

## LET ME CONVINCe YOU

(Can be used in conjunction with assessments 5A.E, 5B.E, and 5C.E)

### Performance Standard 4B.E

Deliver a 3 - 5 minute persuasive speech to nominate a favorite historical figure as “ The Greatest American Who Ever Lived” accordingly:

- *Choosing a topic:* Choose a topic suitable to assignment and time frame; deliver a purpose statement (thesis) that is appropriate and well-worded; effectively preview main points; develop sufficient main points to support thesis.
- *Developing body of a speech:* Use a clear and consistent pattern of organization; elaborate upon all main points with appropriate details; develop main points that are well-balanced in length and importance; maintain listeners’ attention.
- *Developing the conclusion of a speech:* Include a summary or review of key points; use an effective ending; present enough information to convince/persuade listeners.
- *Using delivery techniques:* Use audible volume, age-appropriate vocabulary, age-appropriate grammar, rules governing spoken English, varied pacing (rate) of speech, varied, pleasing tone and pitch, and gestures and body language; use notes appropriately .

### Procedures

1. *In order to speak effectively using language appropriate to the situation and audience (4B)*, students should experience sufficient learning opportunities to develop the following skills:

- Identify and demonstrate different traits of oral presentations intended to inform, to entertain, and to persuade.
- Use details to elaborate and develop main ideas for purposes of informing, entertaining, and persuading.
- Use language that is clear, audible, and appropriate.
- Use appropriate grammar, word choice, and pacing.
- Use positive verbal and nonverbal communication elements (e.g., appropriate space, body language, pleasant tone, rate, volume).
- Prepare and practice the presentation to fit within a given time limit.
- Use notes and outlines.

Note: Have the class discuss the purposes of persuasive speaking and writing with emphasis upon what makes them different from other kinds.

2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Brainstorm and discuss ways to select the greatest American. Have each student select a topic of his/her choice and prepare a 2 - 4 minute speech that focuses on a favorite historical figure as “ The Greatest American Who Ever Lived.” Practice giving the speech using only note cards (and visual aids where appropriate). Discuss the evaluation rubric in relationship to these activities.
4. Have each student deliver his/her 2 - 4 minute speech, using only note cards. (Video taping is optional.)
5. Evaluate each student’s performance using the rubric as students deliver their presentations. Add each student’s scores to determine the performance level.

### Examples of Student Work not available

### Resources

- 4 x 6 or 5 x 8 note cards
- Let Me Convince You Rubric
- Video recorder (optional)

### Time Requirements

- Two class periods to prepare (with additional time used as homework)
- Two class periods to deliver speeches

## LET ME CONVINCe YOU

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Exceeds standard (must receive 15 - 16 points)

Approaches standard (must receive 7 - 10 points)

Meets standard (must receive 11 - 14 points)

Begins standard or absent (must receive 4 - 6 points)

	<b>Introduction</b>	<b>Body</b>	<b>Conclusion</b>	<b>Delivery Techniques</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Topic choice is suitable to assignment and time frame.</li> <li>• Purpose statement (thesis) is appropriate and well-worded.</li> <li>• Effectively previews main points.</li> <li>• Main points are sufficient to support thesis.</li> </ul>	<ul style="list-style-type: none"> <li>• A clear pattern of organization is consistently evident.</li> <li>• All main points are consistently elaborated upon with appropriate details.</li> <li>• All main points are well-balanced in length and importance.</li> <li>• Consistently maintains listeners' attention.</li> </ul>	<ul style="list-style-type: none"> <li>• A summary or review of key points is very evident.</li> <li>• An effective ending is used.</li> <li>• Enough appropriate information is presented to convince/persuade listeners.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently uses all of these delivery techniques:                             <ul style="list-style-type: none"> <li>○ Audible volume.</li> <li>○ Age-appropriate vocabulary.</li> <li>○ Age-appropriate grammar and use of rules governing spoken English.</li> <li>○ Varied pacing (rate) of speech.</li> <li>○ Varied, pleasing tone and pitch.</li> <li>○ Gestures and body language.</li> </ul> </li> <li>• Consistently uses notes appropriately (preparation).</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Topic choice is suitable to assignment and time frame.</li> <li>• Purpose statement (thesis) is appropriate and well-worded.</li> <li>• Previews main points.</li> <li>• Main points are sufficient to support thesis.</li> </ul>	<ul style="list-style-type: none"> <li>• A clear pattern of organization is usually evident.</li> <li>• Most main points are usually elaborated upon with appropriate details.</li> <li>• Most main points are well-balanced in length and importance.</li> <li>• Usually maintains listeners' attention.</li> </ul>	<ul style="list-style-type: none"> <li>• A summary or review of key points is evident.</li> <li>• Enough appropriate information is presented to convince/persuade listeners.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses most of these delivery techniques:                             <ul style="list-style-type: none"> <li>○ Audible volume.</li> <li>○ Age-appropriate vocabulary.</li> <li>○ Age-appropriate grammar and use of rules governing spoken English.</li> <li>○ Varied pacing (rate) of speech.</li> <li>○ Varied, pleasing tone and pitch.</li> <li>○ Gestures and body language.</li> </ul> </li> <li>• Usually uses notes appropriately (preparation).</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Topic choice is generally suitable to assignment; may not fulfill time requirements.</li> <li>• Purpose statement (thesis) is weak and unclear.</li> <li>• Fails to preview all main points listed.</li> <li>• Provides few main points to support thesis.</li> </ul>	<ul style="list-style-type: none"> <li>• A pattern of organization is occasionally evident.</li> <li>• A few main points are elaborated upon with appropriate details.</li> <li>• Main points are not well-balanced in length and importance.</li> <li>• Occasionally maintains listeners' attention.</li> </ul>	<ul style="list-style-type: none"> <li>• A partial summary or review of key points is evident.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses several of these delivery techniques:                             <ul style="list-style-type: none"> <li>○ Audible volume.</li> <li>○ Age-appropriate vocabulary.</li> <li>○ Age-appropriate grammar and use of rules governing spoken English.</li> <li>○ Varied pacing (rate) of speech.</li> <li>○ Varied, pleasing tone and pitch.</li> <li>○ Gestures and body language.</li> </ul> </li> <li>• Occasionally uses notes, but reads long passages (preparation).</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Topic focuses on no more than one main point.</li> <li>• Purpose of speech and preview of main points are missing/unclear.</li> </ul>	<ul style="list-style-type: none"> <li>• A pattern of organization is seldom/never evident.</li> <li>• No main point is elaborated upon with appropriate details.</li> <li>• Main points are not balanced in length and importance.</li> <li>• Seldom/never maintains listeners' attention.</li> </ul>	<ul style="list-style-type: none"> <li>• No summary or review of key points is evident.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses few or none of these delivery techniques:                             <ul style="list-style-type: none"> <li>○ Audible volume.</li> <li>○ Age-appropriate vocabulary.</li> <li>○ Age-appropriate grammar and use of rules governing spoken English.</li> <li>○ Varied pacing (rate) of speech.</li> <li>○ Varied, pleasing tone and pitch.</li> <li>○ Gestures and body language.</li> </ul> </li> <li>• Reads notes rather than speaks (preparation).</li> </ul>
<b>Score</b>				