At Home Enrichment- Option A 8th Grade Language Arts.

<table>
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<th>Focus Standard</th>
<th>CCSS.ELA-LITERACY.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</th>
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<td>Learning Target</td>
<td>I can identify the important parts of a speech using SOAPSTone skill</td>
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<td>Independent Reading</td>
<td>Marking the Text: Highlight/Underline new vocabulary. Circle the theme statement</td>
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<td>Exit Ticket</td>
<td>Did the SOAPSTone skill help you analyze all parts of the speech, or was it confusing?</td>
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These questions will focus on the reading/writing activity on pg 22-26 of the Optional Learning Packet

**Before Reading**

Background information: This is Winston Churchill’s first speech as Prime Minister to the House of Commons (May 1940). The previous prime minister, Neville Chamberlain, was replaced shortly after the start of World War II when he failed to act in time to protect Norway from German invasion. The British people lost faith in Chamberlain’s abilities to respond to the threat of war, and King George VI believed that Churchill’s military background and experience would inspire respect and trust, both in the House of Commons and in the British people.

1. What does this background in addition to what you already know about WWII tell you about the possible tone of the speech?

**During Reading**

2. As you read **underline or highlight** new or unfamiliar words

3. On your second read through answer the text dependent questions. They are on the margins of the page but I will be adding them here to help you stay organized.

   a. In the first paragraph, Churchill describes the task of forming a new administration that will bring everyone together. How does he confirm that he has accomplished this task?

   b. Churchill argues that the imminent threat of war demands a quick establishment and approval of his new administration. What evidence does Churchill use to support this claim?

   c. How does Churchill’s tone or attitude shift in the last paragraph of this speech? Trace this shift by identifying words or phrases that help establish or emphasize this new tone
Throughout his speech, Churchill emphasizes the idea of unity. Trace the development of this idea throughout the text. Include several examples to support it.

After Reading

This is a new strategy but these questions will guide you through the process, try it and reach out if you are confused.

4. Introducing the Strategy: SOAPSTone SOAPSTone is a strategy for analyzing text by discussing and identifying Speaker, Occasion, Audience, Purpose, Subject, and Tone.

1. Who is the speaker? Be more detailed than just identifying the individual by name. What is his position? What information about the speaker helps you understand his perspective? What characteristics of the speaker help you understand the meaning of the text?

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2. What is the occasion? What is the issue, problem, or situation that has caused someone to write or speak? What prompted this text? Where and when was this speech delivered?

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3. Who is the audience? Again, be more specific than just identifying the listeners. What are their positions? What attributes of the audience help you understand the meaning of the text?

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4. What is the purpose and subject? Now that you have identified the speaker, the audience, and the occasion, explain the topic and the purpose of this speech. Why does he share this information and these ideas with his audience?

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5. What is the speaker’s (Churchill) tone or attitude? Use adjectives to describe Churchill’s tone as he speaks to the members of Parliament. Does it change?

______________________________________________________________________________

Added Practice
For some added practice do some additional research into famous speeches (there are a lot of good one from WWII but you can look else where) Analyze those using SOAPSTone.