IN
CONCLUSION

A Research and Informative Speech Project

2002

Winner of Archivist of the United States
Achievement Award for Outstanding Contribution
to the National Archives

IKE Education

IKE ★ ★ ★ ★ ★
EISENHOWER
LIBRARY & FOUNDATION

PRESIDENTIAL LIBRARIES

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THE PURPOSE OF THIS PROJECT

Informational Speaking

A speech to inform shares information with others to enhance their knowledge or understanding of the information, concepts, and ideas you present.

Your coach asks you to attend the local Kiwanis Club meeting to tell them how the season has been going and how you expect it to end.

Your history teacher has assigned an oral report describing one battle from the Civil War.

Each Christmas you make gingerbread ornaments that your aunt loves. When she comes this year, she asks you to teach her kids how to make your special recipe.

In each of these situations, your task is to give information to someone. Whether it is informal and to three people or a formal rehearsed speech to three hundred people, you will often find that your speaking purpose is to inform or teach others something you know.

Conveying information to others is a useful skill in most walks of life. You may find that informing others will be an important part of your job or hobby. You may have to report sales figures to your colleagues, teach your secretary how to organize your files, present a new idea to your boss, chair a committee for your child's classroom parties, teach skills to a kids' soccer team, or explain to a friend what rules to follow when going hunting.

An interesting speech commands attention, as well as respect.

Speaking to inform others can be a challenging task. As a student, you have lots of first-hand experience with being "in the audience" and you know that just because a teacher presents information, doesn't mean you always soak up the knowledge.

A recent survey of both college speech teachers and students who had taken a speech course found that the single most important skill taught was how to give an informative speech.

Informing or teaching others is a challenge because of a simple fact: Presenting information does not mean that communication has occurred. Communication happens when the listeners make sense of the information.

Right after hearing your presentation, most audiences will remember only about half of what you told them! And, they will recall only about 25 percent two weeks later. Your job is to ensure as much retention as possible by presenting the information as effectively as you can.

Audience-Centered

As you prepare for your informative speech, it is important that you use concrete and vivid words to make your ideas clear, and make your message interesting by keeping it audience-centered. To do this, **you must figure out what would engage your audience to want to listen.** Consider how your topic may affect them directly, satisfy their curiosity, entertain them, relate to current events, or connect with their lives.

This large project may seem daunting right now, but it has been broken down into smaller, manageable steps. If you complete each of these steps as assigned, you will produce a project in which you will feel great pride and gain skills you will utilize in a variety of other areas in your life.

RESEARCH

Choosing a Topic

The Eisenhower Presidential Library is one of 13 Presidential Libraries administered by the National Archives and Records Administration. They preserve the documents and artifacts of our Presidents, providing insight into the times in which these Presidents lived and served the nation. Watch the "Democracy Starts Here" video from the National Archives: https://www.youtube.com/watch?v=7n3ZZ-UpiR4.

The Eisenhower Presidential Library consists of approximately 26 million pages of historical records and papers, 335,000 photographs, 768,000 feet of original motion picture film, 70,000 artifacts. When researchers visit, it may take days or weeks to find the documents that are key to the topic they are researching. However, the archivists at Eisenhower Presidential Library have created almost 50 student research files for you to have a realistic archival research experience in a time frame that is realistic for your class. These files contain the key primary documents for each topic, as determined by archivists.

Your first step in this project is to chose a topic. Topic choices and their summaries can be viewed at www.EisenhowerFoundation.net under IKEducation — Teacher Resources — Research Files. Look through the topics and make a list of your top five choices, in preferential order. The teacher will use these lists to assign a different topic to each student in your class.

My Assigned Topic is _____

GETTING STARTED

After you know what your topic is, use the topic's summary to get started with your research. Make a list of terms, names, and dates found in the topic summary.

> Example below: If your topic is the St. Lawrence Seaway, you should go to the topic's summary and pull out terms with which to begin your research journey.

28. ST. LAWRENCE SEAWAY

Though the idea for the St. Lawrence Seaway dates back to the late 1800s, it was not until May 13, 1954 when the Wiley-Dander Seaway Act was signed into law by President Dwight Eisenhower, that this important waterway became a reality. The Act authorized the U.S. government to work jointly with the government of Canada to create a deep-water 114-mile navigation channel in the St. Lawrence River between Montreal, Canada and Ogdensburg, New York. The seaway enabled large ships and tankers to sail directly from the Atlantic Ocean into the Great Lakes as far as Duluth, Minnesota. Cleveland, Detroit, Chicago and other large cities became "seaports." The completed seaway resulted in lower costs for shipping goods to and from the Midwest.

1. St. Lawrence Seaway
2. May 13, 1954
3. Wiley-Dander Seaway Act
4. Dwight D. Eisenhower
5. St. Lawrence River
6. Atlantic Ocean to Great Lakes
7. seaports
8. seaway   navigation channel   waterway

After making that list, go back through and think of synonyms for the terms on your list. For example, you may be looking for the term "seaway," while the information is actually found under the terms "waterway" or "navigation channel."

Research involves searching for the information you need to fully understand your topic. That information will rarely just jump off the shelves or computer screen for you. **You must search for it.** As you begin to find information using the terms on this first list, you should be gathering new terms to search new paths.

PRIMARY vs SECONDARY SOURCES

As you research, you will be gathering information from primary and secondary sources. It is important that you know the difference. What is a **primary source**? It is any direct evidence produced during a specific period under study. They vary widely from objects like artifacts, photographs, diaries, maps, songs, and eyewitness accounts. ***The key is that they were created during the time period being studied.***
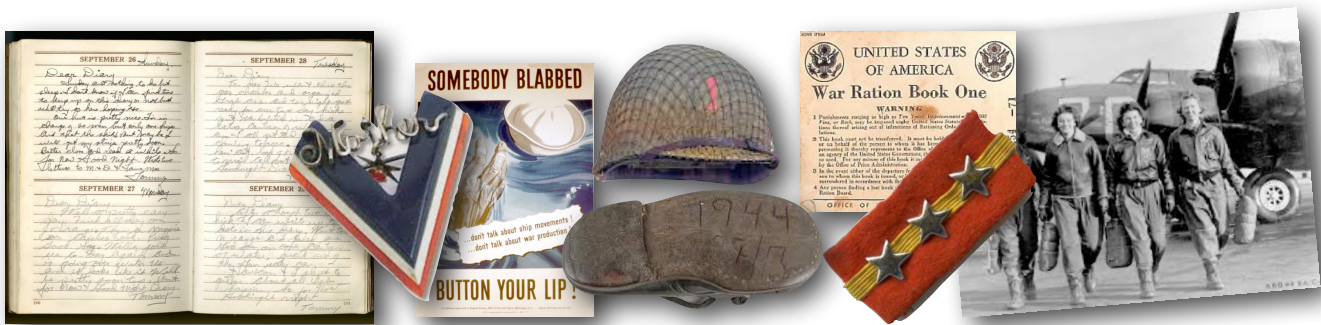
They are different from a **secondary source**, which is an interpretation of the past. History textbooks, magazine articles, websites, and books are typically secondary sources because the authors were not present at the time in history they are writing about, but are interpreting what they have learned about the event from other sources.
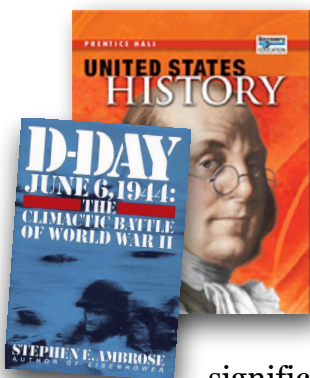
This is what makes learning with primary sources better and so engaging — you get to hold a real piece of history in your hands, see the facts for yourself, and come up with your own conclusions of its significance. The answers are not always provided by the primary sources, so you are encouraged to seek the answers through inquiry and research.

CHECK YOUR UNDERSTANDING

Determine if the following sources of information on Eisenhower's life are primary or secondary sources.
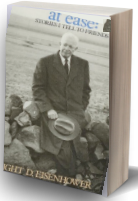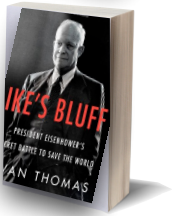
Eisenhower, Dwight D. *At Ease: Stories I Tell to Friends.* U.S.A.: Eastern Acorn Press, 1967.
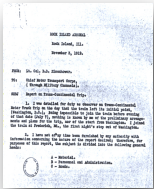
◯ PRIMARY   ◯ SECONDARY

Thomas, Evan. *Ike's Bluff: President Eisenhower's Secret Battle to Save the World.* New York: Little, Brown and Company, 2012.

◯ PRIMARY   ◯ SECONDARY

Memorandum from Lt. Col. Dwight D. Eisenhower to the Chief, Motor Transport Corps, with attached report on the Trans-Continental Trip, November 3, 1919. DDE's Records as President, President's Personal File, Box 967, 1075 Greany, Maj. William C. Dwight D.Eisenhower Presidential Library.

◯ PRIMARY   ◯ SECONDARY
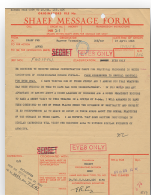
Eisenhower, Dwight D. "Cable, General Eisenhower to General Marshall concerning Nazi horrors; requests visit by members of Congress and the media." April 19, 1945. Eisenhower Presidential Library and Museum. National Archives and Records Administration. Web. 20 August, 2013. <www.eisenhower.archives.gov>.

◯ PRIMARY   ◯ SECONDARY

McKay, Brett and Kate. "Leadership Lessons from Dwight D. Eisenhower #1: How to Build and Sustain Morale" *A Man's Life*. DIYthemes.com. 22 May, 2012. Web. 25 August, 2013. <www.artofmanliness.com>.

◯ PRIMARY   ◯ SECONDARY

I*ke: Countdown to D-Day*. Dir. Robert Harmon. Perf. Tom Selleck. Sony Pictures Home Entertainment, 2004. DVD.

◯ PRIMARY   ◯ SECONDARY

TAKING NOTES

As you are researching about your topic, you need to be taking notes and thinking about what you are reading and writing. Research notes should include, but are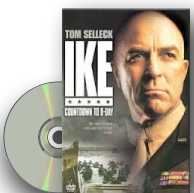 not limited to: quotations, important details, participants or key players, problems and goals of your topic, locations, dates, key episodes or events that occurred, the resolution or outcome of your topic, and the significance of your topic on history.

minimum note taking requirements

☐ *2 books (secondary sources) Only one encyclopedia allowed.*
☐ *2 internet (secondary sources) No wiki sites allowed.*
☐ *2 documents from the Eisenhower Presidential Library (primary sources)*

minimum source requirements

▷ *College-ruled paper*
▷ *At least one page long*
▷ *Correct MLA citation across the top (see pages 14-15)*
▷ *Each new source gets its own piece of notebook paper. Do not put notes from different sources on the same sheets of paper.*
▷ *When possible, place the page number(s) from the pages you are taking notes so you can easily get back to it when needed*

notes on notes

※ *Look up unfamiliar words.*
※ *Keep a list of names of people involved and what their position/job is.*
※ *Keep a timeline so you can make sense of the order in which events occurred.*
※ *Put quotation marks around word-for-word quotations.* " "
※ *Use an ellipsis when you leave words out of a quotation.* . . .
※ *Use brackets around words you add to the quotation in order to add clarity.* [ ]

EXAMPLES ON NEXT PAGE

EXAMPLES

hanging indent

Burnes, Brian. "The Ike We Hardly Knew." Star Magazine.
    7 September, 2008: 6-12.

MLA citation

pg. 8

page number where this info is found in book

"In summer 1915 he was utterly human. He spent much of that summer with Gladys Harding and wound up falling in love, according to historian Stephen Ambrose."

" "
Use quotations when copying notes word for word.

pg. 8

"In summer 1915 he was utterly human. He spent much of that summer with Gladys Harding . . . according to historian Stephen Ambrose."

. . .
Use an ellipsis when you leave words out of a quotation.

pg. 8

"In summer 1915 [Ike] was utterly human. He spent much of that summer with Gladys Harding and wound up falling in love, according to historian Stephen Ambrose."

[ ]
Use brackets around words you add to the quotation in order to add clarity within a quotation

pg. 8

Ike fell in love with Gladys Harding in the summer of 1915.

No extra punctuation marks are needed if you put it your own words.

TERMS, NAMES AND DATES

Gladys Harding = girlfriend in Abilene
Stephen Ambrose = author and historian who wrote many
    books on Eisenhower
1915 = summer, Ike in Abilene, dating Gladys

CITATIONS & BIBLIOGRAPHY

You are tasked with submitting an MLA Bibliography with your outline.

A **Bibliography** lists all of the sources that were used to complete a research paper or project, whether or not you cited it.

Instructions on what to include in these citations varies some depending on what type of source it is (book, website, interview, etc.). You should always refer to a reference book to know that you are including the correct information, in the correct order, with the correct punctuation. There are many print and online sources to refer to for this information. Follow the guide provided by your teacher, or the Owl Purdue Online Writing Lab is a great resource:

> *https://owl.purdue.edu/owl/research_and_citation/mla_style/ mla_overview_and_workshop.html*

However, there is no official format for citing materials from the Eisenhower Presidential Library. When citing the original documents obtained from the DDE Library, the citation format will will follow for the purpose of this project is large to small:

> *Dwight D. Eisenhower School Resource Files. <u>Title of File</u>. Type of document. "Title or identifying words on the document." Author or creator of document. Date created or N/D.*

A bibliography is one of the most important pieces of a research paper, project, etc. The inclusion of a bibliography acknowledges and gives credit to the sources of the information or materials summarized or quoted; it provides verification that research has been conducted and that all claims made can be supported by facts.

<u>Citing Sources: MLA 8th Edition Cheat Sheet</u>

- Make sure you pay attention to punctuation!
- Always use the hanging indent. First line is not indented, second line is.
- Titles that are underlined when hand writing should be in italics when typing.

Basic format for a book

Last name, First name. *Title of Book,* Publishing Company, year of publication.

EXAMPLE:

Sebold, Alice. *The Lovely Bones,* Little, Brown, and Company, 2002.

Basic format for an article or essay in collections, anthologies, newspaper, etc.

Last name, First name. "Title of Selection or Article from the Book." *Title of Whole Book*, edited by Name Name, Publishing Company, year of publication, page range of entry.

EXAMPLE:

Sterner, Bruce. "A Time for Growth." *American Writings On Economics*, edited by William Kane, Harper, 2012, pp. 16-29.

Basic format for an individual page on a website, or an article/essay on a website.

Last name, First name. "Title of Article/Page/Selection." *Title of Overall Website*, Publishing Company/Owner of Website, year of publication, web-address.com.

EXAMPLE:

Cronkite, Walter. "A New Age in America." *Newsday,* NBC, 2013, www.nbc.com/stories-today/local/new-age-in-america.

Format for documents from Eisenhower Presidential Library

Dwight D. Eisenhower School Resource Files. *Title of File (name of speech topic)*. Type of Document. "Title or Identifying Words on the Document." Author or Creator of Document. Date Created.

EXAMPLE:

Dwight D. Eisenhower School Resource Files. *U-2 Spy Plane Incident*. Press Release. "On May 7, the Department of State." Department of State for the Press. 9 May 1960.

CHECK YOUR UNDERSTANDING

Use the Purdue site or another MLA guide to create correct citations for:

1. the book *To Kill A Mockingbird (or another book supplied by your teacher).*

2. the article, "Semper Fidelis, Code Talkers" from the online version of *Prologue* magazine. (https://www.archives.gov/publications/prologue/2001/winter/navajo-code-talkers.html)

3. the video, *The St. Lawrence Seaway - "The Eighth Sea"* on the U.S. Department of Transportation website.		(https://www.seaway.dot.gov/explore/video-about-the-seaway)

4. the newspaper article "'Great Crusade' Starts, Says Gen Eisenhower" found on the next page.

The Boston Daily Globe

EXTRA

SUPREME HEADQUARTERS, ALLIED EXPEDITIONARY FORCE, JUNE 6—(AP) Gen Dwight D. Eisenhower's Headquarters announced today that Allied troops began landing on the northern coast of France this morning strongly supported by naval and air forces.

INVASION OPENS

Allied Air-Borne Troops Land Near Mouth of Seine
Port of LeHavre Bombarded by Fleet—Tip of Normandy
Peninsula Occupied—German Naval Units Fight Landings

ALLIED INVASION REPORTED ON—Arrows indicate where Axis says Allied troops or Naval units have attacked.
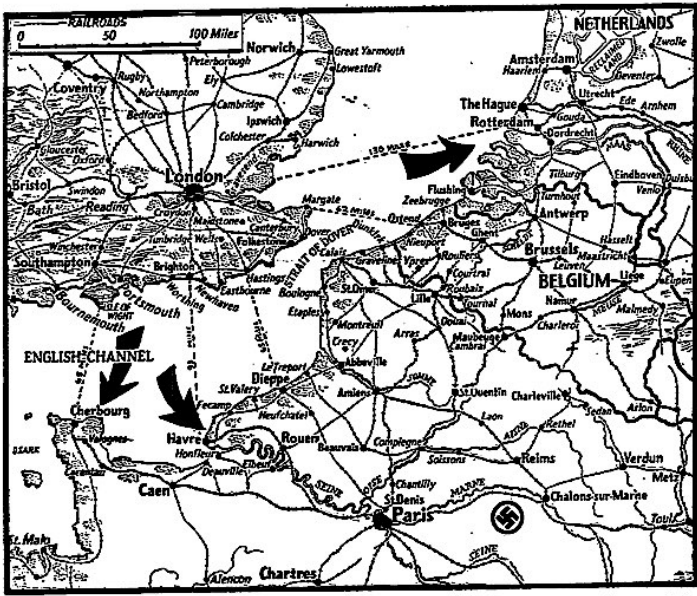
LONDON, June 6 (AP) — The Berlin radio said today that "combined British-American landing operations against the western coast of Europe from the sea and air are stretching over the entire area between Cherbourg and Le Havre."

The broadcast declared grand scale amphibious operations are under way on a broad front between the mouth of the Seine and the estuary of the river Vire.

"A large number of Allied landing boats of various types and light Allied naval forces in considerable strength are taking part," Berlin added.

"Six heavy Allied warships and 20 destroyers are off the mouth of the Seine."

Three German news agencies tonight flashed word to the world that an Allied invasion of western France had begun with Allied parachute troops spilling out of the dawn skies over the Normandy Peninsula and sea-borne forces landing in the Le Havre area.

The Germans also said Allied warships were furiously bombarding the German-held French port of Le Havre at the mouth of the Seine River, 100 miles west of Paris.

German shock troops also were hurled against Allied troops rushing ashore from landing barges, the broadcasts said.

Le Havre lies 80 miles across the Channel from the British coast.

Dunkirk and Calais, just across the Channel coast from Britain, were under attack by strong formations of bombers, D. N. B. said.

"The long-expected invasion by the British and Americans was begun in the first hours of the morning of June 6 by landing of parachute troops in the area of the mouth of the Seine," declared the Transocean broadcast.

Allied headquarters remained silent.

The German D. N. B. agency said Le Havre was being "violently bombarded at the present moment" (7 a. m. German time, or 1 a. m. Eastern War Time).

"German naval forces are engaged in fighting with enemy landing craft off the coast."

Calais and Dunkirk, which Berlin said were under heavy air attack, are also important French ports along the invasion coast 150 miles northeast of Le Havre.

No Landings at Calais, Dunkirk

D. N. B. added that "no enemy landings were made yet," at Calais and Dunkirk, obviously an indication that the Germans were expecting Allied assaults all along the intervening 150 miles separating Dunkirk and Le Havre.

The German broadcasts on the "long-expected invasion" by the Allies were relayed both to North America and to Germans in the homeland. The latter were told by D. N. B.'s domestic broadcasts at dawn.

But half an hour after the first German broadcast announcing the landings, the Nazi-

FD Hails Rome's Fall; Sees Hard Fight Ahead

WASHINGTON, June 5 (AP)—Hailing the capture of Rome with the jubilant phrase "One Up and Two to Go," President Roosevelt declared tonight that the aim now is to drive Germany "to the point where she will be unable to recommence world conquest a generation hence."

Mr. Roosevelt, in a nation-wide radio broadcast, cautioned that this struggle with the Nazis would be tough and costly and that the day of Germany's surrender "lies some distance ahead."

Whether his reaffirmation that the fight would be pressed until Germany surrenders was a reply to the recent speech of Pope Pius XII was not stated. The Pope asserted last week that the idea that the war must end either in complete...

'Great Crusade' Starts, Says Gen Eisenhower

By WES GALLAGHER

SUPREME HEADQUARTERS, Allied Expeditionary Force, June 6 (AP)—American, British and Canadian troops landed in northern France this morning, launching the greatest overseas military operation in history with word from their supreme commander, Gen Dwight D. Eisenhower, that "we will accept nothing except full victory" over the German masters of the Continent.

The invasion, which Eisenhower called "a great crusade," was announced at 7:32 A. M. Greenwich Mean Time (3:32 A. M. Eastern War Time) in this one-sentence communique No. 1:

"Under the command of Gen Eisenhower, Allied naval forces supported by strong air forces began landing Allied armies this morning on the northern coast of France."

It was announced moments later that Britain's Gen Sir Bernard L. Montgomery, hero of the African desert, was in charge of the assault.

The locations of the landings were not announced.

Eisenhower himself wished Godspeed to the parachutists who were the first to land on the enemy-held soil of France.

Allies Reinforced at Mouth of Seine

LONDON, June 6 (AP)—The German news agency D. N. B. said in a broadcast shortly before 10 a. m. (4 a. m., E. W. T.) that Anglo-American troops had been reinforced at dawn in the mouth of the Seine River in the Le Havre area.

LONDON, Tuesday, June 6 (AP)—The German-controlled Calais radio came on the air today with the following announcement in English:

"This is D-Day. We shall now bring music for the (Allied) in-

Waste Basket Paper

Can help to relieve our number one war shortage.

EVALUATING WEBSITES

Anyone can publish anything on the internet! That does not make it a fact!

In today's hi-tech world, whether a person wants to know something small (How many triangles are in a Trivial Pursuit game piece?), or something large (How did Eisenhower's administration change America?), most Americans first consult the internet. Therefore, we need to be able to **critically evaluate website pages**.
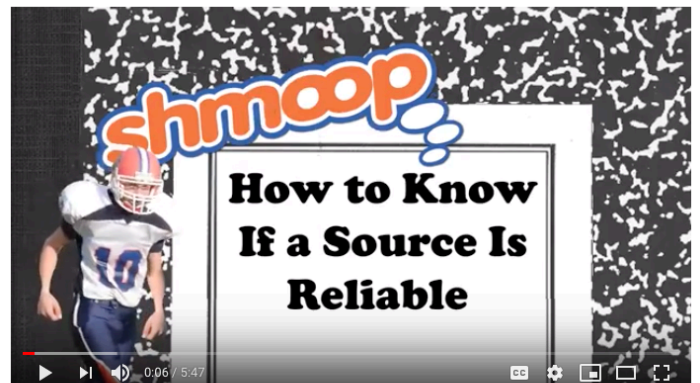
The internet contains billions of pages of information and that grows every day. We must learn to determine what sites are credible for research. Whether from ignorance, misunderstanding, or malice, there are many, many sites that offer false information.

Authority

https://www.youtube.com/watch?v=m_EAxomGhNY

When we look at internet information with a critical eye, we want to know the basis of the author's authority. Some items to we should look for are:

- It should be clear who developed the site.
- Contact information should be clearly provided: email address, snail mail address, phone number, etc.
- The author should give the credentials that qualifies him authority to present reliable information.

How to Know If a Source Is Reliable by Shmoop

Bias or Purpose

The purpose of the information presented in the site should be clear. Biased sites contain words that try to persuade rather than inform. Some of these words include over-generalizations and simplifications and may also contain games, giveaways, contests, or celebrity endorsements intended to persuade. Some things to think about include:

• Is it clear what organization is sponsoring the page?

• Is there a link to the sponsoring organization's Web site?

• Is the page actually an ad disguised as information?

Another event that occurs on the web that is unique to hypertext systems is the ability to jump into a web site at any point. Students should be encouraged to find the "top" of the website and read the author's purpose and rationale for providing the information.

Dates

Every credible website includes the date that it was created and the date of last update. Another date that maybe important to your students is the date the data was collected. Students need to ask themselves if the information they are looking for is from an area that demands more current information. In this case, the date of last update is an important feature to look for.

Types of URLs

Another way to help filter through the many sites that will come up when you do a web search is to analyze the web address and analyze what is called the "top-level domain" because it is used as a way for a website to convey its purpose.

‣ **.gov** represents American government websites. Most American states follow a "ny.gov" convention. (Similarly, other nations' sites will include an identifier in their address such as .ca for the Canadian government, .eu for the European Union, .uk for the United Kingdom, etc.)

‣ **.edu** is used for educational or academic institutions.

‣ **.mil** indicates a military institution.

‣ **.com or .net** is used for commercial websites. This generally, but not always, indicates that the site's purpose is to make money.

‣ **.org** represents non-profit organizations.

‣ **.wiki** means it is a website that allows collaborative editing of its content and structure by many people. They are not credible sites on their own. If you find something of interest on a wiki site, you must — and will be able to —verify it at a credible source. Yes, this means Wikipedia is not a credible source!

Most likely a credible site.

Further investigation is needed to determine credibility.

Avoid this site. It is not credible on its own.

- **blog** refers to a site that includes commentary by one person. Often in a very informal diary-style of entries. Similar to a wiki, they are not credible on their own.

- **.html** stands for "hypertext markup language" and describes how content within that file/site is structured. It informs a web browser how to display the content on a webpage. *It does nothing to determine the credibility or not of a site.*

CHECK YOUR UNDERSTANDING

1. Examine these Google search results for "World War II deception plans" and determine if it would be wise to spend you limited research time on each site by putting a check mark, question mark, or X in the line beside each web address.

Most likely a credible site.   *Further investigation is needed to determine credibility.*   *Avoid this site. It is not credible on its own.*

2. Below each address, indicate what about the web address caused you to come to that conclusion.

____ https://en.wikipedia.org/wiki/Operation_Fortitude

____ https://www.warhistoryonline.com/world-war-ii/4-great-military-deceptions-world-wa...

____ https://www.c-span.org/video/?182520-1/the-deceivers-allied-military-deception

____ https://www.armyupress.army.mil/Portals/7/combat-studies-institute/csi.../bjorge2.pdf

____ https://listverse.com/2016/.../10-amazing-and-successful-military-deception-operations...

____ www.iwm.org.uk/history/d-days-parachuting-dummies-and-inflatable-tanks

____ https://www.npr.org/templates/story/story.php?storyId=127742365
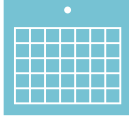
BACKGROUND SUMMARY

In order to successfully research the primary sources from the archives of the Eisenhower Presidential Library, you need to have a good grasp on the background of your topic. Otherwise, much of what you encounter will not have meaning.

Are you ready?

1. Fill in the chart below.

2. Write a one to two page summary of what you have learned so far about your topic. This is to be double-spaced if typed or single spaced if handwritten.

Topic

Locations   *People Involved*   *Time Line*

Problem or Goal   *Key Episodes or Events*   *Resolution or Outcome*

So What? Why is this topic significant?

PREPARING FOR ARCHIVAL RESEARCH

The Eisenhower Presidential Library is part of the Presidential Libraries System, which is administered by the National Archives and Records Administration system. Their mission is to preserve the primary sources of our government and make them available to researchers. The library is a branch of the federal government and therefore has very specific rules and procedures that all researchers must follow.

All researchers must apply for a Researcher Identification card. This must be done by filling out the Researcher Application on the next pages. You will receive your card at your first visit.

RULES FOR HANDING PRIMARY DOCUMENTS

1. As you are examining the contents of a file, please keep the folder and its contents **flat** on the table.

2. The documents in the file are in **chronological order** and it is important to maintain their sequence. Therefore, researchers must turn the documents in a single direction. Imagine it is a bound book; there is only one way to turn the page of a bound book. If documents appear to be out of order, please report this to our staff rather than attempting to rearrange the documents yourself.

3. **Never remove documents**, singly or in a batch, the the side, your lab, any other location. If you want to show a document to our staff, your teacher, or another student, they need to come to your table and view the document in its place within the folder.

4. Only **pencils** are acceptable.

5. Never place objects on top of documents, **never write on documents**, or write on note paper that is sitting on top of a document.

6. Food, drinks, candy, and chewing gum are prohibited.

7. Backpacks are not permitted. You may bring your iPad or electronic device (sound off), paper, and a pencil.

8. Utilize the copy request form and the green and red papers to request the copies you would like. An archivist will inform you how to use them correctly. You may request ten free pages of copies. If more copies are desired, you may take photos of them with your iPad to print elsewhere.

Tip:

Documents give you more pieces of your topic's story, but you must put the pieces together and find the complete story.

Skim all documents first, then return to those that caught your eye to take notes and write citations.

RESEARCHER APPLICATION

Type of Application ☐ New   ☐ Renewal

See the back of this form for the Privacy Act Notice that applies to the information you provide below.

Applicant's name (_First, Middle Initial, Last_) Please indicate ☐ Mr. ☐ Mrs. ☐ Miss ☐ Ms.

Permanent address (_Street, City, State, Zip Code, Country_)   Home telephone number

Local address (_Street, City, State, Zip Code_)   Mobile number

Email address

Optional – _this **information** is **not required** for obtaining an identification card – it would aid our staff in assisting your research:_

Share the subject of your research with others? ☐ Yes ☐ No | Connect you with researchers of similar subjects? ☐ Yes ☐ No

Check all that apply:
☐ Genealogist ☐ Scholar/Academic ☐ Journalist/Media ☐ Student ☐ Government ☐ Lawyer
☐ Other (_specify_)

Check all that apply:
☐ Family History ☐ Senior Thesis ☐ Master Thesis ☐ Article ☐ Film/TV ☐ Legal
☐ Course paper ☐ Book ☐ PhD dissertation ☐ Other (_specify_)

Description of proposed research (_identify topic specifically, e.g., date span, research area, full name of biographical subject, etc._):

Tentative title: URL of Research Project:
Name of instructor:
Name and address of employer or institution: Occupation:

☐ Check here if you do want to be on a mailing list to receive information on NARA events, programs, publications, and invitations to join and contribute to NARA-associated foundations.

I will comply with all regulations regarding the public use of records at the National Archives and Records Administration (36 CFR Part 1254), as summarized on the back of this form.

Applicant's signature	Date

FOR NARA USE ONLY			
Identification (example: driver's license, student ID, passport, company ID, etc.)	Comments		
Signature and title of approving official	Date	Card No.	Wireless account No.

NATIONAL ARCHIVES AND RECORDS ADMINISTRATION   NA Form 14003 FRONT (6-14)

RESEARCH ROOM RULES
(for complete Research Room rules, see 36 CFR Part 1254)

What Not to Bring: Researchers may not bring into most research rooms: overcoats, raincoats, hats, or similar apparel; brief cases, suitcases, daypacks, purses, or similar containers for personal property; notebooks, notepapers, note cards, folders and other containers for papers not essential to the researcher's work requirements. These personal items should be stored in lockers or other storage facilities conveniently located outside research rooms and must be removed each night.

What to Bring: Personal computers, tape recorders, hand-held cameras, other audio-visual equipment, and typewriters may be brought into the research room only after inspection and only if their use will not disturb other researchers. Scanners must meet NARA requirements and can only be used where permitted and in designated areas. Drum and automatic feeder scanners are prohibited. Hand-held wallets and coin purses for carrying currency, coins, credit cards, keys, drivers' licenses and other identification cards may be brought into the research rooms. Notes, references, lists of records to be consulted, and other materials may be admitted if they are essential to the researcher's work. All equipment, personal possessions, and documentary materials are subject to inspection when the researcher enters or leaves the research room. More information is available at http://www.archives.gov/research/start/whats-allowed.html

Researchers must exercise all possible care to prevent damage to the records. Records must not be leaned on, written on, folded anew, traced, or handled in any way likely to cause damage. Only one box or one folder of loose paper may be opened at any time. Eating, smoking, drinking, loud talking or other activities likely to disturb other researchers are prohibited in research rooms.

Failure to abide by these rules may result in the revocation of the researcher identification card.

HOW YOUR INFORMATION IS USED

In compliance with the Privacy Act of 1974, the following information is provided:

Solicitation of the information is authorized by 44 U.S.C. 2104. Disclosure of the information is voluntary; however, the effect of not providing the information is that a researcher identification card will not be issued to the individual. A researcher identification card is required for research (other than microfilm records).

The information provided will be used to identify and record individuals who use records in the National Archives, regional records services facilities, and Presidential libraries, to determine records that the individual should use, to enable later contact with the individual if additional information is found or if problems with the records are discovered, and to mail notices of events and programs of interest to users of the records and invitations to participate in customer satisfaction surveys.

The information may be transferred to appropriate Federal, State, local, or foreign agencies when relevant to civil, criminal, or regulatory investigations or prosecutions; the information may be disclosed by NARA to an expert, consultant, or a contractor of NARA to the extent necessary for them to assist NARA in the performance of its duties; the information may be disclosed to the U.S. Department of Justice or to a court or adjudicative body in cases involving the mutilation or unlawful removal of the records.

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The information requested on this form is being collected and used by NARA in order to screen individuals, to identify which types of records they should use, and to allow further contact. You are not required to provide the information requested on a form that is subject to the Paperwork Reduction Act unless the form displays a valid OMB control number. Public burden reporting for this collection of information is estimated to be 8 minutes per response. Send comments regarding the burden estimate or any other aspect of the collection of information, including suggestions for reducing this burden, to National Archives and Records Administration (ISSD), 8601 Adelphi Road, College Park, MD 20740-6001. DO NOT SEND COMPLETED FORMS TO THIS ADDRESS.

NATIONAL ARCHIVES AND RECORDS ADMINISTRATION   NA Form 14003 BACK (6-14)

FORMING A THESIS

A thesis statement identifies the focus for your writing.

After you have completed enough exploring and research, you should begin to develop a more focused interest in your subject. This interest will become the thesis of your speech. It will be <mark>one sentence in your introduction that highlights a specific opinion, outcome, effect or significance that you have formed about your subject that will be proven with the research information you are gathering.</mark>

Formula

Try using the following formula to develop your thesis statement.

> your subject/topic

> + a specific opinion, outcome, effect, or significance

> = your thesis

Examples

> Sputnik and the space race

> + the satellite made the space race more intense

> = The launch of Sputnik accelerated the space race between the U.S. and the Soviet Union.

> lead exposure

> + even low levels end up causing health problems

> = Young children exposed to low levels of lead will face health problems later in life.


> General George McClellan

> + his cautious strategies affected the length of the Civil War.

> = General George McClellan's overcautious tactics prolonged the American Civil War.

Tips

Before you begin coming up with some thesis statement options of your own, remember the following tips.

A. The thesis statement is NOT:

❌ •   A QUESTION   *"Did Eisenhower influence the Bay of Pigs?"*

❌ •   A LIST OF WHAT WILL BE COVERED   *"In this speech I will tell you . . ."*

 •   MULTIPLE SENTENCES

❌ •   A SIMPLE FACT   *"Eisenhower grew up in Abilene, Kansas."*

B. Use strong vocabulary. Get rid of "I think" or "in my opinion" or "I believe" and just make your statement!

~I think *propaganda is an invisible weapon that influenced the outcome of World War II.*

C. Use specific vocabulary. Use specific locations, full names, dates, etc.

❌   ~ *His early experience change the roads.*

✅   ~*President Eisenhower's early military experience on the 1919 Transcontinental Motor Convoy planted a seed that changed the roadways of the United States.*

D. Keep your six to eight minute time limit in mind. Do not choose a thesis that is so broad that it would take 20 minutes to cover. Similarly, do not choose a thesis that is too specific or small.

CHECK YOUR UNDERSTANDING

Decide if the following are effective thesis statements. Give it a checkmark if it is a good thesis, or an X if it is not. Be able to explain why.

_____ Events of the 1950's drastically changed the role of U.S. women.

_____ Eisenhower's sports and hobbies set him apart from all other presidents.

_____ Did Jackie Cochran break any gender barriers?

_____ Senator Joe McCarthy set a prejudice that continues in the U.S. today.

_____ I think that Ike didn't make good policies towards the Middle East.

_____ He planned the attack and it happened.

_____ Eisenhower was a child from 1890 to 1910.

_____ Mamie Eisenhower set U.S. women's fashion trends in the 1950's.

OUTLINING RULES

Final Outline and Bibliography are both due on

Without them turned in on this day,   you cannot deliver your speech!

If you will be absent for sports, a dentist appointment, etc., you need to turn in your final outline and bibliography early in order to be first, rather than last, to pick your speech date.

!   *Drafts or partially completed outlines or bibliographies will NOT BE ACCEPTED as a final, complete copy.*

draft ≠ final   partial ≠ complete

You will be organizing the content of your speech in a **sentence outline**, but you will not be writing it out word for word, like a script or research paper. Practicing from an outline allows you to speak extemporaneously, which means your speech will be carefully prepared but delivered without a script.

- Each entry must be a complete sentence.
- Double-space the entire outline.
- An outline is a division of your material. You cannot divide anything and end up with one. This means that every A must have at least a B; every 1 must have at least a 2.
- Follow the *format* shown on page 27, but remember that this is not meant to be a worksheet to fill in and consider your outline completed. Only doing that much will NOT make a six-eight minute speech. You have to develop more main points, supporting information, and details.

- Be sure to line up your margins for each indented entry. Each division should have its own left-hand margin.

- There is nothing that needs to be written after "Introduction" and "Conclusion." Those headings stand alone.

- You need to cite where you got your information at least twice.

- Recommended length for a six-eight minute speech is around seven pages. That is not a perfect rule, you need to TIME YOURSELF OUT LOUD after writing each draft so you know where you are at, then edit as needed.

- Learn about "Organization Choices" on pages 28-29 before diving into your outline.

- There are a variety of outline division styles to follow. Use this one:

I.
    A.
        1.
           a.
              i.
              ii.
           b.
        2.
    B.
II.

**!
Ask
if you
do not
understand
!**

CHECK YOUR UNDERSTANDING

Answer the following commonly asked questions:

1. When is my final outline and bibliography due?

2. What if I am going to be gone for __(*insert anything*)__ on that day?

3. What do I write next to "Introduction" and "Conclusion"?

4. How am I supposed to know how long my speech is going to end up?

5. What if I have five pieces of supporting information instead of just two?

6. I never revised/completed my outline draft, but that will be fine, right?

7. What if I completed the outline, but not the bibliography?

Student Name
Instructor's Name
Course Title
Date

<div align="center">Title of Informative Speech</div>

I. Introduction

      A. Attention Getter

      B. Thesis

      C. Preview of Main Points

II. Claim One:

      A. Evidence

            1. Reason

            2. Reason

      B. Evidence

            1. Reason

            2. Reason

III. Claim Two:

         A. Evidence

         1. Reason

         2. Reason

      B. Evidence

         1. Reason

         2. Reason

IV. Claim Three:

         A. Evidence

         1. Reason

         2. Reason

      B. Evidence

         1. Reason

         2. Reason

V. Conclusion

      A. Review of Thesis

      B. Review of Main Points

      C. Memorable Concluding Statement

ORGANIZATION CHOICES

Your speech, and therefore outline, needs to present your information in an organized manner.
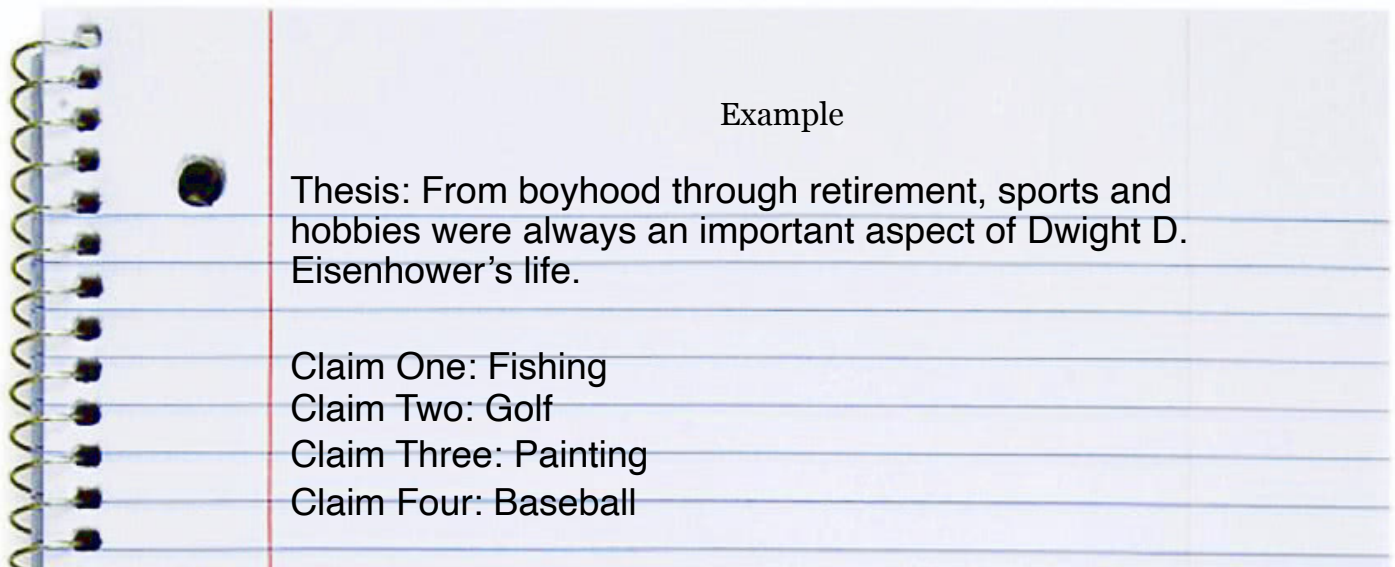
There are three basic approaches to organizing your topic. Choose the one that best fits your topic and/or the way that is most logical for your audience to understand. Notice in the examples below that there is often more than one way to approach the same topic.

Cause-Effect organization is best if your topic includes events in which actions or events caused other certain effects to occur.

Example

Thesis: The decision made by Francis Gary Powers helped spark the Cold War between the U.S. and Soviet Union.

Claim One: Creation of the U-2 Spy Plane Program
Claim Two: Francis Gary Powers Incident
Claim Three: Eisenhower's Cover Story
Claim Four: Fallout between U.S and U.S.S.R.

cause → effect/cause → effect/cause → effect
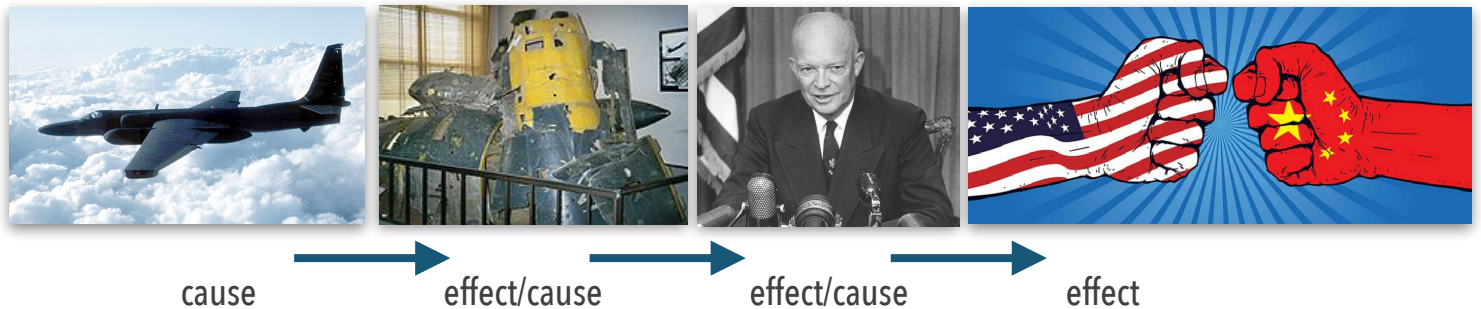
Topical organization is best if you need to describe the content of your speech one topic or part at a time.

Example

Thesis: From boyhood through retirement, sports and hobbies were always an important aspect of Dwight D. Eisenhower's life.

Claim One: Fishing
Claim Two: Golf
Claim Three: Painting
Claim Four: Baseball

Chronological organization is best if you need to describe the content of your speech in the timeline that it occurred.
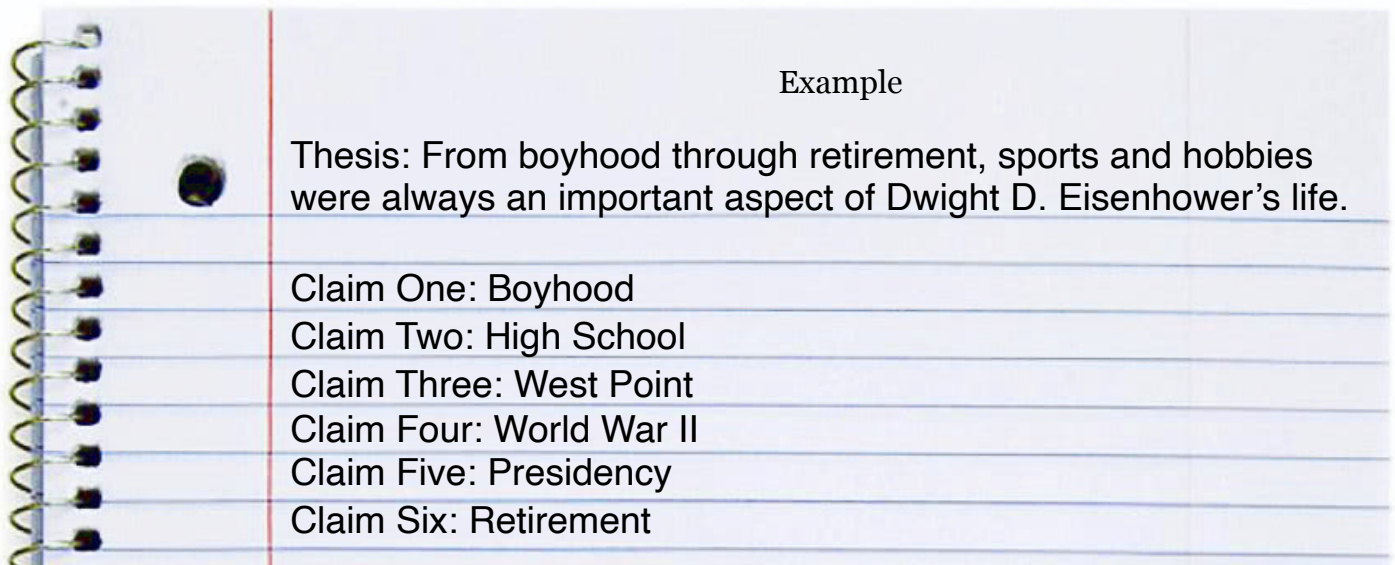
Example

Thesis: From boyhood through retirement, sports and hobbies were always an important aspect of Dwight D. Eisenhower's life.

Claim One: Boyhood
Claim Two: High School
Claim Three: West Point
Claim Four: World War II
Claim Five: Presidency
Claim Six: Retirement

THE VALUE OF SPEAKING SKILLS

Learning to speak effectively is an essential skill in today's world. Public speaking matters to our world, personal lives, and professional lives. It can be a powerful tool for change and it is critical to a democracy and the safety of each of us.

You will soon be giving your informative speech for this class. That statement alone will make most of you feel nervous — from mild butterflies to severe panic. But there is one thing worse than having to give a speech when you *don't want to* — that is not being *able* to effectively give a speech.

As with any other skill (like football, dancing, or playing an instrument), there are abilities to be mastered with public speaking. You must concentrate and practice - a lot. It is most helpful to have a coach and co-learners to help you along. You would not stand up to give a trumpet solo if you have not learned the techniques, practiced them for days, and asked for feedback from others on how to improve. The same is true of giving a speech.

> *"There are two types of speakers: those who get nervous and those who are liars."*
> *— Mark Twain*

When we deliver a speech, we must coordinate the mind, body, and voice from moment to moment. **Many students confuse reading a report aloud with giving a speech.** Do not make that mistake. Giving a speech is not just about providing new information to an audience. It also requires effective use of carefully chosen words, voice, body movements, and visual aides. Coordinating all of these things takes practice!

So far you have been gathering and organizing the information for the body of your speech. Now let's consider how to introduce and conclude your speech.

THE INTRODUCTION

Engage the audience's attention immediately. The introduction provides your audience with important first impressions of the speaker and the speech. It is your chance to ensure that your audience wants to listen to you, so **the key purpose of the introduction is to gain favorable attention** for your speech. What approach would do that for your audience? It will be totally different for a class of teens versus a civic organization or a retirement group. Are they at all familiar with your topic? Why are they there? What are their expectations? It cannot be stressed enough that in order to speak effectively, you must **always keep the audience in mind**.

I.   The first step is the **attention-getter**. There are many approaches:

1. Use an anecdote that provides a short story about a real person or incident.

"Fifty-five years ago my grandmother woke up for school and found that she could barely move. She knew immediately that she had contracted the highly infectious disease that three other kids in her school already had: polio."

2. Provide startling facts or statistics.

"I'm only going to speak to you for eight minutes today. During that time someone, somewhere in America, will die in a house fire."

3. Use quotations (but avoid the over-used, boring "Webster Dictionary defines . . .).

"General Dwight D. Eisenhower was famous for saying 'Plans are Nothing. Planning is Everything.'"

4. Use humor.

"Eisenhower, Churchill, and Patton walk into the mess tent . . ."

5. Ask a rhetorical question (but not ridiculous, unrealistic questions, like "Have you ever had your plane shot down and had to choose between dying in the crash or parachuting into enemy territory?")

"Why should any of us care what happened on a different continent 75 years ago?"
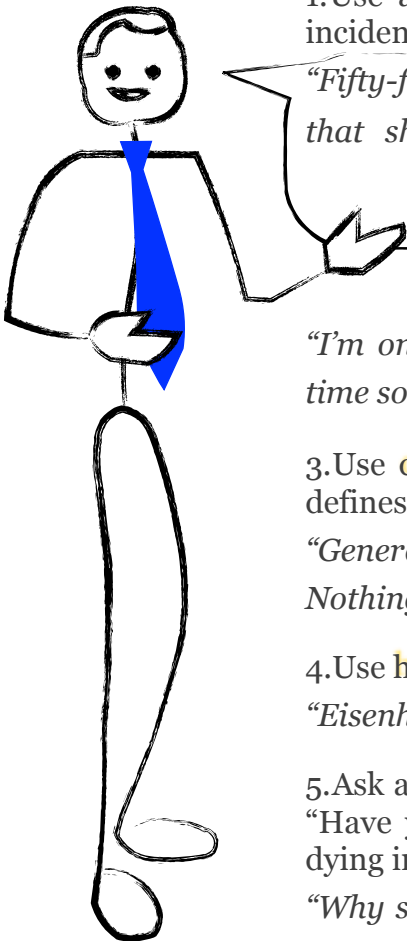
6. Refer to historical events.

   "Seventy-five years ago the world held its breath to hear the outcome of the invasion of France."

7. Refer to recent events.

   "President Donald Trump has announced that the United States will be leaving the Intermediate-Range Nuclear Forces Treaty . . ."

8. Use personal references. Create a bond with your listeners by referring to something you have in common.

   "My mother has always lectured me that getting a good education was not optional; that doing chores was critical to learning responsibility."

9. Refer to the occasion.

   "We are all here together to improve our public speaking skills; to become better communicators and leaders."

10. Provide a reason why they need to listen to your speech or how your speech will benefit them.

    "The facts of the Cranberry Scare will cause you to think twice before ever eating fruits and vegetables again."

> **Avoid Common Introduction Pitfalls**
>
> ❌ Don't begin with "Before I start," "I'm really nervous," "Today I am going to tel you about," "Can you hear me," or any other statements or apologies.
> ❌ Don't read your introduction.
> ❌ Don't require help to set up your AV needs.
> ❌ Don't talk to your friends or others while you get ready.
> ❌ Don't start with a video. Your audience needs context first.

> **Start with a Strong Introduction**
>
> ✅ Do come in prior to the day of your speech to learn how to properly use the AV equipment.
> ✅ Do quietly set up your materials and check your AV before starting your introduction.
> ✅ Do memorize your introduction to maximize eye contact and credibility.

II. The next step is to **state your thesis**. This lets the audience know the purpose or target of your speech. Do not say, "My thesis is . . ." Just say it!

III. Finally, you need to **preview** the structure of your speech. What are the main points you will be hitting? This provides the audience with a framework which will improve their understanding of your information.

THE CONCLUSION

The introduction inspires attention and tells the audience what to expect in the speech. The body provides that information. The conclusion ties it all together, reminding listeners of the thesis and main points, and providing a sense of closure. Social scientists tell us that people are most likely to remember what they hear last, so we must choose our final words carefully.

The conclusion is your last chance to reemphasize the thesis and main points of your speech. This portion is often repetitious of the introduction, and that is okay. The introduction and conclusion serve as "book ends" to your speech. Creating a sense of closure is trickier. Speeches need to sound finished. You do not want the audience to just stare at you and wonder if you have forgotten what you want to say next or if you are done and they should clap. You can attain closure by doing the following:

1. Use verbal cues like, "In conclusion," "Finally," or "Before I go."

2. Use non-verbal cues like slowing your speaking rate, turning to the same "title page" slide you started your speech with or a solid black slide, move back to the center of the stage and pause, use falling vocal inflections.

3. End with a clincher — a powerful, memorable closing. Effective ways to do this are much the same as the list of attention-getters. In fact, a very effective clincher is to tie it back to your introduction.

Avoid Common Conclusion Pitfalls

DO NOT END BY SAYING:
❌ "I'm done."
❌ "Oops. My time is up. I better stop."
❌ "That's all I wanted to say."
❌ "Thank you."

AFTER YOU ARE DONE, DO NOT:
❌ Make comments about what you forgot or messed up, how badly you think you did, etc.

AFTER YOU ARE DONE, DO:
✅ Gather your materials and quietly take your seat. Save your comments for outside the classroom. Chances are, no one noticed any mistakes, so don't point them out!

VISUAL AIDS

Requirements

1. Keynote

2. One other medium to teach about your topic (artifact or replica, reenactment, model, video clip, whiteboard, poster)

Not using a second medium automatically limits your visual aid score to a 2.0 (=D-)

VISUAL AIDS ARE MEANT TO AIDE IN YOUR AUDIENCE'S UNDERSTANDING OF YOUR TOPIC; NOT TO DISTRACT.

▷ All material must be able to be seen and heard from the back of the room.

- You will need to use large font and image sizes. There is no set size because it depends on the font choice, image resolution, etc. You should come in and practice with whatever technology will be projecting your Keynote in order to find the sizes that work with your slides.

- Use colors that add, not distract. Keep it to a color scheme of three or less. Many colors do not work well on top of each other (example red font on a black background) or do not show up well in a room with the lights on (they will be on).

- Each slide should:

    ✅ Focus on only one point or message

    ✅ Have no more than 5-6 bullet points

    ✅ Have no more than 5-8 words per line

    ❌ NOT have full sentences or paragraphs

▷ Avoid using transitions and sound effects that are unnecessary and just a distraction. (For example, your text does not need to bounce in or include a train horn sound.)

▷ If showing a video clip, limit the length to approximately one minute for effectiveness. However, only 20 seconds will be counted toward your speaking time.

▷ Plan to practice with all your audio visual aids in the days BEFORE your speech presentation. Do NOT just get up and use them for the first time when you deliver your speech. There will be a sign in sheet when you come in to do this.

• Know how to connect with the projector technology, speakers, TV/VCR, or any other technologies you are utilizing *in the space you are using them.* Each piece has its own unique oddities and you need to be familiar with how to use them, how to get your volume where it needs to be, how to start over or back up if needed, etc.

• Know where you will place your poster or any other visual aids so that the whole audience can see them and that you are able to move freely around them. Do you need an easel? A table? Will you need to hold up or point to an artifact, map, or chart for everyone to see? Where can you stand without blocking the view of your Keynote for part of your audience? Do you need to move around so everyone has a chance to see your visual aids?

▷ Double-check everything right before you begin speaking. Make sure the volume is where it should be, that you have cued any videos to start at the beginning (not where you left off the last time you worked with it). We will wait, it's okay.

▷ If you have **not** fully prepared (the above points) and your technologies or other visual aids do not work as they should during your speech, it **is** held against your score. If you **do** practice and prepare, consider it an insurance policy and you will not be docked points for unavoidable visual aid mishaps.

▷ Visual aids must be utilized during and throughout your speech to better explain your message. They are not an after-thought.

Watch "How to Avoid Death by PowerPoint"
by David JP Phillips.
www.youtube.com/watch?v=Iwpi1Lm6dFo

▷ Do not use dangerous or illegal presentation aides. For example, if you are discussing weapons used during D-Day, you are going to have to settle for a photo. You many not bring anything even resembling a weapon to the speech location.

Children who contracted polio often had to be in an iron lung in

▷ Make eye contact with your audience, not your visual aids. Glance at your aids, look at your audience.

▷ Explain your aids. Their whole purpose to add to your audience's understanding of your message. You should be referring to and explaining them. They are not just there for decoration.

▷ Use handouts sparingly. They are really only necessary if your audience needs to be able to closely see a chart or image that cannot be made large enough on the Keynote or a poster.

  • If you are using a handout, distribute it before your speech begins and ask the audience to leave it face down until you get to that point.

▷ Time the use of your visuals to control your audience's attention. For example, if you have a large map on a poster board you will be using at one point during your speech, keep it down or turned backwards until you get to that point in your speech, and then put it away when that point is done. You do not want to be competing against it for the attention of your audience throughout your speech.

▷ If you need an extra hand to hold up a visual aid, dim the lights for a video, or quietly help in any way, ask and prepare with them *beforehand*.

▷ If something does not go as planned, do your best to keep your speech on track. For example, if your poster falls over, do not be dramatic. Simply pick it up and keep going. Do not offer apologies, make faces, or start laughing. It happens. Keep calm and move on.

▷ If you have not gotten the point yet, PLAN, PREPARE, AND PRACTICE.

CHECK YOUR UNDERSTANDING

Answer the following questions:

1. What are the two visual aid requirements?

2. What is the purpose of using visual aids?

3. Should I include all the information I want to say in my Keynote?

4. What should I include on a Keynote slide?

5. How long can my video clips be? How much of that counts towards my required speech time?

6. What do I need to do so my score is not docked if my visual aid does not work like it is supposed to?

7. What should I do if my poster falls over or the power blinks out or something?

8. What are the three important Ps I should be doing?

SPEECH DELIVERY

Researching and writing your speech are only half the skills necessary for a successful speech. Besides *what* you say there are many other aspects of *how you physical say it*. This is **non-verbal communication**. Intelligent words spoken by a droning, robotic speaker in a hoody are not effective. Neither are dynamic movements and voice inflections from someone in a suit spewing incorrect or incomplete content.

<mark>Strive for a casual, conversational voice.</mark>

1. Voice: Effective use of your voice involves volume, pitch, rate, and tone.

▷ **Volume**: As a speaker, you must be loud enough to be heard by everyone in the room. If audience members in the back of the room are leaning forward or tipping one of their ears towards you, that is a sign you need to speak up. If possible, ask a friend sitting in the back to put their hand up to their ear if you need to speak more loudly.

✅ Increase or decrease your volume to emphasize specific points.

▷ **Pitch**: This refers to how high or low your voice is. Nerves often cause our voice to rise and sound unnatural. A higher pitch also makes the audience feel nervous for you. If needed, pause, take a breath, and start again.

▷ **Rate**: The rate is how fast or slow you are talking. Just like pitch, our rate tends to speed up when we are nervous. The audience is likely not to follow what you are saying and just pay attention to how fast you are talking.

❌ Talking faster in order to get all your information in before time runs out is not effective. Remove information and deliver it well.

✅ Talking more slowly and even adding pauses is a very effective way to make your audience really take notice of a point you are making. You create anticipation of what you will be saying next.

▷ **Tone**: The emotion behind or manner in which you say something is your tone. Try this: Say "Yeah" using different tones of your voice. Say it with sadness. Say it
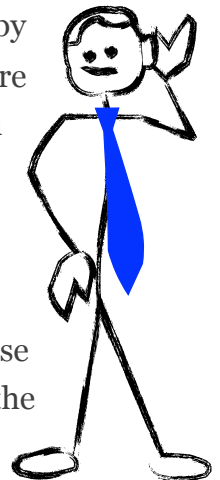
with excitement. Say it with sarcasm. Say it as a question. The way your voice rises and falls (its inflections) totally change the meaning.

Mamie was, like, a fashion icon, ya know. She was, um, really popular. ❌

▷ **Fillers:** A filler word is any meaningless sound, word, or phrase used repetitively during the speech. They are often use as a sort of pause and the speaker is rarely aware it is happening. Examples include uh, um, okay, like, so, and you know. They are very distracting for the audience, who will often begin focusing (and keeping a tally of) on them and not your message.

✅ Video tape yourself during practice so you can become aware of distracting fillers that you may use. If possible, ask a peer in the audience to give you a quiet signal if you are using them.

2. **Facial Expressions**: Your facial expressions provide the audience with a lot of information. So much so, that if your facial expressions and your spoken words conflict, the audience is more likely to believe your face. For example, if you are presenting information about a terrible event, you should not be smiling. The natural expression should be of serious concern. If you are smiling, the audience will likely be confused and disregard your message. So make sure that your expressions mesh with the feelings you intend your words to say. There is no need to be theatrical, but do what is natural to reenforce your feelings.

Make sure your tone of voice and facial expressions convey the feelings of your message.

Trump. *Trump?* *Trump!* *Trump?* *Trump!* *Trump.*
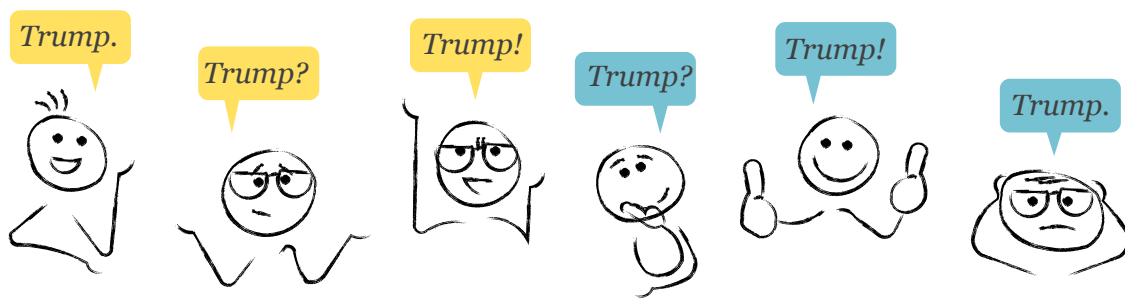
3. **Eye Contact**: The rule is simple when it comes to eye contact. The more, the better. A good strategy for eye contact is to make brief eye contact (about three seconds) with members of the audience in one section and then move on to another section. Continue this throughout your audience and speech.

❌ Do not stare at one person, be it the teacher or your BFF. It is uncomfortable and ineffective to getting your message across to anyone, including the person at whom you are staring.

❌ Do not look at your note cards or any other visual aids for any length of time. Use glances only to remind yourself what is next.

4. **Hand Gestures**: One of the most common questions that people have about public speaking is: What do I do with my hands? People naturally gesticulate with their hands when they talk . . . until they get up in front of an audience and suddenly become frozen from nerves.

✅ Do use the natural movements you normally would to add meaning to what you are saying. If nothing else, keep them calmly resting at your sides.

✅ Do be aware of the movements you make. Video tape yourself during practice so you can catch distracting movements that you are unaware of, like fidgeting with a ring, or messing with your hair. If possible, ask a peer in the audience to give you a quiet signal if you are doing these things.

✅ Do keep your palms open/towards your audience.

❌ Do not put your hands in your pockets or clasp them in front of or behind yourself.
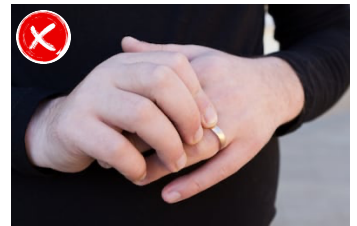
5. **Body Movement**: Involve different areas of your audience by walking (even just a couple of steps) around as you speak. If you are not ready for that yet, stand tall with your feet shoulder width apart.

❌ Do not sway in place, cock your hip, or stand with your hands on your hips.

❌ Do not stand frozen like a statue.

✅ Do walk towards your audience when you are starting a new point or want them to especially listen to a key point.

6. **Business Attire** is required when you deliver this speech. Like it or not, the way you dress speaks very loudly to others. In this situation, you want it to say that you are credible, prepared, and mean business. Failure to dress appropriately lowers your physical delivery score (see rubric on page 46 and examples below). If you do not have these types of clothes, think ahead of who you could borrow from — Dad, Aunt, Friend, Friend's Uncle? Buying a new wardrobe should not be necessary.

RUBRIC SORE:	5	4-3	2-1
	Speaker is wearing business attire that displays credibility and effort.	Speaker is wearing attire that displays effort to look nice, but is too casual.	Speaker has not dressed appropriately for this occasion.

Watch *"The Importance of Body Language in Presentations"*
with *Deborah Grayson Riegel.*
www.youtube.com/watch?v=IqqiDw58NSE&feature=youtu.be

Deborah Grayson Riegel
Professional speaker and a speaking instructor

STAGE FRIGHT

Scared to death of giving this speech? Stage fright is the most common fear in America. So, you're not alone. Chances are, most of your classmates are scared to death, too.

What can you do to relax? First, **acknowledge the fear**. Talk with another person about how anxious you are to give a speech. Secondly, **think about the subject**. You've been learning about your topic now for two months. You should know lots about it! Tell another person about your topic, without using any notes; just have a conversation. You'll be surprised at how much you do know. Third, **think about your audience**. They are your peers and friends. They are going through the same speech assignment anxiety. They are not out to get you! They are worried in the same way you are about their own speeches. Fourth, **act confident**. You may be trembling on the inside, but act like you're not. Your audience won't be able to tell. Many famous performers suffer from stage fright (Adele, Barbara Streisand, Ron Stewart, etc), but they put on such a good act, that no one knows. You can act like you're sad or crying, now just act like you are confident and brave.

Finally, **start strong and end strong**. These are the bookends of your speech and leave the longest lasting impressions. Make sure they are strong and have them memorized so you can maintain eye contact with your audience.

Watch "Public Speaking/Presentation Skills"
with Robert Graham
https://www.youtube.com/watch?v=5U-ecOk0gWA

IMPORTANT SPEECH GUIDELINES AND TIPS

‣ You must deliver your speech on your assigned day or receive a zero.

- If you have an excused absence, come prepared to deliver your speech first in the next class. Do not show up unprepared and say, "I was gone; what do I do?"

- Speeches sometimes run long and the last speakers scheduled get bumped to the next class. Be prepared to be flexible.

‣ This is a public speaking objective, therefore all speeches must be given in front of an audience (the class).

‣ The time requirement is 6-8 minutes. You are penalized more for not making the minimum time then for going over.

‣ You are required to correctly cite at least two of your sources during your speech.

- Citing only one source will limit your content score to a 3.0 (= C)

- Not citing any sources will limit your content score to a 2.0 (= D-)

- A correct oral citation includes enough information that your audience could track down the source. That information generally includes: Author, Author's credentials, Title of Work, Title of Publication, and/or Date Published.

INCORRECT

"According to a document at the Eisenhower Center, the FIJI house offered to donate their dog to ride in America's first satellite."

CORRECT

"During research at the Eisenhower Presidential Library, I examined a telegram sent to President Eisenhower from members of Arizona State University's Phi Gamma Delta fraternity on November 3rd, 1957, in which the fraternity offered to donate their dog to ride in America's first satellite."

‣ You may use three 3"x5" <mark>notecards</mark> with *prompts* on one side only during your speech. Prompts = Words that remind you of your main points, names or citations, or places when you should refer to your visual aids, etc. Prompts are NOT sentences and paragraphs.

- You may NOT use your full outline during your speech, but DO use it as you design your visual aids, they can be a great prompt to you.

- Speakers earning the highest scores will not use notecards.

- Speakers who try to cram their whole speech on the notecards and then read from them will earn low scores for physical and oral delivery. *This is not a test on how well you can read to the class.*

CHECK YOUR UNDERSTANDING

Answer the following questions:

1. What are the three main components of the introduction?

2. What are the three main components of the conclusion?

3. In addition to doing the research well and outlining a great speech, what else do you need to do to earn an A on this project?

4. What six components of non-verbal communication are important to the effectiveness of your speech?

5. What can you do to evaluate your non-verbal communication skills?

6. What must you do if you have an excused absence on the day you are assigned to deliver your speech?

7. What is the time requirement for your speech?

8. How many sources must you site during your speech?

9. Why are you required to wear business attire for your speech?

10. Are you allowed to use notecards? What size? How many? What can you include?

SPEECH EVALUATION

Familiarize yourself with the speaking rubric on which you will be graded (See page 46)**.**
If there are any aspects you are not clear about, see the teacher sooner than later.

▷ You are required to give your speech to three other people and ask for their evaluation. Use pages 47-49. Each evaluator must sign at the top.

  • Two of those three may be peers, but at least one must be an adult. Choose people who will provide helpful suggestions. Do each of these separately, not all at once. There is no substitute for practice, practice, practice.

  • These evaluation pages are due on: _____

▷ You are required to record yourself on video and do a self-evaluation. Use page 50.

  • This evaluation page is due on: _____

▷ Use the Rubric Conversion Chart on page 51 to convert your rubric scores into a % and letter grade.

Evaluating yourself giving a speech is often an uncomfortable experience. However, taking the time to reflect on your performance can help you recognize your strengths and weaknesses during the speech and improve your skills.

Watching a recording of yourself provides a chance to focus in on specific aspects of nonverbal delivery that you can't without a video. I highly suggest you watch it at least once with the sound turned off. You heard me. Off. This will allow you to focus on your facial expressions and body movements — all aspects of your non-verbal delivery. Do they enhance the message you are trying to convey?

SPEAKING RUBRIC

Performance Criteria	Highly Successful 5 4		Acceptable 3	Needs Improvement 2 1	
Oral Delivery	The message is delivered in a confident, enthusiastic fashion. This speaker knows and is comfortable with what s/he is talking about. Varies tone and rate to make delivery interesting, add emotion and emphasis. Chooses vocabulary that is appropriate, exact, and energetic. The volume is appropriate and varied to add emphasis. Pronunciation and enunciation are always correct and clear. Little to no fillers are used, such as um, you know, like, ah, etc.		The message is mostly delivered in a confident fashion. This speaker has practiced but has not mastered a conversational, fluid delivery. Tone and rate are adequate. Vocabulary is appropriate and adequate. Volume is mostly adequate. The speaker does not purposefully vary to add emphasis. Pronunciation and enunciation are generally correct and clear. Very few fillers are used, such as um, you know, like, ah	The message is not delivered with confidence or emotion. More practice needs to have occurred. The tone is not varied or appropriate to the message. The rate is too fast or too slow. Vocabulary is inappropriate or too simple. Volume is too soft or too loud. Words are not pronounced correctly or enunciated well. Fillers such as um, you know, like, ah, etc. are common and distracting.	
Physical Delivery	Body language is natural and movements of hands or whole body is used to add emphasis. Direct eye contact is shared with the whole audience throughout speech. Posture is relaxed, weight evenly distributed, feet shoulder-width. Speaker is wearing business attire that displays credibility and effort.		Body language is adequate, but purposeful use of hands or body movements has not been used. Eye contact is adequate. Posture is adequate and not distracting most of the time. Speaker's attire displays effort to look nice, but is too casual.	Body language is stiff or distracting. Eye contact is not maintained. Looking at cards, floor, or visual aids most of the time. Posture is poor. Hands are in pockets, hip is cocked. Speaker has not dressed appropriately for this occasion.	
Content	The presentation's topic and purpose is interesting, clear and focused. The topic is developed with accurate facts, examples, and quotations. This speaker is knowledgable and has command of the topic. The topic has been connected to the audience; The speaker has made its relevance clear. At least two sources have been successfully cited.		The presentation's topic and purpose is evident, but has not been developed to be interesting to the audience. Development of the topic is adequate. The speaker exhibits basic knowledge of the topic. The topic's connection and relevance to the audience was there, but not strong or very clear. At least one source has been successfully cited.	The presentation's topic and purpose are not clear. Development of the topic needs much improvement; much has been left out. The speaker does not exhibit clear understanding of the topic. Topic's connection and relevance to the audience was missing. Sources have not been cited.	
Organization	The intro catches attention, provides clear thesis, previews main points. The body uses clear transitions to indicate movement through the main points to the audience. The content follows an appropriate and logical form of organization (chronological, topical, cause and effect, etc). The conclusion reviews the main points, restates the thesis, and provides satisfying closure.		All parts of the introduction are evident, but need strengthened. Transitions between main points are weak. The content seems adequately organized. All parts of the conclusion are evident, but need strengthened.	The introduction is missing parts or is not evident. Transitions are not evident; audience does not know when main points are starting or stopping. The content lacks organization. The conclusion is missing parts or is not evident.	
Visual Aids	A Keynote and a 2nd medium are used to enhance the audience's understanding of the message. Aids are well-organized and effective. Use of colors, content, etc. is inviting and helpful. Speaker has referred to and incorporated the visual aids throughout his speech delivery.		A Keynote and a 2nd medium are present and add a little to the audience's understanding. Aids include appropriate information. Their colors, content, etc. do not distract. Speaker sometimes incorporates or refers to the visual aides during speech.	A Keynote and a 2nd medium are present and add a little to the audience's understanding. Aids do not add to the audience's understanding. Aids are confusing, unorganized, or a distraction. Speaker does not incorporate or refer to the visual aids.	
Time	The speech fits within the 6-8 minute time constraints.		The speech is over the 8 minute time constraint.	The speech falls below 6 minute time constraint.	

SPEAKING RUBRIC SCORE CARD

Peer or Adult Name: _____   Signature: _____

Speaker/Student Name: _____   Topic: _____

| | SUCCESSFUL | ACCEPTABLE | NEEDS IMPROVEMENT |

Oral Delivery

| | 5 | 4 | 3 | 2 | 1 |

Physical Delivery

| | 5 | 4 | 3 | 2 | 1 |

Content   (remember the two citation requirement? If not, see page 39.)

| | 5 | 4 | 3 | 2 | 1 |

Organization

| | 5 | 4 | 3 | 2 | 1 |

Visual Aids   (remember the two visual aid requirement? If not, see page 41.)

| | 5 | 4 | 3 | 2 | 1 |

Time Constraints

| | 5 | 4 | 3 | 2 | 1 |

Total Score =   Average Score =   Grade % =

(see the Rubric Conversion Chart on page 51 to know what your grade % =

SPEAKING RUBRIC SCORE CARD

Peer or Adult Name: _____ Signature: _____

Speaker/Student Name: _____ Topic: _____

	SUCCESSFUL	ACCEPTABLE	NEEDS IMPROVEMENT

Oral Delivery

5   4   3   2   1

Physical Delivery

5   4   3   2   1

Content   (remember the two citation requirement? If not, see page 39.)

5   4   3   2   1

Organization

5   4   3   2   1

Visual Aids   (remember the two visual aid requirement? If not, see page 41.)

5   4   3   2   1

Time Constraints

5   4   3   2   1

Total Score = Average Score = Grade % =

(see the Rubric Conversion Chart on page 51 to know what your grade % =

SPEAKING RUBRIC SCORE CARD

Adult Name: _____ Signature: _____

Speaker/Student Name: _____ Topic: _____

	SUCCESSFUL	ACCEPTABLE	NEEDS IMPROVEMENT

Oral Delivery

           5   4   3   2   1

Physical Delivery

           5   4   3   2   1

Content   (remember the two citation requirement? If not, see page 39.)

           5   4   3   2   1

Organization

           5   4   3   2   1

Visual Aids   (remember the two visual aid requirement? If not, see page 41.)

           5   4   3   2   1

Time Constraints

           5   4   3   2   1

Total Score =   Average Score =   Grade % =

(see the Rubric Conversion Chart on page 51 to know what your grade % =

SPEAKING RUBRIC SCORE CARD

Video record yourself giving your speech and complete a self-evaluation as you watch it.

Speaker/Student Name: _____ Topic: _____

	SUCCESSFUL		ACCEPTABLE	NEEDS IMPROVEMENT	

Oral Delivery

5	4	3	2	1

Physical Delivery

5	4	3	2	1

Content   (remember the two citation requirement? If not, see page 39.)

5	4	3	2	1

Organization

5	4	3	2	1

Visual Aids   (remember the two visual aid requirement? If not, see page 41.)

5	4	3	2	1

Time Constraints

5	4	3	2	1

Total Score =   Average Score =   Grade % =

(see the Rubric Conversion Chart on page 51 to know what your grade % =

RUBRIC CONVERSATION CHART

*Always add up the total points and divide by **six** (the number of criteria used) in order to get the average score. Then, apply it to the chart below to find your grade percentage and letter.*

Average	=	Grade %	=	Letter Grade		Average	=	Grade %	=	Letter Grade
5.0	=	100	=	A+						
4.9	=	98	=	A+		2.9	=	73	=	C
4.8	=	96	=	A		2.8	=	72	=	C-
4.7	=	94	=	A		2.7	=	71	=	C-
4.6	=	92	=	A-		2.6	=	70	=	C-
4.5	=	90	=	A-		2.5	=	69	=	D+
4.4	=	89	=	A-		2.4	=	67	=	D+
4.3	=	88	=	B+		2.3	=	65	=	D
4.2	=	87	=	B+		2.2	=	63	=	D
4.1	=	86	=	B+		2.1	=	61	=	D-
4.0	=	85	=	B		2.0	=	60	=	D-
3.9	=	84	=	B		1.9	=	59	=	F
3.8	=	83	=	B		1.8	=	58	=	
3.7	=	81	=	B-		1.7	=	57	=	
3.6	=	80	=	B-		1.6	=	56	=	
3.5	=	79	=	B-		1.5	=	55	=	
3.4	=	78	=	C+		1.4	=	54	=	
3.3	=	77	=	C+		1.3	=	53	=	
3.2	=	76	=	C+		1.2	=	52	=	
3.1	=	75	=	C		1.1	=	51	=	
3.0	=	74	=	C		1.0	=	50	=	