

SPEECH

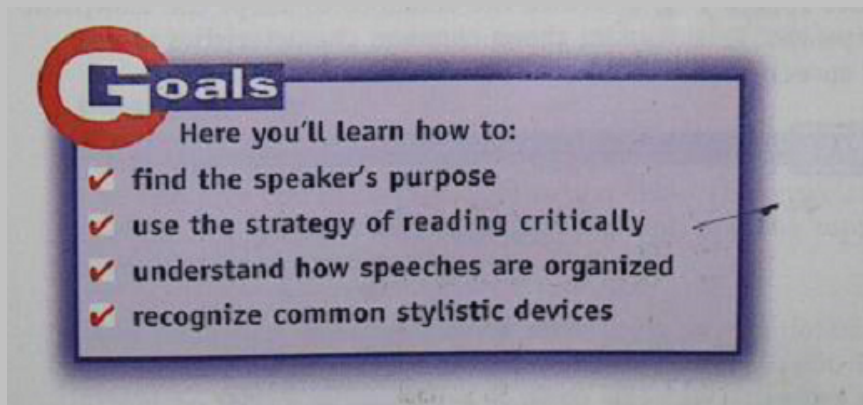


Begin reading in the Reader's Handbook about speeches.

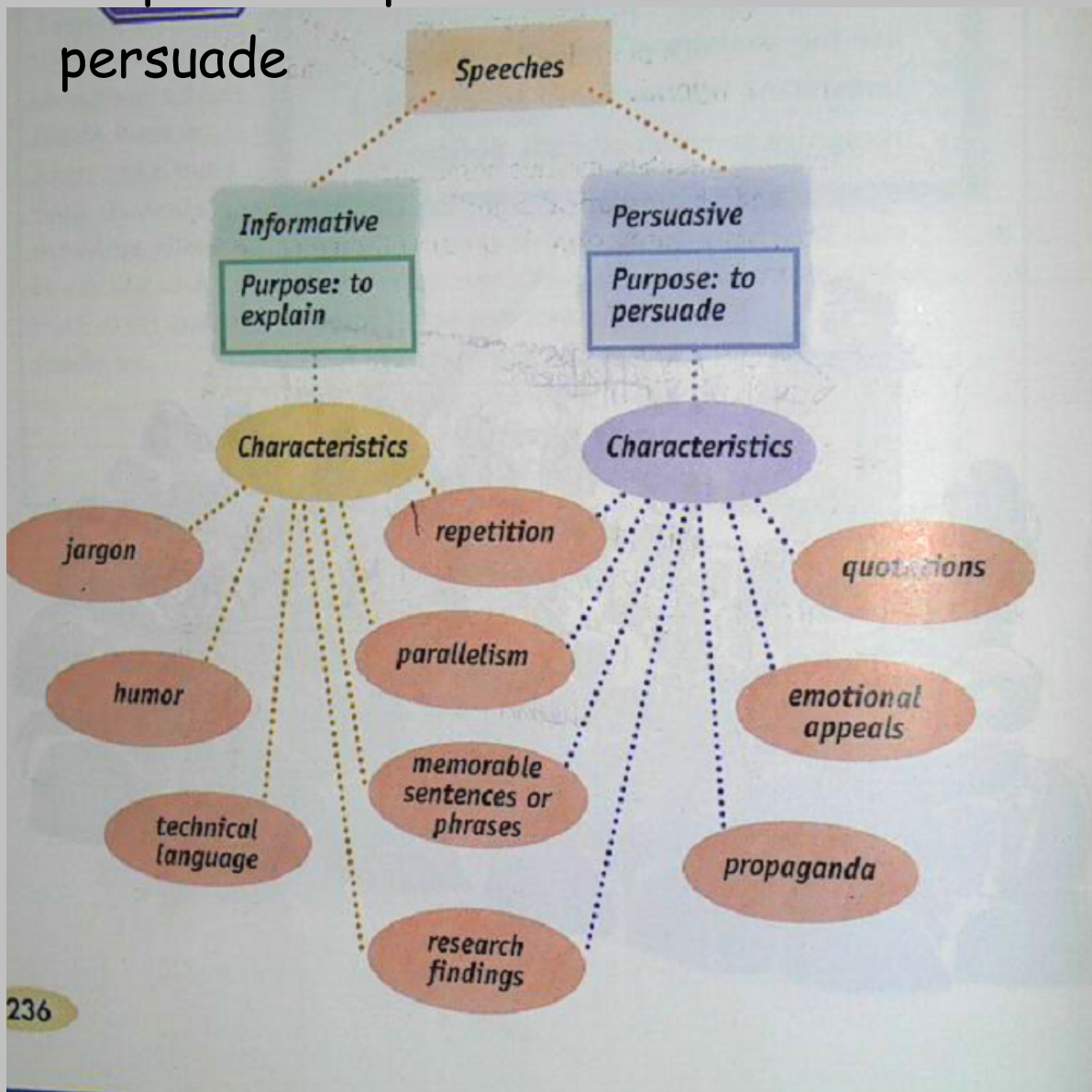
Read pages 235 - 244.

As you read, take notes on the information you feel is most important. Hint: Pay attention to information that is in bold print or is set off from other text. Write down steps/strategies that would assist you in analyzing a speech.

Speech Reading Goals



Purpose of Speeches : to inform or to persuade



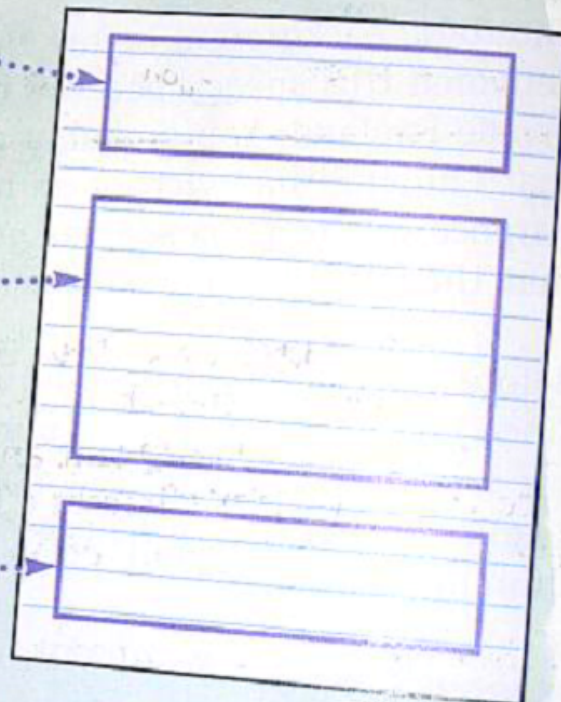
Structure of a Speech

THREE PARTS OF A SPEECH

Introduction contains the purpose.

Body contains the viewpoint and support.

Conclusion contains a restatement of the purpose or a call for action.





Finding the Main Idea for a Speech

To find an implied viewpoint, use this formula:

$$\begin{array}{l} \text{Subject of the speech} \\ + \text{Speaker's opinion of the subject} \\ \hline = \text{Speaker's main idea or viewpoint} \end{array}$$

Ways You Can Support Your Main Idea

COMMON TYPES OF SUPPORT

*facts and
statistics*

*firsthand
experiences
or examples*

*opinions
of experts*

*logical
reasoning*

*comparisons
and contrasts*

*research
results*


*appeals to
emotion*

Literary Devices used in Speeches

COMMON STYLISTIC DEVICES	SMART Ink	
Device	Example	What it does
Figurative language (similes, metaphors, hyperbole, and personification)	<i>Churchill compares Hitler's aggression to "a monstrous tyranny, never surpassed in the dark, lamentable catalogue of human crime."</i>	<i>Adds freshness and vibrancy to the writing.</i>
Repetition (repeated words or phrases)	<i>"Victory—victory at all costs, victory in spite of all terror, victory however long and hard the road may be. . . ."</i>	<i>Adds emphasis and strength to the argument. Repetition can also make the speech memorable.</i>
Parallelism (repeated grammatical structure)	<i>"You ask, what is our policy? . . . You ask, What is our aim?"</i>	<i>Adds rhythm to the writing. Makes the speaker seem "eloquent" and therefore convincing.</i>
Memorable sentences or phrases	<i>"I have nothing to offer but blood, toil, tears, and sweat."</i>	<i>Makes the speaker seem joined with the common people of Britain.</i>
Propaganda techniques (see page 233)	<i>"Come, then, let us go forward together with our united strength." (bandwagon)</i>	<i>Makes the speech all the more persuasive and convincing. Enlists the help of everyone.</i>

Focus on Speeches

- Before Speech
Find out about the speaker and purpose of the speech.
- During Speech
Understand the organization. Look for key lines and mark them. They can help you figure out the speaker's message.
- After Speech
Find the viewpoint and locate support for the viewpoint.



Portrait of In-mut-too-yah-lat-lat (Chief Joseph), Indian Chief, by Cyrenius Hall.

from AN INDIAN'S VIEWS OF INDIAN AFFAIRS

Chief Joseph

Words do not pay for my dead people.

I have heard talk and talk, but nothing is done. Good words do not last long unless they amount to something. Words do not pay for my dead people. They do not pay for my country, now overrun by white men. They do not protect my father's grave. They do not pay for all my horses and cattle. Good words will not give me back my children. Good words will not make good the promise of your war chief General Miles.* Good words will not give my people good health and stop them from dying. Good words will not get my people a home where they can live in peace and take care of themselves.

I am tired of talk that comes to nothing. It makes my heart sick when I remember all the good words and all the broken promises. There has been too much talking by men who had no right to talk. Too many misrepresentations have been made, too many misunderstandings have come up between the white men about the Indians.

If the white man wants to live in peace with the Indian, he can live in peace. There need be no trouble. Treat all men alike. Give them the same law. Give them an even chance to live and grow. All men were made by the same Great Spirit Chief. They are all brothers. The earth is the mother of all people, and all people should have equal rights upon it.

You might as well expect the rivers to run backward as that any man who was born a free man should be contented when penned up and denied liberty to go where he pleases. If you tie

*General Miles: Nelson Appleton Miles (1839-1925), an army officer who led many military campaigns against American Indians. In 1877, he led a campaign against the Nez Percé warriors and captured Chief Joseph.

AN INDIAN'S VIEWS OF INDIAN AFFAIRS 447

a horse to a stake, do you expect he will grow fat? If you pen an Indian up on a small spot of earth and compel him to stay there, he will not be contented, nor will he grow and prosper. I have asked some of the great white chiefs where they get their authority to say to the Indian that he shall stay in one place while he sees white men going where they please. They cannot tell me.

I only ask of the government to be treated as all other men are treated. If I cannot go to my own home, let me have a home in some country where my people will not die so fast. . . .

When I think of our condition, my heart is heavy. I see men of my race treated as outlaws and driven from country to country or shot down like animals.

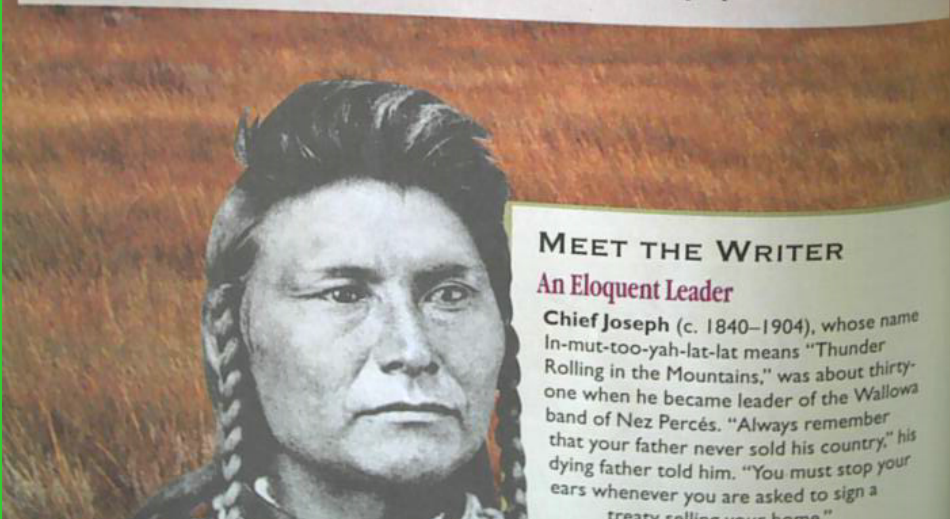
I know that my race must change. We cannot hold our own with white men as we are. We ask only an even chance to live as other men live. We ask to be recognized as men. We ask that the same law shall work alike on all men. If the

Indian breaks the law, punish him by the law. If the white man breaks the law, punish him also.

Let me be a free man—free to travel, free to stop, free to work, free to trade where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to think and talk and act for myself—and I will obey every law or submit to the penalty.

Whenever white men treat Indians as they treat each other, then we will have no more wars. We shall all be alike—brothers of one father and one mother, with one mother, with one sky above us and one country around us, and one government for all. Then the Great Spirit Chief who rules above will smile upon this land and send rain to wash out the bloody spots made by brothers' hands from the face of the earth.

For this time the Indian race is waiting and praying. I hope that no more groans of wounded men and women will ever go to the ear of the Great Spirit Chief above and that all people may be one people.



MEET THE WRITER

An Eloquent Leader

Chief Joseph (c. 1840–1904), whose name In-mut-too-yah-lat-lat means "Thunder Rolling in the Mountains," was about thirty-one when he became leader of the Wallowa band of Nez Percés. "Always remember that your father never sold his country," his dying father told him. "You must stop your ears whenever you are asked to sign a treaty selling your home."

The Man from Washington

James Welch

The end came easy for most of us.
Packed away in our crude beginnings
in some far corner of a flat world,
we didn't expect much more
5 than firewood and buffalo robes
to keep us warm. The man came down,
a slouching dwarf with rainwater eyes,
and spoke to us. He promised
that life would go on as usual,
10 that treaties would be signed, and everyone—
man, woman, and child—would be inoculated
against a world in which we had no part,
a world of money, promise, and disease.^o

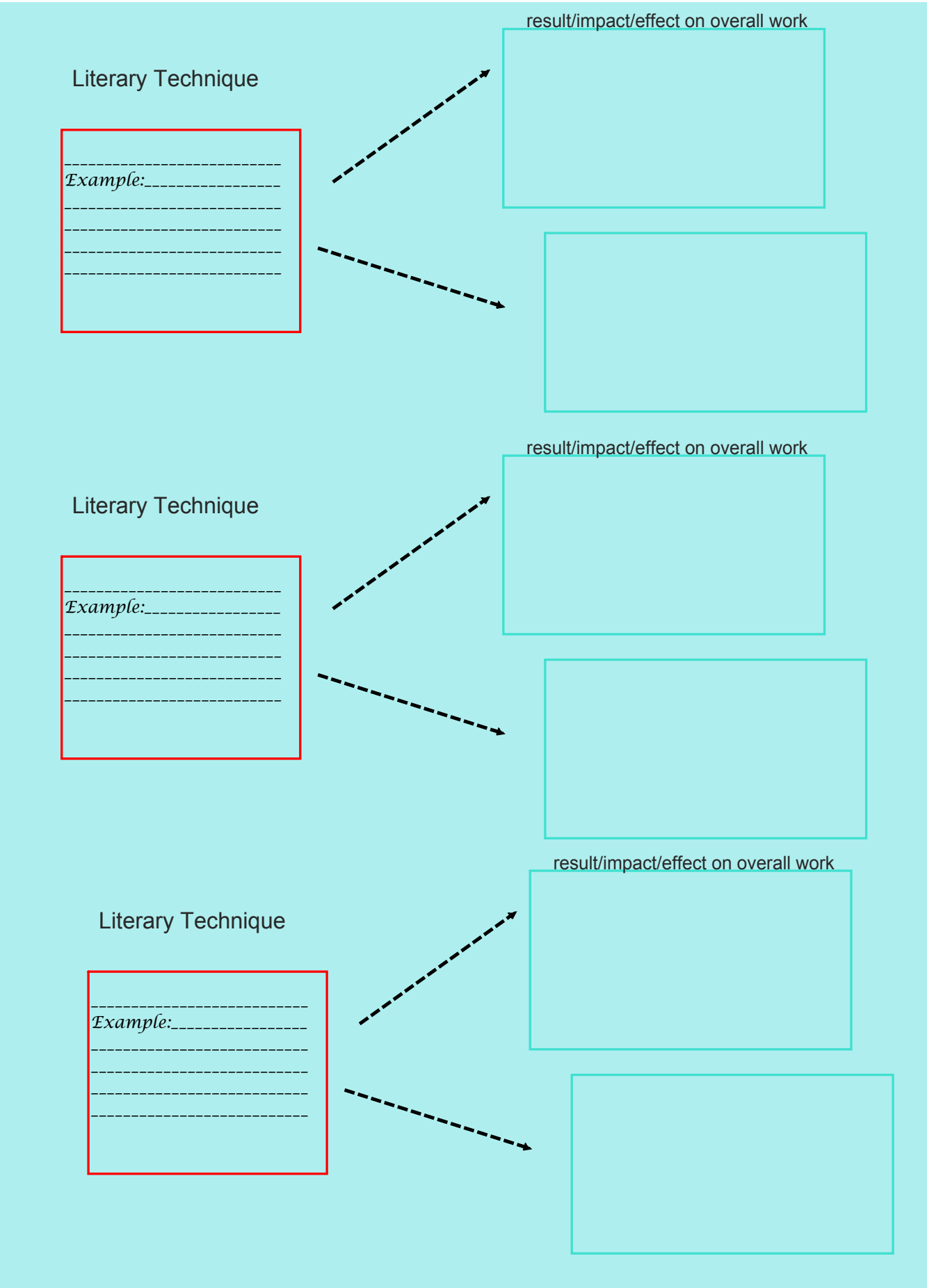
13. Epidemics of smallpox and chickenpox, caused by contact with white settlers, wiped out whole American Indian villages.

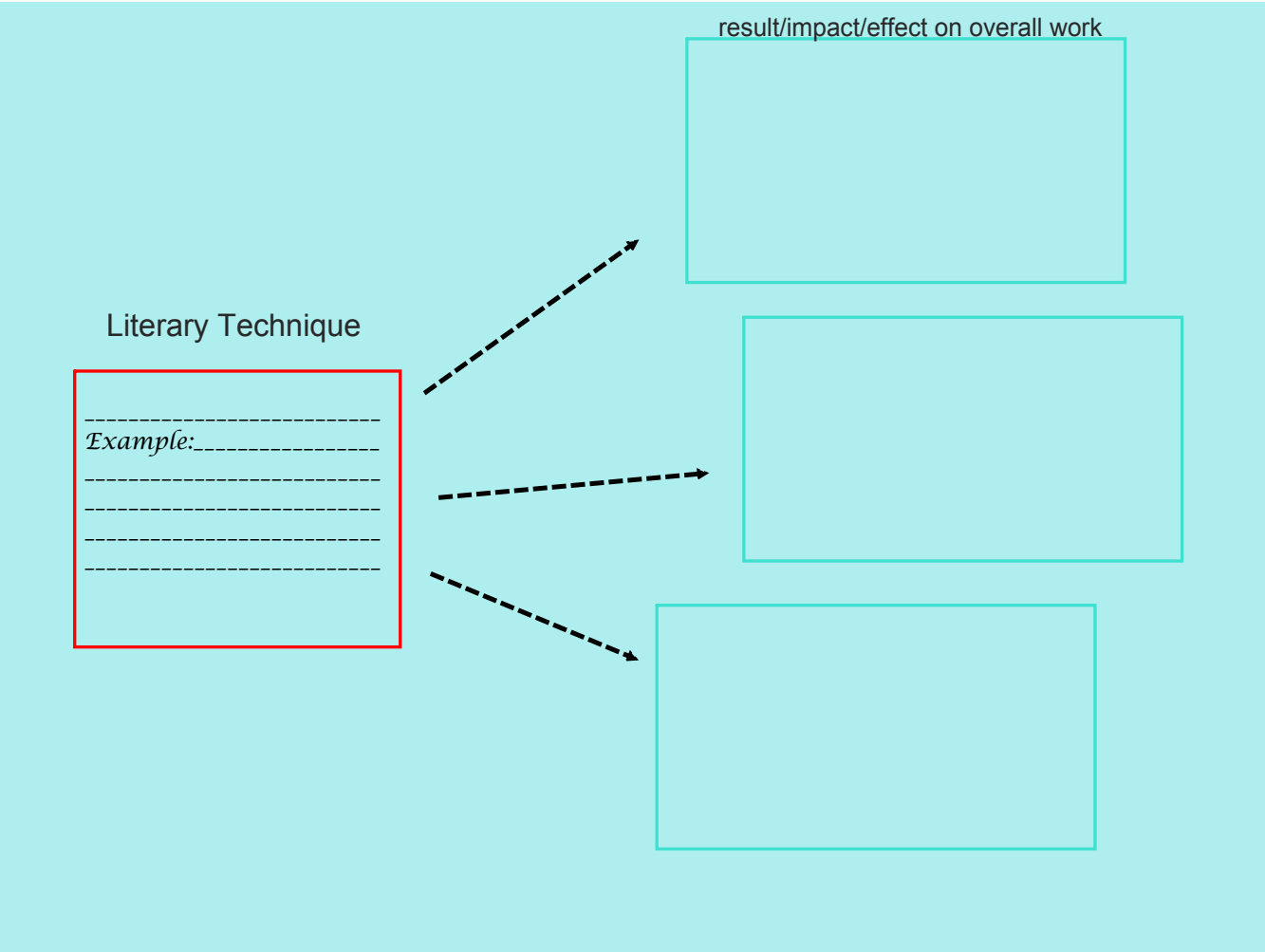
In October 1877, Chief Joseph surrendered his band of Nez Percés, who had refused to sign the latest government treaty, with these now-famous words:

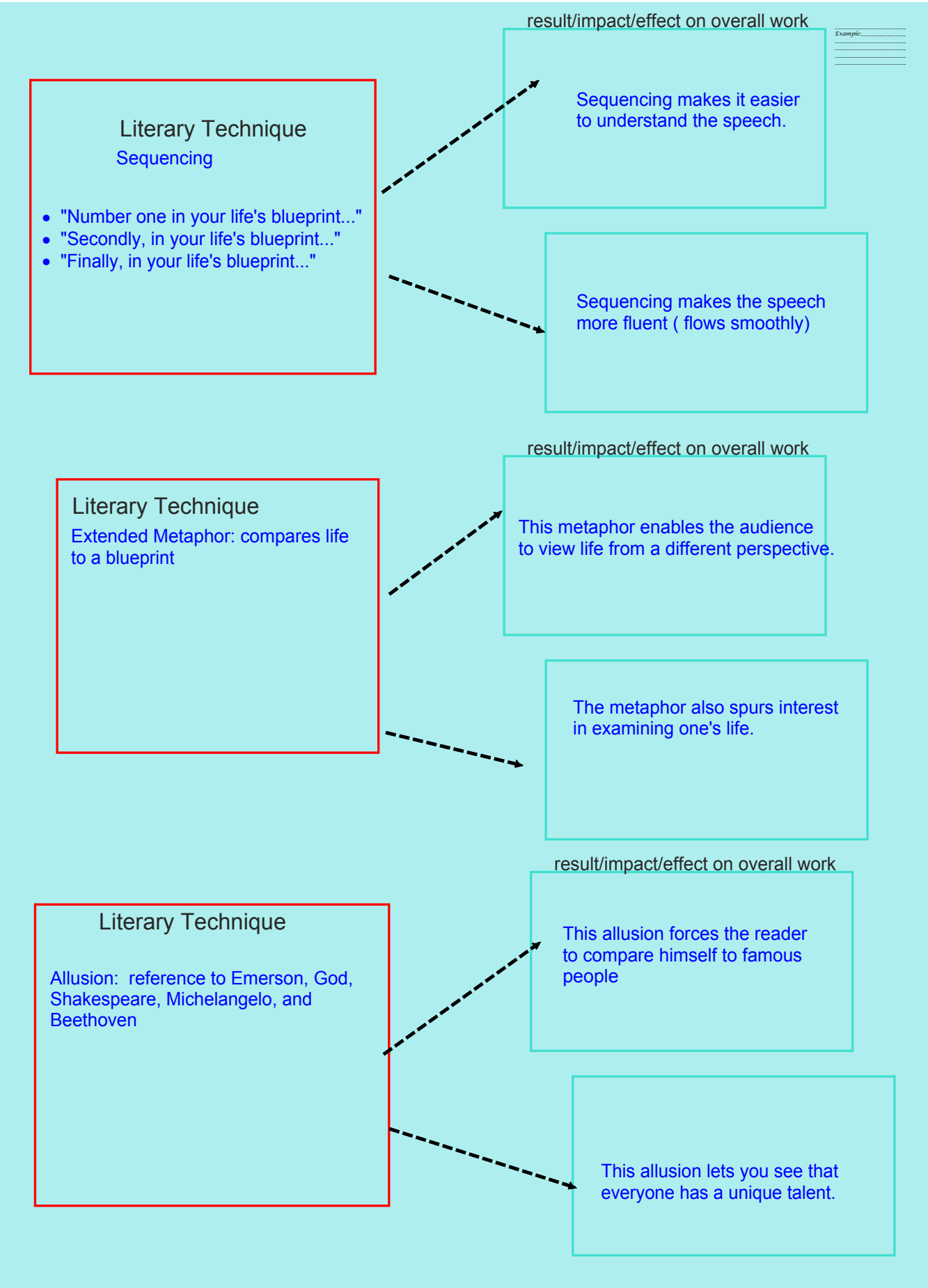
“I am tired of fighting. Our chiefs are killed. . . . The old men are all dead. . . . It is cold, and we have no blankets. The little children are

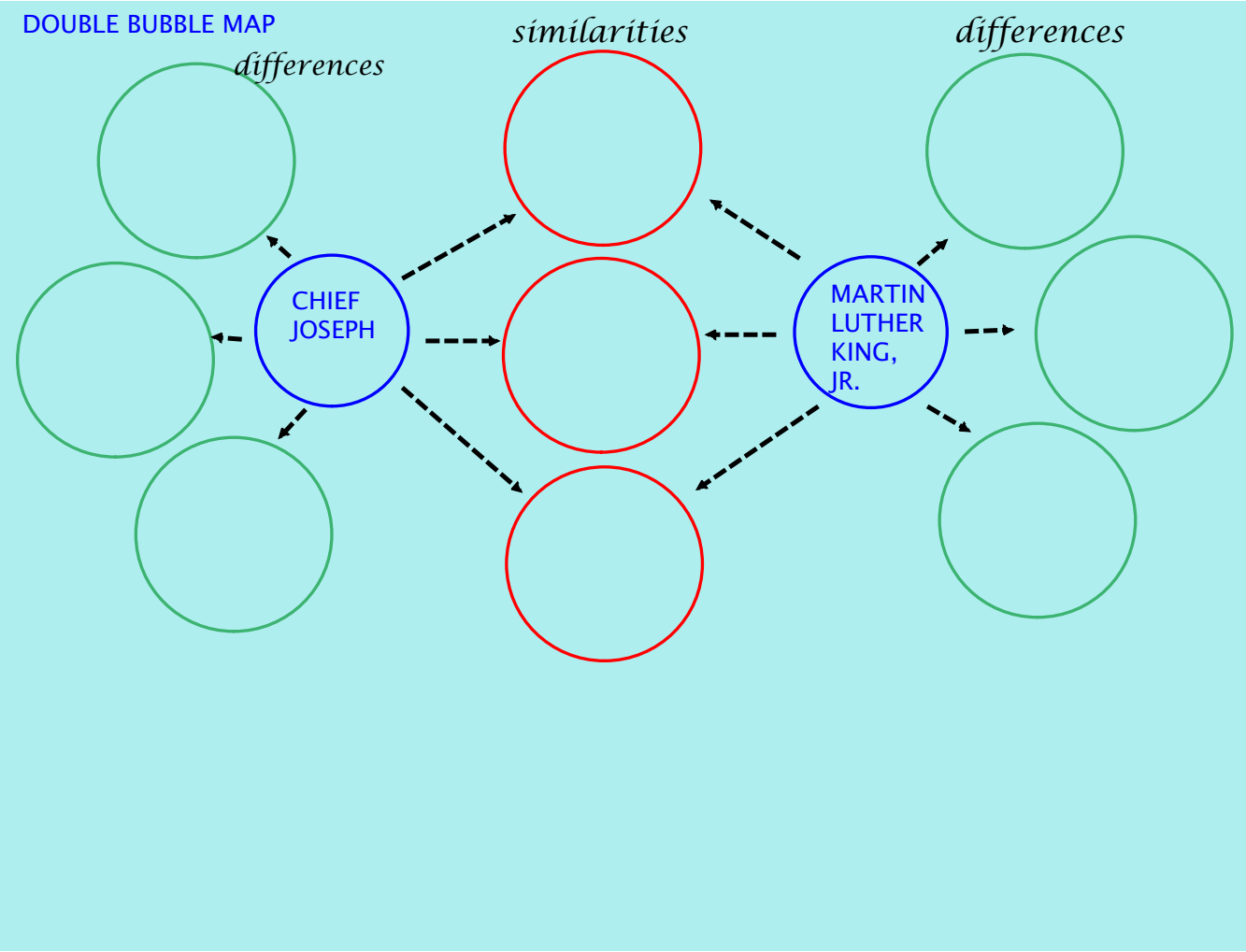
chiefs! I am tired. My heart is sick and sad. From where the sun now stands I will fight no more forever.”

Chief Joseph continued to fight—not with weapons but with words—traveling twice to the nation's capital to plead for his people's return to their ancestral lands. After eight years, 150 surviving Nez Percés (all of









Discussion Questions

Tell me a line that believe is significant and explain why you believe the line is important.

Why do you believe others feel this is a significant speech in our history?

What makes this speech so persuasive/effective?

What emotions do you believe Martin Luther King, Jr. evokes in his audience?

Which literary techniques does he use to his advantage?

Give an example of a quote which incorporates a literary device/technique. Explain the use of the literary technique and its overall impact.

What effect do the literary techniques have on the speech overall?

NAME _____

FOR USE WITH PAGES 235-245

Focus on Speeches

When you read a speech, try to imagine how the speaker sounds. Then, use the reading process to understand and evaluate the speaker's message.

Step 1 Learn about the speaker and purpose of the speech.

Your first step will be to find out what you can about the speaker and the purpose of the speech.

Directions: Read this speech. Make notes on the Web that follows.

"Let Me Be a Free Man" by Chief Joseph, Nez Percé Nation

Chief Joseph (1840–1904) of the Nez Percé Nation is remembered for his dramatic effort to move members of his tribe to Canada after the news that whites would be permitted to settle the Oregon Territory. In 1877, Chief Joseph and his followers were captured and forced onto a barren reservation in Oklahoma. In the speech that follows, he begs for the right for his people to remain free.

If the white man wants to live in peace with the Indian, he can live in peace. . . .
Treat all men alike. Give them all the same law. Give them all an even chance to live and grow. All men were made by the same Great Spirit Chief. They are all brothers. The Earth is the mother of all people, and all people should have equal rights upon it. . . . Let me be a free man, free to travel, free to stop, free to work, free to trade . . . where I choose my own teachers, free to follow the religion of my fathers, free to think and talk and act for myself, and I will obey every law, or submit to the penalty.

Examples of Repetition?

Purpose of Repetition?

Speech Tree Map (Continuation of Step 1)

Chief Joseph's speech

When	Where	Why
_____	_____	_____
_____	_____	_____
_____	_____	_____

Step 2 Understand the organization.

Not every line in a speech is equally important. Look for key lines and mark them. They can help you figure out the speaker's message.

Directions: Reread Chief Joseph's speech. Highlight the most important lines.

Step 3 Find the viewpoint.

The speaker's opinion or main idea is called the "viewpoint." Use this formula to find the viewpoint.

Directions: Use the formula to find the viewpoint of Chief Joseph's speech.

Subject of the Speech + Speaker's Opinion of the Subject = Speaker's Main Idea or Viewpoint

Step 4 Locate support for the viewpoint.

A good speaker will support his/her viewpoint with plenty of details.

Directions: Make notes about Chief Joseph's viewpoint and support on the Brace Map

Viewpoint: _____	{	Detail 1: _____
_____		Detail 2: _____
_____		Detail 3: _____
_____		Detail 4: _____

Speech Tree Map (Continuation of Step 1)

Chief Joseph's speech

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