.B)

2

Understand

Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. (CLE-1)

Demonstrate

Identify and explain claims and evidence within an argument. (Reading 3.A)

Develop a paragraph that includes a claim and evidence supporting the claim. (Writing 4.A)



An audience is made up of people who have distinct values, beliefs, backgrounds, and needs. Writers adapt their message to an intended audience's emotions and values in order to achieve their purpose for writing or speaking.

Adapting to An Audience

The interplay between a writer and reader is complex. Each comes to the rhetorical situation with a set of **values**, **beliefs**, and **needs**. These qualities vary from person to person, although people with similar **backgrounds** may share some commonalities in their values, beliefs, and needs. The chart below shows what a writer or speaker needs to consider when trying to reach an audience.




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Audience Characteristics			
Term	Definition	Example	Questions to Ask
values	priorities, principles held in high regard	education, freedom, inclusivity, personal rights	What ideals does the audience hold dear? What is their highest priority?
beliefs	morals, standards, codes of conduct, religious beliefs	ideas in religious texts such as the Koran, Torah, and Bible; ideas in the Constitution; personal codes of belief	What convictions do they live by? What beliefs motivate their thinking about right and wrong?
needs	requirements for life and well-being	food, shelter, clothing, safety, human connection	What does the audience need for safety and fulfillment?
background	total of one's experiences, knowledge, education, and family life	economic status, first language, highest level of education completed, home culture, gender, race, ethnicity	How similar are the backgrounds and experiences of the audience? What advantages or disadvantages do they face?

Table 2-1



A writer steps into the rhetorical situation with a **purpose**. The writer wants to convince the audience to change their minds about a subject or even to take action. To achieve this purpose, the writer makes rhetorical choices to appeal to the concerns of the audience. **Rhetorical choices** made in the service of the audience affect all elements of an argument, including the content, tone, and word choice. The tone of a written work reveals an author's attitude or feelings about the subject matter and can reveal the author's perspective.

Sometimes a writer will affirm an audience. Other times, a writer wants to change an audience and motivate them to take a certain action. Effective writers, however, know they will likely achieve that purpose if they first create a feeling of solidarity with the audience before trying to change their minds.




The chart below shows what textual details to look for and what questions to ask when analyzing a text for ethos.

Writers establish ethos and build trust by using . . .

- references or quotations from experts on the topic
- inclusive language indicating the speaker can relate to the audience and has shared values: *we, us, together, in common*
- description of personal qualifications or life experiences
- acknowledgment of any weaknesses in their argument or concession that an opposing viewpoint has some good points, indicating that the writer is forthright and honest

A reader can evaluate a writer's ethos by asking . . .


- Why should readers trust this person?
- With what authority does this person speak?
- What are this person's motives?
- What are the character traits of this person that would cause the audience to trust him or her?
- What is this person's reputation?



When writing an analysis of a writer's use of ethical appeals, identify your observations and write about them with precision. Avoid saying, *the writer appeals to his own character*, *the writer establishes her credibility*, or *the writer uses ethos*. Instead, use specific language to identify the character traits the writing is demonstrating, including negative ones. For example, if you were writing a rhetorical analysis of Izzy's text messages to her mother, you might write the following:

The student *agrees to her mother's request* and in doing so *showcases her willingness to obey*, even if it's an easy, seemingly insignificant gesture to her mom's authority. However, the student also *chooses to omit questionable information* and in doing so—to the onlooker who knows—she *highlights her dishonest nature*.

These two examples highlight the student's character: one choice has a positive effect; the other is negative.



Appeals to Emotion (Pathos)

Emotional appeals are writers' efforts to motivate or persuade the audience by evoking their emotions and passions. The Greek term is *pathos*; related English terms are *sympathy* and *empathy*. *Pathos* relates to appealing to emotions and evoking empathy—moving the audience to feel what the writer feels. Emotions are powerful and extremely motivating, and they can be evoked through references to cherished (or feared) abstract ideas, such as country, patriotism, health and well-being, freedom, or threats to any of those. Good writers seek to relate to the audience's emotions; however, writers walk a fine line between engaging an audience's emotions and using emotions to manipulate.

The chart below shows what textual details to look for and what questions to ask when analyzing a text for pathos.

Writers establish pathos and empathy by using . . .

- personal stories or anecdotes
- allusions to people, places, and events that evoke strong feelings
- symbols that represent certain abstract ideals, such as freedom and hope
- words with strong connotations
- sensory details, figurative language, and comparisons

A reader can evaluate a writer's emotional appeals by asking . . .

- Who is the audience?
- What are the collective values, needs, and beliefs of the audience?
- Why should the audience care about the arguments?
- What emotions does the writer want the reader to experience?
- What details make the audience feel these emotions?
- What is the audience supposed to do because of these emotions?

When writing an analysis of emotional appeals, use specific language. Avoid saying, ~~a writer uses pathos to make the audience emotional~~, and avoid clichés such as, ~~the writer pulls on the heartstrings~~. Instead, identify the author's choices and the emotional response the writer desires from the audience, as in the following analysis of part of Thunberg's speech to the United Nations (UN).

Rhetorical Analysis of Thunberg's Speech (Unit 1)

Thunberg repeatedly accuses the adult UN representatives of inaction to try to evoke a sense of shame. Thunberg's accusations also stress the idea that world leaders, who should act as public servants, are failing in their duty—an abstract idea—and will be judged accordingly: "The eyes of all future generations are upon you, and if you choose to fail us, I say: We will never forgive you." Finally, Thunberg's use of blunt language to address her audience—such as saying "You are failing us"—emphasizes the gravity of ignoring climate change.

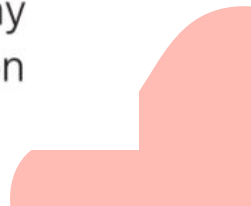
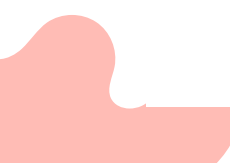




LET'S ANALYZE THIS TOGETHER:

Eleanor Roosevelt was a tireless champion for human rights. Note the specific words she uses and abstract ideas she evokes to connect with the emotions of her audience in the following excerpt:

We must not be confused about what freedom is. Basic human rights are simple and easily understood: freedom of speech and a free press; freedom of religion and worship; freedom of assembly and the right of petition; the right of men to be secure in their homes and free from unreasonable search and seizure and from arbitrary arrest and punishment.

We must not be deluded by the efforts of the forces of reaction to prostitute the great words of our free tradition and thereby to confuse the struggle. Democracy, freedom, human rights have come to have a definite meaning to the people of the world which we must not allow any nation to so change that they are made synonymous with suppression and dictatorship.



An effective rhetorical analysis of Roosevelt's emotional appeals would refer to specific examples of pathos and the effects they have on the audience. Note that the final sentence acknowledges another type of appeal as well.

Rhetorical Analysis of Roosevelt's Speech





In her speech, Roosevelt uses a forthright, declarative approach, repeating the phrase "we must not," thereby encouraging her audience to never give up the struggle for freedom while also emphasizing the need for clarity on fundamental issues of human rights. She associates attempts to confuse the meaning of freedom with prostitution, evoking negative feelings with that word choice. Her use of "forces of reaction," "suppression," and "dictatorship" reminds her listeners of the terrible war the world had just endured. Knowing that her audience is anxious about the post-war future and newly nuclear world, Roosevelt's emotional appeal highlights the immediate need to secure democracy and equal rights throughout the world. Her stature as a former First Lady and internationally known champion for equal rights strengthens her message with an appeal to ethos—she has earned the right to be trusted.



Appeals to Logic (Logos)

The third appeal is to **logic**. The English term *logic* is derived from the Greek word *logos*. Generally, appeals to logic focus on a line of reasoning that asserts a claim and backs up the claim with evidence, including facts, statistics, data, examples, and expert testimony.

Effective writers carefully select evidence and correlate it with their claims. If they explain the evidence clearly enough, the audience should be able to follow a logical line of reasoning and then, ultimately, arrive at the same conclusion as the writer. For example, in her full speech at the UN (which you can read online at americanrhetoric.com), Roosevelt states her thesis in her first sentence: “I have come this evening to talk with you on one of the greatest issues of our time—that is the preservation of human freedom.” Yet her statement would not carry weight unless she logically tied her argument to examples that reveal the power of a free society. She clearly lays out fundamental principles of a free society—“freedom of speech and a free press; freedom of religion and worship”—and later in the speech, she contrasts those freedoms with the severe limitations imposed by authoritarian regimes: “The totalitarian state typically places the will of the people second to decrees promulgated by a few men at the top.” Logically, Roosevelt portrays the fundamentals of freedom and then reveals what happens when those freedoms are denied.




Writers establish logic by using . . .

- claims that state an opinion or point of view
- reasoning to draw inferences and conclusions
- evidence, including statistics and data
- expert opinions

A reader can evaluate a writer's logical appeals by asking . . .

- Is the argument reasonable?
- What evidence is provided?
- How is the evidence organized?
- Where does the writer explain the relationship between the evidence and the argument?
- Does the evidence adequately support the claim?
- Are the writer's explanations plausible?
- How does the argument progress and transition between central ideas?

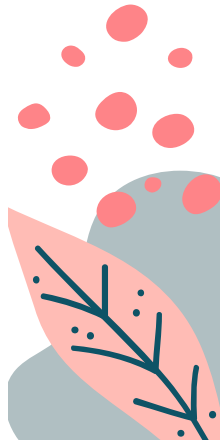
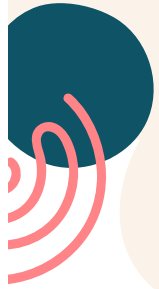



Following is an example of a sentence that effectively analyzes the logical appeal.

Thunberg supports her claim that the UN is not doing all it can to stop climate change by citing evidence from the Intergovernmental Panel on Climate Change that indicates how quickly the world is depleting the regulated amount of CO₂.

Writers rarely use only one mode of persuasion. Good writers will use all the tools available to influence their audience. Effective rhetoric relies on a careful blending of logos, pathos, and ethos, according to the needs of the audience. In the excerpt above, Thunberg appeals to all three: she appeals to pathos when she says, “How dare you pretend that this can be solved with just ‘business as usual’ and some technical solutions?” She appeals to logos by including pertinent statistics, “With today’s emissions levels, that remaining CO₂ budget will be entirely gone within less than 8 ½ years.” That is such a shocking statistic that it also would likely appeal to emotions. And her ready knowledge of that statistic strengthens her credibility, an appeal to ethos.

Modes of persuasion bring together the key players in the rhetorical situation: the writer, the audience, and the message. The diagram below shows the fundamental question each mode of appeal raises and how the three modes of appeals work together in a complex way within the rhetorical situation to answer those questions.



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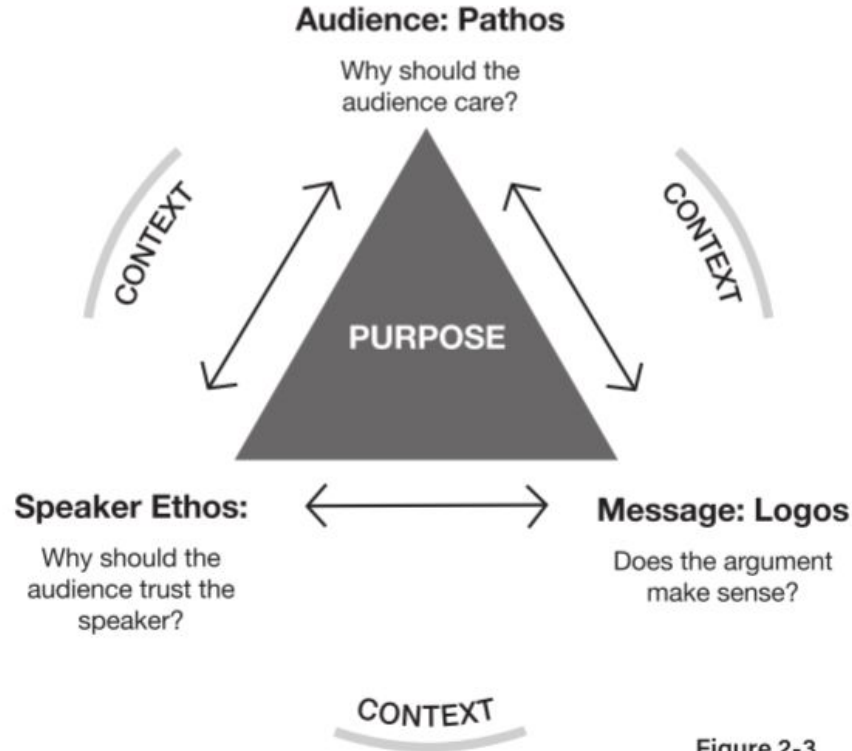



Figure 2-3

Bolstering Claims



When analyzing the evidence in a text, ask these questions: Why did the writer include this? What is he or she trying to accomplish with the argument? You will find that writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate (align it with other arguments or topics), or amplify a point in order to bolster or strengthen their claims.

Consider the Declaration of Independence, for example. It opens with logical reasons to explain why the colonies are severing their ties with Great Britain. Then, at the end of the second paragraph, the writers include a list of “Facts” that outline King George’s “repeated injuries and usurpations” against the colonies. This list of detailed injuries includes keeping standing armies in the country without the legislature’s consent, dissolving the representative houses, and taking away individual colony charters. If you ask yourself why the writers include a list of more than 20 examples of the British king’s offenses, you can see that the list provides specific examples to support the claim that the king has established an “absolute Tyranny over these States.” These details **illustrate**, or provide explanation through examples, to solidify the case against King George.



This extensive list of the King's offenses also serves to **amplify**, or intensify, the writers' point that there have been so many wrongs that taking action is required. When writers use amplifying evidence, they are trying to make the case for their claim more convincing by increasing the amount and intensity of the evidence. When writers use evidence to amplify, they rely on the volume, or amount, of evidence to further support their argument. Adding more evidence makes the claim more valid and harder to disagree with.

Later in the Declaration, the writers use evidence to **associate** their behavior with that of their British brethren. “We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations They too have been deaf to the voice of justice” In other words, the writers show how they have tried to live up to common standards while their British overlords have not.



The table below explains these and other purposes of evidence. It also details what to look for in a text when analyzing how an author is using evidence.

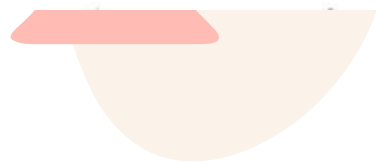
Purpose of Evidence	What does this look like in a text?	Transitional Language to Introduce Evidence	How does this motivate the reader to accept the argument?
Illustrate or Exemplify	Specific details that explain a larger idea or concept Hypothetical or real stories or testimonies	<i>To illustrate this point,</i> <i>For example,</i> <i>For instance,</i>	Offers concrete proof for general or abstract aspects of a claim and specific instances that validate a claim
Clarify	Definitions of unfamiliar terms or concepts or rephrasing in simpler terms	<i>To clarify,</i> <i>More specifically,</i> <i>In other words,</i>	Anticipates possible misunderstandings of the audience and makes rhetorical choices to help
Amplify	Examples that build in emotional intensity, emphasize the severity of a problem, and show a greater need for action Evidence that broadens the scope of problem	<i>Furthermore,</i> <i>To further highlight (insert argument),</i> <i>In addition,</i> <i>To make matters worse,</i>	Adds to preexisting evidence to make the argument more universal and strengthen its impact
Associate (or disassociate)	Comparisons and contrasts	<i>In a similar sense,</i> <i>In the same way,</i> <i>Unlike [],</i> <i>In contrast,</i>	Helps the reader make connections in the writer's argument through comparisons and contrasts

Table 2-6



Setting Mood

Writers also use evidence to create a mood. **Mood** is the emotional atmosphere created by the writer and experienced by the audience. Mood ties directly to the pathetic appeal (pathos), and writers can use mood effectively to move an audience toward accepting a claim. Certain types of evidence appeal to emotions more than other types. For example, personal experiences and testimonies have more emotional impact than statistics. Writers use different types of evidence to shift the mood throughout a text, often causing emotion to build to a climax and motivating the reader to take action or at least affirm the writer's position.



When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

The writer's language is academic and formal. He appeals to the "Laws of Nature and of Nature's God," grounding his argument in philosophy and core beliefs about humanity and setting a somber mood. This language matches the seriousness of the document. After all, the writer is trying to convince people to rebel against their established ruler, the king of England, and persuade people around the world that their cause is just. In addition, the phrases "the separate and equal station" and "entitles them" evoke positive emotions related to personal freedom and individual rights. The mood is serious and scholarly, as is appropriate for the rhetorical situation.

Consider a more recent example that uses less formal language to discuss the serious issue of racial injustice. During the historical March on Washington for Jobs and Freedom in 1963, Josephine Baker, a well-known entertainer, addressed the crowd just before Dr. Martin Luther King Jr. gave his famous “I Have a Dream” speech. The American-born Baker established her reputation as a singer, dancer, and actor while living in France. When she returned to the United States, she was shocked that she and her husband were turned away at hotels because of their skin color, and she publicly called out famous people for





allowing that injustice. She began to use her fame to publicize the widespread segregation in the United States and to work for change through the civil rights movement. On that August day in 1963, Baker likely knew King would give a soaring oratory, so she opted for a different mood in her speech:

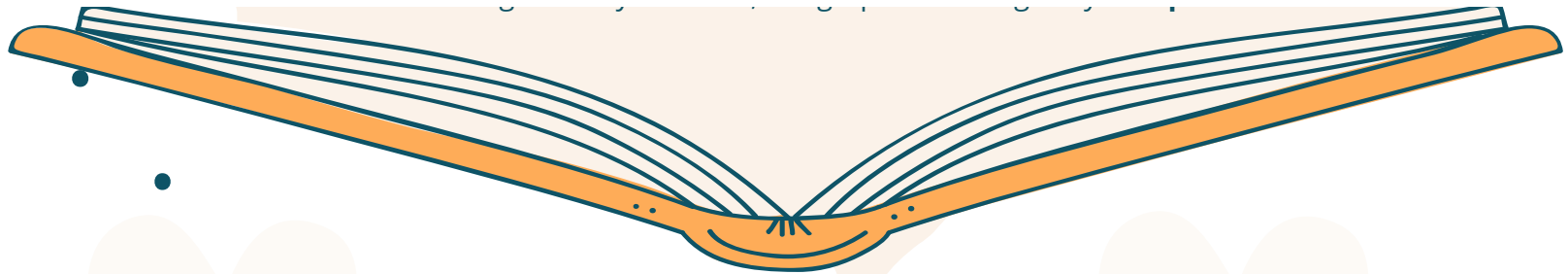
Friends and family . . . you know I have lived a long time and I have come a long way. And you must know now that what I did, I did originally for myself. Then later, as these things began happening to me, I wondered if they were happening to you, and then I knew they must be. And I knew that you had no way to defend yourselves, as I had. And as I continued to do the things I did, and to say the things I said, they began to beat me. Not beat me, mind you, with a club—but you know, I have seen that done too—but they beat me with their pens, with their writings. And friends, that is much worse. . . . When I was a child and they burned me out of my home, I was frightened and I ran away. Eventually I ran far away.



Baker begins her speech with the phrase “Friends and family,” which creates an inviting mood and encourages a close bond between Baker and her audience. Baker uses the second-person “you” to address the crowd, suggesting that she is talking directly to each person who is listening. In addition, she chooses evidence from her own experience, illustrating and exemplifying the prejudice she faced and then generalizing from it to the experience of racial injustice shared by her audience: “And I knew that you had no way to defend yourself, as I had.” Although Baker discusses severe examples of racial repression—such as beatings and burnings—her speech maintains an approachable mood that quickly connects with the historical and emotional background of her audience.

As you write arguments, use evidence with your purpose in mind: to convince the audience to accept your claim. Ask yourself:



- Am I trying to illustrate, clarify, exemplify, associate, or amplify my point?
- Which of the above will be most convincing? Which will make my line of reasoning more convincing?
- How can I use evidence to create a mood? Based on my audience's background, emotions, and values, what mood should I create in order to persuade the audience?
- How can I arrange the evidence in an order that will enhance the mood and lead the audience to accept and act on my claim?



Using Valid Evidence


Not all evidence is created equal. Writers who have a wealth of evidence at their disposal should strategically select only the best and most useful evidence. The best evidence will strengthen the validity and reasoning of the argument, relate to their unique audience's emotions and values, and increase the writer's credibility. Although personal experience and anecdotal examples may connect with a reader's emotions, effective writers substantiate emotional appeals with evidence from reliable sources, such as subject-area experts and scientific studies, if that is what their audience requires. Certain audiences will find some evidence more convincing than other evidence.







When choosing valid evidence, then, a writer considers if the audience will accept the evidence as true and factual. Some common assumptions are universally believed; almost all people everywhere will accept some statements as true. One example of an assumption considered valid because of its broad acceptance is this statement from the Declaration of Independence: “We hold these truths to be self-evident, that all men are created equal.” During the Enlightenment, when philosophers sought to apply scientific methods to social organization, many people believed, as they do today, that kings had no more worth than other people, that “all men are created equal.” If this evidence is valid, then the reasoning that builds on it strengthens the claim that the colonies have the right to be independent from Great Britain.

Baker also includes a broadly accepted claim later in her speech as she addresses the thousands of young people among the crowd gathered at the Washington Monument:




You must get an education. You must go to school, and you must learn to protect yourself. And you must learn to protect yourself with the pen, and not the gun.





Education is universally recognized as a positive means of empowerment. In fact, Baker's claim is nearly identical to Yousafzai's use of the adage: "The pen is mightier than the sword." In both cases, the speakers know that their statements will be widely accepted; that acceptance helps bolster the reasoning behind their appeals for equality and justice for all people.

Relating to the Audience's Emotions



Effective evidence also relates to the audience's emotions and values. For example, imagine a school administrator who must address a group of angry parents about cuts to the school budget. The parents value their children's education. The administrator's goal is to assure the audience that their children's education will not suffer under a more limited budget. To assuage the parents' fear that school budget cuts may mean that their children will not receive a high-quality education, the administrator chooses to present data, such as high test scores, and examples of student activism as evidence that the school is already providing a quality education. Through this evidence, the administrator wants the parents to understand that the school, like the parents, values high-quality instruction for all of the students. The administrator can then focus on evidence that reflects other audience values, including how the impact of the cuts will be reduced by decreasing spending in areas that don't directly affect students or teachers.





Establishing Credibility

Finally, effective evidence increases the writer's **credibility**, the quality of being believable and trustworthy. Evidence that the audience perceives as biased or from a source the audience considers prejudiced or unreliable will weaken the argument. If a writer relies on questionable evidence, the audience may challenge the integrity of the writer and the validity of the argument itself.


By the same reasoning, evidence that reflects a writer's knowledge or authority on the subject or issue can enhance credibility. Writers can maintain credibility by using evidence from sources that are reliable. They avoid using sources with unreasoned bias or that do not carefully vet or fact-check their articles.

Another method for maintaining credibility is to include counterarguments that acknowledge a different point of view. When writers admit that opposing viewpoints have some valid points and evidence, they appear more honest and trustworthy to their audience.









Effective arguments contain sufficient evidence to support their ideas and justify their claims. In strong arguments, a sufficient quantity of high-quality evidence leaves little room for readers or listeners to disagree.



Providing Abundant Support


When the COVID-19 pandemic first spread throughout the world, scientists worked at unprecedented speeds to try to find a treatment to help people recover or a vaccine to prevent infection. The news media offered frequent descriptions of one promising approach after another. Yet in most cases the story of the early efforts ended in one of two ways (or in both ways). One way the story ended was with the idea that an insufficient number of patients had been involved in the experimental study to draw meaningful conclusions. A second way the story ended was with the idea that the experiment was not designed in the most rigorous way—it didn't contain a control group who received only a placebo (sugar pill) to compare with the experimental group who received the treatment. In other words, the quality of the study was not to the highest scientific standards. In most of the reports of early efforts, the stories ended in both ways: the sample size was too small, and the methodology was not of high quality.








Even though in most cases the arguments you write will not have lives hanging in the balance, arguments on any subject require what these early studies lacked: high quality evidence and lots of it.

Quality of Evidence





The better the evidence, the more likely a writer will be to convince an audience. Evidence has high **quality** if it is appropriate for the context and exigence and if the audience is likely to find it valid and relevant. For these reasons, writers always evaluate their rhetorical situation when selecting evidence to support their argument. Think about the quality of evidence in Greta Thunberg's speech. Imagine if, instead of citing quantitative data from the Intergovernmental Panel on Climate Change, she had used anecdotal evidence from a high school friend who reported that the temperature was 30 degrees Celsius in the middle of the winter. The audience would no doubt have had an easy time dismissing this young girl who relied on such scanty evidence. Clearly, the objective and scientific context of Thunberg's speech mandated that she use quality evidence from internationally recognized and peer-reviewed scientific sources.







Quality evidence is also timely. Writers take into account when the evidence was generated. In arguments that may rely on scientific or academic evidence, newer research is a necessity for establishing the quality of an argument. However, when engaging in philosophical debates, sources from classic authors whose ideas have stood the test of time and are still being discussed and debated today in academic settings would be more appropriate than some modern thinkers.



Finally, quality evidence is from authoritative sources. Here are some questions to ask when evaluating sources for authority:

- What is the author's education, training, and experience as it relates to the information in the source? Is the author well known and respected in his or her field?
 - What organization is behind this source? Is it a respected and widely accepted educational (.edu), governmental (.gov) or nonprofit source, or does it have a known bias?
 - Is the information from a scholarly journal, and has it undergone a rigorous peer review process?
- 
- 




If the answers are yes, the source is probably authoritative. However, some people may not accept quality, authoritative evidence if it is strongly opposed to their values, needs, or beliefs, especially if it is presented without consideration of the audience's feelings. If people feel attacked, they will go on the defensive, making your argument that much more difficult. Carefully introduce strong evidence in a way that is sensitive to the audience.

Quantity of Evidence



Quantity of evidence is the amount of evidence a writer uses. How much evidence a writer needs depends on the purpose and the persuasive power of available evidence. For example, the Intergovernmental Panel on Climate Change (IPCC) publishes many reports to guide policymaking in governments all over the world. One report published in 2014 is 167 pages—the summary alone, filled with facts, data, and graphs, is 31 pages. Such a publication for such a purpose required a large quantity of evidence. However, if the goal is to make a memorable point about climate change in a short speech, as Greta Thunberg did before the United Nations (~~see pages 4–5~~), a smaller quantity of evidence may be sufficient. Thunberg refers to information published by the IPCC but needs no more than a few pieces of information to fulfill her purpose. In both cases, the quantity of evidence is appropriate for the rhetorical situation.



How much evidence a writer needs also depends on the audience. A skeptical audience will require more evidence to be convinced of a claim. If the audience is already sympathetic to the argument, the writer may not need as much evidence. The consideration of how much evidence to provide is another way in which writers need to understand the background and values of the audience.

The chart below contains common questions to evaluate the quantity and quality of evidence.

Questions to Ask about Evidence
Is the source credible, from an organization that can be trusted to be unbiased?
Is it current—published in the last five years for most topics? For science and technology topics, was it published in the previous one or two years?
Is it from a primary source—that is, does it contain first-hand accounts and information? If yes, might the source contain any bias?
Does it directly relate to other evidence?
Does it specifically and directly address the claim?
Is the quantity of evidence sufficient to build a convincing argument?

Table 2-7






Before you leave, make sure ya' wave 🌞
HAVE A GREAT DAY!!!

Homework:

1. Read the following texts and prompt: Click [HERE](#)
Complete ONLY the template (graphic organizer). CLICK [HERE](#)

Have a nice day tomorrow.

Get some rest.

2. Make a list of 5 things you're grateful for.
Sit outside in the sunshine with nature. (--when the rain takes a break?)
Hug someone you love--even if it's your pet turtle:)
Listen to uplifting music.
You'll report your "happiness" results when we return.
- 
- 