

Speak Up!

Four Categories of Speeches

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Grade Level	9th – 12th Grade	**Time Frame**	2-3 class period(s)
Subject	English/Language Arts	**Duration**	105 minutes
Course	Composition, Creative Writing		

Essential Question

How does speechmaking apply to the real world? What makes a speech “great"?

Summary

In this lesson, students learn about four major types of speeches including informative, demonstrative, persuasive, and special occasion (or extemporaneous) speeches. Students first become familiar with each type of speech then create short group presentations on a speech type of their choice. To summarize their learning, students write an outline for a short speech and peer review their classmates' outlines.

Snapshot

Engage

Students match speakers from history with quotes from their famous speeches.

Explore

Students watch videos about the four main types of speeches and take notes.

Explain

Students identify which type of speech most interests them and collaborate with classmates to create a brief presentation.

Extend

Students share group presentations. The class responds to each presentation by suggesting topics and situations in which the presented type of speech would be most appropriate.

Evaluate

Students each prepare an outline for a type of speech on a topic of their choice. Students then peer review their classmates’ outlines.

Standards

ACT College and Career Readiness Standards - English (6-12)

TOD 403: Use a word, phrase, or sentence to accomplish a straightforward purpose (e.g., conveying a feeling or attitude)

Oklahoma Academic Standards: English Language Arts (Grade 9)

9.1.L.1: Actively listen using agreed-upon discussion rules with control of verbal and nonverbal cues.
9.1.L.2: Actively listen in order to analyze and evaluate speakers' verbal and nonverbal messages by asking questions to clarify purpose and perspective.
9.1.S.1: Work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions
9.1.S.2: Follow agreed-upon rules as they engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly, building on the ideas of others, and respectfully disagreeing when necessary in pairs, diverse groups, and whole-class settings.

Attachments

- Lesson Slides—Speak Up.pptx
- Speech Labels—Speak Up.docx
- Speech Labels—Speak Up.pdf
- Speech Outline Rubric—Speak Up.docx
- Speech Outline Rubric—Speak Up.pdf
- Speech Posters—Speak Up.docx
- Speech Posters—Speak Up.pdf
- Types of Speeches—Speak Up.docx
- Types of Speeches—Speak Up.pdf

Materials

- Lesson Slides (attached)
- Speech Labels (attached; see preparation note)
- Types of Speeches handout (attached; one per student)
- Speech Posters document (attached)
- Speech Outline Rubric handout (attached; one per student)
- Blank posters or paper
- Poster-making supplies (markers, pens, etc.)
- Sticky notes or adhesive printing paper
- Internet-enabled devices (Chromebooks, iPads, etc.) (optional)

10 minutes

Engage

Teacher's Note: Kick Me Activity Prep

Prior to teaching the lesson, print and cut apart the attached **Speeches Labels**. The document contains 32 labels. Ensure that there is one label per student and make additional copies as needed. If possible, print or write the labels on adhesive paper or stick notes, as they will be attached to students' backs. Alternatively, tape can also be used to adhere the labels to students' backs.

Use the attached **Lesson Slides** to guide the lesson. Begin by displaying **slides 3–4** to share the essential questions and learning objectives with students. Ask students to keep these in mind throughout the lesson.

Use the Kick Me instructional strategy to facilitate the next activity. Place one of the prepared Speeches Labels on each student's back. Make sure that students do not see the label on their own backs. Ensure that for every student who receives the name of a speaker, like Abraham Lincoln, there is another student who receives a fragment of that speaker's speech, such as "Four score and seven years ago..."

Display **slide 5** and have students stand. Tell students that they should walk around the room and talk to each other to determine what the label on their backs say. Share that they should only ask two questions of each person they talk to, and they should only ask questions that can be answered with "yes" or "no." After they ask two questions to one person, they should find a new partner. If they think they know what their label says, they must confirm by asking "Am I [author/speech]?" of their partner, as this question can be answered with "yes" or "no." Stress that students may only respond to questions with "yes" or "no."

Share that once students know what their labels say, they should find the speech or author that corresponds to their label. Have students begin asking questions. Once students begin to find their matching labels, have pairs sit together for the next phase of the lesson.

40 minutes

Explore

Teacher's Note: Video Preparation

This portion of the lesson invites students to watch videos that exemplify four types of speeches: demonstrative, informative, persuasive, and special occasion (or extemporaneous) speeches.

Two suggested videos per speech type are provided in **slides 6–13**. Prior to this activity, preview the videos, choose which ones you want to show, and unhide the corresponding slides. Ensure that you share at least one video per type of speech. The speech types with corresponding videos are also listed below.

- Informative speech: This type of speech is intended to inform and provides the audience with useful information.
  - *Informative Speech: Star Wars* (**slide 6**)
  - *Informative Speech: How Healthy is Coffee?* (**slide 7**)
- Demonstrative speech: This type of speech is similar to an informative speech but specifically demonstrates or instructs the audience on how to perform a specific task. Typically incudes a step-by-step demonstration with prompts.
  - *Demonstrative Speech: How to Make Frozen Hot Chocolate* (**slide 8**)
  - *Five Minute Demonstrative Speech: Creating a Gift Basket* (**slide 9**)
- Persuasive speech: In a persuasive speech, the speaker advocates for a cause or action to persuade the audience to agree with them or do something.
  - *Persuasive Speech on Procrastination* (**slide 10**)
  - *2019 David Jones Persuasive Speech Contest* (**slide 11**)
- Special occasion (extemporaneous) speech: This type of speech is intended to entertain, inspire a sense of community, or celebrate a common bond between the speaker and audience members.
  - *Hilarious Sample Special Occasion Speech* (**slide 12**)
  - *Perfect Maid of Honor Speech* (**slide 13**)

Pass out one copy of the attached **Types of Speeches** handout to each student. Play the videos you prepared to exemplify the four types of speeches.

As students view the videos, have them complete the handout. After each video, give the students a short time to finish writing their thoughts. Have them briefly discuss their notes with a partner between videos.

10 minutes

Explain

Teacher's Note: Lesson Preparation

Before this portion of the lesson, print the attached **Speech Posters**. Hang each poster in a different corner of the room.

Display **slide 14** and introduce the modified version of the Four Corners strategy. Draw students' attention to the posters around the room and ask students to consider which type of speech most interests them. Then, have them move to the poster labeled with the type of speech the chose.

Tell students to collaborate with their new group members to create a brief presentation. Share that each group's presentation should include the purpose and major characteristics of their chosen type of speech. Provide time for students to create their presentations.

Optional Technology Integration

If the time and resources are available in your classroom, consider offering students the option to create digital posters using online tools such as Venngage, Infogram, Easelly, or Bannersnack.

20 minutes

Extend

Move to **slide 15** and tell students to choose a spokesperson from their groups. Each group's spokesperson should share a few hallmarks of the type of speech they chose. Have each group display the poster they created as their representative speaks. After each presentation, ask students to share examples of situations or topics where this type of speech would be appropriate. Have each group add these examples to their poster.

25 minutes

Evaluate

Display **slide 16**. Share that students should now work individually to prepare an outline for a speech that is one of the four types in the lesson. Pass out one copy of the attached **Speech Outline Rubric** to each student. Review the rubric with students.

Allow time for students to choose a type of speech, choose a topic, and write their outline.

Then, organize students into pairs. Have each student share their outline with their partner. Each student should also peer review their partner's outline and offer feedback.

Optional Career Connection

Extend students' understanding of career fields that involve public speaking by having them watch the video *K20 ICAP - Leadership Lessons with State Rep. Arturo Alonso Sandoval*. As they watch, have them use the 3-2-1 strategy to list things they learned, things they have questions about, and something that interested them.

Resources

- Belmont Speech Lab. (2011, December 20). *Informative speech: Star Wars* [Video]. YouTube. https://www.youtube.com/watch?v=GSIppEr0Nws
- bethmegan. (2019, October 15). *Informative speech* [Video]. YouTube. https://www.youtube.com/watch?v=lE1HXJgDBYg
- HappilyEverHermano. (2016, October 10). *Perfect maid of honor speech* [Video]. YouTube. https://www.youtube.com/watch?v=av-aIV8leKQ
- Harms, N. (2013, February 24). *Demonstrative speech: How to make frozen hot chocolate* [Video]. YouTube. https://www.youtube.com/watch?v=UF_P514soas
- Harrell, M. O. (2013, September 16). *Five minute demonstrative speech* [Video]. https://www.youtube.com/watch?v=_ntYZjkogWM&list=PLcrDT-GpAgOXvlq_CCWz-f4YOJ-2a43gW&index=2
- K20 Center. (n.d.). Four corners. Strategies. https://learn.k20center.ou.edu/strategy/138
- K20 Center. (n.d.). Kick me. Strategies. https://learn.k20center.ou.edu/strategy/121
- K20 Center. (n.d.). 3-2-1. Strategies. https://learn.k20center.ou.edu/strategy/117
- K20 Center. (2024, November 1). *K20 ICAP - Leadership lessons with state rep. Arturo Alonso Sandoval* [Video]. YouTube. https://www.youtube.com/watch?v=WbCPysqejPw
- Parkland College. (2019, May 8). *2019 David Jones persuasive speech contest* [Video]. YouTube. https://www.youtube.com/watch?v=D9v-Q1sRQGs
- Ricciardi, M. (2017, November 3). *Persuasive speech on procrastination* [Video]. YouTube. https://www.youtube.com/watch?v=Gxl72FQNQtk
- Sebastian, M. (2018, March 23). *Hilarious sample special occasion speech!* [Video]. YouTube. https://www.youtube.com/watch?v=hKyFNe0wsSE