

LESSON 4: Delivering a Great Speech

Overview:

This lesson focuses on speech delivery. Students practice their speeches with their peers and examine the rubric before they go home to practice one last time.

Student Objectives:

- Assess themselves using the Presentation Rubric
- Read through Presentation Guidelines
- Practice their speeches
- Give and receive feedback

Materials:

- Presentation Guidelines
- Public Speaking Rubric
- Peer Feedback sheets

Assessments:

- Peer feedback and reflection

Common Core State Standards

CCSS.ELA-LITERACY.SL.11-12.4
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.



BELL-RINGER: Rubric review (5 minutes)

Have students read the Presentation Guidelines and Public Speaking Rubric. As they read, they should re-read their speeches, looking specifically at the Content and Rhetorical Devices rows on the rubric, and self-assess their speech.



BEFORE: Persuasive ABCs (15–20 minutes)

Explain to the class that so far this week they have learned how to structure their speech and how to appeal to their audience. Today will focus on presentation. Read the “Meets Standard” descriptors for the category of “Delivery” on the rubric. Ask students: what might a well-delivered speech sound and look like?

Create a list on the board entitled “Good Speech Delivery” and list the student responses. Be sure to include: dramatic pauses, raised volume, dramatic body language (e.g., arm gestures, facial expressions). After each suggestion, ask a student to demonstrate what that might look like, using the ABCs as your text (e.g. a student can recite the ABCs, beginning at a normal volume and then raise the volume for letters D–G to demonstrate the importance of that part of the “speech”). You may have to model for students first.

Solicit student volunteers to recite the ABCs as expressively and persuasively as they can, using as many of the qualities listed under “Good Speech Delivery” as they can. Alternatively, you can have students turn to the person next to them and each practice reciting the ABCs persuasively to one another.

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DURING: Peer feedback (20 minutes)

Explain to the students that this is their day to practice their speeches before the competition and receive constructive criticism. Spend a few minutes establishing expectations and guidelines for feedback (some suggestions: be honest, no insults, save comments until the end).

Divide students into pairs or groups of three.

NOTE: This is an excellent opportunity for students that have not completed the homework to prepare a speech. You can move those students to one area of the room and allow other students to spread out...even in the hall if possible.)

In the groups, each student should read their speech and then receive feedback from their peers using the Peer Feedback forms. If time permits, they can practice their speeches more than once.



ENRICHMENT

You can extend this lesson by watching examples of different well-delivered speeches and having students focus on the delivery of the speech. Some suggestions for well-delivered speeches include:

- Sarah Palin's 2008 Republican Convention Speech
www.americanrhetoric.com/speeches/convention2008/sarahpalin2008rnc.htm
- Malcolm X "Who Taught You to Hate Yourself?" speech
www.youtube.com/watch?v=gRSgUTWffMQ&feature=related
- Michelle Obama's 2008 Democratic Convention Speech
www.youtube.com/watch?v=sTFsB09KhqI
- Bill Clinton's 2004 Address to the DNC
www.americanrhetoric.com/speeches/convention2004/billclinton2004dnc.htm
- Marco Rubio's Is America Still An Exceptional Nation? speech
<http://www.therightscoop.com/full-speech-marco-rubio-at-cpac-2012/>



AFTER: Reflection (5 minutes)

Ask students what is the hardest part about delivering a speech? Offer suggestions and solicit ideas from students on how to address those challenges.



CLOSER: Exit ticket (2 minutes)

Have students write two things they will do tonight to prepare for the competition tomorrow.

Presentation Guidelines

Public speaking is crucial to civic action and the struggle for social justice. Whether you are running a meeting or persuading someone to agree with your plan of action, your ability to communicate is vital if you want people to listen to you and to accomplish your goals.

General presentation rules:

- **Dress professionally.** It adds authority to your presentation and shows that you take this seriously. Remember: dressing up for a presentation is different than dressing up to go out to a club.
- **Never chew gum** or have anything in your mouth.
- **Present yourself professionally.** Use appropriate language.
- **Have a purpose.** Why should the audience listen to you?
- **Do your research** and know what you are talking about.
- **Be confident!** Practice, practice, practice and you'll feel ready to go.
- **Be yourself.** Even strangers can recognize someone who is fake or insincere. (Don't feel the need to be loud if you are a soft-spoken person. There are lots of effective ways to speak.)
- **Don't freak out if you stumble.** Nobody but you knows how your speech is "supposed" to go so just roll with it. Don't say "Wait, can I start over?" or "Oops."
- **First impressions are powerful.** Your presentation starts before you begin speaking. Once you are announced, you are on. That means the way you approach the podium and prepare yourself is all part of your presentation!

Components of a presentation:

- **Content:** Think about the content of your presentation. What are you trying to say? Are your ideas and purpose clear? Do you have enough credible evidence to support what you're saying? Do you offer the audience a call to action? Do you appeal to a universal value? Is your topic important?
- **Rhetorical Devices and Appeal to Audience:** Just because you care about your issue does not mean your audience does. Your job is to get them to care. How does your speech connect your audience to your issue? What rhetorical devices do you use to make that connection? Does your opener grab your audience's attention? Does your closer leave them thinking about your issue?
- **Delivery:** How do you look when you speak? Are your hands fidgeting? Is your foot wiggling? Is all your weight on one leg? Are your eyes glued to the floor? If you want your audience to be interested and have confidence in you, first you need to look interested and confident! If you are not passionate about your cause, why should anyone else be? Your tone can be serious and solemn or bold and impassioned (depending on the topic of your speech) but it **MUST** be evident that you care about the topic. You should speak naturally, not simply read a speech.

NAME: _____ DATE: _____

Student Handout: Peer Speech Practice Feedback

Complete this form as you listen to your classmate's speech. Check off when you hear the following:

- | | | | |
|--------------------------------|--|--------------------|--|
| Attention grabber | <input type="radio"/> Yes <input type="radio"/> No | Call to action | <input type="radio"/> Yes <input type="radio"/> No |
| Explanation of the problem | <input type="radio"/> Yes <input type="radio"/> No | Closer | <input type="radio"/> Yes <input type="radio"/> No |
| Supporting evidence | <input type="radio"/> Yes <input type="radio"/> No | Rhetorical devices | <input type="radio"/> Yes <input type="radio"/> No |
| Assets to address this problem | <input type="radio"/> Yes <input type="radio"/> No | | |

Was the speaker passionate about the topic? How could you tell?

What did the speaker do well?

What could be improved?

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