

Speak for Yourself!

**"WHAT DOES IT TAKE
TO MAKE A GOOD
SPEAKER?"**



OBJECTIVES

You will understand speaking behaviors and the planning process necessary to be a good speaker.

Here's how...

- analyze famous speeches
- role-play speaking behaviors
- identify informal language and formal language
- modify word choices to fit purpose and audience
- evaluate classroom presentations
- organize and perform your own oral presentation

* modify = change

* evaluate = to form an idea of

* analyze = to examine and explain





This icon indicates that you will write your answers in your notebook.

You will **Title** and **Date** each entry.

Example:

What Makes a Good Speaker?
August 19, 2017

Vocabulary
August 19, 2017

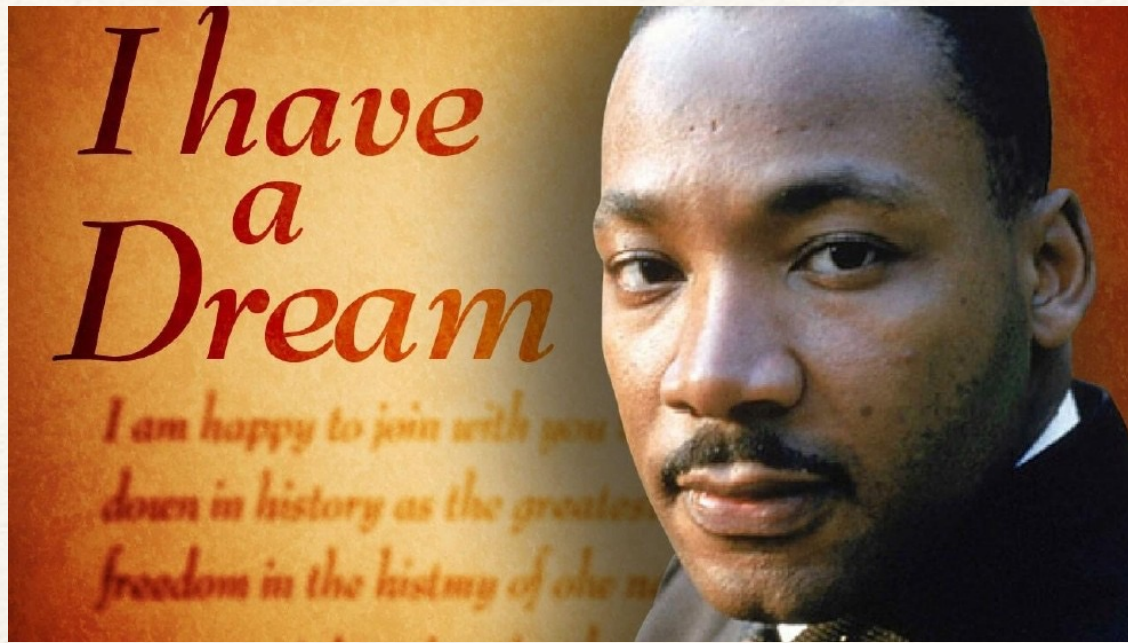
LESSON 1



**"WHAT DOES IT TAKE TO
MAKE A GOOD
SPEAKER?"**

Diagnostic Assessment

15 minutes



Listen to Martin Luther King's speech, 'I Have a Dream.'



In your books, answer the following question in complete sentences.

What Makes a Good Speaker? Include three ideas you now have about what a good speaker does.

Rhetorical Techniques Of Martin Luther King's "I Have A Dream" Speech

Alliteration. In King's speech we hear the lyricism of his prose in his alliterations. It sounds musical.

Example:

Rise from the dark and desolate...
the marvelous new militancy...
trials and tribulations...



Rhetorical Techniques Of Martin Luther King's "I Have A Dream" Speech

Allusion. King's speech shares references that are connected with built-in emotion.

Example: Five score years ago, a great American...signed the Emancipation Proclamation.

Example: Many references and quotes from "My Country, 'Tis of Thee" and "Free at Last."



Rhetorical Techniques Of Martin Luther King's "I Have A Dream" Speech

Amplification. This happens when a writer makes a point twice in a row, with greater emphasis, details, or explanation the second time—thus, amplifying it. It's powerfully effective.

Example: America has given the Negro people a bad check, a check which has come back marked "insufficient funds."



Rhetorical Techniques Of Martin Luther King's "I Have A Dream" Speech

Repetition: repeating a word or phrase, often at the beginning of a series of sentences or phrases.



Phil Kaye: "Repetition"

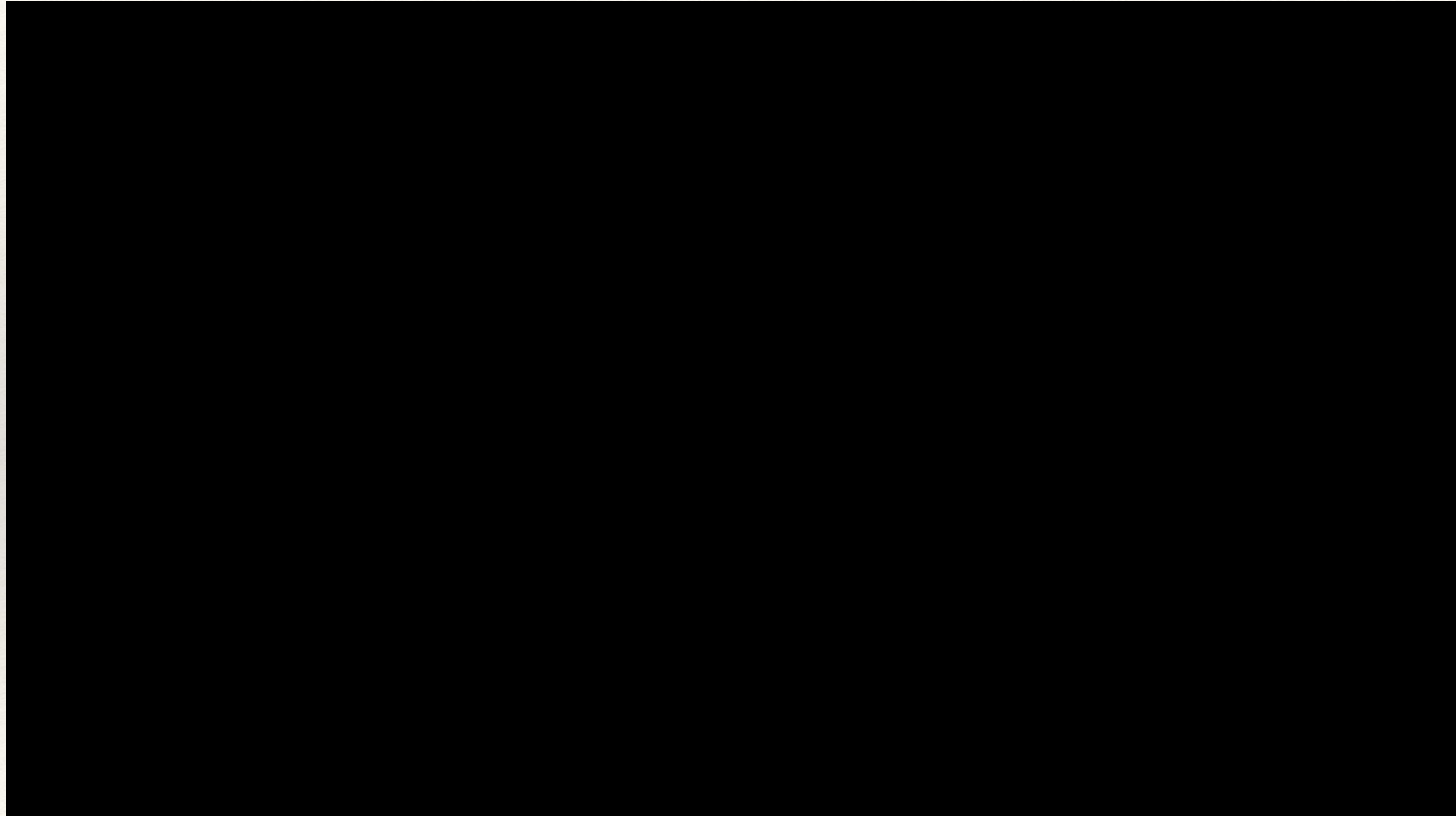
https://www.youtube.com/watch?v=6KI6c_IfvHg



button
poetry

An extremely poor speech!

<https://www.youtube.com/watch?v=SojAr3DdxrA>





Great Speeches Question #1:

What's the difference between a good speech and a bad one?

List them in your notebook.



Vocabulary

1. modify
2. evaluate
3. analyze
4. icon
5. repetition
6. allusion
7. alliteration
8. amplification



Homework:
Choose a topic to write a speech on. You have a choice. You may choose an historical figure or an IB Learner profile.
Your topic choice is due next class.



SIGNIFICANT LEADERS

Directions: Choose one of the people listed below that you would like to learn more about. You will be working with others who have also chosen that person and each one in the group will research a specific aspect concerning that person's life. Class time will be given in order for you to go to the media center to conduct the research. **YOU WILL NEED TO PRACTICE DELIVERING YOUR SPEECH AT HOME IN FRONT OF THE MIRROR OR IN FRONT OF SOMEONE LIKE YOUR FOLKS. Each student will deliver an oral presentation.**

Significant Leaders	Student	Student	Student
Susan B. Anthony	_____	_____	_____
Nelson Mandela	_____	_____	_____
Mahatma Ghandi	_____	_____	_____
Napoleon Bonaparte	_____	_____	_____
Winston Churchill	_____	_____	_____
Christopher Columbus	_____	_____	_____
Chief Crazy Horse	_____	_____	_____
George Armstrong Custer	_____	_____	_____
Diana, Princess of Wales	_____	_____	_____
Jefferson Davis	_____	_____	_____
Dwight D. Eisenhower	_____	_____	_____
Elizabeth I	_____	_____	_____
John F. Kennedy	_____	_____	_____
Colin Powell	_____	_____	_____
Leonardo Da Vinci	_____	_____	_____
Martin Luther	_____	_____	_____



IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Reflective

Give thoughtful consideration to your own learning and experience. You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

Balanced

Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.

Knowledgeable

Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Open-minded

Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.

You seek and evaluate a range of points of view, and you are willing to grow from the experience.

Risk-takers

Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.

You are brave and articulate in defending your beliefs.



Principled

Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

You take responsibility for your own actions and the consequences that accompany them.

Inquirers

Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

Communicators

Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You are willing to work in collaboration with others.

Caring

Show empathy, compassion and respect towards the needs and feelings of others.

You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Thinkers

Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.