

BRUTUS AND ANTONY'S SPEECHES TO ROME

PERSUASION/PROPAGANDA ANALYSIS

Your job is to analyze Brutus's and Antony's speeches to the people of Rome following Caesar's assassination.

Brutus's speech: III.ii.13-42.

Antony's speech: III.ii.75-254

1. Explain the three most important traits of the people of Rome. This is the target audience, and the effectiveness of persuasion/propaganda is dependent on a thorough understanding of target audience.
2. For Brutus's speech, locate two separate examples of different rhetorical strategies ; also find one example of a rhetorical fallacy
3. For Antony, locate three separate examples of different rhetorical strategies; also find two examples of different rhetorical fallacies.
4. For each strategy, do the following:
 - a. Provide CD: act, scene, and line numbers
 - b. CM
 - i. How is it the strategy you say it is
 - ii. Explain why it is effective given the traits of the target audience.

RA Chunks Assignment

Now, you will write two very solid, highly polished RA chunks from the work you have done above.

1. Pick your best example of persuasion from Brutus's speech. It must represent a rhetorical device, not a fallacy. Write the best one chunk paragraph you can. The TS should define the character and the device he uses in your example.
2. Pick your best example of persuasion from Antony's speech. It must represent a rhetorical device, not a fallacy. Write the best one chunk paragraph you can. The TS should define the character and the device he uses in your example.

Scale Title: Identifying and Analyzing Rhetorical Devices and Fallacies

Distinguished (4)

- **Students identify the traits of a given audience**
- **Students identify specific examples of common rhetorical devices/fallacies**
- **Students accurately explain how cited examples are the device/fallacy they claim them to be**
- **Students evaluate how a device/fallacy contributes to the power, effectiveness, meaning of a piece**
- **Students evaluate to what extent a device/fallacy is effective for a given audience**
- **Analysis of effectiveness of device/fallacy indicates a sophisticated, nuanced understanding of the piece, rhetoric, and audience**

Strong/Solid (3)

- **Students identify the traits of a given audience**
- **Students identify specific examples of common rhetorical devices/fallacies**
- **Students accurately explain how cited examples are the device/fallacy they claim them to be**
- **Students evaluate how a device/fallacy contributes to the power, effectiveness, meaning of a piece**
- **Students evaluate to what extent a device/fallacy is effective for a given audience**
- **Analysis of device/fallacy is not particularly sophisticated or nuanced**

Basic (2)

- **Students recognize specific examples of common rhetorical devices/fallacies**
- **Students explain how cited examples are the device/fallacy they claim them to be**
- **Students do not show how the device/fallacy contributes to the power, effectiveness, meaning of a piece**
- **Students show a rudimentary understanding of the extent to which devices/fallacies are effective for a given audience**

Unsatisfactory (1)

- **Students are unable to recognize specific examples of common rhetorical devices/fallacies**
- **Students show a lack of awareness of audience**