

**Instructions:** The goal of this assignment is to help you deconstruct any given text. By practicing that skill thoroughly, you'll get better and quicker at it for your timed writes. Something I've noticed is that students usually look for devices/choices first, then think about the author's purposes. In reality, that is backward. You should first consider an author's purposes (there is almost always more than one—and if you can identify that complexity, it'll showcase your sophisticated analytical skills). Once you've figured out the purposes, ask yourself:

- *How did the author achieve those purposes?*
- *What specific rhetorical choices did they make to persuade his or her audiences?*

It's like you're watching a magic show. Instead of watching the hand with the shiny coin in it (the distractor), you have to pay attention to the other hand (the one they *don't* want you looking at) to understand how the magic is really made (understand the author's motives and how they were able to manipulate a given audience). Look beneath the surface and behind the curtains of every given text. Doing so will help you to become a better communicator yourself and a more analytical thinker who can discern, for example, between fake news and real news or between objective and biased information. In today's world, communicating persuasively and thinking critically are imperative.

Answering these questions for different texts will also help you to do well on rhetorical analysis essays and to fulfill the highest expectations of the AP rubric for this essay. The rubric is linked [here](#). Scroll down to the rhetorical analysis rubric and read through it thoroughly before you begin.

1. Name of the text:
2. Speaker (Tell me the speaker's name, but also research them to find out more information about who they are, what their background is, etc. I expect your response to be at least a paragraph in length. Include hyperlinks to your sources so I know where you got your info from. Obviously, you won't be able to research the speaker on the actual AP test, but this will help you to get a greater awareness of major players in world history so if they come up again, you'll be familiar with them):
3. Context (Do research to find this out. What was going on in the world at the time? What was the context of this text? Where was it given, who read it, was it a speech, etc. Again, this will help you be familiar with important global events in case they come up again. Include hyperlinks to your sources).
4. Purpose 1:
5. Purpose 2:

6. Purpose 3 (Even if you don't think there are this many purposes, there probably are. You don't necessarily have to write about ALL the purposes in a rhetorical analysis essay, but at least being aware of multiple purposes can give you options as to what to write about):
7. Choice 1 (I want you to write about a choice here, NOT a device. A choice might mean the way an author organized the writing, the way he/she addresses the audience, the way they writes about themselves, etc.):
8. Choice 2:
9. Choose one of the above choices and EXPLAIN how it contributes to the writer's argument, purpose, or message. Be sure to also explain how this choice is significant or relevant.
10. Rhetorical device 1: (List the name of the device plus an example).
11. Rhetorical device 2: (List the name of the device plus an example).
12. Choose one of the above devices and EXPLAIN how it contributes to the writer's argument, purpose, or message. Be sure to also explain how the choice to use this device is significant or relevant.
13. What tensions or complexities exist in this passage? What purpose do those complexities serve?
14. Why does this text really matter? What are the bigger, more profound issues at the core of this text?