
Teacher Package

English Exemplar Task English, Grade 11, University Preparation (ENG3U) Teacher Package

Title: The Speech Writer

Time Requirement: 6 periods of 75 minutes each

Expectations Addressed in the Exemplar Task

This task gives students the opportunity to demonstrate their achievement of all or part of each of the following selected expectations from three strands: Literature Studies and Reading, Writing, and Language.

Students will:

1. analyse and interpret information, ideas, themes, and arguments in print and electronic texts;
2. organize and analyse information, ideas, and sources to suit specific forms and purposes for writing;
3. evaluate information and ideas to determine whether they are reliable, current, sufficient, and relevant to the purpose and audience;
4. select and use a level of language and a voice appropriate to the specific purpose and intended audience for a piece of writing;
5. use organizational patterns such as classification, definition, cause and effect, and chronological order to present information and ideas in essays, reviews, and summaries;
6. use techniques of oral presentation to communicate effectively, with a focus on coherent organization; correct grammar and sentence structure; the use of rhetorical devices such as anecdote, rhetorical questions, short emphatic sentences, and repetition; and the use of voice projection, gestures, body language, timing, visual aids, and technology.

Description of the Task

Present the following scenario to students:

You are a speechwriter who has been hired to write a speech defending a position on a significant, current social issue. You will identify the title of the person who has hired you to write the speech (e.g., local politician, activist, school president, scientist, artist, sports figure). You will also identify the intended audience, its specific interest in the issue, and the venue in which the speech will be delivered (e.g., conference, symposium, lecture). Using the conventions of effective speech making as a guide, you will research and critique the social issue you have selected, identify and defend a perspective on the issue, explore the consequences of your position, and make predictions for a successful resolution to the issue.

Final Product

Each student will submit:

- a cover page outlining the context for the speech (i.e., title of speaker, audience, venue);
- a script for a speech of 600 to 800 words on a significant social issue, accompanied by speaker notes to assist delivery (e.g., notes about voice, body language, timing);
- a bibliography.

Note: Although it will not be assessed as part of the exemplar task, the bibliography is an important component of the student work. Determine an appropriate bibliographic style for your students. Instruct them to use footnotes or endnotes if you think they are appropriate. Check that students have met your requirements in the work they submit.

Assessment and Evaluation

A task-specific rubric* will be used to evaluate the written speech. Introduce the rubric to the students when you introduce the task. Review the rubric with the students and ensure that each student understands the criteria and the descriptions for achievement at each level. Allow ample time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

Some students may perform below level 1. Although the rubric does not include descriptions of achievement below level 1, the characteristics of these students' work should be reviewed in relation to the criteria outlined in the rubric.

Teacher Instructions

Prior Knowledge and Skills

Before beginning this task, students should be familiar with the following:

- the concept of a “social issue”;
- the components of an effective speech, including rhetorical devices.

Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of this performance task.

Materials and Resources

- a ministry-approved Grade 11 textbook, from which to select a published speech for class discussion;
- library materials;
- Internet access, if available.

Plagiarism

It is important that you discuss copyright issues with your students. Their bibliographies must list all sources used for research, and if any quotations are taken directly from a source, they must be appropriately recognized. Copyright applies to text and visual materials taken from both the Internet and print sources. Plagiarism is defined as “using the work (or part of it) of another person and claiming it as your own”.¹

1. Canadian Intellectual Property Office, Industry Canada, *A Guide to Copyrights* (Hull, Quebec: Canadian Intellectual Property Office, Industry Canada, 2000), p. 20.

*The rubric is reproduced on pages 10–11 of this document.

Task Instructions

Day 1

- Discuss the performance task and the task rubric with the students.
- Place the students in small groups of four or five.
- Assign each group a specific area of societal concern, such as sports, science, religion, technology, literature, the arts, and so on.
- Have students identify what they would consider to be significant and complex social issues from their particular assigned area, and compile a list with their group members.
- As a group, students then select two issues from their list. Each group defends its choices in a short report to the class.
- Individually, students select a social issue to address in their speeches. They may select a significant issue from any area, but you must approve their choices.
- Have students identify course texts and/or other print or electronic sources that will support their chosen topic.

Day 2

- Students begin to research background information on their selected issue.
- As students investigate their topic, they should be looking for background information and various viewpoints on the issue in order to determine the perspective they wish to support in their own speech. Students make point-form notes, using Appendix A: Student Planning Sheet.

Day 3

- Students continue to research their topic and compile a bibliography.
- Students should complete their research during this period.

Day 4

- Review with the class the conventions of a speech and how to deliver a speech (e.g., coherent organization; use of rhetorical devices such as anecdote, rhetorical questions, short emphatic sentences, repetition, emotive language; use of voice projection, gestures, body language, timing). Students should take notes.
- Select a speech from one of the ministry-approved textbooks for Grade 11 English, University Preparation.
- In small groups, have students read the speech aloud and critique it, using Appendix B: Group Discussion Checklist, as a guide.
- Summarize their findings in a class discussion.
- Students prepare a cover page for their speeches.
 - The cover page must contain the following information:
 - i) the title of the speaker (e.g., scientist, artist, sports figure, local politician, activist, school president)
 - ii) the intended audience (To whom will the speech be delivered?)

- iii) background information about the audience (What is their interest in the topic? What does the audience already know about the issue?)
- iv) information about context (In what venue will the speech be delivered [e.g., symposium, conference, panel discussion, lecture hall, classroom, school council group]?)

Day 5

- Students write a first draft of their speech, using Appendix C: Speech Outline to ensure that their speech will be sufficiently challenging, logical, persuasive, entertaining, and relevant.
- Remind students that:
 - a) the speech is to explain the issue, identify and defend a perspective on that issue, explore the consequences of the position taken, and make predictions for a successful resolution to the issue;
 - b) the speech is to be 600 to 800 words in length and may be computer-generated or handwritten.
- Once students are satisfied with the content of their rough draft, instruct them to plan how the speech will be delivered by inserting notes and oral cues as indicated in Appendix D: Speaker Notes. Instruct students to add speaker notes and oral cues in the left-hand margin of the page (e.g., “pause here”, “raise voice”, “play song”) so that the speaker can deliver his or her speech with little effort. Alternatively, students may wish to insert the cues into the body of the speech.
- You may wish to conference with students during Days 5 and 6.

Day 6

- Before students write their final script, have them refer to the Group Discussion Checklist (Appendix B).
- Students revise and polish their script and attach the cover page and bibliography.
- Students hand in their final product.

Follow-up Activity:

Students could exchange speeches and deliver them orally.

List of Appendices

Appendix A: Student Planning Sheet

Appendix B: Group Discussion Checklist

Appendix C: Speech Outline

Appendix D: Speaker Notes

Appendix A: Student Planning Sheet

Social Issue: _____

Perspectives on Issue

- *
- *
- *
- *
- *

Position Taken

- *

Summary Points

- *
- *
- *
- *

Possible Resolution(s)

- *
- *
- *

Sources Used

- *
- *
- *
- *

Appendix B: Group Discussion Checklist

Directions: Use the following checklist as a springboard for a group discussion about a speech. As well, ensure that you consider or include the following elements when writing your own speech.

Relevance

- Is the author's information relevant to the purpose of the speech?

Style

- Does the author pose rhetorical questions?
- Does the author use any anecdotes?
- Does the speech contain short emphatic sentences?
- Does the speech contain emotive language?
- Is the author's voice unique and consistent?

Organization

- Has the author chosen a specific organizational structure (e.g., cause and effect, chronological order)?

Purpose and Audience

- Does the speech use persuasive detail that is relevant to the author's purpose and to the audience?
- Is the speech directed to a specific audience?
- Have the needs of the audience been met?
- Does the author take a clear position on the issue?
- Does the author provide sufficient support for the position?

Bias

- Were there other relevant facts, ideas, or details that the author chose to leave out?
- Does the author state assumptions?
- Does the author demonstrate expertise?
- Does the author attempt a consistent viewpoint?
- Does the author acknowledge other viewpoints?
- Are there implicit messages in the speech?

Note: On the back of this page, record other key strategies, techniques, or features that make the speech effective or ineffective.

Appendix C: Speech Outline

Use the following outline to help you organize the structure of your speech.

Introduction

- an engaging opening (e.g., a provocative question, a stimulating anecdote, a challenging problem)
- a brief overview of the issue for the audience
- acknowledgement of what the audience already knows about the issue

Body

- a clearly stated position within an organizational pattern (e.g., cause and effect, chronological order)
- supporting arguments
- transitions that clarify sequence, contribute to coherence, and emphasize key points

Conclusion

- a summary of main points in the argument
- a prediction for a successful resolution to the issue
- a final statement to the audience

Appendix D: Speaker Notes

Note: Speaker notes can suggest ways to make a speech and its delivery distinctive, purposeful, authentic, and natural, thus enhancing its impact and enabling the speaker to achieve a successful performance.

Voice

- Have you made note of where inflections (changes of pitch) are required?
- Have you considered words that might need a different pitch or volume?

Body Language

- Have you indicated where the speaker might make specific gestures for emphasis?
- Do your speaker notes indicate when specific movements need to be made?

Timing

- Have you indicated where the speaker might pause?
- Have you indicated where the speaker might change the pace of delivery?