

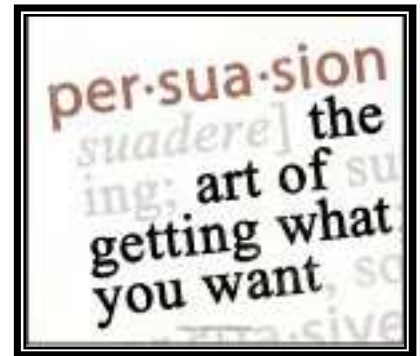
Persuasive Partner Speech

Objectives:

- Use the elements of persuasion to convince an audience
- Formulate a one sentence declarative statement that defines a message
- Take a stand on an issue using inductive or deductive reasoning
- Prepare a speech content through an outline
- Create an appropriate thesis statement, attention getter and conclusion
- Research evidence to support your position
- Integrate and use appropriate delivery skills

Instructions/Requirements:

- Create and present a 4-5 minute Persuasive Speech with a partner.
- Determine what you would like to persuade your audience on. Keep in mind the SMELF method when selecting a topic.
- Determine the position (inductive reasoning or deductive reasoning) that you will take on the topic.
- Formulate a one sentence declarative statement, claim, or question that clearly defines your message.
- Analyze who your specific target audience will be; what category do they fall in (supportive, uncommitted, indifferent, & opposed)
- Select the purpose for this topic and create a specific topic (thesis) statement.
- Create a step by step plan for achieving your result. You may want to use a Persuasion Map to help you create your plan. The map can be found at http://www.readwritethink.org/materials/persuasion_map/.
- Support your position by appealing to your audience using ethos, pathos, and logos. Use evidence to support your position (e.g., fact, statistic, testimony, specific examples, anecdote, comparison).
 - Research* - must have a minimum of three (3) articles on the topic.
 - At least one article must come from a published source (e.g. newspaper, magazine, book, etc.**
 - All sources must be included in the bibliography that accompanies the outline; you may refer to <http://noodletools.com/> to assist you with your annotated bibliography.
 - All sources must be cited in MLA format
- Organize your information using an outline. See attached sample outline. Next to your evidence state in parenthesis the type of support used (e.g. fact)
- Visual/audio aids can be utilized to enhance presentation



Things to work on:

- Speaking skills – use vocal expressiveness and platform movement to appeal to your audience

- Maintain eye contact with the audience; don't read from your outline
- Articulate your words
- Use of transition sentences between points
- If you will be using visual/audio aids in your presentation make sure that you practice using them.

Grading:

- See rubric; both you and your partner will be receiving the same grade for this assignment.
- 40 points total



The Deal of a Life Time

I. Introduction

A. Attention Getter (scenario): Imagine 20 years from now your child wants to buy a pair of tennis shoes for \$200. You say, sure; your son or daughter purchases the shoes and then brings them home. You want to see these very pricey shoes for yourself and you find out the shoes were made in Afghanistan by the shoe factory owned by Osama Bin Laden. You think back to your high school days 20 years before. You remember images of the twin towers collapsing. You remember the beheadings of innocent people and you think, now I've just paid \$200 to a shoe manufactured by the very people who carried out these atrocities. Now let's rewind back to today's world. Look at the clothes you have on. Are you wearing anything *not* made in China? China, the country that came in on the side of North Korea and North Vietnam. China—the country that was part of the evil empire. The communist country. Red China. That was the China I knew when I was your age and now I can't help but feel trepidation when walking into Wal-mart and seeing 90% of the goods in that "American" store made in a communist country.

B. Bridge: If I feel anything I feel betrayed. I feel lied to and I hear the Presidential candidates both say there is nothing they can do about "outsourcing:" the trend of sending jobs overseas and leaving Americans unemployed. When I hear this I can't help but think, do these two people think I'm stupid? That I forgot what happened when I was a teenager? That Americans didn't die in our fight against communism? And this feeling goes beyond feeling betrayed. John Kerry and George Bush both feel the answer to Americans losing job is retraining them. Are they out of touch? Can you imagine your mom and dad losing their jobs to a communist country and being told by the government, "We'll help pay for your schooling." There is no way parents in today's world can take any time "retraining" for a new career. It's easy for politicians because they're so rich it doesn't matter whether they don't get elected or not. Are politicians to blame though? Do I feel getting oil from Iraq is wrong when in fact I need it to get to work every day? I can't help it. But what about the other items? Can we really blame the government or the President if we continue to go to Wal-Mart to get the lower price?

C. Theme: *To avoid this trend of losing jobs and weakening our economy, I submit that we choose consumerism over communism and that that consumerism must be a smart consumerism that realizes every cheap product comes with a price and that price could be your job or your child's job. Let us shop smart for a stronger America.*

D. Preview: If we are going to build a stronger future we must consider changing our consumerism by shopping smart, being aware of the best price, and how our choices in buying affect the environment.

Transition: Remember the adage, you get what you pay for?

II. Body

A. Topic Sentence: Lower prices do not translate into the best product.

1. Tennis Shoe Story
2. Cereal Analogy
3. Lower prices = lower pay

Transition: We are in this mindset of always looking for the lowest prices not realizing that lower prices equals lower pay.

B. Topic Sentence: Lower prices do not mean the best prices.

1. Scenario of Higher pay and higher prices.
2. *Atlantic* Statistics showing improved quality of life.
 - a. less crime
 - b. better education.
 - c. example of gated community =castle keep from the lower class. McAfee example.
3. Government statistics of the pay differential between Chinese and American

- a. Every 1 dollar saved is 3 dollars from American worker.
- b. Extra money goes to the 1 % of Americans.

Transition: Consider this: it's not just a matter of economics, but also a matter of ecology.

C. Topic Sentence: Countries like China do not have strict environmental laws.

1. Example of Mauna Loa observatory.
2. Question: Who is the world leader in oil consumption: US/China.
3. Health

Transition: So when I say shop for a stronger future I am not just addressing the need to save jobs, I also mean to save the environment.

III. Conclusion

A. Closing Statement: Would a boycott of goods from China really change American policy both politically and financially, yes! If you asked if I believe it would really happen, I would have to be honest and answer, no. We're Americans and part of being American is being a consumer, but that doesn't mean we can't be smart consumers. Consider this though, if it all comes down to the lowest price do we really know what the lowest price costs? For those \$200 shoes your son or daughter will buy, how many people died? 3000 alone on 9/11. How many have been beheaded? How many American soldiers have died in Iraq already? Are their deaths worth the price of those tennis shoes, like the 54,000 soldiers who died in Vietnam make it right for us to buy the latest *Spider Man* toy for our nephew.

B. Insight: Let us remember, the next time someone brags about the deal he or she got on a pair of Nike shoes that the deal comes with a price and that price is not just in money but in blood.

Works Cited

"China: Environmental Issues." EIA. July 2003 <<http://www.eia.doe.gov>>

Gapnik, Thomas. "The Cost of the Great Wall." Wall Street Journal 27 Mar. 2003: B1+.

Thurow, Lester C. "Building Wealth." The Atlantic Monthly 283 (1999): 57-69.

