

## Unit 2: Informative & Special Occasion Speeches

Grade Level: 10-12

Timeframe: 20-25 Days

**Unit Overview: An informational speech presents information or explains a process. Students will write, watch, evaluate and present a variety of informational and special occasion speeches focusing on speech organization and utilizing props and/or technology such as PowerPoint.**

### Essential Questions/Enduring Understandings

- How can you make speeches to inform as effective as possible?
- How do speeches for special occasions differ in content and organization?
- How does drawing upon prior knowledge affect delivery?
- What elements create a moving and effective speech? (tonal inflection, diction, rhetorical strategies)
- What makes a speaker engaging? (visual aids during speech, inflection in voice)
- What are the elements of effective delivery?
- How does word choice impact?

### 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.)

### **21<sup>st</sup> 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 2: Academic Vocabulary**

Informative speech, expository speech, demonstration speech, process speech, anecdote, dignitary, eulogy, testimonial, theme, tone, valedictory, commencement address, impromptu, extemporaneous

Instructional Plan				Reflection
<p>The teacher will explain that there are many times in life when students must give an informational speech.. Students can brainstorm times when they have explained how-to do something at work or home, have they ever accepted an award or spoken in church or at a funeral. All of these are examples of speeches that regular people give in their everyday lives, or at least on a special occasion.</p> <p>The teacher will evaluate student’s level of familiarity with Power Point or other similar programs because students will need to utilize PowerPoint for at least one speech in this unit.</p> <p>The four main speeches in this unit are the Demonstration Speech, a Eulogy, an Awards Nomination, and a Valedictory address. All four will require students to understand their specific formatting and organization. Students will learn about each speech and its specific requirements by watching examples found on YouTube or Toastmasters. Students can use the teacher created rubric to evaluate the sample speeches and create class lists of “good” and “bad” speech behaviors for these types of speeches.</p> <p>Each speech should be introduced, defined, and illustrated with sample videos. Then students can practice the speeches with partners or a small group to understand the requirements. Once students have acquired the necessary skills they will write their own speech and present it to the class.</p>				<p>Teacher Questions for Self-Reflection</p> <p>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.</p> <p><a href="http://edge.ascd.org/blogpost/exercise-ten-teacher-questions-for-self-reflection">http://edge.ascd.org/blogpost/exercise-ten-teacher-questions-for-self-reflection</a></p>
SLO - SWBAT	Student Strategies	Formative Assessment	Activities and Resources	Reflection

<p>Brainstorm a list awards shows/ceremonies. Identify common elements of both.</p> <p>Create an acceptance speech with the expected elements that we identified as a class. Students will then give their acceptance speech in an informal class presentation.</p> <p>Read sample Nobel Prize nominations. Identify elements of a nomination speech and share best nomination speech with the class.</p> <p>Create a “Best Teacher Award” with specific requirements/parameters.</p> <p>Write and present a speech nominating one teacher who they feel deserves the “Best Teacher Award”.</p> <p>CAR © 2009</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  <a href="http://www.uvm.edu/dewey/reflection_Manual/starting.html">http://www.uvm.edu/dewey/reflection_Manual/starting.html</a></p>	<p>Small Group Discussion: What are the Academy Awards? Do you watch any awards shows? What do they have in common? Read and take notes on acceptance speeches by doing a websearch of awards acceptance speeches. What do acceptance speeches have in common? What is their format?</p> <p>Whole Class: Watch best and worst examples of awards shows acceptance speeches. Review acceptance speech format, including time frame.</p> <p><a href="http://editorial.rottentomatoes.com/article/10-memorable-oscar-speeches/">http://editorial.rottentomatoes.com/article/10-memorable-oscar-speeches/</a></p> <p><a href="http://www.independent.co.uk/arts-entertainment/films/oscars/the-best-oscar-acceptance-speeches-of-all-time-from-halle-berry-to-marlon-brando-10054316.html">http://www.independent.co.uk/arts-entertainment/films/oscars/the-best-oscar-acceptance-speeches-of-all-time-from-halle-berry-to-marlon-brando-10054316.html</a></p> <p>Impromptu Speaking: Write a 45 second acceptance speech and present it to class.</p> <p>Small Group: What is the Nobel Prize? How does someone earn one/get nominated for one? Read sample nomination speeches and share best speech with class. What did you like about it? Where could it be improved?</p> <p><a href="http://www.nobelprize.org/nomination/">http://www.nobelprize.org/nomination/</a></p> <p>Whole Group: Students will create the “Best Teacher Award” with specific requirements. Students will then individually nominate a teacher for this award. Their speech must include specific anecdotes and details explaining why their teacher deserves the award. Students must create a final copy of the speech and a certificate that will then be sent to the teacher (assuming they are in-district). Students will present their speech to the class.</p>	<p><i>Teacher Questions for Self-Reflection</i></p> <ol style="list-style-type: none"> <li><i>1. What am I trying to accomplish with my students? What's the core?</i></li> <li><i>2. What are my beliefs about how students learn?</i></li> <li><i>3. How do I create a positive climate for learning?</i></li> <li><i>4. What “essential” questions do I want my students to explore?</i></li> <li><i>5. What are the primary, core types of instructional strategies that I use regularly?</i></li> <li><i>6. How do I know when my students have accomplished my goals?</i></li> <li><i>7. How do I get feedback from my students on how well they are doing? How do I use feedback to improve student learning?</i></li> <li><i>8. How do I customize and individualize learning for my students?</i></li> <li><i>9. What's special and unique about my teaching?</i></li> <li><i>10. How will I work on my teaching in order to improve what I do?</i></li> </ol> <p><a href="http://edge.ascd.org/blogpost/exercise-ten-teacher-questions-for-self-reflection">http://edge.ascd.org/blogpost/exercise-ten-teacher-questions-for-self-reflection</a></p>
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<p>Brainstorm important times in everyday life when you give a speech or have to talk in front of people. Identify the most common times.</p> <p>Evaluate eulogies about/for famous people. Create a class list of what should go in a eulogy.</p> <p>Understand the requirements of a eulogy following a rubric.</p> <p>Write a eulogy for yourself, include all the things you plan to accomplish in your life. Present to class/partner.</p> <p>Utilize the skills students have perfected watching videos and writing their own eulogy, choose a famous dead person and write their eulogy according to the rubric.</p> <p>Present final eulogy to class, following rubric requirements.</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. Strategies for Student Reflection <a href="http://www.uvm.edu/dewey/reflection_Manual/starting.html">http://www.uvm.edu/dewey/reflection_Manual/starting.html</a></p>	<p>What should go in a eulogy? Brainstorm? Listen to the song “Candle in the Wind” Which was written about Marilyn Monroe. What do we learn about her from this tribute?</p> <p>Partners: Each set of partners will be given a famous eulogy to read/listen to. Evaluate it based on our class guidelines. Present to class. <a href="http://blog.funeralone.com/funeralone-products/life-tributes/amazing-eulogies/">http://blog.funeralone.com/funeralone-products/life-tributes/amazing-eulogies/</a> Review our class guidelines and figure out what should go in a eulogy.</p> <p>Eulogy Game: Grab a name out of the hat for someone in our class and have 30 seconds to eulogize that person. The winning team will get candy.</p> <p>Write Your Own Eulogy to practice the skills needed.</p>	<p><i>Teacher Questions for Self-Reflection</i></p> <ol style="list-style-type: none"> <li><i>1. What am I trying to accomplish with my students? What's the core?</i></li> <li><i>2. What are my beliefs about how students learn?</i></li> <li><i>3. How do I create a positive climate for learning?</i></li> <li><i>4. What “essential” questions do I want my students to explore?</i></li> <li><i>5. What are the primary, core types of instructional strategies that I use regularly?</i></li> <li><i>6. How do I know when my students have accomplished my goals?</i></li> <li><i>7. How do I get feedback from my students on how well they are doing? How do I use feedback to improve student learning?</i></li> <li><i>8. How do I customize and individualize learning for my students?</i></li> <li><i>9. What's special and unique about my teaching?</i></li> <li><i>10. How will I work on my teaching in order to improve what I do?</i></li> </ol> <p><a href="http://edge.ascd.org/blogpost/exercise-ten-teacher-questions-for-self-reflection">http://edge.ascd.org/blogpost/exercise-ten-teacher-questions-for-self-reflection</a></p>
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<p>Evaluate commencement addresses found online. Create a class list of what should go in a commencement address.</p> <p>Identify the difference between a commencement address and a valedictory speech</p> <p>Understand the requirements of a commencement address following a rubric.</p> <p>Present final commencement address to class, following rubric requirements.</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. Strategies for Student Reflection  <a href="http://www.uvm.edu/dewey/reflection_Manual/starting.html">http://www.uvm.edu/dewey/reflection_Manual/starting.html</a></p>	<p>Watch Sample Commencement addresses and score on white boards Sample Speeches. Evaluate according to our class rubric. Good? Bad? Can you actually do what the speech explained? Sample speeches can be found at NPR's Graduation Speech Database or at various other websites:  <a href="http://apps.npr.org/commencement/">http://apps.npr.org/commencement/</a>  <a href="http://college.usatoday.com/2015/06/11/weirdest-commencement-speakers/">http://college.usatoday.com/2015/06/11/weirdest-commencement-speakers/</a></p>	<p><i>Teacher Questions for Self-Reflection</i></p> <ol style="list-style-type: none"> <li>1. <i>What am I trying to accomplish with my students? What's the core?</i></li> <li>2. <i>What are my beliefs about how students learn?</i></li> <li>3. <i>How do I create a positive climate for learning?</i></li> <li>4. <i>What "essential" questions do I want my students to explore?</i></li> <li>5. <i>What are the primary, core types of instructional strategies that I use regularly?</i></li> <li>6. <i>How do I know when my students have accomplished my goals?</i></li> <li>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></li> <li>8. <i>How do I customize and individualize learning for my students?</i></li> <li>9. <i>What's special and unique about my teaching?</i></li> <li>10. <i>How will I work on my teaching in order to improve what I do?</i></li> </ol> <p><a href="http://edge.ascd.org/blogpost/exercise-ten-teacher-questions-for-self-reflection">http://edge.ascd.org/blogpost/exercise-ten-teacher-questions-for-self-reflection</a></p>
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<p>Write effective instructions for a demonstration speech.</p> <p>Evaluate sample demonstration speeches according to our rubric and criteria.</p> <p>Demonstrate understanding of technology such as PowerPoint.</p> <p>Practice giving impromptu speeches and demonstrate their understanding demonstration speech requirements.</p> <p>Present the final version of their demonstration speech following the rubric criteria.</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. Strategies for Student Reflection  <a href="http://www.uvm.edu/dewey/reflection_Manual/starting.html">http://www.uvm.edu/dewey/reflection_Manual/starting.html</a></p>	<p>Share PBJ instructions with the class. As they read their directions, teacher will make the PBJ. After a couple sandwiches, kids will get the point. We need to be specific in our directions. Take some time to plan out how to write directions for PBJ making. Present to class.</p> <p>Watch Sample Demonstration Videos and score on white boards Sample Speeches. Evaluate according to our class rubric. Good? Bad? Can you actually do what the speech explained?</p> <p>Impromptu How To Speeches- students will choose from a variety of topics and have 1 minute or less to explain how to do something. Students will score based on success.</p> <p>Peer review workshop their demonstration speech.</p> <p>Technology Integration:</p> <ul style="list-style-type: none"> <li>- YouTube: <a href="http://www.youtube.com">www.youtube.com</a></li> <li>- Teacher Tube: <a href="http://www.teachertube.com/">http://www.teachertube.com/</a></li> <li>- TED Talks: <a href="https://www.ted.com/talks">https://www.ted.com/talks</a></li> </ul>	<p><i>Teacher Questions for Self-Reflection</i></p> <ol style="list-style-type: none"> <li>1. <i>What am I trying to accomplish with my students? What's the core?</i></li> <li>2. <i>What are my beliefs about how students learn?</i></li> <li>3. <i>How do I create a positive climate for learning?</i></li> <li>4. <i>What "essential" questions do I want my students to explore?</i></li> <li>5. <i>What are the primary, core types of instructional strategies that I use regularly?</i></li> <li>6. <i>How do I know when my students have accomplished my goals?</i></li> <li>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></li> <li>8. <i>How do I customize and individualize learning for my students?</i></li> <li>9. <i>What's special and unique about my teaching?</i></li> <li>10. <i>How will I work on my teaching in order to improve what I do?</i></li> </ol> <p><a href="http://edge.ascd.org/blogpost/exercise-ten-teacher-questions-for-self-reflection">http://edge.ascd.org/blogpost/exercise-ten-teacher-questions-for-self-reflection</a></p>
<p><b>Summative Written Assessments</b></p>				

<p>Demonstration Speech- The purpose of this speech is to show how something works or how to do something. Students must create a final copy to keep in the portfolio. The demonstration speech must include:</p> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Clear Listing of Steps</li> <li>- Body- Where the process is explained</li> <li>- Conclusion</li> </ul>	
<b>Summative Performance Assessment</b>	
<p>Students will present their Demonstration Speech. Students must also incorporate PowerPoint or some other type of visual aid into their presentation.</p> <p>Requirements:</p> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Clear Listing of Steps</li> <li>- Body- Where the process is explained</li> <li>- Conclusion</li> <li>- Visual Aid/Power Point</li> <li>- Time Limit</li> <li>- Presentation Skills</li> </ul>	