|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4**  **(61-80 points)** | **3**  **(41-60 points)** | **2**  **(21-40 points)** | **1**  **(0-20 points)** |
| **Speech Content** | Historical figure is introduced; argument is clear; evidence supports argument and is explained | Historical figure is introduced; argument is clear; evidence does not clearly support argument | Historical figure is introduced; argument is not clear; evidence does not clearly support argument | Historical figure is introduced; argument is not clear; evidence does not make sense and is hard to follow |
| **Speech Effectiveness** | Speech clearly conveys the argument and supports with 2-3 pieces of evidence | Speech states argument, but does not connect each piece of evidence back to it | Speech states argument, but it is unclear how the evidence supports the argument | Speech main argument is unclear and evidence does not support the argument |
| **Organization** | Speech is logical, has a strong conclusion, is in paragraph format and contains a Works Cited | Speech is logical, contains a Works Cited but does not restate supporting evidence in conclusion | Speech is unclear; may not be in paragraph format and may or may not contain a Works Cited | Speech is unclear and unorganized and does not contain a Works Cited |
| **Delivery** | Voice is loud and clear; eye contact is made throughout; student stands up straight and proudly | Voice is loud and clear; eye contact is made sporadically; student may fidget while speaking | Voice is not loud enough; eye contact is made sporadically; student fidgets | Voice is not loud; student makes little or no eye contact; student fidgets or sits down |
| **Preparation** | Student clearly practiced, is energetic and references the paper few times | Student practiced, makes few mistakes, but looks at the paper most of the time | Student practiced, makes several mistakes and looks at the paper most of the time | Student clearly did not practice and reads speech off the paper |

Total Points: \_\_\_\_\_\_\_\_\_\_\_

**Final grade is on the back.**

**Each of the following is worth 2 points:**

**Introduction**

**\_\_\_\_\_\_** background information on your historical figure (who are they, where did they grow up, what do they think of the war, why would they believe what they do)

**\_\_\_\_\_\_** argument is stated: Do you think the U.S. should go to war? Why or why not?

**Body Paragraphs**

**\_\_\_\_\_\_** should have 2 or 3

**\_\_\_\_\_\_** each paragraph should have a topic sentence

**\_\_\_\_\_\_** each paragraph should give explain the historical background of a cause of the war

**\_\_\_\_\_\_** each paragraph should connect the cause back to your argument (why does this cause make your listener want to go to war or not?)

**\_\_\_\_\_\_** use at least 3 vocabulary words within your body paragraphs

**Conclusion**

**\_\_\_\_\_\_** clearly restates the causes

**\_\_\_\_\_\_** connects each cause to the main argument

**\_\_\_\_\_\_** makes your listener want to join your side of the issue.

Total Points: \_\_\_\_\_\_\_\_\_

Was each component on time, according to the checkpoints? \_\_\_\_\_\_\_\_\_\_\_

Points deducted: \_\_\_\_\_\_\_\_\_\_\_

**Total Grade: \_\_\_\_\_\_\_\_\_\_\_**