

Unit Title: Introduction to Public Speaking

Grade Level: 10-12

Timeframe: 5-7 Days

Unit Overview: Students will be introduced to the importance of public speaking in their daily lives. Students will define and identify public speaking norms, techniques, and proper presentation skills and organization.

Essential Questions/Enduring Understandings

- Why do people fear speaking in front of others?
- What are the benefits and skills associated with public speaking?
- What role does public speaking serve in the workplace?
- What are effective communication skills and how do we use them to help convey meaning?
- What are the elements of effective delivery?
- How does word choice impact our audience?

Common Core Standards

Standards/Cumulative Progress Indicators (Taught and Assessed):

RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

W.11-12.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1.E Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2.A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2.C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2.E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 [here](#) for specific expectations.)

21st Century Skills Standard and Progress Indicators:

Critical Thinking and Problem Solving

Collaboration, Teamwork and Leadership
 Cross-Cultural Understanding and Interpersonal Communication
 Accountability and Productivity
 Communicate clearly and effectively with reason
 Demonstrate Creativity

Unit 1: Academic Vocabulary

Delivery, Projecting, Framing, Pitch, Monotone, Self-Confidence, Stage Fright, Introduction, Attention-Grabber, Conclusion, Supporting Evidence, Anecdotes

Instructional Plan

The teacher will introduce Speech and Rhetoric by explaining the purpose of the class and how students will benefit from improving their public speaking skills. Throughout the course, students will improve their reading and writing skills by working on the various types of speeches.

To begin the class, students will focus on partner and self-introductory speeches. Neither of these speeches require research, students are already experts on themselves; therefore the focus is just on their speech writing and delivery skills. The unit should begin with partner introduction speeches, allowing students to work with a partner and lessen some of their possible concerns about standing in front of the class.

The teacher must introduce an academic vocabulary that will be utilized throughout the course. All students should be able to define and identify examples of these terms.

To address student stage fright concerns, the teacher should find videos/articles about the topic to enable students to find strategies to overcome stage fright. Students can synthesize the information by creating and presenting a poster that will be posted in the classroom.

The teacher will also establish audience expectations and behaviors. Allow students to share what they want from an audience member.

Using online videos, the teacher will give students a range of speeches to watch and small groups will identify positive and negative public speaking behaviors. Students will then create and present a poster with Public Speaking Do's and Don'ts to be poster in the classroom.

The final assessment will be an Autobiographical Speech. Students should brainstorm, outline and draft their speech, with multiple opportunities for teacher and peer comments. Students will then type and present their final

Reflection

Teacher Questions for Self-Reflection

Here are ten questions to ask yourself, answer, and consider as part of a self-reflection about your teaching. Each question also has sub-questions to help refine thinking, ideas, and practices. These are also good questions for shared reflection and group discussion. They might lead to a rethinking of teaching and learning as well as suggest thoughtful ways to set new goals, teach in different ways, assess more effectively, customize learning, and make instructional improvements during the school year.

<http://edge.ascd.org/blogpost/exercise-ten-teacher-questions-for-self-reflection>

speech.				
Teacher should keep a student portfolio of assignments, which will be added to throughout the course.				
SLO - SWBAT	Student Strategies	Formative Assessment	Activities and Resources	Reflection

<p>Practice public speaking by interviewing and introducing a partner.</p> <p>Define and Identify speech terms and proper formatting/organization.</p> <p>Identify examples of different types of effective hooks/attention-grabbers.</p> <p>Outline/draft an Autobiography speech following the requirements of the assignment.</p> <p>Define stage fright and identify strategies to overcome stage fright.</p> <p>Create audience expectation guidelines to be used throughout the course; identify good and bad public speaking behaviors.</p> <p>Effectively write and deliver an Autobiographical Speech.</p>	<p>Do Nows</p> <p>Journaling</p> <p>Activate Prior Knowledge</p> <p>Writing Process- Brainstorming, outlining, drafting, revising, publishing/presenting</p> <p>Visual Representation/Poster of Audience Expectations, Good and Bad public speaking behaviors.</p> <p>Cooperative Learning- Small Groups</p> <p>Academic Vocabulary Acquisition</p>	<p>Exit Slips</p> <p>Student Conferences</p> <p>Misconception Checks</p> <p>Self-Assessment</p> <p>Choral Response</p> <p>Think-Pair-Share</p> <p>Written Responses using Individual White Boards</p> <p>Additional selected strategies as determined by student readiness.</p> <p>Strategies for Student Reflection http://www.uvm.edu/dewey/reflection_Manual/starting.html</p>	<p>Partner Speech- Students will interview a partner following a questionnaire, then present what they learned about their partner to the class.</p> <p>Students will define speech terms and identify good and bad examples in YouTube or Toastmasters online videos and present their findings to the class.</p> <p>Students will research in teacher provided articles or online stage fright and how to overcome it. Students will present their findings to the class.</p> <p>After students outline/draft their Autobiographical Speech, they will do peer review to evaluate the required speech components.</p> <p>Using the Autobiographical Speech Rubric, students will watch sample Autobiographical Speech videos online and score the speeches according to the rubric. Discussing problem areas and how best to improve their speeches.</p> <p>Speech Class Games/Activities: http://www.write-out-loud.com/public-speaking-activities.html</p> <p>http://www.write-out-loud.com/public-speaking-games.html</p> <p>Technology Integration:</p> <ul style="list-style-type: none"> - YouTube: www.youtube.com - Teacher Tube: http://www.teachertube.com/ - TED Talks: https://www.ted.com/talks - Toastmasters International: http://www.toastmasters.org/About 	<p><i>Teacher Questions for Self-Reflection</i></p> <ol style="list-style-type: none"> 1. <i>What am I trying to accomplish with my students? What's the core?</i> 2. <i>What are my beliefs about how students learn?</i> 3. <i>How do I create a positive climate for learning?</i> 4. <i>What "essential" questions do I want my students to explore?</i> 5. <i>What are the primary, core types of instructional strategies that I use regularly?</i> 6. <i>How do I know when my students have accomplished my goals?</i> 7. <i>How do I get feedback from my students on how well they are doing? How do I use feedback to improve student learning?</i> 8. <i>How do I customize and individualize learning for my students?</i> 9. <i>What's special and unique about my teaching?</i> 10. <i>How will I work on my teaching in order to improve what I do?</i> <p>http://edge.ascd.org/blogpost/exercise-ten-teacher-questions-for-self-reflection</p>
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Summative Written Assessments

Create an Autobiographical Speech Outline

When students have picked out a central thesis, have them use this autobiographical sample speech outline to prepare their speech.

- Grab their attention. Immediately bring in your central speech idea.
- Give some background information. Tell why it is important to you, why you are doing it, why you want to tell them etc.
- Now work out your topic in a few sentences. Draw the contours, make it personal.
- Give an example.
- In conclusion, offer a memorable answer on the question the listeners probably will have when they listen to your public speaking speech: what's in it for me? Tell how this aspect of your life makes who you are and what you are. It will be the perfect ending of your self introduction speech.

Summative Performance Assessment

Autobiographical Speech

Offer a list of autobiographical speech topics to students. Have them pick out the aspects of their personal life they want to share with the audience. Have them approach their list below with the who, what, where, why, how and when questions. Create a rubric that includes students including an attention-grabber, anecdotes/examples, and a conclusion. Set a time length requirement.