

Sample H

[1] We have come a long way since women gained voting rights. Yet we have not gone for enough as gender equality remains an issue unresolved. The glass ceiling remains unbroken and women continue to fight on all fronts for rights they deserve, rights that should be inherent. Secretary of State Madeleine Albright in her speech to the women graduating from Mount Holyoke College emphasizes the need to continue this struggle and strife for gender equality. By contrasting hypotheticals and reality, providing examples and personal anecdotes, and strong repetition of the word “persevere,” Albright successfully conveys her message to these graduates that they must continue to fight for rights in the face of opposition, and that they will succeed.

[2] Albright begins by presenting her audience with America’s accomplishments and continued work in this growing world. She states the past, “the Berlin Wall is now a memory”, then a hypothetical, “We could be satisfied with that,” and then America’s continued work, “creating a future” and building world peace. This powerful form of presenting what has been accomplished then a hypothetical paired with reality is a powerful way to allude to the idea that accomplishing is not enough, we must never stop trying to get better. Without the hypothetical, her statements engender awe and pride in her audience for the progress of America wants. Albright wants her audience to understand that this continued effort is optional, we could be enjoying our technological advancements while ignoring the world. By adding the hypothetical she forces her audience to acknowledge the America is going above and beyond something hard to do but accomplishable. Albright does not do this once. She does it five times. The Berlin Wall, nuclear weapons, Bosnia, a World economy, and last but not least Women’s right: She includes Women Rights last to reveal that this urge to push onwards is not confined to America but to also her audience, a class of women with the potential to bring about change. With this series of contrast between hypothetical and reality, the audience, a class of women cannot help but nod their heads in understanding that this could them, spearheading the continued struggle for gender equality in a relentless manner.

[3] Albright, having gotten the gears in the minds of the audience turning on what they maybe can do regarding Women’s rights, follows up with a series of person anecdotes of what women across the world are doing. Women in Sarajevo that she personally met are reaching across ethnic lines. Women in Burundi reach out to prevent another Rwandan genocide. Women in Guatemala; Burma. One might think that these examples serve a minor effect but in fact these anecdotes are very powerful. Being the Secretary of State, Albright is an imposing figure in the eyes of her audience and they know her anecdotes are stories of unforgettable encounters and experiences of a strong woman. The personal feel brought by Albright sends a message to her audience that this is real, a movement is happening women are stepping across the globe. Even better? Albright selected nations going through conflict and devastation and Women rising from the shattered remnants from society is a story that brings her audience

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tears, tears of joy and pride knowing that fellow women were standing up to injustices everywhere. More importantly, the hidden feeling conjuring up in the minds of the audience is, if they can do it we can too! These anecdotes are like the stories of the underaged, the poor and oppressed rising to make a difference, anecdotes that strike home within the hearts of the women sitting and listening to Albright's speech.

[4] Having brought forth the continued struggle for women's rights and enlightening her audience with their potential by showing them the acts of others like them, Albright begins her final push for action. She knows that these graduates, in their struggle for equality, will face resistance, ridicule, distraction. Some will concede others will struggle onwards with diminished fervor. Overcoming these roadblocks are tough but Albright pushes onward and drills into the minds of these future activists that they must persevere. Ending each paragraph with "and persevere" after speaking of all the opposition and taunts that they may face, Albright successfully relates the idea of perseverance with opposition in the minds of the graduates. Walking away from college, they will remember to persevere in the face of opposition, that perseverance is the key to continued struggle. This link is solidified through Albright's repetition and there will be little opposition these graduates will not be able to overcome in the future. In addition, she states "if you aim high enough" ...before every description of opposition as if she is challenging her audience to aim higher. This repetition of a challenge is something the graduates cannot walk away from, as every time she repeats "if you aim high enough," her audience looks inwards and questions themselves as to whether or not they will push harder and aim higher. And of course after hearing America's continued work and the struggle of women abroad, the graduates say to themselves "yes." It is this "yes" that Albright wants, a "yes" that confirms to each audience member that they will fight for gender equality, a yes that symbolized the beginning of an endless journey to achievements in the face of opposition.

[5] Albright's commencement speech successfully drives home the will to fight for gender equality among her audience by showing them that they can always push harder, that others are already in the fray, and that the path is hard and is a challenge that you may partake in. And partake they will as they walk away from the ceremony ready to challenge societal ideas and fight for gender equality among all walks of life.

Sample F

[1] Madeline Albright's commencement speech in 1997 at Mount Holyoke college came at a time of peace and prosperity for American society. However, in the speech, she urges her audience to seek out problems that still exist in the world and to help fix them. But referencing the efforts of marginalized women who are fighting to make a difference, utilizing powerful diction and repetition, and illustrating American efforts to improve the world even further Albright inspires a young generation of graduate students on the brink of adulthood with the future in their hands to never settle, always persevere and fight to elevate the status of women around the world.

[2] Albright cites powerful stories of women fighting challenges they face to demonstrate the power of perseverance. She discusses women in Sarajevo, who overcame incredible grief to "rebuild their shattered society," and Aung Saan Suu Kyi, a women in Burma who "risks her life everyday to keep alive the hope for democracy in her country." These stories exemplify pathos, appeals to emotion, and support Albright's core idea. At a time when peace and prosperity spanned across America, it would have been easy for Americans to ignore the challenges that many face and remain content with the current state of society. Albright uses the stories of these women to illustrate how many problems still exist and to inspire her audience into helping fight those problems. Even though the stories Albright tells come from different parts of the globe, she connects them all by referencing the incredible determination that lies at the center of each story. She hopes her audience members will adopt that determination for themselves.

[3] Albright utilizes frequent repetition and a powerful tone to emphasize many of her points even further. From lines 69 to 93, Albright ends each paragraph with the words "have courage still and persevere." She repeats these words to emphasize the need to continue fighting for what you believe in even in the face of doubt and criticism. This is especially applicable to Albright's audience of female college graduates. Because of their youth, and sometimes because of their gender, they will all face fierce opposition at some point and they may face people who don't take them seriously. Albright reiterates the need to push through in face of these challenges. Albright herself, the first female secretary of state, faced many challenges and doubts on her rise to the top of the state department but she maintained her courage and persevered. Therefore, Albright's background and story give the words "have courage still – and persevere" a particularly powerful and sincere meaning. Albright ends the passage with a powerful call to action that uses lofty, metaphorical language to inspire her audience. She tells her audience that their passion can being down "barrier(s) to justice" and "ennoble (their) lives(s)." These words contribute to the inspirational tone of the speech.

[4] Albright references several efforts to improve the world to contribute to the "never settle" aspect of her theme. She says that America could be "satisfied" will be the fall of the

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Berlin wall but that is instead improving NATO and promoting peace. The U.S. could be satisfied with the lack of a nuclear threat, but it instead continues to pursue nuclear disarmament. The structure of the opening paragraphs is built to illustrate the importance of constantly pushing forward. This extends from a discussion of political issues into a discussion of issues faced by women. Albright argues that women should not settle for their current status after years of progress. They should continue pushing forward in the name of even more progress.

[5] Throughout the speech, Albright highlights the need for determination, the power women have to elevate their status around the world even further and the importance of never settling through the stories of powerful women abroad, powerful diction, and references to American efforts at even more progress. She hopes to inspire her audience to always have courage – and persevere.

Sample A

[1] In her 1997 commencement speech to Mount Holyoke College, Secretary of State Madeleine Albright connects with her audience through parallel syntax, repetition, assertions and other tactics to convince her audience that they have an opportunity to change the world and break through the glass ceilings around them.

[2] Albright starts her speech on a national and personal state, comparing how “they” as individuals “must choose how to lead their life, to the larger America who “as a nation” must choose “how to shape history.” Through parallel syntax, relating what she knows as Secretary of State, to what her audience knows, as individuals. Albright continues her description of America all the while in parallel syntax claiming that “We could be satisfied” or “We could relax” or multiple more clauses each accompanied with a unifying “we,” to make her audience feel like part of the discussion, as well as a clause claiming that “instead we are pursuing broader prosperity” or “reviewing our commitment.” Albright’s echoing syntax rings out in the manner of King’s “I have a dream” speech, each repetition relating her claims back to her central statement of unity and opportunity, each ring drawing in her listeners.

[3] Now Albright transitions from America to women. She follows the same verse-refrain form which at this point her audience has begun to chant on their heads. She described women who “could now lower [their] voices” but “instead,” “[bump] against a glass ceiling” or “[rise] from a dirt floor.” Albright has referenced the U.S., how it has refused to give in, and how it has found prosperity, and now she reflects that structure onto women. Her audience begins to believe that soon, if my con[ILLEGIBLE] to fight, they will reach prosperity.

[4] Albright now shifts again, this time her syntax morphs into a new echo, one which describes women “in Burundi” or “in Guatemala” or “in Burma.” She shows the women across the globe and their efforts to reach prosperity in an almost musical rhythm. She then finds a new term which she will echo for the rest of her speech: “each has persevered.” First she quotes Robert Kennedy, a man beloved by a nation, in saying “if there’s nobody in your way, it’s because you’re not going anywhere.” She quickly follows this with a claim that the listener must “persevere.” Through this quote and repetition, she has touched the hearts of her listeners and cemented an idea, the idea of perseverance. She continues to offer examples of hardships and that the listener must “persevere” to overcome them, in the same structure as before: example, refrain, example, refrain. Her diction: “There is no doubt,” “It is certain,” “Inevitably” conveys [sic] that she is an authority on the subject, so when she tells her audience to “persevere,” they act without questioning.

[5] She closes her speech by telling her audience that they will face hardship, but they will overcome. Even if at this point they don’t believe her, through her repetition they have been classically conditioned much like Pavlov’s dog, to instantly think “persevere” whenever a

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hardship arises. And thus Albright has used rhetoric to inspire and protect a graduating class of women.

Sample D

[1] Madeleine Albright in her speech to a class of graduating women in college used certain words and phrases to motivate those women to move forward with their lives. She encouraged them to gather up courage to achieve what they have always wanted to achieve and to fight for themselves and their country. Albright conveys her message to the audience by using the events after some of the most historical events and encounters with women in other countries to motivate the graduating class.

[2] Albright uses what occurred after important historical events to motivate the audience to never settle for okay. She motivates them to use an event to strive for even better. She uses the destruction of the Berlin Wall to prove that we learned to use the Berlin Wall to help us in the present and future. People are now “striving to create a future for Europe” (lines 11-12) because of the Berlin Wall. As a nation, we have learned from past events to create a better world for not only ourselves, but we also intend to create a better world for others. Albright also uses the events of the U.S. being threatened by nuclear weapons to motivate the audience to not settle for being okay, but using past events to prepare themselves for what may happen in the future. She says that instead of being okay with no longer being a target, we now “working to...ban nuclear explosions forever” (lines 16-20). The use of being threatened by dangerous weapons motivates the audience to always look out for themselves. The audience is motivated to help themselves out by preparing for what could happen. Albright uses memorable historical events to encourage her audience to want the best for themselves.

[3] Albright uses her experiences with women from other countries to motivate her audience to fight for themselves and others. She mentions women that she has met in Guatemala who fight to put “an end to discrimination and abuse” (line 68-69). Those women fight for the discrimination and abuse to stop because it is an issue they face constantly. It encourages the audience that they too are able to fight for themselves and face on any obstacles. Albright also uses the women in Sarajevo to inspire the audience that they can take on anything. The women in Sarajevo fight “to rebuild their shattered society” (line 51). To some, rebuilding a society may seem impossible, but the women in Sarajevo still fight to have a better society. Those women are mentioned in Albright’s speech to motivate her audience to always fight for what may even seem impossible. They are encouraged to try and succeed in anything they fight for. Albright uses women from countries who are struggling to encourage her audience to fight for what they hope to achieve.

[4] Albright uses historical events and women from other countries to motivate her audience to fight for themselves and all others. She hopes to inspire the graduating class of 1997 to move from college and start fighting for situations that can have an impact on themselves and many others. Albright encourages her audience to graduate from college and have success in achieving what they hope to achieve.

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Sample I

[1] In 1997, Secretary of State Madeleine Albright gave a well-written, motivational speech to a women's college in Massachusetts. Albright was able to successfully employ different rhetorical devices, each of which helped Albright convey her message to the audience. Throughout the essay, the most effective devices employed were parallel structure, allusions, and metaphors.

[2] Throughout the essay, the use of parallel structure creates a sense of unity and pride in the audience. For example, "we could be satisfied with that...we could relax...we could turn our backs now and risk renewed war...we could stop there..." (Albright). The use of "we could" at the beginning of these sentences shows the United States could stop what they are doing and let whatever happens happen, but instead are continuing to lead the world toward peace and equality.

[3] The author employs the use of allusions to give examples of the places around the world that are changing partly due to the influence and leadership of the United States. "The fighting in Bosnia has stopped... In Burundi, I have seen women taking the lead in efforts to avoid the fate of neighboring Rwanda... In Guatemala, ... And in Burma, ..." (Albright). The use of these allusions shows the audience the global-scale effects the United States' efforts are having. The allusions also motivate the audience to continue to seek peace, prosperity, and equality around the world.

[4] The author incorporates a few significant metaphors into her speech, which have significant effects. "...and explode outward the boundaries of what is achievable on this earth" (Albright). This metaphor draws a comparison between the audience's actions and the boundaries of what is thought as achievable on this Earth. This motivates the audience to take on global problems head-on and to not be intimidated by what others consider possible. The metaphor shows the reader that even the smallest actions can bring about large amounts of change.

[5] This speech, which was read to a women's college in Massachusetts successfully employs the use of metaphors, parallel structure, and allusions to motivate the audience, push them towards greatness, and show how the smallest of actions can change the world.

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Sample G

[1] Madeline Albright uses multiple convincing rhetorical devices to prove her point and convince the reader. Her speech is passionate and urging; it helps the reader to analyze and appreciate the productive and beneficial changes made by U.S. leadership. Albright uses logos and pathos to convince the audience.

[2] Throughout the speech, Albright uses logos, the appeal to logic, to convey her message to the audience. By reminding the audience that “Largely because of U.S. leadership, nuclear weapons no longer target our homes.” She is stating a fact that may would agree with and accept. Albright also points out in her speech that “fighting in Bosnia has stopped” to present a logical approach on the positive impact the government has made on society. She uses logos in her speech to present facts and evidence that is difficult to deny, and therefore, is quite convincing.

[3] Albright also uses pathos in her speech as a very effective rhetorical device. She uses pathos, the appeal to emotion, by mentioning that those who resorted to rape as a war tactic should be punished. Her mention of rape likely appeals to the emotions of many rape victims who desire justice, and the emotions of those who know rape victims. Albright’s mention of justice for rape victims probably largely influenced support for her cause and the governments cause. Her mention of “those entrapped by poverty and descrimination was also likely to bring passionate supporters to analyze her points. Albright uses pathos as a technique to convince the audience that the government is doing its best and has made significant progress in helping those who were victimized. Her use of pathos instills passion into the audience that helps her to gain mass support.

[4] Albright use of logos and pathos in her speech allow her to convey her thoughts and emotions to the audience in a way that encourages them to analyze and agree with her words. Her speech uses well-developed rhetoric and techniques to convince the audience of the government’s positive impact on society and how U.S. leaders are benefitting the world.

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Sample B

[1] The speech addressed to Mount Holyoke College, by Madeline Albright uses many rhetorical strategies to appeal to the audience. The strategies used like emotion, history, and cause and effect to convey her message throughout the speech.

[2] Albright starts out by using history to appeal to the audience, great accomplishments performed as a country. “nuclear weapons no longer target our homes...the fighting with Bosnia stopped... The Berlin Wall is now a memory.” (lines 16, 21, 9) These events were all great things that happened in America in the college graduates lifetimes. Things they can look back on and say I lived through that.

[3] Secondly, Albright uses cause and effect. “In our lifetimes we have seen enormous advances in the status of women” (line 37-38). This is the cause of the advances in the status of women. The effect is “...are standing up, spreading the word...ready to claim our rightful place as full citizens.” (Lines 41-44). The effect is women are ready to take their role in every society on Earth.

[4] Lastly, Albright uses emotion to appeal to her audience. Albright used emotion to make the audience think of everything they have while some people have nothing at all. “...violence left three quarters of the population female, and one-half of the women widows.” (Lines 54-55). These women lost their husbands who most likely do everything for them in these countries. “...who risks her life every day to keep alive the hope for democracy in her country.” (Lines 61-63). These are women who can’t get education last for being female.

[5] These are the three ways that Madeleine Albright used rhetorical strategies to appeal to the speech because of how well they can relate to these things because it has happened to them in their life.

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Sample E

[1] Madeleine Albright reads the commencement letter to the graduating class. The first paragraph starts off telling how each person chooses how they live their own life. It then goes in saying how America choose to correct some of the things that have happened in the past, together. "The Berlin Wall is now a memory," because the wall was taken down and destroyed. In paragraph 3 it is saying how you can stay at home and not have to worry about the fear your house is going to be blown up. Although that fear [ILLEGIBLE] there the government is working on better nuclear weapons to prepare.

[2] In paragraph 7 it states "We have built a growing world economy" this is added to show improvement from the very beginning of time to 1997, and now they want to continue improving. In paragraph 8 it talks about how time has changed for women. Albright reads this so the women in the class know that times are changing and they can get anywhere they want too.

[3] In the speech it goes to tell about the different types of women met. Going along with any type of woman can do what she sets her mind too.

[4] In paragraph 15-21 it talks about how they can do what they set their mind to just the children graduating.

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Sample C

[1] In 1997 the United State Madeleine Albright gave the commencement speech for the graduating class of Mount Holyoke College in Massachusetts. ___ her speech gave clear evidence that war is coming to a end.

[2] Madeleine Albright first talks about the Berlin Wall and how it will put America in the right position for no more war. To give a example she says that "America is making the right choice". If America is making the right choice they why are we cruelly scrotinizing women or taxing other countries?

[3] Another example is we know there are uncommon women all over the globe. She is saying even if you think women are worth anything in his world there are some great intellectual women. But the world will never defend people in situations like this.

[4] In conclusion the final anylsis we learn that the world is different.