



VOTE SMART

JUST THE FACTS

Lesson 2 - What Makes a Speech?

Standards: National Council for the Social Studies

NCSS 5: Individuals, Groups, and Institutions

NCSS 10: Civic Ideals and Practices

Objectives:

SWBAT (students will be able to) write a concise and cohesive speech on an assigned topic.

SWBAT work together as a team.

SWBAT speak clearly and confidently in public.

Subject Matter:

Speeches, brainstorming, writing, presenting

Materials:

- Computer and projector (optional)
- Whiteboard
- Notebook paper
- Pencils

Procedure: (1 hour 45 min)

Introduction:

1. Select a short speech from votesmart.org. Have a student read the speech aloud. If you have a computer and projector, display the speech on the screen.
2. Once you finish presenting the speech, ask questions such as:
 - a. Who gave the speech?
 - b. What was the point of the speech?
 - c. What do you remember about what was said in the speech?
 - d. Based on who was speaking and what was said, who was the speaker's targeted audience?
 - e. What did it make you feel like? Excited? Sad?
 - f. What qualities does that speech have that made it a good/bad speech?

Activity:

1. Explain to the class that they will be writing their own speech today. You can read them the following situation:
Pretend you live in a small town called Rockville.
In this town, there are old rocks everywhere! In the grocery store, in people's homes, in the school playground, and in the street.
The town has recently begun fighting about what to do with the rocks.
The **townspeople** want to keep the rocks to play and climb on.
The **government** wants to keep the old rocks in a museum as pieces of history.
The **businessperson** wants to get rid of the rocks so s/he can build new stores and houses for the town.
Today, the town will have a meeting where one representative of each group will give a speech trying to convince the town of their position.
2. Have the students break up into small groups and brainstorm ideas on the board in support of each of position - the townspeople, the government, and the businesspeople.
3. Once you have made a good list of supporting reasons, assign each student to one of the following positions:
 - a. The townspeople
 - b. The government
 - c. The businesspeople
4. Alone, students will write a short speech in support of their assigned position. You should recommend that they structure their speech as:
 - a. **Introduction** – What is your position and what will you discuss?
 - b. **Point One** – What is one reason to support your position?
 - c. **Point Two** – Second reason?
 - d. **Point Three** – Third reason?
 - e. **Conclusion** – Encourage people to vote for your position
5. Students will break into teams based on their position and assign one speaker. Together the team will edit the speech they want their speaker to present.
6. One speaker per group will present their team's speech to the class.

Cool down:

Once everyone has presented, gather the class and discuss as a group the positive aspects of each speech. Congratulate the group for writing and presenting their ideas in the form of a speech!