Rhetorical Devices for Modern Speeches

A classroom guide to effective speech writing and delivery

Begin by hearing the pattern

At the 1995 United Nations conference in Beijing, Hillary Rodham Clinton placed the rights of women within a universal claim about human rights. Read this excerpt aloud. [S19]

> *"**human rights** are women's rights and women's rights are **human rights**, once and for all."*

Hillary Rodham Clinton, Remarks at the Fourth World Conference on Women, 5 September 1995. [S19]

Compare the excerpt with the plain statement that women are entitled to human rights. What does the reversal add? Mark the repeated phrases, then explain the relationship the speaker asks listeners to accept. A memorable pattern and a well supported claim require separate judgments.

Choose the speech you will develop

Develop your own speech while you study the examples. Use your assigned topic or choose an issue, experience, or idea you can explain with specific support. Identify the listeners and what you want them to understand, reconsider, or do. Keep this purpose in view as you work through the examples.

Write your topic, audience, and intended result in two or three sentences.

The ranking is on page 4. The numbered examples follow it. Writing and rehearsal activities continue on pages 12 and 13. Bracketed references link to the sources listed at the end.

Give the speech a clear direction

A speech needs an arrangement that suits its purpose. These classical names identify useful functions. Their order and extent can change with the occasion. A short explanation may need little background, while a contested proposal may need a substantial response to objections. [T2]

Function	Classical term	Purpose and speech example
Introduction	Exordium	Establish the occasion and a reason to listen. Jobs relates his educational experience to the graduates before beginning his stories. [S1]
Background	Narratio	Give the context needed to follow the case. Churchill recounts the military situation before assessing the evacuation from Dunkirk. [S6]
Central claim	Propositio	State the position or idea the speech develops. Roosevelt identifies employment as the immediate task of his government. [S2]
Roadmap	Partitio or divisio	Explain the route through a longer speech. Jobs announces three stories and then follows that arrangement. [S1]
Support	Confirmatio	Develop reasons, evidence, and examples. Kennedy connects the lunar goal with a proposed benefit for national skills and capability. [S9]
Refutation	Refutatio or confutatio	Answer an opposing claim or its reasoning. Douglass challenges the demand that abolitionists provide further proof of enslaved people’s humanity. See page 3. [S17]
Digression	Digressio or egressio	Make a relevant departure and return to the argument. Jobs briefly jokes about Windows within his account of Macintosh typography, then resumes the lesson of the story. [S1]
Conclusion	Peroratio or conclusio	Bring the speech to its final emphasis. Lincoln connects remembrance of the dead with the responsibilities of the living. [S12]

Make the final sentence earn its place

A memorable closing can complete an image, return to the central claim, or state a necessary action. Its effect depends on the preceding speech. A concluding passage can contain several devices. Kennedy’s famous reversal appears near the end of his inaugural address, but further paragraphs follow it. [S15]

Draft the central claim of your speech in one complete sentence. Then name the main reason your audience should accept it.

Give listeners reasons to accept the claim

Ethos, logos, and pathos are Greek terms associated with three means of persuasion. They can operate together throughout a speech. [T3]

Ethos concerns credibility and character. Listeners judge whether the speaker is informed, fair, and trustworthy. Jobs draws on personal experience to support his advice. Experience can establish a relevant perspective without proving that the same advice works for everyone. [S1]

Logos concerns reasoning and proof. A speaker connects evidence to a conclusion. Roosevelt links public recruitment with employment and useful projects. Assessing the argument requires examining that connection, its evidence, and possible alternatives. [S2]

Pathos concerns the audience's emotions and evaluations. Wiesel connects the memory of persecution with a present responsibility to oppose it. An emotional response can make the stakes vivid, while the claim still needs appropriate support. [S14]

Auctoritas draws on a cited source's standing. Ardern invokes Thomas Rid's work on disinformation during her discussion of democracy. Identify the source's relevant knowledge, the claim being borrowed, and the reason it supports your conclusion. A respected name alone cannot supply the missing reasoning. [S16] [T11]

See what a refutation must answer

In his 1852 address, Douglass imagines a critic asking abolitionists to argue more and denounce less. He responds that the humanity of enslaved people is already acknowledged in the practices of slaveholders. [S17]

> *"Must I undertake to prove that the slave is a man?* ***That point is conceded already.****"*

He points to laws that punish enslaved people as responsible agents and laws that prohibit teaching them to read. His response uses the opponents' own practices against the suggestion that further proof of humanity is needed. The refutation lies in that reasoning. The question alone would not supply it. [S17]

For your speech, state a serious objection and explain what evidence or reasoning would answer it. If the objection is valid, identify how it changes your claim.

Ranked techniques for classroom speeches

This order prioritizes broad usefulness and clarity, then memorability and dependable execution for developing speakers. It is an editorial teaching judgment. Research cited at the end informs the activities, not the numerical order. Nearby positions are approximate, and the purpose of a speech can change their priority.

Rank	Technique	Latin term or qualification	Reason for its place
1	Concrete example	Exemplum	Clarifies claims across almost every speech purpose.
2	Analogy	Similitudo	Explains an unfamiliar relationship through a familiar one.
3	Parallelism	Compar for balance	Makes related ideas easy to follow and compare.
4	Question and answer	Subiectio	Guides explanation and gives transitions a purpose.
5	Antithesis	Contentio	Clarifies a contrast that matters to the argument.
6	Anaphora	Repetitio	Organizes a sequence and gives it recurring emphasis.
7	Metaphor	Translatio	Compresses a substantial idea into a memorable image.
8	Concession	Concessio	Addresses a genuine difficulty without abandoning the case.
9	Anticipating an objection	Praesumptio	Answers a likely challenge before it interrupts the case.
10	Direct address	Allocutio descriptive	Connects the speech to the people being addressed.
11	Call to action	Exhortatio	Becomes essential when the purpose requires action.
12	Tricolon	Tricolon is Greek	Organizes a compact group of related points.
13	Rhetorical question	Interrogatio	Invites judgment but can assume agreement too quickly.
14	Vivid description	Demonstratio	Helps listeners imagine an experience relevant to the point.
15	Epistrophe	Conversio	Brings successive expressions back to one central idea.
16	Maxim	Sententia	Condenses a judgment after the speech has supported it.
17	Ascending amplification	Incrementum	Requires a clear increase in scope or intensity.
18	Allusion	Related permutatio	Depends on the audience recognizing the reference.
19	Antimetabole	Commutatio	Fits a narrower range of arguments naturally.
20	Humour	Facetiae	Depends strongly on audience, occasion, and execution.

Adjust for the purpose. Explanation gives priority to examples, analogy, and question and answer. A contested proposal needs anticipation and concession. A speech seeking action needs a specific request. Commemoration may depend more on description, allusion, and a fitting conclusion.

Some entries are verbal patterns, others are argumentative moves or broad techniques. They can overlap. The classical labels follow the named sources, whose terminology sometimes differs. Bold type, underlining, and line breaks in quotations are added for analysis. An ellipsis marks omitted wording.

Rhetorical techniques 1 to 3

1 Concrete example

Exemplum | *Illustration*

A particular case makes a general claim easier to understand or assess. [T1] At Stanford, Jobs explains how a calligraphy course later informed the design of the Macintosh.

> *"If I had never dropped in on that single course in college, the Mac would have never had* ***multiple typefaces*** *…"*

Steve Jobs, Stanford commencement address, 12 June 2005. [S1]

The course supplies the particular experience. The computer supplies the later consequence. Together they illustrate his advice about following curiosity. A brief anecdote can function as an exemplum when its events support a wider point.

For your speech, choose a case and explain exactly what it illustrates. One successful life story establishes a possibility. A claim about what usually happens needs broader evidence.

2 Analogy

Similitudo | *Comparison*

An analogy uses a relevant similarity between situations to explain or support a claim. [T1] In his first inaugural address, Roosevelt proposes a coordinated response to unemployment.

> *"treating the task as we would treat* ***the emergency of a war****"*

Franklin D. Roosevelt, First inaugural address, 4 March 1933. [S2]

Government recruitment in an economic crisis is compared with national mobilization in wartime. The shared relationship is coordinated effort under urgent conditions. The comparison also invites listeners to accept an exceptional level of action.

State which relationship transfers and where the comparison stops. A simile expresses resemblance, often with like or as. An analogy develops a comparison into an explanation or argument.

3 Parallelism

Compar for closely balanced clauses | *Sentence pattern*

Parallelism gives related expressions matching grammatical structures. Compar names a more closely balanced form. [T1] Near the conclusion of his inauguration, Mandela states commitments for the new South Africa.

> *"****Let there be*** *justice for all.*
> ***Let there be*** *peace for all.*
> ***Let there be*** *work, bread, water and salt for all."*

Nelson Mandela, Presidential inauguration, 10 May 1994. [S3]

Matching constructions give the requests a shared form. The first two also have closely matched length. The longer third sentence moves from general ideals toward material needs. The bold openings show anaphora and the underlined endings show epistrophe.

Give comparable grammatical treatment to ideas that deserve comparable weight. A claim can remain parallel even when its length changes. Identify each pattern separately before explaining how the patterns work together.

Rhetorical techniques 4 to 6

4 Question and answer

Subiectio | *Explanatory move*

The speaker asks a question and supplies its answer. This is commonly called hypophora. [T1] Addressing Parliament as prime minister, Churchill states the aim of the wartime government.

> *"**You ask, what is our aim?** I can answer in one word: **It is victory**, …"*

Winston Churchill, Blood Toil Tears and Sweat, 13 May 1940. [S4]

The question identifies the issue and the answer states the position. The answer continues into a longer description of victory in the original speech. Both parts of the device are visible here.

Ask a question your listeners need answered, then answer it directly. This is especially useful before a new section. A rhetorical question leaves its answer implied. Hypophora states the answer and can then explain it.

5 Antithesis

Contentio | *Sentence pattern*

Antithesis places opposed ideas in a balanced or parallel expression. [T1] Nehru addresses the Constituent Assembly as India becomes independent.

> *"when **the world sleeps**, **India will awake** to life and freedom"*

Jawaharlal Nehru, Tryst with Destiny, Midnight session of 14 and 15 August 1947. [S5]

Sleep and awakening oppose two conditions, while the matched clauses place a nation beside the wider world. The personification makes independence imaginable as waking into a new life.

Use antithesis to distinguish policies, values, or changed conditions. Check that the contrast represents your subject fairly. A balanced sentence can make a false choice sound complete even when other possibilities remain.

6 Anaphora

Repetitio | *Repetition pattern*

The same word or phrase begins successive clauses or sentences. [T1] After describing the Dunkirk evacuation, Churchill ends by declaring continued resistance.

> *"**we shall fight** on the beaches, **we shall fight** on the landing grounds"*

Winston Churchill, We Shall Fight on the Beaches, 4 June 1940. [S6]

The repeated beginning holds the commitment steady while the locations change. Listeners hear one position applied to successive circumstances. This is a particular form within the broader family of repetition.

Repeat an opening when each clause adds a reason, consequence, image, or commitment. Read the passage aloud. If the repeated form draws attention away from the developing point, shorten the sequence.

Rhetorical techniques 7 to 9

7 Metaphor

Translatio | *Figurative comparison*

A metaphor describes one subject through language transferred from another domain. [T1] At the March on Washington, King presents equal citizenship as a national promise that remains unfulfilled.

> *"America has **defaulted** on this **promissory note**"*

Martin Luther King Jr., I Have a Dream, 28 August 1963. [S7]

Financial language turns an unfulfilled political promise into an unpaid obligation. The comparison frames civil rights as something owed. King develops this image across the surrounding passage.

Choose an image that clarifies the relationship you want listeners to understand. Explain unfamiliar vocabulary. Here, a promissory note is a written promise to pay, and default means failing to meet an obligation. Keep the image consistent as the argument develops.

8 Concession

Concessio | *Argumentative move*

A speaker grants a point while developing a further or more important claim. [T5] In her TED talk, Adichie examines how a single account can become an inadequate picture of a person or place.

> *"The problem with stereotypes is **not that they are untrue**, but **that they are incomplete**."*

Chimamanda Ngozi Adichie, The danger of a single story, July 2009. [S8]

The first part allows that a stereotype can contain truth. The second challenges its adequacy as an account. The concession supports the criticism by identifying the problem more precisely. This reading does not establish that every stereotype is factually true.

Grant only what the evidence or argument warrants. Explain whether the admitted point narrows your claim, changes your proposal, or leaves its main reasoning intact. A token admission followed by dismissal gives listeners little reason to trust the reply.

9 Anticipating an objection

Praesumptio | *Argumentative move*

The speaker raises and addresses an objection that listeners could make. [T4] At Rice University, Kennedy defends the choice of a demanding lunar goal.

> *"**Why choose this as our goal?** … because that goal will serve to organize and measure **the best of our energies and skills**"*

John F. Kennedy, Address at Rice University, 12 September 1962. [S9]

The question voices a challenge to the choice of goal. The later reason presents the challenge itself as a way to develop national capability. The excerpt omits intervening comparisons. Whether this reason outweighs alternative priorities remains a further argumentative question.

State a serious objection in terms its supporters would recognize. Then address its reasoning or evidence. This move can use hypophora, concession, or refutation. Anticipation identifies when the challenge is addressed, rather than one fixed sentence shape.

Rhetorical techniques 10 to 12

10 Direct address

Allocutio or adlocutio as descriptive Latin | *Audience relationship*

The speaker explicitly names or addresses the people being included, thanked, challenged, or asked to act. [T8] In her Nobel acceptance speech, Yousafzai repeatedly addresses the audience through a family relationship.

> *"Dear **sisters and brothers**"*

Malala Yousafzai, Nobel Peace Prize acceptance speech, 10 December 2014. [S10]

The familial terms invite listeners into a shared concern. This is an interpretation of the address, rather than evidence that every listener felt included. Ordinary direct address differs from apostrophe, a marked turn toward another addressee, sometimes an absent person or an abstraction. [T4]

Name the audience accurately and choose a relationship the occasion can sustain. Allocutio denotes an address. It is a descriptive label here, rather than an exact ancient name for every modern use of you.

11 Call to action

Exhortatio | *Speech function*

A call to action urges an identifiable person or audience to perform a specific act. [T8] Speaking in West Berlin, Reagan directs a public demand toward the Soviet leader.

> *"**Mr. Gorbachev, tear down this wall!**"*

Ronald Reagan, Remarks at the Brandenburg Gate, 12 June 1987. [S11]

The addressee and the requested action are explicit. Gorbachev is the political target of the demand, while the speech also reaches the people present and a wider audience. These audiences have different kinds of agency.

For a classroom proposal, name the action, the people able to take it, and any necessary next step. This technique rises to the top for a speech seeking action. Exhortatio names its function, rather than a single verbal figure.

12 Tricolon

Tricolon is Greek derived | *Sentence pattern*

Three parallel members form a coordinated sequence. Strict definitions also require matching length. [T6] At Gettysburg, Lincoln distinguishes the speakers' ceremony from the soldiers' sacrifice.

> *"**we can not dedicate—we can not consecrate—we can not hallow**"*

Abraham Lincoln, Gettysburg Address, 19 November 1863. [S12]

Three matching constructions develop the act of dedication through closely related verbs. The repeated opening also creates anaphora. The surrounding sentence gives the shared object, the ground being dedicated.

Use three members when they form a meaningful group. Three unrelated items do not establish this figure. The Greek term remains useful in a Latin reference tradition. Compar describes balance, while tricolon specifies three members.

Rhetorical techniques 13 to 15

13 Rhetorical question

Interrogatio | *Argumentative move*

A question advances a claim or challenge without seeking an informative reply. [T1] Yousafzai challenges political priorities in a speech advocating education.

> *"Why is it that **giving guns** is so easy but **giving books** is so hard?"*

Malala Yousafzai, Nobel Peace Prize acceptance speech, 10 December 2014. [S10]

The question invites a judgment about the unequal priority given to weapons and education. The paired objects and opposed descriptions also create antithesis. The audience is being asked to consider a contradiction, rather than supply a factual answer.

Use a rhetorical question when the implied judgment helps your argument. If listeners could reasonably dispute the premise, explain and support it. A question that expects an actual response belongs to audience participation.

14 Vivid description

Demonstratio | *Descriptive technique*

Concrete sensory details make a scene or event seem present to the audience. [T1] Heaney begins his Nobel lecture by recalling the sounds surrounding his childhood home.

> *"**rain in the trees**, **mice on the ceiling**, a **steam train rumbling** along the railway line …"*

Seamus Heaney, Crediting Poetry, 7 December 1995. [S13]

The sounds place the listener within a particular environment. They help explain the experience from which Heaney's account of poetic formation develops. Description works through hearing here as well as through visual imagination.

Select a few details that matter to your claim. Identify whether a scene is documented, remembered, or imagined. Specificity makes a scene easier to picture, but it does not by itself establish that the account is accurate.

15 Epistrophe

Conversio | *Repetition pattern*

The same word or phrase ends successive clauses or phrases. Epiphora is another common name. [T1] In the concluding sentence at Gettysburg, Lincoln describes the relationship between government and the people.

> *"of **the people**, by **the people**, for **the people**"*

Abraham Lincoln, Gettysburg Address, 19 November 1863. [S12]

The prepositions change while the ending remains constant. The repeated endpoint keeps the people central across different political relationships. The three parallel phrases also form a tricolon.

Use epistrophe when several points should converge on a subject or value. It receives a lower general rank than anaphora because this particular arrangement suits fewer of the explanatory tasks prioritized here. That is an editorial judgment about fit, not a proven difference in persuasive power.

Rhetorical techniques 16 to 18

16 Maxim

Sententia | *General statement*

A maxim expresses a general judgment about conduct or human experience in a compact statement. [T1] In his Nobel acceptance speech, Wiesel argues against indifference to persecution.

> *"**Neutrality helps the oppressor**, never the victim."*

Elie Wiesel, Nobel Peace Prize acceptance speech, 10 December 1986. [S14]

A broad moral judgment is condensed into a sentence that can be recalled independently. Its force comes partly from the speech's account of suffering and responsibility. The wording itself supplies no separate proof of its universal scope.

Build the reasoning before condensing it. Test a proposed maxim against a plausible exception. If the exception matters, narrow the claim or explain the conditions under which it holds.

17 Ascending amplification

Incrementum | *Development of emphasis*

Successive expressions move from a lesser demand or claim to a greater one. [T7] Reagan develops his challenge at the Brandenburg Gate through three imperatives.

> *"**Come** here to this gate!*
> *Mr. Gorbachev, **open** this gate!*
> *Mr. Gorbachev, **tear down** this wall!"*

Ronald Reagan, Remarks at the Brandenburg Gate, 12 June 1987. [S11]

The demands expand from approaching the gate, to opening it, to removing the larger barrier. This interpretation depends on the increasing scope of the actions. All three stages appear together, so the progression can be assessed.

Order the passage according to a real increase in consequence, commitment, or scale. An equally weighted list is a different structure. Raising your voice can emphasize an ascent, but volume alone does not create one.

18 Allusion

Permutatio is a related category | *Reference to another text or event*

An allusion briefly invokes another text, person, or event through a reference or verbal echo. [T9] King begins his account of an unfulfilled national promise by recalling Lincoln and emancipation.

> *"**Five score years ago**"*

Martin Luther King Jr., I Have a Dream, 28 August 1963. [S7]

The wording echoes the opening time formula of the Gettysburg Address. King's next reference is to the Emancipation Proclamation. The echo connects his demand with earlier national commitments. [S12]

Give enough context for listeners who do not recognize the reference. Classical permutatio includes related indirect comparisons, but it does not exactly match modern allusion. A reference becomes an appeal to authority when the source's standing is offered as a reason to accept a claim.

Rhetorical techniques 19 and 20

19 Antimetabole

Commutatio | *Reversal pattern*

Key words recur in reversed order, changing their relationship. [T1] Near the end of his inaugural address, Kennedy turns toward the citizen's obligation to public life.

> *"ask not what **your country** can do for you—ask what you can do for **your country**."*

John F. Kennedy, Inaugural address, 20 January 1961. [S15]

The two terms exchange their positions and change the direction of the obligation. The opening Clinton example uses a related reversal to assert an inclusive equivalence. A repeated structure can therefore perform different argumentative work.

Check the meaning before polishing the symmetry. A reversal deserves its place only when the relationship makes sense. Chiasmus is a broader crossing of structures and can occur without repeating the same key words.

20 Humour

Facetiae | *Broad technique*

A relevant comic turn can establish rapport, expose a tension, or alter the tone. [T8] At Harvard, Ardern describes the familiarity of life in a small country before reassuring herself about the unfamiliar audience.

> *"there are around **30 New Zealanders studying here**, and statistically **at least one of them will be my cousin**."*

Jacinda Ardern, Harvard commencement address, 26 May 2022. [S16]

The setup establishes the expectation of knowing someone. The exaggerated family connection supplies the comic turn. The claim is presented as a joke, rather than a statistical finding.

Choose humour that fits your relationship with the audience and still leaves the argument clear if nobody laughs. Its last place reflects dependable general use for developing speakers. A suitable humorous speech would require a different order.

Explain how the devices cooperate

Return to Mandela's passage in entry 3. Choose two of its patterns and explain how they reinforce the same purpose. Then consider the longer final sentence. Does the change in length help its material needs receive attention? Support your reading with particular words or relationships.

Revise a passage from your own speech

Begin with your claim and supporting material. Then choose a device that improves the relationship between the idea and your listeners. The examples below are invented classroom models, rather than historical quotations or evidence.

Compare two ways to make a request

A student wants the school to keep a supervised study room open after lessons. The student's notes identify a crowded library, unreliable access to quiet space, and students waiting for transport. These details would need checking before use in a real proposal.

An initial version states the wish.

> *"We need somewhere to study after school. It would help lots of students, so the school should do it."*

A revision identifies the people and the proposed action.

> *"Some of us wait an hour for a ride. Some of us share crowded rooms at home. A supervised study room would give us a place to work. Please approve a four week trial, then review attendance and staffing before deciding whether to continue."*

The repeated opening groups two different circumstances. The request identifies a trial and a review. The revision gives listeners a more specific proposal to assess. It still needs evidence for the circumstances described and a workable account of supervision.

Make your own revision

Choose a short passage from your draft. Write its current version, then revise it using a technique that serves your purpose. Preserve the meaning and evidence unless you have a reason to change them. Use additional paper for your full speech.

Current passage

Revised passage

Under your revision, explain what changed for the listener and identify any claim that still needs checking. If the device adds little, retain the clearer version. [P1]

Rehearse the speech with a listener

Delivery gives written choices a spoken form. Actio and pronuntiatio are classical umbrella terms for delivery. Rehearse with the meaning of the passage in view. [T10]

Use tone and inflection to distinguish ideas. Mark a few words whose emphasis affects the claim. Try the passage aloud with a different emphasis and decide which reading fits your intended meaning.

Coordinate gesture with the thought. Posture, gaze, and movement can indicate a contrast, direct attention, or accompany a description. Choose movements that feel workable and help listeners follow. Gestus names gesture within delivery.

Use silence to separate and emphasize. Mark a pause between ideas or before a consequential sentence. A planned pause differs from aposiopesis, where an utterance breaks off before completion. [T4]

Observe a recorded example

Use Hans Rosling's TED talk The magic washing machine. The times refer to the original TED player. In 00:03 to 01:16, he recounts his family's first use of a washing machine. Note one change of voice, gesture, or pause that you can actually observe, and record its time. Explain what it contributes. [S18]

Visual aids should make information easier to inspect. Around 01:23 to 02:54, Rosling develops a graphic comparison of income and access to machines. Identify what the visual contributes beyond the spoken words. The figures belong to the 2010 talk and would need updating for a present day factual claim. [S18]

Participation requires a genuine opportunity to respond. Around 03:51 onward, Rosling recounts asking his students about car use and hand washing. This is a reported classroom interaction. For your own speech, ask a relevant question or invite a brief response, then allow time and use what listeners contribute. Visual aids and participation are modern presentation practices without an exact ancient label used here. [S18]

Use feedback to make one further revision

After listening, your partner should restate the main claim, identify a well supported point, and name one passage that was difficult to follow. Discuss whether wording, organization, evidence, or delivery caused the difficulty. Record the change you will make and why.

Before presenting, check that the central claim is clear, sources support the evidence, objections receive an adequate response, devices fit the purpose, and the conclusion completes the speech. Judge the contribution of each choice rather than counting techniques. [P1]

Speech sources 1 to 10

The examples include political addresses, commemorations, commencement speeches, a literary lecture, and public talks. They illustrate rhetorical choices rather than establish a universal canon. Dates identify the speech. Interpretations and classroom applications are editorial readings. Sources support the wording and context.

[S1] Steve Jobs. Stanford commencement address. 12 June 2005.

Prepared text published by Stanford University. See the first story, its calligraphy example, and the announced three story structure.

https://news.stanford.edu/stories/2005/06/youve-got-find-love-jobs-says

[S2] Franklin D. Roosevelt. First inaugural address. 4 March 1933.

National Archives transcript and recording hosted by the Miller Center. See the paragraph on putting people to work.

https://millercenter.org/the-presidency/presidential-speeches/march-4-1933-first-inaugural-address

[S3] Nelson Mandela. Presidential inauguration. 10 May 1994.

South African Government transcript. The three requests near the conclusion supply the worked example of overlapping devices.

https://www.gov.za/news/speeches/president-nelson-mandela-1994-presidential-inauguration-10-may-1994

[S4] Winston Churchill. Blood Toil Tears and Sweat. 13 May 1940.

First address to the House of Commons as prime minister. Authorized transcript published by the International Churchill Society.

https://winstonchurchill.org/resources/speeches/1940-the-finest-hour/blood-toil-tears-sweat/

[S5] Jawaharlal Nehru. Tryst with Destiny. Midnight session of 14 and 15 August 1947.

Indian National Congress transcript. The excerpt comes from the opening of the address to the Constituent Assembly.

https://inc.in/media/speeches/tryst-with-destiny

[S6] Winston Churchill. We Shall Fight on the Beaches. 4 June 1940.

House of Commons address. Authorized transcript published by the International Churchill Society. See the closing sequence.

https://winstonchurchill.org/resources/speeches/1940-the-finest-hour/we-shall-fight-on-the-beaches/

[S7] Martin Luther King Jr.. I Have a Dream. 28 August 1963.

Transcript hosted by Virginia Commonwealth University Libraries. See the opening reference to Lincoln and the extended financial metaphor.

https://socialwelfare.library.vcu.edu/eras/march-on-washington-d-c-rev-kings-i-have-a-dream-speech/

[S8] Chimamanda Ngozi Adichie. The danger of a single story. July 2009.

TEDGlobal talk. The quotation about stereotypes is reproduced by TED in its discussion of the talk.

https://blog.ted.com/playlist-the-truth-about-stories/

https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story

[S9] John F. Kennedy. Address at Rice University. 12 September 1962.

NASA transcription of excerpts. The question and reason are separated by an ellipsis in the handout.

https://www.nasa.gov/image-article/president-john-f-kennedy-rice-university/

[S10] Malala Yousafzai. Nobel Peace Prize acceptance speech. 10 December 2014.

Malala Fund transcript. See the recurring familial address and the questions about weapons and education.

https://malala.org/news-and-voices/malala-nobel-speech

Speech sources 11 to 19

[S11] Ronald Reagan. Remarks at the Brandenburg Gate. 12 June 1987.

Authenticated excerpt published by the Ronald Reagan Presidential Foundation and Institute.

https://www.reaganfoundation.org/ronald-reagan/quotes/mr-gorbachev-tear-down-this-wall

[S12] Abraham Lincoln. Gettysburg Address. 19 November 1863.

Smithsonian transcription of the White House or Bliss copy. Quotations preserve this version, including the separate words can not.

https://americanhistory.si.edu/documentsgallery/exhibitions/gettysburg_address_2.html

[S13] Seamus Heaney. Crediting Poetry. 7 December 1995.

Nobel lecture. See the opening account of the family home in County Derry.

https://www.nobelprize.org/prizes/literature/1995/heaney/lecture/

[S14] Elie Wiesel. Nobel Peace Prize acceptance speech. 10 December 1986.

Nobel Foundation transcript. See the passage on neutrality and silence.

https://www.nobelprize.org/prizes/peace/1986/wiesel/acceptance-speech/

[S15] John F. Kennedy. Inaugural address. 20 January 1961.

National Archives transcript. The reversal appears in the concluding passage, before the final two paragraphs.

https://www.archives.gov/milestone-documents/president-john-f-kennedys-inaugural-address

[S16] Jacinda Ardern. Harvard commencement address. 26 May 2022.

New Zealand Government prepared text, posted 27 May. Harvard records the event on 26 May. See the opening joke and the later citation of Thomas Rid.

https://www.beehive.govt.nz/speech/harvard-commencement-speech-democracy-disinformation-and-kindness

[S17] Frederick Douglass. What to the Slave Is the Fourth of July. 5 July 1852.

Speech excerpt reprinted in My Bondage and My Freedom in 1855, hosted by the American Presidency Project. See the response to the demand for more argument.

https://www.presidency.ucsb.edu/documents/what-the-slave-the-fourth-july

[S18] Hans Rosling. The magic washing machine. December 2010.

TEDWomen talk and timed transcript. Use the original TED player. Historical figures in this talk describe its own period.

https://www.ted.com/talks/hans_rosling_the_magic_washing_machine

[S19] Hillary Rodham Clinton. Remarks at the Fourth World Conference on Women. 5 September 1995.

William J. Clinton Presidential Library excerpt. The opening activity uses the paired assertions within the longer sentence.

https://www.clintonlibrary.gov/museum/first-ladys-international-rallying-cry-beijing-womens-rights-are-human-rights

The Harvard record confirms Ardern’s event date.

https://www.harvardmagazine.com/2022/05/commencement-2022-jacinda-ardern-address

Terminology and teaching references

[T1] Anonymous. Rhetorica ad Herennium, book 4.

Latin text in the In Usum edition. Sections 19, 21 and 58, 22, 24 and 25, 27 and 28, 33 and 34, 39, 45, 46, 59 to 62, and 68 support the named figures. The wording of definitions here is adapted for classroom use.

https://www.inusum.com/rhetorica-ad-herennium/4/

[T2] Quintilian. Institutio oratoria, book 3.

Sections 3.9.1 to 6 discuss the parts of a speech and alternative divisions. The handout adapts the arrangement to modern speaking.

https://www.thelatinlibrary.com/quintilian/quintilian.institutio3.shtml

[T3] Aristotle. Rhetoric 1.2, 1356a.

John Henry Freese translation, Perseus. Source for the three means of persuasion associated with ethos, pathos, and logos.

https://beta.perseus.tufts.edu/urn%3Acts%3AgreekLit%3Atlg0086.tlg038.perseus-eng2%3A1.2/

[T4] Quintilian. Institutio oratoria, book 9.

Sections 9.2.16 to 18 treat anticipation. Sections 9.2.38 to 40 discuss apostrophe and vivid presentation. Sections 9.2.54 to 57 discuss breaking off an utterance.

https://www.thelatinlibrary.com/quintilian/quintilian.institutio9.shtml

[T5] Gideon O. Burton. Silva Rhetoricae, concessio.

Brigham Young University. Modern rhetorical reference for conceding a point in support of a further argument.

https://rhetoric.byu.edu/Figures/C/concessio.htm

[T6] Gideon O. Burton. Silva Rhetoricae, tricolon and parallelism.

Brigham Young University. Distinguishes parallel structure from the stricter requirement of equal length.

https://rhetoric.byu.edu/Figures/T/tricolon.htm
https://rhetoric.byu.edu/Figures/P/parallelism.htm

[T7] Quintilian. Institutio oratoria, book 8.

Sections 8.4.3 to 5 explain incrementum as amplification through ascending degrees.

https://www.thelatinlibrary.com/quintilian/quintilian.institutio8.shtml

[T8] Logeion. Latin dictionary entries.

Exhortatio denotes exhortation. Adlocutio or allocutio denotes an address. Facetiae denotes wit or humorous remarks. These labels identify functions or broad practices.

https://logeion.org/exhortatio
https://logeion.org/adlocutio
https://logeion.org/facetiae

[T9] Academy of American Poets. Allusion.

Modern definition of an indirect reference that relies on recognition. Compare the related category permutatio in T1 section 46. It is not an exact equivalent.

https://poets.org/glossary/allusion

[T10] Quintilian. Institutio oratoria, book 11.

Sections 11.3.1 and 2, 35 to 39, and 65 onward discuss delivery, phrasing, and gesture. Modern rehearsal advice in this handout is an application.

https://www.thelatinlibrary.com/quintilian/quintilian.institutio11.shtml

[T11] Quintilian. Institutio oratoria, book 5.

Sections 5.11.36 to 44 discuss judgments drawn from external authority.

https://www.thelatinlibrary.com/quintilian/quintilian.institutio5.shtml

[P1] Graham and colleagues. Teaching Secondary Students to Write Effectively.

Institute of Education Sciences, 2016, revised 2019. The worked examples, revision, and reflection activities draw on its teaching recommendations. It supplies no evidence for the numerical ranking of rhetorical devices.

https://ies.ed.gov/ncee/wwc/PracticeGuide/22