**Remaking History: Modeling the Pros**

Speech # \_\_\_ Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PURPOSE**: The purpose of this assignment is to allow students’ individual creativity to flourish via an open-ending formative assessment; that is, students may choose how to best express their speeches’ arguments. Also, students are required to assess and evaluate some of the most influential speeches in history to determine their effect and merit. They must apply their best public speaking strategies as well as vocabulary from throughout the course.

**DIRECTIONS**: Analyze a speech that had significant impact on its audience by identifying *why* it was influential and the act of speaking itself; what good techniques did the speaker use during his/her presentation?\* Then, rewrite the speech so that it is relevant to your audience (CT teenagers). (Hint: Most speeches try to inspire change or motivate others to conform to a certain cause. Determining the purpose of the speech will make it easier for you to apply it to your audience.)

This project does not have a formal rubric since the project prompt has an open-ended result. However, you MUST submit the following:

* A copy of the speech you are modeling
* All relevant citation information (MLA, Easybib)
* A one-paragraph analysis of the speech\*
* A copy of your final product (poster, video URL, outline, recording, Prezi, PowerPoint, etc.)

**OTHER NOTES**:

* Time: 5-7 minutes
* You do not have to do a live presentation; this may be entirely a video. It can also be a combination of video and live audio. The choices are up to you. However, make sure you are using your best public speaking techniques.
* Whatever means you choose to use, please make sure you’re equipped (e.g. can learn video editing software, get posterboard, etc).
* Many of the speeches you find will be motivational. You may choose to use Monroe’s Motivated Sequence: Attention-Need-Satisfaction-Visualization-Action. Research it or ask me for more details on this sequence.