

PERSUASIVE SPEECH

DUE _____ --WORTH 85 POINTS

The speech you are going to give will be using the persuasive style and techniques that we have studied in this past unit through Patrick Henry's speech and Thomas Paine's Pamphlet. In your speech, you are going to attempt to persuade the class to believe the same as you do on the social issue of your choice.

What should you do?

1. Choose a current social issue that affects our world TODAY and is controversial (meaning there are two sides to the issue that can be argued).
2. On the Pros and Cons website, search to find an article/piece for both sides of your issue.
3. Use the organizer to list details (Pros vs. Cons Template) about each side.
4. Decide on a side to take for your issue and research it to form a 2 minute speech in which you will attempt to persuade the class (your audience) to join your side.
5. Before building your speech, you need to organize your information into claims/facts and opinions (template).
6. Once you have organized all your ideas and have formed somewhat of a rough draft of your speech, you will need to transform it into a SPEECH TRANSCRIPT that follows the assignment requirements.

You are **required** to have the following:

- The side of the issue you are taking must be clear by the conclusion of your speech
- Use of at least **ONE rhetorical question** (question to which the answer is obvious)
- Use of at least **TWO reputable sources** to support your argument
 - the source should be from 2007-present, no earlier
 - you may use such things as newspapers, magazines, and the Internet
- Use of at least **TWO facts from these articles to support your opinion** in your speech
 - remember to **credit your source** as you introduce your fact (for example--According to Dr. Smith, as mentioned in his article "The Death Penalty Is Fair," Over 100 murders are committed in the state of Florida each year that are never solved.)
 - the fact may be a statistic (for example--In 1999 there were 1.5 million acts of cruelty against animals)
 - the fact may be a quote from a reputable source on your subject (for example--According to famous animal researcher I. Luvanimals, I have seen innocent animals killed to test new medicines)
- Should be **AT LEAST TWO MINUTES long**, but **NO MORE THAN FOUR MINUTES long**
- Must use Logical AND Emotional Appeal
- Does not need to be memorized, but you need to make **REPEATED EYE CONTACT** with your audience
- You need to **pay attention** to others' speeches, and **applaud** when they are finished.
- You will **end your speech with a memorable last line**, for example, "Give me liberty or give me death," not "That's it."

Other Information:

- ❑ Only one person per topic per class
- ❑ MUST use at least 2 sources (articles)
- ❑ Must have a two copies (one copy for you and one for me)
- ❑ Student MUST have a transcript turned in on time in order to give speech/receive a grade

Transcripts:

Your transcript will be WHAT YOU SAY IN THE SPEECH.
Plus your sources and should look EXACTLY like this:

Name: Patrick Henry
Assignment: Persuasive Speech Transcripts
Topic: Liberty
Due Date: March 23, 1775

Speech:

No man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House. But different men often see the same subject in different lights; and, therefore, I hope that it will not be thought disrespectful to those gentlemen, if, entertaining as I do opinions of a character very opposite to theirs, I shall speak forth my sentiments freely and without reserve. This is no time for ceremony. As Cornelia Dean said in her article, "Executive on a Mission, "The question before the House is one of awful moment to this country." For my own part I consider it as nothing less than a question of freedom or slavery; and in proportion to the magnitude of the subject ought to be the freedom of the debate. *It is only in this way that we can hope to arrive at truth, and fulfil the great responsibility which we hold to God and our country. Should I keep back my opinions at such a time, through fear of giving offense? I should consider myself as guilty of treason towards my country, and of an act of disloyalty towards the majesty of heaven, which I revere above all earthly kings...* Give me liberty, or give me death!

Sources:

Boch, Cornelia. "Executive on a Mission: Saving the Planet." New York

Times on the Web 22 May 2007. 25 May 2007

Dean, Bill. Interview. New York Times on the Web. May 2007. 25

May 2007 <<http://video.on.nytimes.com/>>. Keyword: Climate.

FOR YOUR TRANSCRIPTS:

You must underline your **THREE** facts, including the citation (introduction) of them in the speech.

Label Emotional Appeal by italicizing it and writing an **E** next to it.

Label Logical Appeal by italicizing it and writing an **L** next to it.

Please highlight your rhetorical question

Please Circle your memorable last line.

SPEECH TRANSCRIPTS RUBRIC

Student: _____

Topic: _____

CATEGORY	5	4-3	2-1	0
Format	The transcript is in proper format and it done neatly.	The transcript is in proper format, but lacks neatness... OR...the transcript is neat but lacks format.	The transcript is not in proper format but is readable.	Did you see the example?
Underlined Facts	Student correctly underlined and introduced every fact.	Student correctly underlined every fact, but did not introduce them.	Student introduced, but did not underlined their facts.	I don't think this student used ANY quotes, and if they did, it was not apparent b/c they did not introduce or underline them.
Italicized and labeled Emotional and Logical Appeals	Student used both an emotional and logical appeal in their speech and italicized it and labeled it with an L or E.	Student did appeal to logical an emotion, but did not label it correctly.	Student label something that was not logical or emotional appeal.	Student did not follow direction and use these appeals to strengthen their speech.
Highlighted Rhetorical Questions	Student included a rhetorical question and followed directions by highlighting it.	Student included a rhetorical question, but forgot to highlight it.	Student highlighted something, by it is not a rhetorical question.	No questions, no highlights, and no following of directions.
Circled Last Line	Student included a memorable last line and followed directions by circling it.	Student included a memorable last line, but forgot to circle it.	Student circled their last line, but it was not "memorable".	Student just ended speech abruptly or weakly.
Sources	There are at least two sources used in the transcript and cited below.	There are at least two sources cited, but it is unclear if they were used in the transcript body.	There are at least two sources used in the body, but they are not cited below. OR Only one source is used.	Source use somehow unacceptable!
Sources Citation	Source has a proper citations and they are both from credible cites.	There are at least two sources, but their MLA format could use some work.	There are at least two sources, but they are not properly cited at all.	Sources unacceptable!
Mechanics	The transcript is free of mechanical or grammatical errors.	The transcript is somewhat free of mechanical or grammatical errors.	The transcript has quite a few mechanical or grammatical errors.	The is unacceptable!

Comments:

Total: _____
Out of 40