



JROTC Virtual Learning

Creating Better Speeches LET 3 [U3C6L2] Part 3

May 7, 2020



Lesson: 7 May 2020 Part 1

Objective/Learning Target

Why this lesson is important:

Have you ever presented a speech for an event other than a class assignment? How did you feel before, during, and after the speech? Throughout your life you will be asked to give speeches. These speeches may be formal presentations or just a few words at an informal occasion. Preparing and practicing your speech can lead to a positive speaking experience. In this learning plan, you will explore strategies to prepare speeches for specific purposes.

What you will learn in this lesson:

- Identify ways to create interesting speech introductions
- Compare different types of speeches and different occasions for which speeches are used
 - Describe how to organize effective speeches
- Define key words: articulate, commemorative, demographics, descriptive, dramatic statement, eye contact, impromptu, logical, modulation, operational, persuasive, statement, tone, vocal qualities, volume

Student Learning Plan

Unit 3: Foundations for Success

Creating Better Speeches [U3C6L2]



What you will accomplish in this lesson:

Write a speech for a specific purpose



Why this lesson is important:

Have you ever presented a speech for an event other than a class assignment? How did you feel before, during, and after the speech? Throughout your life you will be asked to give speeches. These speeches may be formal presentations or just a few words at an informal occasion. Preparing and practicing your speech can lead to a positive speaking experience. In this learning plan, you will explore strategies to prepare speeches for specific purposes.



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You will have successfully met this lesson's purpose:

- by writing a speech for a specific purpose
- when your speech is clearly directed to a specific audience
- when your speech uses a style that is either informative, persuasive, actuating, argumentative, entertaining, or impromptu
- when your speech introduction includes an attention-getting strategy appropriate for the audience and purpose
- when your speech includes evidence of research and supporting information
- when your speech includes support of your ideas
- when your speech is organized



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



-
1. THINK ABOUT situations when you have delivered or listened to speeches. PREPARE for this lesson by discussing *What you will accomplish in this lesson*; *What you will learn in this lesson*; *Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
 2. CREATE a multi-column Tree Map to list and classify situations that involve speaking to groups of people.
 3. PARTICIPATE in a discussion and SHARE the situations listed on the maps.

- _____ 4. REFLECT on what made speeches memorable. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?



- _____ 1. LISTEN to a briefing about writing speeches for special occasions.
- _____ 2. READ your student text.
- _____ 3. LISTEN to two speeches. After hearing each speech, RESPOND to questions for Exercise #1: Famous Speeches. DECIDE which speech you prefer and EXPLAIN why.
- _____ 4. REFLECT on the speeches you heard. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned?



- _____ 1. WRITE an introduction to a speech on a topic of your choice for a specific audience. INCORPORATE all six tips for effective speech writing. INCLUDE an attention-getter and a thesis statement in the introduction.
- _____ 2. REFLECT on how you used the six tips. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?



- _____ 1. DELIVER your speech introduction to your team. Peer EDIT each others' speeches using the Creating Better Speeches Performance Assessment Task scoring guide. REVISE your speech introduction after considering feedback from your peers.
- _____ 2. COMPLETE the Creating Better Speeches Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 3. REVIEW the key words of this lesson.
- _____ 4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 2 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.

Unit 3

Foundations for Success

LESSON 2: CREATING BETTER SPEECHES





- Prepare for this lesson by discussing the key questions of this [Student Learning Plan](#).
 - What will you accomplish in this lesson?
 - Why is the lesson important?
 - When will you have successfully met the lesson's purpose?
- Answer the Lesson Question:
 - How do you write an effective speech?



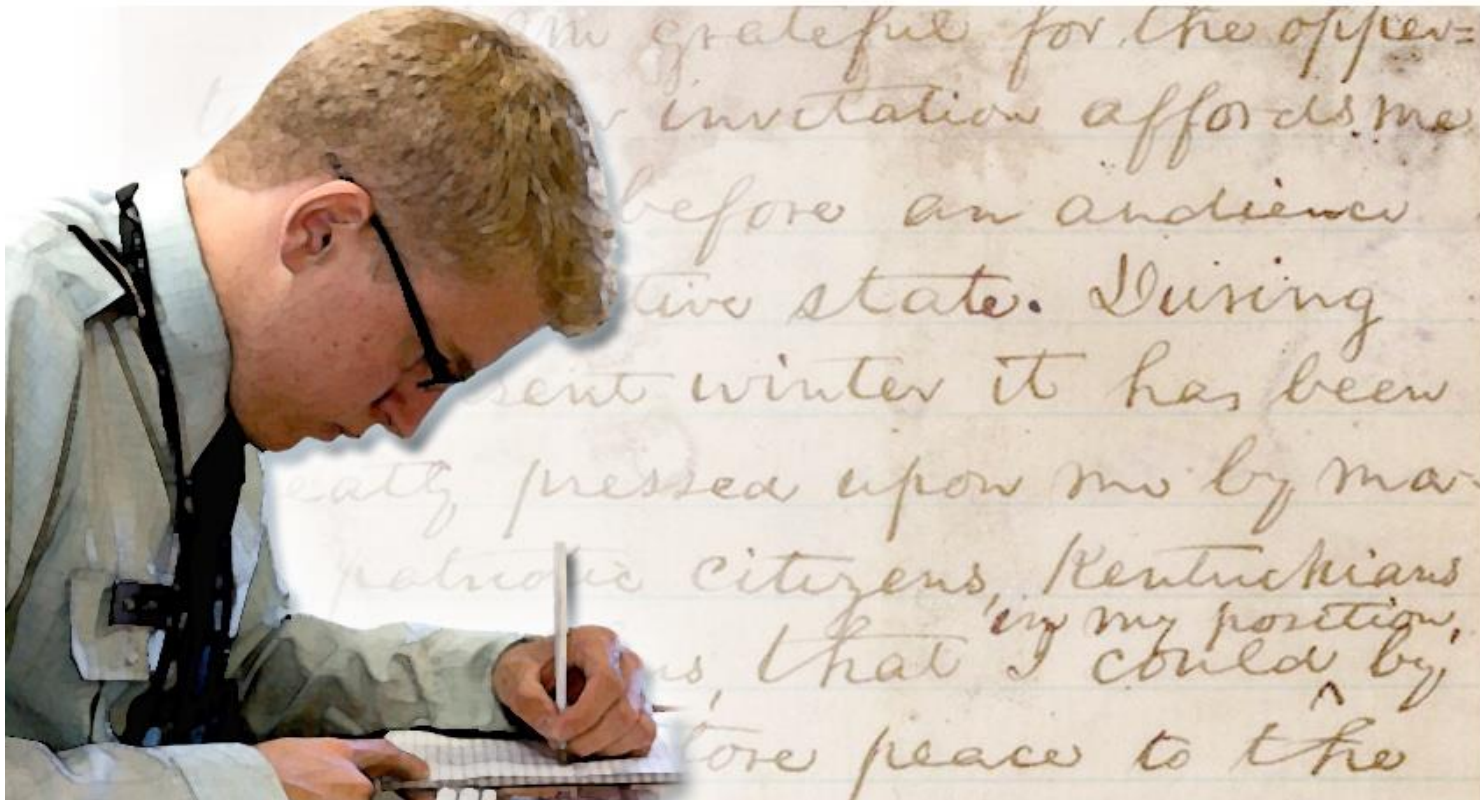
Learning Objectives

- Identify ways to create interesting speech introductions
- Compare different types of speeches and different occasions for which speeches are used
- Describe how to organize effective speeches
- Define key words: articulate, commemorative, demographics, descriptive, dramatic statement, eye contact, impromptu, logical, modulation, operational, persuasive, statement, tone, vocal qualities, volume



Think about providing feedback for improving speeches.

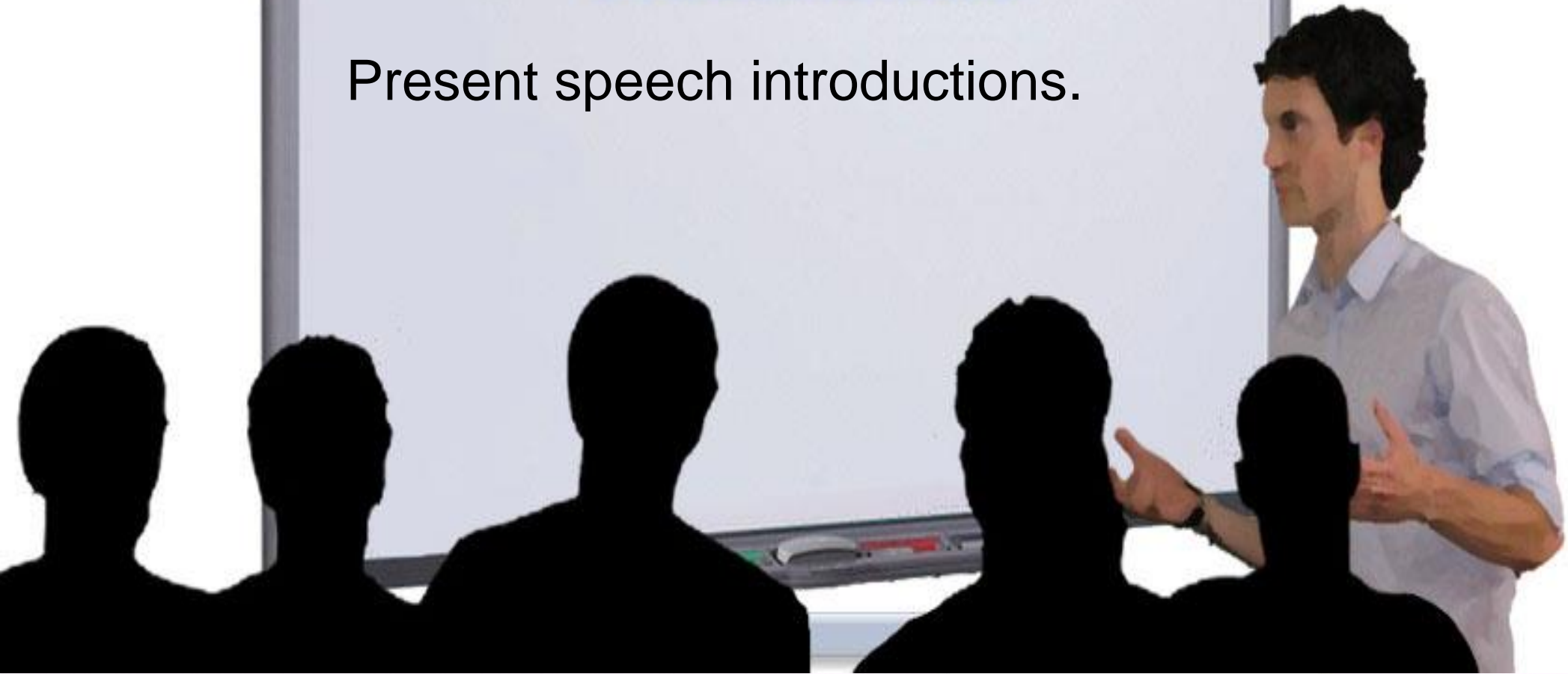
Apply - What else can you do with what you've learned today?





Presentations

Present speech introductions.





Performance Assessment Task

- Complete the [Creating Better Speeches Performance Assessment Task](#).
- Submit your completed performance assessment task to your instructor for feedback and a grade.





(U3C6L2:V1)

Choose the term that best describes the scenario below.

Laura is attempting to write a speech she is giving at a local convention about gardening. She is trying to learn about the audience she is going to give the speech to. What is the information called that Laura is trying to gather?

- A) statement
- B) demographics
- C) logical
- D) descriptive

[Click to see the correct answer](#)



(U3C6L2:V2)

Choose the term that best describes the scenario below.

Bob is writing a research paper. He has to declare a purpose for his paper. This is also known as a thesis what?

- A) persuasive
- B) dramatic statement
- C) eye contact
- D) statement

Click to see the correct answer



(U3C6L2:V3)

Choose the term that best describes the scenario below.

David does many things without planning or rehearsing.
What kind of person is David?

- A) logical
- B) descriptive
- C) impromptu
- D) operational

[Click to see the correct answer](#)



(U3C6L2:V4)

Choose the term that best describes the scenario below.

Sarah tends to be a bit shy when giving speeches. She speaks clearly but never looks at the audience. What does Sarah need to work on?

- A) eye contact
- B) commemorative
- C) modulation
- D) tone

Click to see the correct answer



(U3C6L2:V5)

Choose the term that best describes the scenario below.

Jessie is giving a speech in honor of one of her heroes.
What type of speech is Jessie giving?

- A) volume
- B) persuasive
- C) commemorative
- D) articulate

[Click to see the correct answer](#)



(U3C6L2:V6)

Choose the term that best describes the scenario below.

For Robert's paper, he has to use dictionary definitions to define certain words. What is this type of definition called?

- A) operational
- B) persuasive
- C) dramatic statement
- D) logical

[Click to see the correct answer](#)



(U3C6L2:V7)

Choose the term that best describes the scenario below.

When Ryan gives a speech, the pitch of his voice is too low. It needs to be a little higher. What does Ryan need to work on?

- A) volume
- B) tone
- C) vocal qualities
- D) articulate

[Click to see the correct answer](#)



(U3C6L2:V8)

Choose the term that best describes the scenario below.

In a speech Jessica is writing, she has to use definitions that tell how an object relates to how it works. What type of definitions are Jessica using?

- A) operational
- B) descriptive
- C) logical
- D) demographics

[Click to see the correct answer](#)



(U3C6L2:V9)

Choose the term that best describes the scenario below.

In her speech, Lucy is trying to convince an audience to recycle. What type of speech is she writing?

- A) dramatic statement
- B) tone
- C) persuasive
- D) volume

[Click to see the correct answer](#)



(U3C6L2:V10)

Choose the term that best describes the scenario below.

Maria wants to really “wow” her audience during her speech. What should she use in her introduction to really grab the audience’s attention?

- A) modulation
- B) dramatic statement
- C) vocal qualities
- D) articulate

[Click to see the correct answer](#)



(U3C6L2:V11)

Choose the term that best describes the scenario below.

In Kristen's research paper, she is discussing how a word derives from the root word of its culture. What type of definitions should she use in her paper?

- A) demographics
- B) eye contact
- C) statement
- D) descriptive

[Click to see the correct answer](#)



(U3C6L2:V12)

Choose the term that best describes the scenario below.

While rehearsing his speech, Dan found that he sounded a bit boring by keeping his voice the same pitch. What should he practice to make his speech more exciting?

- A) modulation
- B) tone
- C) volume
- D) articulate

[Click to see the correct answer](#)



(U3C6L2:V13)

Choose the term that best describes the scenario below.

When Diane gives a speech, she speaks very softly and usually the audience cannot hear her. What should Diane work on with her voice?

- A) tone
- B) vocal qualities
- C) volume
- D) logical

[Click to see the correct answer](#)



(U3C6L2:V14)

Choose the term that best describes the scenario below.

During his speeches, Justin tends to mumble and not speak clearly. What does Justin need to do to his words when he speaks?

- A) articulate
- B) modulation
- C) dramatic statement
- D) demographics

[Click to see the correct answer](#)



(U3C6L2:V15)

Choose the term that best describes the scenario below.

When Judy speaks, she always has a clear and loud voice. What type of characteristic is this?

- A) logical
- B) operational
- C) statement
- D) vocal qualities

[Click to see the correct answer](#)



Reflection:

- How does receiving feedback make you a better speaker?
- How can you incorporate feedback into your preparations for giving a speech?

Performance Assessment Task

Unit 3: Foundations for Success

Creating Better Speeches [U3C6L2]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Write a speech for a specific purpose



Directions

For this performance assessment task you will write a speech for a specific purpose. For this assessment you will:

1. Self-assess your work using scoring guide. Ask another Cadet to peer edit your work using the scoring guide.
2. Revise your work as needed.
3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Creating Better Speeches Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. Your speech is clearly directed to a specific audience	met	not met
2. Your speech uses a style that is either informative, persuasive, actuating, argumentative, entertaining, or impromptu	met	not met
3. Your speech introduction includes an attention-getting strategy appropriate for the audience and purpose	met	not met
4. Your speech includes evidence of research and supporting information	met	not met
5. Your speech includes support of your ideas	met	not met
6. Your speech is organized	met	not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____

Exercise 1: Famous Speeches

Directions: Read, listen to, and/or watch the video of two famous speeches, then answer the questions below.

Speech 1

Speaker: _____

Topic: _____

What makes this speech memorable/historical/famous? _____

What type of speech is it? _____

Who was the intended audience for this speech? _____

Which of the tips did the speaker use effectively? _____

What did the speaker do well? _____

What suggestions would you offer to improve the speech? _____

Speech 2

Speaker: _____

Topic: _____

What makes this speech memorable/historical/famous? _____

What type of speech is it? _____

Who was the intended audience for this speech? _____

Which of the tips did the speaker use effectively? _____

What did the speaker do well? _____

What suggestions would you offer to improve the speech? _____