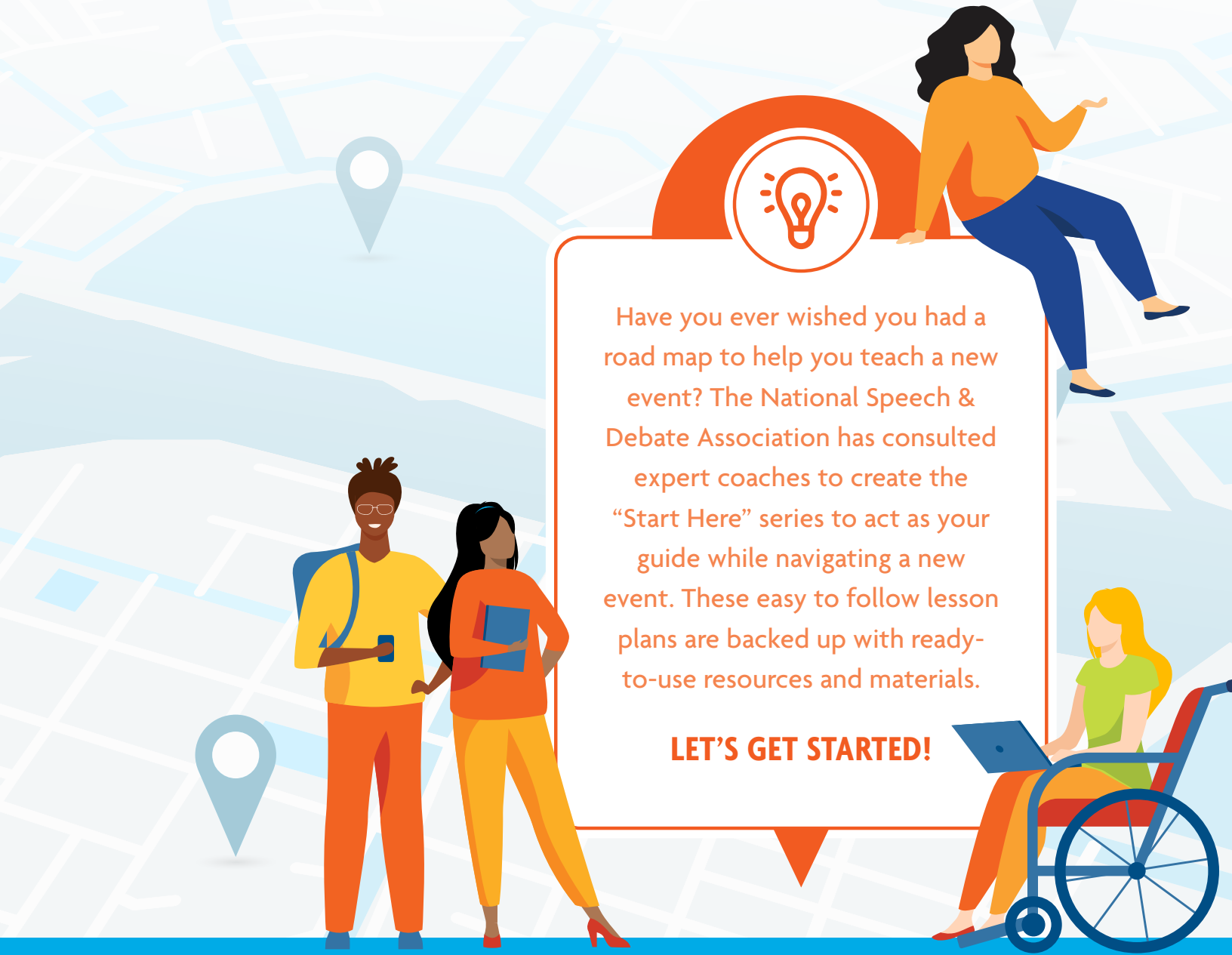
LESSON PLAN AND TEACHING GUIDE

NATIONAL SPEECH & DEBATE ASSOCIATION
NATIONAL FORENSIC LEAGUE

START HERE: TEACHING HIGH SCHOOL PUBLIC ADDRESS



Have you ever wished you had a road map to help you teach a new event? The National Speech & Debate Association has consulted expert coaches to create the "Start Here" series to act as your guide while navigating a new event. These easy to follow lesson plans are backed up with ready-to-use resources and materials.

LET'S GET STARTED!

A resource created by the ***National Speech & Debate Association***

NATIONAL SPEECH & DEBATE ASSOCIATION
NATIONAL FORENSIC LEAGUE

These lessons were created by Sherri Bublitz of Los Alamos Middle School in New Mexico.

ABOUT THE NATIONAL SPEECH & DEBATE ASSOCIATION:

The National Speech & Debate Association was created in 1925 to provide recognition and support for students participating in speech and debate activities. While our organization has evolved over the decades, our mission is more relevant today than ever before. We connect, support, and inspire a diverse community committed to empowering students through competitive speech and debate.

As the national authority on public speaking and debate, the National Speech & Debate Association provides the infrastructure for speech and debate competitions around the world. We create a platform for youth voices to be heard and celebrated, which culminates with an annual National Tournament, the pinnacle of public speaking.

Speech and debate changes lives. NSDA membership builds confidence, boosts classroom performance, improves communication, and increases critical thinking skills to prepare students for college. Our activity provides life skills vital to a young person's success in the future.

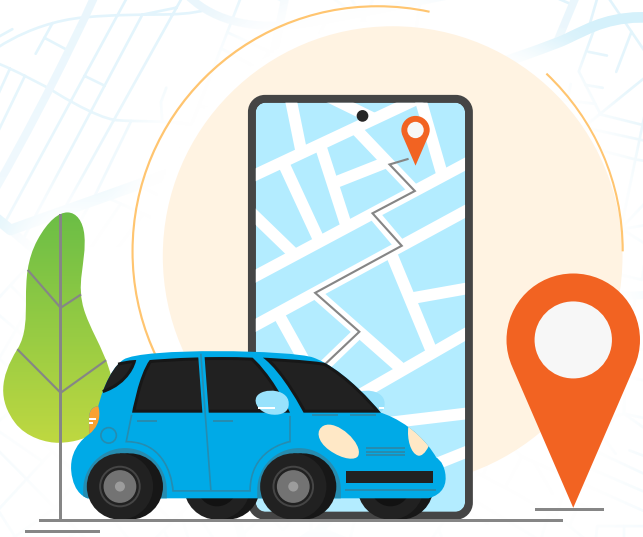
MISSION:

The National Speech & Debate Association connects, supports, and inspires a diverse community committed to empowering students through speech and debate.

VISION:

We envision a world in which every school provides speech and debate programs to foster each student's communication, collaboration, critical thinking, and creative skills.

Learn more at *www.speechanddebate.org*



NAVIGATING CRITICAL CLASSROOM CONVERSATIONS

Connect. Support. Inspire.

In your exploration of topics and arguments in these lessons, you may encounter issues concerning identity, social justice, and other critically important subjects. These issues are more than just topics for speeches or for debate rounds. They affect students, teachers, families, and communities daily. Increasingly, some are choosing violence instead of dialogue in relation to these topics. As an educator, you may feel overwhelmed and unsure how to foster these vulnerable yet critical classroom conversations. Thank you for committing to doing so!

Set shared expectations. Grow together.

Solutions and paths to those solutions may be up for debate, but lived experiences are not. In these critical conversations, your students may want to share personal insights on these issues. These personal insights often come from a place of lived experience. Using these stories allows us to view issues through a critical lens. When having these critical conversations, some students may become uncomfortable. Although you want these conversations to be respectful, please be aware of any ground rules that may limit students from traditionally marginalized and disenfranchised communities from sharing their stories. Please also be aware that students may not feel comfortable sharing their lived experiences—that is okay. Respect their boundaries as you prepare for and engage in this critical dialogue.

START HERE: TEACHING HIGH SCHOOL PUBLIC ADDRESS

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LESSON 1: BASIC BUILDING BLOCKS

TOPIC:

The Basics of Informative Speaking and Original Oratory

Essential Question + Objectives

By the end of this lesson, students will be able to identify the basic elements of an Informative and Original Oratory speech.

1. What is the purpose of an Informative speech?
2. What is the purpose of an Original Oratory?

MATERIALS/RESOURCES:

- Two different colors of Post-it notes
- ***Introduction to Evaluating Informative Speaking Handout*** *(printer-friendly version included)*
- ***Introduction to Evaluating Original Oratory Handout*** *(printer-friendly version included)*
- NSDA Rules for Informative Speaking and Original Oratory, excerpted from the *NSDA High School Unified Manual* *(included)*
- Highlighters
- Quote from Tony Arduini, *A Primer on Communication Studies* *(included)*

Insight:

Students should understand the basics of each type of speech before they can begin working toward creating one of their own. They also should understand the parameters for these speeches as outlined by the NSDA so that their final products fit within the expectations laid out by the NSDA. If your state or local league operates under different rules or norms, swap those in instead.

ONE-DAY LESSON

HOOK

5-10 minutes

1. As students enter the classroom, hand out the following quote and question. If needed, define dichotomous for your students as "two different things."

NOTE: *The vocabulary may need further explanation.*

Read the following quotation:

> *"We should avoid thinking of informing and persuading as dichotomous, meaning that it's either one or the other. It's more accurate to think of informing and persuading as two poles on a continuum. Most persuasive speeches rely on some degree of informing to substantiate the reasoning. And informative speeches, although meant to secure the understanding of an audience, may influence audience members' beliefs, attitudes, values, or behaviors." — Tony Arduini, A Primer on Communication Studies*

- Do you agree with Tony Arduini? Why? What is the goal of a persuasive speech? What is the goal of an informative speech? Do they overlap?
- Where do you hear/encounter persuasive speeches?
  - Potential Answers may include: Children trying to persuade adults, politicians asking for votes or support, sales people trying to make a sale, etc.
- Where do you hear/encounter informative speeches?
  - Potential Answers may include: Teachers giving a lecture, experts on the news, history television programs, podcasts, etc.

2. Share with students that as part of this lesson, they will be analyzing both persuasive and informative speeches and learning how to successfully write each.

BODY

30-40 minutes

1. Discuss as a large group: Why is it important to know what these words mean?
2. Tell students that these two types of speeches are the ones they will use most often for the rest of their lives. While they won't always need to create a formal speech, knowing how to create an effective informative and persuasive speech will give them the tools they need to speak effectively in multiple situations.

3. Distribute the NSDA handout, "An Introduction to Evaluating Informative Speaking" *(included)*. Explain that the Informative Speech is often called an Info for short.

4. Read together out loud. Have students highlight:
   - In Basic Understanding paragraph: time limit and purpose
   - In Structure: main point sentence and claims sentence
   - In Evaluating the Round: definitions of relevance, relatability, and originality
   - Skip Visual Aids for now—it will be read in a later lesson.
   - Ask for questions from students

5. Distribute the NSDA handout, "An Introduction to Evaluating Original Oratory" *(included)*. Explain that the NSDA refers to a persuasive speech as an Original Oratory, or OO for short.

6. Read together out loud. Have students highlight:
   - In Basic Understanding paragraph: time limit and purpose
   - In Structure: definitions of claim, warrant, and impact
   - In Evaluating the Round: definitions of importance, relatability, originality
   - In Notes: purpose of gestures and delivery
   - Ask for questions from students

7. Distribute the handout, "NSDA Rules for Informative Speaking and Original Oratory" *(included)*.
   - Explain that since we are preparing speeches that would potentially go to competition, we need to know the criteria for that. These rules govern what is and is not allowed as students put their speeches together.
   - While much of this elaborates on what was stated in the first two handouts, there are a few details students should note. Have students highlight:
     - In Aids in the Informative Rules: what cannot be given to the audience/judges and the last sentence
     - In Quotation *(both sets of Rules)*: how many words are allowed to be a direct quote
   - Ask students why this rule is important *(it keeps students from using so many quotes, or such long quotes, that the speech isn't truly their own)*.
   - Many students will pick up on the last sentence in Length in both sets of rules *(No minimum time is mandated)*. As a teacher, you should decide how you want to handle this in class. Point out to students that:
     - A speech of less than four minutes typically won't cover the content thoroughly.
     - If they take a short speech to a competition, and all other speeches are eight to ten minutes long, judges will have a hard time seeing beyond how short their speech is. Ask students: "If your speech is spectacular, but is only five minutes long, and all the other

speeches are okay but eight to ten minutes long, what is a judge likely to think?" They typically understand that a judge is going to think the student with the shorter speech didn't work as hard, and therefore won't rank them as highly.

8. Tell students they will need to keep all three handouts for reference throughout the unit.

CLOSURE

5 minutes

1. To check for understanding, and to see if students' ideas may have changed, pass out two post-it notes to each student.
2. On the first post-it, ask them to write down their definition of "inform." Have them also include their name or initials on the back of the post-it *(the sticky side)*.
3. On the other post-it, ask them to write down their definition of "persuade." Have them also include their name or initials on the back of the post-it *(the sticky side)*.
4. If time allows, review their definitions and have the class select one *(or a combination of several)* that provide the best working definition.

NOTE: *Once complete, review any incorrect definitions so that you can focus your reteaching or scaffolding if needed.*

NSDA RULES FOR INFORMATIVE AND ORIGINAL ORATORY SPEECHES

taken from the NSDA High School Unified Manual

Informative Speaking

1. Purpose: An informative speech is an original speech designed to explain, define, describe, or illustrate a particular subject. The general purpose of the speech is for the audience to gain understanding and/or knowledge of a topic. Any other purpose such as to entertain or to convince shall be secondary. The use of audio/visual aids is optional. *(See # 4 on Aids.)*
2. Contest: This contest comprises only memorized speeches composed by the contestants and not used by them during a previous contest season.
3. Subject: Effective speeches provide new information or perspectives on a topic, including those that are widely known. The responsibility for choosing a worthwhile topic rests with the contestant. A fabricated topic may not be used. Any non-factual reference, including a personal reference, must be so identified.
4. Aids: Audio/visual aids may or may not be used to supplement and reinforce the message. If used, the audio/visual aids should enhance or support the message rather than distract from the overall effectiveness of the presentation. During the presentation, no electronic equipment is permitted. Electronic equipment is defined as any object requiring an electrical cord, battery, or solar power to operate it *(projectors, cell phones, radios, iPads, computers, etc.)*. The use of live animals or any additional people as visual aids is not allowed during the speech. Items of dress put on and/or removed for illustration during the course of the presentation are considered costumes and may not be part of the contestant's presentation. Visual aids may not violate policies as dictated by local and state law *(weapons, drugs, etc.)* Contestants may not distribute items to the judges or audience before, during, or after the round. This includes but is not limited to food, objects, handouts, flyers, and promotional merchandise. The host school is not responsible for providing any facilities, equipment, including tables, chairs, or easels, or assistance in a contestant's use of visual aids. Expedient set up and take down of aids is expected. If a visual aid displays published pictorial material, the source must be included in the work-cited page but does not need to be cited orally.
5. Length: The time limit is 10 minutes with a 30-second "grace period." If there are multiple judges in the round, all must agree that the student has gone beyond the grace period. Should a student go beyond the grace period, the student may not be ranked 1st. There is no other prescribed penalty for going over the grace period. The ranking is up to each individual judge's discretion. Judges who choose to time are to use accurate *(stopwatch function)* timing devices. No minimum time is mandated.

6. Quotation: Not more than 150 words of the speech may be direct quotation and such quotations must be identified orally and in a printed copy of the speech supplied prior to registration.
7. Script: Manuscripts must be available at all district tournament contests in the event of a protest. The script must identify the quoted materials, state the number of quoted words, include a work-cited page in APA or MLA format, and both the speaker and the coach must attest by signature that the speech is the original work of the contestant.
8. Re-Use: A student may not use an informative speech the student used in district or national competition in any previous contest year.

Original Oratory

1. Purpose: The general purpose of the speech is to persuade. Any other purpose such as to inform or entertain shall be secondary.
2. Contest: This contest comprises only memorized orations actually composed by the contestants and not used by them during a previous contest season. No visual aids are permitted.
3. Subject: Any appropriate subject may be used, but the orator must be truthful. Any non-factual reference, especially a personal one, must be so identified.
4. Length: The time limit in Original Oratory is ten minutes with a 30-second "grace period." If there are multiple judges in the round, all must agree that the student has gone beyond the grace period. Should a student go beyond the grace period, the student may not be ranked 1st. There is no other prescribed penalty for going over the grace period. The ranking is up to each individual judge's discretion. Judges who choose to time are to use accurate *(stopwatch function)* timing devices. No minimum time is mandated.
5. Quotation: Not more than 150 words of the oration may be direct quotation from any other speech or writing and such quotations must be identified in a printed copy of the oration supplied prior to registration. Extensive paraphrasing from other sources is prohibited.
6. Script: The orator's script must identify the quoted materials, state the number of quoted words, include a work cited page in APA or MLA format, and both the orator and the coach must attest by signature that the oration is the original work of the contestant. It is the responsibility of the contestant to have a script ready upon request should the speech be challenged.
7. Re-Use: A student may not use an oration the student used in district or national competition in any previous contest year.

How to Judge – At A Glance

An Introduction to Evaluating Informative Speaking (INF)

BASIC UNDERSTANDING

Informative Speaking is a 10-minute presentation written and performed by the student. Informative requires students to balance that content with delivery and style. Students in Informative must be articulate, engaging, and smooth with their delivery at both a vocal and physical level. The purpose of the event is to inform and educate the audience on a topic of significance. Students may or may not employ the use of visual aids in the performance.

STRUCTURE

While Informatives are all different, the structure should provide a framework for the audience to understand the topic. Each main point should explore a specific aspect of the topic the student is presenting. Research is a very important component in Informative. All claims should be backed up with evidence that verifies the information the speaker is conveying. If a student has presented two or three components of the topic in an educational and logically sound manner, it is likely they have displayed an adept command of structure.

EVALUATING THE ROUND

There are three key areas to consider when evaluating an Informative.

First, ***relevance***: to assess the relevance of the speaker's Informative, focus on the timeliness of their topic. Gauge whether the student has done an adequate job of explaining why this topic should be discussed at this point in time. This can happen in a multitude of ways. Pay attention to how the topic is framed within the speaker's introduction. If the thesis of the Informative speech enables you to understand why this topic should be examined now, then they have accomplished a significant goal.

Second, ***relatability***: relatability is how the speaker connects the audience to the topic. The speaker should use inclusive rhetoric, giving the audience the sensation that they are affected by the topic. Logical evidence supporting this sentiment should be given throughout the speech. Judges should consider whether they are personally educated and examine whether they feel the student educated the audience.

Third, ***originality***: when evaluating originality, it is important to note that there are few truly original topics. Instead, consider how inventively the speaker addresses the topic. Judges ought to consider whether the rhetoric is unique, as well as how new and exciting the approach is to the topic.

VISUAL AIDS

Students may or may not use **visual aids** within their Informative speech. If used, the student is expected to set up visual aids in an expedient manner. Students cannot use electronic equipment or any banned material (guns, controlled substances, etc.) as a visual aid, nor can they use live animals or another person. Visual aids should contribute to the audience's understanding, emphasize information, and provide a creative outlet that augments the content of the Informative speech. If a student has included a visual aid that is justified and interesting, than they likely have effectively incorporated a visual aid into their speech.

FILLING OUT THE BALLOT

Performers are ranked on a scale, generally from one to six, with the best performance receiving the one ranking. The judge will also assign speaker points, typically in a range from 90 and 100, with 100 being outstanding.

The judge writes on the ballot how the speaker can improve—e.g., eye contact, clarity, emotion, etc., and what the student did well. This is an educational activity and all feedback is welcome. Please make sure the feedback is constructive and not merely critical.

How to Judge – At A Glance

An Introduction to Evaluating Original Oratory (OO)

BASIC UNDERSTANDING

Original Oratory is a ten-minute oration written and performed by the student. Oratory requires students to balance that content with delivery and style. Orators must be articulate, engaging, and smooth with their delivery at both a vocal and physical level. The purpose of the event is to inform and persuade the audience on a topic of significance.

STRUCTURE

While orations are all different, the arguments made within them are comprised of three important components. First, a student must clearly establish a **claim**. This is a declarative statement that establishes the point the student sets out to justify in the speech. Next, the student must clearly establish why the argument is valid. This is known as the **warrant** for an argument. This means that orators go beyond asserting their claims to explaining why their claims should be accepted by the audience. Finally, the student must provide an **impact** for the argument, explaining why his or her argument matters.

EVALUATING THE ROUND

There are **three key areas** to consider when evaluating an Original Oratory.

First, ***importance:*** the speaker's topic should be important to the human condition. This appears in the beginning of the speech through a well-developed thesis. Throughout the oration, the student should use ethos to build credibility and offer examples supporting the significance of the topic. The delivery can also indicate importance. Pathos is created through a personable, invested delivery that speaks to the audience emotionally. The speaker should be clearly passionate about the topic in order to establish pathos. Throughout the round, judges are instructed to ask themselves if the supporting examples establish the critical need to evaluate the topic now.

Second, ***relatability:*** relatability is how the speaker connects the audience to the topic. The speaker should use inclusive rhetoric, giving the audience the sensation that they are affected by the topic. Logical evidence supporting this sentiment should be given throughout the speech. Judges should consider whether they are personally impacted by the issue being discussed and examine whether they feel motivated to care about the topic.

Third, ***originality***: when evaluating originality, it is important to note that there are few truly original topics. Instead, consider how inventively the speaker addresses the topic. Judges ought to consider whether the rhetoric is unique and how new and exciting the examples are.

NOTES

Gestures and delivery should be employed to further these three objectives. Through effective intonation and physical imagery, the speaker should illustrate the importance, relatability, and originality of the topic. The speaker should build credibility through a confident demeanor.

FILLING OUT THE BALLOT

The judge ranks each contestant, with "one" being the best, and assigns speaker points. Points are generally in a range between 90 and 100 points, with 100 being outstanding. The judge writes on the ballot how the speaker can improve—e.g., eye contact, clarity, emotion, etc., and what the student did well. This is an educational activity and all feedback is welcome.

LESSON 2: CHOOSING A SPEECH TYPE AND TOPIC

TOPIC:

Choosing a Speech Type and Topic

Essential Question + Objectives

By the end of this lesson, students will be able to identify and brainstorm about two topics they want to research for their future speech.

1. What makes a good topic?
2. What makes an effective brainstorm?

MATERIALS/RESOURCES:

- Evaluation Handouts *(included)*
- Pencils
- NSDA Videos *(you will want to preview for appropriateness)*
  - One video from an Informative Speaking final round at Nationals – suggested video: ***https://www.speechanddebate.org/nationals-2019-informative-speaking-finals/*** scroll to 18:19 *(the second dot)*
  - One video from an Original Oratory final round at Nationals – suggested video: ***https://www.speechanddebate.org/nationals-2019-original-oratory-finals/*** scroll to 30:56 *(the third dot)*
- Access to projector and computer
- Sample Topics Handouts *(included)*
- Topic Brainstorm Assignments *(included)*
- Highlighters *(optional)*

Insight:

Students should consider topics for their event, and then develop those topics by brainstorming multiple potential areas that could be researched within the topic. Since some topics may be too broad or too narrow, and students have a difficult time understanding "too broad" or "too narrow" until they begin doing research, the brainstormed areas within their topic give students more avenues for research as needed.

ONE-DAY LESSON

HOOK

5-10 minutes

Info and OO Videos *(Note: this will take a little longer than the allotted 5-10 minutes, so it will bleed into the Body)*

1. Watch one ***Info*** *(scroll to 18:19)* and one ***OO*** *(scroll to 30:56)* final round. Have students use the information they highlighted in Lesson 1 to evaluate each video on the Evaluation worksheets *(included)*. Stop the video after the main points/claims are given in each video to make sure students got them all. Have students turn in their video notes as an assessment of their understanding.

BODY

30-40 minutes

1. Give students the Sample Topics Handout *(included)* with 100+ topic ideas.

   A. Allow them time to peruse and ask questions. They may want to highlight or put a star beside the topics that interest them.

   B. Be sure to point out that the prompts inspired by *The New York Times* must be turned into a statement, and although they are labeled as being "argumentative" prompts, many can easily be changed to use as informative topics.

   C. All given topics are suggestions, and are particularly helpful for students who don't know what they want to speak on. However, students often have their own ideas about topics not on the list!

   D. Option for persuasive speeches: If students desire to have a "mock debate" when speeches are given, allow two students to choose opposite sides of one of the topics. Each person will give a speech to persuade the class that they should agree with that person's viewpoint. When speeches are given, these two speeches will present with the Affirmative going first, and the Negative going second. The class will then vote by secret ballot, and the winner wins bragging rights. This also gives students the opportunity to examine their own bias about the given topic, and learn how to set aside that bias as they listen to the speeches. If no students want to have a mock debate, have each student choose different topics for their persuasive speeches.

2. Give students the Topic Brainstorm Assignment *(included)* corresponding to the type of speech they want to do *(Info or OO)*.

3. Allow the rest of the time to complete the assignment. Circulate and answer questions.

CLOSURE

5 minutes

Remind students to complete the Brainstorm Assignment as homework if it wasn't completed in class. They will need to have this done to be successful in the next class period.

NAME:

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EVALUATE INFORMATIVE SPEECH VIDEO

As you watch, take down a few notes on what you hear and observe in the speech.
Use the outline below to guide your notes.

Topic of Speech:

Main Points to be covered:

Evidence for the points given:

What made this speech Relevant?

What made this speech Relatable?

What made this speech Original?

How did the visual aids (VAs) contribute to your understanding?

Did the VAs emphasize information appropriately?

Did the VAs provide a creative outlet that enhances the content of the speech?

NAME:

NATIONAL SPEECH & DEBATE ASSOCIATION

EVALUATE ORIGINAL ORATORY SPEECH VIDEO

As you watch, take down a few notes on what you hear and observe in the speech.
Use the outline below to guide your notes.

Topic of Speech:

Claims to be covered:

Warrant for the claims given:

Impacts for the claims given:

What made this speech Important?

What made this speech Relatable?

What made this speech Original?

How did gestures and delivery help the speaker effectively make their points?

NAME:

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SAMPLE SPEECH TOPICS

1. Sample Informative Topics

A. Information about:

- A particular country and/or its leader
- A particular state in the U.S.
- An author
- World poverty
- Consumer education, investing/stock market, etc.
- History of national park system
- One national park – how to get there, some of the things to see, places to stay, etc.
- History of jazz (or another type of music)
- History of cubism (or another type of art)
- A specific artist (musical, painting, drawing, etc.)
- Alcoholism (could be within a certain subculture)
- History of cremation customs (or other death customs)
- History of Halloween (or another holiday)
- U.S. intervention in other countries (or a certain country) to stop human rights abuses
- Refugee resettlement in response to a certain event
- Redlining in the United States
- Accessibility of sidewalks in metro areas
- Native American reservations
- Income inequality
- America's War on Drugs
- Opioid addiction
- High speed rail
- Gentrification

B. Explanation of:

- Forms of energy (nuclear, solar, wind, etc.)
- Subliminal advertising – what it is, how it works
- How elections work: primaries, Electoral College, etc.
- Student loans
- Free speech rights of students
- How movie and video game ratings are determined
- Inflation
- Different types of hacking
- What the foreign exchange student program is
- How unions work
- A certain instance of political oppression and the response of the oppressed group
- A certain type of immigration visa
- Seeking asylum in the U.S.
- Voter restrictions
- Gerrymandering
- Funding of school districts
- Mixed-use communities
- Code-switching
- Media representation of (a certain marginalized group)
- America's history of concentration camps/ internment camps
- Mass incarceration
- Private prisons
- Affordable housing crisis
- The 13th amendment
- The 40-hour work week
- "White flight" and suburbanization
- Toxic masculinity
- Intersectionality
- Nativism
- Access to education around the world by gender

C. How to:

- Become an organ donor
- Open a bank account
- Play a certain game
- Survive in the wild in a certain climate
- Grow roses (or another type of plant)

NAME:

NATIONAL SPEECH & DEBATE ASSOCIATION

PROMPTS FOR ARGUMENTATIVE WRITING

Adapted from the New York Times Learning Network

A. Social Media and Smartphones

- Does technology make us more alone?
- Is social media making us more narcissistic?
- Will social media help or hurt your college and career goals?
- Would you consider deleting your social media account?
- Are parents violating their children's privacy when they share photos and videos of them online?
- Has Facebook lost its edge?
- Do Photoshopped images make you feel bad about your own looks?
- Should what you say online be grounds for getting fired?
- Would you be willing to pay for Facebook or Google in exchange for your privacy?
- Are anonymous social media networks dangerous?
- Should people be allowed to obscure their identities online?
- Is our culture of online shaming out of control?
- Are digital photographs too plentiful to be meaningful?
- Do you worry we are filming too much?
- Has social media shortened your attention span?
- Does society need a digital detox?

B. Technology in Schools and the Future

- Are the web filters in schools necessary?
- Does technology in the classroom get in the way of learning?
- Should tablets become the primary way students learn in class?
- Can cellphones be educational tools?
- Should there be more educational video games in school?
- Is online learning as useful as in-person learning?
- Do machines represent a threat to humans?
- Are self-driving vehicles the wave of the future?
- Do you think recreational drones are safe?
- What role will robots play in our future?
- Will wearable technology ever really catch on?

C. Gender Issues

- Is the teaching of traditional gender roles restrictive?
- Do the benefits of same-sex education outweigh the harms?
- Is there too much pressure on female-presenting young adults to have 'perfect' bodies?
- How widespread of an issue is toxic masculinity?
- Do we need to teach boys and young men to be more adept emotionally?
- Will respectful usage of pronouns become more common as younger generations come of age?
- What should we do to fight sexual violence?
- What can be done to address the mortality rate of Black mothers?
- What can be done to protect Asian and Pacific Islander women from hate crimes?
- Why don't female athletes receive equal pay to their male counterparts?

- What is "white feminism?"
- Do we need new ways to identify gender and sexuality?
- Should toy manufacturers stop gendering toys?
- Should clothing brands stop gendering clothing?
- What impact does media, such as commercials, have on views of gender?
- Do Black men need to address the issue of homophobia in their culture?
- Do Latino men need to address the issue of misogyny in their culture?

D. Sports

- Should high schools drop football because too many players are getting injured?
- Should parents/guardians let their children play football?
- If football is so dangerous to players, should we be watching it?
- Are some youth sports too intense?
- Should cheerleading be an Olympic sport?
- Do certain sports promote/enable toxic masculinity?
- Why is there backlash from the media when athletes speak out about personal experiences?
- Why is sports one of the only perceived paths to success for young Black men?
- Should college football players get paid?
- Why are there not more female owners and head coaches in the NFL/MLB/NBA?
- Why is the world's most popular game (soccer/football) so under-appreciated in America?

E. Arts and Culture

- Why do Americans care more about entertainment than education?
- Are roles for X group in media limited in their portrayal of that group? *(pick a marginalized group: Black people, Latinos/Latinas, Asian people, people from Southwest Asia/Northern Africa, LGBTQ folks, plus size people, people with disabilities)*
- Is misinformation and propaganda out of control on American TV?
- Does a monopoly exist in the cable TV industry?
- Why are Americans watching less live TV?
- Do 24-hour news channels do more harm than good?
- Is virtual-reality gaming the future of video games?
- Is E-sports a viable career path?
- Is harassment in the online gaming community an issue?
- Should harassment from online gaming be prosecuted by the law?
- Do too many Americans rely on TV and movies for portrayals of non-white groups?
- Are there any truly "classic" TV shows/movies, or do generations just favor their own personal preferences?
- Why are careers in art and music deemed less successful than other careers?
- Does implicit bias play a role in the distaste for rap/hip hop/R&B?
- Is Black culture in the form of music/entertainment valued more than actual Black people?
- Will America see an increase in popularity of non-English-speaking musical artists?
- Do Americans appreciate the visual arts at the same level as citizens of other countries?

- Do music streaming platforms help or hurt "up and coming" artists?
- Should American students be required to take an "Arts and Culture" class (or multiple)?
- Why do Americans despise reading for pleasure?
- Why is media marketed toward women and girls (romance novels, rom coms, etc) looked down on or deemed "basic"?

F. School

- Have schools evolved enough over the years to prepare students for present day realities in the workforce and college?
- Should schools prepare students better for financial and domestic tasks?
- Why are students often complaining about being bored?
- Should teachers be required to change their content?
- Are schools doing enough to support students' mental health needs?
- Should schools require courses in mental health, not just physical health?
- Why are racial minorities not choosing teaching as a career path?
- How important is diversity in the teaching workforce?
- Would students learn better if scheduling was flexible?
- Should the new trend of "flexible seating arrangements" become more commonplace in schools?
- Should schools teach students more than just English, starting in elementary school?
- Is History in American curriculum "whitewashed?"
- Should teachers be required to take regular public speaking classes?
- Can hip hop/rap help students understand elements of literature?
- Are school discipline policies more reactionary than restorative?
- Are school dress codes sexist/racist in nature?
- What can physical education classes do to be more inclusive of students in larger bodies or students with disabilities?
- What is multicultural education, and does it benefit students?
- Are schools segregated?
- Does having a job keep students from achieving their full academic potential in high school?
- Why do some schools receive better funding and resources than others?
- Should college education be free?
- Should the price of a college education be capped by a federally controlled price?
- Should all colleges follow the recent trend of eliminating test scores for admission?
- What can be done to address sexual assault on college campuses?
- Should students be required to live on campus throughout their entire college career?
- Does having a job keep students from achieving their full academic potential in college?

G. Animals, Science, The Environment

- Should farm animals have more legal protections?
- Is it ethical to genetically engineer animals?
- Is animal testing justified?
- Should zoos be eliminated in favor of animal

sanctuaries?
- What are the benefits of emotional support animals in schools?
- Should "for profit" breeders be outlawed?
- How severely is climate change impacting the animal world?
- How should nations and individuals address climate change?
- Why is the burden of climate change on individuals more so than corporations?
- Is it "too late" for action on climate change?
- Should we start more aggressively pursuing exploration of other planets to move off Earth?
- Should gasoline-powered cars be outlawed?
- Is the oil lobby and industry holding America back from advancements in electric vehicles?
- Why aren't communities in America walkable, like they are elsewhere around the world?
- Are Americans obsessed with cars and car ownership?
- Is "ageism" an issue in America?
- Will we find a cure to cancer in the next 50 years?
- Do you think life exists—or has ever existed—somewhere besides Earth?

H. America and Government

- Is America a democracy?
- Is the "American Dream" dead or dying?
- Is the Middle-Class dead or dying?
- Has social media caused political polarization in the US?
- Should voting be mandatory?
- Should voting be done on a safe, free, cellphone app?
- Is the two-party system ruining American government?
- Have elected officials given up on representation?
- Why is gerrymandering harmful to democracy?
- Why are so many Americans apathetic about voting?
- Why don't Americans vote in state and local elections?
- Should more "working class" people run for office?
- Should lobbyists be outlawed?
- How can we solve the issue of wealthy people avoiding taxes through loopholes?
- Should the U.S. military budget be capped at a certain amount?
- Should the budget for education be required to be higher than the military budget?
- Should the Supreme Court have term limits?
- Should the Senate have term limits?
- Should elected officials be required to have political experience before running for national office?
- Should the minimum wage be adjusted annually and tied to each state's cost of living?

NAME:

NATIONAL SPEECH & DEBATE ASSOCIATION

INFO TOPIC BRAINSTORM

There are three parts to this assignment. Be sure you do them all!

Part 1 = 15 pts. Part 2 = 5 pts. Part 3 = 20 pts. TOTAL POSSIBLE POINTS = 40 pts.

PART 1:

Use the table below to brainstorm ideas for your Informative Speech. Remember: you need a total of 15 ideas! You don't have to use all the categories, but you do have to have a total of 15 ideas (they can even all be in ONE category if you like). You can check the packet for ideas if you get stuck.

PEOPLE	PLACES	EVENTS	HOBBIES/TALENTS	CAREERS	OTHER IDEAS

PART 2:

Now that you have your ideas, go back and mark your *Top Five* ideas—the ones you *most* want to research and give a speech on. Mark them this way:

1 - CIRCLE the idea you like the best/most

2 - BOX the idea you like the second best

3 - DOUBLE UNDERLINE the idea you like the third best

4 - UNDERLINE not quite a favorite, in the Top Five

5 - DOTTED UNERLINE still in your Top Five, but the one you are least interested in of your Top Five

PART 3:

Now, use your top two topics from above (the ones you circled and boxed) and brainstorm anything and everything that you can think of that you *could* potentially talk about within your chosen topics. You must have at least 10 ideas for each one. This is a brainstorm, so again, you don't need complete sentences—put these as bullet points! Your topic, though, should be part of each bullet (like the tattoo examples).

EXAMPLE	YOUR TOPIC 1	YOUR TOPIC 2
Tattoos		
1. Tattoo history **2.** Tattoos in cosmetics **3.** Fake tattoos **4.** Why get tattoos **5.** Where it hurts the most/ least to get tattoos **6.** How tattoo is made **7.** Tattoo designs **8.** Restrictions on tattoos **9.** Cultures that use tattoos **10.** Famous tattoos **11.** Famous people who have tattoos **12.** Wedding ring tattoos **13.** Tattoo safety **14.** What to look for in a tattoo artist **15.** What to avoid in a tattoo artist		

NAME:

NATIONAL SPEECH & DEBATE ASSOCIATION

OO TOPIC BRAINSTORM

There are three parts to this assignment. Be sure you do them all!

Part 1 = 10 pts. Part 2 = 10 pts. Part 3 = 20 pts. TOTAL POSSIBLE POINTS = 40 pts.

PART 1

Imagine for a moment that you have been granted magical powers. With these powers, you can shift the social stratosphere as we know it. With the snap of your fingers, you can eradicate world hunger, or stop your best friend from slurping and smacking his lips every time he eats soup! Below, list the top ten things you would change about the world (you can look at the lists in the packet if you get stuck):

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

PART 2

Now, use the chart below to narrow your list (above) to the top five that you would seriously use for your Original Oratory. First, list your top five choices from the ones you listed in Part 1. Next, identify at least one problem associated with this topic, and write that under "PROBLEM."

TOPIC	PROBLEM
EXAMPLE: a woman should be on SCOTUS	*EXAMPLE: at least half the country is women, but there are no women on SCOTUS*
EXAMPLE: the TV remote should be shared	*EXAMPLE: my brother hordes the remote; my mom doesn't listen when I tell her about it*

PART 3

Finally, choose the *two* topics from your chart (above in Part 2) that you are most passionate about. Put each one in the chart below. Add what the problem is. Then, give at least three of the reasons/causes for the problem, at least two effects/implications of the problem, and at least one way the problem could potentially be solved.

	TOPIC 1	TOPIC 2
PROBLEM		
REASONS/ CAUSES	**1.** **2.** **3.**	**1.** **2.** **3.**
EFFECTS/ IMPLICATIONS	**1.** **2.**	**1.** **2.**
POSSIBLE SOLUTIONS		
I WOULD LIKE TO BE IN A MOCK DEBATE AGAINST SOMEONE ON THIS TOPIC. *(CIRCLE ONE)*	**NO** **YES,** and this person is the one who wants to do this with me:	**NO** **YES,** and this person is the one who wants to do this with me:

LESSON 3: RESEARCH

TOPIC:

How to Conduct Research for a Public Address

Essential Question + Objectives

By the end of this lesson, students will be able to identify and evaluate potential sources of information.

1. Where do you find a potential source?
2. How do you evaluate a potential source?

MATERIALS/RESOURCES:

- ***Research in Oratory: Source Evaluation*** Handout *(included)*
- Local and school library information – you will want to check on this and collect information on how to access each before the lesson *(e.g., how to get to the website, the correct page on the website, necessary passwords, how to get a public library card, the resources available online and in the library for students)*
  - Having a school or public librarian come visit to present this information is great, but it can take up the entire class period. Plan for an extra day if you go that route.
  - If you don't have access to computers in the classroom, a field trip to either or both libraries would be a great use of time.
  - If parental permission is needed to get a local library card, send out an email to parents, asking them to take their child to the library to get a card. Give as much advance notice as possible.
  - Local public library librarians are a font of information! You may find that even if a card has been lost, they can access the number. In some states, a library card from *anywhere* in the state give access to *all* libraries in the state.
- Notebook paper or small whiteboards
- Access to computers or library books
- Method for recording notes and sources either digitally or on paper

Insight:

Students should understand where to look for reliable sources when researching their speeches. While many students know that they need to look beyond Wikipedia, students may still use Wikipedia as a starting point. Throughout this lesson, they will practice finding and evaluating additional sources. By learning this skill in speech class, students will find they have a deeper understanding later on in other subjects, since ELA teachers will also teach the same material, but in a different way. In this way, the speech teacher supports the learning in ELA classes and vice versa.

ONE-DAY LESSON

HOOK *5-10 minutes*

1. Check in to be sure all students completed homework from last class. They will need their top two topic choices to be successful today.
2. Have students work in small groups to write everything they already know about how to research, how to cite their sources, and plagiarism on a piece of paper or a small whiteboard.

BODY *30-40 minutes*

1. Have one person from each small group share out what their group listed about what they already know. Use this to tailor the remainder of the lesson, skipping steps where needed.
2. Ask students why it's important to use reliable sources. *(You can be proven wrong or have your whole speech fall apart with unreliable sources).*
3. Hand out the NSDA Handout, ***Research in Oratory: Source Evaluation*** *(included)* and read out loud as a large group.
   - Stop to discuss as needed, skipping parts the class already knows/understands. *(Primary and secondary, for example, is often taught in elementary school now, so students may know what these are. A simple question asking "What is a primary source?" or "What is a secondary source?" will give you a good assessment of whether or not students do understand these, and is also a good refresher for those who may have forgotten.)*
   - In the section on page 3 discussing "keeping track of research," tell students that you will give them a Research Graphic Organizer in the next lesson for this purpose.
4. **OPTION 1 –** **If you have access to computers**
   Hand out information from your school and local library.
   - If your school or public library subscribes to Gale Databases, or another database, show students how to access it.
   - Show students how to access your local library's online resources, explaining how each can be used to help in their research. If they don't have a library card, give them the information needed to get a local library card.
   - Remind students that the online sources that they find on databases and through their local libraries have already been vetted. These will be reliable sources, so there is no need to worry that they will be accessing something like "joeboblivesinhismothersbasement.com" online

- If online newspapers are available through either the school or local library, remind students that while newspapers have a bias, that doesn't mean they can't be used: it simply means students need to be aware of the bias.

5. Allow students to explore the resources available and other resources they may find on the internet. While students are researching, you can grade their Topic Brainstorm, ensuring the ideas listed under the two top choices will work for the topic the student is choosing to explore.

6. Have students use the Source Evaluation handout to determine if websites outside those provided by the library are reliable or not.

7. Tell students to open a Google doc and save the web address of any websites they find that will be useful for their speech. They'll want that information for the next class period *(and beyond)*.

4. **OPTION 2 –** **If you don't have access to computers in the classroom**
Go to either your school or public library. Introduce students to the librarian.
   - Either you or the librarian should show students where to find books that will help them in their research.
   - Remind students that the print resources found in the library have already been vetted—these will be reliable sources.
   - In using newspapers *(and some periodicals)* found at the library, remind students that while newspapers have a bias, that doesn't mean they can't be used: it simply means they need to be aware of the bias.

5. Allow students to explore the resources available. While students are researching, you can grade their Topic Brainstorm, ensuring the ideas listed under the two top choices will work for the topic the student is choosing to explore.

6. Have students either check out the books, or, if books cannot be checked out, write down at least the title and author of the books they find that will be useful for their speech. Checking out the books will help them most, but that isn't possible with some research books.

CLOSURE *5 minutes*

Homework **–** have students find at least two reliable sources for each of their two potential speech topics and bring those sources to class next time.

NOTE: If students do not have access to a computer at home or cannot check out books, this will need to be modified. Instead of making this homework, have students turn in the sources they found by the end of the period either digitally or on paper.



RESEARCH IN ORATORY: Source Evaluation

*This guide offers tips for evaluating research in **Original Oratory**. All of these concepts contribute to a well-researched oration and provide a foundation for students to create strong arguments and persuasive speeches. While this guide is by no means exhaustive, it should provide you with the tools necessary to make informed decisions about the research you include in your Oratory. This guide focuses primarily on methods of evaluation, types of sources, and some notes on how to begin and maintain the research process throughout the year.*

Date

Is the article published recently? There is no magic number when determining whether sources are recent and the information is current. A good rule of thumb is to make sure all *periodical articles* (e.g., newspapers, magazines, online publications) have been published within a calendar year of the tournament in which you will be competing. For sources like academic peer reviewed *journals or books*, there is more flexibility, but try and stay within the past two years. **Having sources that are current and topical help improve your credibility by showing the audience your topic is a problem we are faced with right now.**

Credibility

All of your sources should come from a reputable place. If you are unsure about the credibility of a source, ask yourself these questions: Who wrote this article? Is that person a trustworthy spokesperson for this topic? Where was this published? Is that source credible, fair, and rigorous when selecting works to publish? How well is this information presented? Does the site contain grammatical mistakes, bad formatting, or inaccurate information? The end goal is to make sure all of your sources could withstand scrutiny if a judge or audience member read through all of the sources you cite within the speech. Don't be afraid to be critical! The more rigorous you are when evaluating sources during the writing process, the better your speech will be!

Primary/Secondary

A *primary source* is evidence presented by an author or speaker with intimate knowledge of the content. So, the psychologist publishing the findings of a recent experiment of theirs is a primary source. The interview with a survivor of a recent natural disaster is also a primary source, since they have first-hand experience and are credible based upon that. Conversely, a *secondary source* is information that is gathered from primary sources. To continue the example from above, the newspaper reporting on the findings of a psychological study is a secondary source because they did not conduct the experiment themselves. **Both types of sources have merit, and you will likely use both in your speech.** However, if the opportunity presents itself to track down a primary source, it would benefit you to find it. As opposed to settling for a write-up from a big national newspaper on a recent opinion poll, find the organization that did the poll and look at the results in greater depth. In this way, you can use the source to greater effect in your own speech.

RESEARCH IN ORATORY: **Source Evaluation**

Hard Evidence

This type of source provides an immediate and tangible result. A Presidential election poll is an example of *hard evidence* because the claims are backed up with data. This type of evidence is necessary when you are making claims in your speech that need tangible support. If, for instance, you are arguing that your problem is affecting a large number of people, the most effective way to support that is with a statistic.

Anecdotes

In contrast, an *anecdotal source* focuses on a narrative to convey an argument. A memoir is often a series of anecdotes or stories that help explain a person's life in the confines of a book. Anecdotes are a necessary and important component of Oratory! **They are often used to make your arguments relatable.** The audience may not be able to remember exact figures or statistics, but they will likely remember the story you told.

Pathos/Logos/Ethos

Each of these terms refer to **different types of arguments**, which are defined in greater detail below. You may encounter a source that uses all three to great effect; however, you will often find sources that focus on one or two aspects, rather than all three. Finding a balance among these three types of arguments will enable you to appeal to a larger audience. Inevitably, some people who listen to your speech will be affected most by strong argumentation, while others may prefer arguments based upon emotion. In order to appeal to both parties at the same time, focus on crafting a speech that employs both.

Pathos is in reference to arguments based upon **emotion**. If you find a source that is a narrative of a refugee, for example, that source is centered around pathos. The author relies upon appealing to the audience's emotion to persuade. Typically, these sources are strongest when used at parts of your speech where the audience is likely to be most affected. For instance, including a powerful anecdote toward the end of your second point is a great strategy to make the audience want to listen to solutions. If you can prove that your topic has a real emotional impact on people, that will lead to an interest in solving the problem you are discussing to prevent further emotional harm.

Logos is an argument based upon **logical appeals**. Sources centered around statistical probability, or in-depth argumentation, employ the use of logos. This type of argument is necessary in your oration as it establishes credibility in unique ways. Having a source that describes the scope of your problem (e.g., how many people this affects) is a fantastic way to establish significance. In that spirit, a logos-focused source is often included in the introduction during what is called a significance statement. Demonstrating the size and scope of the problem induces a sense of urgency to your speech, compelling the audience to listen.

Ethos is an appeal rooted in the **credibility of the author**. A lawyer who publishes work on a recent judicial decision has the ethos necessary to make those arguments. That same lawyer blogging about the local restaurant scene is inherently less credible. In the context of Oratory, try to find sources that contribute to your own personal ethos. If you are speaking on a topic that focuses primarily on a cultural phenomenon, find sources created by individuals who are credible within that realm. Finally, writing a speech that is well-researched increases your own ethos, because you are demonstrating you have done the work necessary to present credible ideas.

Beginning Research

There are two basic approaches to research in Oratory, both of which are completely valid and worthwhile; it's just a matter of personal preference.

Some students prefer to decide on a topic, begin outlining, and search for sources that support their claims. **This style of research focuses on finding sources that accomplish very specific goals within a speech.** If you know you need a piece of hard evidence in your first main point, that narrows the parameters of your search. When employing this style,

remember to remain flexible. If you want to make an argument, but can not find sources to support it, be willing to adapt to a new argument.

The other style predominantly used puts research ahead of the topic. Instead of researching with a set goal in mind and searching for specific pieces of a puzzle, **this style relies upon casting a wide net and accumulating as much research as you can find.** For example, if you are interested in technology but don't have a specific topic in mind, begin searching for as much information as you can find. Along the way, when you read a very interesting article on a specific subject, narrow the search to see what others are saying about that topic. As you continue to narrow down your interest into something specific enough that it can be covered in 10 minutes, you have a potential Oratory topic!

As a general note, **keep track of all of your research throughout the year.** Even if a source doesn't make it into the first draft of your speech, that doesn't mean you won't include it by the end of the year. Having one place to find all of that information is immensely helpful. The simplest method is to create a *Word* or Google document with links to sources found online and notes to help you track down paper sources.

Research Throughout the Year

Your speech will evolve throughout the year, and your research should evolve with it. **Create a schedule with realistic expectations for updating research.** If you set a goal of reviewing your research a couple of times a semester, it's easy to maintain a well-researched Oratory. When evaluating, pay attention to the direction of your arguments. For example, if you are switching up the argument in a main point, examine your old sources to see if they still fit the new argument. Look at the publication dates. The article you found over the summer may not be current anymore, so try to replace it with something newer.

To make things easier, set up Google Alerts to trigger throughout the year. Pay attention to the search terms that have given you the most results, and sign up to be emailed the top articles about that subject every month. This will make it easier to update sources when you need to, since some of the research will already have been done for you!

Examples of Potential Sources

The following list of sources may serve as a reference point for beginning orators. This list is not exhaustive, nor is it guaranteed that everything on these sites is credible. Some are known for being biased toward one political party, as an example. Others are databases that have a subscription fee for users, so check to see what your school or local library offers. As an Association member, don't forget you can log in to access the online database, HeinOnline. As a guide, the following sources are generally credible, interesting, and thought-provoking.

- Al Jazeera
- The Atlanta Journal-Constitution
- The Atlantic
- The Boston Globe
- Businessweek
- CNN
- Der Spiegel
- EbscoHost
- Fox News
- Fusion
- Gallup
- The Guardian
- Harpers
- HeinOnline
- LexisNexis
- The Los Angeles Times
- MSNBC
- National Public Radio
- The New Yorker
- New York Review of Books
- The New York Times
- The New York Times Magazine
- Pew Research Center
- Politico
- ProPublica
- Psychology Today
- Ted Talks
- Texas Monthly
- The Wall Street Journal
- The Washington Post
- Wired

Learn More!

The **National Speech & Debate Association** is the leading provider of competitive and educational resources to aid students and coaches as they explore our competitive events. Take advantage of the amazing benefits of being a member by using our resources to help you advance yourself in competitive speech and debate activities. Visit www.speechanddebate.org for more information.

LESSON 4: CITATIONS AND AVOIDING PLAGIARISM

TOPIC:

How to Cite Sources and Avoid Plagiarism

Essential Question + Objectives

By the end of this lesson, students will be able to correctly cite seven types of sources and explain the difference between quotations, paraphrasing, and summarizing.

1. How do you correctly cite your sources?
2. How can you avoid plagiarism?

MATERIALS/RESOURCES:

- NSDA Rules for Informative Speaking and Original Oratory *(from Lesson 1)*
- Highlighters and/or pencils
- Citing Sources in a Speech Handout *(included)*
- Summarizing, Paraphrasing, Quoting Handout *(included)*
- Plagiarism Handout *(included)*
- Research Graphic Organizer *(included)*
- Access to computers or library books
- Access to Google docs or paper

Insight:

Once students have found their sources, they need to understand how to correctly cite those sources in order to avoid plagiarism. Most students understand that using a quote without a citation is plagiarism, but they are less clear on how paraphrasing and summarizing without citation can be plagiarism. By understanding these two areas, students attain a clearer idea of how broad plagiarism is and how to avoid it in their speeches in order to build credibility with an audience and follow the rules of their event.

ONE+ DAY LESSON

HOOK

5-10 minutes

While not directly related to this lesson, warm-ups are a vital part of speaking. Introducing them early allows students to begin memorizing and using different techniques without needing to have the words in front of them.

1. Tell students that whenever they begin to speak, it is a good idea to warm up first. This allows their mouths and tongues to be ready to work together. They will learn their first warm-up today.
2. Write the following tongue twister on the board:
   - *She sells seashells in her shop. Soon she'll stop. She'll sell seashells by the seashore instead.*
   - Have students work in pairs. Each person should say the tongue twister as clearly as possible at normal speed once, then speed up as best they can for two more tries.
   - Choose a volunteer to say the tongue twister for the class.

BODY

30-40 minutes

1. Have students get out the "NSDA Rules for Informative Speaking and Original Oratory" handout from Lesson 1.
   - Read aloud the section titled Script as a large group.
   - Have students highlight what the script must identify, what it must state, and the information about the works cited page *(it's the same for both sets of rules)*.
   - Explain that today, students will learn how to correctly cite sources to fit this criteria, and how this is different from citations given in a paper.
2. Pass out the Citing Sources in a Speech handout *(included)*.
   - Read aloud as a large group, stopping to discuss as needed.
   - Remind students that as they research, they will want to keep in mind what kinds of information they will need to cite aloud.
3. Pass out the Summarizing, Paraphrasing, Quoting handout.
   - Remind students that as they research, they will need to use all three of these strategies to give quantifiable, reliable information in their speech.

- Read in small groups, having the group discuss this question when they finish reading: Which of these do you think people most often commit plagiarism when using? Why?
- Have groups report back with which of the three they believe is most often used in committing plagiarism. If they said "paraphrasing" they are correct, although summarizing runs a close second.

4. Pass out the Plagiarism handout.

- Read each of the speeches aloud. Students will hear the similarities more easily.
- As students listen to the second speeches *(the speeches that plagiarized the first)*, have them either highlight or underline with a pencil the phrases that have been paraphrased.
- Ask students how both Joe Biden and Melania Trump could have prevented the accusation of plagiarism. Note that their speech writers weren't blamed—the political figures were. Even people who have others write for them are not exempt from the possibility of plagiarism.
- Remind students of the penalty for plagiarism in your class/school.

5. Pass out the Research Graphic Organizer

- Go over the expectations for the Graphic Organizer *(the first two pages)* and answer any questions. Students should find a minimum of three *unique* sources with information to support their public address to start, but should aim for 5-6.
- Direct students to the link to OWL on the organizer. Students can utilize the resource as needed to review MLA formatting at any time if they have access to computers.
- The box labeled Point/Claim It Supports may not make sense to students right now, even though the instructions are there. Tell them to skip this step for now. They'll know how to fill in that box after the next lesson.
- Remind Info students that they should create a separate page for each picture they use. They may not know what they plan to say with the picture when they find it, but they need to upload pictures and cite them as they find them.
- Remind students that some competitions require a Works Cited page. Having the information in their Graphic Organizer will make that very easy to create!
- Give students time to research. Circulate and answer questions. By the end of the period, they should have decided on the one topic *(of their top two)* they plan to use as their speech topic.

NOTE: You may decide to give two or three days to complete research. Keep in mind that when students begin writing their speeches, they may have to revisit research in order to either add in more information (to lengthen the speech) or fill in any gaps.

CLOSURE

5 minutes

Exit Ticket **–** Have one student give a quote from today's lesson *(something you said)*, one give a paraphrase of something from today's lesson, and one give a summary of something from today's lesson. They can choose anything they can remember, or you can ask for something specific (e.g., "Quote one of the rules about scripts from the NSDA Rules handout" or "Give a summary of the plagiarism committed by Joe Biden/Melania Trump" or "Paraphrase the definition of plagiarism."

CITING SOURCES IN YOUR SPEECH

taken from The University of Southern Mississippi Speaking Center

What is plagiarism?

According to the St. Martin's Handbook, "To plagiarize is to use other people's ideas or words without acknowledging the source. The rule for avoiding plagiarism as a public speaker is straightforward: Any source that requires credit in written form should be acknowledged in oral form." In general, you should cite your sources whether you are quoting directly or paraphrasing.

How do I avoid plagiarism?

One of the keys to a successful presentation is having support material for your points. However, it is equally essential to let your audience know exactly where you got your information. You do not have to include entire references in your oral presentations, but you must refer to your sources while speaking. As a rule, give your audience enough information about your sources such that they can track down the information on their own. That generally means that you need source titles, authors, and dates—not page numbers, volume numbers, web addresses, etc.

How do I cite sources in my speech?

Here is a small list of the common errors that are made and how to avoid them.

- Direct Quotations: these should be acknowledged in your speech or presentation either as "And I quote..." or "As [the source] put it..."
- Book: include title and author
  - Incorrect: "According to Jones, the best way to..."
  - Correct: "According to April Jones, author of *Readings on Gender*...."
- Periodical (magazine): include title and date
  - Incorrect: "*Time* magazine wrote..."
  - Correct: "*Time*, March 28, 2005, explains..."
  - Correct: "*The New York Times*, June 5, 2006, explained it this way..."
- Journal: include journal title, date, and author
  - Incorrect: "Smith writes..."
  - Correct: "Morgan Smith writes in the Fall 2005 issue of *Science*..."

- Website (organization site or other longstanding site): include title
  - Incorrect: "I found this information on the internet" or "At www.incrediblylongaddress.com/article.htm, they argue that..."
  - Correct: "The Center for Disease Control website includes information..."
- Website (news/magazine): include title and date
  - Incorrect: "www.CNN.com states...." Or "CNN.com writes..." (without date)
  - Correct: "CNN.com, on March 28, 2005, states..." (note that CNN is an exception to the "don't use address rule" because the site is known by that name)
- Interviews, lecture notes, or personal communication: include name and credentials of source
  - Incorrect: "Alice Smith said..."
  - Correct: "Alice Smith, Professor of Economics at USM, had this to say about the growth plan..." or "According to junior Speech Communication major, Susan Wallace..."

Keep in mind that it's easy to start falling into the "According to..." broken record. In order to avoid this routine, try to change it up a bit each time with phrases like:

- "This is also supported by..."
- "April Smith, founder of ... says," etc.

Don't say at the **end** of your speech, "I got all my information from CNN.com." Remember, the audience needs to be able to have enough information about your sources to be able to track down the information on their own. That means giving your sources throughout your speech.

Finally, citations are important to make your speech sound credible. Just like in the case of your paper, it is better to over cite than to under cite.

SUMMARIZING, PARAPHRASING, QUOTING

Use Summarizing, Paraphrasing, and Quoting in your writing. All three are important, and add variety to your speech.

1. *Summarizing:* writing main ideas in your own words
   - shorter than the original text
   - use when your audience needs the main ideas, but not all the details

2. *Paraphrasing:* substitute your own words for the words originally in the text
   - more detailed than a summary
   - use when you need a large section of the original text but want to limit the number of direct quotes

3. *Quoting:* writing the author's exact words
   - use when summarizing or paraphrasing would take away from author's original meaning
   - should be meaningful and relevant, supporting points in your speech
   - remember that no more than 150 words of the speech may be a direct quotation from any other speech or writing.

4. Always cite your source, no matter which one *(quote, summary, paraphrase)* you use!

PLAGIARISM IN THE REAL WORLD

These are two famous examples of real world people who were caught plagiarizing others' work. These are transcripts of what they said in their speeches, and the dates those speeches were given.

1. Neil Kinnock *(British Labour Party Candidate, May 15, 1987)*: *Why am I the first Kinnock in a thousand generations to be able to get to university? Why is my wife, Glenys, the first woman in her family in a thousand generations to be able to get to university? Was it because all our predecessors were 'thick'? Did they lack talent—those people who could sing, and play, and recite and write poetry; those people who could make wonderful, beautiful things with their hands; those people who could dream dreams, see visions; those people who had such a sense of perception as to know in times so brutal, so oppressive, that they could win their way out of that by coming together? Were those people not university material? Couldn't they have knocked off all their A-levels in an afternoon? But why didn't they get it? Was it because they were weak? Those people who could work eight hours underground and then come up and play football? Weak? Those women who could survive eleven child bearings, were they weak? Those people who could stand with their backs and their legs straight and face the people who had control over their lives, the ones who owned their workplaces and tried to own them, and tell them, 'No. I won't take your orders.' Were they weak? Does anybody really think that they didn't get what we had because they didn't have the talent, or the strength, or the endurance, or the commitment? Of course not. It was because there was no platform upon which they could stand....*

2. Joe Biden *(Democratic Presidential Candidate, August 23, 1987)*: *Why is it that Joe Biden is the first in his family ever to go to a university? Why is it that my wife, who is sitting out there in the audience, is the first in her family to ever go to college? Is it because our fathers and mothers were not bright? Is it because they didn't work hard, my ancestors who worked in the coal mines of Northeast Pennsylvania and would come after 12 hours and play football for four hours? No, it's not because they weren't as smart. It's not because they didn't work as hard. It's because they didn't have a platform on which to stand.*

And lest you think it only happens to those in the Democratic party.....

1. Michelle Obama *(Democratic Convention Speech, August 28, 2008)*: *And Barack and I were raised with so many of the same values: that you work hard for what you want in life; that your word is your bond and you do what you say you're going to do; that you treat people with dignity and respect, even if you don't know them, and even if you don't agree with them. And Barack and I set out to build lives guided by these values, and pass them on to the next generation. Because we want our children — and all children in this nation — to know that the only limit to the height of your achievements is the reach of your dreams and your willingness to work for them.*

2. Melania Trump *(Republican Convention Speech, July 18, 2016)*: *From a young age, my parents impressed on me the values that you work hard for what you want in life, that your word is your bond and you do what you say and keep your promise, that you treat people with respect. They taught and showed me values and morals in their daily lives. That is a lesson that I continue to pass along to our son. And we need to pass those lessons on to the many generations to follow. Because we want our children in this nation to know that the only limit to your achievements is the strength of your dreams and your willingness to work for them.*

Remember, to avoid plagiarism, do not simply:

- replace words with synonyms
- reorder the the information or sentences
- remove/add some words/phrases
- use *some* new phrasing, but retain much of the unique phrasing from the original source

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RESEARCH GRAPHIC ORGANIZER

1. Use this as you research. You will turn this in for a grade at the end of the unit.

2. Each page represents a different source.

3. You should have at least three different sources for your speech, meaning, not three pages from the same website, but three different "containers" *(read #4 for more on what a "container" is)*. Note that there are three pages provided. Each is labeled "Source 1," "Source 2," and "Source 3" to help you remember that you need three different sources.

4. In the Source box *(top)*, put the author, title of source, title of container, other contributors, version, number, publisher, publication date, location—as many as apply—in MLA format. The source for the information below, for example, is "MLA Formatting and Style Guide." *Purdue Online Writing Lab,* https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html.

   - For a book (note that the title is in italics):

     Henley, Patricia. *The Hummingbird House*. MacMurray, 1999.

   - For a website (note that the "container" is the website. The webpage is your source, and is in quotation marks before the website name in italics:

     Lundman, Susan. "How to Make Vegetarian Chili." *eHow,* www.ehow.com/how_10727_make-vegetarian-chili.html.

   - For a periodical (magazine, journal, newspaper), note that the name of the article is first and in quotation marks, while the "container" is the magazine itself, in italics:

     Bagchi, Alaknanda. "Conflicting Nationalisms: The Voice of the Subaltern in Mahasweta Devi's Bashai Tudu." *Tulsa Studies in Women's Literature*, vol. 15, no. 1, 1996, pp. 41-50.

   - For a TV show or documentary, note that the title of the show is first, in quotation marks, and the "container" is the name of the show, in italics:

     "94 Meetings." *Parks and Recreation,* created by Greg Daniels and Michael Schur, performance by Amy Poehler, season 2, episode 21, Deedle-Dee Productions and Universal Media Studios, 2010.

5. In the Point/Claim It Supports box *(bottom)*, put the Point or Claim this information supports. You will need at least one source per Point/Claim!

6. In the Quotes boxes *(center-left)*, put any direct quotes you want to use. Copy and paste each new quote from the page you are on *(website)* or chapter/article you are reading *(book or magazine)* into a new box.

7. In the Summaries or Paraphrases boxes *(center-right)*, put any information that you summarize or paraphrase from the page you are on *(website)* or chapter/article you are reading *(book or magazine)*; each new summary or paraphrase from that page/chapter/article should go into a new box.

8. Add Quotes box and Summaries or Paraphrases box rows as needed.

9. If you change the page/chapter/article you are on, but remain on or in the same website/book/magazine, that's considered a new source, and needs to be correctly cited on a new Graphic Organizer page.

10. Add new pages as needed *(I've given you three)*.

11. When you have completed all the above on each Graphic Organizer page, stop and reflect. Use the box at the bottom to write down your "takeaways" in your own words from this source.

12. TO INFO SPEAKERS ONLY: After the third Graphic Organizer page, you will find a page to use to cite your pictures. You will want to create a new page for each new source for your pictures, just as you do for your speech sources.
    - Use the top box to paste in your picture.
    - Use the Source box and Point/Claim It Supports box just as you did for your speech sources.
    - Use the bottom box to give a brief overview of what you plan to say when you use the picture. You may not know this until you have your speech put together.

13. Grade will be based on:
    - Having at least three different sources (meaning, not three pages from the same website, but three completely different "containers") – 15 pts.
    - Having all sources correctly cited – 15 pts.
    - Point/Claim It Supports clearly links to the quotes/summaries/paraphrases given on the page – 5 pts.
    - Having at least one source per Point/Claim – 5 pts.
    - Clearly written reflection showing you have thought about what you read, and come up with some of your own ideas – 10 pts.
    - TOTAL POSSIBLE POINTS: 50

14. The Graphic Organizer will be due the day before you give your speech.

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SOURCE 1:	
POINT/CLAIM IT SUPPORTS:	
QUOTES *(I might want to cite these in my speech)*	**SUMMARIES OR PARAPHRASES** *(I might want to refer to these in my speech)*
OTHER TAKEAWAYS: *(other thoughts, in my own words, after I've closed my source)*	

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SOURCE 2:	
POINT/CLAIM IT SUPPORTS:	
QUOTES *(I might want to cite these in my speech)*	**SUMMARIES OR PARAPHRASES** *(I might want to refer to these in my speech)*
OTHER TAKEAWAYS: *(other thoughts, in my own words, after I've closed my source)*	

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SOURCE 3:	
POINT/CLAIM IT SUPPORTS:	
QUOTES *(I might want to cite these in my speech)*	**SUMMARIES OR PARAPHRASES** *(I might want to refer to these in my speech)*
OTHER TAKEAWAYS: *(other thoughts, in my own words, after I've closed my source)*	

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PICTURE:

SOURCE:

POINT/CLAIM IT SUPPORTS:

HOW I PLAN TO USE THIS PICTURE: *(what I plan to say with this picture)*

LESSON 5: WRITING AN INTRODUCTION

TOPIC:

How to Write an Introductory Paragraph

Essential Question + Objectives

By the end of this lesson, students will be able to organize and write the foundational aspects of an introduction: attention getting device (AGD), supporting points, and thesis.

1. What's the purpose of an introduction?
2. What are the components of an introduction?
3. What makes a good thesis?

MATERIALS/RESOURCES:

- ***Access to Google Slides*** *(trigger warning: child abuse)*
- Access to computer and projector
- Thesis Statement Handout *(included)*
- Highlighters and/or pencils
- Topic Brainstorm *(from Lesson 2)*
- Thesis Statement Rough Draft assignment *(included)*
- Research Graphic Organizer *(from Lesson 4)*
- Access to Google docs or paper

Insight:

As students research, they will be excited to begin writing their speech. You will want to ensure that students know how to begin their speeches *(with an appropriate Introduction)* since the rest of the speech's integrity relies on this foundation. Once students have a solid opening, they will find that writing the rest of the speech is much easier, as the main points/claims create the "hooks" for each of their body paragraphs.

ONE-DAY LESSON

HOOK

5-10 minutes

1. Two Truths and a Lie: very short version
   - Tell two facts about yourself that are true, and one that is a lie. To help students get it right, the lie should include a name other than your own, like Lila once held a baby panda.
   - Have the class raise their hands for which item they believe to be the lie: Choice 1 *(the first thing you said)*, Choice 2 *(the second thing you said)*, or Choice 3 *(the third thing you said)*.
   - Ask students how they knew that the lie was the name you gave.
2. Remind students that they might not have known that the name was a lie if you had never introduced yourself *(including any sort of written name in the room)*.
3. Tell students that introductions help us begin a relationship with a person - and with a topic

BODY

30-40 minutes

1. Explain to students that when they give a speech, the audience should be drawn in and know what the speech is generally about. They also should know the purpose of the speech: to inform or to persuade. The introductory paragraph of the speech allows the speaker to do all these things for the audience.
2. Use the ***Introductory Paragraph slideshow*** to give direct instruction to students. Speaker notes elaborate on what is on the screen.
   - For slides 13-16, show the ***video example*** of the Thesis Statement so students can practice picking it out first by ear, then in print. You may decide to choose different videos to reflect the needs of your class
   - Use the Thesis Statement Handout *(included)* with slides 12-16.
   - Use slide 12 to work as a large group, identifying the topic and the three main points given in the statement.
   - Use slides 13-15 to work in small groups, and report back to the large group. Either have each group work on one Thesis Statement apiece, or work on each statement one at a time in small groups.
   - Use slide 16 to have students work alone to answer the questions on the screen, and then report to their small groups.

3. Topic Brainstorm and Rough Draft Thesis Statement
    - Have students get out their Topic Brainstorm *(from Lesson 2)*.
    - Have students review the ideas they put under their top two choices for a topic *(the bottom of the Topic Brainstorm)*, and choose the three they believe are the most important things for their audience to know about their topic.
    - Once students have chosen the top three ideas they want to cover in their speech, give them the Rough Draft Thesis Statement assignment *(included)*.
    - Have students complete their Rough Draft Thesis Statement and turn it in for a grade. Review and have ready to hand back by lesson.

CLOSURE

5 minutes

Exit Ticket – Once students have completed the Rough Draft of their Thesis Statement, they should check over their research in the Research Graphic Organizer *(from Lesson 4)*. Have students fill in the Point/Claim It Supports box *(the bottom box)* in class or as homework, deciding which of the Points/Claims from their Thesis Statement their research supports, and adding that Point/Claim into that box. If the research doesn't support one of their Points/Claims, they will want to either reconsider their Points/Claims or delete that research. Some students will be close to completing their research at this point. However, some may find, as they write or as they review their Graphic Organizer, that they need more evidence. They should be encouraged to do more research in order to thoroughly cover the points they want to make in their speeches. This can be done either as homework or in class, depending on whether your students have computers at home.

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THESIS STATEMENT HANDOUT

For each of the Thesis Statement examples below, highlight or circle the topic, and then underline the Points or Claims given by the speaker.

SLIDE 12:

So let's look at the eternal, cultural attraction people have for tattoos by looking at their lure as a group ritual, as a mark of individuality, and as a rite of passage.

SLIDE 13:

Aviation: how things fly. Today, let's first explore the history of aviation; next, we'll learn about the physics behind it; before finally, understanding the duality of aviation and its ability to connect people.

SLIDE 14:

So today, let's get a better understanding of the development of our fashion footprint. To do this, we'll examine evolution, implications, and innovations.

SLIDE 15:

So, to confront the social epidemic, we will first, identify the source of our writer's block; next, we'll see how our refusal to write our stories forces us to develop victimhood mentalities; before, finally, learning some strategies that will help us write the ending we all need.

SLIDE 16:

So, let's look at first, how we feel about hate, second, how we respond to it, then examine the implications, and finally, restore our neighborhood.

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ROUGH DRAFT THESIS STATEMENT ASSIGNMENT

Use this worksheet to create a rough draft of your Thesis Statement. You have done enough research on your top two topics now that you should have decided which ONE topic you want to do and which things you believe are most important about that topic. Go back to your Topic Brainstorm to review the topic ideas you had for your top two topics.

TOTAL POSSIBLE POINTS: 10

1. Write your final topic choice. *(2 pts.)*

2. Now, from the list you created at the bottom of your Topic Brainstorm, choose the three things you believe to be the most important things your audience should know about your topic. These will be *your* three Main/Key Points or Claims. List them below. Remember to make these general enough that you don't give away too much of your speech *(look back at the examples in the Thesis Statement Handout if needed)*. You don't need complete sentences – list them as bullet points. *(3 pts.)*

   •

   •

   •

3. Now, put it all together: create a sentence that contains your topic and your three Main/Key Points or Claims. This is your rough draft Thesis Statement *(remember that this is ONE DECLARATIVE SENTENCE)*.
   (5 pts.)

LESSON 6: ORGANIZING THE SPEECH

TOPIC:

How to Organize Your Public Address Speech

Essential Question + Objectives

By the end of this lesson, students will be able to differentiate among five types of organization and use one to finalize their Thesis Statement.

1. How can a speech be organized?
2. What is the purpose of the Thesis?
3. How does the organization pattern affect the speech?

MATERIALS/RESOURCES:

- Access to ***Organizing the Speech Google Slideshow***
- Computer and projector
- Organizing and Outlining handout *(included)*
- Introductory Paragraph assignment *(included)*
- Access to Google docs or paper

Insight:

Students have now had both instruction and time to write their Introductory paragraph. This lesson gives them another aspect of the Thesis Statement and gives them the tools to choose an organizational pattern to use for their speech. Students will use an organizational pattern to format their Thesis Statement so that the points/claims are in the order they will be addressed in the body paragraphs of the speech, making the speech easier to follow for the audience. This lesson introduces the final piece to take the thesis statement from a rough draft to polished and delivery-ready.

ONE-DAY LESSON

HOOK

5-10 minutes

1. Pass back the Rough Draft Thesis Statements from Lesson 5 and address any common issues with students.
2. Teach students a new tongue twister for warm-ups by writing the following on the board:
   - *There is no need to light a nightlight on a light night like tonight; for a nightlight's light's a slight light when the moonlight's white and bright.*
   - Like last time, have students work in pairs, saying the rhyme once at normal speed, and then speeding up as best they can for the next two times.
   - Allow a volunteer to say the rhyme as fast as possible.
3. Remind students that using warm-ups before speaking ensures that their mouths and tongues are ready to work together.

BODY

30-40 minutes

1. Remind students that their Thesis Statement is the blueprint for the rest of their speech.
2. Explain that organizing their three Points/Claims will tighten up their Thesis Statement and make their blueprint even better. Their three points/claims will take the form of body paragraphs in the same order as they are listed in the thesis statement.
3. Pass out the "Organizing and Outlining" handout *(included)*
   - Read the handout, utilizing the ***slides*** as you go through each type of speech listed on the handout to give examples of each type of organization. There is additional information in the speaker notes.
   - Note that Cause/Effect has several slides, and some information not found on the handout.
4. Give students the Introductory Paragraph assignment *(included)*. Remind students that as they rewrite their Rough Draft Thesis Statement, the Main Points/Claims should be in order in the sentence as they plan to address them in the Body of the speech.

CLOSURE

5 minutes

For homework, have students complete the Introductory Paragraph assignment and turn it in.

INTRODUCTORY PARAGRAPH ASSIGNMENT

ORGANIZATIONAL PATTERNS

PURPOSES

In general, it is important that audiences can clearly identify a beginning, middle, and end. This is important for two reasons:

The audience has expectations based prior experience. They are likely to be confused if these portions of your speech are not clear. It may also make it harder for them to follow your speech.

By organizing your speech into these general parts, you will be able to focus better on the construction of your speech, ensuring that you will be prepared.

TYPES OF ORGANIZATION

CHRONOLOGICAL

- DEFINITION—the order in which events happen in time
- TYPICAL USE—giving directions, showing how things are made, or explaining the history of something in terms of a sequence of events.

CLIMACTIC

- DEFINITION—arranges items according to their order of importance, usually starting with the least important item of information and ending with the information that is the most important.
- TYPICAL USE—used to build emotional support

CAUSE-AND-EFFECT

- DEFINITION—information is arranged to show causes or conditions and the effects or results of those causes or conditions.
- TYPICAL USE—used in persuasive speeches or explanations

PROBLEM-SOLUTION

- DEFINITION—a problem is defined and a solution offered
- TYPICAL USE—persuasive speeches presented to a favorable, neutral, or apathetic audience

SPATIAL

- DEFINITION—the organization of thing according to their position in space
- TYPICAL USE—often used in describing places

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1. Which type of organization do you plan to use for your speech? Circle one option below *(3 pts.)*:

- Chronological
- Climactic
- Problem/Solution
- Spatial
- Cause/Effect

2. Write the Rough Draft of your Thesis Statement here *(2 pts.)*:

3. Write the Intro paragraph of your speech below. Your grade will be based on:

- Attention Getter (question, quote, startling statement, story) is the first thing in the paragraph (5 pts.)
- There is information clearly connecting/linking the Attention Getter and Thesis Statement together (5 pts.)
- Thesis Statement in final draft form, including three (potentially improved) Main Points/Claims reflecting the organizational type you've chosen, is the last sentence of the paragraph. *Remember: the Main Points/Claims should be in order in the sentence as you plan to address them in the Body of the speech.* (10 pts.)

TOTAL POSSIBLE POINTS: 25

LESSON 7: USING APPROPRIATE LANGUAGE

TOPIC:

How to Avoid Language Pitfalls

Essential Question + Objectives

By the end of this lesson, students will be able to identify language pitfalls and how they can impact a listener's perception of the speaker.

1. What are language pitfalls?
2. How do language pitfalls impact perception?
3. How can you avoid language pitfalls?

MATERIALS/RESOURCES:

- *Avoiding Language Pitfalls Google Slideshow*
- Computer and projector

Insight:

By this point in the unit, students may have begun writing their speeches. Before they get too far, you will want to ensure students know about common pitfalls. Students are often unaware of how certain words or phrases can turn off their audience, causing their speech to be less effective or downright offensive. This lesson will address language pitfalls, and students will see examples of how harmful, distasteful, or off-putting these errors can be.

CAUTION: Be especially careful during this lesson to not let it get carried away. Students often have their own personal examples, and it is a wonderful opportunity for social and emotional learning, so long as the lesson stays on track and no offensive language is being used for shock value alone.

ONE-DAY LESSON

HOOK *5-10 minutes*

1. Ask students to give you words or phrases they find distasteful, or words that they just don't like. If they can explain why, so much the better. List these on the board.
2. Tell students that sometimes, we cannot know what words or phrases will turn off an audience member. But there are a few we can know will always cause our audience to be offended. We need to avoid those at all costs.

BODY: *30-40 minutes*

1. Use the ***Avoiding Language Pitfalls Google Slideshow*** to give direct instruction. Additional information is included in the speaker notes, including when to click so that the information shows up on the slide. Allow students to comment or give appropriate examples of their own as you go through.

CLOSURE *5 minutes*

Exit Ticket **–** Have students try to categorize the words/phrases written on the board at the start of the lesson. Tell them to have someone else read over what they have written for their speeches so far, checking for any unintentional language pitfalls!

LESSON 8: WRITING THE BODY

TOPIC:

How to Write the Body of Your Speech

Essential Question + Objectives

By the end of this lesson, students will be able to define Claim, Warrant, Impact, and transitions and begin to use the structure to frame their body paragraphs.

1. What is a Claim, Warrant, and Impact?
2. How are transitions effectively utilized in speeches?
3. How does the structure of the speech influence the writing?

MATERIALS/RESOURCES:

- ***Writing the Body Google Slideshow***
- Access to ***video on including a personal story*** from NSDA website
- Access to computer and projector
- Commonly Used Transitions Handout *(included)*
- Optional: Sample Info and Sample OO Written Speech Handouts *(included)*
- Optional: Written Speech Outline *(included)*

Insight:

As students finish up their research, they will be ready to write the majority of their speech. This lesson aims to give them a framework for putting their main points together. Students must understand what is expected and ensure that they are developing the ideas presented in the Thesis Statement to convey their message to the audience.

THREE- TO FIVE-DAY LESSON

HOOK

5-10 minutes

1. Ask at least three students to put their Thesis Statement on the board.
2. Ask the rest of the class to name the topic and the three Points/Claims in each Thesis Statement, and write the Points below the Statement.
3. Keep these up throughout the lesson to reference as you walk through how to write the Body of the speech.

BODY

30-40 minutes

1. Use the ***Writing the Body Google Slideshow*** to give direct instruction. Additional information is included in the speaker notes.
2. Utilize the student thesis statement examples on the board *(from the Hook)* as you go through, as well as the examples in the Slideshow.
3. After slide 7, pass out the Commonly Used Transitions Handout *(included)*. Have students use it for slide 8.
4. Use the student generated Thesis Statements and the Transitions Handout to have students give suggestions for transitioning between each of the points given.

CLOSURE

5 minutes

Exit Ticket – Sometimes students have a difficult time, even with instruction, putting the speech together. If so, give them the Sample Speech handout *(included)* that corresponds to the type of speech they are working on as an exemplar. The Written Speech Outline *(included)* can be used as homework to assess their understanding of how to write a speech. If using the Written Speech Outline, give that to students with the expectation that it be completed by the time they give their speech in class. Expect students to need approximately two to four class periods to complete writing the Body paragraphs. Give students checkpoints along the way by expecting them to write rough drafts of one paragraph a day and have them turn that into you at the end of each class period.

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COMMONLY USED TRANSITIONS

TO ADD IDEAS:

beyond that	besides	moreover	furthermore	finally
in addition	likewise	also	next	

TO ILLUSTRATE OR DEMONSTRATE:

for example	even though	that is	specifically	a case in point
in other words	for instance	to illustrate	as proof	

TO YIELD A POINT:

granted	of course	since this is so	although true

TO EMPHASIZE A POINT:

above all	more important	surely
indeed	in fact	without a doubt

TO REPEAT OR RESTATE:

in other words	that is to say	in short	in any case	now that

TO SUMMARIZE:

for these reasons	in conclusion	all in all	overall

TO SHOW RESULT OR PURPOSE:

as a result	in effect	following that	due to	as a consequence
because	next	thus	accordingly	for this reason
for	owing to	therefore	in the aftermath	
consequently	since	so	in order that	

TO EXPLAIN:

for example	in other words	that is	to be specific	in fact
for instance	specifically	thus	to illustrate	

TO SHOW TIME RELATIONSHIPS:

after	during	in time	then	subsequently
afterward	earlier	later	when	ultimately
at last	eventually	meanwhile	whenever	soon after
always	in the meantime	next	formerly	
at the same time	finally	once	presently	
before	first	since	previously	

TO SHOW COMPARISON:

again	both	since	another	but also
alike	each	neither/nor	still	in comparison
also	either/or	in addition	while	similarly
at the same time	just as	too	nevertheless	at the same time
alike	like	furthermore	nonetheless	
as	equally	moreover	in like manner	
besides	likewise	in the same way	not only	

TO SHOW CONTRAST:

although	however	otherwise	nevertheless	true
but	in contrast	unless	as opposed to	
despite	in spite of	by contrast	on the contrary	
even if	rather	instead	conversely	
even though	on the one hand	yet	while this may be	

TO SHOW DEGREE:

above all	furthermore	most	to a lesser extent
additionally	greater	worse	to a small degree
best	greatest	worst	
better	least	over and above	
even more	less	weakest	
further	more	strongest	

SAMPLE INFORMATIVE SPEECH BREAKDOWN

Work Worth Seeing by Ceceilia Voss

Watch the performance: www.speechanddebate.org/nationals-2021-informative-speaking-finals

Title: "Work Worth Seeing"

General Purpose: To "educate and entertain." The speech's purpose was to emphasize the importance of the housework/childcare that is usually not recognized as actual work, while also acknowledging that it is typically assigned as a female task.

Specific Purpose: By the end of my speech, the audience will SEE the "invisible" work as a necessary job within the household and acknowledge the distribution of work between all members of the household.

Final Draft Thesis Statement: Let's focus on the value of Invisible Work.

INTRODUCTION

Attention Getter: Turning five was a big deal in my house. I got to sleep on the top bunk. Got the training wheels off my bike and—I got my first job—or several jobs that is!

Connection to Topic: This was my Chore Chart. Every day the same tasks...wash dishes, feed dog, make bed, but at the end of the day, an UNSEEN JOB was added to the list—a job from the JOB JAR. This is where my understanding of INVISIBLE WORK began. Now, I thought it was invisible because I couldn't SEE the job that was written on the little piece of paper—wash dog and kid prints off windows... and that was one of the good ones. But today the term invisible work has a much more significant meaning.

Introduction of Topic: The Organization of Economic Cooperation and Development defines invisible work as the [unpaid] household work that keeps society running—such as cooking, cleaning, and caring for children and the elderly. Journalist Heather Marcoux sums it up like this: it's tasks ranging from scheduling medical appointments to replenishing the toilet paper—"the kind of (household) work that doesn't get noticed when it's been done, only when it hasn't."

Connecting Material (Establishes Credibility): Everyone does invisible work, however Melinda Gates points out in her documentary, Time Poverty: The Gender Gap No One's Talking About, that in the entire world there is not a single country where men spend as much time on invisible work as women. And if one company was responsible for all the invisible work done by women alone, it would be the world's largest company, worth 10 trillion dollars. But, as Eve Rodskey puts it in her book Fair Play, when it comes to this type of work, "you can't value what you don't see."

Thesis: So today, let's focus on the value of invisible work by first, looking at its unseen history, its visible implications, and finally, some eye-opening innovations.

Transition to Main Point 1: NOW, this job jar has been around for a few years. Still smells like pickles... AND reeks of suburban child labor...

MAIN POINT 1

Main Point 1: AND, as it turns out, invisible work has been around for a long time as well. However it hasn't always been invisible.

Warrant 1: In colonial times, all work was visible and considered valuable! Kathleen Franz, Chair of the National Museum of American History, explains all members worked and were compensated in similar ways, with food on the table and clothes on their back. This value was reported in the 1870 census when "keeping house," such as cooking and cleaning, was categorized as a profession. But when men began moving away from family-owned farms and into factory jobs, mining and millwork, American University Magazine, 2019, explains:

Impact 1: the decreased presence of men in the household decreased the visibility and value of housework.

Warrant 2: During WWII, women were needed to fill the jobs men left behind while still maintaining workloads within the home. In 1950, the U.S. census changed the definition of work.

Impact 2: As shown here, now work around the house was explicitly marked as "not counting," officially erasing its value, and making it truly invisible.

Warrant 3: As the number of women in the workforce grew, sociologist Arlie Hoschild coined the term "the second shift" to describe the invisible work women did when they returned home from their paid positions. By the year 2000, nearly 62 percent of American women were part of this workforce.

Impact 3: In 2021, juggling invisible work with a career is so extensive, this Spring's cover story of *Ms. Magazine* featured this image, noting... invisible work has created "a breaking point for women."

Transition to Main Point 2: By the time my little sister turned five, I thought my job jar work would be cut in half, but the reality was, SHE became invisible whenever there was work.

MAIN POINT 2

Main Point 2: Similarly the implications of invisible work are also due to unequal distribution within the household, creating a loss of time, income, and health.

Warrant 1: First, in terms of time, according to the OECD, women in the U.S. on average complete four hours of invisible work per day, compared to men's two hours and 45 minutes. As the saying goes, "time is money."

Impact 1: To illustrate the economic implication of this workload, New York Times journalist Amy Westervelt created the Invisible Work Calculator. This online tool quantifies the monetary value of time spent on invisible work such as scheduling, cooking, eldercare, childcare, and many other forms of household tasks. Based on this calculator, the total time spent on invisible work by a woman each year is equivalent to nearly $35,000. Emphasizing that although this work may be unpaid, it is not free, and in fact, comes at a cost.

Warrant 2: But the global pandemic has magnified these costs. Two weeks ago, on June 4th, NPR reported 1.8 million American women remain absent from the workforce after leaving their jobs to take care of children and other household needs. For example, Dr. Joyce Chen, professor of economics at Ohio State University put her career on hold to take care of the needs that had formed at home. An Oxfam report states that while all women are experiencing this, it is disportionately affecting women of color. And the pandemic has caused the 'second shift' to be transformed into the 'triple burden' because of women now taking care of children, along with managing household tasks on top of caring for sick and elderly family members.

Impact 2: The result? Strained physical and mental health, loss of income, and sidelined careers.

Transition to Main Point 3: Finally, my innovative way to deal with invisible work is shoving stuff in my closet and closing the door! INVISIBLE … but not effective.

MAIN POINT 3

Main Point 3: However, eye-opening innovations are being created to redefine the landscape of invisible work.

Warrant 1: First, in the workplace, CNN reporter Josh Levs challenged inequity in caregiving. When Levs became a parent and was denied paid parental leave, he filed a lawsuit.

Impact 1: CNN, responded by giving all employees up to 14 weeks of *paid* parental leave. Since then, Microsoft and Netflix have followed suit, with Microsoft even offering time off for eldercare.

Warrant 2: Second, In terms of relationships, The Better Life Lab explains that in same-sex households, invisible work is distributed in a more equitable manner due to fewer gender assumptions about who does what work. Promundo, an organization dedicated to gender equality, explains in heterosexual households, if women commit to decreasing the amount of time they spend on household tasks by 50 minutes and men commit to adding the same amount of invisible work to their day, a significant shift in equity can be achieved. To facilitate this redistribution process, Fair Play, an innovative communication system, was created. Each of the 100 cards features an invisible task—making it visible. Together, partners decide which tasks are valued within their home and discard the rest. Then they determine who will plan for, and execute the task.

Impact 2: This process lays the groundwork for establishing Fair Play.

Warrant 3: Finally, to democratize invisible work for future generations, SmoresUp has been developed by

software engineer and single mother, Priya Rajendran. This innovative app for adults and children is like a Swiss Army knife of invisible work. It's one tool to manage multiple tasks. On average, families save up to eight hours a week with this system. As Priya explains, she wants to make the world a place where her daughter won't be shouldering all the invisible work.

Impact: 3 By design, these innovations open our eyes to invisible work.

CONCLUSION

Summary: Today, we have focused on the value of invisible work by examining its unseen history, visible implications and eye-opening innovations.

Re-Connection: From an early age, I've SEEN invisible work first hand. When we see its value, we also see the value of the people who do it, and everyone deserves to be seen.

Clincher: So, as I head to college next year, this job jar will be staying at home, but for me, and for all of us, the value of invisible work will always be worth SEEING.

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SAMPLE PERSUASIVE SPEECH BREAKDOWN

The Difference Between Lemons and Lemonade by Blythe Castille

Watch the performance: www.speechanddebate.org/nationals-2021-original-oratory-finals

Title: The Difference Between Lemons and Lemonade

General Purpose: To "entertain while educating." The speech's purpose was to bring light to the fact that women are taught to apologize to seem less intimidating, which leads to women being pushed around and not being taken seriously.

Specific Purpose: By the end of my speech, the audience will see how they may contribute, actively or passively, to women being apologetic.

Final Draft Thesis Statement: Women constantly find themselves apologizing for existing.

INTRODUCTION

Attention Getter: May 3, 2016. A day that would change the world for Black girls across the country. The way we saw America, the way we felt love, and the way we saw ourselves. The day Beyonce dropped "Lemonade."

Introduction of Topic: Maybe you've encountered it when someone runs into you, or when you answer a question wrong, or when you think you look a mess. You said "sorry." And you did not mean it. However, we tend to say sorry for things we shouldn't be sorry for. And I'm not the only one who feels this way.

Connecting Material—Establishing Your Credibility and the Relevance: According to a study done by Dr. Karina Schumann at University of Philadelphia women not only apologized more, but reported themselves committing more offenses.

Thesis Statement: Women constantly find themselves apologizing for existing.

Transition to Body: So first "Hold Up" and let's dissect the problem, sort through how "Sorry" affects us, and finally, find our "Freedom" from this prison of apologies through some solutions.

BODY

Point/Claim 1: While "Sorry" might've been the song that explained Beyonce's feelings toward Jay Z, "Daddy Lessons" explains Beyonce's childhood. In it, she croons about how her father cheated on her mother, just like Jay would to her years later. Which is to say, what we do is what we've learned from our parents. And the idea of girls needing to apologize starts young.

Warrant 1: In his book *The Triple Bind,* Dr. Stephen Hinshaw, the chair of the Psychology Department at the University of Berkley, says that young girls are given an impossible standard to live up to. *"Girls show confidence, they have to downplay their pride to avoid being conceited. Being assertive is valued, as long as you aren't the loudest in the room. Leadership is crucial to teamwork, as long as it's followed by the word sorry."*

Impact 1: The thing about the word sorry is that it immediately downplays whatever words or actions it is accompanied by. So even the best and brightest ideas get washed away.

Warrant 2: An article by The Washington Post in 2015 recounts history's famous quotes if they were spoken like a woman trying not to be bossy in a meeting. Imagine if *"Give me liberty, or give me death"* was... "Hey Josh, I just feel like liberty is so important"—and the opposite would be... "I'm sorry, am I making any sense?"

Impact 2: See? Even strong messages get downplayed when they're surrounded by filibustering sorrys and asking for affirmations from colleagues.

Transition to Point/Claim 2: However, what happens when women aren't apologetic is often much worse.

Point/Claim 2: In her song "Don't Hurt Yourself," Beyonce further examines her unapologetic energy. Her lyrics go: "Blindly in love, I mess with you 'Til I realize, I'm just too much for you." Reminding her husband that when he hurts her, he's only hurting himself. And we hurt ourselves rather often, which means in a way we're like mini Jay-Z'. However, not all of us make millions when we're assertive. In fact, women find themselves punished by being as direct as their male counterparts.

WARRANTS (INCLUDING CORRECTLY CITED SOURCES - DOTTED UNDERLINE)

Warrant 1: Madeline Heilman, Professor of social Psychology at NYU reports that women being kind and caring is seen positively by their co-workers, but not leadership material. While women who are assertive and driven are seen as nurturing potential leaders... nah, I'm kidding they're seen as b*tches, but wouldn't it be so cool if my speech was just done.

Impact 1: The point is whether women are docile or direct, we are still less likely to be promoted than men.

Warrant 2: But when we act with the same attitudes as men, we face direct consequences. Maybe you remember the infamous cartoon by the Sun's Herald done two years ago after the U.S. Open Final between Serena Williams and Naomi Osaka, after the umpire gave her a penalty for her coach guiding her from the sidelines, something that happens often and is rarely penalized. Serena Williams protested, and she was then given a second and a third penalty following her throwing her tennis racket on the court—something that is not unheard of in the world of men's tennis. However, when Williams reacted this way, she was quickly illustrated in a newspaper article—a crudely drawn depiction of her with a huge nose and lips, gargantuan

muscles and a heavy scowl. Her umpire looks on to her calm, skinny, white opponent and asks if she can "let her win."

Impact 2: As if Serena accumulated over 24 championship wins by throwing tantrums. This comic shows a dark truth: when women are assertive, they face the brunt of having their femininity questioned, ostracization, and national ridicule.

Transition to Point/Claim 3: This comic shows a dark truth, when women are assertive they face the brunt of having their femininity questioned, ostracization and national ridicule.

Point/Claim 3: This problem doesn't only affect business women and famous tennis stars, but also teenage girls. I know it may come as a shock that a strong, confident, gorgeous, hilarious, honest, talented, show stopping Black woman such as myself would struggle with the plight of using the word sorry too much. But I do.

Warrants 1: See, I belong to a small southern school that is 98% white—yeah it's like a Friends episode in there. I was at a football game, sitting next to a friend of mine I kinda had something going on with. Like, he didn't say that he liked me, but he did say he liked the pink highlights in my hair, so we were basically engaged. Someone pulled out a speaker and began playing music, and I was surrounded by classmates who all began proudly singing the n word.

Impact(s): I gathered up all my courage and I told the group, "I'm sorry, but it makes me feel weird when you use the n word." I was sorry that a bunch of white kids saying a word with over 300 years of pain behind it made me feel weird. I was ambushed by people questioning why I felt that way and why I had to be such a buzzkill. I just got up and walked away. I don't even remember the score of the game that night, but I remember how I cried. And I know that it took me two years before I could talk to my friend again and ask why he didn't defend me. And as I began my angry speech, I apologized if my sadness made him uncomfortable. Even now, a part of me wants to say sorry for telling you not to say sorry when I say sorry all the time!

Transition to Conclusion: But if there's one thing Beyonce taught me is that from my lemons, I can always make lemonade.

CONCLUSION

Summary: Okay, ladies... Now let's get in formation. But this formation extends to our gentleman, too. This problem will not be a simple one to solve. And we can get one of our solutions from an inspiration to even Beyonce herself. Barbie. In her new YouTube style Vlogs, Barbie tells her young viewers that sorry has become a reflex for us. And according to The New York Times, we can fix that problem by changing the way we speak. Instead of replying with "Sorry" when you want to speak up, try saying "excuse me." Now there's even a gmail

plug-in called "Just Not Sorry" to ensure that your work messages aren't riddled with apologetic phrases. Men, this applies to you, too! Like I tell my Dad, "apologizing is a lot like moisturizing, I'm begging you to try it." But seriously. According to Psychology Today, apologies are often seen as a sign of weakness, but owning up to your problems is a sign of strength. So if you bump into someone or interrupt them during a presentation, apologize. Making an atmosphere where acknowledging your mistakes is respected. And, in turn, allowing your female colleagues and classmates to be the ones dominating the conversation with no apologies.

Final Clincher: It's hard to break a cycle that's been going on since before we were born, but I know the next time I hear a song being played at a football game, I'll be the one singing loudly and just like Beyonce—I ain't sorry.

NAME:

NATIONAL SPEECH & DEBATE ASSOCIATION

PUBLIC ADDRESS WRITTEN SPEECH

Use this to write your speech so that you ensure you have all the parts. You will turn this in the day you give your speech—meaning, it's due the same day speeches are due. This is worth 50 pts.

Title:

General Purpose: *to*

Specific Purpose: *By the end of my speech, the audience will*

Final Draft Thesis Statement:

INTRODUCTION

Attention Getter:

Introduction of Topic:

Connecting Material – Establishing Your Credibility and the Relevance:

Thesis Statement:

Transition to Body:

BODY

Point/Claim 1:

Warrants, including correctly cited sources either bolded or highlighted:

Impact(s):

Transition to Point/Claim 2:

Point/Claim 2:

Warrants, including correctly cited sources either bolded or highlighted:

Impact(s):

Transition to Point/Claim 3:

Point/Claim 3:

Warrants, including correctly cited sources either bolded or highlighted:

Impact(s):

Transition to Conclusion:

CONCLUSION

Summary:

Final Clincher:

WORKS CITED *(in MLA Format)*

LESSON 9: CREATING VISUAL AIDS (INFO ONLY)

TOPIC:

How to Create an Effective Visual Aid (VA) in Informative Speaking

Essential Question + Objectives

By the end of this lesson, students will be able to determine what constitutes an effective visual aid.

1. What is required in an effective visual aid in speech?
2. How do you determine what content to use as a visual aid?

MATERIALS/RESOURCES:

- NSDA Rules for Informative speeches *(from Lesson 1)*
- An Introduction to Evaluating Informative Speaking handout *(from Lesson 1)*
- Highlighters and/or pencils
- ***Visual Aids Google Slideshow***
- Access to a computer and projector
- Exemplars of VAs from previous students OR NSDA Videos of Informative Speaking Finals at Nationals. Choose your own or use the ***2019 performances*** *It's a Bird! It's a Plane! It's Aviation!* *(scroll to 18:19)* and *Sizing Up our Fashion Footprint* *(53:48)*.
- Research Graphic Organizer *(from Lesson 4)*
- Access to Google docs or copy machine

Insight:

As Info students are researching, they will come across pictures, graphs, charts, etc., that explain or nicely illustrate concepts in their speech. Rather than having to go back and find these again later in their preparation, the process they've followed thus far has encouraged them to consider pictures as they do their research and keep track of those they may want to utilize in their speech. Visual aids can enhance a performance and are a great way for students to express their creativity and take ownership of their speech.

NOTE: OO students should continue researching and working on the body of their speech as this lesson is given to the Info students.

ONE-DAY LESSON

HOOK: *5-10 minutes*

1. Ask Info students what one of the easily visible differences is between an OO and an Info speech. They should be able to come up with the answer: Info has a prop *(or visual aid)*.
2. Tell students that today, you'll look at how to create and use a prop *(or VA)*.

BODY *30-40 minutes*

1. Have students take out "An Introduction to Evaluating Informative Speaking" from Lesson 1.
   - Read just the Visual Aids paragraph out loud together, and have students highlight what they cannot use and how VAs should be used.
   - Remind students that VAs are not a requirement. Use your knowledge of what is prevalent in your area to guide students in making the decision about whether or not to use a VA. Point out that *all* the Informative speeches that finaled at Nationals included a VA. In most circuits, not having a VA, particularly if most other competitors do, leaves a poor impression on a judge—even though it is not required. It's something students should consider as they prepare their Info speeches.
2. Have students get out the "Rules for Informative Speech" handout from Lesson 1.
   - Read aloud as a group the section titled Visual Aids. Some of this will be a repetition from the previous handout, but students need to see that this is part of the rules.
   - Have students highlight what students cannot use and the sentence explaining what VAs should do for the speech. Discuss as needed. Students new to the NSDA will be surprised that electronics are not allowed—students expect to be able to use Google Slides *(or other screen-driven VAs)*.
   - Remind students that there is much more creativity to be found in the props and VAs that *are* allowed by the NSDA, and they don't have to worry about technical difficulties.
3. Use the ***Visual Aids Google Slideshow*** to give direct instruction.
   - The speaker notes contain additional information. Watch the videos to examine the props used by each performer. Monitor students and stop the video as needed to allow for discussion or questions.
   - Have students examine and critique the props using the questions on the slideshow, explaining why the props enhance or detract from the speech's delivery and content.

4. Research Graphic Organizer
    - Have students complete the top part of the picture citation pages *(at the end of the Research Graphic Organizer from Lesson 4)* as they research and find pictures for their research.
    - As they begin to write, they will want to use what you have told them here to consider how they want to talk about the visual they have chosen.
    - Give students time to research. Circulate and answer questions.

CLOSURE

5 minutes

Exit Ticket **–** Take a sentence from the "notes" and see if students can complete it, or ask a question about the information, as a review. For example,

- "What is one thing you cannot use as a VA?" *(physical guns, people, a costume you are wearing, electronically driven objects)*
- "True or false: you may use both posters *and* physical objects as VAs." *(true)*
- "Your props should enhance your speech, making you more _____." *(dynamic and engaging)*

LESSON 10: WRITING WRAP UP

TOPIC:

How to Conclude Your Speech

Essential Question + Objectives

By the end of this lesson, students will be able to develop a conclusion for the speech they have written up to this point.

1. What is the purpose of the conclusion?
2. What makes a conclusion effective?

MATERIALS/RESOURCES:

- Written Speech Outline from lesson 8 and/or computers to write with
- ***Concluding the Speech Google Slideshow***
- Performance Videos – Preview for appropriateness. Choose your own or use the 2019 OO ***Won't You Be My Neighbor?*** *(scroll to 43:35)* and the 2018 Info ***Painful Lessons, Spoken Differences.***
- Computer and projector
- Optional: Evaluation Handouts *(included)*
- Evaluate Informative Speech Video
- Evaluate Original Oratory Speech Video

Insight:

As students finish writing the Body of their speeches, they are anxious and ready to write the Conclusion. The concluding paragraph is the last thing the audience hears, so students need to ensure that they wrap up in a way that doesn't undo all the hard work they've put into the speech up to this point. A strong conclusion gives the audience a sense of finality and solidifies the credibility of the speaker.

TWO+ DAY LESSON

DAY 1

BODY

Give students one or more days for in-class research and writing. If students have access to computers at home, some of this work can be assigned as homework. Gauge their progress and adjust your timeline as needed. Generally, two days is sufficient.

DAY 2

HOOK *5-10 minutes*

1. Ask students if they have read or heard the story of *Little Red Riding Hood*.
2. Ask a volunteer to tell the ending of the story. Hopefully, you will hear at least two versions:
   - The wolf is killed by the huntsman who subsequently cuts Little Red and Grandma from the wolf's belly *(safe, but presumably covered in muck)*.
   - The huntsman kills the wolf, saving Little Red, but not Grandma *(she was, after all, eaten by a wolf)*.
3. Ask students which of these is more satisfying, or if they would have an alternate ending themselves.
4. Ask students if the story would have been satisfying if it had ended right after Little Red asks one of the questions *(not the one about the teeth, but a question about the eyes or ears)*.
5. Just as a story needs a strong ending to give it a sense of completion, so does your speech.

BODY *30-40 minutes*

1. Use the ***Concluding the Speech Google Slideshow*** to give direct instruction. Additional notes are included in the speaker notes.
2. Allow students to comment or ask questions as you go through.
3. Show students one more ***Info*** and one more ***OO*** *(43:35)* video from finals at Nationals. Encourage them to notice and critique the flow of the entire speech: how it all works together as one cohesive whole.

4. Use the Evaluation Handouts *(included)* as students watch the videos. Have them decide if they notice more now than they did when they watched the first set of videos at the beginning of the unit.

5. Ask students how each speaker in the videos ended their speech:
   - Were the Points/Claims from the Introduction restated?
   - What was the Final Clincher?

CLOSURE

5 minutes

Exit Ticket **–** Have students write their Concluding paragraph as homework.

NAME:

NATIONAL SPEECH & DEBATE ASSOCIATION

EVALUATE INFORMATIVE SPEECH VIDEO

As you watch, take down a few notes on what you hear and observe in the speech. Use the outline below to guide your notes.

1. Topic of Speech:

2. Main Points to be covered:

   1.

   2.

   3.

3. Evidence for the points given:

   1.

   2.

   3.

4. What made this speech Relevant?

5. What made this speech Relatable?

6. What made this speech Original?

7. How did the VAs contribute to your understanding?

8. Did the VAs emphasize information appropriately?

9. Did the VAs provide a creative outlet that enhances the content of the speech?

NAME:

NATIONAL SPEECH & DEBATE ASSOCIATION

EVALUATE ORIGINAL ORATORY VIDEO

As you watch, take down a few notes on what you hear and observe in the speech. Use the outline below to guide your notes.

1. Topic of Speech:

2. Claims to be covered:
   1.
   2.
   3.

3. Warrant for the claims given:
   1.
   2.
   3.

4. Impacts for the claims given:
   1.
   2.
   3.

5. What made this speech Important?

6. What made this speech Relatable?

7. What made this speech Original?

8. How did gestures and delivery help the speaker effectively make their points?

LESSON 11: EFFECTIVE DELIVERY

TOPIC:

How to Effectively Use Your Face and Body to Deliver Your Speech

Essential Question + Objectives

By the end of this lesson, students will be able to demonstrate effective movement and gestures.

1. What makes delivery techniques effective?
2. What makes an effective movement and/or gesture?

MATERIALS/RESOURCES:

- ***Effective Delivery Google Slideshow***
- Computer and projector
- Practicing Presentations Handout *(included)*
- Book of nursery rhymes or short, silly poems *(almost anything by Shel Silverstein will work beautifully)*
- List of Attitudes *(included)*
- Piece of string or ribbon, approximately 24" long, one per student - ensure it's wide enough they won't hurt themselves

Insight:

As students finish writing their speeches, they will want - and need - to spend time practicing their speeches. Delivery is a key component to how an audience receives a message. In order to practice efficiently, students need to understand markers of effective, and ineffective, speech delivery. Effective delivery includes natural gestures, movement, and facial expression, while ineffective delivery includes unnatural delivery techniques or none at all.

TWO+ DAY LESSON

DAY 1

HOOK

5-10 minutes

1. Ask students how many of them are in music, drama, or sports.
2. Ask those students, "What happens in the weeks leading up to a concert, play performance, or game?" *(They should answer that they practice.)*
3. Ask them why they do this. Answers will vary, but hopefully, you will hear that it prepares them for the event *(concert, play, game)*, strengthens the body and/or memory, etc., so the event is as smooth and rewarding as possible.
4. Tell students that the same is true in speech. In order to hone their muscle memory, their word memory, and make the event *(their performance)* as smooth and rewarding as possible, they need to practice. To do that effectively, they need to know what is required of their body and face in delivering their speeches.

BODY

30-40 minutes

1. Use the ***Effective Delivery Google Slideshow*** to give direct instruction.
2. Allow students to ask questions as you go through.
3. Pass out the "Practicing Presentations" handout *(included)* when you get to Slide 9. Read aloud as a large group. Be sure to tell students:
   - The more you practice using movement and gestures as you speak, the more comfortable and natural it will feel.
   - You want the audience to stay focused on your face. Practice ensures you know that the audience sees your face the entire time.
   - Practicing out loud *(it can be a whisper)* also helps you hear how fast or slow you are speaking, and if what you are saying is understandable.
   - Practicing with someone else lets them tell you if things do or don't make sense the way you want them to *(Language Pitfalls!)*, if you are mumbling or slurring any of your words, and if you are too soft to be heard.
   - Show the video from the NSDA *(link on Slide 10)*.
   - Show the video from the NSDA *(link on Slide 11)*.

CLOSURE

5 minutes

Exit Ticket – Give students a short nursery rhyme or poem. Choose an attitude from the list and tell the student what you've chosen *(alternately: cut the words apart, fold them into strips, and have students draw out an attitude from a bowl or bag)*. They must use that attitude as they read. For example, as they read "Little Miss Muffet," they might have to read it as if they are depressed, annoyed, or confused. Using the same poem for several students, but with different attitudes for each student, allows students to enhance delivery of the poem by expressing the given emotion with their bodies *(movement, gestures, facial expressions)*, not just their voices

DAY 2+

HOOK

Have students warm up their bodies and voices by saying one or more or the warm-ups below.

- BIG BLACK BUG
  - *The big black bug bit the big black bear and made the big black bear bleed blood.* Huh! [repeat]
- POWER RANGERS
  - Count up to 16 four times, the first time shaking your right hand, the second time shaking your left hand, the third time with your right leg, and the last time with your left leg. Repeat, counting up only to 8, then 4, then 2, then 1. End with a stellar power ranger pose.
- ARMS OUT
  - Students do the action that is stated by the caller.

Caller: *Arms out!*

Group: *Arms out!*

Caller: *Thumbs up!*

Group: *Thumbs up!*

Caller: *Wrists together!*

Group: *Wrists together!*

Caller: *Elbows in!*

Group: *Elbows in!*

Caller: *Knees bent!*

Group: *Knees bent!*

All: *Aah roo chicha, aah roo chicha, aah roo chichacha. Aah roo chicha, aah roo chicha, aah roo chichacha. I'm singing in the rain, just singing in the rain. What a glorious feeling, I'm hap-hap-happy again.*

Caller and Group call out and repeat all the previous actions in order and then add:

Caller: *Bum out!*

Group: *Bum out!*

All: *Aah roo chicha, aah roo chicha, aah roo chichacha. Aah roo chicha, aah roo chicha, aah roo chichacha. I'm singing in the rain, just singing in the rain. What a glorious feeling, I'm hap-hap-happy again.*

Caller and Group call out and repeat all the previous actions in order, including the one just added, and then add:

Caller [with tongue out]: *Tongue out!*

Group [with tongue out]: *Tongue out!*

All: *Aah roo chicha, aah roo chicha, aah roo chichacha.... (etc.)*

BODY

Give students class time to "talk to walls" as they practice their delivery. Remind them they can tweak their speeches as needed. The number of days necessary for practicing delivery depends on whether you will allow them to use notes for their in-class speeches. If notes are permitted 1-2 days is sufficient to practice delivery and refine the speech. If speeches should be delivered from memory, allow for upwards of a week with practice assigned as homework, as well.

Memorization should be done in pieces. Rather than trying to learn the whole piece in one go, students should break it down into small chunks. Some students may make strides toward committing the piece to memory by repeatedly writing or typing it out.

You may also consider allowing students to use notes for the first round of peer speeches and working toward memorization as they receive feedback and refine their speech.

PRACTICING PRESENTATIONS

The University of Southern Mississippi Speaking Center

Written by Vanessa Henson

Edited for use with NSDA speeches (references to using the Speaking Center were removed)

So, you have finished preparing your presentation. Congratulations! Now, it is time to move to the next step, which is to practice, practice, practice! Not only does this aid in preparation, but it also works to ease speech anxiety or any uneasiness you may be feeling. Here are some best practices:

Practice aloud. Although practicing in your head may make sense in a crowded room, it is best when you speak aloud and hear if your thoughts flow together well. You'll notice right away that speaking aloud is different from simply thinking about your speech.

Visualize the setting. Imagine the room where you will give your presentation. Plan how you might move around, where you will stand, where you will place your notes. If possible, practice once in the actual speech location.

Find out what you are allowed to use during the speech. Sometimes instructors allow notecards or a keyword outline. Others require you to use no aids at all. If you are allowed to use some form of notes, practice with them and become familiar with the information that is on it. If you are not able to bring notes with you, then memorize talking points, but not every word.

Use a timer. Find out what the time limit is for the presentation. Staying within time limits is important; just think about a professor who keeps the class for longer than the allotted time! More importantly, your audience may become impatient and lose focus if your presentation is too long.

Take breaks. If you are becoming too frustrated with yourself and you cannot focus, take a break! Find a place to stop and then try again in a few hours or the next day. However, it is still important to find time to continue practicing.

Find a live audience. Talk to someone you know will give you helpful feedback. This could include friends, relatives, and/or [classmates]. It is not a good idea to ask "how did I do," because most responses will be "you did a good job" or " you did fine." Instead, request that they find at least two or three things that were done well and two or three things you can improve.

Videotape yourself. When you watch your video, you can hear "ums," "likes," and other verbal fillers. Recording your speech best enables you to eliminate these from your vocabulary. Also, this will help you notice and fix problematic non-verbal communication.

THE "DO NOTS"

Do not stop. After you have said your speech from beginning to end, don't stop when you mess up. Rather, continue through the speech and fix the problem after you have finished. This will help you correct mistakes that may happen during the actual presentation.

Do not wait until the last minute to practice. You want to ensure that you have enough time to make adjustments to your speech if need be. Give yourself at least a few (three or four) days in advance to practice and become comfortable with the speech.

Do not lose focus. If you are easily distracted by the television, music, or phone/text messaging, make sure that you have turned off all electronics so you can stay focused while practicing.

Do not underestimate the power of introductions and conclusions. The introduction is designed to get your audience interested, and the conclusion is to make them remember the speech. Your introduction and conclusion should be memorized and perfected as much as possible so that you can begin and end effectively.

Do not put yourself down. Use positive and encouraging self-talk when faced with the task of preparing and giving a public presentation. Remind yourself that you do not have to be perfect, but you do have to be prepared.

LIST OF ATTITUDES

abrasive
afraid
aggravated
aggressive
agitated
alarmed
amazed
amused
analytical
angry
anguished
anxious
apathetic
apologetic
argumentative
arrogant
authoritative
awed
backstabbing
bashful
bewildered
bitter
bold
bored
bouncy
brave
breezy
burdened
cautious
cheerful
childish
chilling
cocky
complaining
conceited
concerned
condescending
confused
creepy
crushed
curious
cynical
dazed
dejected
delighted
depressed
desperate
despondent
determined
devious
dignified
disappointed
disgusted
dismayed
dismissive
disoriented
distracted
distressed
ditzy
dragging
dreamy
dreary
eager
easygoing
ecstatic
embarrassed
energetic
enraged
enthusiastic
envious
evasive
exasperated
excited
exhausted
exhilarated
expectant
faltering
fatigued
fearful
ferocious
fidgety
firm
flamboyant
flippant
flirtatious
frantic
frustrated
genteel
gentle
giddy
giggly
gloomy
gossipy
grateful
grieved
groggy
grumpy
guilty
harsh
hateful
haughty
heartbroken
heroic
hesitant
hopeful
hopeless
horrified
hostile
humiliated
hurt

hysterical
icy
impatient
inconsistent
infuriated
inquisitive
insecure
intimidated
irritated
jealous
jovial
judgmental
lethargic
lonely
longing
magisterial
majestic
malicious
meditative
melancholy
menacing
methodical
miserable
moody
mortified
mournful
mysterious
nervous
obnoxious
obsessive
opinionated
oppressive
overjoyed
overwhelmed
painful
paranoid
perplexed
pitiful
poised
ponderous
puzzled
questioning
quivering
regal
rejected
rejuvenated
relaxed
relieved
reluctant
resentful
reserved
reticent
rude
sad
scheming
seductive
sentimental
serene
shocked
show off
shy
smug
snobby
solemn
somber
sophisticated
sorrowful
stern
stressed
suave
submissive
superstitious
surprised
suspicious
swaggering
sympathetic
teasing
tender
tense
tentative
terrified
testy
thoughtful
threatening
timid
tired
troubled
uncertain
uncomfortable
uneasy
uptight
vicious
vulnerable
wary
weary
whimsical
whiny
wired
wise
wistful
worried
wretched
yearning

LESSON 12: JUDGING/CRITIQUING PEER SPEECHES

TOPIC:

How to Judge/Critique Peer Speeches

Essential Question + Objectives

By the end of this lesson, students will know how to use different forms to critique their peers' speeches.

1. How do you give effective, helpful feedback to your peers about their speeches?
2. What kind of feedback isn't helpful?

MATERIALS/RESOURCES:

- ***Blank NSDA ballots.*** You will want to download these, and then print off just the Info and OO ballots for this lesson.
- Blank PA Classroom ballots *(included)*
- Instructions for PA Classroom ballots *(included)*
- Blank PA Speech Grading Rubric *(included)*

Insight:

As students prepare to give their speeches, constructive critiques will aid them in delivering the best speech possible. Using the ballots from the NSDA allows them to get a feel for what they will experience at competitions; using the PA Classroom ballots gives them the opportunity to give more direct feedback on specific areas of the speech, and may be more appropriate for use with beginning middle school speakers.

FIVE-DAY+ LESSON

HOOK

5-10 minutes

1. In small groups, ask students to discuss the difference between constructive criticism and non-constructive criticism.
2. Have them come up with at least two phrases that could actually be helpful *(constructive)* and two that would not *(non-constructive)* for a speaker.
3. Allow small groups to share their constructive and non-constructive phrases, explaining why these are helpful, or not helpful, to a speaker.

BODY

30-40 minutes

1. Give students the ***blank NSDA ballots.*** Ask them to note what questions judges are being asked to answer as they watch and listen to student speeches. Clarify any words or ideas that students may not understand.
2. Give students the PA Classroom ballots and the PA Classroom ballot instructions *(included)*. Go over the instructions together, and clarify anything that may be confusing for students.
3. Have students use either the PA Classroom ballots or the NSDA ballots to give written feedback to one another during practice.
4. These ballots may also be used during the formal speech presentations in class for a grade. If using the PA Classroom ballots:
   - Choose three judges per speaker.
   - Have each judge complete one of the three PA Classroom ballots so that each speaker will receive feedback from each of the three ballots for their speech. Note that the Visual Aids/Props ballot would only be used with Info speakers, and the Persuasion ballot would only be used with OO speakers.
   - By the end of the speaker queue, all students should have completed one of each of the three Classroom ballots, having judged three times, once per ballot. Judges should aim for at least two glows with what students did well and two grows with ideas for future improvement.
   - Give the completed Classroom ballots to the speaker in order to allow them to gain feedback from their peers.
   - Teachers may also choose to grade the Classroom ballots before handing them back to the speaker.

5. Give time for students to practice. Individual practice can be talking to walls, speaking speaking to their reflection in the mirror, or recording themselves and watching it back. As students are ready have them work in small groups of three or four, taking turns giving their speeches and using the ballots to give feedback to one another.
6. After allowing students 2-3 days to practice in class, begin formal speech presentations in class. The teacher may choose to use the PA Speech Grading Rubric ballot to grade students on their presentations.
7. Remind students that as they compete, they will get feedback from judges. They should use that feedback to continually tweak and revise their PA so that it improves throughout the year.
8. Repeat as desired, adding additional practice days for revision, memorization, or peer speeches.

CLOSURE

5 minutes

Exit Ticket – Collect written ballots from practice as informal assessments.

NAME:

NATIONAL SPEECH & DEBATE ASSOCIATION

PA CLASSROOM BALLOT: ORGANIZATION

Speaker's Name:

Title/Topic of Speech:

REMEMBER: Your comments should assist the speaker in improving their skills.

1. **What type of Attention Getter did the speaker use?** *(circle one)*

   Story Startling Statement Quote Question

2. **Did the Thesis Statement clearly outline the topic's Main Points or Claims?**

3. **How was the speech organized?** *(highlight one)*

   Chronological Climactic Spatial Cause/Effect Problem/Solution

4. **What interesting information and/or explanation did the speech contain?** *(give two facts)*

   1.

   2.

5. **What source(s) was (were) cited?**

6. **Did you hear the Thesis Statement again in the conclusion?**

7. **Did the Final Clincher effectively conclude the speech?**

8. **What was your overall impression of the speech and speaker?**

9. **Additional Comments:**

NAME:

NATIONAL SPEECH & DEBATE ASSOCIATION

PA CLASSROOM BALLOT INSTRUCTIONS: ORGANIZATION

Speaker's Name: *Write in the name of the speaker*

Title/Topic of Speech: *Write in the title or topic of their speech*

REMEMBER: Your comments should assist the speaker in improving their skills.

1. **What type of Attention Getter did the speaker use?** *(circle one) circle the type they use*

   Story Startling Statement Quote Question

2. **Did the Thesis Statement clearly outline the topic's Main Points or Claims?**

   Yes or no question, but you can give them feedback on how to improve if the answer is no, something like, "I think I heard your Thesis Statement, but I wasn't really sure. I was able to pick out your Main Points/Claims as you gave the speech, though."

3. **How was the speech organized?** *(highlight one) circle the type they use*

   Chronological Climactic Spatial Cause/Effect Problem/Solution

4. **What interesting information and/or explanation did the speech contain?** *(give <u>two</u> facts)*

   1. *Any two facts you found interesting.*

   2. *If you want to list more, you may, but give at least two.*

5. **What source(s) was (were) cited?**

   Write the names of any you hear. You don't have to get them all if they use a lot of them, but get as many as you can.

6. **Did you hear the Thesis Statement again in the conclusion?**

   Yes or no question, but you could give them feedback on how to improve if the answer is no, something like, "It was hard to know you were at the end

7. **Did the Final Clincher effectively conclude the speech?**

   Yes or no question, but you could give them feedback on how to improve if the answer is no, something like:

- *You had a great Final Clincher, but I didn't hear your Thesis Statement again. Remember to include that!*
- *It was hard to tell what your Final Clincher was. Remember you need one to close out your speech.*
- *I love how your Final Clincher tied back to the beginning of your speech!*
- *Don't forget to give a conclusion. It was hard to tell if you had finished or if you were just stopping.*

8. **What was your overall impression of the speech and speaker?**

Give some feedback that will help them improve or encourage them. Some ideas:

- *I really learned a lot!*
- *You were so calm! It made it easy to listen to you.*
- *Speak up just a tiny bit – it was hard to hear you sometimes.*
- *Try not to sway – it is very distracting.*
- *I loved your confidence!*
- *Your eye contact was great!*
- *Be sure to look up from your paper sometimes.*
- *Smile sometimes – it helps!*
- *Try to vary your voice a bit to keep it interesting.*
- *I never knew.....*
- *You really convinced me that.....*

9. **Additional Comments:**

Anything else you want to tell them. Some examples:

- *Your prop was amazing!*
- *You were so smooth – like a pro!*
- *I loved your speech!*
- *Great job!*
- *So glad I got to judge your speech!*
- *You gave me a lot to think about!*

NAME:

NATIONAL SPEECH & DEBATE ASSOCIATION

PA CLASSROOM BALLOT: DELIVERY

Speaker's Name:

Title/Topic of Speech:

REMEMBER: Your comments should assist the speaker in improving their skills.

1. **Could you hear and understand the speaker?**

   NO: what could be improved?

   YES: what did they do particularly well?

2. **Why are gestures and movement effective or ineffective?**

3. **Are eye contact and facial expression natural and appropriate?**

   NO: what could be improved?

   YES: what did they do particularly well?

4. **Does the speaker exhibit an appropriate energy level and good posture?**

5. **Was the delivery personable (does the speaker use the delivery to make the topic relatable)?**

6. **What was your overall impression of the speech and speaker?**

7. **Additional Comments:**

NAME:

NATIONAL SPEECH & DEBATE ASSOCIATION

PA CLASSROOM BALLOT INSTRUCTIONS: DELIVERY

Speaker's Name: *Write in the name of the speaker*

Title/Topic of Speech: *Write in the title or topic of their speech*

REMEMBER: Your comments should assist the speaker in improving their skills.

1. **Could you hear and understand the speaker?** *Give more information about your answer beside the answer you choose. Examples:*

   NO: what could be improved?

   - *Speak up just a bit – you were hard to hear at times.*
   - *You started out really fast, but as you continued, you slowed down.*
   - *You were really loud! Try using some quiet, too.*
   - *You were a bit monotone. Work to change up your emphasis some to keep me interested.*
   - *Be careful of "um" and "like" – you used them a lot!*
   - *Be careful not to slur your words – it makes it hard to understand you.*
   - *You had a few stumbles – practice to help with fluidity.*
   - *You had a hard time pronouncing some words. Be sure to practice.*

   YES: what did they do particularly well?

   - *Your volume was perfect throughout the entire speech!*
   - *You really enunciated well – I understood every word!*
   - *Your speed was just perfect throughout the speech!*
   - *You did a great job emphasizing some words and phrases. I knew that those were really important.*
   - *So smooth – you were very fluid throughout your speech! You sounded like a pro!*
   - *Every word was clear and understandable. You didn't stumble once!*

2. **Why are gestures and movement effective or ineffective?** *Tell* why *the gestures and movement they used helped or hindered their speech. For example:*

   - *When you just stand in one place, it's hard to stay engaged with your speech. Try adding in a few movements to give an eye break and keep me listening!*
   - *When you wave your arms around all the time it's hard to focus on you. Please keep your arms still.*
   - *When you play with your hair, it's distracting.*
   - *Each of your gestures was really used well to highlight points in your speech.*
   - *I loved it when you pointed to things you wanted to draw our attention to on your prop.*
   - *Moving each time you began a new Main Point/Claim really helped me remember where we were in the speech.*

3. **Are eye contact and facial expression natural and appropriate?** *Tell why their eye contact and facial expressions helped or hindered their speech. For example:*

NO: what could be improved?

- *Be sure to look up at us sometimes.*
- *Try not to laugh in the middle of your speech, even if you are nervous.*

YES: what did they do particularly well?

- *I felt like you were looking at me the entire time, and that really made me want to listen!*
- *Your facial expressions were spot-on, matching everything you said!*

4. **Does the speaker exhibit an appropriate energy level and good posture?** *Yes or no question, but you can give them feedback on how to improve if the answer is no, something like:*

- *Remember not to slouch.*
- *Try not to sound bored when you give your speech. I want to hear what you have to say!*
- *Great job standing up straight!*
- *You were so into your speech – that made me excited to listen, too!*

5. **Was the delivery personable (does the speaker use the delivery to make the topic relatable)?** *Yes or no question, but you can give them feedback on how to improve if the answer is no, something like:*

- *I felt like you had thought about how you wanted me to feel, and that made me want to listen to you.*
- *I felt like you forgot we were here – and that's a good thing! You were talking from your passion!*
- *I felt like you forgot we were here – and that's not such a good thing. It seemed like you were embarrassed to be here. Remember that we want to hear from you!*
- *I felt like you were a bit stiff and formal, and that made it hard to really pay attention. Relax!*

6. **What was your overall impression of the speech and speaker?** *Give some feedback that will help them improve or encourage them. Some ideas:*

- *I really learned a lot!*
- *You were so calm! It made it easy to listen to you.*
- *Be sure you have a Thesis at the end, too. It helps to know you are almost finished.*
- *Your Attention Getter had me hooked from the beginning!*
- *Some of your points/claims were missing evidence. That made me doubt parts of what you said.*
- *Great evidence! I want to go research this on my own now!*
- *Make sure you have a Conclusion – don't just stop at the end.*
- *You kept me engaged from Attention Getter to Final Clincher – great job!*
- *Smile sometimes – it helps!*
- *Try to vary your voice a bit to keep it interesting.*

7. **Additional Comments:** *Anything else you want to tell them. Some examples:*

- *Your prop was amazing!*
- *Your Thesis Statement was amazing!*
- *I loved your speech!*
- *Great job!*

NAME:

NATIONAL SPEECH & DEBATE ASSOCIATION

PA CLASSROOM BALLOT: INFO - VISUAL AIDS/PROPS

Speaker's Name:

Title/Topic of Speech:

REMEMBER: Your comments should assist the speaker in improving their skills.

1. **Are the visual aids/props neat and creative?**

   NO: what could be improved?

   YES: what was particularly good about them?

2. **How do the visual aids/props help the speaker explain the topic and its importance?**

3. **Does the speaker handle visual aids/props smoothly and effectively?**

   NO: what could be improved?

   YES: what did they do particularly well?

4. **Does the speaker avoid the Language Pitfalls (negative connotation, euphemism, jargon, sexist or racist language, obscene language)?**

5. **What was your overall impression of the speech and speaker?**

6. **Additional Comments:**

NAME:

NATIONAL SPEECH & DEBATE ASSOCIATION

PA CLASSROOM BALLOT INSTRUCTIONS: INFO – VISUAL AIDS/PROPS

Speaker's Name: *Write in the name of the speaker*

Title/Topic of Speech: *Write in the title or topic of their speech*

REMEMBER: Your comments should assist the speaker in improving their skills.

1. **Are the visual aids/props neat and creative?** *Give more information about the answer you choose. For example:*

   NO: what could be improved?

   - *The words were hard to read. Consider using a different color next time.*
   - *The words were hard to read. Consider making them bigger next time.*
   - *The colors on one of your props made it hard to read.*
   - *Your pictures were small and hard to see.*
   - *There were too many words on the poster(s). Remember that we are trying to listen to you, not read the poster(s).*

   YES: what was particularly good about them?

   - *I couldn't stop looking at your posters – they really drew me in with the size of the pictures and the neat words!*
   - *Your pictures were just the right size – I could see everything you wanted me to see!*
   - *Your prop really made your points so much clearer!*
   - *Your colors and your pictures complemented one another so well!*
   - *I found myself listening even more because your posters were so interesting!*

2. **How do the visual aids/props help the speaker explain the topic and its importance?** *Tell how their visual aid and/or prop helped them – or not. Were they timed right? Were there enough? Too few? Too many? Were the pictures spot-on? Too small? Some examples might be:*

   - *The picture you showed of.... really helped me understand what you were talking about.*
   - *I wish you'd had a picture of .... I was confused by that part of your speech.*
   - *Using the prop and the posters really helped me understand the point you were making when you said...*
   - *The pictures were perfect for each of your points!*
   - *You found the "Goldilocks zone"–- the number of pictures, the number of words, the size of the words, the size of the pictures, and the colors you chose were all just right!*
   - *Although the chart was interesting, it was really hard to see. That made it less impactful.*
   - *There were so many pictures I found myself looking at them more than listening to you. Try covering up some of them next time to help me focus just on what you want me to see.*
   - *You forgot to switch posters between the second and third points, but once you caught it, everything went really smoothly.*

- *A few more posters would have really helped me understand your speech better. Especially when you talked about...*
- *With just one small poster, it was hard to understand a lot of what you were talking about.*

3. **Does the speaker handle visual aids/props smoothly and effectively?** *Give more information about your answer. For example:*

NO: what could be improved?

- *Be sure you are paying attention to your posters while you are talking so you can switch them at the right time.*
- *You put your poster up – and then never referred to it again. Remember to use it. I was really curious about some of the pictures, but since you didn't talk about them, I don't know how they fit into your speech.*

YES: what did they do particularly well?

- *You switched the posters like a pro!*
- *Even with so many posters, you never lost your place!*
- *Even though all your posters fell down, you made it seem like that was a natural part of your speech – great job!*

4. **Does the speaker avoid the Language Pitfalls (negative connotation, euphemism, jargon, sexist or racist language, obscene language)?** *Yes or no, but if you answer no, highlight it, and tell them what Language Pitfall they fell into. For example:*

- *Negative Connotation: When you said that "women are the greatest commodity man possesses," I was deeply offended. I don't think you meant for me to be offended, but I was. Consider using a different word to describe how important women are.*
- *Euphemism: When you said the planes were "visiting a site," I was really confused. Did you mean that they were literally visiting, or that they had gone there to bomb the area?*
- *Jargon: When you said you worked at this barn, I thought you actually worked at a barn. To be honest, I'm still not sure where you work. What IS a spooge patrol? Your job sounds interesting, but I have no idea what it is. Be sure to think about terms you know but I may not, and then explain them.*
- *Sexist Language: When you made the statement about "the little ladies keeping the food warm and the children quiet," I was offended. Remember that women have the ability to think and make decisions, too.*
- *Racist Language: When you said that "white people are smarter than everyone," I was offended. Remember that all races have smart people and not so smart people. Don't put one race above another in your speeches.*
- *Obscene Language: I'm not sure what the purpose of starting your speech with "Hey morons!" was, but it was offensive. I really didn't want to listen to the rest of your speech when you started that way. I'm glad I did – you had lots of good things to say – but avoid that type of introduction in the future.*

5. **What was your overall impression of the speech and speaker?** *Give some feedback that will help them improve or encourage them. Some ideas:*

- *I really learned a lot!*
- *You were so calm! It made it easy to listen to you.*
- *Speak up just a tiny bit – it was hard to hear you sometimes.*
- *Try not to sway – it is very distracting.*
- *I loved your confidence!*
- *Your eye contact was great!*
- *Be sure to look up from your paper sometimes.*
- *Smile sometimes – it helps!*
- *Try to vary your voice a bit to keep it interesting.*

6. **Additional Comments:** *Anything else you want to tell them. Some examples:*
   - *Your Attention Getter was amazing!*
   - *You were so smooth – like a pro!*
   - *I loved your speech!*
   - *Great job!*

NAME:

NATIONAL SPEECH & DEBATE ASSOCIATION

PA CLASSROOM BALLOT: OO – PERSUASION

Speaker's Name:

Title/Topic of Speech:

REMEMBER: Your comments should assist the speaker in improving their skills.

1. **What is one Claim the speaker made in the Thesis?**

2. **What is one piece of evidence the speaker used to back up that Claim?**

3. **Did the speaker give a source for that piece of evidence?**

   NO:

   YES: what was the source?

4. **Did the warrant (evidence) effectively back up and/or support that Claim?**

   NO: what made the warrant ineffective?

   YES: what made the warrant effective?

5. **What was one impact given for the Claim?**

6. **Does this impact make sense, given what the speaker said in the warrant?**

7. **Does the speaker avoid the Language Pitfalls (negative connotation, euphemism, jargon, sexist or racist language, obscene language)?**

8. **Did the speaker manage to convince you? Why?**

9. **Additional Comments:**

NAME:

NATIONAL SPEECH & DEBATE ASSOCIATION

PA CLASSROOM BALLOT INSTRUCTIONS: OO – PERSUASION

Speaker's Name: *Write in the name of the speaker*

Title/Topic of Speech: *Write in the title or topic of their speech*

REMEMBER: Your comments should assist the speaker in improving their skills.

1. **What is one Claim the speaker made in the Thesis?** *Write in one of the claims they made in the speech – you should be able to get these from the Thesis Statement, but if not, you should hear them as they begin each new section of the speech.*

2. **What is one piece of evidence the speaker used to back up that Claim?** *Write in one piece of evidence the speaker gives to back up or support the Claim you listed in Q1.*

3. **Did the speaker give a source for that piece of evidence?** *If they don't give a source, highlight NO; if they do give a source, give its name beside YES. If they give more than one source, try to list those, too. But get one of their sources at least.*

   NO:

   YES: what was the source?

4. **Did the warrant (evidence) effectively back up and/or support that Claim?** *Explain how they used their evidence to make the claim you listed in Q1 credible (believable) or not. For example:*

   NO: what made the warrant ineffective?

   - *You never used any sources.*
   - *You mentioned you got some of their information from the CDC, but I am not sure what information came from that website. It was really unclear.*
   - *You quoted a person, but didn't tell who the person was – and I've never heard of them. I don't know if that person is a good source or somebody like Joebob who lives in his mother's basement.*

   YES: what made the warrant effective?

   - *You used the CDC, and that's a well-known and respected source for medical information.*
   - *Your statistics came from multiple sources, not just one, so I knew they were telling the truth.*
   - *All of your sources were from reliable websites.*

5. **What was one impact given for the Claim?** *Tell one impact the speaker gave to explain the importance*

of their claim. For example, "When people smoke, they can get lung cancer and die."

6. **Does this impact make sense, given what the speaker said in the warrant?** *Yes or no, but give them a reason you said that. For example:*
   - *Yes, because you used facts and statistics to show how much higher someone's chances of lung cancer are when they smoke. It's believable that they would be more likely to die from that cancer.*
   - *No, because you didn't give an impact.*
   - *No, because although it makes sense that people would die from lung cancer, you didn't give enough evidence to convince me that it's true.*

7. **Does the speaker avoid the Language Pitfalls (negative connotation, euphemism, jargon, sexist or racist language, obscene language)?** *Yes or no, but if you answer no, highlight it, and tell them what Language Pitfall they fell into. For example:*
   - *Negative Connotation: When you said that "women are the greatest commodity man possesses," I was deeply offended. I don't think you meant for me to be offended, but I was. Consider using a different word to describe how important women are.*
   - *Euphemism: When you said the planes were "visiting a site," I was really confused. Did you mean that they were literally visiting, or that they had gone there to bomb the area?*
   - *Jargon: When you said you worked at this barn, I thought you actually worked at a barn. To be honest, I'm still not sure where you work. What IS a spooge patrol? Your job sounds interesting, but I have no idea what it is. Be sure to think about terms you know but I may not, and then explain them.*
   - *Sexist Language: When you made the statement about "the little ladies keeping the food warm and the children quiet," I was offended. Remember that women have the ability to think and make decisions, too.*
   - *Racist Language: When you said that "white people are smarter than everyone," I was offended. Remember that all races have smart people and not so smart people. Don't put one race above another in your speeches.*
   - *Obscene Language: I'm not sure what the purpose of starting your speech with "Hello morons!" was, but it was offensive. I really didn't want to listen to the rest of your speech when you started that way. I'm glad I did – you had lots of good things to say – but avoid that type of introduction in the future.*

8. **Did the speaker manage to convince you? Why?** *Tell the speaker if they managed to convince you or not, and why. Some ideas:*
   - *You gave me a lot to think about. I might change my mind on this topic after listening to you, especially because....*
   - *I didn't care about this topic when I saw your topic, but now, I do. I am not sure if I support it or not, but I do care now because....*
   - *I didn't change position – I already agreed with you because....*
   - *I didn't have an opinion before I listened to your speech. Now, I am supportive because....*
   - *I didn't have an opinion before I listened to your speech. Now, I am opposed because....*

- *I disagreed with you when you started, and I still disagree because.... But I appreciate you giving your position.*
- *When you started with "Hello morons!" I was sure I would never be convinced to agree with you. But you made a lot of good points, and I ended up agreeing in the end. I had to work hard to put that opening out of my head, though.*
- *I might have been convinced if there had been more warrant, or if you had cited your sources. Since I'm not sure I can believe what you said, I'm not convinced.*
- *You convinced me because....*
- *You didn't convince me because....*

9. **Additional Comments:** *Anything else you want to tell them. Some examples:*
   - *Your prop was amazing!*
   - *Your Thesis Statement was amazing!*
   - *I loved your speech!*
   - *Great job!*

NAME:

NATIONAL SPEECH & DEBATE ASSOCIATION

PUBLIC ADDRESS SPEECH GRADING RUBRIC: INFO AND OO

Topic:

Intro containing a clear Attention Getter, Connecting Info, and Thesis Statement (15 pts.)

1.

2.

3.

Body clearly utilizing one of these types of organization: (5 pts.)

Chronological Climactic Spatial Cause/Effect Problem/Solution

Body also contains: (30 pts.)

- Main Points/Claims restated from Thesis
- Convincing Warrants
- Sources, correctly cited
- Clear Impacts
- Evident use of structure (Claim/Warrant/Impact)
- Transitions

Conclusion with restated thesis and final clincher (10 pts.)

Effective use of body and face to enhance delivery (15 pts.)

- Movement
- Gestures
- Facial expressions

INFO ONLY: Effective, and effectively used, visual/prop (10 pts.)

Delivering a 4-10 min. Public Address in front of the class (5 pts.)

TOTAL POSSIBLE POINTS: Info: 90 / OO: 80

A FEW TIPS FOR THE TEACHER

If you have access to a smartphone, the Google app "Remote" is incredibly handy when you are using a Google slideshow in direct instruction.

- Download the app to your phone.
- Open Chrome and sign in.
- Add the Remote for Slides Browser Extension to Chrome.
- Open the Google Slideshow you want to use.
- Click the "Present with Remote" button at the top of the slideshow.
- Once the slideshow loads, hover over the middle right of the slideshow. You should see an arrow. Click that to open the Control Panel.
- Click "Start Remote." You will get a six-digit code. Put that code into the app on your phone, and click "Connect." Voila! Your phone now works as a remote for your slideshow!
- Close the Control Panel on the slideshow.
- If you want to be able to see the speaker notes on your phone, click the comment box in the upper right corner of the app on your phone. It's crossed out by default.
- When you finish, close the phone app and the slideshow.
- The code stays the same from day to day if you use the same slideshow for several days in a row.

You might consider using a game or two on some days to get students comfortable speaking in front of their peers. Two suggestions are offered below, and while they can be used with any student, any students doing Original Oratory will enjoy both. Typically, Informative speakers are not as keen on SPAR, unless they are going against a friend.

The Um Game: Students love playing this game, which is introduced in this unit but can be used at any time. The object of the game is to speak for as long as possible (or for seven and a half minutes) without using "um" or "uh."

- Have one student go to the front of the room.
- Give that student a random word—truly, any word! You may want to have a collection of these (many board games have cards with words on them) printed

off, cut into strips, and folded to place in a bag or bowl. Then, draw out a word for each student. The given word is the topic the student will speak about.

- The student may have a few minutes to think and prepare, but overall, this is similar to Impromptu: they are learning to think on their feet and avoid saying "um" or "uh" as they speak. So, they should begin pretty quickly after being given their topic.
- As soon as the student begins to speak, the teacher starts a timer. If/when the student says "um" or "uh" (unless it's the first word they say, then they get to try again), stop the timer and tell them how long they were able to speak. When it is their turn again, they will try to beat their old (first try) time.
- If the student speaks for seven and a half minutes without using "um" or "uh," let them know. They should stop at that point.
- Call up another student and play again with a new word.
- In the first round, you may decide just to allow students to focus on not saying "um" or "uh"—for some of them, this is hard enough. But even those who love to talk can get stuck not knowing what to say beyond a certain point. Remind students that they *should* be utilizing the strategies they have learned in this unit: using an Attention Getter, having a Thesis Statement, using the points in the Thesis Statement to create the Body, and a Conclusion with a Summary and Final Clincher. Some will say that they don't know enough about the topic to speak intelligently about it. Because this is a game, you may want to consider allowing them to make up facts so that they can practice the format of the public address speech. They should also use movement, gestures, and their face.
- As students become proficient at eliminating "um" and "uh" from their speaking, add in other filler words you hear them using, such as "like" or "yeah" ("so yeah").
- As students become more proficient at using one word topics, consider using phrases or proverbs from Aesop's Fables.

SPAR (SPontaneous ARgumentation): This is another game students love to play that can be introduced in this unit and used at any time. It requires a bit more set-up than The Um Game, but it's something students enjoy. You'll want to explain the timing to students before you begin. Having a couple of chairs or stools at the front of the room, with "Speaker 1" over the chair/stool on the left and "Speaker 2" over the chair/stool on the right. Remind the audience that as they listen, they should be listening for Claim/Warrant/Impact and who builds and supports their "case" (side) the best. The audience

members will vote for a winner at the end, so they need to set aside their bias and listen carefully to the two speakers. For example, if the topic is winter vs. summer, students who prefer summer need to set aside that bias—they shouldn't vote for the person defending summer being best if the person defending winter being best actually gave a better argument. The object of the game: to defend your side of the topic and take down your opponent's side.

» You'll need a set of topics before you play this game. Like The Um Game, you may want to type these up, cut them apart on slips of paper, and fold them so the topics are random per SPAR. Alternately, there are multiple SPAR topics across the web—or you may hear your students discussing things that will be appropriate to use! A few examples:

- winter vs. summer
- Ironman vs. Captain America
- Black Widow vs. Wonder Woman
- DC vs. Marvel
- PC vs. Mac
- e-books vs. bound books
- mountains vs. beach
- day vs. night
- band vs. orchestra
- speech vs. debate
- airplanes vs. trains
- Christmas vs. Halloween
- cats vs. dogs
- Buzz Lightyear vs. Woody

» Randomly choose one student. They get to pick whether they want to choose:

- the side of the topic OR
- to speak first or second (they can only choose one of these options)

» Either allow the first student to choose a friend to SPAR with or choose another random student. The second student gets to choose whatever the first student did not choose.

- For example, Student 1 chooses to pick the side. Student 2 gets to choose whether to go first or second.
- OR Student 1 chooses to go second. Student 2 gets to choose the side of the topic.

» Give the topic (you can also do this before having the first student decide which choice they want to make).

» Students should write the side of the topic they will defend on the board above their chair/stool.

» Speakers will give their Constructives:

- Speaker 1 will have 30 seconds to give reasons why their side is better.
- Speaker 2 will have 30 seconds to give reasons why their side is better. They are not saying anything about what Speaker 1 said at this point.

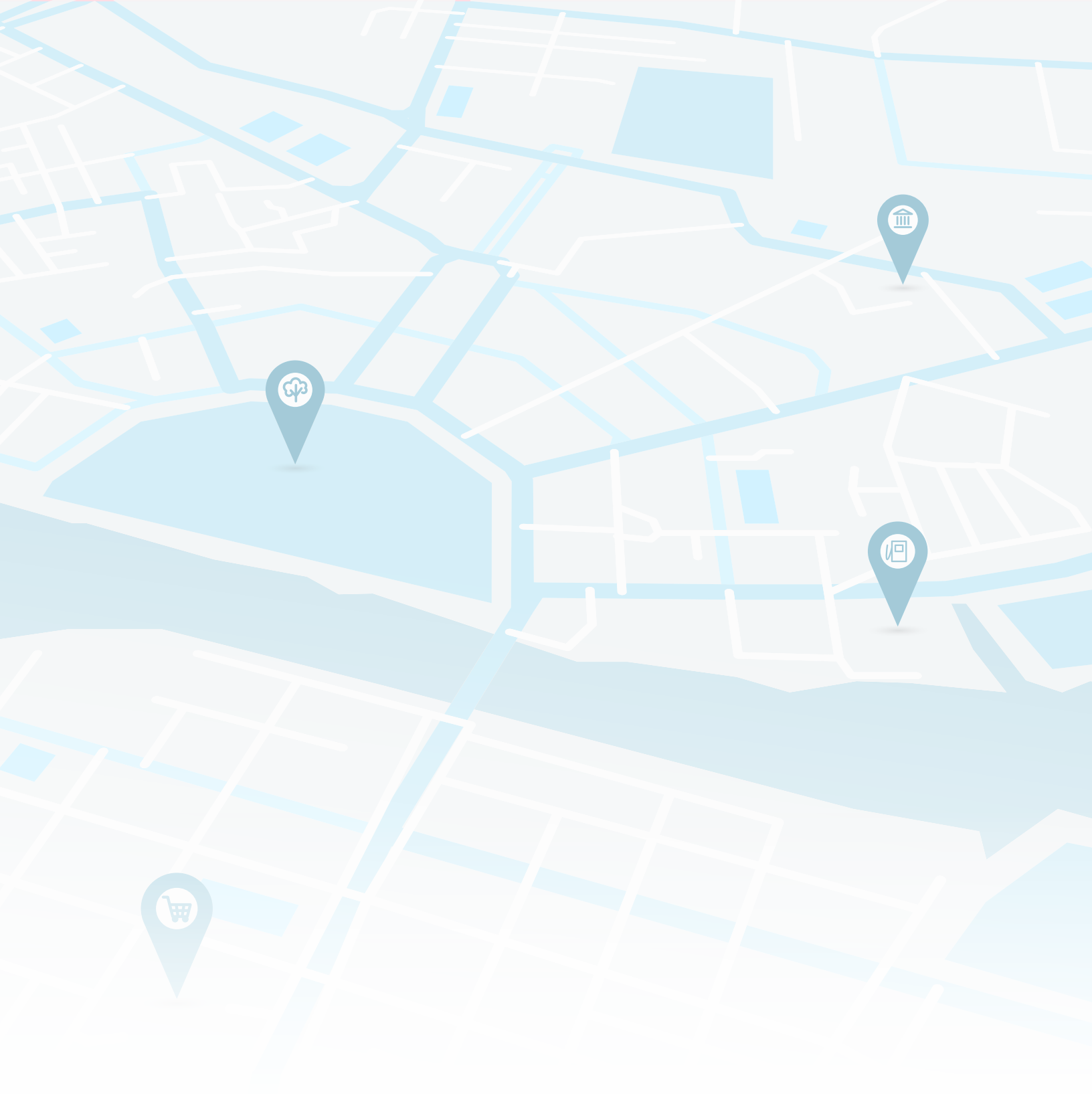
» Speakers will give their Rebuttals:

- Speaker 1 will have 30 seconds to give reasons what Speaker 2 said was wrong. They should also remind the audience why they are right, providing "clash" (direct conflict with the opposition's side and their side) as much as possible.
- Speaker 2 will have 30 seconds to give reasons what Speaker 1 said was wrong. They should also remind the audience why they are right, providing "clash" (direct conflict with the opposition's side and their side) as much as possible.
- For example, if the topic is winter vs. summer, and Speaker 1 has winter, Speaker 2 may say in their Constructive that you can play outdoors more in the summer. Speaker 1 could point out that sometimes it is too hot to be outside in the summer, but in the winter, there are many fun outdoor activities available without the worry over heat (getting overheated, heatstroke, etc.).

» Speakers give their Summaries:

- Speaker 1 has 30 seconds to remind the audience what Speaker 2 said that was wrong and what the big reasons are that they (Speaker 1) are right.
- Speaker 2 has 30 seconds to remind the audience what Speaker 1 said that was wrong and what the big reasons are that they (Speaker 2) are right.

» The audience votes. If you have an electronic way to do this, it tends to work better. When students raise their hands, they often lose courage if they are one of only a few who vote one way or the other. Having private ballots also tends to make the audience a bit more honest in their evaluation. You could also use scrap paper and have students write "1" or "2" to indicate whom they thought did a better job. Then, you'll need to count the ballots and announce the winner—who wins bragging rights.



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