



# START HERE: TEACHING PUBLIC SPEAKING



Have you ever wished you had a road map to help you teach a new event? The National Speech & Debate Association has consulted expert coaches to create the “Start Here” series to act as your guide while navigating a new event. These easy to follow lesson plans are backed up with ready-to-use resources and materials.

**LET’S GET STARTED!**



*These lesson plans were originally created by Steve Meadows of Kentucky.*

*We extend our sincere thanks to Steve and all contributors to our Start Here series!*

## **ABOUT THE NATIONAL SPEECH & DEBATE ASSOCIATION:**

The National Speech & Debate Association was created in 1925 to provide recognition and support for students participating in speech and debate activities. While our organization has evolved over the decades, our mission is more relevant today than ever before. We connect, support, and inspire a diverse community committed to empowering students through competitive speech and debate.

As the national authority on public speaking and debate, the National Speech & Debate Association provides the infrastructure for speech and debate competitions around the world. We create a platform for youth voices to be heard and celebrated, which culminates with an annual National Tournament, the pinnacle of public speaking.

Speech and debate changes lives. NSDA membership builds confidence, boosts classroom performance, improves communication, and increases critical thinking skills to prepare students for college. Our activity provides life skills vital to a young person's success in the future.

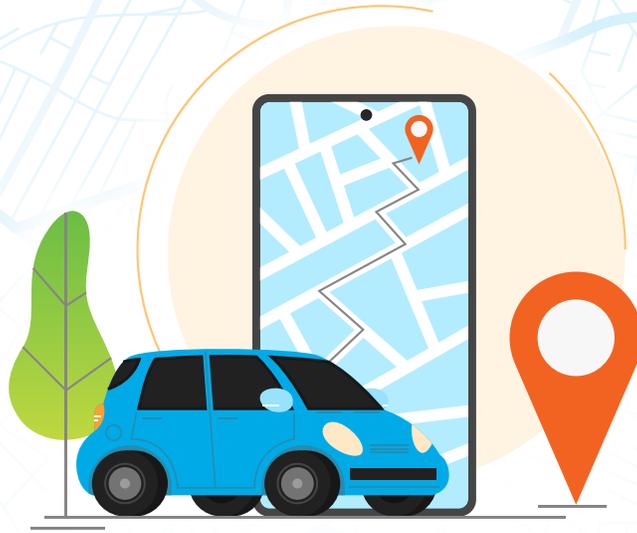
### **MISSION:**

The National Speech & Debate Association connects, supports, and inspires a diverse community committed to empowering students through speech and debate.

### **VISION:**

We envision a world in which every school provides speech and debate programs to foster each student's communication, collaboration, critical thinking, and creative skills.

Learn more at [www.speechanddebate.org](http://www.speechanddebate.org)



## NAVIGATING CRITICAL CLASSROOM CONVERSATIONS

### **Connect. Support. Inspire.**

In your exploration of topics and arguments in these lessons, you may encounter issues concerning identity, social justice, and other critically important subjects. These issues are more than just topics for speeches or for debate rounds. They affect students, teachers, families, and communities daily. Increasingly, some are choosing violence instead of dialogue in relation to these topics. As an educator, you may feel overwhelmed and unsure how to foster these vulnerable yet critical classroom conversations. Thank you for committing to doing so!

### **Set shared expectations. Grow together.**

Solutions and paths to those solutions may be up for debate, but lived experiences are not. In these critical conversations, your students may want to share personal insights on these issues. These personal insights often come from a place of lived experience. Using these stories allows us to view issues through a critical lens. When having these critical conversations, some students may become uncomfortable. Although you want these conversations to be respectful, please be aware of any ground rules that may limit students from traditionally marginalized and disenfranchised communities from sharing their stories. Please also be aware that students may not feel comfortable sharing their lived experiences—that is okay. Respect their boundaries as you prepare for and engage in this critical dialogue.



### **A NOTE FROM THE COURSE AUTHOR:**

If you have questions about the course, ideas to make it better, need cheerleading, or just want an email buddy, please don't be shy to contact me. I wrote this course to help the teacher who took over my own courses after me (*and she is a former student*), so if a little familiarity or humor snuck in, I hope you'll forgive me as I didn't want her to be bored. Feel free to pick and choose, modify and omit and add at will. I hope these materials and plans are helpful to you. May the words be with you.

— **Steve Meadows**

stevemeadowsspeech@gmail.com

---

*A retired teacher, Steve Meadows serves as the Executive Director of the Kentucky High School Speech League. Before taking on this role, Meadows taught Speech 1 classes and coached Kentucky high school speech and debate teams for 28 years. His team at Danville High School won nine state speech titles and a state debate title, and he has coached nineteen national speech tournament finalists including two national champions. He also taught introductory public speaking classes at the University of Kentucky for fourteen semesters.*

*Meadows is the founder of SPEAK, the Speech Professional Education Alliance of Kentucky, and a member of the National Speech and Debate Association's and Kentucky High School Speech League's Halls of Fame. He was the National Communication Association's K-12 National Teacher of the Year, the NSDA's first Kentucky Teacher of the Year, and was awarded the Ralph E. Carey Award for Distinguished Career Service by the NSDA. In 2006, he was one of ten teachers from across the nation hired to rewrite the PRAXIS Speech Communication national teacher exam. He remains active with the NSDA, having served as both a member of the Kentucky District Committee and as the Co-Chair for Speech Tabulations at the NSDA National Tournament.*

## COURSE INTRODUCTION

### **Purpose:**

This course is designed **for students new to public speaking and oral communications**. Thus, the first half of the course is a scaffolded approach, giving students a foundation in oral communications principles and successful experiences with quick speeches in front of the class or in small groups.

### **Materials:**

As a speech teacher, I rarely used textbooks, but when I did, I found **Glencoe's SPEECH** by McCutcheon, Schaffer, and Wycoff to be the most comprehensive and user-friendly for both students and instructor. The chapter on Listening is especially good, and I used several of the chapters in my classroom and in this course for the first foundational section of the course. And of course having a textbook gives you many options for absent students, students who must miss long periods of time, etc.

Additionally, two videos are cornerstones of this class—the film ***The Great Debaters*** (dir. Denzel Washington, 2007) and a documentary produced by the History Channel, ***The Secrets of Body Language*** (2008), which is available for purchase but also uploaded onto YouTube. The latter uses many politician and celebrity examples of its day (George W. Bush, Tony Blair, Hillary Clinton, Brad Pitt, Angelina Jolie, Britney Spears, etc.) with additional examples from sports and law enforcement. The former requires some historical knowledge about Jim Crow laws, segregated education, and the basics of how a debate works, but there are assignments built into the course to give students context prior to viewing.

And naturally, **membership in the NSDA** is the best resource. From educational materials like this course to final round videos (several of which I use in lessons), nothing beats the NSDA website ([www.speechanddebate.org](http://www.speechanddebate.org)) for materials. And if your school will purchase the Resource Package, and it should (the price of just a couple of textbooks), you'll have access to everything the best minds in speech and debate offer.

**Overview:**

This course can be, like any good teacher does, raided and scavenged as need be, and experienced speech teachers may do so however they like. I owe gratitude to fantastic teachers like David Yastremski (New Jersey) and Michael Robinson (Kentucky), whose assignments or rubrics I raided and scavenged and appear here with adaptations. And if you are a new-to-speech, fear not. This course is designed for you with the idea that you can just use it each day to do what you need to do as you learn too. As you gain experience, you'll modify, substitute, or write your own. In other words, you'll do what you have to do to so you can do what you want to do. About that, there is no great debate. 😊

Speech 1 is designed for a single semester—85 days of lessons. Additionally, units and suggested activities for another 85 days (utilizing NSDA units and others) can complete a year's lesson plans (170 days). Please don't hesitate to contact me with questions or for clarification or to suggest improvements to the curriculum for the next draft, and may the words be with you.

—Steve Meadows, Kentucky, *course author*



## COURSE STANDARDS

Here are the English Language Arts Common Core standards for grades 9-10 in Speaking and Listening (grades 11-12 are nearly identical). These are the course's guiding principles with a healthy dose of my own experiences teaching high school speech for over 25 years and my accumulated knowledge about how to help students gain proficiency in public speaking. Even if your school has not adopted the Common Core itself, these standards will work and match nearly any other state standards you may fall under.

### Comprehension and Collaboration

**SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**SL.9-10.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**SL.9-10.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

### Presentation of Knowledge and Ideas

**SL.9-10.4.** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**SL.9-10.5.** 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.9-10.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.



# START HERE: TEACHING PUBLIC SPEAKING

## UNITS OF STUDY

### INTRODUCTORY UNIT

- ▶ introduction to terminology, communication apprehension, listening, first speech experiences

- *SL 9-10.1, SL 9-10.2, SL 9-10.3, SL 9-10.4, SL 9-10.6*

LESSON 1: Introductory Unit .....	1
LESSON 2: Introductory Unit .....	4
LESSON 3: Introductory Unit .....	6
LESSON 4: Introductory Unit .....	9
LESSON 5: Introductory Unit .....	11
LESSON 6: Introductory Unit .....	13
LESSON 7: Introductory Unit .....	18
LESSON 8: Introductory Unit .....	21
LESSON 9: Introductory Unit .....	24
LESSON 10: Introductory Unit .....	26

### POETRY OUT LOUD (IF VERSE COMES TO VERSE)

- ▶ beginning eye contact and vocal variety (paralanguage), poise

- *SL 9-10.6*

LESSON 11: If Verse Comes to Verse .....	29
LESSON 12: If Verse Comes to Verse .....	31
LESSON 13: If Verse Comes to Verse .....	33
LESSON 14: If Verse Comes to Verse .....	35
LESSON 15: If Verse Comes to Verse .....	37



# START HERE: TEACHING PUBLIC SPEAKING

## NONVERBAL COMMUNICATION

### ▶ communications without words, listening

- *SL 9-10.1, SL 9-10.4*

LESSON 16: Nonverbal Communications.....	40
LESSON 17: Nonverbal Communications.....	42
LESSON 18: Nonverbal Communications.....	48
LESSON 19: Nonverbal Communications.....	50

## DISCUSSION

### ▶ listening, observing, discussing

- *SL 9-10.1, SL 9-10.3*

LESSON 20: Discussion.....	52
----------------------------	----

## YOU IN A BOX SPEECH

### ▶ organization and poise

- *SL 9-10.4, SL 9-10.6*

LESSON 21: You in a Box Speeches.....	56
---------------------------------------	----

## MLA OVERVIEW

### ▶ research documentation orientation

- *SL 9-10.2, SL 9-10.4*

LESSON 22: MLA Overview.....	66
------------------------------	----

## DEMONSTRATION (HOW-TO/PROCESS) SPEECH

### ▶ putting it all together plus ethical listening

- *SL 9-10.2, SL 9-10.3, SL 9-10.4, SL 9-10.6*

LESSON 23: Demonstration Speeches.....	70
--	----



# START HERE: TEACHING PUBLIC SPEAKING

## THE GREAT DEBATERS

- ▶ organization and documentation review
  - *SL 9-10.1, SL 9-10.2, SL 9-10.3, SL 9-10.4, SL 9-10.6*

LESSON 24: The Great Debaters ..... 77

## RECOMMENDATION SPEECH

- ▶ MLA review, organization, paralanguage, gesture/movement, eye contact, media integration, presentational software
  - *All six standards*

LESSON 25: Recommendation Speech ..... 80

## INTRAPERSONAL COMMUNICATION

- ▶ review of organization and delivery, advanced delivery, self-awareness and goal-setting for growth
  - *SL 9-10.4, SL 9-10.6*

LESSON 26: Intrapersonal Communications ..... 87

## DECLAMATION

- ▶ audience analysis, paralanguage, gesture/movement, eye contact, vocal variety, listening, poise
  - *SL 9-10.1, SL 9-10.2, SL 9-10.3, SL 9-10.4, SL 9-10.6*

LESSON 27: Declamation ..... 97

# LESSON 1: **INTRODUCTORY UNIT**

## **DAY 1**

### **UNIT:**

#### **Introductory Unit**

### **OVERVIEW**

On the first day, it's always tough to figure out what to do. In addition to “traditional” first day activities—taking roll and getting versions of names correct, etc.—it's a good day to not only give the students a success experience but also to teach some basic terminology. HELLO CHALKBOARD and TERM OVERVIEW.

### **STANDARD(S)**

- SL.9-10.4
- SL.9-10.6

### **MATERIALS:**

- Chalkboard or Whiteboard
- Projector for terms (*optional*)

### **Insight:**

Many students are quite nervous about the first day of Speech class. A combination of “traditional school”—learning new terminology—mixed with a success activity that's a little odd gives a good start to the class that legitimizes the course in an unusual way plus alleviates nervousness. Hopefully. And these two activities are the building blocks for all to come.

## ONE-DAY LESSON

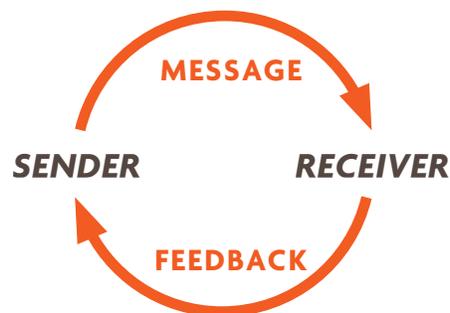
### FIRST-DAY ACTIVITIES

Do traditional first-day activities and any required by your school: take roll and find out what name students wish to be called, etc.

### FUNDAMENTAL TERMS

**Teach the following fundamental terms** via whiteboard or projector lecture with examples solicited from the students:

- ▶ **Communication Cycle** (*often drawn as a cycle on the board*)
  - **Sender** (*originates the message*)
  - **Receiver** (*to whom the message is relayed*)
  - **Message** (*the information being relayed by the sender*)
  - **Feedback** (*the response or lack of response sent Receiver to Sender as part of the communication continuum*)



**\*NOTE:** there are more detailed/complicated versions of this cycle, but this one has the basics.

- **Verbal Communication** (*communication with words*)
- **Nonverbal Communication** (*communication without words*)
- **Rate** (*how fast or slowly a speaker speaks*)
- **Volume** (*how loud or soft a speaker speaks*)
- **Tone** (*the attitude or mood of the words a speaker speaks*)
- **Pitch** (*how high or low the words are spoken—like musical pitch*)

- **Paralanguage** (*changing verbal communication nonverbally; examples are the prior four terms—rate, volume, tone, pitch*)
  - Good way to explain this difficult term. Find a student in the front row and ask their name. Say their name three different ways—one showing you are welcoming them, one showing you are unsure what the kid is doing, one showing anger. Query students what you did to express meaning and use the prior four terms as part of the greater term paralanguage to label what you did and they understood without knowing the terminology.

### SAY HELLO TO THE BOARD

I had a chalkboard in my classroom nearly every year I taught (*as opposed to a whiteboard*), so I called this Hello Mr. Chalkboard. Basically, you simply draw a large face on the board—masculine or feminine (*vary class to class*)—and have students one at a time (*take volunteers and then random order*) go to the Board, face the face (*not the audience*), and state Name/Grade/One Unique Fact About Me That No One Else Has Said Yet (*I was born in France; I ate Cheerios for breakfast; I play for the soccer team*). Once they have all finished (*and allow no one to skip out*), let them know they have now accomplished two major tasks –

1. They have earned a perfect score on the first day of school. And then be sure to give full credit for the activity in the gradebook.
2. They have given their first speech. And they succeeded. Explain that you know many students are worried about giving the speeches in the course, but that the first few will involve talking to the board instead of an audience, and as success builds, we'll slowly move around to the audience. Assure them that you are on their side, that you see yourself as a coach and a guide, not a barrier. Note that Communication Apprehension is real (*many of them are familiar with Stage Fright as a term*) and will be addressed in the next few days—that they're not abnormal or won't be able to ace the course. In fact, it will seem as easy as talking to the chalkboard by the end of the course.

## LESSON 2: INTRODUCTORY UNIT

### DAY 2

## UNIT:

### Introductory Unit

## OVERVIEW

In reality, it's likely you didn't get everything finished yesterday as the first day is like that. So finish up yesterday's work and then jump into the next two activities that prepare them for their next speeches and also have them apply the terminology they learned. VIEW NATIONAL CHAMPION SPEECH and INTRO TONGUE TWISTERS.

## STANDARD(S)

- SL.9-10.1
- SL.9-10.3
- SL.9-10.6

## MATERIALS:

- Three tongue twisters, typed out and on slips of paper the students can keep.
- Access to a video of either the **1999 NSDA National Champion Oratory by Josh Gad "Hoo-Ah"** (beginning at 25:10) or the **2017 NSDA National Champion Oratory by J. J. Kapur "Let's Dance"**

**NOTE:** These and other videos are available for NSDA members at [www.speechanddebate.org/oratory-final-round-archives](http://www.speechanddebate.org/oratory-final-round-archives).

## Insight:

Tongue Twisters are simple activities students are familiar with but probably haven't done often. Find three tongue twisters somewhere that will be "your" tongue twisters you use in your classes. I'm listing eight here in case you have TLGGS (*too lazy to Google syndrome*), which is not a good sign for day two, but it happens. If so, buck up, little camper. You got this.

- *a skunk sat on a stump and thunk the stump stunk, but the stump thunk the skunk stunk*
- *Chester Cheetah chews a chunk of cheap cheddar cheese*
- *I slit a sheet, a sheet I slit, upon a slitted sheet I sit*
- *red leather yellow leather red leather yellow leather*
- *round the rough and rugged rock the ragged rascal rudely ran*
- *she sells sea shells by the seashore*
- *six slick slim slippery saplings*
- *two toads totally tired tried to trot to Tedbury*

## LESSON 2: INTRODUCTORY UNIT



The two speech choices are high interest with more “drama” than most oratories have. Gad has particular street cred as he’s gone on to a successful acting career on Broadway, in television, and in film (*the voice of Olaf from Disney’s Frozen will be immediately recognizable to many students*). Kapur is entertaining with a timely message.

### ONE-DAY LESSON

#### TONGUE TWISTERS

Hand out the Tongue Twister sheets. With each Twister, model it and then have the students say it several times aloud in unison with you. Once they seem to have the knack of it, time them for fifteen seconds and see how many times they can say it in fifteen seconds. After you’ve done this for all three, explain to the students that in three days, each student will be randomly assigned one of these three twisters (*so they’ll have to be ready for all three*) to say aloud three times (*facing the Board*) in fifteen seconds for full credit. Any recitations past the three required gain extra credit. This is an easy assignment students can practice for, succeed with easily, and is a bit out of the box from what they expect. I gave it 15 points with an extra point for each recitation besides three. I sometimes accidentally goofed with the stopwatch on purpose to help a kid get to three.

- ▶ Goal – everyone gets full credit or even a little extra.

Tell them to bring the sheets each day and to practice at home for homework.

#### WATCH THE SPEECH

View the speech you’ve chosen as a group. When it’s completed, ask the students to generally describe the message of the speech, how the speaker got the message across, and what you liked about the speech or its delivery. Then go through the terminology learned the previous day and discuss how each applies (*or does not, though they all really do*) to the speech as delivered. Tell the students there will be a quiz over the terms the next day.

## LESSON 3: INTRODUCTORY UNIT

### DAY 3

### UNIT:

### Introductory Unit

### OVERVIEW

Time for a terminology quiz to keep the kiddos on their toes about taking the class “seriously” and not as a “weird class where we just say weird things and talk to the wall.” It may be that, but it’s also a place where content is learned, and the traditional quiz is a way to establish that. It’s also a good day to explore various modes of communication in small groups. TERM QUIZ and MODES OF COMMUNICATION GROUP PRESENTATIONS. Plus practice Tongue Twisters.

### STANDARD(S)

- SL.9-10.1
- SL.9-10.4
- SL.0-10.5
- SL.9-10.6

### MATERIALS:

- Term Quiz (*see end of this lesson*)
- Tongue Twister sheets
- Possibly the whiteboard/chalkboard, a projector or computer screen, other materials provided or scavenged by the students for their presentations

### Insight:

Terminology without application is useless in the digital age (*and probably was before the era of phones who could graduate Hogwarts*). Thus, it’s time not only to quiz over the terms but also to see how they apply to the modes of communication students already know and use.

### ONE-DAY LESSON

#### GIVE QUIZ

#### MODES OF COMMUNICATION GROUP PRESENTATIONS

Divide students or have them self-divide into six groups. Assign each group a mode of communication (*examples = text message with emojis, drawing, tweet, webpage, tv commercial, dinner conversation*) and ask them to talk as a group about how the terms we've studied thus far apply in this mode. Then ask them to prepare a presentation of the mode that someone in the group (*or several someones*) can explain a la how it utilizes the terminology. Give them work time and then present, adding insight or corrections as needed. Grade the presentations for completion and with full credit unless major miracles are needed for clarity.

#### TONGUE TWISTERS

Practice Tongue Twisters with a timer as a whole class or in groups.

## SPEECH QUIZ: INTRO TERMS

**SCENARIO:** Imagine you are riding the pep bus to a basketball game. The supervising teacher gives instructions about when you are to get back on the bus after the game. Most students listen quietly; one is asleep and does not hear.

### In this scenario:

1. What is the feedback?
2. What is the message the sender is sending?

### Match the following terms with the proper definitions:

- |                                |  |
|--------------------------------|--|
| 3. ____paralanguage            | a. communication without words                   |
| 4. ____verbal communication    | b. communication with words                      |
| 5. ____rate                    | c. how high or low in the voice words are spoken |
| 6. ____volume                  | d. how loudly or softly the words are spoken     |
| 7. ____pitch                   | e. the mood or attitude behind the words spoken  |
| 8. ____tone                    | f. the speed at which words are spoken           |
| 9. ____nonverbal communication | g. the person the sender gives the message to    |
| 10. ____receiver               | h. changing verbal communication with nonverbals |

# LESSON 4: INTRODUCTORY UNIT

## DAY 4

### UNIT:

#### Introductory Unit

### OVERVIEW

Today we face the beast—Communication Apprehension. We also practice Tongue Twisters. COMMUNICATION APPREHENSION ONLINE SAFARI.

### STANDARD(S)

- SL.0-10.2
- SL.9-10.4

### MATERIALS:

- Copy of Tongue Twisters
- Computers for each student (*lab or laptops/Chromebooks*) plus earbuds

### Insight:

For many students, today is revelatory as it shows them the science and the commonplace nature of Communication Apprehension, allowing them to understand and cope with why their bodies react the way they do. This assignment will give you common ground to refer to when students are facing anxiety (*and that other students can use to help you encourage reluctant speakers*). For me, teaching a required course taken mainly by 9th graders in a one-to-one Chromebook school, it also let me make sure the kids could complete basic tasks like Internet searches and using their school email (*and the chance to show them how if they couldn't*).

**NOTE:** there are, in my experience, a very rare few students who have genuine, it's-really-going-to-be-an-issue-every-time anxiety about speaking. I can think of only two or three I had over the years I thought were medically in dire straits about speaking to the class. The rest of the nervous kids, and there are always several in every class, either had self-esteem issues, prior bad experiences, weren't prepared, or some combination of these (all normal parts of being a teenager/student). With coaxing and the right classroom attitude of firm but kind expectations, they come around, and while it may never be their favorite class, the pushback to speak each time fades kid by kid, speech by speech. Sometimes kids get parents and/or counselors involved. In that case, I've found my best approach is to meet with all involved (kid too) and explain how the class is set up to gradually build confidence

by teaching the body that this is not a dangerous situation. Once I explain how the class works to address this, most parties involved (not always the kid) agree to have the kid proceed in order to face these fears. If not, then folks higher than your pay grade have to decide what you do, and you just do that. If the anxiety is traumatic, likely the student has legal paperwork marking it so, and you can follow that. One year, a senior who needed to pass the course got through with great help from a Special Education aide who worked with him on each. We worked together to do all we could to help him pass, and he did without any fudging of grades. The assignment today alleviates most of this issue (with consistent reinforcement throughout the term), but it must be addressed each term.

### ONE-DAY LESSON

#### PRACTICE TONGUE TWISTERS

Practice Tongue Twisters with a timer as a whole class or in groups.

#### COMMUNICATION APPREHENSION ONLINE SAFARI

Briefly explain what Communication Apprehension is noting the normalcy of it. Then explain to the students that each member of the class is to perform an Internet search to find videos, websites, speeches about what it is, why it is, and how to deal with it. Share with them that they may wish to also search for terms like Speech Anxiety, Stage Fright, etc. There's a great ***Seinfeld clip about the fear of public speaking*** (and about how *Death is #2*) that you might also show as a light way to start the discussion. Once they have found something they think would be useful for others in the class to see, they are to compose an email to you with a brief explanation of what they found and its source plus a link to it.

You can deal with their results several ways—go through them one by one on a projector/screen, choose the best yourself later and show the greatest hits, assign them to groups and have them show each other what they sent you, but the gist of the day is that they are to address Communication Apprehension, make their own discoveries about it and make decisions on which explanations of it they think best (*which means they'll have to ingest the information*), and address the topic with the whole class or classmates in the later part of the class. I strongly encourage showing a particularly good video or TED Talk about it to the class as a whole to talk through. Communication Apprehension is a natural reaction to the phenomenon of public speaking, and if addressed, will be much easier to cope with.

# LESSON 5: INTRODUCTORY UNIT

DAY 5

## UNIT:

Introductory Unit

## OVERVIEW

TONGUE TWISTER DAY!

## STANDARD(S)

- SL.9-10.4
- SL.9-10.6

## MATERIALS:

- Whiteboard/Chalkboard

## Insight:

This is a great day in class. Everyone has to do a goofy tongue twister. Remember that you're having the kids go in front of the class but also facing the board to do these, meaning they have to be on the spot (*and much more so than if they did them from their seats*), but not face the crowd yet, which is a scaffolded approach for those with CA. And feel free to tell them that you are doing this purposefully so that they and their bodies can realize it's okay to speak.

### ONE-DAY LESSON

#### TONGUE TWISTERS

Write the Tongue Twisters you've chosen across the board (*all three*). Come up with a random way to choose a kid and to choose a tongue twister, and randomly call each kid up to the board and randomly pick a twister for each kid. I used a roll of a die—1 or 4, the first one; 2 or 5, the second one; etc. And that roll also moved me that many seats down the row to the next speaker. Give the kid 15 seconds on the stopwatch and keep track of how many times the kid says each twister (*can be fun to have the full class hold up fingers for each finished twister—and will help you when you lose count*). Give extra credit for any total past three, and celebrate each kid as a class and try to keep the mood festive. This is your first “assigned speech.” Make the mood light and fun and “everyone can do it.”

# LESSON 6: **INTRODUCTORY UNIT**

**DAY 6-7**

## **UNIT:**

### **Introductory Unit**

#### **OVERVIEW**

**LISTENING.** Students will complete an activity demonstrating the need for Listening and begin reading more about Listening skills/ answering questions.

#### **STANDARD(S)**

- SL.9-10.1
- SL.9-10.2
- SL.9-10.3

#### **MATERIALS:**

- Silence Quiz (*see end of lesson*)
- Box of crayons or highlighters or markers
- Textbooks and Assignment Sheets (*see end of lesson or alternate activities*)

#### **Insight:**

Students have little practice actively listening. Many assignments are online, so they have less practice being an audience or listening to understand. Today's students also expect autonomy on when they start work, so they often don't listen the first time instructions are given. The Silence Quiz/"Gotcha" assignment that begins this unit is a classic one some students in class may have experienced in younger grades, but they'll enjoy being "in" on the joke with you as the others diligently work. And to me, there is no better chapter in the Glencoe *Speech* book than the Listening one.

**TWO-DAY LESSON****SILENCE PRACTICE**

Tell the students that today, we are going to work on something we don't really get much practice with in the 21<sup>st</sup> Century—Silence. You will give them an activity to do, and they will have to complete it in utter silence—no asking questions, commenting, seeking help, sharing answers—utter silence. A dome of silence will descend on the room. Place highlighters/crayons/markers in front of the room they can access silently as needed.

Give them the Silence Quiz and have them take out a piece of paper. Tell them twice to read the directions and do as they say. Enforce silence. Enjoy as a few students figure out the “gotcha” and share watching the rest of the class with you as they diligently do the activities and then experience the joys of Question 10. When most have finished or the jig is up, ask the students what they've learned from this experience (*aside from not to trust you ever again*). Hopefully, they'll realize that they should have listened to you—that you told them twice to read the directions, and that the directions clearly stated that they should read the full sheet before they began work. Note that while anyone with working inner ears can HEAR, that's different from LISTENING, and that while it sounds really easy, we've demonstrated today that LISTENING is something most of us need to work on and can learn more about.

Assign the Listening chapter and its questions. Students can read and answer as they go, read and go back and answer, etc. I always give them two days of class to do this work and require complete sentence answers to the questions, but that's up to you (*I had one set of texts for all classes to share, so homework from the text was not an option save for kids who needed extended time or were absent*). And if you don't have access to the Glencoe books, you can find many articles about the importance and research behind Listening online and devise questions similar to these to go with what you discover.

## SILENCE QUIZ

### DIRECTIONS:

Today we are going to do an activity to let me (the teacher) know a bit more about you. The catch is that it will all be done in an absolutely silent room. You may not talk, ask questions, share answers, or any other way make noise or communicate. Please take out a sheet of notebook paper. Read over this entire sheet carefully and then work as instructed.

1. Number your sheet of paper 1 to 10.
2. For #1, write your first name. For #2, write your last name.
3. Write the name of a movie or tv show you've seen in the last week. If you haven't seen any, say that.
4. Write down what toppings you like on a pizza. If you don't eat pizza, say that.
5. Write down two colors you think probably are most common in your clothes closet.
6. Write down the name of someone in class you know well. If you don't know anyone well, say that.
7. Write down a fictional character (*Harry Potter, Wonder Woman, Spongebob Squarepants, Cinderella, etc.*) you think you have something in common with. No need to say the connection, just the name.
8. Write down something nice about your teacher. Don't leave this one blank!
9. Get a highlighter or crayon or colored pencil or marker and circle the two answers (*from questions 3-7*) about you that you think are the most important for your teacher to know.
10. Sit back and relax. Do nothing. Don't answer questions 1-9. Don't write on your paper at all. The folks who do so didn't read the directions and will be working hard while you watch them. Aren't you glad you listened?
11. Don't tell other classes about this assignment. I have other kids to trick today.

NAME:

## SPEECH: LISTENING

**A. Read pp. 54-58.**

**B. Answer questions 1 & 2 “Recalling the Facts” p. 59.**

1.

2.

**C. Read pp. 60-64.**

3. What are two reasons why listening is difficult?

**D. Gender Talk question:** Do you agree with the facts presented about how men and women speak and listen on page 61? Why or why not? Give examples.

4.

**E. Answer the three questions on p. 62 in the space below:**

5.

**F. Read pp. 66-71.**

6. Explain the difference between asking for an explanation, paraphrasing a message, and summarizing a message.

**G. Read “Thinking Critically” on p. 71. Answer the questions asked in the space below.**

7.

**H. Personalized Summary and Application questions**

8. What gives you the most trouble when you are trying to listen?

9. What is one strategy you can use to overcome this barrier to good listening?

# LESSON 7: **INTRODUCTORY UNIT**

**DAY 8**

## **UNIT:**

**Introductory Unit**

## **OVERVIEW**

**LISTENING PRACTICE**

## **STANDARD(S)**

- SL.9-10.1
- SL.9-10.2
- SL.9-10.3

## **MATERIALS:**

- Computers and earbuds
- Copy of Listening Exercise (*see end of lesson*)

## **Insight:**

Yep, we're skipping talking about the bookwork for a few days to give absent and pokey kids a day to catch up as this bookwork matters a great deal and we want everyone with us.

### ONE-DAY LESSON

#### LISTENING EXERCISES

Give students Listening Exercises and instruct them to watch/listen to these speeches and respond to them. Discuss after time for all to view or another day. You will want to give students a bit of perspective on the Challenger explosion plus Steve Jobs (*Apple Computers*) before sending them off to listen.

NAME:

## SPEECH EXERCISE: LISTENING PRACTICE

View the following speakers/speeches below using YouTube. After you watch each speaker, write down what you think the speaker's speech was about in summary plus your opinion about the speech and speaker overall.

SPEAKER: **President Ronald Reagan . . . . .***Address to the nation after the Challenger explosion*

SUMMARY:

OPINION:

SPEAKER: **Steve Jobs . . . . .***2005 Commencement Address at Stanford University*

SUMMARY:

OPINION:

## LESSON 8: **INTRODUCTORY UNIT**

**DAY 9**

### **UNIT:**

**Introductory Unit**

### **OVERVIEW**

LISTENING PRACTICE and  
BASIC SPEECH OUTLINES  
(THE HANDY METHOD)

### **STANDARD(S)**

- SL.9-10.1
- SL.9-10.2
- SL.9-10.3

### **MATERIALS:**

- Access to the 2014 NSDA Oratory Champion speech online
  - » Andrea Ambam — *America Minus the Dream* (available on **NSDA site** or **other sites**)
- Projector

### **Insight:**

This speech is one of the most accessible national champ speeches in many years—easy to follow, common experiences with math, Beyonce humor. It has clear structure and is not controversial as it espouses America's core values as its argument. And who doesn't love the nostalgia of drawing a turkey?

**ONE-DAY LESSON****WATCH THE SPEECH**

Show the students the speech, asking them to listen and scrutinize what she is arguing and how she gets her message across in words and in delivery.

Once you've watched it through, solicit from the students what her main argument was, what examples she used that were memorable, and any comments they want to make about her delivery. Then ask them about how she structured the speech. Most of them will have a harder time getting this exactly right, so go back and show them her point preview (*starts just after the three-minute mark in the video*), and then ask them to sort the examples they shared with you earlier into her three points. Wrap up discussion of the speech and how she used the math book metaphor to organize its content.

**\*NOTE ABOUT ANDREA:** she was a national finalist in Oratory again her senior year (*2014 was her junior year*), placing 4th overall. She then had a very successful competitive speech career at Western Kentucky University, becoming one of the most successful collegiate competitors ever. Ambam won the individual sweepstakes championship in 2018 at the American Forensic Association National Individual Events Tournament, and in 2019 she won the same title from both the AFA NIET and the National Forensic Association national tournament, for a total of three national individual overall championships. In order to gain the title at the NFA tournament, Ambam reached the final rounds in all six events in which she competed, won two of them, placed second in three and was fourth in the final event. Only five other people in the nation's history have equaled Ambam's three titles, and only one has surpassed it in the 40-plus years of these two national leagues. She's a great example of a competitive speaker. I used her speech for several years in my class (*and would see her at Kentucky tournaments, where I called her "Lesson Plan."*) She's a fantastic person and speaker.

**SPEECH ORGANIZATION EXERCISE**

Once you have finished talking about her speech, share with the students that many speeches are organized by having an introduction, three points, and a conclusion. In fact, speech organization is considered by many people to be the most important part of a speech, for unlike the written word, extended oral communications like speeches cannot easily be "reread." As we have learned in reading about listening, minds wander and attention wanes. Orators must not only have a clear plan for listeners to follow but also to use as a point of reference when they miss a section due to inattention (*if the rest of the speech is to be salvaged for the listener*).

Luckily, there's a way to handily organize a speech. Ask the students to take out a piece of paper and trace their right hands as they did back when they drew Thanksgiving turkeys like this one, who looks a little roostery. I call her Emily.



Don't actually have the students convert the hand tracings to turkeys. Instead, please have them write these words on the proper fingers:

- THUMB . . . . .INTRO
- INDEX . . . . .POINT 1
- MIDDLE . . . . .POINT 2
- RING . . . . .POINT 3
- PINKIE . . . . .CONCLUSION

Explain that most speeches follow this handy outline (*it's always handy*). A couple of extra nuggets to add:

- ▶ The base of the thumb, where humans' opposable thumbs make them the dominant planetary species (*and thus the most important part of the speech*), nicely correlates with the point preview where the speech outline is illuminated near the end of the introduction.
- ▶ The title of the speech is like a ring—draws attention.

If time allows, write a few sample outlines as a class or individually.

## LESSON 9: **INTRODUCTORY UNIT**

**DAY 10**

### **UNIT:**

**Introductory Unit**

### **OVERVIEW**

REVIEW AND DISCUSS  
LISTENING; APPLY

### **STANDARD(S)**

- SL.9-10.1
- SL.9-10.2
- SL.9-10.3

### **MATERIALS:**

- Copies of Listening work completed on days 6-7
- Audio recording of a story
- Quiz over story

### **Insight:**

Today you are reviewing and applying the skills learned in the listening unit. For the story, I used Garrison Keillor's "*Smokes*" (from his *HOPE CD*), but any story read aloud you like will work. David Sedaris would be especially good—whatever storyteller you want to listen to and make a quiz about.

### ONE-DAY LESSON

#### DISCUSS LISTENING QUESTIONS

Go through the questions from the chapter on Listening in the textbook. Discuss each with the students, solicit input and feedback, clarify as needed.

#### LISTEN TO STORY

When finished, have the students prepare to listen intently to a long pre-recorded story (15–25 minutes) something they're likely not used to. There are many stories to choose from. Quiz for *SMOKES* listed below to give an idea of the basic sorts of comprehension questions to ask. Once finished, discuss with students how they did (*you can grade these or not*) and what strategies they used to overcome the barriers to listening they encountered. Relate to classroom, life situations, etc.

1. What subject does Lyle teach at school?
2. Describe the little girl's injuries.
3. Why doesn't Lyle have any cigarettes?
4. Who begins telling Lyle he needs to smoke?
5. In what physical activity does Lyle participate for exercise?

# LESSON 10: INTRODUCTORY UNIT

DAY 11

## UNIT:

Introductory Unit

### OVERVIEW

REVIEW AND APPLY  
SPEECH OUTLINING

### STANDARD(S)

- SL.9-10.1
- SL.9-10.2
- SL.9-10.3

### MATERIALS:

- Two videos of Oratories
- Listening Exercise over Oratories (*see end of lesson*)

### Insight:

You may wish to use either Gad or Kapur's speech (*whichever you didn't use*) from Day 2 as one of the speeches. For the other, try one of the National Champions in Oratory from another year. I like **Jenny Vuong** from 2013. If your school or state has connections to an Oratory finalist from any year, maybe show that one (*I did—bragging rights plus audience connections*).

### ONE-DAY LESSON

#### DISCUSS LISTENING QUESTIONS

Go through the questions from the chapter on Listening in the textbook. Discuss each with the students, solicit input and feedback, clarify as needed.

#### LISTEN TO STORY

When finished, have the students prepare to listen intently to a long pre-recorded story (15–25 minutes) something they're likely not used to. There are many stories to choose from. There's a quiz for *SMOKES* listed below to give an idea of the basic sorts of comprehension questions to ask. Once finished, discuss with students how they did (*you can grade these or not*) and what strategies they used to overcome the barriers to listening they encountered. Relate to classroom, life situations, etc.

1. What subject does Lyle teach at school?
2. Describe the little girl's injuries.
3. Why doesn't Lyle have any cigarettes?
4. Who begins telling Lyle he needs to smoke?
5. In what physical activity does Lyle participate for exercise?

NAME:

## LISTENING EXERCISE

View the Original Oratory Final Round speakers. After you watch each speaker, write down the speaker's main points plus your opinion about the speech and speaker overall (with reasons to support).

**SPEAKER:** .....

MAIN POINTS:

OPINION:

**SPEAKER:** .....

MAIN POINTS:

OPINION:

# LESSON 11: IF VERSE COMES TO VERSE

DAY 12

## UNIT:

If Verse Comes to Verse  
(Poetry Out Loud)

## OVERVIEW

INTRO TO POETRY OUT  
LOUD ASSIGNMENT

## STANDARD(S)

- SL.9-10.6

## MATERIALS:

- *Video clip from Robin Williams, DEAD POETS SOCIETY*, where he explains how poetry makes you feel (“Why do we read and write poetry?”)
- *Video of TO THIS DAY* (illustrated/cartoon version of poem by Shane Koyczan—really cool version) and *2002 Duo Interpretation National Champions “A Light in the Attic” by Shel Silverstein* to let the students see some of the many directions poetry recited can go.
- Access to Poetry books
  - » I used to have the librarian put all the Poetry books in the library’s collection on a cart for me, and I would keep the cart for a few days for kids to use in my room only.
- Computers. Printer.

## Insight:

This is the kids’ chance to find a poem they like and read it aloud however they wish. Most have done something similar in younger grades.

### ONE-DAY LESSON

#### WATCH AND DISCUSS VIDEO

Show the video clip and have the students discuss why teachers and schools ask students to study poetry, what poetry means to them, etc. Show other clips and discuss how poems were visually and vocally illustrated.

#### FIND POEM

Assign students to find a poem they like that they can say aloud. Three requirements:

1. It must be 14 lines long or more. Shorter? Combine to get to 14 +.
2. It must be a poem, not song lyrics (*Why? Because song lyrics are written to accompany specific music, and while lyrics are wonderful, we're not singing today and want to focus on the words.*)
3. It must fit on one typed page for the sake of time.

Give them time to look through the books.

**NOTE:** I always discouraged hunting poems online unless they have a particular one already in mind. Too easy to wander off a path, and the printed page is what they'll have to use to recite anyway.

## LESSON 12: IF VERSE COMES TO VERSE

DAY 13–14

### UNIT:

If Verse Comes to Verse  
(Poetry Out Loud)

### OVERVIEW

PREP DAYS

### STANDARD(S)

- SL.9-10.6

### MATERIALS:

- Same as prior day

### Insight:

Some students will find poems right away. Some will take a long time. As class begins, remind the students what their ultimate assignment is—*Students prepare to make the poem interesting aloud, and they can read it live from anywhere in the room except seated at a student desk—from the front of the room, under a desk, hiding behind the door, on top of a table, wherever they like except seated at a student desk. This way, they still don't have to face an audience unless they want to—just have to be heard.* So once they have found a poem, they should type it up and print it out onto one sheet of paper. You may wish to have them do as I did and attach the page to a stiffer one (*construction paper, cardstock, etc.*) for better handling in front of class. Then they should prepare the script (*mark paralanguage/eye contact if using it*) and practice it a few times. Good way to start the second day is to show a video of a poet reciting their poem (*I used **Maya Angelou – Still I Rise***) and discuss what the poet did with paralanguage and visuals to make the poem more interesting than just saying the words. Usually these are not as extreme as the Duo Interp or the illustrated cartoon version and are more like what students will actually do. You can also model a poem aloud yourself and have them discuss that reading if you're feeling brave. They'll move at their own paces these two days, but everyone must be ready to practice, prepared script in hand, on day 15, so any work not completed these two days is homework.

**TWO-DAY LESSON**

**TO DO**

See Insight. I'd take a grade on having the performance script prepared satisfactorily.

## LESSON 13: **IF VERSE COMES TO VERSE**

**DAY 15**

### **UNIT:**

If Verse Comes to Verse  
(Poetry Out Loud)

---

### **OVERVIEW**

PRACTICE DAY

---

### **STANDARD(S)**

- SL.9-10.6

### **MATERIALS:**

- Same as prior day

---

### **Insight:**

Some kids will practice at home. Some will not. Everyone needs to.

### ONE-DAY LESSON

#### PRACTICE POEMS

Have the students line the walls of your classroom facing the wall. Even better is if you can move to a larger empty space for the period like the school theater, classroom, choir room, etc. Have them say the title, author, and then their poem aloud several times. You can run drills like *Turtle* (*say it as slowly as you can and over-articulate*) and *Lightning* (*say it three times in a row as fast as you possibly can*) for familiarity with the phrases. But just have them practice aloud.

Then have them practice several times with a partner.

Then have them practice with their partner and two other pairs.

As long as they're really tired of saying the poems aloud by the end of class, you've done your job. They just need to be really familiar with the poems, and this is the day.

# LESSON 14: IF VERSE COMES TO VERSE

DAY 16

## UNIT:

If Verse Comes to Verse  
(Poetry Out Loud)

## OVERVIEW

COACHING DAY

## STANDARD(S)

- SL.9-10.6

## MATERIALS:

- Same as prior day

## Insight:

This is a day where you make sure everyone is ready to go, and you also make sure no student is just going to just read the words off the page (*or at least you try to prevent that*).

### ONE-DAY LESSON

#### COACHING

One at a time (*and in random order, usually*), have each student say two or three lines of their poem the way they will perform it tomorrow. Have them get in the place they'll say it aloud. Have them say the title, the author, and the two lines so you know they're ready with the title/author too. Coach their readings—keeping it lively, showing the tone, rate and volume under control, pitch used effectively, any nonverbals to add? Of these two lines. Suggest they do the same with the rest of the poem. Move on to the next kid. Everyone performs the next day.

# LESSON 15: IF VERSE COMES TO VERSE

**DAY 17**

## **UNIT:**

If Verse Comes to Verse  
(Poetry Out Loud)

---

## **OVERVIEW**

PERFORMANCE DAY

---

## **STANDARD(S)**

- SL.9-10.6

## **MATERIALS:**

- Same as prior day

---

## **Insight:**

Again, celebrate each kid as a class and try to keep the mood festive. This is your first speech the kids had choices to do. Make the mood light and fun and “everyone can do it.”

### ONE-DAY LESSON

#### PERFORMANCE

One at a time (*and in random order, usually*), have each student perform. Evaluate each student by using a simple critique sheet like the one below. Give two Glows, one Grow, and move on to the next one. Give everyone who completes the work full credit. You're still building confidence and establishing safety for Communication Apprehension severe cases.

**NOTE:** if you love this, there is a national poetry contest you can participate in with your students—organizes at the school and then the state and then the national level. Browse to [www.poetryoutloud.org](http://www.poetryoutloud.org) for full details.

## POETRY OUT LOUD

**SPEAKER:** .....

**GLOWS:**

**GROW:**

# LESSON 16: NONVERBAL COMMUNICATIONS

DAY 18–20

## UNIT:

Nonverbal  
Communications

## OVERVIEW

Using the History Channel's excellent video *The Secrets of Body Language*, study Nonverbal Communications and its importance to communication.

## STANDARD(S)

- SL 9-10.1
- SL 9-10.4

## MATERIALS:

- YouTube access to *The Secrets of Body Language* or DVD of video
- Study guide if you wish to use it; you can write your own as you watch (*make a quiz*), or you can use one of several available on the Internet. I used *this one*, and I thank Coach Blue, whoever they are, as it's a good "are you paying attention" guide as you go. Variations of this one are all over the web (*as are the answers*), but it's a good helper for you and covers the key concepts.

## Insight:

I love this video. It's not quite as "hip" as it was when I first started showing it (*after being clued in about it by my buddy Michael Robinson*) as the students don't have strong memories of early Obama or John McCain, but few of them ever knew who Tony Blair was (*or Putin, for that matter*), and the understanding of how they use nonverbals is eye-opening. I always find the law enforcement bits especially engaging. This is a good video to stop every half hour or so and go over the questions in progress and discuss what "sticks" or makes an impact with the kids. It's just a useful groundwork for application later.

**THREE-DAY LESSON**

**WATCH AND DISCUSS**

Review nonverbal communication, show video, apply video study guide (*etc.*) as you wish.  
Discuss as you go or afterward.

# LESSON 17: NONVERBAL COMMUNICATIONS

DAY 21-24

## UNIT:

Nonverbal  
Communications

## OVERVIEW

Making Silent Movies  
–Intro to assignment  
plus work time.

## STANDARD(S)

- SL 9-10.1
- SL 9-10.4

## MATERIALS:

- Access to a silent film (*Charlie Chaplin, Clara Bow, etc.*) on YouTube or other method, projector.
- Cameras kids can use (*FlipCams or their own phones*)
- Assignment sheet and Storyboard sheet (*see next two pages*)
- Easy editing software like Windows MovieMaker

## Insight:

As with any group project, there will be times when not everyone is productive. I'd chat about that before you have the kiddos get into groups. Your choice as to whether or not to let kids do solo films. Also, Windows MovieMaker used to be on every Windows machine, but it now is not a default addition to the latest version. However, my tech gurus at school had little trouble finding it online and adding it to any machine I asked them to. Additionally, many students, especially those with iPhones, are already comfortable making movies with their cell phones and may prefer to do so entirely with those. As long as they can share the final version with you (*via an upload to YouTube, Dropbox, Google Drive, or something similar*), why not?

### FOUR-DAY LESSON

#### WATCH SILENT FILM

Ask students who has seen a silent film. Many will have not. Show them clips of one (and make sure it's one with Title Cards. Discuss how nonverbal communication tells the story and communicates the dialogue before the Title Cards are displayed.

#### EXPLAIN ASSIGNMENT

Give students Assignment Sheet and Rubric and Storyboard. Go through with them. Discuss group work and how you wish to have students film and edit the movies.

#### CREATE FILMS

Have students break up into groups and Storyboard their films. Once Storyboards are complete and approved, allow them to film and then edit. I've set aside four days for this project; some groups will need less, but those who finish earliest can help slower groups with editing, etc.

You may wish to allow students who don't finish in the days of filming to present their films live as skits, but obviously, you'll wish to keep that to yourself until the end of the work time so they'll work toward finishing the films.

Make films due by the end of day 24 or at the top of day 25 so you can have a film festival of all classes' films on day 26.

## ASSIGNMENT: SILENT MOVIE

**Silent Movie (50 points):** Students will create a short silent-movie scene to demonstrate non-verbal communication. No vocal utterances (talking or otherwise) or use of text will be permitted. Therefore, facial expressions, hand gestures, and body movements are required to convey meaning. Use of a “silent movie soundtrack” (ie. music without lyrics) is required. YOUR SCENE SHOULD HAVE A DEFINITE BEGINNING, MIDDLE, AND END.

1. Watch the scenes from the sample video in class.
2. Discuss how silent films differ from today’s film, how nonverbal comm tells the story before the dialogue arrives on the Title Cards.
3. Break into groups of 1 to 5 to compose plots. Students should then convert these plots into storyboards (see Storyboard sheet).
4. Students should then film their movies. Be sure to use the rubric for guidance.
5. Requirements for movie.
  - **Video Length:** It needs to be at least **1:00-3:00 minutes** long including the intro and credits.
  - **If your Cam or Editing Software will Allow:** change the video speed to 2x instead of the regular 1x to give it the old fashioned reel feel if that suits you.
  - **Use Text:** Silent films use text on the screen to explain what’s going on or what the actors are saying. These “captions” are called Title Cards. Most editing software has the ability to create these. You can also make these with black construction paper with white paper attached. Add text to your video where and/or if you feel it is needed.
  - **Filters:** Use one of the black and white filters to get “old time effect” if you like.
  - **Music:** Music has to be word-free.

Sites with old music instrumentals for silent films:

    - » <http://www.perfessorbill.com/index.html>
    - » <http://incompetech.com/m/c/royalty-free/silentfilm.html>
  - **Credits:** Create an opening slide to introduce your video title. Use the closing credit slides. Movie Maker creates some for you. Feel free to use those. Put your name(s) and period in the closing credits.

## SILENT MOVIE ASSIGNMENT: STORYBOARD

- **Boxes:** Do a simple stick person sketch of what will happen in each scene.
- **Writing:** Write a simple explanation of what will happen in the scene or what words will appear.

<b>VIDEO STORYBOARD:</b> FILM TITLE:	NAME(S):
---	----------



.....

.....

.....

.....



.....

.....

.....

.....

---

--	--	--

--

--


--

--

--


--

--

--


## SILENT MOVIE ASSIGNMENT: GRADING RUBRIC

NAME(S):

DESCRIPTIVE AREA	EXCELLENT	GOOD	NEEDS IMPROVEMENT	SCORE
	5 POINTS	4 POINTS	0-3 POINTS	
<b>PLOT AND CHARACTERS</b>	<i>Easy to follow. Clear beginning, middle, end.</i>	<i>Almost a 5.</i>	NOTES:	/5
<b>VIDEO LENGTH</b>	<i>1-3 minutes</i>	<i>Within 15 seconds over or under.</i>	<i>Points deducted for each additional 15 seconds over or under.</i>	/5
<b>TEXT / SLIDES / CREDITS</b>	<i>Easy to read, all correctly spelled and punctuated, interesting.</i>	<i>Almost a 5.</i>	NOTES:	/5
<b>REQUIRED ELEMENTS: Music, Credits, Filter (if used)</b>	<i>All present</i>	<i>All present with errors or slight problems.</i>	NOTES:	/5
<b>NONVERBAL COMMUNICATION</b>	<i>Enhances the plot and characters.</i>	<i>Almost a 5.</i>	NOTES:	/5
SUBTOTAL:				
TOTAL X2:				

# LESSON 18: **NONVERBAL COMMUNICATIONS**

**DAY 25**

## **UNIT:**

**Nonverbal  
Communications**

## **OVERVIEW**

**CHARADES DAY**

## **STANDARD(S)**

- SL 9-10.1
- SL 9-10.4

## **MATERIALS:**

- Charades topics
- Timer app on phone or stopwatch

## **Insight:**

This is a fun day to let students have a short amount of time performing nonverbally in front of the class but also allowing them to review nonverbal communication skills. Many kids have played charades before or seen it happen on television, but a good explanation of the game is helpful as well.

**ONE-DAY LESSON**

**CHARADES**

Explain the basic rules of the party game Charades to the class. If these are new to you or you need a refresher, many explanations (*including the hand signs for various topic genres*) are available online. Or you could simply ask your students. At least one of them will have church youth group experience with the game, more than likely.

Divide the students into several teams, perhaps by classroom geography (*rows of desks, etc.*). Have one person from each team draw a topic and enact it for their team (*who are the only people who can guess*). Time each skit with a maximum time of two or three minutes. Keep running tallies for each team on the board and award extra credit beyond the basic participation points for the winning team. I would let students on each team decide the performance order (*allowing volunteers*) with no second performances until all team members have gone. You may wish to have teams come up with topics before you start, or perhaps one class creates topics for another class. If not, here are some to use.

MOVIES	NAMES	OBJECTS	TV SHOWS	BOOKS
Cars 3	Shrek	Pumpkin	Stranger Things	Alexander And The Terrible Horrible No Good Very Bad Day
Wonder Woman	Beyonce	Pear	The Simpsons	To Kill A Mockingbird
Fast & Furious 2	Lebron James	Ice Tongs	Law And Order	The Koran
Pirates Of The Carribean	George Washington	Disco Ball	The Walking Dead	The Hate You Give
Spongebob The Movie	Dora The Explorer	Waterbed	Fresh Prince Of Bel Air	Turtles All The Way Down

# LESSON 19: **NONVERBAL COMMUNICATIONS**

**DAY 26**

## **UNIT:**

**Nonverbal  
Communications**

## **OVERVIEW**

**SILENT FILM FESTIVAL**

## **STANDARD(S)**

- SL 9-10.1
- SL 9-10.4

## **MATERIALS:**

- Silent films created by the students

## **Insight:**

This is a fun day. Why not add popcorn if allowed?

Hang onto these films year to year and show past greatest hits as part of the festival as time allows. Always fun.

### ONE-DAY LESSON

#### FILM FESTIVAL

Show the films the students have created to the class. Show all classes' films if you can so they can see others they didn't see in progress. Grade as you watch or have the students discuss the rubric with you after you watch each and live score it together (*or even have students score the films with justifications if you prefer*).

# LESSON 20: DISCUSSION

DAY 27-30

## UNIT:

Discussion

## OVERVIEW

Group Discussion  
Overview, practice

## STANDARD(S)

- SL 9-10.1

## MATERIALS:

- Speech textbook if using one

## Insight:

Group discussion is just after Listening as one of the most valuable skills students can learn in this class. Students think they know how to do it, but formal, structured discussion is probably alien to most.

Another thought about topics to discuss (*aside from the ones below*): in the first semester versions of this course, this unit often fell just about when I was recruiting students for the speech team and ready to show them how much fun it was. Thus, I used *two Duo Interpretations from the 2009 NSDA National Final*—*Anna and August* and *The Wizard of Hip*. We watched one and then had a Group Discussion about it and its successes, communication strategies, why it worked, what the performers did, etc. Same with the second one careful not to compare the two. The third discussion group did compare the two. In the meantime, the students saw two very different yet very appealing Duos and were intrigued. I especially like this pairing as one (*A&A*) won the Final Round performance and one (*WofH*) won the entire tournament, so both have equal claims to “best performance” for however the third group discussion turns out. Just a thought if you’re a coach.

**FOUR-DAY LESSON****DISCUSSION READING**

Assign Chapter 7 in Glencoe text and any set of questions you deem important. You can have students read and answer as they go, read all and then answer all, outline the chapter—whatever suits your style, their needs, and any literacy strategies your school may be focusing on. Or you may wish to have them complete the quiz on the next page Open Book as their way of working through the material. In any case, allow two days for students to work through the material and then for you to go over the highlights with them (*and continue this into the third day if needed*). Be sure to point out real-world scenarios where Discussion is used, from school committees to civic groups to legislatures to Greek life at colleges . . . many examples! If not using the Glencoe book, finding online information about these topic areas on the quiz and/or simply preparing a lecture to deliver the material to them is not a struggle.

**MODEL DISCUSSIONS**

Once you are confident students understand the basics of discussion and especially of the role of the leader, model a discussion with the class as the group and you as the leader. You can do this with a group of 5-7 or even whole class. When finished, Monday morning quarterback the discussion—what worked well? Did the leader complete all responsibilities? Did the group come to consensus, brainstorm, etc. ? What could be improved and what went well? A good topic for a first discussion is regarding your school’s mascot. For us, it’s the Admirals in a land-locked state, and few students know the reason why (*one of the top Admirals in the country was from our small town when the school was first organized, so the locals nicknamed the team the Admirals in his honor*)—time for a new one? A better one than the current?

As time allows, put the students randomly in groups of 5-7 and have them choose a leader and then have a discussion. You can give participation credit to everyone or use the rubric (*or a variant thereof*) included here after the quiz. You can also give the quiz if you haven’t done so.

**▶ IDEAS FOR DISCUSSION:**

- Should the school’s daily schedule change to \_\_\_\_\_ (*insert an option*)?
- Should Speech class be required?
- What can the high school learn from the middle school and vice versa?
- How should schools adjust requirements (*including mandatory attendance*) given the revolution in information retrieval?
- Political topics kids already know a bit about from current events (*no research needed*)



NAME:

## GROUP DISCUSSION

DISCUSSION TOPIC:

NAME OF STUDENT	GOOD	ACTIVE PARTICIPANT	GROUP FOLLOWED PROCEDURE

## LESSON 21: **YOU IN A BOX SPEECHES**

**DAY 31-35**

### **UNIT:**

**You in a Box Speeches**

### **OVERVIEW**

This speech requires no research—just **the lives of the kids. And a box.**

### **STANDARD(S)**

- SL 9-10.4
- SL 9-10.6

### **MATERIALS:**

- Assignment sheet, Prep sheet, Rubric, Reflection sheet (*see end of lesson*)
- Box with three objects for your speech
- A way to film the students as they speak

### **Insight:**

These speeches are the students' first facing the class. By this time, hopefully they have had some successful experiences and are less apprehensive. It's never a bad idea to review the "what to do to calm yourself before a speech" tips you've shared as you've worked through the term, but hopefully this is less of an issue than it has been.

### FIVE-DAY LESSON

#### DAYS 31–32

#### DEMONSTRATION AND REVIEW

As an attention-getter for the day, tell the students you're going to demonstrate their next speech. Then do your You in a Box speech for them.

When finished and the thunderous applause dies down, ask a student to outline a hand on the board and to walk the class through your speech according to the Handy outline learned on Day 9. This turkey's name is Lauren.

Remind students about the key parts of a speech—Attention-getter, point preview, thesis (*often with the point preview*), three points, restated three points in conclusion, tieback/bookend to AGD.

#### ASSIGN SPEECH

Explain to the students that you are going to ask them to prepare a speech with three points represented by three objects—one each for past, present, and future. It must also have an AGD, state its purpose in the intro with a point preview, and have a review and tieback in the conclusion. Give them the Assignment sheet and Prep sheet and have them get to work. Make the Prep sheet due at some point to be checked by you or a peer.

► Tips about the speech:

- Don't let them double-up objects. One per point.
- Don't let them stress about the box. Have one stand-by box (*the one you used*) for any kid sans container.
- If a kid “forgets” their box on speech day, demand the kid speak with objects in the room and get through it. This is the first big solo speech, and it sets the tone for your expectations for the rest. Be nice but be firm. This one can be faked til they make it easily.

**DAYS 33-35**

### PERFORM, RECORD, AND REFLECT

Students should be ready to speak on the third day as these speeches are not hard to put together and require no research. If you want to put in an extra day or half period for them to practice with each other, fine.

Make arrangements to record each student in a way that the student can later access the speech and watch it. *(They hate this. They also learn much from it and will grudgingly tell you so later.)* You can do this several ways. When I first began teaching, we used VHS tapes for each student and taped every speech, and each kid went home with a wondrous souvenir of their progress. With that technology obsolete, recording a few speeches is more practical. This one is good as it's early and not a hard one. If you are at a one-to-one laptop *(Chromebook, whatever)* school, have each student log in and use their device's camera to record the speech directly onto the student's machine or into their network folder. If not, you can put a webcam up and link it to the teacher station or another computer connected to the school network and then have each student log in to that station as it's time to speak. Students can then access the speech under their own accounts but with no one else able to.

Record each speaker and work your way through all. When finished, have students watch their speeches and complete the reflection.

SAMPLE YOU IN A BOX SPEECH

In 2018, I presented this speech as a sample to the NSDA National Speech and Debate Education Conference. It’s the same one I used with my classes each term as the demo speech. I made slides as I was presenting in a large conference space instead of in front of a classroom, and while I had the objects, they would have been harder to see (*I also wanted the teachers there just to watch me rather than to try to take notes, so I wrote everything out*). I enclose the five slides here so you can see what I talked about and my speech outline, but I think it will be far more effective for you and your students if you make your own speech with your own three objects and your own attention-getter that suits you. I doubt many of you ever lived in Middlesboro, and that would just be weird if you said you did. Nice place to live, but maybe not so honest if you never lived there. If you do go, make sure to go to Cumberland Gap National Historical Park and go see the view from the Pinnacle. It’s worth the short hike.

## Steve’s You in a Box Speech

**Introduction**

- **AGD (Question):**  
Have you ever had a teacher who’s out of this world?
- **Further explanation**
  - \* Born 3 weeks after moon landing.
  - \* Always had a connection to space, from *Star Wars* to Space Invaders to *Battlestar Galactica*.
- **Point Preview and Thesis:**  
Today I’m going to tell you a little about your local Space Invader by sharing objects representing my Past, Present, and Future so you can better understand the alien you’ll visit this semester.



**RADIANT VOICES**  
EMPOWERMENT THROUGH  
SPEECH AND DEBATE  
2018 NATIONAL SPEECH  
& DEBATE CONFERENCE



**NATIONAL SPEECH & DEBATE ASSOCIATION**  
NATIONAL POWERED LEADERS

## Steve's You in a Box Speech



### Point 1: Past

Map showing where Middlesboro, KY is

Explain how I lived there grades 6-10, got started in speech there, consider as much of a home as anywhere else I've lived

Explain meteor crater



EMPOWERMENT THROUGH SPEECH AND DEBATE  
2018 NATIONAL SPEECH & DEBATE CONFERENCE



## Steve's You in a Box Speech



### Point 2: Present

Yoda

Explain how I got started with *Star Wars* in the original generation, the classroom poster that began the classroom collection, and give tour of highlights of the collection

Explain Yoda significance in classroom and on speech team – ever-PRESENT for me



EMPOWERMENT THROUGH SPEECH AND DEBATE  
2018 NATIONAL SPEECH & DEBATE CONFERENCE



## Steve's You in a Box Speech



### Point 3: Future

#### Pen

Explain how my future approaches – end of teaching daily and beginning of something else – not sure what, but I know writing is part of it – the Truth is Out There – maybe write my own space story?



EMPOWERMENT THROUGH  
SPEECH AND DEBATE  
2018 NATIONAL SPEECH  
& DEBATE CONFERENCE



NATIONAL  
SPEECH & DEBATE  
ASSOCIATION  
NATIONAL FORENSIC LEAGUE

## Steve's You in a Box Speech

### Review and Conclusion

- Point and Thesis Review:**  
 Today I'm told a little about your local Space Invader by sharing objects representing my Past, Present, and Future so you can better understand the alien you'll visit this semester.
- Further explanation**
  - \* I hope you've seen this speech is not alien to you.
  - \* I hope you can boldly go where you have not before.
- AGD (Question) Tie-Back:**  
 I look forward to learning about how you too are out of this world



EMPOWERMENT THROUGH  
SPEECH AND DEBATE  
2018 NATIONAL SPEECH  
& DEBATE CONFERENCE



NATIONAL  
SPEECH & DEBATE  
ASSOCIATION  
NATIONAL FORENSIC LEAGUE



## ASSIGNMENT: YOU IN A BOX SPEECH

You are to write a speech that tells us about you. It must last between two and five minutes. It must consist of an introduction, three points, and a conclusion. The subject matter? You.

### Directions:

- ▶ You are to assemble three items in a box (your choice of container) and bring them with you on the day of the speech. Your three items are to be the three points of your speech. Your speech should tell us about you and how you are represented by these three items.
- ▶ Your items must represent your PAST, your PRESENT, and your FUTURE.
- ▶ You may present the items in whatever order makes the most sense to you.
- ▶ You may also bring photos and attach them to the corkboard strip that runs across my chalkboard with tacks (if the objects are too big to bring or are people).
- ▶ You may have a notecard on hand for notes, but you should give your speech extemporaneously.
- ▶ Your speech should begin with something that gets our attention and previews the three points you are going to make about yourself.
- ▶ You may tell us what the objects are ahead of time or surprise us with each, unveiling it as you begin the point.

### Here is the rubric for your “You in a Box” Speech:

60 points possible:

- \_\_\_ **20 – Delivery** (eye contact, volume, movement, variety of pitch and tone)
- \_\_\_ **20 – Writing** (interest of AGD, clarity of points, self-expression and analysis)
- \_\_\_ **20 – Overall Effect** (appearance, evidence of preparation, time limit, poise)

NAME:



---

## YOU IN A BOX SPEECH: PREP WORK

**List your three objects here in the order in which you plan to speak about them.** Label each as PAST, PRESENT, or FUTURE:

1.

2.

3.

**Plan out what to say.** How does it represent you/an important part of your daily life or history?

A.

B.

C.

**AGD: What will you do to grab our attention at the first?** Will you tell a story or joke, ask a question, cite a quotation or statistic? How will you lead from that into a general point about yourself you can then explain with your three objects? How will you bookend at the end?



## YOU IN A BOX SPEECH: GRADING RUBRIC

NAME:

DESCRIPTIVE AREA	COMMENTS / NOTES	SCORE
<b>DELIVERY</b> <i>(eye contact, movement, pitch/tone/volume)</i>	NOTES:	/20
<b>WRITING</b> <i>(interest of AGD, clarity of points, analysis)</i>	NOTES:	/20
<b>OVERALL EFFECT</b> <i>(appearance, poise, time, preparation)</i>	NOTES:	/20
<b>TOTAL:</b>		

NAME: \_\_\_\_\_



---

## YOU IN A BOX SPEECH: REFLECTION

**Assignment:** Watch your speech online and reflect about how your You in a Box Speech went.

**STEPS:**

1. Log in to your network folder. Search for your speech (use the date to help you search if need be).
2. Watch your video.
3. Log in to your school email.
4. Type an email to me with a response about how you did in each area. Label each section. Remember, this is still the first half of the course, so be kind to yourself. You are not expected to be amazing yet.
  - **DELIVERY:**
    - » How did you do with eye contact, volume, appropriate tone, energy?
  - **WRITING:**
    - » What was your AGD? Did you preview your points? Did you fully explain each point and object? Did you review your points at the end? Did you tie back to your AGD at the end?
  - **OVERALL EFFECT:**
    - » Did you make the 2-5 minute time limit? Were you in control of your nerves? Was it obvious you were prepared and practiced enough?
5. Send your email to me: \_\_\_\_\_ @ \_\_\_\_\_

## LESSON 22: **MLA OVERVIEW**

**DAY 36-38**

### **UNIT:**

**MLA Overview**

### **OVERVIEW**

Students learn the **basics of MLA Documentation** and complete an exercise demonstrating the basics.

### **STANDARD(S)**

- SL 9-10.2
- SL 9-10.4

### **MATERIALS:**

- Access to EasyBib/Internet/Projector for you
- Computers/earbuds for students
- Anthem Research Assignment (*see end of lesson*)
- Anthem Project question sheet (*see end of lesson*)

### **Insight:**

One of the standards requires students to be able to research and document materials with the ability to assess reliability of the source. To do so, students must learn the basics of MLA Documentation. The exercise I included in the curriculum is one I pulled from the Anthem Project, an online music education collection of exercises and activities provided free to allow students to learn more about our National Anthem. I would wholeheartedly suggest you pair up with your school librarian to teach MLA and to complete this exercise.

You could really adapt this project to be one that uses research about any topic with a practice Works Cited page happening. As most freshmen in our school took Speech as 9<sup>th</sup> graders, we made this the 9<sup>th</sup> grade plan for teaching documentation and left it out of 9<sup>th</sup> grade English. 10<sup>th</sup> grade English focused on building on these skills and adding in parenthetical citations with longer and more complex research assignments in grades 11 and 12. No matter how your school teaches the basics of documentation, and nearly all start with MLA, it won't hurt to do this in Speech class too—plus it is one of the Speaking/Listening standards. Note that the handout requires students to use the Kentucky Virtual Library, an online collection of research databases public institutions in Kentucky can use to access multiple collections of research at once. If your state has no such similar research tool, any large database will work, but it's important students learn how to cite from these and not JUST from the web as collegiate research certainly will require more sophisticated documentation.

### THREE-DAY LESSON

#### DEMONSTRATION

With computer/projector, research a topic with the class on screen. If in doubt, I used “celery” to show them how much research is available on such a mundane topic.

Research the topic using Google, an online database like KYVL, and even other types of materials like YouTube clips (*which often show up in Google too*) or your school library’s card catalog.

Explain source reliability, documentation needs.

Explain what the MLA Documentation method is and that the students are going to learn the very basics of source citation including how to make a list of sources (*the Works Cited page*).

Make a WC page for your in-class demo.

#### ASSIGNMENT

Give the students the handout and explain that they’ll need to listen, take notes to answer the questions provided (*all good listening practice*), and then complete the assignment, which asks them to find other information than what they’ve already heard and then document it.

Give the students time to work. Assist them as they work through the rules of documentation and WC correctness. Pair them to double-check each other’s work including the paragraphs written for step 6 before turning all work in.

#### RE-DOS AND RETEACHING

Grade the work and allow re-dos for students who need extra work/practice on Works Cited pages. It’s an important skill that must be taught and retaught (*AND LEARNED*) this year.

## RESEARCH ASSIGNMENT / LISTENING PRACTICE: THE ANTHEM

Part of being a good communicator is being a good listener—we know that from our class readings and discussions, and it's also just common sense as listening is part of the communication cycle. To complete this assignment, you must use listening skills as well as basic research documentation skills (MLA style).

**For this exercise, you must complete six tasks.**

1. Read over the questions on the back of this sheet first as they will not appear in order in the video, so you'll want to have an idea of what to watch for. Then view the videos posted online at the link below and correctly answer all questions on the back of this sheet about it (the video is posted in eleven parts, and you'll need to watch all).  
» <https://vimeo.com/channels/theanthemprojectvideos>
2. Use Kentucky Virtual Library ([www.kyvl.org](http://www.kyvl.org)) to research “The Star Spangled Banner” and find out some piece of information that you didn't already know (after watching the Anthem video) about the banner. Note this fact and its source using the MLA Citation button on the far right side of the article's text.
3. Complete this same exercise (what you did in #2) using a Google search online. Use [www.easybib.com](http://www.easybib.com) and the MLA format to create a citation for the source you find.
4. Create a citation for the Anthem video using the URL in #1 and [www.easybib.com](http://www.easybib.com).
5. Create a Works Cited page using the three sources in # 2, # 3, and # 4. Remember that your Works Cited page must have these attributes:
  - Works Cited must be typed at the top and centered.
  - The entries must be in alphabetical order.
  - The entries must be double-spaced with no blank lines between entries beyond the normal spacing.
  - The entries must have the first line of the entry on the left margin with the second/third/etc. line indented to show where each entry begins and continues.

**NOTE THAT WIKIPEDIA IS NOT AN ALLOWED ACADEMIC SOURCE FOR THIS ASSIGNMENT.**

- » See <https://guides.lib.unc.edu/citing-information/mla8-sample> for a sample Works Cited page.
6. Write a paragraph about the anthem that uses information from all three of your research sources. Attach it to your Works Cited page. Do not worry about internal citations for this assignment. The goal here is simply to research and be able to create a proper Works Cited page.

## BECOMING THE ANTHEM VIDEO QUESTIONS:

### **Anthem: A Historical Investigation Lesson 3: Land of the Free, Home of the Brave**

» source: <http://www.anthem1812film.com/theanthemproject.html>

As you watch the video segment, focus on the following questions. Take notes in the spaces below.

1. How did The Star-Spangled Banner become a popular song?
  
2. Why did some Americans still consider the War of 1812 to be a victory for the United States?
  
3. What other songs were also considered possibilities for the official national anthem of the United States?
  
4. What were some of the objections to making The Star-Spangled Banner the national anthem?
  
5. Why did Maryland groups such as the Maryland Daughters of 1812 have a special interest in making The Star-Spangled Banner the national anthem?
  
6. What role did each of the following people play in spreading the influence of The Star-Spangled Banner?
  - John Philip Sousa -
  - Mrs. Holloway -
  - John Charles Linthicum -
  - President Herbert Hoover -

# LESSON 23: DEMONSTRATION SPEECHES

DAY 39-44

## UNIT:

### Demonstration Speeches

#### OVERVIEW

This one's a classic—the **how-to speech** (how to do or make something). It also introduces the idea of **Ethical Listening** and gives students more listening practice.

#### STANDARD(S)

- SL 9-10.2
- SL 9-10.3
- SL 9-10.4
- SL 9-10.6

#### MATERIALS:

- Handouts (*see end of lesson*):
  - » Assignment sheet
  - » Rubric
  - » Step Slide How-Tos
  - » Response Sheet

#### Insight:

Welcome to (*if your speeches are like mine*) MasterChef Kitchen, where you'll learn many recipes about how to create all sorts of dishes you really don't want to try because you question where their sweet little hands have been. But it's fun anyway. Especially good in this unit is the part about Ethical Listening as this is the first time students will be asked to listen to and evaluate what a classmate did or did not do as part of the course.

**NOTE:** I always banned as topics anything that you would expect any respectable 9<sup>th</sup> grader to be able to do—tie shoes, make a peanut butter sandwich or Kool-Aid or ramen noodles from a package. I also banned any topics that involved video games so we didn't have to deal with setting up gaming systems (plus who cares about how to better score points killing imaginary people in an imaginary game?). Some kids sadly knew how to do little else until we chatted it out.

I suggested topics I commonly received (*how to shoot a three-point shot, to braid hair, to play a G-chord on the guitar, to make any recipe, to draw this or origami that*) as well as some of the unique ones (*how to brush down a horse, to fade hair with clippers, to take an order as a waiter at Huddle House, to fail a speech—the kid just said the topic and then sat down—and achieved his goal!*). I also told fun stories about the kid who showed up wearing a refrigerator box and told us how to complete a You in a Box speech **and** about the kid who tried to make pancakes (*from mix and water*) in the microwave in front

of us because he “thought the microwave would make them cook faster than the griddle.” (*Note to posterity—it didn’t. It just made really hot batter.*)

Again, think twice about eating what the kiddos bring. In my brave younger days I did. In old age, I declined. But the kids often enjoy treats (*and treating the others*).

**TIP:** wait until the end of class for food sharing and be sure to ask about allergies.

### SIX-DAY LESSON

#### DAY 1

#### INTRODUCTION AND PLANNING

Introduce the assignment (*go through assignment sheet*), answer questions, tell parameters about topics and tell suggestions and fun stories about past triumphs and disasters.

Remind students about the Handy method of speechwriting and ask them to talk you through the assignment’s outline and how it fits.

Begin planning speeches and writing AGDs once topics are approved.

#### DAY 2

#### STEP SLIDES

Share Step Slide How-Tos with students (*see end of lesson*), talk through why parameters exist, give them time to complete their single Step Slides and share them with you.

#### DAY 3

#### ETHICAL LISTENING

Talk about Ethical Listening with the students. I had much success with the information on this website (*from a college speech course*), but you can certainly do your own version of this.

- ▶ <https://courses.lumenlearning.com/vccs-cst100-17fa/chapter/chapter-3-ethical-listening/>

Explain to students that they’ll be responding to the speaker who goes directly after them (*and this also means you’ll have to come up with a method of who speaks last each day as that person will evaluate each day’s first speaker*).

## LESSON 23: DEMONSTRATION SPEECHES

---



### WORK TIME

---

Give students time to finish up any work, practice with each other, etc.

**DAYS 4-6**

### SPEECHES

---

## ASSIGNMENT: DEMONSTRATION SPEECH

You are to write a speech that tells us how to do something or how to make something.

- ▶ Your speech can be as long as it needs to be up to 5 minutes. You will be stopped at 5 minutes.
- ▶ Part of your presentation must be a single projected slide listing your steps.
- ▶ You must also have a visual aid.

### TO DO AFTER ASSIGNMENT INTRODUCED:

- Get topic approved
- Plan out purpose and listener relevance and step list and AGD
- Make slide of steps on computer
- Draw speaking order and practice

### SPEECH OUTLINE:

- Attention getter
- Purpose of speech/*Why* explained—WHY DO WE NEED TO KNOW?
- Step by Step by Step
- Review Steps (use Slide)
- Tie back to the Attention getter at the end! CONCLUDE!

**WARNING:** Many students in the past have lost all ten points of the review by forgetting to review steps. Don't be one of them.

**TIP:** Refrigerator and microwave are available if you need to store or melt ingredients.

NAME:

## DEMONSTRATION SPEECH: GRADING RUBRIC

TOPIC: HOW TO

DESCRIPTIVE AREA	CRITERIA	SCORE
<b>INTRODUCTION AND PURPOSE (WHY):</b> <i>The speaker catches the audience's attention and clearly defines the purpose of the speech PLUS LISTENER RELEVANCE (why audience needs to know)</i>	<b>AGD</b>	/10
	<b>PURPOSE</b>	/10
	<b>LISTENER RELEVANCE</b>	/10
<b>STEPS:</b> <i>The speaker clearly defines the how-to process.</i>		/10
<b>REVIEW AND CONCLUSION:</b> <i>The speaker restates the process clearly and gives a feeling of closure to the speech by tying back to the opening.</i>	<b>STEP REVIEW</b>	/10
	<b>"FINAL"/SUMMARY</b>	/10
<b>LIST OF STEPS:</b> <i>Clear and easy to follow; one slide; font and color easy to read; correctness.</i>		/10
<b>VISUAL AID PRESENT</b>		/1 or 10
<b>VERBAL COMMUNICATON</b>		/10
<b>NONVERBAL COMMUNICATION</b>		/10
<b>TOTAL:</b>		/100

COMMENTS:

## DEMONSTRATION SPEECH: STEPS SLIDE

### How to create a STEPS SLIDE for your demo speech:

- ▶ Limit yourself to two fonts and two colors.
- ▶ Use bullets or numbers to make parts clear.

▶ 

- ▶ Be concise.
- ▶ Fill a single page.
- ▶ Make one slide only.

NAME:

## DEMONSTRATION SPEECH: ETHICAL LISTENING

**Assignment:** You are to watch a classmate and answer the questions below as you watch and immediately after. Be kind and honest and specific. Your classmate is not expected to be amazing in every area yet, but specific praise and critique is helpful. Be ethical.

SPEAKER YOU ARE EVALUATING:

### WRITING:

*What was the AGD?*

*Did they say the purpose?*  YES  
 NO

*Did they say why we need to know this?*  YES  
 NO

*Did they fully explain each step?*

*Did they review the steps?*

*Did they tie back to the AGD?*

### DELIVERY:

*How did they do with eye contact, volume, appropriate tone, energy?*

### OVERALL EFFECT:

*Did they control nerves? Was it obvious the student prepared and practiced enough? Advice or a final thought?*

# LESSON 24: THE GREAT DEBATERS

DAY 45-51

## UNIT:

The Great Debaters

### OVERVIEW

Students will view Washington's film and get an inkling of what competitive/formal debate is plus learn about the Jim Crow South plus Wiley College, review documentation and research skills, work in groups, and face a bit of pressure to speak on behalf of others to the rest of class.

### STANDARD(S)

- SL 9-10.1
- SL 9-10.2
- SL 9-10.3
- SL 9-10.4
- SL 9-10.6

### MATERIALS:

- Getting Ready to View sheet
- Student access to Internet
- Copy of film or online access to it

### Insight:

I used to just show the film with a bit of info from me thrown in at the start. In later years, I decided to put the burden on the kiddos and use the film as an opportunity to review MLA documentation as well as get another speech in (*for some of the students, at least*). The movie is sweet and is one the kids get into. My favorite part of the movie is the bit at the end that tells how they all ended up, so watch for it.

**NOTE:** It's pretty easy to move this unit to another place in the term if need be.

### SEVEN-DAY LESSON

#### DAYS 1 AND 2

#### ASSIGNMENT AND WORK TIME

Give students Getting Ready to View sheets, put into groups, assign topics, and put to work. They have two days to research and practice all group members according to the assignment instructions.

#### DAY 3

#### SPEECHES

Use the roll of a die or some other random method to see who speaks. Take up Works Cited pages and grade them with redos as needed.

#### DAYS 4 TO 6

#### WATCH THE FILM

It's enjoyable. Clarify or explain plus refer back to the student speeches as it unfolds. If you have a class that can't or won't stay focused without written work to accompany, there are numerous online study guides to help you, and I used those before we started doing the Getting Ready to View assignments. Once we started those, there was no need, and we had great discussions.

## GETTING READY TO VIEW: THE GREAT DEBATERS

### Group Work/Unfamiliar Terms and Concepts

- ▶ WILEY COLLEGE, especially debate
  
- ▶ HARVARD UNIVERSITY, especially debate
  
- ▶ JIM CROW LAWS
  
- ▶ SHARECROPPERS / ORGANIZED LABOR
  
- ▶ DEBATE—WHAT ARE RESOLUTIONS, AFFIRMATIVE, NEGATIVE
  
- ▶ DEBATE—WHAT IS A SYLLOGISM? WHAT IS CROSS EXAMINATION?

#### **YOUR GROUP'S ASSIGNMENT:**

Once you have been assigned a topic, use the Internet (Google search) and KYVL to find information about your topic. Prepare a short list of a few bullets of information the class needs to know about your topic. Once you have done so, create a common notecard your group can use to present this info to the class. You should also create a common AGD and at least one visual aid (picture, video clip, etc.) to help illustrate what you are talking about. Each of you in the group is on the “hot seat” to present—will be a random pick—so each of you should practice presenting the points to the class in an interesting way (use an AGD, say them out loud to each other). Create a Works Cited page for your information and put your names (first and last) at the end of it; share this with me via Google Docs.

# LESSON 25: RECOMMENDATION SPEECH

**DAY 52-61**

## UNIT:

### Recommendation Speech

#### OVERVIEW

This speech allows students to recommend something they like to their peers. It also requires research and documentation skills plus the use of presentation software like PowerPoint/Prezi/Google Slides.

#### STANDARD(S)

- ALL SIX

#### MATERIALS:

- Computers/Internet access for students
- Handouts:
  - » Assignment/Outline Sheet, Works Cited Checklist, Works Cited Rubric, Assignment Rubric

#### Insight:

This is many students' favorite speech as they get to talk about their favorite film or game or book, etc. They're also enjoyable for the audience and a good way to learn about new materials to watch/read/play. And teaching students to use presentational software well is a public service to everyone who ever has to watch one of them speak in the future, so you're a hero. Go you.

**TEN-DAY LESSON****DAYS 1 AND 2****INTRODUCTION TO THE ASSIGNMENT AND RESEARCH BEGINNINGS**

In class, go through the assignment/outline handout and begin research. Works Cited pages are due at the beginning of Day 4. Also hand out Checklist for WC, Rubric for Works Cited pages, and Rubric for the speech itself.

**DAYS 3 TO 5****PRESENTATIONAL SOFTWARE INTRODUCTION, ADDITIONAL WORKDAYS**

In class we stop at the beginning of day 3 to review best practices for PowerPoint. This is because some students will be finished with research and Works Cited pages and be ready to move on while others will not. After the class lesson on Day 3, the students have the rest of days 3/4/5 to complete their slides as well as their Works Cited pages. WC Pages are due top of class day 4. Slides are due top of class day 6. Students must use the Checklist and get approval of AGD and Outline plus turn in Works Cited pages before starting slides.

For Day 3, use Don McMillan's 2012 4-minute comedy routine about bad PowerPoints ([www.youtube.com/watch?v=MjcO2ExtHso](http://www.youtube.com/watch?v=MjcO2ExtHso)) and talk about what struck home from bad PowerPoints we've seen. Then segue into an example of a terrible PowerPoint (*a quick Google search will find many delightfully wretched examples duly annotated*). Hand out the Checklist so the students can make sure their slides are ready for peer review. When making slides, we most often used Google Slides instead of PowerPoint simply because it's easier to do on my class set of Chromebooks. However, this assignment works on either as well as on Prezi, which I encourage students to try if they have not before. It's Harry Potter's PowerPoint.

**DAYS 6 AND 7****DRAFT OF SLIDES OR PREZI DUE; PRACTICE AND PEER REVIEW.**

In class, practice presentations mumbling at desks and timing while completed slides are checked. Then pair up and peer review a classmate's presentation (*on feet*) and slides/Prezi using the Peer Review Rubric. Repeat this with another classmate and then use this feedback to edit as needed. Determine a speaking order and required dress for speaking days.

**DAYS 8-10****SPEAK AND LISTEN!** And Grade!

## ASSIGNMENT: RECOMMENDATION SPEECH

**Your Purpose:** You are to create a speech (five minutes is the maximum time limit) presenting one of the following to your classmates:

- book
- film
- television series
- album/CD
- video game
- website

This report is your chance to recommend something you love for others to enjoy. You are required to use presentational software (e.g. PowerPoint or Prezi or Google Slides) to do so. I will instruct you on proper techniques for using presentational software, and as is best when using technology, we will all assist each other in putting our presentations together, though each of you will have to present your speech independently of others.

**My Purpose:** While I think it will be fun to see what sorts of pop culture recommendations you make, my real goal here is to teach you how to properly use presentational software so that you leave this course empowered to do so and to be a speaker people enjoy listening to, not someone people dread because you don't know how to properly use this software. Many people know how to create presentations with this software; few people have learned how to use these programs well. Hopefully, this will be a fun way to do so.

.....

**Your speech must use Prezi or Google Slides or Power Point and must include the following items:**

- ▶ An attention-getting device (tie back to it at the end of your speech)
- ▶ A preview and review of your main points
- ▶ A description of the topic. For plot-based topics, include a plot summary that YOU wrote (not copied from somewhere else). Do not give away surprises or how it ends. For collections of music, talk about connecting themes or music styles that bring it all together. \*Reasons why we should view or read or listen to your topic.
- ▶ **You must use a video or sound clip or demonstration or reading from your recommended item, but that should not last longer than 2 minutes of speech time.**

NAME:

---

## DEMONSTRATION SPEECH: OUTLINE

TOPIC:

TYPE OF MATERIAL (MOVIE, BOOK, ETC.):

### ATTENTION GETTING DEVICE:

### PREVIEW OF POINTS:

Today, I'm going to recommend \_\_\_\_\_ to you by explaining it to you, letting you experience it for yourself, and telling you more reasons why you should watch/view/read/listen/experience it.

▶ **POINT 1:** Explanation/Introduction to Topic:

▶ **POINT 2:** Experience (video clip, sound clip, reading a passage, etc.)

▶ **POINT 3:** Reasons why (use research to show awards won, sales figures, reasons other people besides just you think this is worthwhile)

### CONCLUSION:

Review three points and tie back to AGD.

## RECOMMENDATION SPEECH: CHECKLISTS

### CHECKLIST BEFORE YOU MAKE YOUR SLIDES:

You need to check in the following items with me. Come see me when you have ALL these items completed. Once you're approved, you can then go on to work on your slides.

- ▶ You have written out your AGD somewhere (on paper, on a digital document). Idea: use the assignment sheet (back of it has an outline).
- ▶ You have created an outline of your three points.
- ▶ You have a completed Works Cited page and have it printed out. Read through the checklist for it below and correct as needed before you turn it in.

### WORKS CITED CHECKLIST (CHEAT SHEET):

1. You type the words Works Cited on the top of a clean page and center them.
2. You list your research (at least three sources) in alphabetical order using MLA citation format with your entries on the left margin. DO NOT FORGET TO INCLUDE YOUR ITEM FROM POINT 2 OF THE SPEECH.
3. If you have more than one line to an entry, the second (and third and fourth etc. ) lines are indented to show they're still part of the same entry.
4. All entries MUST be double-spaced with NO blank lines between entries. Basically, this means that there is text on every other line on that page.
5. Wikipedia entries on your WC page = bye Felicia. Use reliable sources.

## RECOMMENDATION SPEECH : WORKS CITED GRADESHEET

NAME:

DESCRIPTIVE AREA	SCORE
DOUBLE-SPACED	/10
ALPHABETICAL ORDER	/10
WORKS CITED TITLE	/10
AT LEAST 3 SOURCES	/10
INDENTATION FOR LINES PAST FIRST	/10
<b>TOTAL:</b>	/50

Each blank is worth 10 points for full credit.

If the criteria area is incorrect, you receive 5 points for the blank. Resubmit your WC page with corrections made by Friday to receive 3 points back for each correction.

## RECOMMENDATION SPEECH: GRADING RUBRIC

NAME: \_\_\_\_\_

DESCRIPTIVE AREA	OUTSTANDING 10 POINTS	ACCEPTABLE 9 OR 8 POINTS	UNACCEPTABLE 0-7 POINTS	SCORE
<b>CONTENT OF SPEECH</b>	<i>Topic is explained well with clear examples/summary.</i>	<i>One or two areas to the left are a bit less than perfect, but acceptable.</i>	<i>A major error or omission in one of the key areas or a lack of professionalism.</i>	/10
<b>ORGANIZATION OF SPEECH</b>	<i>Clear organization including signposting, point preview, and review.</i>	<i>One or two areas to the left are a bit less than perfect, but acceptable.</i>	<i>A major error or omission in one of the key areas or an overall lack of organization.</i>	/10
<b>SLIDES</b>	<i>Easy to read; clear; neat layout improved by use of color; spelling and grammar accurate.</i>	<i>One or two areas to the left are a bit less than perfect, but acceptable.</i>	<i>A major error or omission in one of the key areas or too few slides presented.</i>	/10
<b>GRAPHICS / PHOTOS / AUDIO / VIDEO / ETC.</b>	<i>Help to explain the topic, are of good quality and legible, used at appropriate times.</i>	<i>One or two areas to the left are a bit less than perfect, but acceptable.</i>	<i>A major error or omission in one of the key areas or none provided.</i>	/10
<b>DELIVERY: VOCAL</b>	<i>Vocal rate, tone, and diction all in control and excellent.</i>	<i>One or two areas to the left are a bit less than perfect, but acceptable.</i>	<i>A major error or omission in one of the key areas or an overall lack of clarity or good delivery habits.</i>	/10
<b>DELIVERY: PHYSICAL</b>	<i>Eye contact is to audience and not the slides; gestures enhance delivery.</i>	<i>One or two areas to the left are a bit less than perfect, but acceptable.</i>	<i>A major error or omission in one of the key areas or an overall lack of clarity or good delivery habits.</i>	/10
<b>INTEREST LEVEL</b>	<i>AGD, examples, and reasons why we should be interested are engaging and successful.</i>	<i>One or two areas to the left are a bit less than perfect, but acceptable.</i>	<i>A major error or omission in one of the key areas or an overall lack of interest or appeal to the audience.</i>	/10
<b>OUTLINE ON TIME:</b>	/15	<b>SLIDES ON TIME:</b>	/15	
<b>TOTAL:</b>				/100

# LESSON 26: INTRAPERSONAL COMMUNICATIONS

DAY 62-70

## UNIT:

Intrapersonal  
Communications and  
Delivery Instruction

## OVERVIEW

Now that the students have had some success and experience, it's time for a little self-reflection as the course comes to an end. In these very short speeches, students will deliver speeches about their personal strengths and growth areas they have determined after doing some reading about Intrapersonal Communication. This is also an opportunity to teach delivery skills, which will be reinforced in the final speech of the course, Declamation.

## STANDARD(S)

- SL 9-10.4
- SL 9-10.6

## MATERIALS:

- Textbook (or see below)
- Worksheet 2
- Does IQ Tell the Truth worksheets (see end of lesson)
- Computers

## Insight:

Students must become self-aware and be able to assess themselves to grow as people as well as communicators. This unit attempts to do so. I used the textbook and a couple of worksheets I found free online to do get it started last time, but I can easily see this material being guest-taught by your school's career or guidance counselor. Perhaps they or you will have the students take a career aptitude questionnaire or a personality test like Myers-Briggs or simply study multiple intelligences another way that makes sense to you. However you have the students learn about themselves, the speech assignment can remain (*with adaptations as needed based on what you studied*). This is a unit that could work at any time during the speech course.

At the end of the lesson is a scoring guide you can use, or adapt your own if you want to include grading for the content and organization of the speech as well. To me, that wasn't the point of this speech, though I did think the Intrapersonal work was important, just not the skills I sought to develop.

## NINE-DAY LESSON

## DAY 1

## TEXTBOOK

Using the class textbook, read pages 11-15 and answer questions on page 15 (*Recalling the Facts 1-4 and Thinking Critically 1 & 2*). Then read the speech on pages 19 & 20 and write out a couple of sentences that explain how the speech applies to concepts referred to in the reading (pp. 11-15).

## DAY 2

## WORKSHEETS

In class, complete Worksheet 2 “I am born gifted” sheet. After you have completed it, pair up with someone else in class you know pretty well (*do the best you can*) and share answers. Make any adjustments you want to after you and your partner talk about your answers. Then, on your own, go through the Does IQ Test Tell the Truth? Sheet (*see following pages*) and fill in all blanks with your own answers. — *courtesy of Hong Kong’s Educational Bureau.*

## DAY 3

## OUTLINE

Look back at Worksheet 2. Write out the outline to a **short** speech that explains to the class what you think your strongest of the multiple intelligences is and which one you would like to or plan to try to develop. Speeches should follow this outline:

- AGD:
- Purpose (*preview of two points*):
- Point 1: Strongest of the multiple intelligences
- Point 2: Growth area and plan to develop it
- Conclusion (*restates two points and ties back to AGD*)

Turn in your speech outline plus Worksheet 2 and Does IQ Tell the Truth at the end of class.

**DAY 4****DELIVERY BASICS LECTURE**

Excerpt the Gestures, Walking, and Eye Contact sections from *Smeadows' Guide* (a sheet I used to give all my high school students, college students, and speech team members) that has my basic tenets for delivery on it (*next page*). Feel free to have students demonstrate what to do and what not to do as you go through each area of delivery, and tell students the reason these speeches we've just outlined are so short and so easy (*just self-assessments*) are so we can really focus on delivery for this short speech, which we will do again for our final speech together (*Declamation*).

**DAY 5****DRAFT**

Using the outline you created on day Three, type up a draft of your speech, print it, put it on a notecard. Mark where you will move, at least three spots for gestures (*and what gestures you will do*) on the manuscript, and practice it as many times as you can so you can effectively use eye contact.

**DAY 6****PRACTICE DAY**

Divide class period into three sections and have students practice alone, in pairs, and in small groups.

**DAYS 7 TO 9****SPEECHES**

Deliver speeches focusing on instruction from Monday on gestures/stance/movement.



## Worksheet ② I am born gifted

As the saying goes, "Self-confidence cannot ensure you success, but people lacking self-confidence surely will fail." Where does self-confidence come from? To what extent are you confident with your ability and intelligence?

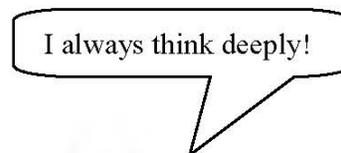
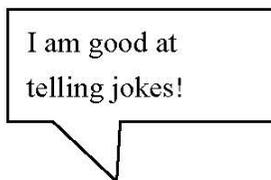
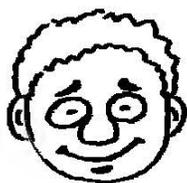


Do you think the following sentences are describing you? Put a tick '✓' in the right place.

	Always	Sometimes	Seldom	Never
1. I can remember the melody of some songs after I have listened the song once or twice. <i>تدوم</i>				
2. I like reading in my spare time.				
3. I can remember the smell of different flowers.				
4. Once I have been to a place, I can remember the route well.				

☉ \_\_\_\_\_ ( ) \_\_\_\_\_ ☼ DD MM YY

	Always	Sometimes	Seldom	Never
5. I can follow the beat very closely in my singing.				
6. I can solve all my emotional problems by myself.				
7. I like to think about human nature.				
8. I like to write poem or story. 				
9. I learn dancing quickly.				
10. I have learnt riding-bicycle or ice-skating well within a short period.				
11. I can imagine a 3-dimensional figure from a simple picture.				
12. I know my weaknesses and bad behaviors from self-questioning.				
13. When I was very young, I thought it was easy to remember the multiplication table.				
14. I always play the role of a peacemaker. 				
15. I can always guess the ending of detective stories right.				
16. I am very interested in studying the growth of animals and plants.				



**I still have many great potentials!**

## Does IQ test tell the truth?

There was a time people had blind faith in ‘Intelligent Quotient’ (IQ). They thought that human ability and intelligence were the main factors to success. Recently, Howard Gardner presented his ‘Theory of Multiple Intelligences’. In his study, he said that different human abilities could have different levels of development. For example, a student may find it difficult to learn mathematics but good at interpersonal skill, while the other has weak bodily and kinesthetic intelligence but strong spatial intelligence.

### Multiple Intelligences-----An introduction of the eight intelligences

#### Linguistic Intelligence (語文智能)



- the ability to think and express oneself correctly in words .
- Jobs related: authors, poets, speakers, and \_\_\_\_\_.
- Examples: William Shakespeare, \_\_\_\_\_.

#### Logical and Mathematical Intelligence (邏輯—數學智能)

- The ability to calculate and to solve problems by logical and scientific thinking.
- Jobs related: scientists, mathematicians, accountants, and \_\_\_\_\_.
- Examples: Einstein, \_\_\_\_\_.



#### Spatial Intelligence (空間智能)

- the ability to think in 3-dimensional ways and make full use of space.
- Jobs related: sailors, pilots, painters, and \_\_\_\_\_.
- Examples: Da Vinci, \_\_\_\_\_.



○ \_\_\_\_\_ ( ) \_\_\_\_\_ \* DD MM YY

**Bodily and Kinesthetic Intelligence (肢體－動覺智能)**

- The ability to control the body (whole or parts) well.
- Jobs related: sportsman, dancers, craftspeople and \_\_\_\_\_.
- Examples: Jackie Chan, \_\_\_\_\_.



**Musical Intelligence (音樂智能)**

- The sensitivity to pitch, melody, rhythm, and tone.
- Jobs related: songwriters, conductors, musicians, and \_\_\_\_\_.
- Examples: Mozart, \_\_\_\_\_.



**Interpersonal Intelligence (人際智能)**

- The ability to understand and affect the others.
- Jobs related: good teachers, social workers, salesmen and \_\_\_\_\_.
- Examples: Mother Teresa, \_\_\_\_\_.



**Intrapersonal Intelligence (內省智能)**

- the ability to know one's strength and weakness, to control one's emotion and have a balance life.
- Jobs related: psychologists, religious leaders, and \_\_\_\_\_.
- Examples: \_\_\_\_\_, \_\_\_\_\_.



**Naturalist Intelligence (自然觀察智能)**

- the ability to know and understand how the nature works and to identify and classify objects in it.
- Jobs related: farmers, hunters, and \_\_\_\_\_.
- Examples: Newton, \_\_\_\_\_.



☉ \_\_\_\_\_ ( ) \_\_\_\_\_ \* \_\_\_\_\_ DD \_\_\_\_ MM \_\_\_\_ YY

Although the questionnaire in Worksheet 2 is not a scientific test to measure intelligence, it can remind us to pay more attention to the different potentials we have. After you have revisited the questionnaire, finish the following sentences.

**I find that I have strong \_\_\_\_\_ intelligence. At the same time, I hope I can develop \_\_\_\_\_ intelligence well because I think if I can improve it, I can/will be \_\_\_\_\_.**

**Think about it:**

If you are sure that the intelligence you have is up to standard, how will you further develop it?

If you want to develop the intelligence that you are not satisfied with, what will you do?

Now, are you ready to prepare and carry out your own **Intelligence Investment Plan**?

## SMEADOWS' GUIDE TO: SUCCESSFUL SPEECH DELIVERY

- ▶ **Dress well.** If you look good, you feel good, and our society is pretty shallow—even those of us who don't want to conform to societal expectations about appearances. If you look like you know what you're doing, that you've taken time to craft an appearance and to really look your best, you're at a huge advantage over anyone who hasn't.
- ▶ **Gestures** are to be above the waist and below the head unless you are having a hallelujah moment (and those should be quite rare unless you're preaching). Think open hand and from the shoulder arms. No Frankenstein or penguin. PLAN your gestures and practice them. Don't move arms like a penguin. Be a polar bear. Way cooler. Figuratively.
- ▶ **Movement** is important. If you don't know how to do it for speeches, there are five basic premises to remember.
  - When you move, **start with the foot that's already on the side of the direction in which you are moving.** No grapevine steps unless your speech is about a musical, which would be kinda cute if you could pull it off. Otherwise, don't do it.
  - **Movement should never be backwards** as it breaks the speaker's bond with the audience. Move forward or in a sideways gait; a good way to keep moving forward but not run out of room is to make many of your movements diagonal. If you are moving sideways, be sure to turn your torso and head so that you are still talking to the audience, not the wall in front of you. This takes practice, so practice it.
  - Be sure to **keep talking as you move.**
  - **Don't move unless you have a reason to**—a new point, to emphasize a particular moment.
  - And **when you get where you're going, plant your feet** and stand still.
- ▶ **EYE CONTACT IS THE GOLDEN TICKET.** Successful use of eye contact shows you are prepared, engages your audience, and is the best way I know to win a round. Successful eye contact means **SUSTAINED EYE CONTACT:** talking to a specific audience member for a few sentences (a thought), then moving on to another one somewhere else in the room. Don't have a stare-down with anyone, but do engage a particular person, then another particular person. Use the whole room, but don't scan the room as you speak (makes you look uncertain and a bit shifty). Never talk to walls, ceilings, or floors; they've heard it all and give lousy nonverbal feedback. This method seems like it leaves many people out, but instead it makes everyone feel included.

## INTRAPERSONAL SPEECH: GRADING RUBRIC

NAME: \_\_\_\_\_

DESCRIPTIVE AREA	FULLY ACCEPTABLE	PARTIALLY ACCEPTABLE	GAVE THE SPEECH	SCORE
	5 POINTS	4 POINTS	3 POINTS	
<b>MOVEMENT</b>	COMMENTS:			/5
<b>VOCAL CLARITY</b>	COMMENTS:			/5
<b>GESTURE</b>	COMMENTS:			/5
<b>EYE CONTACT</b>	COMMENTS:			/5
<b>OVERALL</b>	COMMENTS:			/5
<b>TOTAL:</b>				/25

# LESSON 27: **DECLAMATION**

**DAY 71-85**

## **UNIT:**

**Declamation**

## **OVERVIEW**

Students present a speech originally given by someone else. They also present an introduction explaining the context of the original speech.

## **STANDARD(S)**

- SL 9-10.1
- SL 9-10.2
- SL 9-10.3
- SL 9-10.4
- SL 9-10.6

## **MATERIALS:**

- Computers and internet access,
- Notecards
- Famous speeches or files if available.
- Handouts:
  - » Assignment sheet, Where do I Find sheet, Intro sheet, Partner sheet, Group Evaluation sheets, Rubrics

## **Insight:**

This is the last unit for the one-semester course, and because the students don't have to write anything or do much research past the first couple of days, it's a great opportunity for them to work on and show off delivery skills. I used to do the Recommendation Speech after this one, but feedback from the students told me this one was tougher for them and should be last. I also use the general CFL competition rules for the unit if you have competition kids who want to take it to tournaments.

### FIFTEEN-DAY LESSON

#### OVERVIEW

The calendar in the Assignment sheet tells you and the students what to do each day. Like the prior speech, because smooth delivery is such a goal here, several days of in-class review are built in. As this speech was what we used as their “final exam” (*and got us out of taking a written test*), we spent more time getting ready in class than other speeches. But students should still be rehearsing at home to improve.

Here are a few notes about particular days:

#### DAYS 1 AND 2

#### FIND SPEECHES

Go over the Assignment sheet and Where Do I Find sheets and have students start hunting. If in doubt, steer them toward commencement addresses as they tend to be the most audience-friendly, though the last couple of years, my students were all about the significant historical speeches like MLK speeches or FDR’s Day of Infamy speech.

#### DAY 11

#### COACHING

For classroom coaching day, I’ve done it both like we did for the Poetry day where people did just a couple of sentences and got critiqued on energy and tone and physicality, and I’ve taken volunteers (*or drafted people*) to do longer sections knowing that this means we won’t have time to get to everyone—whatever suits your needs for the particular group of students in the class.

## ASSIGNMENT: DECLAMATION

**ORATORICAL DECLAMATION:** An interpretative event where the performer interprets a public address previously delivered by a speaker in history. Speeches may come from the following categories: historical addresses, commencement speeches, ceremonial speeches, or contest orations.

### CRITERIA FOR AN EFFECTIVE DECLAMATION:

The successful declamation student should:

- Attempt to recreate the tone, mood, and overall intent of the original speaker.
- Offer his/her own creative interpretation and style with the material. This should not be a contest in impersonation.
- Seek to bring the “language to life.”
- Offer a thorough introduction where the student comments on: the original speaker, the historical significance of the oration, the date/setting of the oration, and the current relevance to the audience.
- Plan for a declamation ranging between 4-10 minutes including the introduction.
- Notecards will be allowed for this assignment and must be prepared; I will provide the notecards for you, but you must type up your own draft of your speech to cut apart and put on the cards. Speeches delivered from memory (without lapses) will receive ten extra points on the final grade; the notecards will be out of your hands (spotter provided).

---

### CALENDAR

- DAYS 1 & 2** Get Declamation assignment; look for speeches. Get speech approved when chosen and get Intro sheet.
- DAY 3** Finish work on Intro sheet. Turn in. Get Partner sheet from your instructor.
- DAYS 4-7** Cut speeches, time speeches, complete Partner sheet w/partner after you have cut and timed the speech by yourself. Revise introduction as needed. Type speeches, prepare notecards,
- DAY 8** Divide speech into sections for movement. Rehearse on feet w/movement.
- DAY 9** 3 lightnings and a turtle for familiarity; summarize each of 4 or 5 sections with one sentence and one emoji or emotion word.
- DAY 10** Group practice/eval sheets.
- DAY 11** Go over Rubric. Classroom coaching day; draw numbers for speaking order.
- DAYS 12-15** Speeches

- 
- Suggestions for finding speeches are on the next page. Additionally, I have a collection of speeches in folders you may wish to peruse. If you are planning to compete with your speech, make sure I approve it before you work on it to make sure it’s one that will allow you to compete well.
  - Most of the grade for this assignment is about eye contact and polish. If you do not practice this speech at home **more times than you think you should**, you will probably not get the grade you are capable of getting. BE READY.

## WHERE DO I FIND SPEECHES FOR DECLAMATION?

1. Check out **Ted Talks** at <http://www.ted.com/talks> . Ted Talks is probably the best source on this page. Down side: everyone knows that, so if looking for fresh competition speeches, others may have the same great idea you do.
2. Websites helpful to find speeches.
  - [www.americanrhetoric.com/newtop100speeches.htm](http://www.americanrhetoric.com/newtop100speeches.htm)
  - [www.historychannel.com/speeches/](http://www.historychannel.com/speeches/)
  - [www.humanity.org/voices/commencements/](http://www.humanity.org/voices/commencements/)
  - <http://gos.sbc.edu/browse.html>
  - <https://www.inc.com/laura-garnett/15-of-the-greatest-graduation-speeches-of-all-time.html>
  - <https://www.themuse.com/advice/5-commencement-speeches-thatll-inspire-you-even-if-you-graduated-forever-ago>
  - <https://medium.com/the-mission/top-10-graduation-speeches-of-all-time-474c4bc23fa0>
  - <http://www.graduationwisdom.com/>
3. William Safire's *Lend Me Your Ears* is a collection of speeches over 2000 years. Many libraries have this text if you don't want to fork over the bucks. There are other collections out there as well— from funeral speeches to “great history speeches” to speeches about specific topics.
4. Don't ignore the speeches you think might be overused. Yes, it's hard to imagine someone other than MLK having a Dream, but a passionate kid (any race or gender) can make that speech sing. And what an education for all involved!
5. I think Declamation is the best category for Internet sourcing. For commencement speeches, the colleges at which they're given often post the full texts of their speeches soon after they're delivered. Sometimes, you can just type in the name of a famous person you think would give a good speech or who you just like with the words “speech” or “address” and find a fine text. Google your way to a trophy!
6. Three fourths of the battle in Declamation is a good choice. Many judges dread this event because it can be boring. Pick a speech that entertains or is rhetorically outstanding and you're a step ahead of the folks doing the dull stuff. Then you “just” have delivery to worry about.

NAME:

---

## DECLAMATION: INTRODUCTION WORKSHOP

Answer the following questions as you prepare to write the introduction to your declamation.

**Name of Speaker:**

**Title of the Speech:**

**Audience of the Speech:**

**Date of the Speech:**

**Occasion:**

**Theme/Message found within the speech:**

On the back of this page, combine the answers to the above items into one clear, fluent paragraph. When presenting, your introduction should last no more than 45 seconds to one minute. Please think of something interesting to start of the intro—a question, a joke, a short bit of history (like below)—and see the example intro below.

**Example Intro:**

Abraham Lincoln was the 16<sup>th</sup> President of the United States, led the country through our Civil War, and was actually born right here in Kentucky. In addition to being memorialized on the penny, he also is remembered as a great speaker and debater. His most famous speech is “The Gettysburg Address,” delivered on November 19, 1863, at the dedication of the Soldiers’ Cemetery in Gettysburg, Pennsylvania. In the speech, the leader of the Union side of the war called for Union within our country. With only 273 words, he memorialized the over 50,000 soldiers who died in that bloody battle in a way few Presidents have ever spoken. This is, “The Gettysburg Address” by Abraham Lincoln.

NAME:

## DECLAMATION: PARTNER SHEET

PARTNER 1 NAME:	PARTNER 2 NAME:
PARTNER 1 SPEECH:	PARTNER 2 SPEECH:

Take turns reading your intro and speech to each other. After each reading, ask each other any questions you have about the speech and cutting—did it make sense, do you understand the situation in which it was given, etc. Be sure to time the recitation.

**TIME LIMITS:** Does it fit the 4-10 minute time requirement?

PARTNER 1 TIME:	PARTNER 2 TIME:
-----------------	-----------------

### Next Step:

Be sure your partner's speech makes sense. Turn this form in when you both are in time and have clear speeches and intros. Your next step is to fix up your cutting, make sure your introduction is typed with it into your Google doc, and share that with me for printing.

# DECLAMATION: GROUP CRITIQUE



**DIRECTIONS:** You will be placed in a group of four. The group will take turns delivering speeches (be sure to time them and note the time for each speech in the space below). After each speaker, fill out the critique form below. After all have spoken, we will return to the classroom, do one more runthrough at our desks, and deliver our critiques to our fellow group members.

<b>SPEAKER:</b>	
<p><b>CRITERIA:</b> Please choose elements from the scoring rubric below and make a suggestion for the speaker on what to improve before class speaking. Also, please give the speaker a compliment based on the rubric.</p> <ul style="list-style-type: none"> <li>• Cutting makes sense</li> <li>• Introduction</li> <li>• Blocking (Movement) and Pauses</li> <li>• Nonverbal (Eye contact, gestures, facial expressions)</li> <li>• Verbal (variety in tone and rate and emphasis)</li> <li>• Poise and Appearance</li> </ul>	<p><b>GROWTH AREA TO WORK ON:</b></p>
	<p><b>COMPLIMENT:</b></p>
<p><b>TIME OF RUNTHROUGH:</b></p>	<p><b>EVALUATOR:</b></p>
<b>SPEAKER:</b>	
<p><b>CRITERIA:</b> Please choose elements from the scoring rubric below and make a suggestion for the speaker on what to improve before class speaking. Also, please give the speaker a compliment based on the rubric.</p> <ul style="list-style-type: none"> <li>• Cutting makes sense</li> <li>• Introduction</li> <li>• Blocking (Movement) and Pauses</li> <li>• Nonverbal (Eye contact, gestures, facial expressions)</li> <li>• Verbal (variety in tone and rate and emphasis)</li> <li>• Poise and Appearance</li> </ul>	<p><b>GROWTH AREA TO WORK ON:</b></p>
	<p><b>COMPLIMENT:</b></p>
<p><b>TIME OF RUNTHROUGH:</b></p>	<p><b>EVALUATOR:</b></p>
<b>SPEAKER:</b>	
<p><b>CRITERIA:</b> Please choose elements from the scoring rubric below and make a suggestion for the speaker on what to improve before class speaking. Also, please give the speaker a compliment based on the rubric.</p> <ul style="list-style-type: none"> <li>• Cutting makes sense</li> <li>• Introduction</li> <li>• Blocking (Movement) and Pauses</li> <li>• Nonverbal (Eye contact, gestures, facial expressions)</li> <li>• Verbal (variety in tone and rate and emphasis)</li> <li>• Poise and Appearance</li> </ul>	<p><b>GROWTH AREA TO WORK ON:</b></p>
	<p><b>COMPLIMENT:</b></p>
<p><b>TIME OF RUNTHROUGH:</b></p>	<p><b>EVALUATOR:</b></p>

## DECLAMATION: GRADING RUBRIC

NAME: \_\_\_\_\_

CRITERIA	DISTINGUISHED	PROFICIENT	APPRENTICE	NOVICE	SCORE
<b>SELECTION</b>	Cutting develops the theme well and exudes clear logic and development. Speech is interesting and intrigues the audience's attention. <b>10</b>	Student's cutting shows effort and some degree of logic and/or development. Speech provides an interesting viewpoint. <b>9</b>	While cutting serves the overall theme well, some moments lack cohesion or logic. Speech provides some level of interest. <b>8</b>	Cutting is not cohesive, nor logical in format. Speech is not appropriate for assignment or doesn't generate significant interest. <b>7</b>	/10
<b>TIME LIMIT</b>	4 to 10 minutes. <b>10</b>	1 to 30 seconds above or below the time limit. <b>9</b>	31 seconds to one minute above or below the time limit. <b>8</b>	More than one minute above or below the time limit. <b>7</b>	/10
<b>INTRODUCTION</b>	Introduction is well composed, providing clear theme and significance along with all background information. <b>10</b>	Introduction adequately offers theme, significance, and all background information. <b>9</b>	Introduction suggests a theme and/or significance. Some background information may be missing. <b>8</b>	Introduction lacks theme and/or significance. Some or all background information is missing. <b>7</b>	/10
<b>BLOCKING AND PAUSES SHOW ANALYSIS</b>	The structure of the speech as analyzed by the student is crystal clear due to pause and blocking. <b>10</b>	Student's use of blocking is effective, along with use of pause. <b>9</b>	Blocking and pause evident, but may need more clarity or have slight problems. <b>8</b>	Significant problems or omissions in pausing and/or blocking. <b>7</b>	/10
<b>NONVERBAL DELIVERY</b>	Student very rarely refers to the script, utilizes nonverbal expression (eye contact, gestures, facial expression) to enhance the overall message and theme. <b>25</b>	Though some need for the script, student communicates the non-verbal essence of speech by offering eye contact, gestures, and facial expression. <b>23</b>	Student is somewhat reliant on script, however, makes attempt to offer eye contact, gestures, and facial expression. <b>20</b>	Student is reliant on script and offers little expression via eye contact, gestures, and facial expression. <b>18</b>	/25
<b>VERBAL DELIVERY</b>	Student superbly captures the 'music' of the oration by conveying a true sense and analysis of volume, tone, inflection, and rate. <b>25</b>	Student utilizes effective vocal delivery by establishing appropriate volume, tone, rate, and inflection. Student possesses grasp of the 'music' of the oration. <b>23</b>	Student's vocal delivery provides some proper use and variance in tone, volume, inflection, and/or rate. Student achieves some 'music' in the oration. <b>20</b>	Student's vocal delivery offers little variance of tone, volume, inflection, and/or rate. Student doesn't quite acknowledge the 'music' in the oration. <b>18</b>	/25
<b>POISE AND APPEARANCE</b>	Student looks professional and is in control of nerves, seems very prepared. <b>10</b>	Student looks professional and is in control of nerves, seems prepared; may be slightly less "amazing" than the Distinguished level in one or more areas here. <b>9</b>	Student is mainly in control of nerves and looks professional, though there is a little room for improvement. <b>8</b>	Nerves or appearance distract from overall effect of the speech. <b>6 or 7</b>	/10
COMMENTS: _____				<b>TOTAL:</b>	/100

## RESOURCES

In addition to the 85 days outlined here, you may wish to peruse the units below for additional days you have in the term, if you have a year-long class, and/or if you wish to substitute any of these units for units I've outlined.

### TEACHER IN A BOX UNITS

---

*These outstanding units, put together by some of the greatest hits of the National Speech and Debate Association, have all needed to teach these units in a classroom with online access.*

- ▶ LINCOLN-DOUGLAS DEBATE TEACHER IN A BOX
  - <https://www.speechanddebate.org/teacher-in-a-box-ld-unit-overview/>
- ▶ POLICY DEBATE TEACHER IN A BOX
  - <https://www.speechanddebate.org/teacher-in-a-box-policy-debate-unit-overview/>
- ▶ PUBLIC FORUM TEACHER IN A BOX
  - <https://www.speechanddebate.org/teacher-in-a-box-pf-unit-overview-novice/>

### NSDA ONLINE TEXTBOOKS

---

- ▶ EXTEMPORANEOUS SPEAKING TEXTBOOK
  - <https://www.speechanddebate.org/extemporaneous-speaking-textbook/>
- ▶ INTERPRETATION TEXTBOOK
  - <https://www.speechanddebate.org/interpretation-textbook/>
- ▶ LINCOLN-DOUGLAS DEBATE TEXTBOOK
  - <https://www.speechanddebate.org/lincoln-douglas-debate-textbook/>
- ▶ ORATORY TEXTBOOK
  - <https://www.speechanddebate.org/original-oratory-textbook/>
- ▶ POLICY DEBATE TEXTBOOK
  - <https://www.speechanddebate.org/policy-debate-textbook/>

- ▶ PUBLIC FORUM AND CONGRESSIONAL DEBATE TEXTBOOK
  - <https://www.speechanddebate.org/public-forum-and-congressional-debate-textbook/>
- ▶ WORLD SCHOOLS DEBATE TEXTBOOK
  - <https://www.speechanddebate.org/world-schools-debate-textbook/>

## OTHER NSDA RESOURCES

---

- ▶ BIG QUESTIONS
  - <https://www.speechanddebate.org/teacher-in-a-box-ms-bq-unit-overview/>
  - <https://www.speechanddebate.org/big-questions-format-manual/>
  - <https://www.speechanddebate.org/big-questions-lesson-plan-constructing-an-argument/>
  - <https://www.speechanddebate.org/big-questions-lesson-plan-refuting-an-argument/>
- ▶ CONGRESSIONAL DEBATE LESSON PLANS
  - <https://www.speechanddebate.org/congressional-debate-lesson-plans/>
  - <https://www.speechanddebate.org/congress-printable-guide/>
- ▶ LINCOLN DOUGLAS-DEBATE
  - <https://www.speechanddebate.org/lincoln-douglas-debate-civil-disobedience-novice-lesson-plans/>
- ▶ ORIGINAL ORATORY
  - <https://www.speechanddebate.org/original-oratory-lesson-plans/>
- ▶ POLICY DEBATE LESSON PLANS
  - <https://www.speechanddebate.org/policy-debate-lesson-plans-list/>
- ▶ PROGRAM ORAL INTERP
  - <https://www.speechanddebate.org/poi-getting-started-guide/>
- ▶ PUBLIC FORUM DEBATE
  - <https://www.speechanddebate.org/public-forum-debate-lesson-plans/>



NSDA also has many resources beyond these dedicated to its speech events for which it holds contest as well as curricular resources for classroom use. Simply browse to the link below and use the Search capabilities (*and any Filters*) to find them—from National Finals Videos to instructional videos to conference videos to extra lesson plans.

- <https://www.speechanddebate.org/resources/>

### **AMERICAN FILM INSTITUTE 5-DAY FILMMAKING UNIT**

---

Another great activity in a Speech course = Filmmaking. AFI has a great Door Scene for beginning filmmakers that can serve you and your students well (*teaches the basics of film shots, storyboarding, etc.*) as students construct a short horror film about a closed door!

- [http://web.eesd.org/filmfestival2012/Resources\\_files/AFI\\_BasicsHandbook.pdf](http://web.eesd.org/filmfestival2012/Resources_files/AFI_BasicsHandbook.pdf)

