

UNIT #4: Public Speaking	TIMEFRAME: 2 weeks
<p>BIG IDEA(S):</p> <p>A. The <u>source</u> in this type of communication process is the public speaker.</p> <p>B. The <u>message</u> is an organized set of ideas that a speaker wants to convey.</p> <p>C. The <u>channel</u> is primarily comprised of the speaker's words, but also includes vocal and visual messages.</p> <p>D. The <u>receiver</u> includes the entire audience who the speaker is addressing.</p> <p>E. The speaker may receive both verbal and nonverbal responses, or <u>feedback</u>, from the audience throughout the speech.</p> <p>F. The speaker should be aware that physical and psychological interferences, or <u>noise</u>, may occur during the speech.</p> <p>G. The <u>environment</u> refers to the specific setting (time, place, and occasion) in which the speech is presented.</p>	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • Am I saying what I mean to communicate? • How do I best write for different audiences and for different purposes? • Why is it important to listen carefully? • What can I learn from a speaker's speech patterns? • How can I use language effectively to let my opinion be heard and understood? • Why do people entertain? • What do you find humorous? • How can I use another individual's quote in my own speech? • What are the elements of a proper debate?
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Students should understand that public speaking, like writing, can be a rewarding method of communication. • Students should understand that listening and speaking are essential to convey our ideas and to understand the ideas of others. • Students should understand that active listening skills are needed for success in school and in the workplace. • Students should understand that writers and speakers use detail and elaboration to make ideas clear to their audiences. • Students should understand that there are specific rules to a debate and they should know how to adhere to them. 	
READING	RELEVANT RESOURCES/MATERIALS/CPIs
<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p>Tier 1 CPIs:</p> <ul style="list-style-type: none"> • RL.9-10.10 • SL.9-10.1
<ul style="list-style-type: none"> • Students will read both orally and silently about the fundamentals of public speaking. • Students will complete guided notes on the assigned reading. • After watching a recording of JFK giving his famous speech, the students will read a transcript of the speech. This will be used to do activities such as examining word choice, imagery, paraphrasing, and using these models to guide their own writing. • The students will read about debating and take guided notes on the process. • The students will read and take notes on the debate process. They will watch a video on 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> • John F. Kennedy's Inaugural Address: http://www.famousquotes.me.uk/speeches/John_F_Kennedy/5.htm • Video of JFK speech: http://www.youtube.com/watch?v=VB6hLg3PRbY

<p>the debate process to continue their notes.</p>	
<p>Tier 2 Activities/Strategies (Application/Analysis)</p>	<p>Tier 2 CPIs:</p> <ul style="list-style-type: none"> • RIT.9-10.8 • RIT.9-10.9
<ul style="list-style-type: none"> • The students will compare the transcript of JFK’s famous speech to the video of him speaking. Some questions to consider: What did you get out of the speech that you did not get from reading? How do tone, eye contact, and other nonverbal cues help relay the message? • The students will read through the process on social speeches. They will make a list of why people would create social speeches and what the purpose for them is. • The students will read a peer’s “Speech to Entertain.” The student will make a peer edit of the speech and complete the “feedback” form. 	<p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> • <i>38 Basic Speech Experiences</i> by Clark S. Carlile & Dana V. Hensley (pages 148-157) • “Feedback” form (on server)
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 CPIs:</p> <ul style="list-style-type: none"> • SL.9-10.3 • L.9-10.5a
<ul style="list-style-type: none"> • The students will use what they have read and learned about to create meaningful, well-written speeches. Some speeches include the impromptu, the speech to entertain, and the speech to persuade. More details are in the other sections in this curriculum. • The students will complete an articulation exercise. They will read a pre-made, short speech to the teacher utilizing proper articulation. The teacher will complete an articulation feedback form. • The students will read a speech of their choosing to the class as a presentation. They must utilize the public speaking rules. 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> • Articulation exercise (on server) • Vital Speeches of the Day: http://www.vsotd.com/
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> • Articulation exercise, speeches, feedback form 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p>
<p>WRITING</p>	<p>RELEVANT RESOURCES/MATERIALS/CPIs</p>
<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p>Tier 1 CPIs:</p> <ul style="list-style-type: none"> • W.9-10.2b • W.9-10.1 • W.9-10.6
<ul style="list-style-type: none"> • The students will create an outline for their debate speech. • The students will use the Internet to find 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> • Outline for debate (on server) • Brainstorming topics (on server)

<ul style="list-style-type: none"> sources for their debate (persuasive) speech. The students will complete the “Brainstorming Topics” handout to help them come up with meaningful topics for the speech to entertain. 	
<p>Tier 2 Activities/Strategies (Application/Analysis)</p>	<p>Tier 2 CPIs:</p> <ul style="list-style-type: none"> L.9-10.5 W.9-10.2e W.9-10.1b
<ul style="list-style-type: none"> The students will write a one-page reflection on the debate process. They will answer questions such as “Were you comfortable with the debate process? What would you have done differently? What were the strong points in your debate?” The students will respond to daily journal prompts about the public speaking process. Their responses must be at least 2-3 paragraphs. The students will read a transcript of JFK’s Inaugural Address. Students will underline the language devices used. They will write 3-5 sentence explanations for why they believe the language device is effective in the context. 	<p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> Student journals John F. Kennedy’s Inaugural Address: http://www.famousquotes.me.uk/speeches/John F Kennedy/5.htm
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 CPIs:</p> <ul style="list-style-type: none"> W.9-10.5 W.9-10.4
<ul style="list-style-type: none"> The students will write different types of speeches for different purposes, such as a persuasive speech, informative speech, and ceremonial speech. The students will edit their own work utilizing their grammar and writing knowledge. 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> Student created work
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> Brainstorming topics, outline, speeches, reflections, journal entries 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p>
<p>VOCABULARY/GRAMMAR/SKILLS</p>	<p>RELEVANT RESOURCES/MATERIALS/CPIs</p>
<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p>Tier 1 CPIs:</p> <ul style="list-style-type: none"> L.9-10.4 L.9-10.4c L.9-10.5a
<ul style="list-style-type: none"> The students will receive a list of vocabulary words associated with public speaking. The students will come up with their own 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> Public speaking vocabulary (on server) <i>Vocabu-Lit</i> grade 9

<p>definitions of the words on the list.</p> <ul style="list-style-type: none"> The class will discuss the words and use both the students' definitions and the book definitions to come up with a comprehensive definition list. In small groups, students will come up with a definition of "humor." Students will define words from new unit in <i>Vocabu-Lit</i>. Students will read a short passage and come up with their own definitions of words. 	
<p>Tier 2 Activities/Strategies (Application/Analysis)</p>	<p>Tier 2 CPIs:</p> <ul style="list-style-type: none"> L.9-10.4a L.9-10.4b
<ul style="list-style-type: none"> The students will make a list of examples of each of the vocabulary words. The students will take their definition of "humor" one step further and answer some questions: "What makes something funny? Are there different types of humor? What do you personally find humorous? What do others in your group think is funny?" Students will complete the assigned practice sections from unit in <i>Vocabu-Lit</i>, including finding synonyms and antonyms, completing the sentence, and filling in analogies. 	<p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> <i>38 Basic Speech Experiences</i> by Clark S. Carlile & Dana V. Hensley (pages 148-157) <i>Vocabu-Lit</i> grade 9
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 CPIs:</p> <ul style="list-style-type: none"> L.9-10.4d
<ul style="list-style-type: none"> Students will use their extended definitions of "humor" to write a speech to entertain. The speech will humor the class. Students will complete vocabulary quizzes to demonstrate mastery of the words. 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> <i>38 Basic Speech Experiences</i> by Clark S. Carlile & Dana V. Hensley (pages 148-157) Teacher-made quizzes
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> Vocabulary quizzes, entertainment speech, <i>Vocabu-Lit</i> exercises 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p>
<p>TEST PREP/ NJ ASK PREP</p>	<p>RELEVANT RESOURCES/MATERIALS/CPIs</p>
<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p>Tier 1 CPIs:</p> <ul style="list-style-type: none">
<ul style="list-style-type: none"> The students will complete a 20 question practice test about the principles of public speaking. The students will demonstrate their annotation skills by reading and annotating JFK's Inaugural Address. 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> Practice test (on server) John F. Kennedy's Inaugural Address: http://www.famousquotes.me.uk/speeches/John_F_Kennedy/5.htm
<p>Tier 2 Activities/Strategies (Application/Analysis)</p>	<p>Tier 2 CPIs:</p> <ul style="list-style-type: none"> L.9-10.1

	<ul style="list-style-type: none"> W.9-10.2c
<ul style="list-style-type: none"> The students must write an impromptu speech based on a random topic. This will be timed. The teacher will give each student a different topic, such as “doing the laundry.” Students will develop the body of the speech that includes at least three main points and two sub points for each main point. 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> Teacher-created topics (on server)
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: <ul style="list-style-type: none"> SL.9-10.3 L.9-10.3
<ul style="list-style-type: none"> The teacher will provide students with a transcript of a speech from a journal such as <i>Vital Speeches of the Day</i>. Students will read the speech and underline the words, phrases or sentences used as transitions throughout the speech. Students will also analyze the strengths and weaknesses of the speech introduction and conclusion. They will discuss their findings in paragraph form. 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> Vital Speeches of the Day: http://www.vsotd.com/
STUDENT WORK PRODUCTS/ ASSESSMENTS: <ul style="list-style-type: none"> Practice test, impromptu speech, Vital Speeches of the Day activity 	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: <ul style="list-style-type: none">
SPEAKING/ LISTENING/ VIEWING	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: <ul style="list-style-type: none"> RIT.9-10.4 W.9-10.6 SL.9-10.1
<ul style="list-style-type: none"> The students will read through the process of creating a speech and speaking in front of a group. They will complete guided notes on each process. The students will present one of their speeches in their laptop video camera. This will be used to see facial expressions, eye contact, and hear the tone in students’ voice. The students will watch a video of an effective speech and analyze how they can also be an effective speaker. They will write down 10 things that the speaker is doing effectively. The students will use the Internet to complete practice on finding sources for their persuasive debate speech. 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> Process of public speaking: http://wps.ablongman.com/ab_public_speaking_2/24/6223/1593249.cw/index.html Library Research Practice for Debate (on server)
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: <ul style="list-style-type: none"> W.9-10.3d

<ul style="list-style-type: none"> • The students will give a speech about their favorite person in extemporaneous style. (1-2 minute speech) This type of speech is one in which the speaker describes a favorite person who is currently living (relative, friend, athlete, musician, etc.) or a historical person who is no longer living. • After watching their recorded performance, students will complete the “Video Self-Viewing Evaluation Form” and have a class discussion about the process of public speaking. • The students will come up with 5 ways that they can improve their speaking skills after watching their video. • The students will complete an activity where they read a speech. They are to read the speech while expressing a verb they selected out of a hat. More directions are on the handout titled “Infinite Verb Reading.” 	<ul style="list-style-type: none"> • SL.9-10.6 <p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> • Video Self-Viewing Evaluation Form (on server) • Oral Presentation Rubric (Literacycookbook.com -> Download Zone -> Oral Fluency Rubrics) • Infinite Verb Reading (on server)
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 CPIs:</p> <ul style="list-style-type: none"> • W.9-10.6 • L.9-10.3 • SL.9-10.5
<ul style="list-style-type: none"> • When the students give a speech, the other students must complete “speech reflections” while listening. The reflections will detail what they thought was successful about the speech and what needed work. They will also give other relevant information about the speech. • The students will be given a topic and be chosen for the “pro” or “con” side of a debate. The students will have a formal debate about the topic. They must follow the debate guidelines and rules given out by the teacher. • The students will complete a listening exercise. The teacher will explain the importance of listening in public speaking. Students will get out two sheets of paper. The teacher will tell them the title of the story you are going to read. Students will write down ideas or phrases they feel will be in the story based on the title. Then, the teacher will read the story and tell students to listen for key ideas, people, and places. Then, as a class, compare lists. The class will see what things some heard that others 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> • Speech reflections (on server) • Debate guidelines and rules (on server)

did not and again explain how important listening is and things they might listen for during a speech.	
STUDENT WORK PRODUCTS/ ASSESSMENTS: <ul style="list-style-type: none">• Student speeches, debate, reflection	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Debate/persuasion speech will be cross-curricular with students' history class.
ADDITIONAL OVERALL NOTES (e.g., field trips, guest speakers):	