|  |  |  |  |
| --- | --- | --- | --- |
| **Student**: | Fill in Student Name | **Date**: | Type the date |
| **Text:** | Enter the title of the Speech/Text | **Author:** | Type the author’s name |

**SOAPStone Analysis**

**Directions:** Using the text from a speech, fill out the chart, identifying the SOAPStone of the text.

|  |  |  |
| --- | --- | --- |
| **S** | **Speaker** | Click or tap here to enter text. |
| **O** | **Occasion** | Click or tap here to enter text. |
| **A** | **Audience** | Click or tap here to enter text. |
| **P** | **Purpose** | Click or tap here to enter text. |
| **S** | **Subject** | Click or tap here to enter text. |
| **tone** | | Click or tap here to enter text. |

**Oratorical Analysis Questions**

**Directions:** Using the text from a speech, fill out the answers to the questions below

1. **How does the speaker develop ethos in the speech?**

Click or tap here to enter text.

1. **Why is his use of ethos effective?**

Click or tap here to enter text.

1. **Explain why the speaker’s use of logos is effective in the speech.**

Click or tap here to enter text.

1. **Explain why the speaker’s use of pathos is effective in the speech?**

Click or tap here to enter text.

1. **Which rhetorical appeal is the most effective and why?**

Click or tap here to enter text.

1. **What is the purpose of the speech?**

Click or tap here to enter text.

1. **What is the tone of the speech?**

Click or tap here to enter text.

1. **How does the structure of the speech enhance its meaning?**

Click or tap here to enter text.

1. **What is the speaker’s call to action at the end of the speech?**

Click or tap here to enter text.

1. **Does the speech have any specific rhetorical device that really stands out? If so, please describe what purpose it was used for below.**

Click or tap here to enter text.

**Rhetorical Appeals**

**Directions:** Using the text in the speech, fill out the chart by citing text from the speech, identifying whether it is ethos, pathos, or logos, and explaining the impact that the words have on the meaning of the text.

**ethos:** appeal to authority and credibility

**pathos**: appeal to emotions

**logos**: appeal to logic and fact

| **Text** | **E/P/L** | **Purpose** |
| --- | --- | --- |
| “secretaries, business men and women, military and federal workers, moms and dads, friends and neighbors” | P | This is an example of pathos because President Bush elicits an emotional response when he lists people who were affected by this tragedy. |
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**Ethos, Pathos, Logos**

**Directions:** After analyzing the writer/speaker’s use of ethos, pathos, and logos in the text, write an explanatory paragraph that explains the effectiveness of using such devices and strategies in the speech.

Click or tap here to enter text.

**Rhetorical Devices**

**Directions:** Using the text in the speech, fill out the chart by citing text from the speech, identifying which rhetorical/literary devices the author is using and their impact that device has on the speech.

| **Text** | **Rhetorical Device** | **Impact** |
| --- | --- | --- |
| “Today, our fellow citizens, our way of life, our very freedom came under attack.: | **anaphora** | The of the word “our” at the beginning of successive phrases is deliberate and intentional to place an emphasis on this point. |
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**Rhetorical Devices**

**Directions:** After analyzing the writer/speaker’s use of rhetorical/literary devices in the text, write an explanatory paragraph that explains the effectiveness of using such devices and strategies in the speech.

Click or tap here to enter text.

**Rhetorical Triangle**

**Directions:** After analyzing the writer/speaker’s use of ethos, pathos, and logos in the text, write an explanatory paragraph that explains the effectives of using such devices and strategies in the speech.

**SPEAKER**: Who is the author/speaker of the text?

**AUDIENCE**: Who is the intended audience for this speech?

**SUBJECT:** What is the speech mostly about?

**CONTEXT**: What was happening in history at the time this speech was given?

**PURPOSE**: Why do you think the speaker gave this speech?

**Speaker:**  Click or tap here to enter text.

**Context Purpose**

Click or tap here to enter text.

Click or tap here to enter text.

**Subject Audience**

Click or tap here to enter text.

Click or tap here to enter text.

**Summary**

Click or tap here to enter text.

**Main Idea**

**Main Idea:** What is the main idea in the speech?

Click or tap here to enter text.

| **Explicit:** Information that is clearly stated in the text. There is no room for confusion | **Implicit:** Information that is clearly stated in the text. There is no room for confusion |
| --- | --- |
| What does the text say explicitly?  Click or tap here to enter text. | What does the text say implicitly?  Click or tap here to enter text. |
| **Textual Evidence:** Find textual evidence that supports what the text explicitly and implicitly says. | |
| “ Click or tap here to enter text.**“** | “ Click or tap here to enter text.**“** |
| “ Click or tap here to enter text.**“** | “ Click or tap here to enter text.**“** |
| **Inference:** A conclusion the reader makes based off of the explicit and implicit information in the text. | |
| **Inference:**  Click or tap here to enter text. | |

**Rhetorical Analysis Precis**

A rhetorical precis is similar to a summary, but it less neutral and contains rhetorical analysis. A rhetorical precis is a brief representation of what a text both says and does.

**Sentence One:** Name of the author, genre, and title of work + a rhetorically strong verb + and a THAT clause containing the major assertion or thesis in the text.

**Sentence Two:** An explanation of how the author develops and supports the thesis/main point.

**Sentence Three:** A statement of the author’s purpose, followed by an “in order to” phrase.

**Sentence Four:** A description of the intended audience and/or the relationship to the author establishes with the audience.

| Sentence 1  (Who/What) | Name of Author In the genre , title of work , that clause containing the major assertion or thesis in the text . |
| --- | --- |
| Sentence 2  (How) | Author name supports his/her main point/thesis statement by write how the author supports his main point/thesis statement . |
| Sentence 3  (Why?) | The author’s purpose is to type author’s purpose here in order to / so that . |
| Sentence 4  (To Whom) | The author writes in write tone the author uses tone for write how the author attempts to connect with their audience . |

**Oratorical Analysis**

**Outline & Description**

|  |  |
| --- | --- |
| **Introduction** | |
| **Attention Getter** –Choose a powerful captivating part of your speech to begin with or reference a significant social impact that resulted because of the speech. This should engage your audience and make them want to listen for more! | Click or tap here to enter text. |
| **Thesis** – Briefly tell your audience what speech you will be presenting, who the speaker was, and the occasion of the speech. Tell the audience how you will interpret the significance of the historical speech you have selected. *Ex. “When John F. Kennedy gave his inaugural address as he took presidential office in 1960 he made a challenge to the American Public that still echoes today.”* | Click or tap here to enter text. |
| **Preview** – List the main points you will address. *Ex. “In order to better understand this historical speech and its import to American culture, we will first, explore the context of the inaugural address. Next, we will examine the rhetorical choices that were made in the speech, and finally, we will analyze the speech for its overall importance – for 1960 and for today”.* | Click or tap here to enter text. |
| **Transition Statement** – Provide a smooth transition from your introduction into your speech body. | Click or tap here to enter text. |
| **Body**  *The body of your presentation should be a mix of the historical speech and your analysis of the speech. The rules say the mix should be 50/50. You should have clear transitions between each point.* | |
| **Point #1** – The background or context of the speech and speaker  Who gave the speech and what was their experience? What was the historical context of the speech? What was happening in the country/world when it was delivered? Who was the primary audience? | Click or tap here to enter text. |
| **Transition Statement –** *Ex. “Now that you understand the historical context of this important address, we need to examine the specifics of the speech that was given.”* | Click or tap here to enter text. |
| **Point #2** – An explanation of what was said and how it was delivered  What word choices were used? Were they effective? Did the speaker incorporate any rhetorical devices? What did the speech sound like? Did the speaker use vocal delivery techniques (rate, volume, inflection) to get across the message? | Click or tap here to enter text. |
| **Transition Statement** | Click or tap here to enter text. |
| **Point #3** – Critical analysis of the speech  Analysis should be a mix of historical, rhetorical and audience analysis. How was the speech received by the audience? What importance or future implications did the speech have on society? What should we take away from the historical speech? What is its impact on us? | Click or tap here to enter text. |
| **Transition Statement** – Provide a smooth transition from your speech body into the conclusion. | Click or tap here to enter text. |
| **Conclusion** – *End your oratorical analysis with a strong conclusion.* |  |
| **Review** – Restate your three main points | Click or tap here to enter text. |
| **Emphasize** – Highlight the thesis and how it was fulfilled by your OA | Click or tap here to enter text. |
| **Conclude** – Come “Full Circle” by referencing your attention-getter from the introduction | Click or tap here to enter text. |