PRODUCT OVERVIEW:
Thank you for purchasing my Rhetorical Appeals Through Cinema product! By creating this assortment of mini-speeches from popular movies, both old and new, I wanted to present teachers (and their students) with an engaging and relevant way to begin practicing with rhetorical appeals (ethos, pathos, and logos). I hope you and your students enjoy!

MATERIALS INCLUDED:
Iconic Speeches from 7 Popular Movies, Including:
1. Coach Boone’s Speech from Remember the Titans
2. Coach Lengyel’s Speech from We Are Marshall
3. The U.S President’s Speech from Armageddon
4. William Wallace’s Speech from Braveheart
5. Dumbledore’s Speech from Harry Potter and the Goblet of Fire
6. President Snow’s Speech from Hunger Games: Mockingjay Part 1
7. Diana’s Last Monologue from Wonder Woman

Each speech includes TWO worksheets, which include:
- A brief summary of the movie
- An image from the speech scene in the movie
- A Link to watch the movie clip
- An annotation guide for ethos, pathos, and logos
- A SOAPSTONE analysis chart
- Analyzing Rhetorical Appeals Questions (specific for each speech)

Detailed Answer Keys provided for EACH speech!!

TEACHER’S NOTES:
1. There are several ways to have students interact with this resource. One way is to choose a sample speech from the set and complete it as a whole class. Then you can have students break into groups and complete one of the other 6 speeches provided. Each group can then present their speech to the class for a mastery grade.
2. Another option is to have students practice with a couple of the speeches and then give one as a quiz for them to complete as mastery of ethos, pathos, logos, and SOAPSTONE.
3. If your school/county has an online forum for assignments, you could also post the speeches in a discussions and have students complete a set number of them as a post. Then, other students can respond to their post by adding information or clarifying mistakes.
4. Overall, these resources are very versatile and lend themselves perfectly for 21st century learning.
ANALYZING RHETORICAL APPEALS THROUGH CINEMA


Suburban Virginia schools were segregated for generations, that is until the year when all students were sent to T.C. Williams High School under a federal mandate to integrate. Remember The Titans progresses through the eyes of the football team, where the man hired to coach the newly integrated football program (Denzel Washington) is made head coach over the highly successful white coach. Based on the actual events of 1971, the team struggles with racial tensions, but eventually becomes the unifying symbol for the community as the boys and the adults learn to depend on and trust each other.

COACH BOONE’S SPEECH TO HIS TEAM AT GETTYSBURG:

Anybody know what this place is? This is Gettysburg. This is where they fought the Battle of Gettysburg. Fifty thousand men died right here on this field, fighting the same fight that we’re still fighting amongst ourselves today. This green field right here was painted red, bubbling with the blood of young boys, smoke and hot lead pouring right through their bodies. Listen to their souls, men: ‘I killed my brother with malice in my heart. Hatred destroyed my family.’ You listen. And you take a lesson from the dead. If we don't come together, right now, on this hallowed ground, we too will be destroyed – just like they were. I don't care if you like each other or not. But you will respect each other. And maybe – I don't know – maybe we'll learn to play this game like men.

VIDEO LINK: https://www.youtube.com/watch?v=uiqdA1B3_Nc

DIRECTIONS: As you watch and read the speech, annotate the text for examples of ethos, pathos, and logos. Please complete the “key” at the bottom to properly label your annotations.

TRANSCRIPT:

Anybody know what this place is? This is Gettysburg. This is where they fought the Battle of Gettysburg. Fifty thousand men died right here on this field, fighting the same fight that we’re still fighting amongst ourselves today. This green field right here was painted red, bubbling with the blood of young boys, smoke and hot lead pouring right through their bodies. Listen to their souls, men: ‘I killed my brother with malice in my heart. Hatred destroyed my family.’ You listen. And you take a lesson from the dead. If we don't come together, right now, on this hallowed ground, we too will be destroyed – just like they were. I don't care if you like each other or not. But you will respect each other. And maybe – I don't know – maybe we'll learn to play this game like men.

ETHOS =

PATHOS =

LOGOS =
COACH BOONE’S SPEECH: SOAPSTONE AND APPEALS ANALYSIS

DIRECTIONS: After reading and annotating the speech for appeals, complete the SOAPSTONE chart below and answer the following questions.

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RHETORICAL APPEALS ANALYSIS QUESTIONS:

➢ How does Coach Boone establish credibility (ethos) with his team by using specific pronouns?

➢ Choose one example of pathos from Coach Boone’s speech and explain how it helps to establish his tone.
On November 14, 1970 Marshall University's football team, its coaching staff, and many fans are killed when the airplane they’re traveling on crashes on the outskirts of their home town in Huntington, West Virginia. Virtually everyone in the community is in mourning and university president Don Dedman is torn when one of the players, who did not travel with the team due to injury, pushes to have the team reinstated. Dedman eventually agrees and they hire Jack Lengyel as the new head coach. Building a team from scratch is a daunting exercise, requiring many in the community to examine their values.

**Coach Lengyel’s Speech to his team before the big game:**

*Video Link: [https://www.youtube.com/watch?v=IEL8PYu4RR4](https://www.youtube.com/watch?v=IEL8PYu4RR4)*

**Directions:** As you watch and read the speech, annotate the text for examples of ethos, pathos, and logos. Please complete the “key” at the bottom to properly label your annotations.

**Transcript:**

For those of you who may not know, this is the final resting place for six members of the 1970 Thundering Herd. The plane crash that took their lives was so severe, so, so absolute, that their bodies were unable to be identified. So they were buried here, together. Six players, six teammates, six Sons of Marshall. This is our past, gentlemen. This is where we have been. This is how we got here. This is who we are. Today, I want to talk about our opponent this afternoon. They're bigger, faster, stronger, more experienced and on paper, they're just better. And they know it, too. But I want to tell you something that they don't know. They don't know your heart. I do. I've seen it. You have shown this coaching staff, your teammates. You have shown yourselves just exactly who you are in here. (Pounds chest)

When you take that field today, you've got to lay that heart on the line, men. From the soles of your feet, with every ounce of blood you've got in your body, lay it on the line until the final whistle blows. And if you do that, if you do that, we cannot lose. We may be behind on the scoreboard at the end of the game, but if you play like that we cannot be defeated. Now we came here today to remember six young men and sixty-nine others who will not be on the field with you today, but they will be watching. You can bet your [life] that they'll be gritting their teeth with every snap of that football. You understand me? How you play today, from this moment on, is how you will be remembered. This is your opportunity to rise from these ashes and grab glory.

**Ethos =**

**Pathos =**

**Logos =**
**COACH LENGYEL’S SPEECH: SOAPSTONE AND APPEALS ANALYSIS**

**DIRECTIONS:** After reading and annotating the speech for appeals, complete the SOAPSTONE chart below and answer the following questions.

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| **SUBJECT** | What is the main idea of the speech? |
| **TONE** | What is the speaker’s attitude towards their subject? How do they feel about the situation? |

**RHETORICAL APPEALS ANALYSIS QUESTIONS:**

- How does the coach help to establish perspective for his team by using logos?
- Choose one example of pathos from the coach’s speech and explain how it establishes his tone.
- Choose one example of ethos and explain how it makes the coach look respectable and trustworthy to his players.
ANALYZING RHETORICAL APPEALS THROUGH CINEMA

FEATURED FILM: ARMAGEDDON (1998)

After New York City is damaged by hundreds of small meteorites, NASA discovers that an asteroid the size of Texas is on a collision course with Earth. They recruit the best deep core driller in the world, Harry Stamper, to train astronauts who will go to the asteroid, drill into the center, and detonate a nuclear bomb. But Harry says he can't train men how to drill in ten days, so he brings in his own team of roughnecks to learn to become astronauts and get the job done before Earth and mankind are destroyed forever.

U.S President's speech to the nation before liftoff

VIDEO LINK:  https://www.youtube.com/watch?v=j_sUlupV48I

DIRECTIONS: As you watch and read the speech, annotate the text for examples of ethos, pathos, and logos. Please complete the “key” at the bottom to properly label your annotations.

TRANSCRIPT:

I address you tonight not as the President of the United States, not as the leader of a country, but as a citizen of humanity. We are faced with the very gravest of challenges. The Bible calls this day "Armageddon"-the end of all things. And yet, for the first time in the history of the planet, a species has the technology to prevent its own extinction. All of you praying with us need to know that everything that can be done to prevent this disaster is being called into service.

The human thirst for excellence, knowledge, every step up the ladder of science, every adventurous reach into space, all of our combined modern technologies and imaginations, even the wars that we've fought have provided us the tools to wage this terrible battle. Through all the chaos that is our history, through all of the wrong and the discord, through all of the pain and suffering, through all of our times, there is one thing that has nourished our souls, and elevated our species above its origins, and that is our courage.

The dreams of an entire planet are focused tonight on those fourteen brave souls traveling into the heavens. And may we all, citizens the world over, see these events through. God speed, and good luck to you.

ETHOS = [ ]  PATHOS = [ ]  LOGOS = [ ]
**U.S President’s Speech: SOAPSTONE and Appeals Analysis**

**Directions:** After reading and annotating the speech for appeals, complete the SOAPSTONE chart below and answer the following questions.

| **Speaker** | Who is the speaker?  
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**Rhetorical Appeals Analysis Questions:**

- Choose one example of **Logos** from the President’s speech and explain how it adds relevance to his message.
- How does the President use **Pathos** to enforce his purpose throughout his speech?
- Choose one example of **Ethos** and explain how it makes the President more relatable to his audience.
ANALYZING RHETORICAL APPEALS THROUGH CINEMA

FEATURED FILM: BRAVEHEART (1995)

William Wallace is a Scottish rebel who leads an uprising against the cruel English ruler Edward the Longshanks, who wishes to inherit the crown of Scotland for himself. When he was a young boy, William Wallace's father and brother, along with many others, lost their lives trying to free Scotland. Once he loses another of his loved ones, William Wallace, along with the assistance of Robert the Bruce, begins his long quest to make Scotland free once and for all.

SUMMARY ADAPTED FROM IMDB.COM

WALLACE’S SPEECH TO THE SCOTISH TROOPS BEFORE BATTLE:

VIDEO LINK: [https://www.youtube.com/watch?v=lEOOZDbMrgE](https://www.youtube.com/watch?v=lEOOZDbMrgE)

DIRECTIONS: As you watch and read the speech, annotate the text for examples of ethos, pathos, and logos. Please complete the “key” at the bottom to properly label your annotations.

TRANSCRIPT:

**Wallace:** Sons of Scotland, I am William Wallace.

**Young soldier:** William Wallace is 7 feet tall.

**Wallace:** Yes, I've heard. Kills men by the hundreds, and if he were here he'd consume the English with fireballs from his eyes and bolts of lightning from his arse. I AM William Wallace. And I see a whole army of my countrymen here in defiance of tyranny. You have come to fight as free men, and free men you are. What would you do without freedom? Will you fight?

**Veteran soldier:** Fight? Against that? No, we will run; and we will live.

**Wallace:** Aye, fight and you may die. Run and you'll live – at least a while. And dying in your beds many years from now, would you be willing to trade all the days from this day to that for one chance, just one chance to come back here and tell our enemies that they may take our lives, but they'll never take our freedom!!!

**Wallace and Soldiers:** Alba gu bra! (Scotland forever!)

| ETHOS = | PATHOS = | LOGOS = |
**WILLIAM WALLACE’S SPEECH: SOAPSTONE AND APPEALS ANALYSIS**

**DIRECTIONS:** After reading and annotating the speech for appeals, complete the SOAPSTONE chart below and answer the following questions.

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**Rhetorical Appeals Analysis Questions:**

- **How does William Wallace’s name alone serve as an example of ethos in this case? What evidence do we have to support this idea?**

- **How does Wallace use logos and pathos combined to change the soldiers’ minds about fighting?**
ANALYZING RHETORICAL
APPEALS THROUGH CINEMA


Harry Potter returns to Hogwarts for his fourth year, where the Triwizard tournament is about to begin. Students must be over 17 to enter, with the winner receiving eternal glory. Harry can't enter it this year...or can he? When his name is read out from the Goblet of Fire, everyone assumes that Harry Potter has cheated. Harry insists that he never placed his name in the goblet and that someone else is behind it. But who? Now, Harry must survive through dragons, sea creatures, and a terrifying maze, all before coming face-to-face with a particular dark wizard who not only wants Harry dead, but will kill anyone who dares to stand in his way.

DUMBLEDORE'S SPEECH TO REMEMBER CEDRIC DIGGORY:

VIDEO LINK: https://www.youtube.com/watch?v=BnTciVfp5ZM

DIRECTIONS: As you watch and read the speech, annotate the text for examples of ethos, pathos, and logos. Please complete the “key” at the bottom to properly label your annotations.

TRANSCRIPT:

Today we acknowledge a really terrible loss. Cedric Diggory was, as you all know, exceptionally hard-working, intricately fair-minded, and, most importantly, a fierce, fierce friend. I think, therefore, you have the right to know exactly how he died. You see, Cedric Diggory was murdered by Lord Voldemort. The ministry of magic does not wish me to tell you this. But not to do so, I think, would be an insult to his memory. Now, the pain we all feel at this dreadful loss reminds me, reminds us, that while we may come from different places and speak in different tongues, our hearts beat as one. In light of recent events, the bonds of friendship we made this year will be more important than ever. Remember that and Cedric Diggory will not have died in vain. Remember that and we'll celebrate a boy who was kind and honest and brave and true right to the very end.

ETHOS = PATHOS = LOGOS =
## PROFESSOR DUMBLEDORE’S SPEECH: SOAPSTONE AND APPEALS ANALYSIS

**DIRECTIONS:** After reading and annotating the speech for appeals, complete the SOAPSTONE chart below and answer the following questions.

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### Rhetorical Appeals Analysis Questions:

- **Which two sentences help Dumbledore establish ethos? How might his audience perceive him because of these two sentences?**

- **How does Dumbledore use pathos to inspire his audience? What does he inspire them to do?**
ANALYZING RHETORICAL APPEALS THROUGH CINEMA

FEATURED FILM: HUNGER GAMES: MOCKINGJAY PART 1 (2014)

After the bombing of District 12, Katniss Everdeen finally accepts the request of President Alma Coin and her adviser Plutarch Heavensbee and becomes the symbol of the rebellion, the Mockingjay. However, President Snow in the Capitol broadcasts a message of Peeta Mellark live contradicting Katniss. She believes that his life is in danger and convinces President Coin to rescue Peeta and the other Victors. But she has a surprise with his reaction.

SUMMARY ADAPTED FROM IMDB.COM

PRESIDENT SNOW’S SPEECH TO THE DISTRICTS:

VIDEO LINK: https://www.youtube.com/watch?v=TwreeuZ5UaY

DIRECTIONS: As you watch and read the speech, annotate the text for examples of ethos, pathos, and logos. Please complete the “key” at the bottom to properly label your annotations.

TRANSCRIPT:

Citizens, tonight I address all of Panem as one. Since the Dark Days, Panem has had an unprecedented era of peace. It is a peace built upon cooperation and a respect for law and order. In the past weeks you have heard of sporadic violence following the actions of a few radicals in the Quarter Quell. Those who choose this destructive path, your actions are based on a misunderstanding of how we have survived, together. It is a contract. Each district supplies the Capitol, like blood to a heart. In return, the Capitol provides order and security. To refuse work is to put the entire system in danger. The Capitol is the beating heart of Panem. Nothing can survive without a heart. The criminals that kneel before you use symbols for the purpose of sedition, which is why all images of The Mockingjay are now forbidden. Possessing them will be considered treason. Punishable by death. Justice shall be served swiftly. Order shall be restored. To those who ignore the warnings of history...prepare to pay the ultimate price.

ETHOS =
PATHOS =
LOGOS =
**PRESIDENT SNOW’S SPEECH: SOAPSTONE AND APPEALS ANALYSIS**

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**Rhetorical Appeals Analysis Questions:**

- **Which appeal seems to be lacking in President Snow’s speech? Why do you think this appeal is left out? What effect might it have on his audience?**

- **Explain how President Snow uses pathos to emotionally stir his audience. How, specifically, does he want them to feel and why?**
ANALYZING RHETORICAL
APPEALS THROUGH CINEMA

FEATURED FILM: WONDER WOMAN (2017)

When army pilot Steve Trevor crashes on the warriors’ secluded island paradise, disrupting the fictitious all-female sanctuary of Themyscira, created by the Gods of Olympus, Princess Diana of the immortal Amazons aids for his rescue and wins the decisive right to escort him home. Diana and Steve then travel to an early 20th Century London, hoping to stop the war she believes is influenced by the God Ares. Leaving behind the only life she’s ever known and entering the cynical world of men for the first time, torn between a mission to promote peace and her own warrior upbringing, Diana must fight evil in a “war to end all wars,” ultimately hoping to unlock the potential of a humanity she doesn’t always understand.

WONDER WOMAN’S FINAL MONOLOGUE ON HUMANITY

VIDEOLINK: https://www.youtube.com/watch?v=enfGfKIjiH0

DIRECTIONS: As you watch and read the speech, annotate the text for examples of ethos, pathos, and logos. Please complete the “key” at the bottom to properly label your annotations.

TRANSCRIPT:

I used to want to save the world, to end war and bring peace to mankind. But then, I glimpsed the darkness that lives within their light. I learned that inside every one of them, there will always be both. The choice each must make for themselves - something no hero will ever defeat. I’ve touched the darkness that lives in between the light, seen the worst of this world, and the best, seen the terrible things men do to each other in the name of hatred, and the lengths they’ll go to for love. Now I know. Only love can save this world. So I stay. I fight. And I give... for the world I know can be. This is my mission, now, forever.

ETHOS = PATHOS = LOGOS =
**Wonder Woman’s Monologue: SOAPSTONE and Appeals Analysis**

**Directions:** After reading and annotating the speech for appeals, complete the SOAPSTONE chart below and answer the following questions.

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**Rhetorical Appeals Analysis Questions:**

- Where is the strongest example of ethos located in the monologue? How does it add to Diana’s character?
- How does Diana use logos to explain her newfound position on humans? Do you agree with her rational?
- What is a reoccurring example of pathos throughout Diana’s monologue? How does it add emotion to her claims?