

4B: Observe & Analyze I

Jennifer Szlag, Language & Communications Instructor [00:00:00] Good morning, everyone. We're going to continue in our unit on developing a strong, persuasive speech. I'm going to be using this chart. The chart is designed to help you to clearly present all the basic components of a strong, persuasive speech. First, we begin with an introduction. In the introduction, you'll state your topic or your issue and you'll clearly state your position on that topic. In the introduction, you'll move on to state your three main arguments. As we move on to the body, you'll state your main argument with your supporting evidence. Finally, in the conclusion, you'll want to restate your position using new language and make sure to include a call to action.

Jennifer Szlag [00:00:45] So please take out your notes on the Queen Elizabeth speech. Let's use the chart to guide our analysis of Queen Elizabeth's Tilbury speech. This exercise will help cement the basic elements of a persuasive speech before we talk about additional complexities, such as aligning the tone with the audience. So who can tell me why I gave you this particular speech to read? Ashley?

Ashley, Student [00:01:07] It's basically a good example of how to persuade a large group.

Jennifer Szlag [00:01:10] Exactly. I thought having a good example of a persuasive speech could help you as you work on your own speeches. Using the chart as a guide, we're going to answer the key questions that pertain to basic components of a persuasive speech, such as what is the topic, what is your position, and what are the three main arguments? Please make sure to take notes as I fill in the chart. So let's start. So what is the purpose of this speech. Jevon?

Jevon, Student [00:01:37] The purpose is basically for soldiers to go out and fight, to courageously go into battle.

Jennifer Szlag [00:01:42] Great. So the purpose was to encourage soldiers. And what is one of the main arguments that Queen Elizabeth lays out in her speech to make this point? Tiffany?

Tiffany, Student [00:01:57] She wants them to fight for their nation, to have national pride.

Jennifer Szlag [00:02:01] Great. Can you expand on that a little bit? What was the current political state?

Tiffany, Student [00:02:05] Well, England wanted to prove themselves to the rest of Europe, for them to be the top dog.

Jennifer Szlag [00:02:12] Good. That's good. And what's another major argument presented in the speech to encourage the soldiers?

Student [00:02:18] There's sort of religious aspect in the speech.

Jennifer Szlag [00:02:21] Yeah, exactly. One of them is religion. Any others? Yes, Sierra.

Sierra, Student [00:02:27] Yeah, she includes in the speech that the soldiers had an obligation to defend the queen.

Jennifer Szlag [00:02:32] To defend Elizabeth herself?

Sierra, Student [00:02:34] Well, not really her, but her position, the monarchy.

Jennifer Szlag [00:02:37] Perfect. So let's look at our list. These are the three arguments she uses in her speech to appeal to and elicit a response from the soldiers. Each one of these arguments evokes emotion, feelings of camaraderie, and national pride. Let's look at one of these arguments more closely. Let's look at the last one that we listed, national pride. Where in the speech do you see evidence of Queen Elizabeth using this to elicit a response from the soldiers? Yeah, Caitlin.

Caitlin, Student [00:03:05] In the closing remarks of the speech, Queen Elizabeth speaks directly to the soldiers. She says, "not doubting, but by your obedience to my general, by your concord in the camp, and your valor in the field."

Jennifer Szelag [00:03:19] Great. That's excellent. And what part do you view as most inspiring?

Caitlin, Student [00:03:24] I think she is inspiring when she talks about their valor in the field.

Jennifer Szelag [00:03:29] Great. Can someone add to this? Why is that particularly inspiring? Yes, Jevon.

Jevon, Student [00:03:34] It's inspiring for the soldiers to be seen as brave by fellow soldiers as well as their queen.

Jennifer Szelag [00:03:39] Absolutely. Yes?

Ashley, Student [00:03:44] I wanted to add that in the very last sentence, she refers to it again by bringing up a famous victory over England's enemies and that ties in with God, the kingdom, and the people of England. So really, she's just bringing up their call to duty in other arguments.

Jennifer Szelag [00:03:59] Excellent. So, remember guys, in the conclusion we want to restate our arguments and our position and make sure to include a call to action.

Jennifer Szelag [00:04:14] Let's look at the assignment due next class. Today, we looked at how Queen Elizabeth's speech is a great example of a persuasive speech. What you're going to do for this assignment is to use the format that we used today as a model for analyzing your own speeches that you've drafted. I want you to analyze your partner's speech and make notes connected to what we learned today. Then I'd like you to review your partner's notes and your speech in order to write a few paragraphs explaining where you are aligned with the basic components that we saw in Queen Elizabeth's speech, and plan to make some adjustments. So spend the next 20 minutes left in class sharing your speech with your partner, and I'll be around to answer any questions. Tiffany?

Tiffany, Student [00:04:54] Can we hand in a chart like you did on the board instead of the paragraphs?

Jennifer Szelag [00:04:59] No, I'd like you to summarize in a few paragraphs separate from your speech. Okay, guys, feel free to get into your pairs and start working, okay?

Caitlin, Student [00:05:10] I noted that your position on climate change wasn't really clear. You could revise how you're stating it in the introduction.

Student [00:05:19] And after all we learned today I also think I should more clearly lay out my three arguments.

Caitlin, Student [00:05:26] I also need to add my call to action in my conclusion rather than just restating it in the argument.

Student [00:05:32] Yeah.