LISTEN UP: 
IT’S TIME FOR...

Name ________________________________
LA Class Pd. ________

SPEECHES!!

My Speech Date = ________
My Speech is # ________
**PERSUASIVE SPEECH TOPICS**


**SPORTS TOPICS**
1. Should cage fighting be banned?
2. Should hunting (as a sport) be outlawed?
3. Should college athletes be paid?
4. Should a rookie salary cap be enforced in pro sports?
5. Should pros be allowed to draft college athletes before they graduate?
6. Why ____________ (athlete) has a positive influence on young adults or sports’ programs.
7. Should sports in schools be “pay to play”?

**ANIMAL TOPICS**
8. Should all pets be required to have electronic chips implanted?
9. Should wild animals be left in the wild and zoos/seas worlds be closed down?

**SCHOOL TOPICS**
10. Should schools abandon school dress codes?
11. Should school prayer be allowed?
12. Should iPods/cell phones be allowed in classrooms?
13. Should parents of students who are excessively absent from school be held accountable?
14. Should “home schooling” students be required to take all tests that public schools take?
15. Should students failing their classes in high school have their driver’s license revoked?
16. Should students be required to pass proficiency tests in order to graduate from high school?
17. Should homework on weekends be banned?
18. Have *Harry Potter*, *Divergent*, and *Hunger Games* changed YA reading for the better?
19. Should all schools be required to have sidewalks leading to all nearby neighborhoods?
20. Should students be allowed to wear their hair in a way that expresses their identity and not have to follow school regulations?
21. Should there be honors science, honors history, honors music, etc... classes offered in middle school?
22. Should students be required to take a foreign language in elementary school?
23. Should high schools require service hours as part of the graduation requirements?
24. Should schools go to a four-day school week with longer days Monday-Thursday?
25. Should middle school students be required to have ALL passing grades to be promoted to the next grade level?
26. Should schools continue inclusive classrooms?
27. Should school start later in the day (like around 9, 10, or even 11)?
28. Does the responsibility log discourage poor behavior in students?
29. Should video games be blocked during school hours?
30. Should elementary teachers stop teaching cursive writing?
31. Should classrooms be “flipped” so that all lecture/instruction is seen through video at home and then students apply the material and do the “homework” practice in school?
32. Are Indiana public school students over tested?
33. Should students be able to wear Halloween costumes to school on that holiday?
34. Should study halls be required in schools?

**HEALTH TOPICS**
35. Should tobacco products be banned?
36. Do family gardens create healthier families?
37. Should all people be aware of their BMI?
38. Should only healthy food choices be served in schools?
39. Should all vending machines with soda and candy be removed from schools and replaced with vending machines that have healthy choices (like string cheese, yogurt, milk, etc...)?
LIFESTYLE/GENERAL TOPICS
40. Should the driving age be raised to 18?
41. Should the Internet be censored?
42. Are websites like Facebook or Twitter substituting face-to-face social interaction?
43. Should recycling be mandatory?
44. Should the logging industry be allowed to harvest public forests?
45. Should state lotteries be banned?
46. Should research on cloning be discontinued?
47. Should music lyrics be censored?
48. Should Native Americans be allowed to have gambling casinos on their reservations?
49. Do TV shows like Teen Mom and 16 & Pregnant promote or detract their message?
50. Should smoking be allowed in restaurants?
51. Should stores charge a fee for using plastic bags?
52. Should stores require shoppers to bring their own bags?
53. Are cartoons suitable for all ages (not just little kids)?
54. Why ________ (celebrity) has a positive influence on kids.
55. Why learning this craft/skill ________ is better than watching TV.
56. Why ________ (TV show) should be viewed or cancelled.
57. Will libraries become a “thing of the past” in the next few years?
58. Why ________ (one of your 5 senses) is the most important.
59. Should neighborhoods be required to have a plan for a trail or activity area?

GOVERNMENT/LEGAL TOPICS
60. Should the US provide foreign aid?
61. Should assisted suicide be permitted?
62. Should dying people be kept on life support?
63. Should parents of teen vandals be held responsible for their child’s damage?
64. Should females in the military be excluded from combat and other “hazardous” duties?
65. Should people pulled over for DUlS have their license suspended for life?
66. Should families of victims be allowed to decide the punishment of those who commit crimes?
67. Should mature teens be allowed to see an R-rated movie?
68. Should mall security disband groups of 5 or more teens in the mall?
69. Should Title IX (regarding discrimination based on gender) continue to be supported?
70. Are iReport cell phone videos of accidents a hindrance or a help?
71. Should drivers be allowed to wear ear buds while driving?
72. Should guns be allowed in homes with children?

MAKE UP YOUR OWN TOPIC!  This MUST be approved by Mrs. Widbin or Mrs. Harmon!
73. ___________________________________________________________________________
74. ___________________________________________________________________________
75. ___________________________________________________________________________
76. ___________________________________________________________________________
77. ___________________________________________________________________________
**RESEARCH CREDIBLE WEBSITES**
& LIST THEM HERE:

***Don’t forget to update this page EVERYTIME you find new sources with information you’d like to include in your speech!!!***

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Page | 4
CHOOSE YOUR TOP 2 TO THINK THROUGH:

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List 3-5 Strongest Arguments *in SUPPORT* of your position:

1. ____________________________________
2. ____________________________________
3. ____________________________________
4. ____________________________________
5. ____________________________________

List 3-5 Strongest Arguments *in SUPPORT* of your position:

1. ____________________________________
2. ____________________________________
3. ____________________________________
4. ____________________________________
5. ____________________________________

State an **OPPOSING opinion**:  

*Some might say....*  

*But...*  

**WHY** should the audience (class) *care* about this?  

**WHY** should the audience (class) *care* about this?  

What would you want this class (your audience) **TO DO** with the information you present about this topic?  

What would you want this class (your audience) **TO DO** with the information you present about this topic?
**List of Sources**

Every time you get online to research ANYTHING having to do with your topic, you MUST record it here! Please write out your information CAREFULLY and take notes on the information that you gathered from each website. You will be writing a Bibliography page and turning that in when you present your speech.

<table>
<thead>
<tr>
<th>Website/Resource [List URL, title, author info that is available as well…]</th>
<th>Take Notes Here [What helpful/interesting information did you get from this source that you’d like to use in your speech? ]</th>
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Monroe’s Motivated Sequence

Attention (grabber—rope in the audience)

Need (Why should the listener care)

Satisfaction (Convince the reader—“If...”)

Visualization (What might be if listener takes your side)

Action (So...what you want the listener to do)

☐ Slogan

☐ Repetition

☐ Bandwagon

☐ Testimonial

☐ Emotional Appeal

☐ Expert Opinion

Define
PERSUASIVE SPEAKING TIPS
**Links are posted on my Canvas Page!**

1. **Citing Sources**

   Notes

   __________________________________________________________

2. **Connecting the Thesis to the Listener**

   Notes

   __________________________________________________________

3. **Stating the Thesis**

   Notes

   __________________________________________________________

4. **Providing an Explanation**

   Notes

   __________________________________________________________

5. **Using a Vivid Image**

   Notes

   __________________________________________________________

6. **Stating the Thesis and Previewing the Main Points**

   Notes

   __________________________________________________________

7. **Concluding a Speech**

   Notes

   __________________________________________________________

8. **Providing a Take-Away**

   Notes

   __________________________________________________________

9. **Using Transitions and Signposts**

   Notes

   __________________________________________________________

**Notes continued on next page**
10. **Using Gestures**
   
   Notes

11. **Using Narrative**
   
   Notes

12. **Using Visual Support**
   
   Notes

13. **Engaging the Audience**
   
   Notes

14. **Establishing Credibility**
   
   Notes

---

"**Benefits of Organic Milk**"

**Persuasive Speech**

by Melissa Quercia

(5:15)

What she did well:

______________________________________________________________

______________________________________________________________

______________________________________________________________

Take-Away Thoughts…

______________________________________________________________

______________________________________________________________

______________________________________________________________
Thesis Statements

Now that you know your subject a little better, you can begin to develop your thesis statement. A thesis statement is the main idea of your paper: one sentence. It is the argument, angle or perspective you will need to support or prove with the facts that you gather in your research. The thesis statement must be included in the introduction to your research paper or project. A thesis informs the readers of the attention of the writer. It is the main discussion topic. It stands out indicating the point, around which the writer builds arguments, presents facts, and tries to prove a point.

“Writing a thesis statement is just like giving someone (your reader) good directions. When someone reads your paper, the directions (the controlling statement or the thesis statement) should be clear and up front. A reader shouldn't have to wander through your writing as you try to piece it together in your mind” (Searle, 2010). A “temporary” or working thesis helps you know what information to look for while doing your research. You can always revise your thesis later.

Brainstorming a thesis statement (from Jefferson Township’s Research Guidelines, 2006)
As you read, look for the following:
- Interesting contrasts or comparisons or patterns emerging in the information
- Is there something about the topic that surprises you?
- Do you encounter ideas that make you wonder why?
- Something an expert says makes you respond “No way! That can't be right!” or “Yes, absolutely. I agree”

Examples of brainstorming a thesis (from Jefferson Township’s Research Guidelines, 2006)
- Select a topic: television violence and children
- Ask an interesting question: What are the effects of television violence on children?
- Revise the question into a thesis: Violence on television increases aggressive behavior in preschool children.
- Remember, this argument is your “preliminary” or “working” thesis. As you read you may discover evidence that may affect your stance. It is OK to revise your thesis!

Here are some things to keep in mind when writing a thesis statement: (from Searle, 2010)
- It should use clear, strong language
- The reader should know what your entire essay will be about by just reading your thesis statement
- Use specific language--NOT "some people say," "most people think," "experts believe," "usually," "sometimes," "at least," and "some of the time"
- It will never be a question, and it will always be a complete sentence
- It will mention the problem and your position
What does a thesis do?
(from Delagrange, 2003)

For the writer, the working thesis statement:
- serves as a planning tool.
- helps the writer determine the paper's focus.
- becomes a reference point for all topic sentences in support of the argument.
- anticipates questions about the topic.

For the reader, the thesis statement:
- serves as a "map" to follow through the paper.
- keeps the reader focused on the argument
- engages the reader in the argument.
- offers enough detail for the reader to grasp the argument.

The following are examples of thesis statements:
- Alexander Hamilton was a great leader because he assured the financial security of the United States.
- George Washington was called the Father of our country because without him, the colonists would have lost.
- The Revolution and the new republic would have torn itself apart with political rivalries.
- Mark Twain's childhood experiences on the Mississippi River inspired him to write Huckleberry Finn.
- In fighting for the New Deal, Roosevelt showed the same characteristic he showed in fighting his disability--- determination.

Helpful Tips:
- Write your thesis statement in an obvious place (on the front cover of the unit packet, at the top of your brainstorming/planning pages, etc...). This will help you stay focused.
- Remember that a thesis statement is not an indisputable fact (i.e. the earth is round) or a personal opinion (i.e. country music is horrible).

Sources:
DEVELOP YOUR THESIS STATEMENT

Main Point you are going to make--include the POSITION that you want your listener to take: (draft in complete sentences) ________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

Step 1: List your 3 strongest arguments that JUSTIFY WHY they should take that position: (draft in complete sentences)

A. __________________________________________________________________________

B. __________________________________________________________________________

C. __________________________________________________________________________

Step 2: List your arguments in order of STRENGTH:

1. Strongest: ____
2. Middle: ____
3. Weakest: ____

Step 3: Decide how you’d like to organize your arguments in your speech!

Highlight your ORDER choice:

Intro → Weakest → Middle → Strongest → Conclusion
Intro → Weakest → Strongest → Middle → Conclusion
Intro → Middle → Strongest → Weakest → Conclusion
Intro → Middle → Weakest → Strongest → Conclusion
Intro → Strongest → Weakest → Middle → Conclusion
Intro → Strongest → Middle → Weakest → Conclusion


**IN SUPPORT OF**

Accurate  
Advantage  
Always  
Never  
Best  
Certain  
Confident  
Convenient  
Definitely  
Effectively  
Emphasize  
Expect  
Interesting  
Magnificent  
Most  
Popular  
Profitable  
Should  
Recommend  
Superb  
Superior  
Tremendous  
Truly  
Trustworthy  
Workable  
Worthwhile

**AGAINST**

Aggravate  
Agony  
Atrocious  
Confusing  
Cruel  
Damaging  
Disadvantages  
Displeased  
Dreadful  
Harmful  
Harsh  
Horrible  
Inconsiderate  
Inferior  
Irritate  
Offend  
Ordeal  
Outrageousness  
Provoke  
Repulsive  
Severe  
Shameful  
Shocking  
Terrible  
Unreliable  
Unstable

**VERBS FOR QUESTIONING OR DISAGREEING**

Complains  
Complicates  
Contends  
Contradicts  
Denys  
Deplores the tendency to  
Disavows  
Questions  
Refutes  
Rejects  
Renounce  
Repudiate

**VERBS FOR MAKING RECOMMENDATIONS**

Advocates  
Calls for  
Demands  
Encourages  
Exhorts  
Implores  
Pleads  
Recommends  
Urges  
Warns

**VERBS FOR EXPRESSING AGREEMENT**

Acknowledges  
Admires  
Agrees  
Celebrates the fact that  
Corroborates  
Does not deny  
Endorses  
Extols  
Praises  
Reaffirms  
Supports  
Verifies

**VERBS FOR MAKING A CLAIM**

Argues  
Asserts  
Believes  
Claims  
Emphasizes  
Insists  
Observes  
Reminds us  
Reports  
Suggests

**OTHER**

Belittles  
Downplays  
Exaggerates  
Flatters  
Hints  
Minimizes  
Mocks  
Ridicules  
Sugarcoats
Persuasive Speech Graphic Organizer

Fill in each box with the required information. By completing this organizer, you will have the majority of your speech finished and ready to present.

**Hook/Lead-In Statement - Introduction of Topic:**
The Hook or Lead-in might (1) provide an anecdote or example that helps to illustrate your topic, (2) use an interesting detail, statistic or quote or (3) ask a provocative question. Regardless of your approach, you will need to lead the audience know about the broad subject of your speech.

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

**Three Main Points:** The three points of your speech that back up your thesis statement. You should introduce them in your introduction.

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

**Thesis Statement:** What you are trying to prove in your speech.

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

Now to move on to your first point...
First Point

First Point: After a transitional phrase, the first thing you should give is your point.

---

Evidence: Provide several specific details/facts that help prove or support your thesis. Keep in mind the three types of appeals we discussed. Be sure to tell where this information comes from (title/author, name, etc). Consider using quotes as well as specific paraphrasing.

---

Discussion: How does the evidence support the thesis statement. NOTE: Be sure to discuss each quote you provide in your speech!
Second Point: After a transitional phrase, the first thing you should give is your point.

Evidence: Provide several specific details/facts that help prove or support your thesis. Keep in mind the three types of appeals we discussed. Be sure to tell where this information comes from (title/author, name, etc). Consider using quotes as well as specific paraphrasing.

Discussion: How does the evidence support the thesis statement. NOTE: Be sure to discuss each quote you provide in your speech!
The three main points provide evidence from your research and discuss how it supports/proves your thesis. Primary support sentences are general statements which support the topic sentence. The secondary support sentences which support the primary support sentences, provide specific details, quotes, statistics or real-life examples.

**Third Point:** After a transitional phrase, the first thing you should give is your point.

**Evidence:** Provide several specific details/facts that help prove or support your thesis. Keep in mind the three types of appeals we discussed. Be sure to tell where this information comes from (title/author, name, etc). Consider using quotes as well as specific paraphrasing.

**Discussion:** How does the evidence support the thesis statement. NOTE: Be sure to discuss each quote you provide in your speech!
Counter Claim

Counter Claim: After a transitional phrase, the first thing you should write about is the most “popular” counter claim that someone might argue against your position.

“*You could argue that...*” Explanation: Provide an explanation of WHY this counter claim is WRONG. You may use one of the following prompts to start, if you need help.

-> "While it might be true that…"
-> "A common argument against this position is…"
-> "It's easy to think…”

“*…BUT here’s the weakness…*” Discussion: How is the above counter claim WEAK? Why is that counter claim not as good as the 3 points you've made in your speech?

-> "My overall position does not change because…”
-> "When you look at the facts…”
-> "Many would disagree because…”
Conclusion

Restatement of thesis:

The conclusion should include a general summary statement that recaps the thesis, a restatement of the major points of argument and a wrap-up statement. The conclusion could also contain the end of a split anecdote that would finish a possible story begun in the introduction. The wrap-up statement could contain insights of the speaker, encourage the listener to take action, emphasize the importance of one of the points or create a solid sense of finality.

Restatement of main points/arguments: These were presented in the beginning of each point.

Wrap-up/extension: The “So what?” section of your speech - sometimes referred to as the “kicker” statement. You may discuss ideas beyond what has been stated in the speech: draw a further conclusion or give an opinion. However, you should not include new evidence in your conclusion.
Persuasive Speech Practice Exercise

Round 1—Individual Practice

➢ My time: __________
➢ I realize now (after practicing out loud for perhaps the first time!) that I need to ADD more info or DELETE/SHORTEN some info:

---------------------------------------------------------------------

---------------------------------------------------------------------

➢ Notecard Organization: Do I need to revise/rearrange the info on my notecard? Yes or No (circle)
If yes, this is what I need to revise: __________________________________

---------------------------------------------------------------------

➢ Conclusion: Is mine STRONG/POWERFUL enough? Yes, Not Sure, No (circle)
➢ My nervous “tick(s)” might be...

Round 2—Individual Practice, Again...Practice LOOKING UP!

➢ My time: __________
➢ On a scale of 1 (low) to 5 (high), I can comfortably LOOK UP (not at my notecard) while I give my speech... 1 2 3 4 5
➢ I realize now that I need to ADD more info or DELETE/SHORTEN some info:

---------------------------------------------------------------------

---------------------------------------------------------------------

➢ Notecard Organization: Do I STILL need to revise/rearrange the info on my notecard? Yes or No (circle)
If yes, this is what I need to revise: __________________________________

---------------------------------------------------------------------

➢ Conclusion: Is mine STRONG/POWERFUL enough? Yes, Not Sure, No (circle)
➢ My nervous “tick(s)” might be...
## Round 3—Partner Feedback

<table>
<thead>
<tr>
<th>Partner</th>
<th>3 Suggestions to practice/fix</th>
<th>Their Position (8.7.1)</th>
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**Overall Notes...**
Persuasive Speech Bibliography Page

Once you’re done developing, writing, and practicing your speech, you need to type up your Bibliography Page (for a grade!). Your Bibliography Page is a list of ALL sources you used to research—even if you didn’t use them all in your speech. Basically, if you looked it up, you MUST give it credit! If you need some help, these are some great website resources for how to make your Bibliography Page:

- Purdue Online Writing Lab:

- University of Wisconsin Writing Center:

- Science Buddies Key Info:

- Science Buddies Format:

- EasyBib: (Beware: With EasyBib, you often have to revise and “tweak” to make sure that your formatting is correct!)

When you’re ready to type your Bibliography Page, here’s the format for setting it up. Ultimately, you should only have to edit what is highlighted below. You need to type an entry for EACH website (or source) that you used to create/write your speech (see pages 5-6 of your packet for which sources/sites that you need to cite). Your entries also must be organized in ALPHABETICAL ORDER by the first word in the entry.

Your Name

Mrs. Widbin/Harmon

Speech Resources

15 April 2017

Speech Title: Bibliography Page

Editor, author, or compiler name (if available). “Article Name.” Name of Site. Version number. Name of institution/organization affiliated with the site (sponsor or publisher). Date of last update. Medium of publication. Date of access.


Persuasive Speech Evaluation 8.7.13

- I can prepare and deliver a persuasive speech that includes these elements: thesis, supported arguments, meaningful examples, and maintenance of a reasonable tone of voice.

Name______________________ Date__________ Period_____ Topic__________________________

**TOPIC**

Information is paraphrased (in student’s own words) and there is a “grabber”. ...1....2....3....4....5

Ideas are fully developed (enough detail is given). Transitions are not obvious and speech does not sound like a list. ...1....2....3....4....5

Persuasive techniques are used. (Obvious emotional statements are used). Speech has a clincher. ...1....2....3....4....5

**ORGANIZATION – IDEAS ARE PRESENTED LOGICALLY**

Introduction – point of the speech is mentioned through thoughtful and clear thesis ...1....2....3....4....5

Body – information is clearly presented, it is clear what the point of the speech is. ...1....2....3....4....5

- includes the “what is in it for me?”

Counterclaim – what is the “opposing point of view” and why isn’t it correct? ...1....2....3....4....5

Conclusion – what is the “Call to Action”? ...1....2....3....4....5

**PRESENTATION**

Main points are emphasized. Variety of expression, gestures, and tone of voice - (tone and level of voice change, and stronger words are used). ...1....2....3....4....5

Word Choice **Persuasive (x2)** ...1....2....3....4....5

Volume (easy to hear speech) ...1....2....3....4....5

Rate of Speaking ...1....2....3....4....5

Clear Pronunciation of Words ...1....2....3....4....5

Posture ...1....2....3....4....5

Eye Contact (no reading from card) (x2) ...1....2....3....4....5

Three Minute Speaking Time Requirement (x2) ...1....2....3....4....5

**REQUIRED PAPERWORK:** Card + Reflective Piece + Completed Speech Packet + Bibliography Page (20 pts)

Speech = ____________ / 90 pts.

Required Paperwork = ____________ / 20 pts.

**TOTAL POINTS** = ____________ / 110 pts.
### Honors Persuasive Speech Evaluation 8.7.13

- I can prepare and deliver a persuasive speech that includes these elements: thesis, supported arguments, meaningful examples, and maintenance of a reasonable tone of voice.

<table>
<thead>
<tr>
<th>Name ____________________</th>
<th>Date __________</th>
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<th>Topic ____________________</th>
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### TOPIC

- Information is paraphrase (in student’s own words) and there is a “grabber”.
  
  ...1....2....3....4....5

- Ideas are fully developed (enough detail is given).
  - Transitions are not obvious and speech does not sound like a list.
  
  ...1....2....3....4....5

- Persuasive techniques are used. (Obvious emotional statements are used).
  - Speech has a clincher.
  
  ...1....2....3....4....5

### ORGANIZATION – IDEAS ARE PRESENTED LOGICALLY

- Introduction – point of the speech is mentioned through thoughtful & clear thesis.
  
  ...1....2....3....4....5

- Body - information is clearly presented, it is clear what the point of the speech is.
  - includes the “what is in it for me?”
  
  ...1....2....3....4....5

- Counterclaim - what is the “opposing point of view” and why isn’t it correct?
  
  ...1....2....3....4....5

- Conclusion - what is the “Call to Action”?
  
  ...1....2....3....4....5

### PRESENTATION

- Main points are emphasized. Variety of expression, gestures, and tone of voice -
  - (tone and level of voice change, and stronger words are used).
  
  ...1....2....3....4....5

- Word Choice **Persuasive (x2)**
  
  ...1....2....3....4....5

- Volume (easy to hear speech)
  
  ...1....2....3....4....5

- Rate of Speaking/Clear Pronunciation
  
  ...1....2....3....4....5

- No reading from card or PowerPoint
  
  ...1....2....3....4....5

- Posture
  
  ...1....2....3....4....5

- Eye Contact (x2)
  
  ...1....2....3....4....5

- Five Minute Speaking Time Requirement (x2)
  
  ...1....2....3....4....5

- Technology **(BONUS!) -- (it enhances point)**
  
  ...1....2....3....4....5

### REQUIRED PAPERWORK:

- Upload to Canvas your Reflection paragraphs, PowerPoint, & Bibliography Page

| Speech = __________ / 100 pts. |
| Required Paperwork = __________ / 20 pts. | **TOTAL POINTS = __________ / 120 pts. |