

Example Informative Speech Outline

Although there are slight changes that I would suggest making to this outline (see comments on the side), this is an excellent example of the kind of outline that you should produce.

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SCM 111H

3/4/10

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Comment [WAS1]: Barbara gave me permission to use this outline as an example.

Topic: The Volunteer Experience of Freedom Summer

General Purpose: To Inform

Specific Purpose: To inform my audience about the volunteer experience of Freedom Summer.

Central Idea: Because of great organization, work with voter registration, freedom schools, and community centers, Freedom Summer was a remarkable event for black Mississippians despite the many risks faced by the volunteers and the African Americans who supported them.

Comment [WAS2]: The class theme was Civil Rights, so this was a good choice. Notice, also, that she connects with Mississippi students through this topic.

Comment [WAS3]: This could be incorporated into the intro of the speech. What appears below (Intro, III) would be better as preview.

Introduction

- I. **[Attention getter]** Years ago, during one hot Southern summer over 1,000 Northern college students climbed onto dusty buses and made their way to Mississippi to make a difference and help their fellow citizens. This wasn't the aftermath of Hurricane Katrina. These students didn't come to lend a hand against a *natural* disaster. In a way it was even more important—they came to give their fellow citizens a voice in their own country. It was Freedom Summer of 1964.
- II. **[Credibility]** Civil rights and voting rights have always been an interest for me. In the past, I conducted a research project centered on voting rights for women, so it was only natural that a movement for black voting rights, especially in my home state of Mississippi, would interest me.
- III. **[Preview]** So today I want to discuss the organization of this remarkable movement, the projects of Freedom Summer, and the risks and difficulties faced by the volunteers.

Comment [WAS4]: She might have expanded on this slightly in the speech. No need to write it out word-for-word on the outline.

Comment [WAS5]: We would normally have a point III that would introduce the topic of the speech. In this case, she combined sections. She could have given a little bit of background information here, though. Define Freedom Summer, what are dates, etc.

Comment [WAS6]: You also have the option of building goodwill with the audience. Think about answering the questions: "Why should they listen to you?"

(Transition: This project wasn't spontaneous—it took a lot of hard work and organization. Let's begin with the coordination of the movement.)

Body

- I. Doug McAdam (insert year), author of the book *Freedom Summer*, describes an orientation period, and three main waves of volunteer deployment (66, 75).
 - A. After being accepted into the program volunteers gathered for orientation at the Western College for Women in Oxford, Ohio.
 1. This two-week long orientation was composed of workshops and lectures to explain what kind of work the volunteers would be doing and what kind of culture they would meet when they got to Mississippi.
 - B. First Wave of volunteers was composed of 250 voter registration workers who arrived in Mississippi on June 20th - 21st.
 - C. The Second Wave of volunteers was composed of 300 Freedom School and community center workers who arrived a few weeks later.

Comment [WAS7]: For APA style

Comment [WAS8]: This is her main point statement. It often works best to avoid citing sources in the MP statement. She might have rephrased it to list the time periods and then cite the source in the very next sentence.

- D. The Third Wave of volunteers was actually a steady stream of 400-450 workers who assisted where they were needed.

(Transition: Now that the workers had arrived, they began work on the Projects)

- II. The Freedom Summer projects, based in thirty-two cities, had three main goals: voter registration, establishment of Freedom Schools, and establishment of community centers.

Comment [WAS9]: Good example of a very clear main point.

A. Voter Registration

1. Volunteers went door to door registering people for the Mississippi Freedom Democratic Party 80,000 blacks for the MFDP
2. The more difficult but important job the volunteers faced was persuading people to officially register to vote and organizing transportation to the court house to do so.
 - a. Despite many challenges, Doug McAdam reports that 17,000 blacks attempted to officially register (81).
 - b. However, 1,600 were approved by the state registrars due to corruption and prejudice in the system.
3. Volunteer Les Johnson described her experience during Freedom Summer in a letter to her parents:
 - a. "Canvassing is very trying, you walk a little dusty street, with incredibly broken down shacks. The people sitting on porches staring away into nowhere... You see their pain, the incredible years of suffering etched in their worn faces; and then if you convince them to sign you leave. You walk down the deteriorating steps to the dirt, to the next house—the next world and start in on your sales pitch again, leaving behind something which has broken you a little more" (McAdam 78).

(Transition: Voter registration wasn't the only task of the volunteers. Many people recognized that a major problem in Mississippi was the "separate but equal" school systems. And so, many volunteers went organized Freedom Schools.)

B. Freedom Schools

1. Problems with Black Schools
 - a. According to Mary Rothschild in her 1982 article "The Volunteers and the Freedom Schools," the state aid for schools was on average \$81.86 for white students and only \$21.77 for black students in 1962 (405).
2. Despite risks, over 3,000 students showed up to learn from the volunteers.
 - a. Doug McAdam, author of the book *Freedom Summer*, reports how the perseverance of the movement and the students' will to learn is displayed prominently in the example of a Freedom School in McComb, MS: "75 students showed up for classes the morning after a bomb leveled the church that had been serving as their school" (84).

C. Establishing Community Centers was the third main goal of the Freedom Summer projects

1. Volunteers held weekly meeting at community centers to encourage support for the movement and voter registration.
2. According to our textbook *Eyes on the Prize*, Doctors came to provide basic health care at “freedom clinics” and lawyers set up “legal clinics” to assist blacks. (Williams 232).

(Transition: All of the programs of Freedom Summer—voter registration, Freedom Schools, and community centers—were vastly rewarding for the volunteers and the black community, but there was much danger involved in their activities)

III. The Freedom Summer movement had many risks for the volunteers and the blacks they were trying to assist

Comment [WAS10]: Somewhat repetitive from transition

- A. The workers and the blacks who housed and supported them were frequently subject to Physical Violence at the hands of the Southern whites.
 1. Three volunteers—Andrew Goodman, James Chaney, and Michael Schwerner went missing within 24 hours of their arrival in Mississippi.
 - a. Their murdered bodies were found two months later beneath a dam.
 2. Doug McAdam relates the horrifying figures in *Freedom Summer*: Four volunteers died that summer, 1000 arrests were made, establishments were bombed and volunteers beaten (96).
- B. There was also Non-Physical Harm such as Emotional exhaustion, psychological tension, and fear that came with the movement.
 1. Freedom Summer Volunteer Pam Parker described her difficulties in a letter home. She wrote:
 - i. “I am tired, as are most of the other people on the project. We live in an atmosphere of tension.... Imagine the frame of mind you would be in after a few days of traveling around the counties, never knowing when the sheriff might decide to stop you and find something to arrest you on or when a car or truck might begin to follow you and attempt to push you off the road.” (McAdam, 102).

(Transition: As you have seen the Freedom Summer movement was incredibly trying both physically and mentally.)

Conclusion

- I. However, it was also very rewarding due to the positive work done by the volunteers.
- II. [Summary] The organization of the movement, it’s projects, it’s risks were all a big part of Freedom Summer and changed the lives of African American’s in Mississippi.
- III. [Closer] Civil rights leader Fannie Lou Hamer, just two years after 1964, said this of Freedom Summer’s impact, “There was no real civil rights movement in the Negro community in Mississippi before the 1964 Summer Project. There were people that wanted change, but they hadn’t dared to come out and try to do something, to try to change the way things were. But after the 1964 project when all of the young people came down for the summer—an exciting and remarkable summer—Negro people in

the Delta began moving. People who had never before tried, though they had always been anxious to do something, began moving” (Eyes on the Prize 249).

Works Cited

Comment [WAS11]: She chose to use MLA style

McAdam, Doug. *Freedom Summer*. New York: Oxford University Press, 1988. Print.

Rothschild, Mary Aickin. "The Volunteers and the Freedom Schools: Education for Social

Change in Mississippi." *History of Education Quarterly* 22.4 (1982): 401-420. Web.

Comment [WAS12]: Don't forget to include date accessed.

Williams, Juan. *Eyes on the Prize: America's Civil Rights Years, 1954-1965*. New York:

Penguin, 1987. Print.

Note: Barbara notes that the outline was a bit long and she had a hard time fitting all of this into the speech. You want to try to prepare an outline that is as close to the actual speech time as possible. As long as you are able to make the right “snap decisions” while you are speaking, though, you should have no problem making slight changes while extemporizing and still finish within the time limit.