

## Act III Funeral Speeches

### Elements of Rhetoric: Tools to Enhance Critical Interaction With Texts

*Directions: watch each of the short videos about rhetorical appeals and rhetorical techniques. Respond to the prompts as you view the videos. Record your responses in the boxes. You will complete a rhetorical analysis at the end of the lesson.*

#### Introduction

- How can understanding rhetoric help me read better?
  - “What is a rhetorical analysis” (6:25)

- What is rhetoric?

- Identify and explain the relationships between specific choices and effects

- Identify and explain the different steps of rhetorical analysis

#### Exploring Rhetorical Choices

- Where do I begin?
  - Understand the dynamics between author, reader, and the text
    - “The Rhetorical Triangle and Rhetorical Appeals” (8:05- applies rhetorical appeals to the rhetorical triangle with an example followed by questions.)

- What information can you add to your definition of rhetoric?

- What are the three aspects of rhetoric?

- Identify and explain the three rhetorical appeals.

- What kinds of questions should you ask about rhetorical appeals if you want to complete a thorough and insightful rhetorical analysis?

- How do writers, speakers, and/or advertisers create ethos, pathos, and logos?

- “Concept Check- Rhetorical Devices” ( start at the 9:58 mark; 7 minutes)

- Rhetorical techniques
  - Rhetorical question- purpose (goal) and function (what it creates to achieve the goal)

- Repetition- purpose and function

- Addressing biases and stereotypes- method, purpose, and function

- Parallelism- purpose and function

- Facts and statistics- purpose and function

- Quotes- types, purpose, and function

- Counter arguments and rebuttals- purpose and function

### Techniques you already have in your toolbox:

- Familiar forms of comparisons- similes, metaphors, and allusions
  - Exaggerations- hyperbole (an exaggerated image that articulates an overwhelming experience) and understatement (reinforces subject's significance by exaggerating its insignificance)
    - NOTE: You should consider the connotation of the items used to create a comparison to determine what the comparison adds to the text.
  - Specific forms of repetition
    - **Alliteration**- repetition of consonant sound
      - "His soul swooned slowly..." (Joyce).
    - **Assonance**- Repetition of vowel sound
      - "The rain in Spain stays mainly in the plain," (*My Fair Lady*).
    - **Parallelism**- Uses components in a sentence that are grammatically the same; or similar in their construction, sound, meaning
      - I need you to first (adverb) water the plants (verb and object), then (adverb) feed the dogs (verb and object), and lastly (adverb) make the dinner (verb and object).

### Techniques to add to your toolbox:

- Specific forms of repetition
  - **Anaphora**- a phrase is repeated at the beginning of the following clauses or sentences. This repetition serves to emphasize the phrase while adding rhythm to the passage, making it more memorable and enjoyable to read.
    - "*It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair,*" (Dickens).
  - **Epistrophe**- a certain phrase or word is repeated at the end of successive sentences or clauses.
    - "For no government is better than the men who compose it, and I want the best, and we need the best, and we deserve the best," (JFK).
  - **Chiasmus**- a grammatical structure that inverts a previous phrase. That is, you say one thing, and then you say something very similar, but flipped on its head.
    - "Live simply so that others might simply live," (Gandhi).

- **Anadiplosis** the repetition of a word or words in successive clauses in such a way that the second clause starts with the same word which marks the end of the previous clause.
  - “When I give, I give myself.”
- **Broad syntax elements**
  - Sentence length
    - Staccato = one to two words, abrupt
    - Telegraphic = shorter than five words
    - Short = approx. 5-10 words
    - Medium = approx. 15-20 words
    - Long = 30 or more words

**Consider: What variety of lengths is shown? Is there a sentence-length pattern? How is the patterned variation or consistency effective?**
  - Word Order- **consider the prominence, infrequency, or absence of specific word order. Consider, too, if specific word orders are used in conjunction with specific topics or points. How do your findings add value and meaning to specific points and/or appeals?**
    - Loose sentence (the main point is at the beginning, “front-loaded”) Ex: We reached Edmonton that morning after a turbulent flight and some exciting experiences.
    - Periodic sentence (the main point at the end, “end-loaded”) Ex: That morning, after a turbulent flight and some exciting experiences, we reached Edmonton.
  - Variety of Sentence Types
    - **Consider the rhythm the variety creates and explore its appeal**

### **Let's Practice**

Watch Charlie Chaplin's final speech from the film, *The Great Dictator*. Use the transcript to follow along with the video. Annotate your hard copy of the transcript as you listen and read. Use your findings to organize a rhetorical analysis. You will use the Google Slides template to create your analysis. Work in groups of 3. Write talking points in the notes section of the slideshow. Upload your work to the Google Classroom by its deadline. Deadline TBD.