Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Living Museum Explorer Speech Checklist**

Guidelines:

1. Your speech should be around 1 minute. No more than two minutes long.
2. Write in first person. (use I and me)
3. Try to tell about important events in this person’s life and special details that others may not know.

(Follow the steps below. **Check them off** once you have completely finished the task).

* **Step 1: Write the rough draft of your SPEECH. Use the checklist and outline below to guide you.**

Speech Outline

1. Introduction:

* Start by introducing yourself and when/where your person was born

2. Early Life

3. Adult Life

4. Exploration

5. Death

6. Conclusion:

* End with a fantastic statement about the person
* **Step 2: Check your speech rough draft**
* I have an introduced my person in an interesting way.
* I have included information about their life, goal of the exploration, obstacles, outcomes of their exploration, route.
* I chose only interesting details for my speech.
* I started my sentences in different ways (fluency).
* I ended my speech in a creative or interesting way.
* My speech is no more than 2 minutes long.
* **Step 3: Put your final speech on note cards.**

# Step 4: Practice your speech

* Practice reading your speech aloud at least 3 times.
* Read accurately, calmly, and with expression.
* **Step 5: Costume**
* Gather your costume and props, so you are ready for the big day.
* Be creative, your costume does not have to be store-bought.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Explorer Speech Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | 1 | 2 | 3 | 4  Bonus |
| Speech point of view | Speech is written in third person (includes he, his, them, etc.) | Speech is written mostly in first person. | Speech is written completely in first person (includes I, me, my, mine, etc.). | Student takes on the persona of the explorer not only in speech but also in mannerisms. |
| Speech organization | Speech skips around among different events and time. | Speech is mostly in chronological order. | Speech is in chronological order. | N/A |
| Speech Delivery | Student reads speech without looking up. Difficult to understand. | Student reads speech with some eye contact. Some parts difficult to understand. | Student is able to deliver speech with some reliance on notecards, makes eye contact, able to easily understand. | Student memorized speech and can deliver with full eye contact. Speech is easy to understand. |
| Voice | Student mumbles or reads too fast/slow. | Student has some areas where they mumble. May read some parts too fast/slow. | Student speaks clearly and at a good rate. | N/A |
| Costume | Student did not put forth effort to look like their explorer. | N/A | Student put forth effort to look like their explorer. | Student went above and beyond with their costume. |

Total: \_\_\_\_\_/15 \_\_\_\_\_\_\_\_%