

Grade: 10th

Type of Speech: Informative

### Memorization and Speech Unit

**Directions:** For this assignment, you are being asked to present a short, informative speech to me and your classmates. As discussed in class, an informative speech should provide knowledge, especially useful or interesting information, and often includes at least one definition (a statement expressing the essential nature of something).

\*The topic must be approved by me before you begin writing your speech.

\*The speech must be between 2-4 minutes.

\*You may have one 3X5 inch flashcard (double-sided) of notes to keep you on track. We will discuss in class the most helpful way to use this flash card.

\*When choosing a topic, start by thinking about something that you care about and find interesting— this will make it more fun and interesting for you as you research and prepare.

#### SOME IDEAS FOR SPEECHES:

- 1) Advantages and disadvantages of Tesla cars
- 2) Eating chocolate can help reduce stress
- 3) Why Matcha Tea works better than Coffee
- 4) How to make candles
- 5) What sugar does to the human body

Be creative! Choose something that interests you and that you want the rest of your class to know about.

Points	1	2	3	4	5
Volume	Few people could hear the entire speech. The student was almost murmuring.		Most people could hear the speech at least 75% or the time.		The speech was clear and loud, but the student was not yelling. Everyone could hear without

					difficulty.
Pitch	Student spoke in a monotone voice for the entire speech or most of the speech; little or no emotion or emphasis was portrayed.		Student used moderate fluctuation at many of the appropriate times during recitation; the emotion of the speech was largely portrayed.		Student used excellent pitch at appropriate times to portray appropriate emotion and maintain audience engagement throughout the speech.
Posture and Eye Contact	Student was slouched or motionless during the speech and held little or no eye contact.		Student stood up straight at least 75% of the time and generally held eye contact.		Student stood up straight the entire speech, was bodily engaged throughout and maintained good eye contact with the audience.
Recitation	Student struggled to remember important points; showed an obvious need for more practice.		Student was fairly fluid during most of the speech, only tripping up in a few areas.		Student proceeded flawlessly from point to point, clearly showing a level of rehearsal and understanding of the speech.
Speed	Student rushed through the speech, speaking too quickly throughout.		Student spoke at a fairly good, conversational pace, though several times the speech felt rushed.		Student spoke at an excellent and appropriate pace. Speech was neither too fast nor too slow.
Time	The speech was less than 1 minute or greater than 5		Speech was between 1 and 2 minutes or between 4 and 5		Speech was between 2 and 4 minutes.

	minutes		minutes.		
Content	Student did not portray an understanding of the topic. Information is misrepresented or false.		Student has an overall understanding of their topic and displays that knowledge at least 75% of the time.		The student has a clear grasp of the content and relates an understanding of this to the listener at least 95% or the time.