### 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 def opinions of a character very opposite to theirs, I shall speak forth my sentiments freely and without reserve. This is no time for ceremony. Ask 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?  $I \triangleright$ 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 <a href="http://video.on.nytimes.com/">http://video.on.nytimes.com/</a>>. 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.

## PERSUASIVE SPEECH RUBRIC

Student:		Тор	ic:		
CATEGORY	5	4-3	2-1	0	
Clarity	It is clear by the end of the speech which side the student took in this issue.	It is mostly clear by the end of the speech which side the student took in this issue.	It is vague, even by the end of the speech, to which side the student took in this issue.	What is this student talking about?	
Rhetorical Question	Student had at least one rhetorical question that was effective towards the purpose of his/her speech.			Am I the only on asking a question here?	
Facts	Student used TWO facts to support the opinion of his/her speech and correctly introduced and credited their source.	Student used at least ONE facts to support the opinion of his/her speech and correctly introduced and credited their source.	Student used facts to support the opinion of his/her speech but didn't clearly introduce and credit their source.	I don't think this student used ANY facts, just personal opinion and vague concepts.	
Eye Contact	Student repeatedly made eye contact throughout the room and seemed at easy with their speech.	Student occasionally made eye contact throughout speech.	Student only made eye contact once, and seemed to be only reading speech from paper.	No eye contact AT ALL.	
Logical Appeal	The body of the speech was persuasive using logical appeal that made their point with very convincing information.	Logical Appeal was used to some extent through facts, but could have been more evident for a stronger point.	The body of the speech used somewhat of a logical appeal that made their point.	I actually feel un- persuaded by their speech.	
Emotional Appeal	The body of the speech was persuasive using emotional appeal that made their point by pulling at everyone's feelings.	Emotional Appeal was used to some extent through stories and connections, but could have been more evident.	The body of the speech used somewhat of an emotional appeal.	I actually feel un- persuaded by their speech.	
Closing	The closing included a memorable last line. The speech came to a conclusion, not just ended. Memorable last line was circled.	The speech came to a conclusion, but a powerful last line was lacking.	The speech ended abruptly and hardly had time to come to a conclusion.	Did that student really just say "That's it"?	
Preparedness	Student is completely prepared and has obviously rehearsed. They have 2 copies.	Student seems pretty prepared but might have needed a couple more rehearsals. They had 2 copies.	The student is somewhat prepared, but didn't bring 2 copies.	Did this student even remember they had to present today?	
Time-Limit	Presentation is at least two minutes long.	Presentation is too long or a few seconds under 2 minutes.	Presentation is only 1 minute long.	Did the student even say 3 words?	

Comments:

**Total:** 

### SPEECH TRANSCRIPTS RUBRIC

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

Comments:

Total:	