

## Master Speech Unit:

Mrs. Virgin had decided to expand her “Master Speeches” unit. You being an **amazing and insightful student**, have been asked to submit a proposed “Master” speech that you have found that lives up to the “Master’s” status. You will need to choose your representation from the plethora of speeches available online. Choose a speech that you connect to. It should be something that with **each read**, you think *Wow! Everyone needs to read this speech because it is truly pretty astonishing!* You should read it several times and annotate it. Look for patterns in their word choice (Diction and Tone), the way the speaker organizes its structure (syntax or schemes), and the way it makes the listener feel or think (rhetorical appeals or pathos, ethos, and logos).

In order to complete this work, you must do the following first:

- ✓ Mini researches about the given speeches—written into journal entries in your interactive notebooks.
- ✓ Read and annotate 10 master speeches—look for TONE, DICTION, RHETORICAL DEVICES, SYNTAX
- ✓ Analyze the 10 master speeches by doing **HALF a page** SOAPStone’s for **each** speech. This will be done in your Interactive Notebook.
- ✓ **HALF a Page** Annotated Bib for **each** speech completed in the interactive Notebook
- ✓ **You May research any person and add any relevant information to your journals as needed!**

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### CONCLUDING ASSESSMENT:

Once you have found “The Speech” you want for the Master Speech Unit, you will do the following:

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- A. You will annotate for syntax, tone, diction, and rhetorical devices.
- B. In your interactive notebook, you will complete a half page SOAPSTone for your speech.
- C. In your interactive notebook, you will also complete a half page annotated bibliography for your speech.

**\*\*\*\*So, your teachers will be so awe struck from your astounding submission choice, that they will ask you to present your argument that this speech should be added to the “Masters” unit. You will write a 5 paragraph essay to the Skyview High School Language Arts Department. You will type a persuasive essay with claims, examples with citations, and your argument in perfect MLA format. Please remember who your audience is. Check the provided rubric for your understanding of how your will be graded.**

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**Master Speech #1**Journal: The Gettysburg Address: What are some famous speeches you are familiar with? Where did you get the knowledge concerning these speeches (class, television, books)? Today we are going to talk about the Gettysburg Address, what do you know about this famous speech? What are some of the qualities that you think belong to great, famous speeches?

**Master Speech #2** Journal: What do you know about Ronald Reagan? What do you know about his skills as a public speaker? What do you know about the space shuttle Challenger \*this is one that exploded\* Why was this a big deal for our country in more ways than just a tragic loss of life? What do you think Reagan might have said in reference to such a tragedy? How does a leader talk to his/her grieving people? What kind of rhetoric is appropriate?

Notes- Watch Challenger YouTube video

Rhetorical Devices- The devices we use to create effective rhetoric. Many of these devices play with Syntax....

· Syntax-"**Syntax** is the study of the principles and processes by which sentences are constructed in particular languages. Syntactic investigation of a given language has as its goal the construction of a grammar that can be viewed as a device of some sort for producing the

sentences of the language under analysis."  
(Noam Chomsky, *Syntactic Structures*, 1971)

**Master Speech #3 Journal:** Since you read *To Kill a Mockingbird* last year, reflect on why Atticus Finch is defending Tom Robinson. How did this defense affect his family and himself?

**Master Speech #4 Journal:** What do you know about Great Britain's involvement in World War II? What do you know about Winston Churchill? What kind of leader do you think people desire in times of fear, danger and war? What kind of speaker do you expect Churchill to be? What do you expect his tone and style will be like? Why do you expect this?

**Master Speech #5:** Today we are going to talk about JFK and I would imagine that you know a lot about him. Journal about your prior knowledge of JFK and the drama involved with his presidency. Why was he an unlikely President? What do you think will mark him as a speaker and make him different than Churchill, Lincoln, Teddy, and Reagan? Complete a Venn Diagram in this entry. Choose one of the other presidents and Compare and Contrast the two speakers\* Have at least components of likeness and **5 components of difference**

**Master Speech #6:** What do you know of Robert Kennedy? Who is he? How is he important to the 1960's? Research a little about him and write this information in your interactive notebooks.

**Master Speech #7:** What happened at Pearl Harbor? How did this affect America? What was America's reaction to what happened? \*\*\*\* My objective with today's speech is that I want you to familiarize yourself with FDR's style and syntax. He is much different than other speakers we have studied and I want you to experience his language on a more personal level than having the whole class study together.

**Master Speech #8:** What do you know of Chief Joseph? Who is he? How is he important to Idaho history? What did he do for his people? Research as needed and discuss this man in your journal.

**Master Speech #9:** What do you think you have learned about rhetoric, oration, persuasion, and the power of words in this class? Have you had any 'Ah, HA moments' while watching television or

consuming the news? I have tried very hard for the class to be very relevant to our world today, have I succeeded? Has this unit been relevant? What are your takeaways from the unit?

**Master Speech #10:** Once you have read this speech, explain what you think the speaker is telling this graduating class. If you were giving the graduating speech for your graduation, what would you tell your fellow students?

### Reminders:

**SYNTAX:** Syntax and [diction](#) are closely related. Diction refers to the choice of words in a particular situation while syntax determines how the chosen words are used to form a sentence. In combination, syntax and diction help writers develop tone, mood and [atmosphere](#) in a text along with evoking interest of the readers.

- A. Quickness, decisiveness and speed are added to a text by using short phrases, clauses, and sentences.
- B. Whereas, in a text where the subject matter is serious that requires contemplation, long, convoluted sentence are used to slow down the pace of a prose text.
- C. Fragments—This is an incomplete thought which is sometimes done on purpose to pause and let the reader think.
- D. Sentence Types: Declarative, Interrogative, Imperative
- E. Sentence Structure Types: Simple, Compound, Complex, Compound Complex
- F. The altering of short and long sentences