

In-Class Activity: Bad Manuscripts

Objective: Provide students ideas for how they might choose to write and prepare their manuscripts for an upcoming speech assignment. In this activity, the focus is on the actual manuscript document that they will use for their speech delivery. The activity emphasizes formatting details such as font size and spacing, as well as delivery cues for the speaker. This activity also reminds students that although they may think otherwise, manuscript delivery is in many ways more challenging than impromptu speaking.

Time Needed: 15-20 minutes

Appropriate Unit/Topic: Commemorative Speech, or any speech with a manuscript delivery

Materials and Preparation:

- A set of “bad” manuscripts containing sections from John F. Kennedy’s “Moon Speech.” Some ideas of poorly formatted manuscripts include
 - Small font size
 - Bad color (yellow text on white paper)
 - Fancy handwriting font
 - All-caps
- One “good” manuscript of a section from the speech – formatted in a large font size, well-spaced, and with bold/italic sections as well as delivery cues
- Document Camera
- A short clip from the “JFK Moon Speech.” <https://youtu.be/WZyRbnpGyzQ?t=319> (Start at 5:20)

(Examples are attached at the end of this document)

Directions for Instructor:

1. Explain that the objective of the activity is to focus on the physical papers that they will carry with them when delivering their speech. While it is possible to just print of the direct document, there are some considerations that can be made to help the manuscript-based delivery be more effective.
2. Show the class a clip from the speech. Instruct students to pay attention for the delivery techniques as well as the overall “feel” of the speech. After showing the video, remind students that even though they will have their entire manuscript to read from, the goal is for their speeches to still have a distinct “feel.”
3. Ask for a volunteer to give an impromptu speech. Give them the first of the “bad” manuscripts, and tell them to not show it to the audience. Have them read off and deliver a few lines from that manuscript.
4. After thanking the volunteer, show the class the manuscript on the document camera to explain why they may have struggled with the delivery. Discuss what specific aspects (such as small font, illegible font, small paper) contributed to it not working effectively.
5. Repeat this process for each of the manuscripts.
6. Finally, have a volunteer deliver from the “good” manuscript. When showing this manuscript on the document camera, ask students to point out what features they think would work most effectively for their own speaking style.

Those who came before us made certain that this country rode the first waves of the industrial revolutions, the first waves of modern invention, and the first wave of nuclear power, and this generation does not intend to founder in the backwash of the coming age of space. We mean to be a part of it--we mean to lead it.

For the eyes of the world now look into space, to the moon and to the planets beyond, and we have vowed that we shall not see it governed by a hostile flag of conquest, but by a banner of freedom and peace. We have vowed that we shall not see space filled with weapons of mass destruction, but with instruments of knowledge and understanding.

Yet the vows of this Nation can only be fulfilled if we in this Nation are first, and, therefore, we intend to be first. In short, our leadership in science and in industry, our hopes for peace and security, our obligations to ourselves as well as others, all require us to make this effort, to solve these mysteries, to solve them for the good of all men, and to become the world's leading space-faring nation.

We set sail on this new sea because there is new knowledge to be gained, and new rights to be won, and they must be won and used for the progress of all people. For space science, like nuclear science and all technology, has no conscience of its own.

Whether it will become a force for good or ill depends on man, and only if the United States occupies a position of pre-eminence can we help decide whether this new ocean will be a sea of peace or a new terrifying theater of war. I do not say that we should or will go unprotected against the hostile misuse of space any more than we go unprotected against the hostile use of land or sea, but I do say that space can be explored and mastered without feeding the fires of war, without repeating the mistakes that man has made in extending his writ around this globe of ours.

THERE IS NO STRIFE, NO
PREJUDICE, NO NATIONAL
CONFLICT IN OUTER
SPACE AS YET. ITS
HAZARDS ARE HOSTILE TO
US ALL. ITS CONQUEST
DESERVES THE BEST OF
ALL MANKIND, AND ITS
OPPORTUNITY FOR
PEACEFUL COOPERATION
MANY NEVER COME
AGAIN.

Buy why, some say, the moon?

Why choose **this** as our goal? [Brief Pause]

And they may well ask why climb the highest mountain?

Why, 35 years ago, fly the Atlantic? Why does Rice play Texas?

[Look up]

We choose to go to the moon.

We choose to go to the moon in this decade and do the other things,

not because they are easy, but because they are hard, [Brief Pause]

because **that** goal will serve to organize and measure the best of our energies and skills, [Rising energy]

because that challenge is one that we are willing to accept, one we are unwilling to postpone, [Brief Pause]

and one which we intend to win, and the others too. [Brief Pause]

It is for these reason that I regard the decision last year to shift our efforts in space from low to high gear as among the most important decisions that will be made during my incumbency in the office of the Presidency.