

## SOAPSTONE Worksheet

<b>S</b>	<b>What is the <u>subject</u> of the piece?</b>  What are the general topics/ <u>and/or</u> ideas contained in the text?	
<b>O</b>	<b>What is the <u>occasion</u>?</b>  What are the time, place, and setting of the piece?	
<b>A</b>	<b>Who is the <u>audience</u>?</b>  To whom is the piece directed?	
<b>P</b>	<b>What is the <u>purpose</u>?</b>  What is the purpose or reason this piece was written?	
<b>S</b>	<b>Who is the <u>speaker</u>?</b>  Who is the voice that tells the story/narrates the piece?	
<b>T</b>	<b>What is the <u>tone</u> of the piece?</b>  What is the attitude or emotional characteristics present in the piece?	

SOAPSTone Worksheet, example

Name \_\_\_\_\_ Per \_\_\_\_\_

<p><b>S</b></p>	<p><b>What is the <u>subject</u> of the piece?</b></p> <p>What are the general topics/and/or/ideas contained in the text?</p>	<p><b>TITLE:</b> <b>AUTHOR:</b></p> <p>Lincoln is taking office again and remarks about the Civil War's cause, only mentions progress briefly, and gives a short speech. Lincoln mentions that no one expected the war to last as long as it has, nor for it to be as bad as it is. He discusses how God is being "invoked" by both sides. Then, he mentions that God may have his own purposes in the war's length.</p>
<p><b>O</b></p>	<p><b>What is the <u>occasion</u>?</b></p> <p>What are the time, place, and setting of the piece?</p>	<p>Lincoln's Second Inaugural Address; Delivered March 4, 1865, in Washington D.C.; Most presidential addresses are given at the beginning of the new year but his was in March. (There is a photograph of this particular day; it includes the President at the podium holding papers. Many sources also cite the fact that John Wilkes Booth can be identified in the crowd.) It takes place on the steps of the capitol building.</p>
<p><b>A</b></p>	<p><b>Who is the <u>audience</u>?</b></p> <p>To whom is the piece directed?</p>	<p>There was probably a large crowd of people in D.C. listening to the speech, but it will be released in print immediately and will be available to everyone, North and South. Lincoln would have known how many people would be reading the speech.</p>
<p><b>P</b></p>	<p><b>What is the <u>purpose</u>?</b></p> <p>What is the purpose or reason this piece was written?</p>	<p>It is traditional for the new president to give an inaugural speech. Lincoln's purpose is to prepare his audience for what is to come in the war (war's end) and imply that his direction afterward will be to "bind up the nation's wounds" and care for EVERYONE hurt by the war - soldier, families, and children.</p>
<p><b>S</b></p>	<p><b>Who is the <u>speaker</u>?</b></p> <p>Who is the voice that tells the story/narrates the piece?</p>	<p>Lincoln gives the speech but he only says "I" once and "myself" once. He uses more non-descript terms like "all" but doesn't exactly say who that is. He uses "us" and "we" at the end, and finishes by calling for a "just and lasting peace among ourselves and with all nations." I think he is trying to speak for everyone in his audience by doing it this way, that way more people can agree with his course of action.</p>
<p><b>T</b></p>	<p><b>What is the <u>tone</u> of the piece?</b></p> <p>What is the attitude or emotional characteristics present in the piece?</p>	<p>Lincoln's speech feels very sober and somber, especially when he talks about how God might want the war to continue 'until every drop of blood drawn with the lash shall be paid by another drawn with the sword" and then goes on to declare that it might be a "righteous" judgment.</p>

Example provided by Julie Barlow

## SOAPSTONES

**Subject:** The general topic, content, and ideas in the text. This can be stated in a few words or a phrase.

**Occasion:** Where and when did the story take place? In what context? What is the rhetorical occasion of the text? Is it a memory, a description, an observation, a valedictory, an argument, a diatribe, an elegy, a declaration, a critique, etc.? Note the larger occasion, that is, the *broad* issue which is the center of ideas and emotions. Also note the immediate occasion, that is, the issue that catches the writer's attention and triggers a response.

**Audience:** Toward whom is the text directed? Does the author identify an audience? Is it one individual, a group, many groups? What assumptions can you make about the intended audience? Are the speaker's words trying to shape an audience (e.g., appeal to people as tender parents or fellow dwellers of the planet)?

**Purpose:** What is the speaker's reason for writing the text? Considering the purpose is important so that the reader can examine the writer's argument and logic. In what ways does the author convey the message of the purpose? What is the message? How does the speaker try to spark a reaction in the audience? How is the text supposed to make the audience feel? What is its intended effect?

**Speaker: (The voice telling the story).** Is someone identified as the speaker? What assumptions can you make about the speaker? (e.g., age, gender, class, emotional state, etc.) The author and the speaker are not necessarily the same. The author may tell the story from many different points of view. So who is telling the story? How do you know this? How does the writer present his/her narration? Assess the character of the speaker. These are crucial considerations. Are the author and speaker a different gender? Do not be confused by the gender of the author and assume the speaker must be the same. Let the facts lead you to the speaker. What does the speaker believe? Do not assume that the author believes what the speaker believes. If the text is non-fiction, do not simply identify the speaker/author by name. Include important facts about the speaker that will help the reader (the audience) make judgments about the speaker's position (the speaker's point of view). Remember that we are composed of many personalities and characteristics. Is the speaker trying to come across as an authoritative figure, approachable friend, tough coach? Is the politician reminding us that she's a mother and a believer in God? How has the speaker chosen to shape herself or himself in this text?

*Stylistic and Linguistic Elements:* syntax, language, literary devices, imagery, diction, detail.

**Tone:** What is the author's attitude toward the subject? What emotional sense do you take from the piece? The *spoken word* can convey the speaker's attitude and help impart meaning through tone of voice. However, with the *written word*, tone extends meaning past the literal. How does the diction (choice of words) point to the tone? How does syntax (sentence construction) point to tone? Finally, how does imagery (vivid descriptions that appeal to the senses) point to tone?

**Organization:** How is the text organized? How does the writer arrange his/her content? How does he/she choose to begin and end? What does he/she choose to repeat?

**Narrative Style:** How does the writer tell the "story"? What does the writer reveal? What does he/she conceal? What does (s)he invert/subvert? Is the writing "dramatic," almost play-like in its use of dialogue or theatrical conventions? How does the writer treat time? (*Note:* This item can be addressed even within non-fiction. Also, note that there is some overlap with this term and with organization and scope.)

**Evidence:** What kind of diction dominates the text? What is the source of the images (e.g., nature, weapons, law, science, theology, love, architecture, etc.). What do sound devices contribute to the work? (In other words, what evidence can you find within this text to back up your sense of tone, speaker, organization, etc.)

**Scope:** What has the author chosen to include? What has he/she ignored? How would the effect have been different if the author had included some of the information he/she left out? Is there a time period, people, idea, or emotion that is most emphasized, and how might that reveal the author's purpose or appeals to his/her audience?

([http://72.14.253.104/search?q=cache:3AwGzOKbX7MJ:www.sdcoe.k12.ca.us/score/things/PDF/SOAPSTONE\\_Discuss.pdf+soapstone+AP&hl=en&t=clnk&cd=1&gl=us](http://72.14.253.104/search?q=cache:3AwGzOKbX7MJ:www.sdcoe.k12.ca.us/score/things/PDF/SOAPSTONE_Discuss.pdf+soapstone+AP&hl=en&t=clnk&cd=1&gl=us)) [Website is main source, but some clarifications and questions added by Shauna McPherson, "Scope" also added based on an AP conference presentation.]