

# My Final Exam Persuasive Speech

## **Purpose of Speech:**

The purpose is to present information about a topic and take a stance in a very clear and concise manner. You are attempting to persuade your audience, so ensure that you present strong arguments. You will need to provide interesting, useful, and unique information for your audience. Lastly, you must provide at least **seven** sources of information in your speech.

## **What topic will I be speaking about?**

Topic sign up will begin on Monday, June 7, 2021. The topic selection list will be available no later than Friday, June 4, 2021.

## **How long will my speech expected to be?**

Your speech will need to be five to seven minutes in length.

## **Accompanying Documents:**

You will be responsible to complete the following documents that will assist you in your research for your presentation.

The following documents will be included in your Quarter Four grade.

- Introduction Graphic Organizer Worksheet
- Body Graphic Organizer Worksheet
- Opposing & Conclusion Graphic Organizer Worksheet

The following documents will be included in your Final Exam grade.

- Works Cited Page
- Slideshow

## **Timeline:**

- Friday, June 4, 2021 – Topics Posted on Schoology
- Monday, June 7, 2021 – Topic Selection Begins
- Thursday, June 10, 2021 – Introduction Graphic Organizer & Opposing and Concluding Graphic Organizer Due
- Thursday, June 17, 2021 - Body Graphic Organizer Due
- Thursday, June 17, 2021 – Works Cited Page Due
- Monday, June 21, 2021 – Slideshow Due
- Tuesday, June 22, 2021 – In Class Presentations Begin
- Wednesday, June 23, 2021 – In Class Presentations End

## 2021 Final Exam Persuasive Speech Topics

	Student's Name	Topic	Position (For/Against)
1		Hybrid Learning	For
2		Virtual Learning	For
3		Music incorporated as a learning tool in classrooms	For
4		Leadership training incorporated into high school curriculum	For
5		Police Officer Body Cameras	For
6		Homework	For
7		Internet Censorship	For
8		Human Cloning	For
9		High School Graduation Exams	For
10		Standardized Testing	For
11		Vaccinations	For
12		Mandatory Voting	For
13		Mandatory Gratuity	For
14		Artificial Intelligence	For
15		Year-Round Schooling	For
16		Homeschooling	For
17		Video Game Censorship	For
18		Animal Rights	For
19		Universal Health Care	For
20		Mandatory African American History Taught in High School	For
21		Gun Control	For
22		Global Warming	For
23		Mandatory Drug Testing for Student Athletes	For
24		Mandatory Drug Testing for Professional Athletes	For
25		Immigration in the United States	For
26		Hybrid Learning	Against
27		Virtual Learning	Against
28		Music incorporated as a learning tool in classrooms	Against
29		Leadership training incorporated into high school curriculum	Against
30		Police Officer Body Cameras	Against
31		Homework	Against
32		Internet Censorship	Against
33		Human Cloning	Against
34		High School Graduation Exams	Against
35		Standardized Testing	Against
36		Vaccinations	Against
37		Mandatory Voting	Against
38		Mandatory Gratuity	Against
39		Artificial Intelligence	Against
40		Year-Round Schooling	Against
41		Homeschooling	Against

42		Video Game Censorship	Against
43		Animal Rights	Against
44		Universal Health Care	Against
45		Mandatory African American History Taught in High School	Against
46		Gun Control	Against
47		Global Warming	Against
48		Mandatory Drug Testing for Student Athletes	Against
49		Mandatory Drug Testing for Professional Athletes	Against
50		Immigration in the United States	Against

# My Persuasive Speech Worksheet

## Introduction Graphic Organizer for the Persuasive Speech

This graphic organizer will need to be completed in its entirety. It is due on **Thursday, June 10, 2021** by the **end of your class hour**.

*Remember to Delete any Lines that you do not need OR use more space if needed.*

TOPIC: \_\_\_\_\_

POSITION: You are For the Issue                      OR                      You are Against the Issue

AUDIENCE TYPE:    Positive              Neutral              Disinterested              Hostile

AUDIENCE TAKEAWAY:    Action              Attitude              Belief

TYPES OF EVIDENCE YOU WILL USE: (Choose Three)

Facts              Statistics              Narrative              Comparisons              Testimony              Examples

REASONS:

I. \_\_\_\_\_

II. \_\_\_\_\_

III. \_\_\_\_\_

Introduction Paragraph:

Attention Getter: Narrative    Humor              Common Ground              Shock              Suspense

\_\_\_\_\_

\_\_\_\_\_

Summarize Issue: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thesis Statement: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# My Persuasive Speech Worksheet

## Body Graphic Organizer for the Persuasive Speech

This graphic organizer will need to be completed in its entirety. It is due on **Thursday, June 17, 2021** by the **end of your class hour**.

*Remember to Delete any Lines that you do not need OR use more space if needed.*

**Main Point 1:** \_\_\_\_\_

Evidence: \_\_\_\_\_

Source: \_\_\_\_\_

Explanation of Evidence (How It Relates to Your Thesis):

\_\_\_\_\_

Source: \_\_\_\_\_

Explanation of Evidence (How It Relates to Your Thesis):

\_\_\_\_\_

Transition: \_\_\_\_\_

**Main Point 2:** \_\_\_\_\_

Evidence: \_\_\_\_\_

Source: \_\_\_\_\_

Explanation of Evidence (How It Relates to Your Thesis):

\_\_\_\_\_

Source: \_\_\_\_\_

Explanation of Evidence (How It Relates to Your Thesis):

\_\_\_\_\_

Transition: \_\_\_\_\_

**Main Point 3:** \_\_\_\_\_

Evidence: \_\_\_\_\_

Source: \_\_\_\_\_

Explanation of Evidence (How It Relates to Your Thesis):

\_\_\_\_\_

Source: \_\_\_\_\_

Explanation of Evidence (How It Relates to Your Thesis):

\_\_\_\_\_

Transition: \_\_\_\_\_

# My Persuasive Speech Worksheet

## Opposing & Conclusion Graphic Organizer for the Persuasive Speech

This graphic organizer will need to be completed in its entirety. It is due on **Thursday, June 10, 2021** by the **end of your class hour**.

*Remember to Delete any Lines that you do not need OR use more space if needed.*

### OPPOSING SIDE:

Viewpoint: \_\_\_\_\_

Evidence: \_\_\_\_\_

Source: \_\_\_\_\_

Summarize: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Transition: \_\_\_\_\_

### Conclusion Paragraph:

Restate Thesis:

\_\_\_\_\_

\_\_\_\_\_

Summarize Main Points: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Final Statement:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Final Exam Persuasive Speech Rubric

Evaluator: Ms. Parker  
Score \_\_\_\_\_

Speaker \_\_\_\_\_  
Topic \_\_\_\_\_

Criteria	Effectively Accomplished	Partially accomplished	Not accomplished
	5 4	3 2	1 0
Attention Getter	Effective use of attention getting strategy (quote, statistic, question, story, etc.) to capture listeners' attention and to introduce topic. Attention getter is relevant and meaningful and seemed to gain the desired response from audience.	Use of relevant attention getting strategy but did not seem to adequately capture audience attention and/or lead to desired outcome.	No attention getting strategy was evident. No clear or relevant connection to topic and/or speech purpose.
Thesis Statement	Speaker clearly formulated and stated thesis statement during the speech introduction. Thesis statement identifies topic and encompasses/previews main points.	Thesis is clearly implied, although not explicitly stated. Topic is clearly identified, but main points are not clearly previewed.	No thesis statement (implied nor explicit). Main points are not clearly identified, audience unsure of direction of the message.
Connection w/Audience	Clearly stated the relevance of topic to audience needs and interests. Thoughtful audience analysis reflected through choice of topic and supporting evidence.	Topic seems somewhat relevant to audience, but not explicitly stated. Vague reference to audience needs and/or interests.	Topic seems irrelevant to audience needs and interests. No attempt made to connect topic to targeted audience.
Subject Knowledge	Depth of content reflects knowledge and understanding of topic. Main points adequately substantiated with timely, relevant and sufficient support. Provided accurate explanation of key concepts.	Provides some support for main points, but needed to elaborate further with explanations, examples, descriptions, etc. Support is relevant, but not timely.	Provides irrelevant or no support. Explanations of concepts are inaccurate or incomplete. Listeners gain little knowledge from presentation.
Organization	Uses effective organizational pattern for speech purpose. Main points are clearly distinguished from supporting details. Signposts are effectively used for smooth and coherent transitions.	General structure/organization seems adequate but some blurring between main points and supporting details. Logical flow, but no clear signposts for smooth transitions.	Lack of structure. Ideas are not coherent, and transitions are forced or blurred. Difficult to identify introduction, body, and conclusion.
Logical appeal	Presents sound arguments to support major claim. Arguments are supported with sufficient, relevant and valid evidence. Reasoning is free of fallacies.	Some arguments are sufficiently supported but some unsupported assertions are also present. Minor reasoning fallacies.	Arguments lack relevant and valid evidence. Information is incorrect and/or outdated. Many fallacies are present in the reasoning.
Emotional appeal	Effectively and ethically appeals to audience emotions (anger, fear, compassion, etc.) to achieve the persuasive goal. Vivid and emotive language effectively used to create imagery to engage audience emotionally.	Appeals to audience emotions (anger, fear, compassion, etc.) to achieve the persuasive goal, but fails to observe ethical responsibilities. Creates some effective imagery through language.	Fails to appeal to audience emotions. No attempt to use vivid or descriptive language to capture audience emotions.

Credibility	Sources of information are clearly identified and properly cited. Establishes credibility and authority of sources presented. Balances a variety of perspectives and recognizes opposing views.	Most sources are clearly cited but fails to effectively establish credibility and authority of sources presented. Seems fair but fails to acknowledge opposing perspectives.	Fails to identify and cite sources. No attempt is made to establish credibility and authority of sources presented. One-sided argument, no other perspectives are considered. Some identifiable bias.
Eye contact	Consistently and effectively used eye contact to establish rapport with audience. Inconspicuous use of speaker notes and effective use of scanning to establish an expanded zone of interaction.	Conspicuous use of speaker notes. Seems disengaged from audience for noticeable periods of time.	Reads speech from notes/manuscript. Avoids eye contact with audience. Only occasional and sporadic glances.
Body language	Expressive, dynamic, and natural use of gestures, posture and facial expressions to reinforce and enhance meaning. Body language reflects comfort interacting with audience.	Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message.	Body language reflects a reluctance to interact with audience. Distracting movement and/or use of self-adaptive behaviors.
Voice	Natural variation of vocal characteristics (rate, pitch, volume, tone) in Standard English to heighten interest and match message appropriately.	Limited variation of vocal characteristics. Use of rate, pitch, volume, and tone seemed inconsistent at times.	Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message.
Fluency	Appropriate pronunciation, enunciation, and articulation. Lack of noticeable vocalized fillers.	Few noticeable errors in pronunciation, enunciation, and articulation. Minimal use of vocalized fillers.	Excessive fluency errors interfered with message comprehension. Excessive use of vocalized fillers.

**Total Score** \_\_\_\_\_