

Name _____
Speech Date _____

Voices From the Past
Renaissance Person Speech Outline

INTRODUCTION:

Thank you, Ms. Stockton, Mr. Milhous, and class.
(refer to parts of your poster as you continue)

Hello. My name is _____.

I lived from _____ to _____ and am best remembered today for

(continue with brief comments about "claim to fame")

I'll be telling you _____ stories of my life.

The first is about: _____

The second is about: _____

(Continue previewing your main points (stories) as necessary.)

ODY OF SPEECH:

Include:

- Stories about ^{his}her life
- Interesting facts about the person

(Continue to refer to your poster, and other visual aids, if appropriate, as you introduce each story or fact. Include how you died and why.)

CONCLUSION:

I believe that if I were alive today I would be _____ at our world.

I would think _____

I would like to tell you that: _____

I hope you all now know more about me. Thank you.

**TIP: Use notecards or an outline rather than a typed speech. Better yet, memorize it!
Practice your speech as many times as possible - ask your family to critique you!**

Name _____

VOICES FROM THE PAST
RENAISSANCE PERSON SPEECH

IMPORTANT: You must document your sources. See back for correct bibliography form.

Use binder paper for more notes!

NOTE -TAKING SHEET

Event/Source

Date

Age

Bibliography

Encyclopedia
article

"Ghana (Ancient)." Encyclopedia Americana.
1993 ed.

Book, one author

Joseph, Joan. Black African Empires. New York:
Franklin Watts, 1974.

Magazine or news-
paper article. one
author

Rengko, Susan. "Lost Empires." Cobblestone
Apr. 1993: 19-20.

Magazine or news-
paper article.
unidentified
author

"West African Treasures Come to Portland
Museum." The Oregonian 2 May 1993:
10-12.

*See
reverse for
how to cite
internet
sources*

World Wide Web site

When you document sources from the **World Wide Web**, the MLA suggests that your Works Cited entries contain as many items from the following list as are relevant and available:

- Name of the author, editor, compiler, or translator (if available and relevant), alphabetized by last name and followed by any appropriate abbreviations, such as *ed.*
- Title of a poem, short story, article, or other short work within a scholarly project, database, or periodical, in quotation marks
- Title of a book, in italics or underlined
- Name of the editor, compiler, or translator of a book (if applicable and if not cited earlier), preceded by any appropriate abbreviation, such as *ed.*
- Publication information for any print version
- Title of the scholarly project, database, periodical, or professional or personal site (in italics or underlined), or, for a professional or personal site with no title, a description such as *home page2*
- Name of the editor of a scholarly project or database (if known)
- Version number (if not part of the title) or, for a journal, the volume, issue, or other identifying number
- Date of electronic publication or posting or latest update, whichever is most recent (if known)
- Name of any institution or organization sponsoring or associated with the Web site
- Date you accessed the source
- URL (in angle brackets)

Although no single entry will contain all fourteen items of information, all Works Cited entries for Web sources contain the following basic information:

Examples:

Landsburg, Steven E. "Who Shall Inherit the Earth?" *Slate* 1 May 1997. 1 Oct. 1999
< <http://www.slate.com/Economics/97-05-01/Economics.asp>>.

Professional site

The William Faulkner Society Home Page. Ed. Mortimer, Gail. 16 Sept. 1999. William Faulkner Soc. 1 Oct. 1999 <<http://www.acad.swarthmore.edu/faulkner>>.

When documenting other Web sources—for example, an audio or film clip, a map, or a painting—provide a descriptive phrase (e.g., map) if needed.

di Bondone, Giotto. The Morning of Christ. 1305. WebMuseum, Paris. 1 June 1999
<<http://metalab.unc.edu/wm/paint/auth/giotto/mourning-christ/mourning-christ.jpg>>.

Another source!

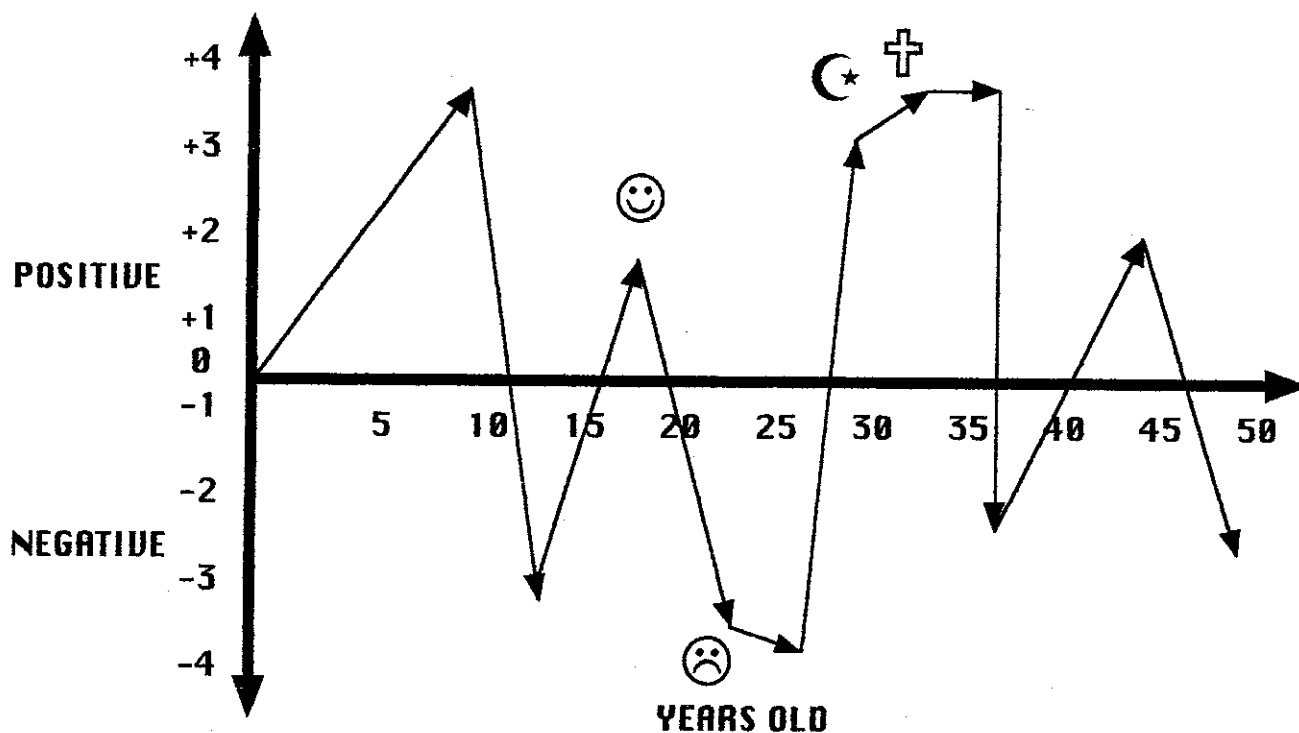
easybib.com

↳ Does it all for you!

Name _____

Voices From the Past
Renaissance Person Speech
Life Graph

All of the information you have gathered on your renaissance person needs to be chronologically placed on a life graph. The life graph needs to contain a positive side and a negative side. The combination of positive and negative experiences often creates a zig-zag pattern as is shown in the example. At each point on the graph, draw a colored picture or symbol to represent the experience (e.g.: a drawing of a ship to represent when a person sailed on a voyage of discovery.)



NOTE: This is not a complete life graph. Students are encouraged to create their own symbols using color. The example graph is based on a fictional person.

KEY

- ☺ **FIRST CHILD BORN, May 14, 1502**
- ☹ **CHILD DIES, June 12, 1506**
- ☾★ **DISCOVERS PLANETS ROTATE AROUND SUN, January 1, 1511**
- ✚ **FINANCES MORE EXPLORATION OF NORTH AMERICA, June 10, 1516**

* you will use this when listening
to others' speeches!

Name _____

Renaissance People Information

Directions:

Take detailed notes on the speeches you hear! Good notes may pay off (in florins!) if your team draws an interview card. (This will also enhance your knowledge of the renaissance, but what's really important-- winning the game or expanding your knowledge of history???)

Take notes on your first speech on this page; for all subsequent speeches, use binder paper, following the same format you see here. Be aware that most of this information should be on the person's poster, which will be on display in the classroom - you can always check on spelling and birth and death dates at a later time- please don't interrupt the speaker!

Name of Renaissance Person: _____

DOB (Date of Birth): _____

DOD (Date of Death): _____

Lived (primarily) in: _____

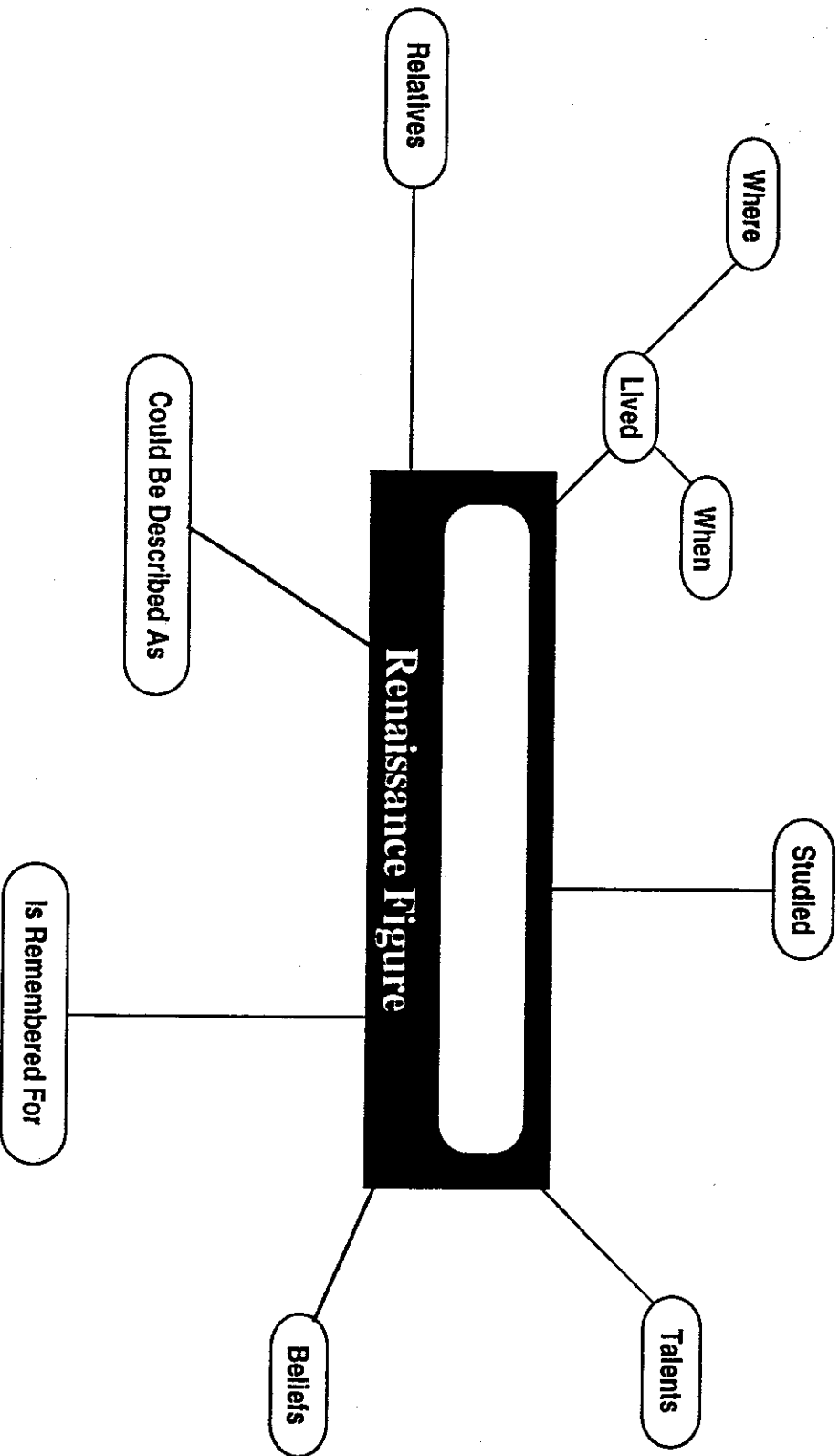
Noteworthy family life/relatives: _____

Why famous/ Most famous contributions: _____

Other: _____

Brainstorming Ideas for a Biographical Poem

Directions: Decide which Renaissance figure about whom you would like to write a biographical poem, and write his or her name in the space above "Renaissance Figure." Then use the information you generated in the previous activity to help you brainstorm ideas for your poem. Write the information about your figure off the corresponding spoke of the diagram.



Form for a Biographical Poem

- Line 1: Four adjectives describing the person
- Line 2: Relative (Son, Daughter, Husband, Wife) of ...
- Line 3: Resident of (city and/or country) ...
- Line 4: Who lived from (year to year) ...
- Line 5: Who studied ...
- Line 6: Whose talents included ...
- Line 7: Who believed ...
- Line 8: Who is remembered for ...
- Line 9: First and last name

Example of a Biographical Poem

Honest, tall, courageous, thin
Husband of Mary and son of illiterate parents
Resident of Washington, D.C.
Who lived from 1809 to 1865
Who on his own studied grammar, mathematics, and law
Whose talents included leadership, good judgment, and speaking
Who believed the Union should be saved above all
Who is remembered for his insight, the Emancipation
Proclamation, and missing the end of a play
Abraham Lincoln

Name _____

Renaissance Person Speech Score sheet

A) POSTER

- Photocopy or drawn picture (5x7 or larger) YES Incomplete NO
 - Life Graph w/ key YES Incomplete NO
 - Map with key (noting locations important in life of person) YES Incomplete NO
 - Biopoem about person YES Incomplete NO
 - Bibliography of sources (must have at least 3 sources) YES Incomplete NO
- SIZE: Meets requirements TOO BIG too small
- NEATNESS: Text typed or written neatly in pen: YES NO
 Items arranged carefully: YES NO

Comments: _____

SCORE _____
 POINTS _____

B) SPEECH

- OUTLINE: Complete Incomplete Not submitted
- RESEARCH NOTES/XEROXES: Attached Not submitted
- CONTENT
- Introduction
 - Attention Getter: Interesting Present Weak Missing
 - previews main stories/events: YES NO
- Body
 - includes at least two stories or events YES NO
- Conclusion
 - includes message for today YES NO

DELIVERY

- Volume: Moderate Loud Soft
- Facial Expression: Exaggerated Good None
- Hands: Expressive None Distracting
- Articulation: Formal Casual Mumbling
- Interrupters (um, OK...): None Few Many
- Eye Contact: Roving Stuck
- Use of Visual Aid: Well-integrated Fair Sporadic None
- Emotion Heard: _____

Comments: _____

SCORE _____
 POINTS _____