



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	120 minutes
Course	Composition, Creative Writing		

Essential Question

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

Summary

This lesson will serve as an introductory unit covering four major types of speeches: informative, demonstrative, persuasive, and special occasion (extemporaneous). Students will watch videos demonstrating these four types of speeches, then collaborate to create a brief presentation on one type of their choice. Students will share their presentations and engage classmates to add additional examples. Finally, given a rubric, students will outline a short speech on a topic of their choosing, and they will then evaluate their own outlines before evaluating those of their peers. This lesson includes optional modifications for distance learning. Resources for use in Google Classroom are included.

Snapshot

Engage

Students match speakers from history with their famous speeches.

Explore

Students watch videos exemplifying the four major types of speeches: informative, demonstrative, persuasive, and special occasion (or extemporaneous).

Explain

Students choose groups based on the type of speech that most interest them, collaborating 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

Referencing a rubric, students select a type of speech and topic. Then, they outline this speech and evaluate by self-assessment with a partner.

Standards

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

- [Kick Me Activity Labels—Speak Up - Spanish.docx](#)
- [Kick Me Activity Labels—Speak Up - Spanish.pdf](#)
- [Kick Me Activity Labels—Speak Up.docx](#)
- [Kick Me Activity Labels—Speak Up.pdf](#)
- [Lesson Slides—Speak Up.pptx](#)
- [Magnetic Statements Posters—Speak Up - Spanish.docx](#)
- [Magnetic Statements Posters—Speak Up - Spanish.pdf](#)
- [Magnetic Statements Posters—Speak Up.docx](#)
- [Magnetic Statements Posters—Speak Up.pdf](#)
- [Note Catcher-Types of Speeches—Speak Up - Spanish.docx](#)
- [Note Catcher-Types of Speeches—Speak Up - Spanish.pdf](#)
- [Note Catcher-Types of Speeches—Speak Up.docx](#)
- [Note Catcher-Types of Speeches—Speak Up.pdf](#)
- [Speech Outline Rubric—Speak Up - Spanish.docx](#)
- [Speech Outline Rubric—Speak Up - Spanish.pdf](#)
- [Speech Outline Rubric—Speak Up.docx](#)
- [Speech Outline Rubric—Speak Up.pdf](#)

Materials

- Kick Me Activity Labels (attached), sticky notes, or adhesive paper
- Lesson Slides (attached)
- Magnetic Statements posters (attached)
- Note Catcher (attached; one per student)
- Speech Outline Rubric (attached; one per student)
- Blank posters or paper
- Poster-making supplies (markers, pens, etc.)
- Internet-enabled devices (Chromebooks, iPads, etc.) (optional)

Engage

Teacher's Note: Kick Me Activity Prep

Before you begin this portion of the lesson, print and cut out the attached **Kick Me Activity Labels**. You'll need one label for each student. Consider printing or writing the labels on adhesive paper or sticky notes, as they will be attached to students' backs.

Use the attached Lesson Slides to guide the instruction, beginning with **slide 3**. Share the lesson's Essential Questions: *How does speech-making apply to the real world? What makes a speech great?* Ask students to consider these questions as they explore the main ideas presented in the lesson. Consider also sharing the lesson's Learning Objectives displayed on **slide 4**.

Move to slide 5. Introduce students to the [Kick Me](#) learning strategy, which calls for labels to be attached to students' backs. Affix one of the prepared Kick Me Activity Labels to each student's back, making sure students cannot see their own labels. Share with students that each of them has been labeled with either a speechmaker (for example, Abraham Lincoln) or a speech fragment ("Four score and seven years ago ..."). Ask students to stand and move about the room, speaking with classmates to find out: 1) which speechmaker or speech fragment they are, and 2) their speechmaker's matching speech (or vice versa). Students should comply with the rules detailed on slide 5: they can ask two "yes" or "no" questions per partner before they must move to a new partner, and they cannot tell any other students who or what they are unless answering "yes" or "no" to a direct question. Allow about 10 minutes for this activity. Have students sit with their partner for the next phase of this lesson.

Optional Modification For Distance Learning

To make use of this lesson in an online or distance learning environment, you can give a few students different quotes from famous speeches (such as those in the attached Kick Me Activity Labels) and invite them read those quotes and discuss them with classmates. Have students come to a consensus on who originally gave each speech. This activity can substitute for the above Kick Me strategy. [Download all attachments](#) to use this lesson in [Google Classroom](#).

Explore

Teacher's Note: Video Preparation

The following activity involves presenting videos that exemplify four types of speeches. Two suggested videos are linked for each type in the numbered boxes below. These suggested videos are also linked on slides 6–13. It is recommended that you preview these videos to determine which videos, or which parts of each video, work best for your classroom. The suggested length for this activity is 35–40 minutes.

Pass out a copy of the attached **Note Catcher—Types of Speeches** to each student. Invite students to watch the prepared videos selected to exemplify four types of speeches: demonstrative, informative, persuasive, and special occasion (or extemporaneous). Ask students to record the main characteristics of each speech type and what they notice about it on their Note Catchers as they watch. After each video, give the students a short time to finish writing their thoughts and discuss their notes with their partner from the Engage activity. Allow about 40 minutes total for this activity.

Optional Modification For Distance Learning

To integrate distance learning with this phase of the lesson, you can have students complete a digital version of the Note Catcher via Google Docs. You may choose to have students do this individually or in small collaborative groups. [Download all attachments to use this lesson in Google Classroom.](#)

Informative Speeches

Suggested: [Star Wars](#), 7 minutes long (**slide 6**) or [How Healthy is Coffee?](#), 8 minutes long (**slide 7**). This type of speech, students may note, is intended to inform, and it provides the audience with interesting or useful information.

Demonstrative Speeches

Suggested: [No-Bake Cookies](#), 5 minutes long (**slide 8**) or [Frozen Hot Chocolate](#), 4 minutes long (**slide 9**). This type of speech is similar to an informative speech, but it more specifically demonstrates or instructs the audience on how to perform a specific task. This typically includes a step-by-step demonstration with props.

Persuasive Speeches

Suggested: [Procrastination](#), 7 minutes long (**slide 10**) or [Supporting Charities](#), 30 minutes long (a compilation of four separate speeches; **slide 11**). In this type of speech, the speaker advocates for a given cause or action. Their job is to persuade the audience to agree with them and possibly to take action.

Special Occasion (Extemporaneous) Speeches

Suggested: [Oscar Award Acceptance](#), 3 minutes long (**slide 12**) or [Maid of Honor Speech](#), 6 minutes long (**slide 13**). This type of speech, students may note, is intended to entertain, to inspire a sense of community, or to celebrate a common bond between the audience members and speaker.

Explain

Teacher's Note: Magnetic Statements Prep

Before you begin this portion of the lesson, print the attached Magnetic Statements Posters (or create your own). Hang each poster in a different corner of the room.

Move to slide 14. Ask students to think about which type of speech most interests them. Then, ask students to move to stand beside the [Magnetic Statements](#) poster labeled with the type of speech they find most compelling. Once students form groups this way, invite students to collaborate with their new group members and create a brief presentation. Each group's presentation should include the purpose and major characteristics of their chosen type of speech. Allow about 10 minutes for this activity.

Integrating Technology: Digital Posters

If the time and resources are available in your classroom, considering allowing the option for students to create their posters with an online tool such as [Venngage](#), [Infogram](#), [Easel.ly](#), or [Bannersnack](#).

Optional Modification For Distance Learning

The above option for making digital posters can be used instead of a physical presentation to integrate distance learning with this phase of the lesson. [Download all attachments to use this lesson in Google Classroom.](#)

Teacher's Note: Student Understanding

As groups create their presentations, circulate around the classroom to check for understanding.

Extend

Move to slide 15. Have each group nominate a representative to share with the class a few hallmarks of the type of speech they chose. Have each group present, displaying the poster they created as their representative speaks. Ask the representative to then solicit the class for examples of situations or topics where this type of speech would be appropriate, and have the group add these examples to the poster. Repeat this process for all groups. Allow 15–20 minutes for this activity.

Optional Modification For Distance Learning

To integrate distance learning with this phase of the lesson, you can have students show presentations via a group chat or video conference, or have students upload their presentations to a folder to which all students have access. If a simultaneous discussion is not an option, have students upload presentations to a shared folder and assign groups to review others' presentations. [Download all attachments to use this lesson in Google Classroom.](#)

Evaluate

Move to slide 16. Ask students to work individually and select one style in which they could prepare and present a speech. Have them then select a topic that they could write or present about that is suited to that type of speech. Hand out the attached **Speech Outline Rubric** to students. Invite students to outline a 1–2 minute speech, in accordance with the expectations for the outline noted in the Speech Outline Rubric, as follows:

1. Clearly indicating the topic, which reflects the content of the speech
2. Clearly stating the speech's intentions and purpose, and then achieving that purpose
3. Following a framework including a labeled intro, body with points indicated, and conclusion
4. Fully developing well-organized points
5. Achieving generally accurate spelling, punctuation, and capitalization

After giving the students time to complete their outlines, invite them to find a partner and self-evaluate using the rubric. Then, have them trade outlines with a partner for peer evaluation. Allow 20–25 minutes for this activity.

Optional Modification For Distance Learning

To integrate distance learning with this phase of the lesson, you can have students outline their speeches alone, then upload their work or discuss in a group chat or video conference. Make sure the Speech Outline Rubric is utilized in this group chat or video conference. [Download all attachments to use this lesson in Google Classroom.](#)

Resources

- Ancheta, B. (2019, October 15). Informative speech. [Video]. YouTube. <https://youtu.be/IE1HXJgDBYg>
- Belmont Speech Lab. (2011, December 20). Informative speech: Star Wars. [Video]. YouTube. <https://youtu.be/GSlppEr0Nws>
- HappilyEverHermano. (2016, October 10). Perfect maid of honor speech. [Video]. YouTube. <https://youtu.be/av-aIV8leKQ>
- Harms, N. (2013, February 24). Demonstrative speech: How to make frozen hot chocolate. [Video]. YouTube. https://youtu.be/UF_P514soas
- K20 Center. (n.d.). Google Classroom. Tech Tools. <https://learn.k20center.ou.edu/tech-tool/628>
- K20 Center. (n.d.). Kick Me. Strategies. <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f505b77c>
- K20 Center. (n.d.). Magnetic Statements. Strategies. <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f50761bf>
- Parkland College. (2019, May 8). 2019 David Jones persuasive speech contest. [Video]. YouTube. <https://youtu.be/D9v-Q1sRQGs>
- Ricciardi, M. (2017, November 3). Persuasive speech on procrastination. [Video]. YouTube. <https://youtu.be/Gxl72FQNQtk>
- Sebastian, M. (2018, March 23). Hilarious sample special occasion speech! [Video]. YouTube. <https://youtu.be/hKyFNe0wsSE>
- Spears, J. (2014, June 13). Demonstration speech: No-bake cookies. [Video]. YouTube. <https://youtu.be/8wyzrkmbhLQ>