Pre-Socratic Questions for Suffragist and Abolitionist Speeches

Instructions:

Read each speech and complete SOAPSTone based on context clues and your prior content knowledge. Then, use a lap top to research the author and rhetorical situation.

Annotate for ethos, logos, pathos, and the other rhetorical strategies from boot camp

When you are answering the questions, use as many of the verbs from boot camp as you can.

Questions:

1. Where do the author’s assert their own qualifications? Why does it matter where they assert themselves in the speeches? What qualifications do they choose to focus on and why would that affect their particular audiences?
2. Where are there counterclaims and rebuttals? If there are none, why would the author choose to exclude that particular rhetorical strategy?
3. Do the authors use enumeration? What is the purpose? Effect? Why does it affect their particular audiences? How does it add to their rhetorical purpose?
4. Do the authors take on a persona other than what is already known of them by the public? Why do they do this? Or why would they need to do this?
5. How do the tones of the speeches differ? Why might one need to alter the tone of their speech for their particular audience or purpose? Might they need to change their tone based on their back ground or knowledge they have of their audience or the occasion?
6. Is there juxtaposition, paradox, or antithesis? How is it used? What is the effect?
7. Anthony says, “By it the blessings of liberty are forever witheld from women and their female posterity.” What does she mean by ‘it’?
8. What modes do the authors use? Critique? Narration? Description? Definition? Cause and effect? Process analysis? Classification? Is there one speech primarily in one mode? Why would the authors need to switch up their rhetorical modes? How does that affect the audience?
9. What kind of appeals do the authors use? Why would those affect their particular audience or purpose?
10. Do you see any of the following: metonomy, synecdoche, anaphora, epistrophe, polysyndeton, asyndeton? What purpose do they contribute to? Are they effective?
11. How do the authors use pronouns?
12. What is the function of the following sentence from Truth’s speech: “If the first woman God ever made was strong enough to turn the world upside down all alone, these women together out to be able to turn it back and get it right side up again!” Think about what Truth said before and after this sentence, it’s location in the speech, and it’s rhetorical strategy.
13. Identify the function of each paragraph in Stone’s speech. Consider the following: to illustrate a point, to describe the effect of something, to question, to present something in a different way, to compare and/or contrast, to refute, to justify an action, to offer a solution, etc. Explain if a paragraph has multiple functions.
14. Explain the parts of the citation at the end of Stone’s speech.
15. What is the function of the post-note for Anthony’s speech?