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| So Much to Say |
| *This Speech Analysis project is meant to build upon itself and be completed over the course of a week or so. You will incorporate learning opportunities from content areas including: Language and Literacy, Social Studies, and Visual and Performing Arts.* |
| **Introduction**  Leaders who use a variety of language styles have a greater ability to ***convey*** messages, inspire innovation, and motivate their listeners. There are three types of language that a leader uses: perlocutionary, locutionary, and illocutionary. ***Perlocutionary*** language is language that is “direction-giving.” This style of language helps one to know what is expected of them in a given situation. Perlocutionary language reduces uncertainty, is clear, and easy to understand. ***Locutionary*** language is “meaning-making” language. These words and phrases help a reader or listener make meaning of the message being delivered. Locutionary language follows TFAR (Thoughts, Feelings, Actions, Results). Locutionary language connects thinking to feeling and feelings lead people to act on those feelings. Finally, illocutionary language. ***Illocutionary*** language is the language of ***empathy***. This is the human connection language. Illocutionary language ***invokes*** feelings of acceptance, understanding, and togetherness.  This activity will give you the opportunity to listen carefully to the language leaders use in their speech writing. The skills you learn here will challenge you to think more deeply about the messages conveyed to us by our leaders, but also prepare you for your own careful consideration when crafting your own speeches, essays, and messages for your classes, college, and beyond. |
| **Materials**  Speeches of leaders (written, live, recorded, televised, radio broadcast)  Pencil or pen  Computer (if available)  [Famous speeches from history](https://www.themanual.com/culture/famous-speeches-from-history/)  [Popular Commencement Speeches](https://www.lifehack.org/794639/famous-speeches)  [White House News Briefings](https://www.whitehouse.gov/news/)  [Motivational Speeches](https://www.youtube.com/results?search_query=motivational+speech+for+success+in+life)  [News Addresses](https://www.maine.gov/governor/mills/newsroom/radio-addresses) |
| **Exploration:**  Spend some time exploring the speeches and addresses you can find in the links above. Identify a couple that resonate with you. Is there one that makes you mad? Makes you happy? Motivates you? Makes you upset? Listen to the message the speaker is trying to convey. |
| **Part One: Sourcing and Contextualizing a speech**  **Activity #1: Select a speech or address.** You can choose a well-known historical speech (such as Dr. Martin Luther King’s famous address) or you can choose a current event (such as a daily CDC briefing on ***Coronavirus***). Listen to the speech and gather some basic information to familiarize yourself with the basics of the speech below.  1) Who is the speaker delivering the address? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2) What is the title of the address? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3) What is the date the address was delivered? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4) How long is/was the address? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5) Where was the address delivered? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  6) Who is/was the intended audience? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  7) Are there other intended audiences? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  8) What medium (TV, radio, internet etc.) was used to present the address delivered? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  9) What is/was the purpose/objective of the address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Activity #2: Close Reading**  **Part 1:** Consider the language of the speech you have chosen. Read or listen to the speech again. Be sure to pause and reflect ***periodically*** on the message being delivered. As you listen carefully to the words, ask yourself: What is being said in this speech? What is not being said/included in this speech? How might this strategy of ***omission*** impact the message that is being sent? When you are finished spending some time listening and reflecting on the above questions, gather your thoughts using the prompts below.  10) What is the theme of the address? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  11) What is the tone (friendly, stern, combative, ***conciliatory***, hopeful, fearful, etc.) of the address?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  12) What mood (optimism, pessimism, safety, danger, immediacy, etc.) does the address create?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  13) What is the pacing of the address? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  14) What rationale (emotional, logical, ethical, etc.) is the address presented from?\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  15) How is the speaker utilizing their language?   |  |  | | --- | --- | | Phrase | Type of language  (perlocutionary, locutionary, illocutionary) | | 1.  2.  3.  4.  5.  6.  7.  8.  9.  10. |  |   16) What percentage of the address is perlocutionary language? \_\_\_\_\_\_\_ Locutionary? \_\_\_\_\_ Illocutionary?\_\_\_\_\_\_  17) What action is the speech calling for people to take (if any): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  18) Does this particular speech make you feel motivated to act on the message? Why or why not?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   |  |  |  | | --- | --- | --- | | Locutionary Language | | | | Action(s) being promoted: | The image you make in your mind that connects to that action. | Does the image motivate you to move toward that action? | | 1.  2.  3. |  |  |   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Part 2: Effects of the language.**  **Activity #3** Consider the acronym **TFAR**. **T**houghts cause feelings - **F**eelings lead to actions - **A**ctions lead to a **R**esult. Speeches that deliver messages that also invoke a feeling tend to get greater response, therefor will serve a greater impact. Consider the language of this speech on your emotional response to act (or not act). What was the overall effect of this speech on your TFAR?    17) Were you positively or negatively moved by the speech? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Why?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  18) What thoughts or emotions were stirred in you by the address?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  19) How well do you think the intended audience received the address?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  20) What did you find most/least appealing about the address?    **Most Appealing Aspects**    1.    2.    **Reasoning**  1.  2.    **Least Appealing Aspects**    1.    2.  **Reasoning**  1.    2.    21) On a scale of 1-10 (1 being not impressed and 10 being totally impressed) how impressed were you with this address? \_\_\_\_\_\_\_\_\_\_\_ Explain:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Activity #4 – Speech Exploration**  Over the course of a few days, repeat the above steps. See if you can collect speeches from the list below:   1. Another speech by the same person on a similar topic 2. Another speech by the same person on a different topic 3. A speech by a different person on a similar topic 4. A speech given by a different gender on a similar topic 5. A speech given by a different gender on a different topic |
| **Part 3: COMPARE AND CONTRAST**  Choose two (or more!) of the speeches you analyzed and compare and contrast them. Use a Venn Diagram to organize your thoughts. You will want to consider doing a different Venn Diagram for each of the three types of language. One for perlocutionary language, one for locutionary language, and one for illocutionary language. What features of each speech are similar in language? What features are distinct? |
| **Part 4: Application of Motivating Language**  Review the speeches you have collected. Select one that you feel “misses the mark” for motivating, inspiring, or connecting you to the content of the message. Re-write the speech. Be sure to incorporate a balance of motivating speech acts (perlocutionary, locutionary, illocutionary) to improve the message and motivating element of the speech. |
| **Part 5: Prepare and perform your speech**  Prepare to deliver your speech to an audience. Remember, you only need one person to be an audience! Another option is to record your speech and share it with others to view. |
| **Glossary**  **Conciliatory – To become agreeable or reconciled**  **Convey – To communicate; to make known**  **Coronavirus – Virus that causes acute respiratory illnesses**  **Empathy – Identifying or vicarious experiencing of the feelings, thoughts, or attitudes of another**  **Invoke – A declaration**  **Illocutionary – A speech act performed by a speaker or communicator containing a warning,**  **suggestion, promise, request, or emotion**  **Locutionary – A speech act performed by a speaker or communicator containing language that**  **increases meaning and understanding in the listener/reader.**  **Omission – Leave out**  **Periodically – to repeat a regular interval of time**  **Perlocutionary – A speech act of a speaker or communicator containing persuasion, clarity,**  **amusement, fear, or direction.** |
| **Other Resources and tools**  [Venn Diagram Maker](https://www.lucidchart.com/pages/examples/venn_diagram_maker) |