English II Name

Mrs. Gerhardt Period **Due Date**

Controversial Issue Persuasive Speech (research) Template (use for Rough Draft)

I. Introduction (remember **ethos**) 🡪 ***Don’t just answer guiding questions in parentheses***!

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define the chosen issue (why is it important to talk about it?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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provide necessary info for credibility (why should the audience believe what you say?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thesis Statement (your opinion on the issue with three clear reasons) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

II. Body Paragraphs

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Topic sentence (first reason)

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Concession argument (ethos) & transition to dismantling argument/point

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Explain evidence (use logos, pathos)

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2nd Evidence (article/interview): Title/Who\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_

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Explain evidence (use logos, pathos)

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Concluding sentence (restate 1st reason; you may hint at 2nd)

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Topic sentence (second reason)

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Concession argument (ethos) & transition to dismantling argument/point

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Explain evidence (use logos, pathos)

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Concluding sentence (restate 2nd reason; you may hint at 3rd)

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Topic sentence (third reason)

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Concession argument (ethos) & transition to dismantling argument/point

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Explain evidence (use logos, pathos)

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Explain evidence (use logos, pathos)

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Concluding sentence (restate 3rd reason)

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III. Conclusion

A. Re-state purpose of speech (rephrase thesis) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B. Summarize findings from all 3 arguments (**briefly**! Do not go into all the details!)

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C. Reflect on your findings: choose **two** of the following questions to answer for your reflection

1. Were you surprised by the result of your research (interviews and reading)?

2. What did your research teach you about the chosen issue?

3. Did your research findings cause any change in your own perspective?

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D. Call to specific, realistic action: choose **one** of the following questions to answer for your concluding statement

1. What do you think your audience can do realistically in support of your argument?

2. What will happen if nothing is done right now? What can be done to avoid this?

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Works Cited

(at least 4 sources (6 if working w/partner): 2 interviews and 2 articles (3 articles/interviews if working w/partner))

PERSUASIVE SPEECH example 🡪High school sports should be eliminated!

Greeting: Dear fellow citizens,

Introduction

If you knew that learning Icelandic would never be beneficial in your life, would you invest money and energy into learning this language? Most would not, yet every year almost every high school in America spends thousands of dollars to promote, organize, and participate in sports on campus, while playing a sport in school does not essentially guarantee these athletes will use it later in life. You may think that sports are extremely important and motivating for students, yet academics is the only **sure** guarantee of success and will **definitely** be used by every student after graduation. 59% of high school football

the issue’s importance

Hook

and basketball players believe they will get a college scholarship, and yet only 2 out 100 high

info for credibility

school athletes play college level sports of any kind. I—and I’m sure most of the audience—make up the other 98. What a grim, yet sobering statistic. I hate to burst some of your bubbles, but I know you will thank me later. Although I see a lot of benefit in playing a sport as a teenager, I strongly believe that sports programs should be taken out of high schools across America in order to save money, refocus on more important and beneficial aspects, and, essentially, transform American culture and standing in the world.

Thesis Statement

1st BODY

Topic sentence (first reason)

Concession argument

First of all, running sport programs costs a lot of money, and eliminating sports will benefit schools financially. I understand that some of you may think that other programs should be cut instead of sports, but the cost of sports does not even come close to comparing with music or art programs. In the article “Should Your School Get Rid of Sports?” Amanda Ripley lists several mandatory costs sports need covered: bleachers, fields and their maintenance, bus travel, and substitute pay for teacher-coaches. Yes, music and art programs request monetary donations, but what is $40-100 compared to

Explain evidence (use logos, pathos)

1st evidence (article/interview)

$150-300? Moreover, although schools constantly complain about having insufficient

funds for valuable teaching materials, there always seems to be enough money to cover the above mentioned costs. Or maybe, the fact that the sport-related needs are always taken care of, the schools can’t help but end up with little to nothing left for everything else. We all know how prioritizing works, don’t we?

In the same article, Ripley describes a Texan high school that had a lot of financial problems. For example, even its science labs were infested with mold that they had to be closed. Yet the same high school still had enough funds to run a fairly decent sports program that included football, basketball, volleyball, track, tennis, cheerleading, and baseball teams. That’s outrageous, if you think

Explain evidence (use logos, pathos)

2nd evidence (article/interview)

about it. While only 2 out 100 students will play sports in college (according to the

chart) and only 1 out 100 will go pro, about 1/3 will end up choosing a career in science. Now, don’t tell me it’s not obvious where our priorities should be. The money could have been saved in the Texan high school by redirecting the funds intended for sports into repairing science labs and ensuring students receive the best preparation for college. As anyone can see, sports rack up quite an extensive bill, which schools in America have blindly been paying, but they sure don’t need to continue doing that. Instead, they can focus on other needs and benefit their students in many ways, by eliminating the sport programs.

Concluding sentence(s)