

TED Talk Speech Prompt (Written Composition)

Your Task

Write your TED Talk as a speech of between 1000-2000 words, aiming for the higher end. According to *Talk Like TED*, the ideal pace is about 190 words/minute. Thus, a well-paced 5-minute speech will be approximately 1000 words while a 10-minute speech will be close to 2000 words.

Organization and Style

This is not an essay but a speech. Thus, even though you may organize your speech around an introduction, 3 main points, and a conclusion, do not think of it as a 5-paragraph essay.

Speeches typically use many paragraphs with varying lengths, like journalism and narrative writing. Think of the speeches we read from Martin Luther King and Malcolm X. Use tropes and schemes with a purpose to keep your audience's attention. Be conversational and appropriate for the audience and occasion. Use storytelling to bring your audience on your journey. Build in pauses, varying tones, and varied pacing depending on when you are excited, accentuating an important fact, or narrating something sad. Remember, it will be performed and spoken, not read silently.

Content

You need to remember that this is a TED Talk. Thus, you need to have a message or insight for your audience. This is not just a story of your life. Your use of anecdotes should have the purpose of illustrating and supporting your main message or argument. Aim for a unique angle or topic. If your audience already knows everything you are saying, then your content is less valuable. Additionally, there should be some balance of *ethos*, *logos*, and *pathos*. Think of the advice Carmine Gallo gives after analyzing Bryan Stevenson's speech and then aim for something similar: 10% ethos, 25% logos, and 65% pathos. However, depending on your topic, this will vary. Hans Rosling's talk, "The Best Stats You've Ever Seen," flips the numbers: 10% ethos, 65% logos, and 25% pathos. Your topic and purpose should determine the balance, but I should see some elements of all three appeals.

Language

The written speech should have an engaging and passionate tone, use appropriate and specific vocabulary, strong diction, some attempt at creativity through the use of tropes and schemes, and a strong command of grammar. As a speech, you also have more license to break rules if it is done with a purpose or to provide a more conversational tone. (I.E. You may begin sentences with a coordinating conjunction: "But, who would do that?", or use appropriate slang, contractions, and other informalities not appropriate for a formal essay.)

TED^x Youth



*Maya Shea, 13-year-old entrepreneur, speaks at a TED Youth event.
Photo by Ryan Lash.*

AP Language & Composition

Talk like TED and give the speech of your life.

Planning Journal

1. Notes, quotes, reflections, and inspirations from each chapter of *Talk Like TED*
2. Quick-writes and in-class journals from the unit
3. Brainstorms for your TED Talk as directed by the teacher, implementing strategies noted in the book

**Due Monday/Tuesday, February 8/9
(100 HW/CW Points)**

TED Talk Written Speech

1. **Rough Draft** for a 5-10 minute speech (aim for close to 10 minutes). According to Carmine Gallo, this should be between 1500 to 2000 words. Due before class on **Tuesday, Feb. 16. (50 HW/CW points)**
2. **Peer-editing** in class on **Tuesday, Feb. 16 (10 HW/CW points).**
3. **Revision Process**
4. **Final Draft Due Friday, Feb. 19 in Turnitin.com (100 EPP points).**

Perform Your **TED** Talk

(100 EPP points).

1. **Create/prepare your multi-sensory slideshow, props, etc** over the weekend
2. **Speaking Circles** for rehearsing and feedback on your presentation.
3. Revisions and practice on your own
4. **Presentations** begin Friday, February 26. You will be assigned a day to present.

TED Talk Strategies

- Passionate Topic
- Storytelling
- Conversational
- Add Novelty
- Emotionally Charged Events
- Comedic Moments
- 18-Minute Rule
- Rule of 3
- Multi-sensory Experience



TEDxSPEECH - Google Docs.pdf

by Arya Marwaha

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Arya Marwaha

AP English Language and Composition

Mr. McCarty, Period 8

February 11, 2020

Creating Educational Equality, One Step at a Time

Vivid It was a freezing and gloomy December morning, and the usual heavy smog filled the morning air. As I exited my hotel bedroom and turned the corner, I came to notice the streets lined with beggars, sewage waste, and disheveled shops. Everyone was trying their best to stay warm. As I strolled into the local elementary school, I was immediately flooded in a sea of running children, filled with predominantly thin and frail figures.

I gently asked a small boy what he ate for lunch at school, to which he replied, "If we get lucky, maybe some rice and beans." The brown population of six to ten-year-olds shuffled through the hallways, stuffing themselves into classrooms just so they could hear the teachers' lectures on mathematics, sciences, and reading. I could only hope that this young child would get a seat or a place to stand among the hundreds of other underserved children in the New Delhi community.

Logos Perhaps I shouldn't have been so optimistic. India's capital is home to over 50,000 homeless children that live in the streets, surviving on makeshift tents under bridges and in the open air. The schooling conditions in many of the world's poorest countries are distressing and heartbreaking, considering these are the future generation of our planet. But it's not just India.

These same root problems exist in the United States as well. Educational inequality due to racial and socioeconomic barriers represents one of society's most significant challenges in the

Strong Message 21st-century.

My love for education stems from a robust support system: an older brother and educated parents who support my mastery of challenging concepts. But my obsession turned to fear as I saw my peers as early as middle school falling behind in core academic subjects and failing to match school benchmarks on standardized testing.

1

In 2018–19, California public schools received a total of \$97.2 billion in funding from three sources: the state (58%), property taxes and other local authorities (32%), and the federal government (9%). Despite the large amount of funding put into California, our public education system suffers immensely from benchmark disparities in reading and math.

Logos

Even more, "In multilevel models controlling for neighborhood education, neighborhood income inequality, and individual covariates, living in a neighborhood with high education inequality was associated with a greater prevalence of drinking ($p=0.02$) and smoking marijuana." That means if any of you know friends and family members living in lower-income neighborhoods, they may be likely to engage in illicit activities like drinking and taking drugs in an underage setting. All of these red flags were telling me something had to be done.

My strides towards equality in education began at my school. Because of my high school's nature—we have a significant international boarding student population—I've naturally gravitated toward building consensus. And I've acted on these instincts: as a class president, I was sensitive to vetting events for their inclusivity by considering possible language and cultural barriers and thus advancing equality in the schooling environment.

Ethos

Article Error ETS

And the events I helped bring to my school had visible results: international student participation rates skyrocketed at class events. I still remember talking to several of my friends from China, discussing Sadie Hawkins' tradition and the diverse groups of people they got to

meet. Furthermore, they felt a part of the school community, and direct gratitude plus happiness led to students performing exceptionally well in school categories.

Logos

A study by Victoria Jones from Harvard's ⁴Graduate School of Education found that "from elementary school to high school, happiness is positively correlated with motivation and academic achievement. She also found that the school's culture and the relationships that students form with their peers play an influential role in their happiness." I could only hope that I was helping my fellow peers by organizing dances and school-sanctioned events.

Ethos

As I began to see how my efforts could bring my high school community together, I tried to see how this could apply elsewhere. That's how I pursued a legislative internship with Congressman Krishnamoorthi, diving deep into advocacy and rallying public and political support for educational reform and LGBT rights.

I researched and proposed Marcia Fudge's Strength in Diversity Act that devised strategies to tackle racial and socioeconomic challenges in the educational system. I also suggested proposals that could help Congressman Krishnamoorthi shore up more bipartisan support for the Equality Act, providing consistent and explicit non-discrimination protections for LGBT people across critical areas of life.

Logos

Much of the work I conducted applied to the area around me. Surprisingly, DC's quality of education is severely low in comparison to the rest of the country. In particular, "D.C.'s charter schools showed one of every three high school students in D.C. is dropping out of school, including 40 percent of low-income students." Even more, "When it came to testing scores, fourth and eighth graders didn't do well in math and reading, which led to lower SAT scores."

These initiatives transformed my understanding of the legislative process and taught me that my hard work and compassion bring about greater equality that our divided world so desperately needs.

Ethos
Inspired by the message I discovered—that I need to act to realize my dreams and goals—I started my own company, The Essential Education Enterprise, to address educational inequality due to socioeconomic and racial disparities I identified during my legislative internship.

Moreover, personal experiences in OC revealed that there are indeed too many children who lack meaningful access to education. After observing educational disparities in the OC and Los Angeles area, I was in dismay about the unequal access to opportunities. Children were barely clearing benchmarks in math and reading, if at all.

On my old soccer team, I played with two black teammates who both lived in low-income housing. After practice, I often helped them with homework and assignments in local libraries throughout 7th to 8th. Many of these assignments reminded me of my elementary school years, a worrying and mind-boggling realization.

Logos
In fact, African American students are often located in schools with less qualified teachers, teachers with lower salaries, and novice teachers. Furthermore, UCLA researchers recently found that California was the most segregated state for Latinos, "where 58% attend intensely segregated schools," exacerbating inequities in educational opportunities.

The poorly planned public education system emotionally scarred me in my local areas. As a high-achieving high school student who strives to take full advantage of the private education I receive, so luckily, I want to spread the same love for education back to communities

in need. I believed it was logical to provide the resources to help them out of this cycle of poverty. Thus, I leveraged my support network to help children elsewhere.

Ethos 

The company's first project, SOS Study, was (and is) an online tutoring service, where OC-based high school tutors mentor first-generation immigrants weekly. In addition to regular academic tutoring, they provide the tools to overcome language and cultural barriers.

To complement this, I launched the Essential Education Podcast, targeting global issues teens face. In discussion with industry professionals, I sought to create the guidance and perspective needed to thrive in their educational journeys like mental health and racism. My close friend, Milan Manic, started the podcast with the goal to discuss social issues and educational topics that are important, particularly to Generation Z and Millennials.

Then, inspired by what I learned as the editor-in-chief of my school newspaper, I initiated our third offering, Essential Education Forum, built around a robust library of news articles collected and presented to help our readers keep abreast educational developments.

Good anecdote

I distinctly remember one Hispanic immigrant I tutored named Emilia. She was in 7th-grade and had lived in Ecuador all her life. Before any of our lessons and sessions, she couldn't speak any English and struggled to communicate with her classmates and teachers at school. Two months and one hundred sixteen lessons later, she was speaking almost fluently. To this day, the satisfaction I gleaned from helping a child transcend language and cultural barriers in such a short amount of time remains one of my most rewarding and heartwarming experiences. Thus far, we've served over 20 scholars from lower-income backgrounds surpass school benchmarks in math and reading.

Educational inequality represents one of the most significant problems facing our 21st-century. Millions of children worldwide lack access to resources fundamental to their development and prosperity towards blossoming into young adults.

Consequently, I'm passionate about bringing about an equal world, where we are defined more by our passions and dreams than our birth circumstances. I intend to continue to apply myself and my lessons proactively in the communities I'll be part of. With the greater spreading of knowledge through TED, I hope to put an even bigger spotlight on the issues that we should care about: our world's unfortunate inequalities.

Works Cited

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FINAL GRADE

GENERAL COMMENTS

100/100

Instructor

Arya, nice job in fully developing your message with a ton of logos, vivid anecdotes, and tangible experiences you have already had and continue to do to aid in alleviating this problem. Really impressive! There is a sincere tone and passion that permeates the speech.

PAGE 1



Vivid

Strong, vivid writing in this part of the essay. Great job using specific, concrete nouns and adjectives as well as action verbs.



Logos

Good use of logos as supporting evidence for your argument.



Strong Message

Strong message

PAGE 2



Logos

Good use of logos as supporting evidence for your argument.



Ethos

Good job providing honesty and credibility for your audience.



Article Error You may need to remove this article.

PAGE 3



Logos

Good use of logos as supporting evidence for your argument.

QM

Ethos

Good job providing honesty and credibility for your audience.

QM

Logos

Good use of logos as supporting evidence for your argument.

PAGE 4

QM

Ethos

Good job providing honesty and credibility for your audience.



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QM

Logos

Good use of logos as supporting evidence for your argument.

PAGE 5

QM

Ethos

Good job providing honesty and credibility for your audience.

Additional Comment

Impressive! I don't know how you have time for all of these extracurriculars while still excelling in school.

Do you intend to integrate this passion with a future career?

QM

Good anecdote

Strong use of anecdote to add pathos and illustrate your message/argument.

PAGE 6

PAGE 7

PAGE 8

FOCUS (15%)

10 / 10

The text focuses on a topic the speaker is passionate about and which is engaging and informative to the audience.

| | |
|---------------------|--|
| EXCEPTIONAL (10) | The text clearly focuses on a compelling topic that informs the audience with ideas, concepts, and information that creates a unified whole. |
| SKILLED (9) | The text focuses on an interesting topic that informs the audience with ideas, concepts, and information that creates a unified whole. |
| PROFICIENT (8) | The text has a topic that informs the audience with ideas, concepts, and information that creates a unified whole. |
| DEVELOPING (7) | The text has an unclear topic with some ideas, concepts, and information. |
| 5.00 (1) | The text has an unidentifiable topic with minimal ideas, concepts, and information. |

DEVELOPMENT (30%)

10 / 10

The text presents an effective balance of stories, facts, concrete details, quotations, and examples to establish ethos, pathos, and logos. The text provides a clear message supported by their details and examines its implications and significance.

| | |
|---------------------|--|
| EXCEPTIONAL (10) | The text provides significant and compelling stories, facts, concrete details, quotations and/or examples that thoroughly develop and explain their message. There is an effective mix of ethos, pathos, and logos. The text provides an engaging introduction and conclusion that supports the topic and examines its implications and significance. |
| SKILLED (9) | The text provides relevant and interesting stories, facts, concrete details, quotations, and/or examples that sufficiently develop and explain the message. The text provides a mix of ethos, pathos, and logos that work to convey a clear message and examines its implications and significance. |
| PROFICIENT (8) | The text provides stories, facts, concrete details, quotations, and/or examples that develop the message. However, it may lack an effective balance of ethos, pathos, and logos, resulting in either a more traditional informational essay or in a too subjective personal narrative. The text provides a conclusion with a message supported by the details of the speech. |
| DEVELOPING (7) | The text provides stories, facts, concrete details, quotations, and/or examples that develop the message. However, it lacks one of the appeals (ethos, pathos, and logos) resulting in either a traditional informational essay or in a personal narrative. The text provides a conclusion, but it is of vague relevance to the audience. |
| 5.00 (1) | The text contains limited facts and examples related to the topic. There is little specificity or use of appeals to impact the audience. The text may not meet the minimum length, or is missing a crucial component of a speech. |

AUDIENCE (10%)

10 / 10

The text shows proper decorum for a speech and anticipates the audience's background knowledge of the topic.

| | |
|---------------------|---|
| EXCEPTIONAL (10) | The speech shows proper decorum and an astute awareness of the audience, using the proper register, addressing the audience's knowledge, experiences, and values. |
| SKILLED (9) | The speech shows proper decorum and awareness of the audience, using the proper register, addressing the audience's knowledge, experiences, and values. |
| PROFICIENT (8) | The text considers the audience's knowledge level about the topic. However, the speech may slip at times in maintaining the proper decorum, register, or the audience's knowledge, experience, and values. |
| DEVELOPING (7) | The text illustrates an inconsistent awareness of the audience's knowledge level about the topic. The speaker lacks the necessary decorum for a formal speech, drops to a lower register of informality, or leaves the audience confused due to gaps in knowledge, experience, or values. |
| 5.00 (1) | The text lacks an awareness of the audience's knowledge level about the topic. The speaker lacks proper decorum and register for a formal speech. |

COHESION (10%)

10 / 10

The text explains the relationship between ideas and concepts. The text includes appropriate and varied transitions and syntax.

| | |
|---------------------|--|
| EXCEPTIONAL (10) | The text strategically uses words, phrases, and clauses to link the major sections of text. The text explains the relationships between the topic and the examples and/or facts. Strategies like "the Rule of 3" are effectively employed to enhance clarity and cohesion. |
| SKILLED (9) | The text skillfully uses words, phrases, and clauses to link the major sections of the text. The text identifies the relationship between the topic and the examples and/or facts. This may be done with "the Rule of 3" to enhance clarity and cohesion. |
| PROFICIENT (8) | The text uses words, phrases, and clauses to link the major sections of the text. The text connects the topic and the examples and/or facts. |
| DEVELOPING (7) | The text contains limited words, phrases, and clauses to link the major sections of the text. However, the text attempts to connect the topic and the examples and/or facts and the audience can easily make inferences to connect the elements of the speech. |
| 5.00 (1) | The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the topic and the examples and/or facts. The audience cannot easily connect the dots, causing confusion about the message. |

LANG & STYLE (20%)

10 / 10

The text presents an engaging and passionate tone and uses language, vocabulary, and rhetorical techniques to engage the audience. TED Talk strategies are effectively implemented.

| | |
|---------------------|---|
| EXCEPTIONAL (10) | The text presents an engaging and passionate tone through sophisticated use of rhetorical strategies of tropes and schemes, and vivid diction/ vocabulary. There are memorable moments of novelty, creativity, humor, or emotionally charged events. |
| SKILLED (9) | The text presents an interesting tone through effective use of rhetorical strategies of tropes and schemes, and the use of diverse vocabulary with a high level of specificity. There is a clear attempt at memorable moments of novelty, creativity, humor, or emotionally charged events. |
| PROFICIENT (8) | The text presents a clear tone through effective use of varying sentence structures and vocabulary. Some rhetorical techniques or memorable moments are included but may lack adequate novelty, creativity, humor, or emotionally charged events. |
| DEVELOPING (7) | The text illustrates a limited awareness of the rhetoric of speeches. The text maintains a more objective tone as suitable for a traditional informational or analytical essay. It does not attempt to use tropes or schemes, novelty, creativity, humor, or emotionally charged events. |
| 5.00 (1) | The text illustrates negative tone, which does not fit the purpose of a TED Talk speech. OR the text consistently uses imprecise language choices. |

CONVENTIONS (15%)

10 / 10

The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline in which they are writing (MLA, APA, etc.).

| | |
|---------------------|---|
| EXCEPTIONAL (10) | The text intentionally uses standard English conventions of usage and mechanics while specifically attending to the norms of the discipline in which they are writing (MLA, APA, etc.). |
| SKILLED (9) | The text demonstrates standard English conventions of usage and mechanics while suitably attending to the norms of the discipline in which they are writing (MLA, APA, etc.). |
| PROFICIENT (8) | The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline in which they are writing (MLA, APA, etc.). |
| DEVELOPING (7) | The text demonstrates some accuracy in standard English conventions of usage and mechanics. |
| 5.00 (1) | The text contains multiple inaccuracies in Standard English conventions of usage and mechanics. |