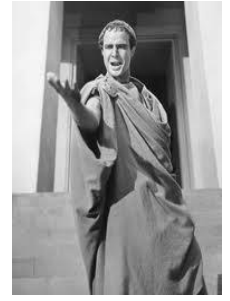


# Great Speeches in Shakespeare

## AP Language & Composition

In this project, you'll work with a partner (or partners) to lead a class session in analyzing an important scene / speech in Shakespeare. Much like our work with JFK's inaugural address, you'll analyze your speech with class, providing a specific piece of the rhetoric for your classmates in a double-entry format to help class better understand analyzing speeches for their use of rhetorical tools and strategies.



**Where to find speeches:** <http://shakespeare.mit.edu/> (you can also find them in texts or other websites online)

### War and Nationalism

- Henry V's St. Crispin Day Speech from *Henry V* (Act 4, Scene 3)
- Falstaff on Honor in *Henry IV: Part I* (Act 5, Scenes 1, 3, 5)

### Eulogizing to the Masses: Both in *Julius Caesar* (Act 3, Scene 2)

- Brutus's Speech to the Roman Populace in *Julius Caesar*
- Mark Antony's Response to Brutus's Speech in *Julius Caesar*

### Deception

- Claudius to Hamlet and his new court in *Hamlet* (Act 1, Scene ii)
- Iago convincing Othello that his wife is guilty of adultery (*Othello*, Act 3)

### Romance & Power

- Lady Macbeth convincing Macbeth to kill Duncan in *Macbeth* (Act 1, Scenes 5-7)
- Kate and Petruchio meet for the first time in *The Taming of the Shrew* (Act 2, Scene 1)

### What you should do:

1.) Read summaries of your play. There are many sources where you can locate summaries (here are three):

- [University of California-Berkeley](#) (not all summarized)
- [Absolute Shakespeare](#) (All works summarized, full text provided)
- [Shakespeare Resource Center](#)

2.) After you've garnered an understanding of the plot, characters, setting, and themes, find the text of the speech / scene(s). Read through your scene, going through Jolliffe's Rhetorical Framework to note:

- the SOAPS of the speech / situation (for situations with two characters, focus on each character's SOAPS)
- the content of the speech (paraphrase!)
- the rhetorical appeals / devices / strategies present in the speech

For homework for the first workday of the project, please complete the "Shakespeare Rhetoric Double-Entry Journal" (PDF), in which you choose a crucial piece of rhetoric in the scene(s) and perform a Jolliffe analysis (each partner should complete this). You should also come prepared to class to work on part 3.

3.) For your presentation, you should complete the following:

- Develop a Power Point presentation that you'll use to present your information to class; see page two for PPT requirements.
- Find a 3-8 minute video of your scene that you can show in class for discussion of your scene's rhetoric.
- Develop discussion questions and/or an outline for your classmates for note-taking; this should center on the use of rhetorical devices / strategies in the speech. **Please make PDF's or print copies of the significant speeches that you'd like class to analyze after you've presented the rhetorical background.**
- An MLA Works Cited page for all of the sources you use

4.) You'll present seminar-style in class for roughly 40 minutes (in the order above, with two presentations per day), with the projector for your PPT / video. See the presentation rubric for assessment.

## Power Point Requirements for Presentation

Your Power Point presentation should include the following elements:

- 1.) At least one slide should provide a brief summary of the play.
- 2.) Multiple slides should include information about the SOAPS for the scene / rhetoric.
- 3.) You should include one video involving the scene / rhetoric.
- 4.) At least one slide should include the text which you'll be analyzing for strategies / appeals / devices in class.
- 5.) At least one slide should include the name and example of rhetorical devices utilized in the speech
- 6.) At least one slide should include an explanation of the tone of the speaker(s), with diction analysis as support for the tone word you provide.

Presentations to class should follow this structure:

- 1.) Explanation of play background
- 2.) Explanation of SOAPS (including character names, situation, plot)
- 3.) Disseminate text / outline to classmates
- 4.) Individual / partner time to allow classmates to analyze the selected text you've chosen for them (on PDF or looseleaf handouts)
- 5.) Class sharing / analysis of chosen text
- 6.) Explanation of rhetorical devices / strategies used, particularly of definitions of devices
- 7.) Time for questions from classmates

### Rubric for class presentation

	5	4	3	2, 1
Speaking Proficiency	Individual varies volume and pace masterfully without relying on a visual	Individual speaks at reasonable volume, pace without relying too much on a visual	Some problems with volume, pace; individual relies on a visual	Individual speaks quickly, incoherently, relies completely on a visual aid
Non-Verbal Cues	Individual makes eye contact with whole class, effectively utilizes non-verbal cues to communicate	Individual makes some eye contact with whole class, utilizes non-verbal cues to communicate	Individual has some problems making eye contact with whole class and utilizing non-verbal cues	Individual doesn't make eye contact with whole class / focuses wholly on the teacher, utilizes no non-verbal cues
Content of Presentation	Group coherently, effectively analyzes the speech for rhetorical appeals, strategies, tools	Group provides basic rhetorical analysis for classmates	Group provides some inaccurate rhetorical analysis for classmates	Group's rhetorical analysis is off-the-mark, mostly inaccurate, surface level
Connection with Audience	Group presents information in a very interesting, educational fashion, utilizing videos, expert opinions, comparisons with other pieces of rhetoric, questions that help classmates connect with rhetoric in Shakespeare	Group presents information in somewhat interesting, educational fashion, asking some questions, providing some expert opinions about rhetoric	Group has some problems in presenting information in interesting, educational, relative way	Group presents in uninteresting, distracting, dis-interested fashion, doesn't make it relevant to Moeller audience
Powerpoint Design	Presentation includes an effective balance of text and images in at least 7 slides; entire presentation correlates effectively with oral presentation; group provides correct MLA Works Cited page	Presentation includes some balance of text, images in 7 slides; presentation mostly correlates with oral element; some errors in MLA Works Cited page	Presentation includes unbalanced amounts of text/images in 7 slides; oral/visual elements don't entirely correlate; many errors in MLA Works Cited page	Presentation includes too much / too little text, unexplained images; < 7 slides; PPT and oral element don't correlate; MLA Works Cited page is completely incorrect / not included

This presentation is worth 120 points, including the post-writing blog entry (20 points) after you present.