

## Ceremonial Speech

**Objective:** Deliver a 3-5 minute ceremonial speech of your choosing: presentation, acceptance, farewell, welcome, dedication, introduction, or nomination. The goal is to identify key values inherent in the topic and to help the audience celebrate these values.

Ceremonial speeches are speeches given during a ceremony and tend to be specific for people and follow a certain level of formality and etiquette.

<b>Speech of introduction</b> Introduce a loved one or famous person	<b>Acceptance Speech</b> (Award Ceremony)	<b>Eulogy</b> Write an eulogy for a loved one.
<b>Tribute Speeches</b> (can be to a person, occasion, or monument)	<b>Milestone Speech</b> Promotion, Graduation, Retirement Speeches	<b>Special Occasion</b> After dinner speech or toast: Birthday, Wedding, New Year's Eve, Religious Holiday, 4th of July, etc.

- **Identification:** relate to your audience using words like, "you," "we," "together," "us," etc.
- **Magnification:** find traits about the person you are talking about and magnify them.
- **Narration:** tell a story or anecdotes to help your audience feel something.

[Speech Outline](#) (no research or Works Cited page required)

Mrs. MacFarland's [Example](#) (Brother's wedding)

## [Reference](#)

CRITERION C: PRODUCING A TEXT			
<p>How do you engage your audience through IDENTIFICATION (using language like "we" or "you" or "us")? How do you MAGNIFY positive aspects in your ceremonial speech? How do you incorporate narration through anecdotes and detail in order to illustrate those positive aspects you are magnifying?</p>			
i. produces texts that demonstrate <b>limited</b> personal engagement with the creative process; demonstrates a <b>limited</b> degree of insight, imagination and sensitivity and <b>minimal</b> exploration of, and critical reflection on, new perspectives and ideas ii. makes <b>minimal</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>limited</b> awareness of impact on an audience iii. selects <b>few</b> relevant details and examples to develop ideas.	i. produces texts that demonstrate <b>adequate</b> personal engagement with the creative process; demonstrates <b>some</b> insight, imagination and sensitivity and <b>some</b> exploration of, and critical reflection on, new perspectives and ideas ii. makes <b>some</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>adequate</b> awareness of impact on an audience iii. selects <b>some</b> relevant details and examples to develop ideas.	i. produces texts that demonstrate <b>considerable</b> personal engagement with the creative process; demonstrates <b>considerable</b> insight, imagination and sensitivity and <b>substantial</b> exploration of, and critical reflection on, new perspectives and ideas ii. makes <b>thoughtful</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. selects <b>sufficient</b> relevant details and examples to develop ideas.	i. produces texts that demonstrate a <b>high degree</b> of personal engagement with the creative process; demonstrates a <b>high degree</b> of insight, imagination and sensitivity and perceptive exploration of, and critical reflection on, new perspectives and ideas ii. makes <b>perceptive</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>good</b> awareness of impact on an audience iii. selects <b>extensive</b> relevant details and examples to develop ideas with <b>precision</b> .

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<b>CRITERION D: LANGUAGE</b> How do you engage the audience through your language through IDENTIFICATION, MAGNIFICATION, AND NARRATION? How well do you use language to show honor to a person articulating your ideas in your volume, pacing, and articulation?							
i. uses a <b>limited</b> range of appropriate vocabulary and forms of expression ii. writes and speaks in an <b>inappropriate</b> register and style that <b>do not</b> serve the context and intention iii. makes <b>limited and/or inappropriate</b> use of non-verbal communication techniques.	i. uses an <b>adequate</b> range of appropriate vocabulary, sentence structures and forms of expression ii. <b>sometimes</b> writes and speaks in a register and style that serve the context and intention iii. makes <b>some</b> use of appropriate non-verbal communication techniques.	i. uses a <b>varied range</b> of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks <b>competently</b> in a register and style that serve the context and intention iii. makes <b>sufficient</b> use of appropriate non-verbal communication techniques.	i. <b>effectively</b> uses a range of appropriate vocabulary, sentence structures and forms of expression <b>VOLUME, PACING, ARTICULATION</b> ii. writes and speaks in a <b>consistently appropriate</b> register and style that serve the context and intention <b>HONOR</b> iii. makes <b>effective</b> use of appropriate non-verbal communication techniques. <b>GESTURES, EYE CONTACT</b>				
1	2	3	4	5	6	7	8

[https://westsidetoastmasters.com/article\\_reference/writing\\_ceremonial\\_speeches.html#:~:text=The%20Golden%20Rule%20Of%20Ceremonial%20Speech%20Writing&text=It%20should%20tell%20the%20listeners,plattudes%20and%20have%20real%20meaning](https://westsidetoastmasters.com/article_reference/writing_ceremonial_speeches.html#:~:text=The%20Golden%20Rule%20Of%20Ceremonial%20Speech%20Writing&text=It%20should%20tell%20the%20listeners,plattudes%20and%20have%20real%20meaning)