

***The Crucible* Rhetorical Analysis**

For your final assessment for our unit on *The Crucible*, you will be choosing a monologue (ie: a speech) that one of the characters gives to another, and doing a rhetorical analysis on it. In this rhetorical analysis, your main idea (or thesis) should directly answer the following question:

What rhetorical strategies (or tactics) does the character¹ use in order to persuade their audience, and what are the results² of those strategies?

There are many different ways you can choose to answer this question, some of which may include:

- How the character responds to their exigence
- How the character appeals to their target (or ideal) audience
- How the character works within specific constraints
- How the character appeals to ethos, pathos, or logos
- How the character responds generally to their rhetorical situation
- How the character makes certain claims and supports those claims with evidence

Your rhetorical analysis must be typed, written in complete sentences, in paragraph form, and must be in 12-point, Times New Roman font, with 1" margins, and an MLA style header and title (even if the title is something ordinary, like "*The Crucible* Rhetorical Analysis").

The page count for this essay is 4½ - 5 pages, and this will count for a test grade. The essay is due Friday, October 20th.

¹ Or the author, Arthur Miller

² When I say "results," what this means is "how well (or not) do you think the persuasive strategies worked?"

Rhetorical Analysis Rubric (*The Crucible*)

AP Language & Composition – Dr. Canino

	“A Range” (4pts)	“B Range” (3pts)	“C Range” (2pts)	“D to F Range” (1 - opts)	Points
Main Idea / Thesis	Your rhetorical analysis has a clearly communicated main idea that directly responds to the prompt, and that response is indicated in your introductory paragraph(s).	Your rhetorical analysis has a clearly communicated main idea, but it may occasionally branch off topic or be unclear.	Your rhetorical analysis has a clear main idea, but it frequently branches off topic, making the main idea more difficult to understand.	Your rhetorical analysis either has no directly communicated main idea, or the main idea is so hard to find that it may as well not have one.	
Evidence From <i>The Crucible</i>	Your rhetorical analysis includes evidence from <i>The Crucible</i> to support your claims, and the evidence is an appropriate balance between paraphrasing and direct quotation.	Your rhetorical analysis includes evidence from <i>The Crucible</i> to support your claims, but your evidence may not always support your claim.	Your evidence from <i>The Crucible</i> consistently does not support your claim, or you do not strike a healthy balance between paraphrasing and quoting.	Your rhetorical analysis includes no evidence from <i>The Crucible</i> , or your analysis over-relies on paraphrasing or quotations to do much of the analytical work in your writing.	
Commentary	Your rhetorical analysis explains how the evidence supports your analytical claim, and you explain how multiple choices in your chosen passage contribute to the writer’s / speaker’s argument, purpose, or message.	Your rhetorical analysis explains how the evidence supports your claim, but there are small instances where your reasoning does not make sense, or does not match with your evidence.	Your rhetorical analysis often neglects to explain how your evidence supports your claim, or you rely too heavily on paraphrasing or quotation in isolated situations to do the work for you.	Your rhetorical analysis fails to explain how your evidence supports your claim, or you overly rely on paraphrasing and quotation, allowing that to take the place of doing any analysis.	
Use of Key Terms from Class	You correctly use key terms from class (exigence, audience, constraints, evidence, claims, and the three appeals) to support your claims, and your use of these terms leads your reader towards greater understanding (instead of confusion).	You correctly use key terms from class to support your claims and your use of the terms guides the reader towards greater understanding. However, there may be isolated instances where the terms are not used properly.	Your analysis often fails to use key terms from class to make commentary on your claims, or you frequently use the key terms incorrectly. As a result, you often do not engage <i>The Crucible</i> on a rhetorical level.	Your rhetorical analysis fails to use the key terms from class in any meaningful way whatsoever. As a result, your rhetorical analysis often fails to engage <i>The Crucible</i> on a rhetorical level.	
Grammar, Organization, Formatting & Citation	Your rhetorical analysis is overall well organized and easy to understand. If there are grammar, formatting, or citation mistakes, they are minor and easily forgotten.	Your analysis is overall well organized and easy to understand. Some grammar, formatting, or citation mistakes may be apparent, but they do not ultimately hinder the essay as a whole.	The organization of your analysis may be confusing to a reader, or your grammar, formatting and citation mistakes are distracting to your reader. Additional proofreading may be necessary.	Your rhetorical analysis is either: very confusing to a reader, has excessive mistakes, or is completely out of MLA format. It appears as if no effort was made to format it correctly.	

Total:

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