

Name _____

9th Grade Research-Based Persuasion



Part V

Statement of Inquiry

Critical readers logically interpret perspectives and identify their point of view through moral reasoning and ethical judgment.

Initiating Inquiry/Creating a Claim

Benchmarks

Due Dates:

Format Research into Persuasive Speech

Present Speech

Listen and Evaluate Peer Speeches

Persuasive Research Unit Reflection

Task

Nice work! Keep going! Now that you have completed your Research Paper Final Draft, it is time to craft that writing into a speech. All of your hard work will not have as strong of an impact if you simply stand up and read your paper aloud. ☺ It is now time to think about your audience and the persuasive techniques we studied at the beginning of the unit. Think back to the video we watched entitled “Research Skills for Students: Presenting and Communicating Research” and decide how you will present your debatable topic. Practice presenting in front of others in order to gain feedback on your facial expressions, tone of voice, non-verbal communication (how you move your hands, how you stand) and clarity. As others present their speeches, use the chart in this packet to evaluate their progress. Finally, end the unit by reflecting on all that you have learned and how you have grown as both a stronger writer and more confident speaker!

Congratulations, you did it! ☺

Turning Your Persuasive Research into a Persuasive Speech

- A good persuasive speech reflects the writer's *genuine* concern for an issue.
- You have already researched and analyzed this issue, how can you add *feeling* to a speech on the same subject?

Steps:

1. Take your research notecards and pick the top 3-5 facts from your research you would like to share with the class. You can do this in two ways:
 - a. Select 1-2 facts from each division of ideas
 - b. Choose the one division you are the most passionate about with at least three facts
2. Plan your introduction using one of the following (Attention Getting Devices) AGDs:
 - a. a startling fact, statement or comparison
 - b. a lively anecdote (story)
 - c. a reason why the subject matters
 - d. a quotation or question
3. Think about using a rhetorical device to support your analysis of the research or to emphasize your stance: **analogy, parallelism, repetition.**
4. Add your research into your speech. There are two main ways to incorporate research into writing.

Example 1 – “Many students drink *Monster Energy* in my classroom” (Masters 2).

Example 2 – According to Masters, a high school English teacher, “Many students drink *Monster Energy*” (2).

**When writing a speech, Example 2 makes the most sense to use because your audience will not be able to view your citation while you are reading.

Fill in the blank when adding in your research:

According to author's name , “ quoted material ” (page number).

5. Watch your **tone**.

Compare the tone of this sentence:

“Only a few students caused the problem and they should pay the consequences. “

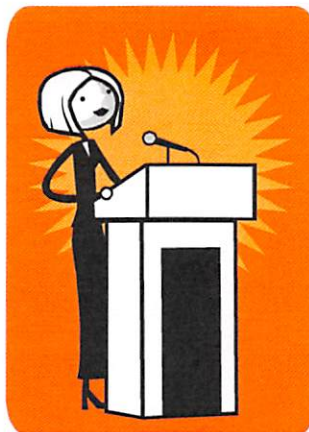
to

“A small bunch of idiots trashed the machines, so it would be stupid to punish everyone.”

6. Include the strongest counterargument. You will have a better chance of persuading if you anticipate and answer a strong opposing viewpoint.
7. Conclusion: Ask the listeners to take action. This is your one chance to use first person (I/you/we is allowed here!) Think of Martin Luther King, Jr.'s speech-he was urging the nation to do something specific. Here are two ways you can do this:
 - a. **Statement of intent** You may end by telling what you plan to do about the situation.
 - b. **A brief, memorable, phrase** This could be a slogan, a proverb, or a brief quotation designed to stick in the listener's minds and remind them of a key point.

Presenting Your Speech

1. Make notes on index cards so you are not reading from a paper! You have spent many weeks becoming an expert on your topic; make sure this expertise shines in your speech.
2. Optional: Include a visual such as a Power Point or poster. Unfortunately, we will not have access to a school computer lab. You would need to create this visual during a Study Hall, after school with Mrs. Bennett, or at home.
3. You will be timed, you have 5 minutes maximum and will be asked to end your speech whether you are finished or not.



NAME: _____

Directions: As you actively listen to each speech, complete the following steps:

First three columns- Record the student's name, identify the claim/argument, circle the types of evidence you heard

Second three columns- You will also provide each student with a score of 1 or 0 for their use of the presentation skills we discussed in class.

How to Score: 1= yes, overall (not perfectly) the student did this

0= in general the student did not do this; did not see it at all

Eye Contact- did the student look back and forth from his/her notes to the audience?

Posture- did the student stand up straight and look like he/she was taking the presentation seriously?

Voice- was it easy to hear the student clearly?

Student	Claim/Argument	Support/Evidence (Circle all types you heard)	Eye Contact (Score 1 or 0)	Posture (Score 1 or 0)	Voice (Score 1 or 0)
		- facts - examples - statistics - quotations - anecdotes (stories)			
		- facts - examples - statistics - quotations - anecdotes (stories)			
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Student	Claim/Argument	Support/Evidence (Circle all types you saw/heard)	Eye Contact (Score 1 or 0)	Posture (Score 1 or 0)	Voice (Score 1 or 0)
		- facts - examples - statistics - quotations - anecdotes (stories)			
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REFLECTION Explain two things you learned from two different speeches: 1. 2.	REFLECTION What portion of your work in the research unit makes you most proud?	REFLECTION What would you have done differently, if you were to present your speech again? Based on your research or your classmates, which debatable topics would you be interested in learning more about?			