

Course Title – Public Speaking	
Implement start year – 2016-2017	
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Unit #2 , topic – Effective Types of Communication	
Transfer Goal – Students will be able to independently use their learning to prepare and deliver a variety of effective speeches.	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm)</p> <p style="text-align: center;">Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.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.</p>	<p style="text-align: center;"><u>21st Century Themes</u> (www.21stcenturyskills.org)</p> <p><input checked="" type="checkbox"/>_ Global Awareness <input type="checkbox"/>_ Financial, Economic, Business and Entrepreneurial Literacy <input checked="" type="checkbox"/>_ Civic Literacy <input type="checkbox"/>_ Health Literacy <input checked="" type="checkbox"/>_ Environmental Literacy</p> <hr/> <p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i> <input checked="" type="checkbox"/>_ Creativity and Innovation <input checked="" type="checkbox"/>_ Critical Thinking and Problem Solving <input checked="" type="checkbox"/>_ Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input checked="" type="checkbox"/>_ Information Literacy <input checked="" type="checkbox"/>_ Media Literacy <input checked="" type="checkbox"/>_ ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i></p>

<p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.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.)</p>	<p><input type="checkbox"/>_x_Flexibility and Adaptability <input type="checkbox"/>_x_Initiative and Self-Direction <input type="checkbox"/>_x_Social and Cross-Cultural Skills <input type="checkbox"/>_x_Productivity and Accountability <input type="checkbox"/>_x_Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1 there are methods that are specific to effective entertaining speech making.</i></p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● How can a speaker be entertaining and yet thought-provoking? ● What makes a topic sentimental and memorable?

<p><i>EU 2 there are methods that are specific to effective informative speech making.</i></p> <p><i>EU 3 there are methods that are specific to effective persuasive speech making.</i></p> <p><i>EU 4 there are methods that are specific to effective motivational speech making.</i></p>	<ul style="list-style-type: none"> ● How are entertaining speeches used to mark or enhance special occasions? ● What is the value of speech that primarily focuses on entertainment? <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● What are examples of truly effective informative speeches? ● What research should one incorporate to make an informative speech effective? ● What options exist in terms of organizing an informative speaker's speech? ● What skills are specific to effective informative speech making? ● How can a speaker keep an informative speech interesting and not just about boring facts? <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● What are effective methods of persuasion? ● What are examples of effective persuasive speeches? ● Which techniques of persuasion are best utilized for certain topics and speaking situations? ● What skills are specific to powerful persuasive speech making? <p><i>EU 4</i></p> <ul style="list-style-type: none"> ● Can a motivational speech also be considered persuasive in certain situations? ● What is the best way to motivate a group? ● Why do certain types of audiences gravitate to motivational speakers? ● What purpose do motivational speakers serve to his or her audience?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p>EU 1</p> <ul style="list-style-type: none"> ● how to define timing and delivery. ● charisma and energy is dependent on occasion. ● knowledge of your target. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p>EU 1</p> <ul style="list-style-type: none"> ● adapt timing and speech delivery based on performance. ● research and question target to choose events for speech. (nostalgia, humorous, thought-provoking)

<ul style="list-style-type: none"> • what might be considered safe vs. unsafe topics for various audiences <p>EU 2</p> <ul style="list-style-type: none"> • how to generate a claim from a broad topic. • various types of organizing informative speeches. (topical, chronological, spatial, cause/effect) • availability of databases and necessary research skills. • how to use correct in-text citation, direct quotation, and paraphrasing. <p>EU 3</p> <ul style="list-style-type: none"> • the rhetorical triangle and rhetorical question. • effective strategies. (repetition, allusion, anecdote, parallelism, and restatement) • examples of powerful persuasive speeches and techniques. • ways to connect with different types of audiences. (supported, uncommitted, indifferent, opposed) <p>EU 4</p> <ul style="list-style-type: none"> • purposes behind motivational speeches. • success that stems from motivational speakers. • ways to connect and know an audience. • the different types of audiences that exist in connection with motivational speakers. 	<ul style="list-style-type: none"> • gauge audience and venue perspectives in picking safe vs. unsafe targets. • define natural versus. nurtured charisma. • evaluate what it takes to develop energy for a desired occasion. <p>EU 2</p> <ul style="list-style-type: none"> • research a topic to generate a valid claim. • demonstrate use of evidence to support claim. • evaluate the pros and cons of each method of organizing information for speech. • correctly cite information from researched databases, books, or websites. <p>EU 3</p> <ul style="list-style-type: none"> • identify techniques utilized in speeches and rate effectiveness. • demonstrate use of strategies in persuasive speeches. • outline manner of soliciting response from different types of audiences. <p>EU 4</p> <ul style="list-style-type: none"> • differentiate between what makes a speech motivational versus persuasive. • research motivational speakers. • define what separates a successful motivational speaker from an unsuccessful one. <p>Identify the needs of an audience that a motivational speaker uses to drive a speech.</p>
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Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

#1: Hurricane Shawnee has just unexpectedly hit Southern New Jersey. The head of FEMA comes into town to deliver a speech. In it s/he must include statistics that include loss of life, property and infrastructure damage, length of time before residents can expect to return to their homes, time frame/ plan for rebuilding homes and infrastructure, along with other necessary information.. Choose one type of speech (from informative, persuasive, motivational, entertaining), write an outline and deliver this speech to a room full of concerned residents. This speech should be a 4-6 minute presentation. EU 1 and one of EU 2, EU 3, or EU 4.

#2: Students are to ponder, research, and create speeches that chronicle events (real and fictitious) that never were famously remembered in a speech prior to now (Speeches That Were Never Written). Students are to think about an event that they wish to mark, the audience for whom they wish to mark it, and the speech type that would most effectively communicate the point(s)/ themes that the speech intends to impart to the audience.

Some ideas might include:

- What if the Apollo 11 astronauts had been stranded in space? What would the head of NASA report to the United States public the next day?
- What if Juliet Capulet had awakened five minutes sooner? What would she have said to Romeo, Paris, and the Friar?
- What would Alexander Marat say to motivate his revolutionaries before they went out to fight in the French Revolution?
- What did Charlie Manuel say to the 2008 Phillies just before they took the field prior to the last game of the World Series?
- What did George Washington say to Betsy Ross that motivated her to sew the first flag of the United States of America?
- What did Georges LeMaitre say to colleagues when he presented them with his Big Bang Theory?

If students could be a fly on the wall of history, what individual would they wish to be, and what message chronicling what event would they choose to mark, and how? EU 1, EU 2, EU 3, EU 4.

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Self-evaluations
- Audience evaluations
- Collection and evaluation of written speeches, outlines, and corresponding notes.
- Conferencing with the teacher
- Public rehearsals
- Utilize rubrics to grade peers verbal and nonverbal cues
- Notes on terminology and delivery methods.

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Mini-lessons on researching and structuring a claim from a broader topic. (A)
- Mini-lessons on rhetorical and literary strategies. (A)
- Mini-lessons on appropriate and inappropriate topics as they relate to the changing viewpoints of society, as well as ways to gauge the climate of a topic in a given situation. (A)
- Students will watch a variety of speeches (persuasive, informative, motivational, etc.) and reflect on what made each speech effective or not effective. (A)
- Each student will write a “purpose statement” specific to the speech he or she is giving. (M)
- Students will conduct research that will support the thesis of each speech (persuasive, informative, motivational, etc.) (A,M,T)
- Students will outline their speeches. (M,T)
- Students will deliver a speech with a purpose of entertaining, informing, persuading, or motivating. (T)
- Students will participate in critiques of their peer’s speeches highlighting the strengths and weaknesses of each speaker. (M,T)
- Use of the Media Center for research of ideas, topics, and methods of organization (A)
- Introduction Speech: A short “who I am” speech (1-2 minutes) to help break the ice and foster community. (A,M,T)
- Active Listening: Rather than speaking, students will listen to a speech which will be paused periodically, at which time they will be asked to respond to a question relating to the content of the previous section. This assignment is designed to make students aware of the integral value of active listening. (M)
- Job Interview: In pairs, students will prepare and present an interview for a summer job. With one as the interviewer and the other as the interviewee, students will illustrate the steps in the interview process. Afterward, each interview will be discussed by the class to increase awareness of best interview practices and responses. (A,M,T)
- TV Newscast: Students will create a newscast, including different areas of coverage (news, sports, weather, and advertisements). This can be video recorded, edited, and previewed by the class. (M,T)
- Advertisement: Students will prepare and present a 3-5 minute persuasive speech in the form of a long advertisement or infomercial. It may be for a product, issue, or political campaign. (M,T)
- Research articles, interviews, essays written by a variety of speech writers to glean information about the speech writing process. Apply this knowledge to the speech you write for the FEMA official. (A,M,T)