Rhetorical Analysis Speech

You will deliver a 3-minute speech offering your analysis of your assigned historical speech. You should make an claim about the rhetorical effectiveness of the historical speech. You should support your claim with reasoning and examples drawn from the speech’s language and context.

Your main focus should be on evaluating the ***effectiveness*** of the speech, not your personal opinion of the topic. The purpose for your speech is to show your ability to 1) interpret the relationship between a historical document and its context and 2) evaluate the effectiveness of language use in a speech.

This assignment is also a chance for you to develop your own rhetorical skills. Your audience for this speech will be your teacher and fellow classmates. As you develop your speech, you should show awareness of your audience by presenting information in a clear, logical manner. You will also practice using the rhetorical techniques; your speech should include three identified rhetorical techniques, including at least one use of parallelism. Finally, you should demonstrate your credibility by being well-prepared on the day of your speech. Your preparation will show through your smooth, practiced delivery.

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| Category | Superior: 20-19 | Good: 18-16 | Developing: 15-14 | Not Yet: 13-10 |
| Claim | Your speech presents a focused and thoughtful interpretive claim that demonstrates an unusual depth of rhetorical analysis. | Your speech presents a focused claim about the effectiveness of the historical speech. | Your speech is tentative in presenting a claim. | Your speech does not address the assignment. |
| Analysis | Your speech makes insightful connections about the effectiveness of a historic speaker’s rhetorical choices by showing how these choices relate to the context, audience, and purpose. | Your speech offers an interpretation of whether specific rhetorical choices in a historic speech were effective. | Your speech looks at rhetorical choices in a historic speech, but does not explain or evaluate their effectiveness. | Your speech consists mostly or entirely of summary without progressing to analysis. |
| Support | Your speech thoroughly develops reasons to support your claim by using abundant and convincing evidence from the historic text. | Your speech presents reasons to support your main claim using evidence from the historic text. | Your speech presents a few reasons to support your claim with light support from the historical text. | Your speech lacks much if any support for the claim you present. |
| Rhetorical Techniques | Your speech demonstrates control and sophistication in its linguistic and stylistic development. You skillfully use a variety of rhetorical techniques. | Your speech includes at least three rhetorical techniques, including an example of parallelism. | Your speech uses rhetorical techniques in a limited fashion or awkward manner. | Your speech does not use any identified rhetorical techniques. |
| Presentation | Your speech is delivered eloquently, demonstrating a combination of solid preparation and proficiency. | Your speech is delivered smoothly, showing evidence of practice and preparation. | Your speech shows some evidence of preparation but is delivered weakly. | Your speech is ill-prepared or unaccountably brief. |