RHETORIC UNIT ASSESSMENT

INSTRUCTIONS

- 1. Read and/or listen to one of the following speeches:
 - <u>Obama's 2009 Inaugural Address</u>
 - <u>Amy Poehler's Class Day (Graduation) Speech</u> at Harvard University
 - Coach Gaines' <u>"On Being Perfect Speech"</u> (from the movie, *Friday Night Lights*).
- 2. Then, write a five-paragraph essay answering the question: *Is the speech effective? Why or Why Not?*

CRITERIA FOR SUCCESS

- □ An annotated copy of the speech. On your annotated copy, you must highlight and name any rhetorical techniques or logical fallacies that you identify as you read and listen. You should also make notes in the margins about particular parts of the speech that you think are effective or ineffective.
- □ A completed brainstorming map and five-paragraph graphic organizer (templates included below)
- □ A five paragraph essay answering the question: Is this speech effective? Why or not?

THINGS TO REMEMBER

- When analyzing the speech, remember to consider the speaker's audience. Is the speech effective for that particular audience?
- Remember to start with the brainstorming map and move on to the five-paragraph graphic organizer BEFORE you begin writing.
- Remember to develop a strong claim regarding the speech's effectiveness and support that claim with well-reasoned points and sufficient evidence from the speech itself.

BRAINSTORMING MAP

Claim:		
Point:	Point:	Point:

FIVE PARAGRAPH GRAPHIC ORGANIZER

Introduction						
Hook:	Thesis:	Thesis:				
Body Paragraphs						
Point 1:	Point 2:	Point 3:				
	Conclusion					
Acknowledge:	Respond:					

Red: paragraph 1 Blue: body paragraphs (2,3,4) Purple: paragraph 5 In the box below, please write your five-paragraph essay, answering the question: Is the speech effective? Why or Why Not? *Feel free to expand the text box as needed.*

RUBRIC

5 (90 - 100)	4 (80 - 89)	3 (70 - 79)	2 (60 - 69)	1 (59 or less)
The annotated copy	The annotated copy	The annotated copy	The annotated copy	The annotated copy
of the speech	of the speech	of the speech	of the speech	of the speech
correctly and	clearly identifies	identifies most of	identifies a few	incorrectly
clearly identifies	any rhetorical	the rhetorical	rhetorical	identifies or does
any rhetorical	techniques, logical	techniques, logical	techniques, logical	not identify the
techniques, logical	fallacies, and parts of	fallacies and parts of	fallacies and parts of	rhetorical
fallacies, and parts of	the speech that the	the speech that the	the speech that the	techniques, logical
the speech that the	student thinks are	student thinks are	student thinks are	fallacies and parts of
student thinks are	effective or	effective or	effective or	the speech that the
effective or	ineffective. The	ineffective. The	ineffective. The	student thinks are
ineffective. The	student completed	student mostly	student somewhat	effective or
student thoroughly	the brainstorming	completed the	completed the	ineffective. The
completed the	map and graphic	brainstorming map	brainstorming map	student barely or
brainstorming map	organizer and	and graphic	and graphic	did not complete
and graphic	utilized those tools	organizer and	organizer and	the brainstorming
organizer and	to write their final	mostly utilized	somewhat utilized	map and graphic
utilized those tools	essay. The final draft	those tools to write	those tools to write	organizer and barely
to write their final	of the essay contains	their final essay. The	their final essay. The	or did not utilize
essay. The essay	five well-written	final draft of the	final draft of the	those tools to write
contains five	paragraphs, a strong	essay contains five	essay contains less	their final essay. The
extremely well-	thesis statement, and	mostly well-written	than five	final draft of the
written paragraphs,	well-reasoned,	paragraphs, a thesis	paragraphs or five	essay is disorganized
a strong thesis	strongly-supported	statement, and	poorly written	and has no clear
statement, and well-	points and evidence	points that are	paragraphs. There	paragraph structure.
reasoned, strongly-	from the speech.	somewhat	is not a strong thesis	The essay includes a
supported points	The points support	supported. The	statement, and the	weak thesis that is
and evidence from	the thesis.	points somewhat	points are not well-	not well supported.
the speech. The		support the thesis.	supported or aligned	
points directly			with the thesis.	
support the thesis.				
Final Score:	Comments:			