

Speeches / Public Speaking

Purpose:

1. Students will learn how to organize and prepare a speech.
2. Students will learn techniques for presenting information to an audience.

Goals:

1. Students will present information to an audience in an organized, professional manner.
2. Students will use body language and verbal skills to effectively communicate information to an audience.

Overview:

Students will read a book about United States history each quarter. They will communicate the main ideas of the reading in an organized, verbal delivery to an audience.

Step One

Students will read a book on a person or event from United States History. As they read, they should fully complete the Reader's Notes worksheet to compile information to present to the audience when they give their speech. While taking notes, students should think about how they want to organize the information they collect.

Since an audience will hear a lot of information, it helps to organize a speech into a pattern. There are three main patterns: chronological, topical, and cause and effect.

Chronological Order

Chronological means that events are presented in the order in which they occur.

	Life of Julius Caesar
A.	72 BCE—Gaius Julius Caesar served as a military tribune
B.	60 BCE—Caesar, Crassus, and Pompey formed a political alliance, the Triumvirate, that dominated Roman politics for many years.
C.	45 BCE—Caesar defeats his rivals' armies and becomes the leader of Rome
D.	44 BCE—Fearing Caesar's growing power, Senate members assassinate Caesar

Topical Organization

Ideas are organized according to topics.

	The San Francisco Earthquake
A.	Poor building standards led to structural damage
B.	Fires caused more damage than the quake
C.	Emergency services were overwhelmed
D.	Neighboring cities took advantage of people attempting to relocate

Cause and Effect

Causes are listed leading to a common conclusion or effect.

	Causes of World War II
	Causes
A.	Worldwide depression
B.	Nationalism
C.	Conflicting economic systems
D.	Racism
	Effect
E.	World War II begins

Step Two

Students need to create an outline containing all the important points (3-5) about the subject to present to the audience. An outline should contain phrases, not sentences. It should show enough so the student knows what the speech will look like. This allows the student to quickly organize their thoughts and easily make changes to the structure as needed.

Introduction:

- Attention grabber/Hook: A statement, quote, or fact that catches the audience's attention.
- Statement of purpose/claim/thesis: A simple statement that explains the main idea of your speech. Everything in the speech should relate to this main idea.
- Significance: Tell the audience why this topic is important.
- Credibility: Tell the audience why you are qualified to give the speech. "I read the book..."
- Preview: List the main ideas that you will discuss so the audience knows what to expect.

Body:

- Main topic: State a fact about your topic.
- Facts, examples, details: Give information that supports your main topic.
- Transition: A statement that moves from one main topic to the next. It should sum up the last idea and introduce the next main topic.

Conclusion:

- Review main points: Restate the main points of the speech so the audience remembers the important parts.
- Restate the purpose/claim/thesis: Let the audience know what you want them to know or believe.
- Final statement: Make a statement that makes your audience think about what you have said. How did your subject affect history? Are there issues still unresolved?

Requirements:

- Type outline on one side of white paper using black ink, and a 12 point font (Times New Roman, Arial, or Courier New).
- Double space paper, use one inch margins on all sides, in three pages or less.

Student Name

Mr. Chisholm

U.S. History

Date [day month year]

Title

- I. Introduction
 - A. Attention grabber/hook
 - B. Statement of purpose/claim/thesis
 - C. State of significance
 - D. Credibility
 - E. Preview
- II. Body/General Purpose
 - A. Main topic
 - 1. Facts, examples, details
 - 2. Facts, examples, details
 - 3. Transition
 - B. Main topic
 - 1. Facts, examples, details
 - 2. Facts, examples, details
 - 3. Transition
 - C. Main topic
 - 1. Facts, examples, details
 - 2. Facts, examples, details
 - 3. Transition
- III. Conclusion
 - A. Review main points
 - B. Restate purpose/claim/thesis
 - C. Final statement

The outline should be double spaced throughout. The format must also be strictly followed.

Jane Lee

Mr. Chisholm

U.S. History

20 November 2017

The Year of 1776

I. Introduction

- A. “Victory or death”—George Washington
- B. The year the course of the Revolutionary War changed
- C. Made Americans out of everyone in the room
- D. Read *1776* by David McCullough
- E. Preview of events
 - 1. Britain was a world power
 - 2. Americans want independence
 - 3. First American victory

II. War changes America

- A. Britain has a strong military
 - 1. Britain wins Battle of Bunker Hill
 - 2. Americans on the defensive
 - 3. Some colonials refused to quit
- B. Declaration of Independence
 - 1. Stated the abuses of Great Britain
 - 2. Declared independence
 - 3. Point of no return
- C. Battle of Trenton
 - 1. George Washington defeated Hessians
 - 2. Britain needed to reevaluate the war
 - 3. Major turning point

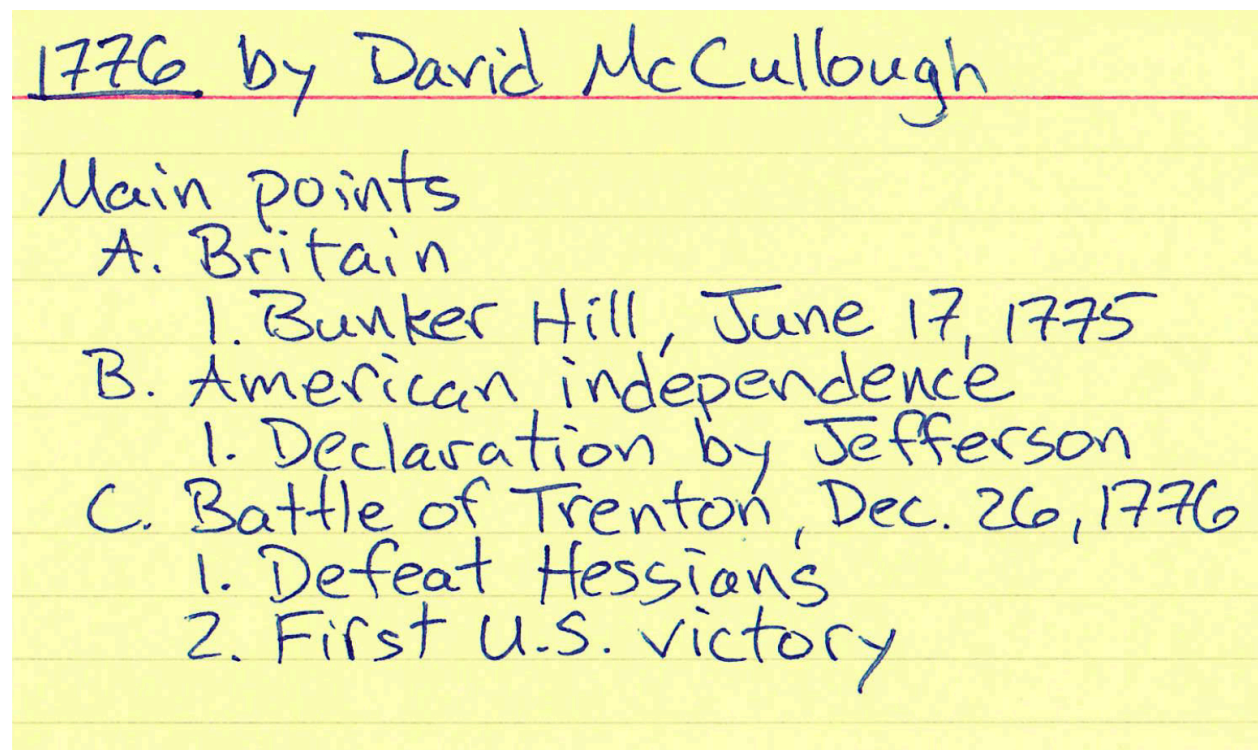
III. Conclusion

- A. 1776 saw changes in the direction of the war
- B. Events of one year can change the world
- C. Great rewards often require great risk

Step Three

Students should use one 3x5 inch index card to write notes to help them deliver their speech. The index card should contain a brief outline of the speech to remind students the order in which they intend to deliver their information. **USE NO MORE THAN 40 WORDS ON THE INDEX CARD.** Under no circumstances should a student ever write in complete sentences or write out their speech on the index card. Students will inevitably start to read their speech. Once this happens, it is no longer a speech but a public reading.

Example Notecard



Step Four

The student should practice the speech and time themselves. The speech should be between one and three minutes. Practice, practice, practice! When the student can recite the speech without thinking about it, they have it down.

Step Five

Students will be randomly called on to sign up for one of three days in which speeches will be presented. On that day, they should give their outline speech to the teacher just before proceeding to the podium.