

Transcript of President John F. Kennedy's Inaugural Address (1961)

Vice President Johnson, Mr. Speaker, Mr. Chief Justice, President Eisenhower, Vice President Nixon, President Truman, Reverend Clergy, fellow citizens:

1 We observe today not a victory of party but a celebration of freedom--symbolizing an end as
2 well as a beginning--signifying renewal as well as change. For I have sworn before you and
3 Almighty God the same solemn oath our forbears prescribed nearly a century and three-quarters
4 ago.

5 The world is very different now. For man holds in his mortal hands the power to abolish all
6 forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for
7 which our forebears fought are still at issue around the globe--the belief that the rights of man
8 come not from the generosity of the state but from the hand of God.

9 We dare not forget today that we are the heirs of that first revolution. Let the word go forth from
10 this time and place, to friend and foe alike, that the torch has been passed to a new generation of
11 Americans--born in this century, tempered by war, disciplined by a hard and bitter peace, proud
12 of our ancient heritage--and unwilling to witness or permit the slow undoing of those human
13 rights to which this nation has always been committed, and to which we are committed today at
14 home and around the world.

15 Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any
16 burden, meet any hardship, support any friend, oppose any foe to assure the survival and the
17 success of liberty.

18 This much we pledge--and more.

19 To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful
20 friends. United there is little we cannot do in a host of cooperative ventures. Divided there is
21 little we can do--for we dare not meet a powerful challenge at odds and split asunder.

22 To those new states whom we welcome to the ranks of the free, we pledge our word that one
23 form of colonial control shall not have passed away merely to be replaced by a far more iron
24 tyranny. We shall not always expect to find them supporting our view. But we shall always hope
25 to find them strongly supporting their own freedom--and to remember that, in the past, those who
26 foolishly sought power by riding the back of the tiger ended up inside.

27 To those people in the huts and villages of half the globe struggling to break the bonds of mass
28 misery, we pledge our best efforts to help them help themselves, for whatever period is required--
29 -not because the communists may be doing it, not because we seek their votes, but because it is
30 right. If a free society cannot help the many who are poor, it cannot save the few who are rich.

31 To our sister republics south of our border, we offer a special pledge--to convert our good words
32 into good deeds--in a new alliance for progress--to assist free men and free governments in
33 casting off the chains of poverty. But this peaceful revolution of hope cannot become the prey of
34 hostile powers. Let all our neighbors know that we shall join with them to oppose aggression or
35 subversion anywhere in the Americas. And let every other power know that this Hemisphere
36 intends to remain the master of its own house.

37 To that world assembly of sovereign states, the United Nations, our last best hope in an age
38 where the instruments of war have far outpaced the instruments of peace, we renew our pledge of
39 support--to prevent it from becoming merely a forum for invective--to strengthen its shield of the
40 new and the weak--and to enlarge the area in which its writ may run.

41 Finally, to those nations who would make themselves our adversary, we offer not a pledge but a
42 request: that both sides begin anew the quest for peace, before the dark powers of destruction
43 unleashed by science engulf all humanity in planned or accidental self-destruction.

44 We dare not tempt them with weakness. For only when our arms are sufficient beyond doubt can
45 we be certain beyond doubt that they will never be employed.

46 But neither can two great and powerful groups of nations take comfort from our present course--
47 both sides overburdened by the cost of modern weapons, both rightly alarmed by the steady
48 spread of the deadly atom, yet both racing to alter that uncertain balance of terror that stays the
49 hand of mankind's final war.

50 So let us begin anew--remembering on both sides that civility is not a sign of weakness, and
51 sincerity is always subject to proof. Let us never negotiate out of fear. But let us never fear to
52 negotiate.

53 Let both sides explore what problems unite us instead of belaboring those problems which divide
54 us.

55 Let both sides, for the first time, formulate serious and precise proposals for the inspection and
56 control of arms--and bring the absolute power to destroy other nations under the absolute control
57 of all nations.

58 Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore
59 the stars, conquer the deserts, eradicate disease, tap the ocean depths and encourage the arts and
60 commerce.

61 Let both sides unite to heed in all corners of the earth the command of Isaiah--to "undo the heavy
62 burdens . . . (and) let the oppressed go free."

63 And if a beachhead of cooperation may push back the jungle of suspicion, let both sides join in
64 creating a new endeavor, not a new balance of power, but a new world of law, where the strong
65 are just and the weak secure and the peace preserved.

66 All this will not be finished in the first one hundred days. Nor will it be finished in the first one
67 thousand days, nor in the life of this Administration, nor even perhaps in our lifetime on this
68 planet. But let us begin.

69 In your hands, my fellow citizens, more than mine, will rest the final success or failure of our
70 course. Since this country was founded, each generation of Americans has been summoned to
71 give testimony to its national loyalty. The graves of young Americans who answered the call to
72 service surround the globe.

73 Now the trumpet summons us again--not as a call to bear arms, though arms we need--not as a
74 call to battle, though embattled we are-- but a call to bear the burden of a long twilight struggle,
75 year in and year out, "rejoicing in hope, patient in tribulation"--a struggle against the common
76 enemies of man: tyranny, poverty, disease and war itself.

77 Can we forge against these enemies a grand and global alliance, North and South, East and West,
78 that can assure a more fruitful life for all mankind? Will you join in that historic effort?

79 In the long history of the world, only a few generations have been granted the role of defending
80 freedom in its hour of maximum danger. I do not shrink from this responsibility--I welcome it. I
81 do not believe that any of us would exchange places with any other people or any other
82 generation. The energy, the faith, the devotion which we bring to this endeavor will light our
83 country and all who serve it--and the glow from that fire can truly light the world.

84 And so, my fellow Americans: ask not what your country can do for you--ask what you can do
85 for your country.

86 My fellow citizens of the world: ask not what America will do for you, but what together we can
87 do for the freedom of man.

88 Finally, whether you are citizens of America or citizens of the world, ask of us here the same
89 high standards of strength and sacrifice which we ask of you. With a good conscience our only
90 sure reward, with history the final judge of our deeds, let us go forth to lead the land we love,
91 asking His blessing and His help, but knowing that here on earth God's work must truly be our
92 own.

Name: _____ Period: _____ Date: _____

SOAPSTone Analysis

Title:	
<i>Element</i>	<i>Textual Notes and Commentary</i>
Speaker – Whose voice is telling the story? What assumptions can you make about this person?	
Occasion – What is the time, place, current situation, or context in which the author is writing?	
Audience –Who is the intended audience for the piece? What assumptions can you make about the audience?	
Purpose – What is the speaker’s purpose? In what ways does the speaker convey the message?	
Subject – What is the subject of the piece? How do you know this?	
Tone – What is the author’s attitude towards the subject? How is the writer’s attitude revealed through specific words and phrases?	

Name: _____ Period: _____ Date: _____

Style Four Square Analysis

Structure (Organization & Syntax)	Argument (Appeals, Fallacies, other devices)
Language (Imagery, figurative)	So what- Final thoughts on the speech and its effectiveness.

Introduction

Mention of SOAPS (who, what, where, when, why): _____

Effect of context on meaning of speech: _____

Thesis Statement: _____

Body Paragraph: _____

Claim (Identify): _____

Data (Refer): _____

Warrant (Explain/Analyze): _____

Conclusion:

Restate thesis: _____

Final thoughts on speech (overall effectiveness and value) _____

Argumentative Writing Rubric

	Below Standard	Approaching Standard	At Standard	Above Standard
Identify (claim)	<p>___ Response identifies no rhetorical components, or misidentifies rhetorical components.</p> <p>Structure: ___ Syntax ___ Punctuation ___ Organization ___ Parallel structure ___ Repetition ___ Cadence ___ Voice ___ Beat</p> <p>Argument: ___ Fallacies ___ Appeals ___ Other rhetorical devices:</p> <p>Language: ___ Figurative language ___ Tone and diction ___ Imagery</p>	<p>___ Response identifies only one rhetorical component per paragraph.</p> <p>Structure: ___ Syntax ___ Punctuation ___ Organization ___ Parallel structure ___ Repetition ___ Cadence ___ Voice ___ Beat</p> <p>Argument: ___ Fallacies ___ Appeals ___ Other rhetorical devices:</p> <p>Language: ___ Figurative language ___ Tone and diction ___ Imagery</p>	<p>___ Response Identifies two rhetorical components per paragraph.</p> <p>Structure: ___ Syntax ___ Punctuation ___ Organization ___ Parallel structure ___ Repetition ___ Cadence ___ Voice ___ Beat</p> <p>Argument: ___ Fallacies ___ Appeals ___ Other rhetorical devices:</p> <p>Language: ___ Figurative language ___ Tone and diction ___ Imagery</p>	<p>___ EX: Use of 3 or more rhetorical devices</p>
Refer (cite, data)	<p>___ No use of data</p> <p>___ Data used is evidence of a misinterpretation of a rhetorical component.</p>	<p>___ The data may be not be a particularly effective example of the identified rhetorical component</p> <p>___ Integration of quotations or paraphrasing is not particularly smooth</p>	<p>___ Essay uses concrete evidence from the piece to support and refer directly to the rhetorical component identified.</p> <p>___ Evidence is cited using either direct quotes, demi-quotes, or paraphrasing</p> <p>___ MLA citation/signal phrasing is present and correct.</p>	<p>___ EX: Varied combination of types of citations</p>
Explain (analyze, warrant)	<p>___ The analysis fails to connect the identified rhetorical component and the data.</p> <p>___ The analysis lacks a discussion of "how" and "to what effect"</p>	<p>___ The connection between the identified rhetorical component and the data may be weak or superficial</p> <p>___ The analysis provides an explanation of "how" the author uses a particular rhetorical component <i>or</i> "to what effect" the author uses that component, but may not successfully discuss both</p>	<p>___ The analysis connects the identified rhetorical component to the cited data</p> <p>___ The analysis provides an explanation of both "how" the author uses a particular rhetorical component, as well as "to what effect" the author uses that component</p>	<p>___ EX: Analysis creates a new understanding within given research</p>

<p>Summarize</p>	<p>___ No visible synopsis with key details</p> <p>___ No supporting context given</p> <p>___ Summary misinterprets the main idea of the piece</p>	<p>___ Synopsis is present, but may be lacking in key details or depth</p> <p>___ Essay contains some context to support summary and analysis</p> <p>___ Summary generally grasps the main idea of the piece</p>	<p>___ Essay contains a brief synopsis of the piece which includes key details</p> <p>___ Essay contains necessary context to support summary and analysis (SOAPS)</p> <p>___ Summary grasps the main idea of the piece</p>	<p>___ EX. The essay connects contextual support to the overall meaning of the essay</p>
<p>Organization</p>	<p>___ Essay is missing multiple components</p> <p>___ Essay is difficult to follow; paragraphs may have little connection to thesis</p>	<p>___ Essay may be missing one component, or component may be</p>	<p>___ Essay has all components including introduction, 3 body paragraphs (structure, argument, language), and conclusion</p> <p>___ Essay has a sense of unity and completeness</p> <p>___ Paragraphs and claims relate clearly to thesis of essay</p>	<p>___ Use of transitional phrases to enhance cohesion</p>