

# Speeches and Essays - To Talk or Not to Talk

**Grade Level or Special Area:** 7<sup>th</sup> Grade Language Arts

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**Length of Unit:** Ten structured lessons, thirty to thirty-five minutes each (if research is something that needs to be done during class time, the teacher may want to add a couple of days for in-class work time; the culminating activity takes as many days as needed to get in every student's presentation)

## I. ABSTRACT

This unit compares essays and speeches. It also covers speaking and listening skills as students learn to give speeches and to be a good audience. Students will do some research and then present their findings in an essay format *and* as a speech. Students will also work with some essays and speeches found in *Realms of Gold, Vol. 2*, analyzing their properties and discussing them in groups.

## II. OVERVIEW

### A. Concept Objectives

1. Students will understand whether to use an essay or a speech when addressing a variety of purposes and audiences. (adapted from Colorado Standard 2, Language Arts 7)
2. Students will recognize how to use conventional grammar, usage, sentence structure, punctuation, capitalization and spelling in their writing and public speaking. (adapted from Colorado Standard 3, Language Arts 7)
3. Students will understand how to apply thinking skills to their writing and speaking. (adapted from Colorado Standard 4, Language Arts 7)
4. Students will understand how to read and recognize speeches and essays as a record of human experience. (adapted from Colorado Standard 6, Language Arts 7)

### B. Content from the *Core Knowledge Sequence* 7<sup>th</sup> grade Language Arts, (pp. 157 and 161)

1. Writing, Grammar, and Usage (p. 157)
  - a. Speaking and Listening
    - i. Participate civilly and productively in group discussions
    - ii. Give a short speech to the class that is well organized
2. Fiction, Nonfiction, and Drama (p. 161)
  - a. Essays and Speeches
    - i. "Shooting an Elephant" (George Orwell)
    - ii. "The Night the Bed Fell" (James Thurber)
    - iii. "Declaration of War on Japan" (Franklin D. Roosevelt)

### C. Skill Objectives

1. Students write and speak for a variety of purposes and audiences (Colorado Standard 2).
2. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling (Colorado Standard 3).
3. Students apply thinking skills to their reading, writing, speaking, listening, and viewing (Colorado Standard 4).
4. Students read and recognize [speeches and essays] as a record of human experience. (adapted from Colorado Standard 6, Language Arts 7)

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  - 1. Research methods available to your school (Lesson Two)
  - 2. *Confidence in Public Speaking*, by Paul Edward Nelson/Judy Cornelia Pearson
- B. For Students
  - 1. Write a research essay, defining thesis, organizing with an outline, *Core Knowledge Sequence*, Language Arts, Grade 6
  - 2. Speaking and listening, correctly use punctuation introduced in earlier grades, *Core Knowledge Sequence*, Language Arts, Grade 6

### IV. RESOURCES

- A. *Realms of Gold, Vol. 2* (Lessons Two, Three, Five, Eight, and Ten)
- B. Access to research materials, an/or magazine and newspaper articles (for research, if needed)
- C. Dictionaries (Lesson One)
- D. Voices of WW2 website, [www.umkc.edu/lib/spec-col/ww2/PearlHarbor/fdr-speech.htm#doi](http://www.umkc.edu/lib/spec-col/ww2/PearlHarbor/fdr-speech.htm#doi) (September 10, 2004): Contains a photo of FDR's actual speech, a recording of FDR giving the speech, and a picture of FDR, his son, the Speaker of the House and the Vice President during the broadcast (Lesson Seven)

### V. LESSONS

#### Lesson One: Think Before You Speak (thirty minutes)

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students will understand how to apply thinking skills to their writing and speaking.
    - b. Students will understand how to read and recognize speeches and essays as a record of human experience.
  - 2. Lesson Content
    - a. Speaking and Listening
      - i. Participate civilly and productively in group discussions
  - 3. Skill Objective(s)
    - a. Students write and speak for a variety of purposes and audiences.
    - b. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
    - c. Students read and recognize [speeches and essays] as a record of human experience.
- B. *Materials*
  - 1. Appendix A, Rubric for Audience Participation (one per student)
  - 2. Appendix B, one copy for teacher, if needed (copy onto transparency to use in Lesson Eight)
  - 3. A couple of dictionaries
- C. *Key Vocabulary*
  - 1. Essay - an analytic or interpretative literary composition usually dealing with its subject from a limited or personal point of view
  - 2. Speech - to communicate or express thoughts using spoken words; a verbal discourse, usually to an audience
  - 3. Audience - the receiver of the communication of ideas and thoughts either from a public discourse, a private conversation or by reading a written piece
  - 4. Speaker - the one presenting the thoughts and ideas whether though written or oral communications

D. *Procedures/Activities*

1. REVIEW: Overview of the unit.
  - a. This unit compares essays and speeches, and what techniques are different in each genre.
  - b. It also covers speaking and listening skills by having students give speeches and practice being a good audience.
  - c. Students will be doing some research and then present the same information as an essay *and* as a speech.
  - d. Students will be turning these in. The essays are to be a five-paragraph essay, each paragraph containing at least five sentences. The speech should be three to five minutes long. The final assessment will be the written speech and its presentation.
  - e. Students will also work with some essays and speeches found in *Realms of Gold, Vol. 2*, analyzing their properties and discussing them in groups.
  - f. Hand out Appendix A. Review what makes a good member of an audience. Remind students that their participation as an audience member is also part of their grade for this unit.
2. LESSON: **Make sure students take notes.**
3. Write, "Essay," "Speech" and "Audience" on the board. Ask students if they know what these are. Point out that essays and speeches are a good record of human experience. Let's see why.
4. Have a student look up the definition of "essay," another student look up "audience," and another student look up "speech (the noun)" and report their findings to the class.
5. Point out that because essays are mostly one's opinion, many times the essay is based on one person's experience in life. Usually a speech is one person's opinion presented in a public way. These make them an excellent source of knowledge of the human experience. Remind the students that when they write their essays and speeches, they will be recording their own human experience.
6. Ask students to offer ideas on what is the same in both genre and what they think is different. *Refer to Appendix B, if needed.*
7. Using suggestions from the students, come up with a feasible definition of a speaker, a writer, and an audience. Remember to include the audience of an essay, the reader.
8. ACTIVITY: Pair and share for about six minutes. Students pair up and, as a team, discuss the following questions:
  - a. When has someone speaking really kept the student's attention? It could be a friend telling about something that happened. It could be a public speaker, teacher, principal or a storyteller. What did they do to keep the audience's attention?
    - i. Suggestions to help the students:
      - a) The speaker used a lot of hand gestures and body language.
      - b) The topic was very interesting to them.
      - c) The speaker was in some kind of relationship with them, for instance they were a friend, family member, or so on.
      - d) The speaker used props, or presentation aids.
      - e) The speaker talked about something that related to the student.
  - b. Ask the students, "When you have been talking to one or more people, what has made you feel that they were really listening, really interested

in what you had to say? Did they seem really involved in your story or did they look bored? What were they doing that made you feel that you should keep telling the story, or that you should just quit talking?"

i. Suggestions to help the students:

- a) Were the listeners looking at the speaker or looking at "everything" else?
- b) Were the listeners' faces reacting to the story?
- c) Were they leaning toward the speaker or slumped back in their seats with their arms folded?

9. Bring students back together as a class and have a student from each team report what his or her team determined makes a good speaker and what makes a good listener. Write the ideas on the board.

10. Then write on the board, "When I am the speaker, it really helps if my audience \_\_\_\_\_" and have the students fill in the blank.

11. Next, write on the board, "When I am a member of an audience, it really helps if the speaker \_\_\_\_\_" and have the students fill in the blank.

12. HOMEWORK: Students need to come up with the names of three famous people, living or dead, of whom they would like to read a speech or an essay.

*Teacher's note: It is up to you if you put limits on types of famous people the students are to refer to.*

E. *Assessment/Evaluation*

1. As the students are paired, walk around and do a quick check to see if students understand what they are looking for and if they can remember a time when they had a good audience or heard a good speaker.

**Lesson Two: To Speak or To Publish (thirty to thirty-five minutes)**

A. *Daily Objectives*

1. Concept Objective(s)

- a. Students will understand whether to use an essay or a speech when addressing a variety of purposes and audiences.
- b. Students will understand how to apply thinking skills to their writing and speaking.
- c. Students will understand how to read and recognize speeches and essays as a record of human experience.

1. Lesson Content

- a. Speaking and Listening
  - i. Participate civilly and productively in group discussions
- b. Essays and Speeches
  - i. "Shooting an Elephant" (George Orwell)

2. Skill Objective(s)

- a. Students write and speak for a variety of purposes and audiences.
- b. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
- a. Students read and recognize [speeches and essays] as a record of human experience.

B. *Materials*

1. Appendix B (reference for teacher, if needed)
2. Appendix C (reference for teacher, if needed)
3. Appendix D (one per student)
4. *Realms of Gold, Vol. 2* (copies for each student)

C. *Key Vocabulary*

1. Essay - an analytic or interpretative literary composition usually dealing with its subject from a limited or personal point of view
2. Speech - to communicate or express thoughts using spoken words; a verbal discourse, usually to an audience

D. *Procedures/Activities*

1. REVIEW: Students should get out their homework from last lesson. (As you walk around the room, check if they did the homework and if there are any names that show up on several papers.) Ask for suggestions and list them on the board.  
*Teacher's note: You need to determine the most efficient way to have your students research the speech by a famous person and their topic for the final activity which begins in Lesson Six. You will need to allow what time is needed.*
2. Students need to bring a copy of a speech by a famous person for Lesson Eight. They should also be able to tell the class a little about this person, such as who he/she is, when he/she lived, and what he/she did. Discuss with your students the best methods available to them in your school for finding a speech by one of the famous people on their list.
3. LESSON: Topic and Purpose. Read the following scenarios to the students, writing their ideas on the board at the end of each one. You want the students to begin thinking about how to pick a topic and how to decide if an essay or speech is the best way to convey the topic. If needed, refer to Appendix C.
  - a. Scenario one: You have been asked to research a topic and present your information to a committee. They give you the topic and you begin your research. You become very passionate about the topic. You need to decide whether the information is more powerful presented as an essay or as a speech.
  - b. Scenario two: You have been asked to speak at a Mother's Day luncheon of parents and teachers. You are free to pick a topic as long as it is appropriate. What do you do?
4. Discuss: What is the purpose of the speech or essay? Is it to entertain or to inform? What do you want the audience to do? What do you want the audience to come away with?
5. Next, students should evaluate the audience. Would written information that they can refer back to be more effective or will the information become more real if delivered in a speech? Each case is different. With the answers to these questions, the student should be able to decide whether to write a speech or an essay.
6. Discuss: How do you pick a topic? *See Appendix C.*
7. ACTIVITY: (11 to 16 minutes) Hand out Appendix D. Students should pair up. Have students turn to Shooting an Elephant in the *Realms of Gold, Vol. 2*, on page 212. They can begin reading it to each other, softly. They can begin filling out Appendix D as they find their answers. They should get at least half way through the essay.
8. HOMEWORK: Students should begin looking for a speech by one of the people on their lists. They will need about two minutes of a speech for Lesson Seven. If they cannot find a short speech, then they need to bring in about two minutes worth of a longer speech. Also, they should begin thinking of a topic for their final speech. Offer suggestions for topics. A short list of three possible topics is due for Lesson Four.

- E. *Assessment/Evaluation*
1. Do a quick check around the room and see if the students are filling out Appendix D.

**Lesson Three: Is Spoken or Written Better? (thirty to thirty five minutes)**

A. *Daily Objectives*

1. Concept Objectives
  - a. Students will understand whether to use an essay or a speech when addressing a variety of purposes and audiences.
  - b. Students will understand how to read and recognize speeches and essays as a record of human experience.
2. Lesson Content
  - a. Speaking and Listening
    - i. Participate civilly and productively in group discussions
  - b. Essays and Speeches
    - i. "Shooting an Elephant" (George Orwell)
3. Skill Objective(s)
  - a. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
  - b. Students read and recognize [speeches and essays] as a record of human experience.

B. *Materials*

1. Appendix D, from last lesson
2. Appendix D, Key to Shooting and Elephant (one for teacher)
3. Appendix E, One for teacher, if needed
4. Appendix F, on transparency for overhead
5. *Realms of Gold, Vol. 2* (copies for each student)

C. *Key Vocabulary*

1. Language - a system that allows us to exchange ideas
2. Spoken language - verbal sounds that represent ideas, thoughts and meanings
3. Written Language - using drawn symbols to represent the spoken language so that ideas can be exchanged non-verbally

D. *Procedures/Activities*

1. REVIEW: Give the students the following scenario. Then, as a class, proceed through the steps to decide whether it should be an essay or a speech.
  - a. Scenario: You want to run for class president. There are a couple of issues in your school that you believe you can change if you were elected. You have researched solutions to these problems by looking at what other schools have done. You want to convince your fellow students to vote for you. Is it better to present these issues in short concise essays and distribute them as flyers or to present them in your speech at the student body assembly?
    - i. ONE: What is the purpose of the speech or essay? Each case is different. Is it to entertain or to inform? (Answer: To inform the student body.)
    - ii. TWO: What do you want the audience to come away with? (Answer: Information that the problems exists and that you have a solution.)
    - iii. THREE: What do you want the audience to do? (Answer: Help solve the problems by voting for you.)

- iv. FOUR: Evaluate your audience. How will this information make a bigger impact, as a speech or as a flyer? (Answer: Since the audience is still young, visual gestures and oral information may be more memorable.)
  - 2. LESSON: Lead a classroom discussion on the differences between the spoken and the written language. Put Appendix F on the overhead.
    - a. Have the students read the statement. Ask them, "Why do you think Pliny the Younger says that we are more affected by the words we hear?"
    - b. On the board, write "Spoken" and "Written" so that you can record students' answers.
    - c. Tell the students, "Language is a system that allows us to exchange ideas." What are the benefits and the drawbacks to the written and the spoken when exchanging ideas? Refer to Appendix E, if necessary.
  - 3. ACTIVITY: Give students about 10 minutes to finish reading Shooting an Elephant and filling out Appendix D. If they finish, they can spend the time brainstorming about the topic they will present or they can begin their homework.
  - 4. Collect Appendix D for evaluation.
  - 5. HOMEWORK: Have students think about their day at school. They should list three things that they learned today. ("Nothing," is not an option.) It can be information presented in their classroom, something a friend or family member told them or something they heard on the news or radio. Now, next to each thing, they are to write down if it was written or spoken information, and why the information stuck out to them.
- E. *Assessment/Evaluation*
- 1. Appendix D. Look for understanding. Are there any common unknowns or misunderstandings?
 

*Teacher's note: A key to D is made available for Shooting an Elephant, to give a new teacher an idea. It is more important to discuss the essays and the speech with the class giving them time to think about the answers.*

**Lesson Four: Consider the Audience (thirty minutes)**

- A. *Daily Objectives*
  - 1. Concept Objectives
    - a. Students will understand how to apply thinking skills to their writing and speaking.
  - 2. Lesson Content
    - a. Speaking and Listening
      - i. Participate civilly and productively in group discussions
  - 3. Skill Objective(s)
    - a. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
- B. *Materials*
  - 1. Students should have their homework from last night
  - 2. Students should have their list of topics
- C. *Key Vocabulary*
  - 1. Audience analysis - discovering as much about the intended audience as you can for the purpose of improving communication with them

D. *Procedures/Activities*

1. REVIEW: Have students look at their homework. Can the students determine why these three things were more memorable?
2. Of the information they remembered last night, was more of it written or spoken?
  - a. As an aside, from what the student observed, does he or she think that reading information to study for a test would be best for them or would discussing it with someone be more helpful?
3. LESSON: Lead a discussion. Review the definition of an audience. Just how important is an audience?
  - a. Scenario one: Have you ever told the same story or joke to two or more audiences? How did it go? Which audience appreciated it more? How do you know? Have you told a joke out loud to yourself? Is it as funny?
  - b. Scenario two: What about when you are writing? Are you just putting down words or do you picture in your mind how the reader will respond to your thoughts and ideas? How do you write differently when just writing a note to yourself like in a diary, or writing a note to someone else?
4. In writing an essay or giving a speech, the audience is very important. Otherwise, what is the point?
5. Whether writing or speaking, the communicator should want to adapt to the audience. Why?
6. How does the speaker please the audience? By giving them something they want. To do this the speaker needs to analyze the audience. When planning the topic, the speaker should make sure he or she understands who will be in the audience and what they are interested in. The following is a list of things the speaker should find out about the audience.

Consider the wide variety of audiences you might face in middle school and high school.

  - Your schoolmates at an assembly
  - Your classmates and teacher
  - Parents
  - A group of friends
  - A group of younger students
  - Judges at a competition
7. Ask the students if they would talk to all of these audiences in the same way, even if you were delivering the same information? No.
8. What determines how you would talk to an audience?
  - a. The most important factors are: age, gender, origin, education, and the hosting organization or situation.
  - b. When analyzing the situation keep these factors in mind: The size of the audience, the occasion of the gathering, how much time is allotted for your speech, and the importance of the occasion. For example, a funeral may be more important than a birthday party.
9. Ask the students, as an audience, what do they want from the speaker? Discuss students' ideas
10. ACTIVITY: Have students write on a piece of notebook paper the following conditions:
  - a. A funeral; the audience is made up of family and friends of the deceased
  - b. A wedding; the audience is made up of family and friends of the bride and groom
  - c. Presenting a science project; the audience is made up of adult judges

- d. Presenting a book report in class; the audience is made up of your teacher and classmates
  - e. At lunch, telling something funny that happened to you last night; the audience is made up of your friends
11. Now have them explain for each situation:
    - a. What kinds of topics they could speak on?
    - b. How serious would the presentation need to be?
  12. Have students share some of the ideas for topics for their final presentation with the rest of the class. If anyone hears a good idea from another student they can add that to their list. You can mention if you think any are inappropriate. Have students reconsider their lists and decide on one topic. Have them turn this in to you for final approval.
- E. *Assessment/Evaluation*
1. Walk around the room and do a spot check during the Activity. Students should be able to determine what kind of speech to give in these situations.

**Lesson Five: Being a Good Audience (thirty minutes)**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students will understand how to apply thinking skills to their writing and speaking.
    - b. Students will understand how to read and recognize speeches and essays as a record of human experience.
  2. Lesson Content
    - a. Speaking and Listening
      - i. Participate civilly and productively in group discussions
    - b. Essays and Speeches
      - i. “The Night the Bed Fell” (James Thurber)
  3. Skill Objective(s)
    - a. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
    - b. Students read and recognize [speeches and essays] as a record of human experience.
- B. *Materials*
1. *Realms of Gold, Vol. 2* (copies for each student)
  2. Appendix A, students can use the one you already gave them (have some ready for those who lost it)
  3. Appendix D, new one; one per student
  4. Appendix G, one per student
  5. Appendix H, one per student
- C. *Key Vocabulary*
1. Hearing - to perceive sound by the ear
  2. Listening - pay attention to the sounds perceived by the ear
- D. *Procedures/Activities*
1. REVIEW: Give students back their topic papers with your approval or suggestions on them.
    - a. Hand out a new Appendix D and have students refer to them. Go over any common unknowns or misunderstandings that you noticed when reviewing their last assignment. Clarify any questions. They will need these later this lesson.

- b. LESSON: Hand out Appendix G. Cover the requirements of the final project. Appendix G gives the requirements and the rubric. If there is going to be time in class for research, let them know when that is. Give due date.
- 2. The speaker is supposed to consider the audience, how can the audience help by being a great audience? (Answer: By being a good listener.)
- 3. Lead a discussion on being a good listener. Refer to Appendix A.
- 4. ACTIVITY: Students will read The Night the Bed Fell by James Thurber, found in the *Realms of Gold, Vol. 2*, on page 222, answering the questions on the new Appendix D. They should be able to finish it in class.
- 5. HOMEWORK: Students are to observe three people who are supposedly listening to someone else or to the TV or radio. It can be family members or classmates, or maybe a stranger at the bus stop. Can they tell if they are highly interested, somewhat interested, not interested? How can they tell?
- 6. Next, they need to find someone they can talk to. Students need to ask them, "Will you listen for a minute?" Then the student needs to tell them about something that happened to them during the day. Next, the student needs to ask if he or she can ask them a couple of questions as part of their homework. Ask them two or three questions about what they just told them. Make sure they ask an easy question and a couple of questions about details or something that was not very important in the story. How closely were they listening to the student. Can they answer all of the questions? Students need to report their findings on their homework paper.

*Teacher's Note: Make sure the students understand the observation part and what is being asked of them.*

- E. *Assessment/Evaluation*
  - 1. Take notice during the discussions to see if students understand the content.

**Lesson Six: It All Starts with the Writing (thirty minutes)**

- A. *Daily Objectives*
  - 1. Concept Objectives
    - a. Students will understand how to apply thinking skills to their writing and speaking.
  - 2. Lesson Content
    - a. Speaking and Listening
      - i. Participate civilly and productively in group discussions
    - b. Essays and Speeches
      - i. "Shooting an Elephant" (George Orwell)
  - 3. Skill Objective(s)
    - a. Students write and speak for a variety of purposes and audiences.
    - b. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
- B. *Materials*
  - 1. Appendix H, one for teacher, if needed
  - 2. Appendix I, one per student
  - 3. Appendix J, one overhead transparency
- C. *Key Vocabulary*
  - 1. Brainstorming - a problem-solving technique that involves the spontaneous contribution of ideas from all members of a group
  - 2. Composition - a piece of writing

- D. *Procedures/Activities*
1. REVIEW: Looking at last night's homework, have students share what they observed. Ask them how they usually do when listening to a friend. Are they really listening to what the other person says or are they thinking of what they are going to say next?
  2. Ask students what is the structure of the 5-paragraph essay. Refer to Appendix H
  3. LESSON: Laying out the essay.
  4. Hand out Appendix I. Indicate to students that whether they are writing a speech or an essay, they are using the principles of composition.
    - a. The introduction of the essay should be the thesis statement.
    - b. The first sentence of each paragraph should state the central idea for that paragraph.
    - c. Use transitions that help the essay flow together.
    - d. The conclusion should review the main ideas expressed in the essay.
    - e. Avoid using too much information. Keep the essay down to three facts.
  5. Since an essay is "an analytic or interpretative literary composition" and usually deals with its topic from a "**limited or personal point of view,**" students can begin writing the essay from their personal point of view.
  6. ACTIVITY: Whether students have started their research or not, they should have some opinion about their topic. Give students about 15 minutes to do some prewriting, or brainstorming, for the essay. Remind them that at this point they are working on the essay part. Students should check the rubric on Appendix I for details.
  7. **Differentiation:** You can use Appendix J on the overhead for a model. This might help some students organize their thoughts. Others may prefer the outline method. As the students are working, go around and see that they understand the prewriting.
  8. HOMEWORK: Remind students to bring in the speeches of their famous person day after tomorrow. They need to be able to tell who the person is, what they did that made them famous, and when they lived. They should also read it at home and put a mark at about two minutes into the speech. They will be reading this to a small group.
- E. *Assessment/Evaluation*
1. A lot of this should be review. During the discussions, determine if the students are knowledgeable about the writing process or need additional help.

### **Lesson Seven: Roughing It (thirty minutes)**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students will recognize how to use conventional grammar, usage, sentence structure, punctuation, capitalization and spelling in their writing and public speaking.
    - b. Students will understand how to apply thinking skills to their writing and speaking.
  2. Lesson Content
    - a. Speaking and Listening
      - i. Participate civilly and productively in group discussions
  3. Skill Objective(s)
    - a. Students write and speak for a variety of purposes and audiences.
    - b. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

- B. *Materials*
  - 1. Appendix K, on overhead
- C. *Key Vocabulary*
  - 1. Rewrite - step three of the writing process that involves reading the rough draft and revising it, reorganizing, and adding to it
- D. *Procedures/Activities*
  - 1. REVIEW: The students should have the brainstorming done. Some may have started their essays. Review the next step of the writing process, the rough draft.
  - 2. LESSON: After the rough draft comes the rewrite. Tell the students to read their rough draft over to see how it "sounds," adding any missing thoughts or information, reorganizing it to get a better flow. This is called the rewrite and is the third step in the writing process.
  - 3. Put Appendix K on overhead. Have the rewrite part covered. Read the example of the rough draft. Ask students what is wrong with it. How could it be improved?
  - 4. Show the rewrite. Read the example. Ask students if they can see a difference. Is it an improvement? Why?
  - 5. ACTIVITY: Students need to work on their essays. They need to complete the rough draft.
  - 6. HOMEWORK: Have a friend or someone at home read your rough draft. Ask them for suggestions on how it flows. Have them sign your rough draft. Do your rewrite. Bring both to class tomorrow.
  - 7. Remind students to bring in their "famous person" speeches for tomorrow.
- E. *Assessment/Evaluation*
  - 1. As students are working, go around and check on their work. Make suggestions and answer questions as needed

**Lesson Eight: Making a Good Speech (thirty to thirty-five minutes)**

- A. *Daily Objectives*
  - 1. Concept Objectives
    - a. Students will understand whether to use an essay or a speech when addressing a variety of purposes and audiences.
    - b. Students will understand how to apply thinking skills to their writing and speaking.
    - c. Students will understand how to read and recognize speeches and essays as a record of human experience.
  - 2. Lesson Content
    - a. Speaking and Listening
      - i. Participate civilly and productively in group discussions
      - ii. Give a short speech to the class that is well organized
    - b. Essays and Speeches
      - i. "Declaration of War on Japan" (Franklin D. Roosevelt)
  - 3. Skill Objective(s)
    - a. Students write and speak for a variety of purposes and audiences.
    - b. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
    - c. Students read and recognize [speeches and essays] as a record of human experience.
- B. *Materials*
  - 1. Students should have their famous person speeches
  - 2. Appendix B from Lesson 1, on overhead transparency

3. Appendix L, Discussion of Speech by FDR, one for teacher, if needed
  4. Appendix M, one per group of four (copy so that page 2 is on the back side of page 1)
  5. *Realms of Gold, Vol. 2* (copies for each student)
  6. Enhancements: overhead of actual speech and photo of FDR giving speech, recording of actual speech (*see Appendix L*)
- C. *Key Vocabulary*
1. Theme - the central idea
  2. Introduction - the beginning of the speech that introduces you and your topic to the audience
  3. Conclusion - the last part of the speech that reiterates the theme, ties everything together, and elicits a response from the audience
- D. *Procedures/Activities*
1. REVIEW: Check to see if students have essay rough draft and rewrite.
  2. Looking at Appendix B, remind the students of the differences between an essay and a speech as compositions.
  3. LESSON: What makes a good speech?
    - a. A good introduction that states the thesis and sets up the main ideas
    - b. The body is divided into sections made up of paragraphs
    - c. Each paragraph has a central idea and supporting details
    - d. The conclusion contains a review of the thesis and the main points
    - e. (Look at other points on Appendix B)
  4. Have students look at “Declaration of War on Japan” by Franklin D. Roosevelt on page 230 in *Realms of Gold*.
  5. Read the speech out loud as a class. Point out the speech qualities. Refer to Appendix L, if needed.
  6. ACTIVITY: Students will work with their famous person speeches in small groups of four or less.
  7. Each group needs to turn in a completed Appendix M, pages 1 and 2, one set per group.
  8. Have each student tell his or her group who the speech is by, a little bit about the speaker, and why he/she picked this particular famous person.
  9. Then read the speech to the group. As a group, answer the questions about this speech. With one student recording a final answer on Appendix M.
  10. Turn it in.
  11. HOMEWORK: Tell students, "Look at the rewrite of your essay. Using that as the **rough draft** for your speech, on a new piece of paper create the rewrite step for your speech. (Copy the rewrite. Title it, "Speech Rough Draft." Students should now have the rewrite of their essay and the rough draft of their speech.)
- E. *Assessment/Evaluation*
1. Walk around and do a spot check to see if the students understand the instructions for Appendix M and are able to answer the questions.
  2. Evaluate the answers turned in on Appendix M.

**Lesson Nine: Presentation is Everything (thirty minutes)**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students will recognize how to use conventional grammar, usage, sentence structure, punctuation, capitalization and spelling in their writing and public speaking.

- b. Students will understand how to apply thinking skills to their writing and speaking.
  - 2. Lesson Content
    - a. Speaking and Listening
      - i. Participate civilly and productively in group discussions
  - 3. Skill Objective(s)
    - a. Students write and speak for a variety of purposes and audiences.
    - b. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.
    - c. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
- B. *Materials*
- 1. Appendix B, on overhead
  - 2. Appendix I, students should already have one from Lesson Six; be prepared with extras
- C. *Key Vocabulary*
- 1. Editing - fourth step in the writing process that involves correcting spelling, punctuation and grammar usage
- D. *Procedures/Activities*
- 1. REVIEW: Have students get out both their essays and their speeches. Go through the comparisons again, Appendix B.
  - 2. Ask students to check to see if their essay is more like an essay and their speech is more like a speech?
  - 3. Review the writing process step called Editing. This step in the writing process is the step where correct spelling, punctuation and grammar usage is considered.
  - 4. LESSON: Have students get out their Appendix I, Rubric for Essay Final Draft. Remind students of the various elements needed to write a good essay.
  - 5. A speech has more visuals to consider. Remind students that the most important visual aid is the speaker. The speaker needs to be neat and clean and wearing clothes that are a little nicer than what you expect the audience to be wearing.
  - 6. Make sure that any visual aids that you have such as posters, overhead transparencies, or slides are not wrinkled or smudged and that any writing on them is correct and is easily read; typed is best.
  - 7. With a speech another very important factor is the sound. Your voice should be loud and easily heard at the back of the crowd. If you use music or other audio equipment, test it ahead of time to make sure it is working properly.
  - 8. For more information, look at the rubric for the final project, Appendix G.
  - 9. ACTIVITY: Have students exchange their essays with other students. Each student should read the essay looking for mistakes in spelling and punctuation. Circle each mistake. Then give the essays back to their owner.
  - 10. Owners should then begin fixing all of their mistakes and begin copying the corrected rewrite into a Final Draft.
  - 11. HOMEWORK: Complete your essay Final Draft. Turn this in tomorrow.
- E. *Assessment/Evaluation*
- 1. As you walk around the room, look to see if students are finding many spelling or punctuation mistakes. Glance at a few to see if students are editing the essay correctly.

**Lesson Ten: The Writing's Done, I Want to Talk! (thirty minutes)**

A. *Daily Objectives*

1. Concept Objectives
  - a. Students will recognize how to use conventional grammar, usage, sentence structure, punctuation, capitalization and spelling in their writing and public speaking.
  - b. Students will understand how to apply thinking skills to their writing and speaking.
2. Lesson Content
  - a. Speaking and Listening
    - i. Participate civilly and productively in group discussions
3. Skill Objective(s)
  - a. Students write and speak for a variety of purposes and audiences.
  - b. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.

B. *Materials*

1. Teacher should have a couple of short speeches and presentation aids prepared to model giving a speech; you can chose from the supplemental speeches in *Realms of Gold*, or you could bring something else to class
2. A chart or list showing what day each student will do his or her speech

C. *Key Vocabulary*

1. Extemporaneous Mode - the most used style of delivering a speech, sounds like conversation, looks spontaneous and seems effortless; the speaker has more eye contact with the audience than with his or her notes
2. Manuscript Mode - where the speaker reads his or her written speech word for word; this delivery style is used when a speaker has to be precise
3. Impromptu Mode - speech given on the spur of the moment; the only preparation may be that the speaker already knows the material because of personal reading or because of his or her background, but he or she did not make a plan to speak
4. Memorized Mode - the speaker has committed the entire speech to memory and has practices it over and over including eye contact with audience and gestures

D. *Procedures/Activities*

1. REVIEW: Have students turn in their Final Draft of the essay with rubric, Appendix I.
2. Remind students that the speeches are to be three to five minutes long. They need to practice the speech at home, with the presentation aids if possible, to time how long it takes to set up and then to present.
3. LESSON: Different ways to present a speech.
4. Explain the four types of delivery: Extemporaneous, Manuscript, Impromptu and Memorized.
5. Ask students to give scenarios for each style.

*Teacher: Be prepared to pick two delivery styles to demonstrate by presenting the speeches, as you would have the students present theirs. Pick at least one where you have visual aids to use.*
6. Ask students for their observations on which style they liked better.
7. ACTIVITY: Give students time to work on the final draft of their speech. Tell the students that if they need you to get them anything to use in the speech, now are the time to tell you.
8. Assign presentation dates to the students.
9. Remind students that this written Final Draft of the speech needs to be as nice as the essay was. It will be due right after they give their speech to the class.

- 10. HOMEWORK: Finish final draft. Prepare for your presentation by practicing a few times to get out the bugs.
- E. *Assessment/Evaluation*
  - 1. The final presentations

**VI. CULMINATING ACTIVITY - Being Presentable** (thirty minutes sessions over however many days it takes to give everyone a turn)

- A. REVIEW: What makes a good speech and what makes a good audience. Remind students that they will be graded on how respectfully they attend to the speaker
- B. Have each student give you his or her Appendices A and G so that you can be scoring students during presentations.

**VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: Rubric for Audience Participation (Lessons One, Five, and Ten)
- B. Appendix B: Compare and Contrast Essays and Speeches. (Lessons One, Eight, and Nine)
- C. Appendix C: How do You Pick a Topic (Lesson Two)
- D. Appendix D: Questionnaire for Evaluating Essays/Speeches (Lessons Two and Five)
- E. Appendix E: Key for Shooting An Elephant (Lesson Three)
- F. Appendix F: Language-Spoken or Written (Lesson Three)
- G. Appendix G: Quote (Lesson Three)
- H. Appendix H: Rubric for Final Project (Lessons Five and Ten)
- I. Appendix I: Reference on 5 Paragraph Essay (Lesson Six)
- J. Appendix J: Rubric for Essay (Lessons Six and Nine)
- K. Appendix K: Web Lay Out for Brainstorming (Lesson Six)
- L. Appendix L: Example of Rough Draft/Rewrite (Lesson Seven)
- M. Appendix M: Speech by FDR (Lesson Eight)
- N. Appendix N: Evaluation of Speeches (Lesson Eight)
- O. Appendix O: Vocabulary (Reference for all lessons)

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[www.umkc.edu/lib/spec-col/ww2/PearlHarbor/fdr-speech.htm#doi](http://www.umkc.edu/lib/spec-col/ww2/PearlHarbor/fdr-speech.htm#doi), September 10, 2004

**Appendix A**  
**Rubric for Audience Participation**

<b>Criteria</b>					<b>Points</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Listening Skills</b>	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class. Student sometimes asks questions that have nothing to do with the subject at hand.	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak or carries on own conversation on the side.	_____
<b>Body Language</b>	Leaning toward the speaker or sitting on the front edge of the seat. Face shows signs of reaction to information being presented.	Quietly looking at speaker. Face shows signs of reaction to information being presented.	Quiet. Mostly looking at speaker.	Mostly not looking at the speaker.  Slumped back in seat or sitting sideways to speaker.	_____
				<b>Total -----&gt;</b>	

Teacher's Comments:

**Appendix B**  
**Compare and Contrast Essays and Speeches**

Although there are many similarities in composing a speech, the speech should not sound like an essay being read.

<b>Essays</b>	<b>Speeches</b>
Can give more information because the reader can always refer back to a section, or read it more often	Usually heard once Need more attention getters
Allows for longer sentences and paragraphs, and a more complex language (especially when explaining technical information)	Have to keep the facts to a short list of important facts. Listeners can only take in so much information
Fewer attention getters needed	Need to repeat the facts in creative ways because listeners need repetition to remember anything.
Less repetitive to get the point across	Keep it simple; Shorter sentences
Obviously premeditated	Sound spontaneous

The biggest difference is that an essay can be read over and over again but a speech is usually a one time event. This effects the length of sentences, the attention getters and the complexity of the information.

## Appendix C

# How Do You Pick a Topic?

### Purpose

Whenever you are deciding to convey ideas, an important part of planning is to decide the purpose.

The next important step is to evaluate the audience. What form of communication will best fit their needs?

With the answers to these questions, the student should be able to decide whether to write a speech or an essay.

### Topic

In picking a topic, look at these factors: Is the topic already picked for you; who is your audience; what is the occasion.

Then keep these things in mind:

Speak about something you know, or at least know something about. This cuts down on research. Even if the topic is picked for you, make sure you know your subject.

Speak about topics that interest you. This makes research more interesting.

Speak about topics that are uniquely your own. You can share your own background with your audience. This helps make a connection with your audience.

Speak about current events. Most audiences can relate with you concerning current events.

Scenario one: You have been asked to research a topic and present your information to a committee. They give you the topic and you begin your research. You become very passionate about the topic. You need to decide whether the information is more powerful presented as an essay or as a speech. *(Since you need the facts presented in a way that can be referenced, but you also know that your zeal will excite the audience, perhaps a speech with visual aids would be the best route.)*

Scenario two: You have been asked to speak at a Mother's Day luncheon of parents and teachers. You are free to pick a topic as long as it is appropriate. What do you do? *(This needs to be a speech because you have been asked to speak. Consider the audience. Since it is parents and teachers, they would probably be more interested in hearing about you and what deep things you are learning in school or about how much you value your parents and teachers.)*

## ***Questionnaire for Evaluating Speeches and Essays***

Please answer in complete sentences.

1. *Is this article a speech or an essay?*
  
2. *What characteristics do you see that suggest it is a speech or an essay?*
  
3. *What is the thesis?*
  
4. *What is the purpose of this essay, to entertain or to inform?*
  
5. *What is the speaker's conclusion?*
  
6. *If this is an essay, what would you do to present this as a speech?*
  
7. *Is this essay or speech a record of someone's experience?*
  
8. *Why do you think we are better off for reading this essay or speech?*

## Key for Shooting an Elephant

### *Questionnaire for Evaluating Speeches and Essays*

This is an example of how to use this for Shooting an Elephant, The Night the Bed Fell, and, if you want, for the Declaration of War on Japan. These answers are not all in all but a jumping off place.

1. *Is this article a speech or an essay?*

*Shooting an Elephant is an essay.*

2. *What characteristics do you see that suggest it is a speech or an essay?*

Lots of information packed into long paragraphs and complex sentences  
Less repetitive to get the point across  
Obviously premeditated

3. *What is the thesis?*

*He hated imperialism but was hated because he was an imperialist.*

4. *What is the purpose of this essay, to entertain or to inform?*

*The purpose of this essay is to inform. The author wishes to defend himself for shooting an elephant and show that he was in the right.*

5. *What is the speaker's conclusion?*

*He did not want to look the fool.*

6. *If this is an essay, what would you do to present this as a speech?*

*Shorten the sentences; hit the key points by eliminating extra details.*

7. *Is this essay or speech a record of someone's experience?*

*Yes.*

8. *Why do you think we are better off for reading this essay or speech?*

*Answers will vary*

**Appendix E**  
***Language: Written vs. Spoken***

<b>Written</b>	<b>Spoken</b>
<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>The language can be precise</li> <li>Speaker does not have to be in the same place as the audience</li> <li>Perception or reception of the speaker does not get in the way of the message</li> <li>Written language is seen as more formal, more binding</li> <li>A person can get “what I really want to say” down on paper</li> <li>Audience can re-read if they miss something</li> <li>Speech lasts longer, more people can read it</li> </ul> <p><b>Disadvantage</b></p> <ul style="list-style-type: none"> <li>Stilted, lifeless</li> <li>Depends to often on the interpretation of the reader</li> <li>Message is set; there is no changing it</li> <li>Written language is seen as more formal, more contractual</li> <li>The time frame of the written essay is set</li> </ul>	<p><b>Advantage</b></p> <ul style="list-style-type: none"> <li>Message can be flexible; a speaker can change words depending on the reactions of the audience.</li> <li>If the written words can not carry a story, the speaker can enhance with gestures, body language and audio enhancements</li> <li>If the time slot varies, a good speaker can adjust the speech to be longer or shorter</li> <li>More of the senses are involved and so memory retention is enhanced</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>Audience can not “rewind,” or look back to hear something he or she missed</li> <li>Sometimes meanings of words are misunderstood because of visual clues</li> </ul>

Appendix F

*Pliny the Younger, a famous Roman writer and orator from around 100 AD, observed, “we are much more affected by the words which we hear...”*

*He said that although what we read in books may be more pointed, "yet there is something in the look, the carriage, and even the gesture of the speaker, that makes a deeper impression upon the mind."*

**Appendix G**  
**Rubric for Final Project**

<b>Criteria</b>					<b>Points</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Topic</b>	Most of the class seemed interested in the topic.	A lot of the class seemed interested in the topic.	A few of the members of the class seemed interested in the topic.	The speaker is the only one interested in the topic.	_____
<b>Introduction</b>	The first part of the speech grabbed everyone's attention and set up the rest of the speech.	The first part of the speech set up the rest of the speech.	Not sure there was an introduction.	What was this speech about?	_____
<b>Conclusion</b>	Nicely wraps up the speech. All questions are answered. The audience knows what the speaker expects of them.	Wraps up the speech. Most questions are answered. The audience knows what the speaker expects of them.	Some questions are answered. The audience can only guess what the speaker expects of them.	What was this speech about?	_____
<b>Timing</b>	Three to five minutes long.	Five to seven minutes long.	Less than three minutes long.	Longer than seven or less than two minutes long.	_____
<b>Composition</b>	Neat and legible handwriting. Less than three spelling, grammar and punctuation errors. No smudges or tears.	Neat and legible handwriting. Less than six spelling, grammar and punctuation errors. No smudges or tears.	Readable handwriting. Less than ten spelling, grammar and punctuation errors. No tears.	Illegible handwriting. More than ten spelling, grammar and punctuation errors.	_____
<b>Written Manuscript</b>	Speech laid out correctly with a strong introduction, a body and a solid conclusion.	Speech laid out correctly with an introduction, a body and a conclusion.	Speech laid out incorrectly with an introduction, a body or a conclusion missing.	Not laid out as a speech.	_____
<b>Personal Appearance</b>	Speaker is neat and clean, and wearing nicer clothes than normal.	Speaker is neat and clean.	Speaker looks that same as every other day, no special effort put forth.	Speaker looks much more wrinkled than usual.	_____
				Total ----->	_____

**Teacher's Comments:**

## Appendix H

### How to Write a Five-Paragraph Essay

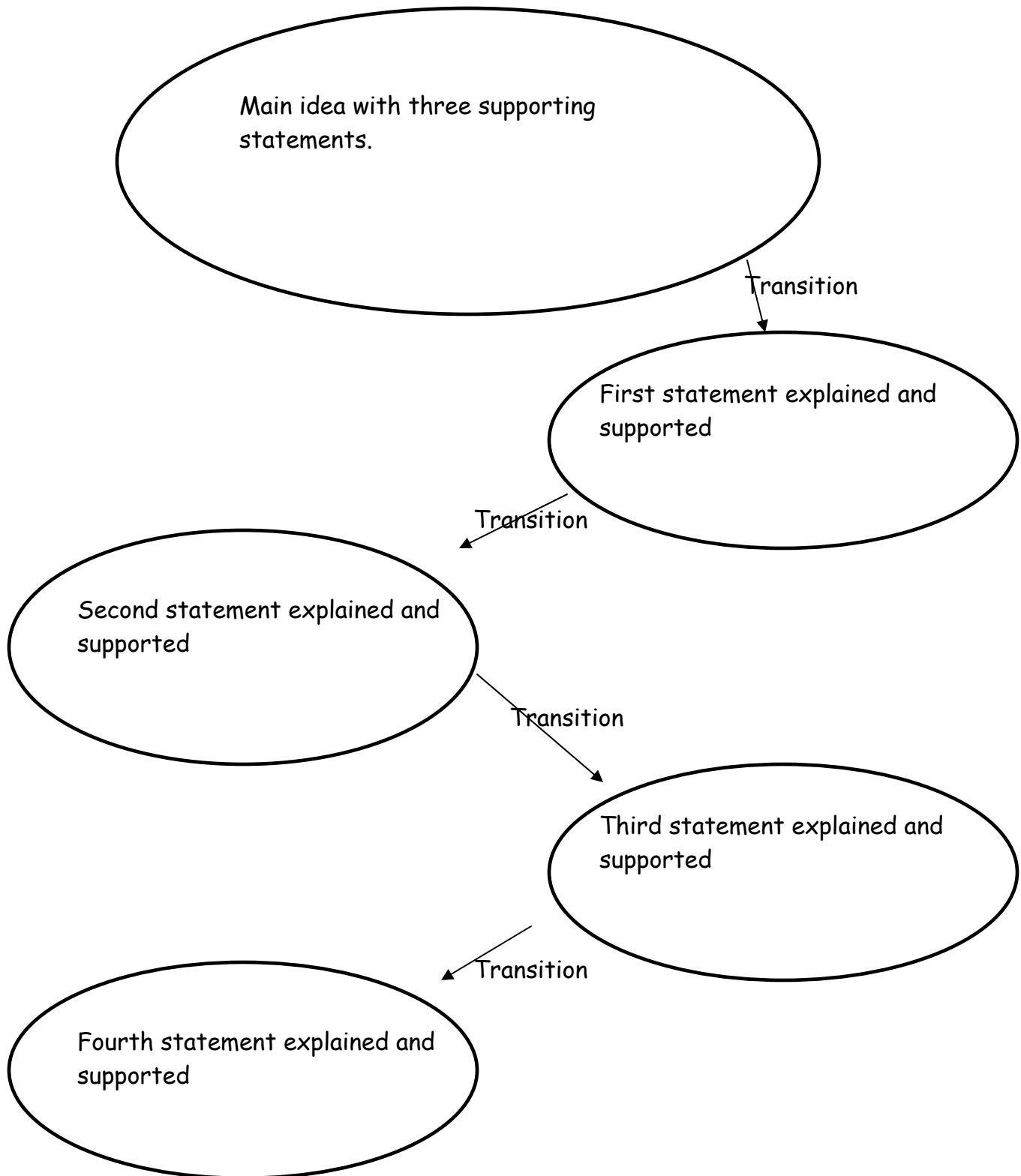
1. Consider the writing prompt. Decide on your answer. This will be your thesis.
2. Next, decide on what three pieces of evidence, examples or support you will use to prove your thesis.
3. Write your first paragraph, the **introduction**. Put your thesis sentence along with your three pieces of evidence, in order of importance, from least to most, in this paragraph.
4. Write the second paragraph, which is the first paragraph of your **body**. You should begin by restating your thesis, focusing on the support of your first piece of evidence.
5. End your first paragraph with a transitional sentence that leads to the next paragraph.
6. Write paragraph two of the body focusing on your second piece of evidence, making the connection between your thesis and the second piece of evidence introduced in your first paragraph.
7. End your second paragraph with a transitional sentence that leads to paragraph number three.
8. Repeat step #6 using your third piece of evidence.
9. Begin your **concluding** paragraph by restating your thesis. Include the three points you've used to prove your thesis. Do not include new evidence in your last paragraph.

**Appendix I**  
**Rubric for Essay**

<b>Criteria</b>					<b>Points</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Thesis</b>	Clearly stated in first paragraph with supporting facts.	Stated in first paragraph with some facts.	Generally stated, but does not set up the rest of the paragraphs	Not stated	_____
<b>Length</b>	Five paragraphs with a total of more than 25 sentences	Five paragraphs with a total of 23 to 25 sentences	Five paragraphs with a total of 20 to 23 sentences.	Less than 20 sentences.	_____
<b>Composition</b>	Neat and legible handwriting. Less than three spelling, grammar and punctuation errors. No smudges or tears.	Neat and legible handwriting. Less than six spelling, grammar and punctuation errors. No smudges or tears.	Readable handwriting. Less than ten spelling, grammar and punctuation errors. No tears.	Illegible handwriting. More than ten spelling, grammar and punctuation errors.	_____
				Total ----→	_____

**Teacher's Comments:**

Appendix J  
**Web Lay Out for Brainstorming**



## Example of Rough Draft/Rewrite

How can this be improved?

There should be cell phones allowed so if there is an emergency are parents could call us or we could call them. Cell phones really help us out so we can call our parents if were are going to stay after school, need something, or were going to a friends house.

Cell phones make it easier for us to call home if we are going to stay late. Also if we are going to do something else after school. There could be something bad that happened and you needed to let our parents know were ok. We need cell phones for tons of things.

Our parents need to know things and we d too. Maybe somebody else is picking you up. Our parents need to call us and tell us. We could end up forget something and need to call home.

Cell phone are good for are safty. To let are parents know all type of thing. Are parents don't want to come all the way to are school and then find out we have to stay ofter school.

Also are parents don't want to be looking all over for and then you are already home. That's why we need to be allowed to have cell phones.

## Appendix K, page 2

**This is just one way to improve this piece. The students can probably think of other ways.**

If eighth graders were to receive a special privilege that the other students do not, that privilege should be the use of cell phones. Cell phones should be allowed so that if there were an emergency, our parents could call us or we could call them. Cell phones also help out if we're going to stay after school, need something, or we're going to a friend's house, we can call our parents. Cell phones make it easier for us to call home if we are going to stay late. If something bad happened, we could call for help or call our parents to let them know we are okay. We need cell phones for many reasons.

Sometimes, our parents need to get a hold of us for information or to tell us something important. Maybe somebody else is picking us up because our parents cannot make it. Our parents need to call us and tell us. They may need to call and find out where we put something at the house. Another time we need to call home is when we forget something and need to call.

Cell phones are necessary for our safety. If we get stranded on school grounds because someone forgot to come to get us, we can call for a ride. Or if something looks like trouble coming our way, we could call for help. Or maybe we have to stay after school. Our parents don't want to come all the way to school and then find out they have to wait for us.

Also are parents don't want to be looking all over for and then you are already home. That's why we need to be allowed to have cell phones.

Appendix L  
**Discussion of Speech by FDR**  
**Notes for the Teacher**

*The speech was given before a joint session of congress on Dec. 8 1941. It was broadcast on the radio to the entire United States.*

*It is a record of human experience*

*Why was a speech the best way to approach this information?*

*The material was dramatic and everyone needed to find out about it fast.*

*Giving the speech was the best way to get it out to the most people.*

**FYI**

*Web Site for the “Infamy” speech, Voices of WWII: Experiences from the Front and at Home*

[www.umkc.edu/lib/spec-col/ww2/PearlHarbor/fdr-speech.htm#doi](http://www.umkc.edu/lib/spec-col/ww2/PearlHarbor/fdr-speech.htm#doi)

*September 10, 2004*

*or search for "infamy speech" on google.com*

What makes a good speech?

A good introduction that states the thesis and sets up the main ideas

The body is divided into sections made up of paragraphs

Each paragraph has a central idea and supporting details

The conclusion contains a review of the thesis and the main points

(Look at other points on Appendix B)

Speech Qualities

Short paragraphs

The first sentence is an attention getter.

The date and the attack are mentioned in the introduction and in the conclusion

Most details or facts are their own paragraph which allows for many dramatic pauses when giving this speech.

**Appendix M, page 1**

Each member in the group should be the recorder for one section. The recorder should lead the discussion for that section by asking the questions and recording the answers. The person presenting the speech should not record the section for his or her speech.

\*\*\*\*\*

Group Member's Name:

Name of the Speech:

Speaker:

Why I picked this person:

What is the introduction? (Copy down the sentence.)

What is the conclusion? (Copy down the sentence.)

What could make this speech more interesting?

\*\*\*\*\*

Group Member's Name:

Name of the Speech:

Speaker:

Why I picked this person:

What is the introduction? (Copy down the sentence.)

What is the conclusion? (Copy down the sentence.)

What could make this speech more interesting?

**Appendix M, page 2**

Group Member's Name:

Name of the Speech:

Speaker:

Why I picked this person:

What is the introduction? (Copy down the sentence.)

What is the conclusion? (Copy down the sentence.)

What could make this speech more interesting?

\*\*\*\*\*

Group Member's Name:

Name of the Speech:

Speaker:

Why I picked this person:

What is the introduction? (Copy down the sentence.)

What is the conclusion? (Copy down the sentence.)

What could make this speech more interesting?

**Appendix N, page 1**  
**Vocabulary**

Audience	the receiver of the communication of ideas and thoughts either from a public discourse, a private conversation or by reading a written piece
Audience analysis	discovering as much about the intended audience as you can for the purpose of improving communication with them.
Brainstorming	the first step in the writing process that involves putting down ideas without regard to quality. Usually done in some form of web or outline
Composition	certain rules of writing that form a written piece into an essay or speech manuscript
Conclusion	the last part of the speech that reiterates the theme, ties everything together, and elicits a response from the audience
Editing	fourth step in the writing process that involves correcting spelling, punctuation and grammar usage.
Essay	an analytic or interpretative literary composition usually dealing with its subject from a limited or personal point of view
Extemporaneous Mode	the most used style of delivering a speech, sounds like conversation, looks spontaneous and seems effortless; the speaker has more eye contact with the audience than with his or her notes
Hearing	to perceive sound by the ear
Impromptu Mode	speech given on the spur of the moment; the only preparation may be that the speaker already know the material because of personal reading or because of his or her background, but he or she did not make a plan to speak
Introduction	the beginning of the speech that introduces you and your topic to the audience
Language	a system that allows us to exchange ideas with other beings
Listening	pay attention to the sounds perceived by the ear
Manuscript Mode	where the speaker reads his or her written speech word for word; this delivery style is used when a speaker has to be precise

**Appendix N, page 1**  
**Vocabulary**

Memorized Mode	the speaker has committed the entire speech to memory and has practices it over and over including eye contact with audience and gestures.
Presentation (essay)	relates to the quality of what the eye sees when looking at the essay, before reading begins; this would include the spacing of the words, the legibility of the print or handwriting, and the condition of the paper; no dirt, smudges or tears
Presentation (speech)	relates to the visual aspect of what the speaker is doing to perform his or her speech: hand gestures, body movement, and the use of visual aids such as posters, film, overheads or slides; would also include the quality of any audio such as the speech itself and any music that might be part of the speech
Rewrite	step three of the writing process that involves reading the rough draft and revising it, reorganizing, and adding to it
Speaker	the one presenting the thoughts and ideas whether though written or oral communications
Speech	to communicate or express thoughts using spoken words; a verbal discourse, usually to an audience
Spoken language	verbal sounds that represent ideas, thoughts and meanings
Theme	the central idea
Written Language	using drawn symbols to represent the spoken language so that ideas can be exchanged non-verbally