

<b>DAYS</b>	<b>71-85</b>
<b>UNIT</b>	<b>DECLAMATION</b>
<b>OVERVIEW</b>	Students present a speech originally given by someone else. They also present an introduction explaining the context of the original speech.
<b>STANDARD(S)</b>	SL 9-10.1, SL 9-10-2, SL 9-10.3, SL 9-10.4, SL 9-10.6.
<b>MATERIALS</b>	Computers and internet access, notecards, famous speeches or files if available.  Handouts: Assignment sheet, Where do I Find sheet, Intro sheet, Partner sheet, Group Evaluation sheets, Rubrics
<b>INSIGHT</b>	This is the last unit for the one-semester course, and because the students don't have to write anything or do much research past the first couple of days, it's a great opportunity for them to work on and show off delivery skills. I used to do the Recommendation Speech after this one, but feedback from the students told me this one was tougher for them and should be last. I also use the general CFL competition rules for the unit if you have competition kids who want to take it to tournaments.

### DO

- The calendar in the Assignment sheet tells you and the students what to do each day. Like the prior speech, because smooth delivery is such a goal here, several days of in-class review are built in. As this speech was what we used as their "final exam" (and got us out of taking a written test), we spent more time getting ready in class than other speeches. But students should still be rehearsing at home to improve.

- Here are a few notes about particular days:

Days 1 and 2 – go over the Assignment sheet and Where Do I Find sheets and have students start hunting. If in doubt, steer them toward commencement addresses as they tend to be the most audience-friendly, though the last couple of years, my students were all about the significant historical speeches like MLK speeches or FDR's Day of Infamy speech.

Day 11 – for classroom coaching day, I've done it both like we did for the Poetry day where people did just a couple of sentences and got critiqued on energy and tone and physicality, and I've taken volunteers (or drafted people) to do longer sections knowing that this means we won't have time to get to everyone – whatever suits your needs for the particular group of students in the class.

### DECLAMATION ASSIGNMENT SHEET

**ORATORICAL DECLAMATION:** An interpretative event where the performer interprets a public address previously delivered by a speaker in history. Speeches may come from the following categories: historical addresses, commencement speeches, ceremonial speeches, or contest orations.

#### CRITERIA FOR AN EFFECTIVE DECLAMATION:

The successful declamation student should:

1. Attempt to recreate the tone, mood, and overall intent of the original speaker.
2. Offer his/her own creative interpretation and style with the material. This should not be a contest in impersonation.
3. Seek to bring the "language to life."
4. Offer a thorough introduction where the student comments on: the original speaker, the historical significance of the oration, the date/setting of the oration, and the current relevance to the audience.
5. Plan for a declamation ranging between 4-10 minutes including the introduction.
6. Notecards will be allowed for this assignment and must be prepared; I will provide the notecards for you, but you must type up your own draft of your speech to cut apart and put on the cards. Speeches delivered from memory (without lapses) will receive ten extra points on the final grade; the notecards will be out of your hands (spotter provided).

Calendar	DECLAMATION
Days 1 and 2	Get Declamation assignment; look for speeches. Get speech approved when chosen and get Intro sheet.
Day 3	Finish work on Intro sheet. Turn in. Get Partner sheet from Mr. M.
Days 4-7	Cut speeches, time speeches, complete Partner sheet w/partner after you have cut and timed the speech by yourself. Revise introduction as needed. Type speeches, prepare notecards,
Day 8	Divide speech into sections for movement. Rehearse on feet w/movement.
Day 9	3 lightnings and a turtle for familiarity; summarize each of 4 or 5 sections with one sentence and one emoji or emotion word.
Day 10	Group practice/eval sheets.
Day 11	Go over Rubric. Classroom coaching day; draw numbers for speaking order.
Days 12-15	Speeches
<ul style="list-style-type: none"> <li>• Suggestions for finding speeches are on the next page. Additionally, I have a collection of speeches in folders you may wish to peruse. If you are planning to compete with your speech, make sure I approve it before you work on it to make sure it's one that will allow you to compete well.</li> <li>• Most of the grade for this assignment is about eye contact and polish. If you do not practice this speech at home <b>more times than you think you should</b>, you will probably not get the grade you are capable of getting. BE READY.</li> </ul>	

## WHERE DO I FIND SPEECHES FOR DECLAMATION? 2019

1. Check out **Ted Talks** at <http://www.ted.com/talks> . Ted Talks is probably the best source on this page. Down side: everyone knows that, so if looking for fresh competition speeches, others may have the same great idea you do.

2. Websites helpful to find speeches.

[www.americanrhetoric.com/newtop100speeches.htm](http://www.americanrhetoric.com/newtop100speeches.htm)

[www.historychannel.com/speeches/](http://www.historychannel.com/speeches/)

[www.news.wisc.edu/misc/speeches/](http://www.news.wisc.edu/misc/speeches/)

[www.humanity.org/voices/commencements/](http://www.humanity.org/voices/commencements/)

<http://gos.sbc.edu/browse.html>

<https://www.inc.com/laura-garnett/15-of-the-greatest-graduation-speeches-of-all-time.html>

<https://www.themuse.com/advice/5-commencement-speeches-thatll-inspire-you-even-if-you-graduated-forever-ago>

<https://medium.com/the-mission/top-10-graduation-speeches-of-all-time-474c4bc23fa0>

<http://www.graduationwisdom.com/>

3. William Safire's *Lend Me Your Ears* is a collection of speeches over 2000 years. Many libraries have this text if you don't want to fork over the bucks. There are other collections out there as well – from funeral speeches to “great history speeches” to speeches about specific topics.

4. Don't ignore the speeches you think might be overused. Yes, it's hard to imagine someone other than MLK having a Dream, but a passionate kid (any race or gender) can make that speech sing. And what an education for all involved!

5. I think Declamation is the best category for Internet sourcing. For commencement speeches, the colleges at which they're given often post the full texts of their speeches soon after they're delivered. Sometimes, you can just type in the name of a famous person you think would give a good speech or who you just like with the words “speech” or “address” and find a fine text. Google your way to a trophy!

6. Three fourths of the battle in Declamation is a good choice. Many judges dread this event because it can be boring. Pick a speech that entertains or is rhetorically outstanding and you're a step ahead of the folks doing the dull stuff. Then you “just” have delivery to worry about.

**DECLAMATION****INTRODUCTION WORKSHOP**

Answer the following questions as you prepare to write the introduction to your declamation.

Name of Speaker:

Title of the Speech:

Audience of the Speech:

Date of the Speech:

Occasion:

Theme/Message found within the speech.

On the back of this page, combine the answers to the above items into one clear, fluent paragraph. When presenting, your introduction should last no more than 45 seconds to one minute. Please think of something interesting to start of the intro – a question, a joke, a short bit of history (like below) – and see the example intro below.

Abraham Lincoln was the 16<sup>th</sup> President of the United States, led the country through our Civil War, and was actually born right here in Kentucky. In addition to being memorialized on the penny, he also is remembered as a great speaker and debater. His most famous speech is “The Gettysburg Address,” delivered on November 19, 1863, at the dedication of the Soldiers’ Cemetery in Gettysburg, Pennsylvania. In the speech, the leader of the Union side of the war called for Union within our country. With only 273 words, he memorialized the over 50,000 soldiers who died in that bloody battle in a way few Presidents have ever spoken. This is, “The Gettysburg Address” by Abraham Lincoln.

## DECLAMATION PARTNER SHEET

PARTNER 1 name and speech:

PARTNER 2 name and speech:

Take turns reading your intro and speech to each other. After each reading, ask each other any questions you have about the speech and cutting – did it make sense, do you understand the situation in which it was given, etc. Be sure to time the recitation.

Time limits: Does it fit the 4-10 minute time requirement?

PARTNER 1 time:

PARTNER 2 time:

Be sure your partner's speech makes sense. Turn this form in when you both are in time and have clear speeches and intros. Your next step is to fix up your cutting, make sure your introduction is typed with it into your Google doc, and share that with me for printing.

### DECLAMATION GROUP CRITIQUE

YOUR NAME \_\_\_\_\_

**DIRECTIONS:** You will be placed in a group of four. The group will take turns delivering speeches (be sure to time them and note the time for each speech in the space below). After each speaker, fill out the critique form below. After all have spoken, we will return to the classroom, do one more runthrough at our desks, and deliver our critiques to our fellow group members.

NAME OF SPEAKER \_\_\_\_\_

GROWTH AREA TO WORK ON:

Please choose elements from the scoring rubric below and make a suggestion for the speaker on what to improve before class speaking. Also, please give the speaker a compliment based on the rubric.

Cutting makes sense

Introduction

Blocking (Movement) and Pauses

Nonverbal (Eye contact, gestures, facial expressions)

Verbal (variety in tone and rate and emphasis)

Poise and Appearance

COMPLIMENT:

\_\_\_\_\_ Time of Runthrough

Evaluator's name \_\_\_\_\_

NAME OF SPEAKER \_\_\_\_\_

GROWTH AREA TO WORK ON:

Please choose elements from the scoring rubric below and make a suggestion for the speaker on what to improve before class speaking. Also, please give the speaker a compliment based on the rubric.

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COMPLIMENT:

\_\_\_\_\_ Time of Runthrough

Evaluator's name \_\_\_\_\_

NAME OF SPEAKER \_\_\_\_\_

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COMPLIMENT:

\_\_\_\_\_ Time of Runthrough

Evaluator's name \_\_\_\_\_

### RUBRIC - DECLAMATION NAME \_\_\_\_\_

Comments:

CRITERIA	NOVICE	APPRENTICE	PROFICIENT	DISTINGUISHED
<b>Selection: 10 points</b>	Cutting is not cohesive, nor logical in format. Speech is not appropriate for assignment or doesn't generate significant interest. <b>7</b>	While cutting serves the overall theme well, some moments lack cohesion or logic. Speech provides some level of interest. <b>8</b>	Student's cutting shows effort and some degree of logic and/or development. Speech provides an interesting viewpoint. <b>9</b>	Cutting develops the theme well and exudes clear logic and development. Speech is interesting and intrigues the audience's attention. <b>10</b>
<b>Time Limit: 10 points</b>	More than one minute above or below the time limit. <b>7</b>	31 seconds to one minute above or below the time limit. <b>8</b>	1 to 30 seconds above or below the time limit. <b>9</b>	4 to 10 minutes. <b>10</b>
<b>Introduction: 10 points</b>	Introduction lacks theme and/or significance. Some or all background information is missing. <b>7</b>	Introduction suggests a theme and/or significance. Some background information may be missing. <b>8</b>	Introduction adequately offers theme, significance, and all background information. <b>9</b>	Introduction is well composed, providing clear theme and significance along with all background information. <b>10</b>
<b>Blocking and Pauses show Analysis: 10 points</b>	Significant problems or omissions in pausing and/or blocking. <b>7</b>	Blocking and pause evident, but may need more clarity or have slight problems. <b>8</b>	Student's use of blocking is effective, along with use of pause. <b>9</b>	The structure of the speech as analyzed by the student is crystal clear due to pause and blocking. <b>10</b>
<b>Nonverbal Delivery: 25 points</b>	Student is reliant on script and offers little expression via eye contact, gestures, and facial expression. <b>18</b>	Student is somewhat reliant on script, however, makes attempt to offer eye contact, gestures, and facial expression. <b>20</b>	Though some need for the script, student communicates the non-verbal essence of speech by offering eye contact, gestures, and facial expression. <b>23</b>	Student very rarely refers to the script, utilizes nonverbal expression (eye contact, gestures, facial expression) to enhance the overall message and theme. <b>25</b>
<b>Verbal Delivery: 25 points</b>	Student's vocal delivery offers little variance of tone, volume, inflection, and/or rate. Student doesn't quite acknowledge the 'music' in the oration. <b>18</b>	Student's vocal delivery provides some proper use and variance in tone, volume, inflection, and/or rate. Student achieves some 'music' in the oration. <b>20</b>	Student utilizes effective vocal delivery by establishing appropriate volume, tone, rate, and inflection. Student possesses grasp of the 'music' of the oration. <b>23</b>	Student superbly captures the 'music' of the oration by conveying a true sense and analysis of volume, tone, inflection, and rate. <b>25</b>
<b>Poise and Appearance: 10 points</b>	Nerves or appearance distract from overall effect of the speech. <b>6 or 7</b>	Student is mainly in control of nerves and looks professional, though there is a little room for improvement. <b>8</b>	Student looks professional and is in control of nerves, seems prepared; may be slightly less "amazing" than the Distinguished level in one or more areas here. <b>9</b>	Student looks professional and is in control of nerves, seems very prepared. <b>10</b>

Based on an original rubric by Dave Yastremski. Thanks Dave!

**TOTAL Points Earned** \_\_\_\_\_