

*1984* Speech Project

Power is not to be abused; however, it is by some, especially in the novel 1984 by George Orwell. Something must be done and Winston Smith might be the man to do it; however, he cannot do it alone. He needs help! Why yes, of course, that's it! The proles! If the proles follow then anything can be accomplished, even the inevitable of overtaking the only government that anyone in this life can remember. Unfortunately, the proles do not realize they have this strength.

**Here is your task:**

Your job is to create a speech that will motivate and convince the proles to organize and rebel, to follow and support you in your endeavors to overthrow Big Brother. Remember, if you are not successful, there is a high certainty that you will be ***vaporized*** as a result.

**Tips for writing your speech**:

* First, decide on a few reasons the proles should unite. To do this, think about the lifestyle of the proles. Find ways that their lives would be better if they rebelled against the Party. Arrange the reasons in order of their importance. Jot down anything you think of that will support or explain your points. Remember to use examples from the *1984* text.

**Here is a sample:**

 Begin with a paragraph with an attention getter making the audience relate to you…speak about common ground:

**“If you’re sitting here at town hall tonight, it means you want answers. You’re here on your own time because you care about this town—and you want to make sure I care about it as much as you do. You want to make sure I’ll bring real solutions with me to office, not just bandages. Well, I’m not going to waste any of your time. My main focus today is your children**.”

Next, speaking as Winston, introduce yourself to the proles. Give some background information about yourself. Then state your purpose for giving the speech.

“**When I was a child here, our town was actually renowned for its stellar schools, so what changed over the last thirty years? For one thing, an exorbitantly high percentage of the town’s budget has been allocated to parks, recreation, and beautification. Not to say that money was wasted—we have an extraordinarily gorgeous town—but pristine streets won’t help our students compete at a national level when it comes time to picking a college**.”

Follow with one paragraph for each of the main points you have to support your argument. Fill in each paragraph with examples and facts which support your main point.

“**On top of that, we have a staff that is rife with teachers who have been offered tenure despite a long track record of under-performing students. During my time as superintendent of schools 10 years ago, I tried to push for a merit-based tenureship. It didn’t go through, and I’ve been pushing ever since. I think the most valuable change we can make as a town is ensuring that our teaching staff is filled with individuals who strive for perfection rather than settling for what’s merely acceptable. And what better way to motivate our schools than to give them a more appropriate budget? More money invested in our schools means a lower student-to-teacher ratio, which means student will be getting the attention they need and will have a better chance of fulfilling their true potential.**

**The Office of the Mayor should be held by an individual who can actually bring solutions that will change the town for the better. This town needs a drastic new approach before it’s too late. If we do things the way that they’ve always been done, then things will remain the way that they’ve always been. And that, at this point, means a continued decline in the quality of public education. Not meeting state standards is gross negligence and completely unacceptable. Don’t let it get any worse. I will not let this town go another year at the bottom of the totem pole.** “

Then write a concluding paragraph in which you restate your main point and call the proles to action:

**“If you will elect me as your public servant,  I will serve this town and the needs of its people. Those needs will change over time, but right now, as of today, the top priority is education, knowledge—the most precious and valuable resource a person can have. Vote Mahoney this Tuesday, and you’ll be voting a promising new future for this town and its youngest residents**.”

*Things to remember for this project:*

1. This speech should be no less than two minutes long; therefore, make your points crystal clear and direct. Make the proles feel as if you are talking directly to them, as if it was a one-on-one conversation that was heartfelt and sincere.
2. Use the pronouns “you” and “we” and “us” to make the proles feel included in the solution and that you are fighting for them.. with them.
3. Use relevant examples from the book in your speech for context and support!
4. **Practice! Practice! Practice! You are graded on your delivery of your speech!**
5. Speak clearly, understandably, eloquently

The rubric is on the next page for your use when you plan and time your speech (it is also posted on BB). Please look carefully at how you will be graded. Remember, put your best foot forward! Come prepared for your day to unite the proles into action against Big Brother.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criterion** | **Rating**  Excellent | **Rating**  Good | **Rating**  Satisfactory | **Rating**  Needs Improvement | Score |
|  | Points 4 | Points 3 | Points 2 | Points 1 |  |
| Introduction | (1) Gets attention  (2) Clearly identifies topic/thesis  (3) Establishes credibility  (4) takes a stand & supported it with sufficient evidence | Meets three of the four criteria | Meets two of the four criteria | Meets only one of the four criteria |  |
| Body | Main points are clear,  well supported, and  sources are documented;  grammar, structure, punctuation have no more than 2 mistakes | Main points are  somewhat clear and provide some support, and some documentation;  grammar, structure, punctuation have up to 4 mistakes | Main points lack clarity, support and  documentation;  grammar, structure, punctuation have up to 6 mistakes | Main points  are not clear  and have no support  or documentation;  grammar, structure, punctuation have more than 6 mistakes |  |
| Conclusion | (1) Reviews main points  (2) Brings closure  (3) is memorable | Reviews main points , brings  closure | Brings closure | Does not bring closure; the audience is left hanging |  |
| Eye Contact | Eye contact with audience virtually all the time (except for brief glances at notes) | Eye contact with audience less than 80% of the time | Eye contact with audience less than 50% of the time | Little or no eye contact |  |
| Use of Language | Use of language/diction contributes to effectiveness of the speech, and avoids vocalized pauses  ( all likes, ums, kinds of’s, you knows) | Use of language/diction does not have negative impact  Avoids most vocalized pauses (likes, ums, kinds of’s, you knows) | Use of language/diction causes potential confusion, and  Includes several verbal pauses ( likes, ums, kinds of’s, you knows) | Use of language/diction is inappropriate/ineffective |  |
| Body language | Body language, gestures, and facial expressions  add greatly to the message; presenter stands up straight, faces audience doesn’t fidget) | Body language,  gestures, and facial  expressions compliment message; presenter mostly stands up straight, faces audience and fidgets some | Body language,  facial expressions and gestures  lack variety and spontaneity,  presenter does fidget, mostly stands up straight, faces audience | Body language, gestures, and  facial expressions are lacking or inappropriate  presenter fidgets, does not stand up straight, face audience |  |
| Clarity | Speaks clearly and distinctly all the time with no mispronounced words; volume is at an appropriate level | Speaks clearly and distinctly nearly all the time with no more than one mispronounced word; volume is at a somewhat appropriate level | Speaks clearly and distinctly most of the time with no more than two mispronounced words; volume is at an inconsistent level | Often mumbles or cannot be understood with more than three mispronounced words; volume makes speech inaudible |  |
| Topic | Topic is specific,  appropriate and  follows all guidelines | Topic is clear appropriate and  followed 90% of the guidelines | Topic lacks clarity  and focus  and followed 80% of the guidelines | Topic has no specific purpose and is inappropriate for  audience or  occasion; followed less than 80% of the guidelines |  |
| Time | Meets/exceeds 2 minute time limit | Slightly Under 2 minute time limit (10 seconds or less) | Slightly Under 2 minute time limit (15 seconds) | Under 2 minute time limit (20 seconds or more) |  |