NATIONAL SPEECH & DEBATE ASSOCIATION
NATIONAL FORENSIC LEAGUE

ONLINE SPEECH CLASS LESSONS

2020 SPECIAL EDITION / STEVE MEADOWS

This collection of lessons can be used however teachers and coaches feel necessary – for online instruction / NTI / supplemental study.

I put these together per the request of the NSDA during the 2020 COVID-19 crisis. The full curriculum for a semester's worth of Speech class lessons is available for however teachers like to use them (NSDA membership required) in a fuller document at https://www.speechanddebate.org/intro-to-public-speaking/.

Special note for English teachers – I know how hard it can be to put meaningful lesson plans together at all as an English teacher, much less for electronic teaching on the fly. I do think you could use most of these lessons for English classes as well.

Special thanks to Jordyn Stein and Terri Branson of Danville High School (KY), who adapted this curriculum during the 2019-2020 school year at their 1 to 1 school and shared materials with me for this quick update.

If you have any questions, please don't be shy – reach out to me at stevemeadowsspeech@gmail.com.

May the words be with you.

 --- SM   3/20/2020

EXERCISE 1:

Review of Basic Terminology with Josh Gad (1-2 lessons)

EXERCISE 2:

Listening Practice with two real-world speeches (2 lessons)

EXERCISE 3:

MLA Overview (basic documentation – Works Cited pages) over web-based research (3 lessons)

EXERCISE 4:

*THE GREAT DEBATERS (*5 lessons)

EXERCISE 5:

Recommendation Speech (6 lessons)

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.

EXERCISE 1:	Review of Basic Terminology with Josh Gad (1-2 lessons)

OVERVIEW REVIEW OF BASIC TERMS VIA APPLICATION

STANDARD(S) SL.9-10.1, SL.9-10.3, SL.9-10.6.

MATERIALS Access to a video of the 1999 NSDA National Champion Oratory by Josh Gad "Hoo-Ah!" https://youtu.be/iYp3QqXS4ic

The Google Form, copied into your own Google account so answers come to you. Make sure to make it a Quiz.

INSIGHT 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).

DO

- Review these basic speech terms with the students, whether it's simply giving them the list below or creating some sort of activity to do so. If you create the activity, that's an extra lesson.

  - **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 THAT THERE ARE MORE DETAILED/COMPLICATED VERSIONS OF THIS CYCLE, BUT THIS ONE HAS THE BASICS.

    MESSAGE

    SENDER *RECEIVER*

    FEEDBACK
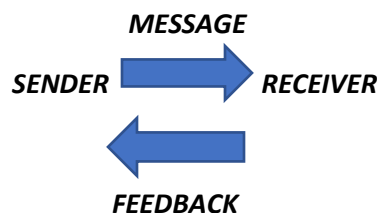
    This is a continuous cycle, so free to round the drawing.

  - **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)

- o **Pitch** (how high or low the words are spoken – like musical pitch)
- o **Paralanguage** (changing verbal communication nonverbally; examples are the prior four terms – rate, volume, tone, pitch)

- Introduce Josh Gad as a performer and also his NSDA history. See below for information about him:
  - o https://www.speechanddebate.org/alumni/   Famous NSDA Alumni page
  - o https://www.imdb.com/name/nm1265802/   IMDB page
  - o https://en.wikipedia.org/wiki/Josh_Gad   Wikipedia page

- **View Josh's 1999 championship speech, "Hoo-Ah!"**
  https://www.youtube.com/watch?v=iYp3QqXS4ic&t=1s

- Create your own copy of this Google Form, make it a quiz, and set up the answers with points however you like. Have students complete your form after they have watched the speech. You may wish to add a Paragraph box at the end of the form allowing them an open response to the speech – how they felt about it, their reaction to seeing a familiar voice give such a speech, etc. at the beginning or end of the form. Kids like to get their two cents in, just like we do. 😊

  https://docs.google.com/forms/d/197kib9uqDrGnrHlZxa2gBwmdD3C0wiGwr1LnuCasOKw/edit

EXERCISE 2	Listening Practice with two real-world speeches (2 lessons)

OVERVIEW LISTENING PRACTICE with two great speeches – Reagan and Jobs

STANDARD(S) SL.9-10.1, SL.9-10.2, SL.9-10.3

MATERIALS **REAGAN:**

Perspective/Insight on Reagan's speech:
https://www.washingtonpost.com/news/morning-mix/wp/2016/01/28/how-ronald-reagan-explained-the-challenger-disaster-to-the-world-its-all-part-of-taking-a-chance/

Speech: https://www.youtube.com/watch?v=Qa7icmqgsow

JOBS:

Perspective on Jobs' speech:

https://www.forbes.com/sites/carminegallo/2015/06/12/why-steve-jobs-commencement-speech-still-inspires-10-years-later/#6e93ec7a48d8

Speech: https://www.youtube.com/watch?v=UF8uR6Z6KLc

Your copy of the respective Google Forms (Make a Copy and then make a quiz for yourself with points inserted however you like).

INSIGHT An often-neglected form of literature used for analysis is the speech. These two both have specific purposes and audiences, use great rhetorical skill, and are just plain-old interesting, especially with the context given by the perspective articles (see links). Reading the preparation article and then viewing the speech and responding to it should be a good lesson for a day over each.

DO Give students your adapted copies of these Listening Exercises.

Reagan: https://docs.google.com/forms/d/e/1FAIpQLSfj8qxhT_Lg--COdlXNE3rRfdYBtnsZQWZZMGVdTYkfY8ECLg/viewform?usp=sf_link

Jobs: https://docs.google.com/forms/d/e/1FAIpQLSfpFt2ulqO5kDSMG3E1zqsqbKO4p_X-LWnXlGdCfT0Hhf6PUw/viewform?usp=sf_link

EXERCISE 3	MLA Overview (3 lessons)

OVERVIEW Students learn the **basics of MLA Documentation** and complete an exercise demonstrating the basics. Also good as a review of this if it's not new material.

STANDARD(S) *SL 9-10.2, SL 9-10.4*

MATERIALS Anthem Research Assignment (following pages)

Anthem Project question sheet (following pages)

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.

As most freshmen in our school took Speech as 9th graders, we made this the 9th grade plan for teaching documentation and left it out of 9th grade English. 10th 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.

DO

- Maybe as a sample video you record for your students, research a topic for the class and show what you would do if you were assigned this topic. 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 online card catalog.
- Explain source reliability, documentation needs – no Wikipedia for this exercise.
- 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.
- 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. If you want to make the handout into a Google Form or other online-friendly form, do!

SPEECH 1   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 the basic research documentation (MLA style) skills we learn in Speech 1.

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) 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 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.

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.

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

Becoming the Anthem   **Video Questions**

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 –

EXERCISE 4	*THE GREAT DEBATERS (five lessons)*

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.

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 Google Form

Copy of film – THE GREAT DEBATERS (2007, dir. Washington, PG-13).

Free on YouTube:

https://www.youtube.com/watch?v=RL3amDNZbt8

INSIGHT   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.

DO

- Day One
    Copy the Getting Ready to View THE GREAT DEBATERS Google Form, adapt it as you like and assign points to it by making it a quiz, and then send your form to students to complete.
    https://docs.google.com/forms/d/e/1FAIpQLSfpWIB6ftF0bjEDbaTMdjgcR2bp3DU6lft2GOxc8BSk5zP50g/viewform?usp=sf_link

- Days Two-Five
    Watch the film. It's enjoyable. There are numerous online study guides to help you (see the links below), and I used those before we started doing the Getting Ready to View assignments. Once we started those, there was no need as in in-person classes, for we turned these answers into short informative speeches kids delivered in groups. We then had great discussions after the film, which you could easily set up as an online form for a single response or even as a ProBoard, Google Hangout, etc. for full input from your class. I would encourage you to do so as it's worth talking about for all kinds of reasons.

    You could also adapt any of the questions in these guides for your own purposes/responses:

    https://www.procon.org/sourcefiles/great-debaters-discussion-guide.pdf

    https://quizizz.com/admin/quiz/5aff01be7e4287001a8869ab/the-great-debaters

    http://www.boone.k12.ky.us/userfiles/639/Classes/50459/the_great_debaters_movie_worksheet.pdf?id=560143

EXERCISE 5	RECOMMENDATION SPEECH (six lessons)

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.

March 2020 note: I've included my normal unit here – the first six days. Day seven is a peer practice day with days 8-10 the speech days. Obviously, you can have the kids prepare for these speeches but not deliver them, wait to deliver them until you return to school (if applicable), or have the kids deliver them to a family member or pet with someone recording for a video upload into Google Classroom or somesuch. You could then extend the unit by assigning other students peer reviews of uploaded speeches (peer review form included from a different speech). The handouts are in Word form for those schools who are doing paper packets, but you could easily convert these to online formats.

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.

DO

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 and 4 and 5

Presentational Software Introduction, Additional Workdays.

In class we stop at the beginning of day 5 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 days3/4/5 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) 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.
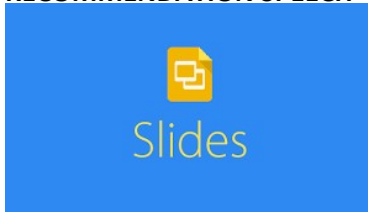
Your Purpose: You are to create a speech (five minutes is the maximum time limit) presenting one of the following to your classmates:

>*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.

RECOMMENDATION SPEECH OUTLINE

NAME_____

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.

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.

   a. *You have written out your AGD somewhere (on paper, on a digital document). Idea: use the assignment sheet (back of it has an outline).*
   b. *You have created an outline of your three points.*
   c. *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.**

NAME:

WORKS CITED GRADESHEET

SPEECH 1

RECOMMENDATION SPEECH

____   double-spaced

____   alphabetical order

____   Works Cited title

____   at least 3 sources

____   indentation for
        lines past first

_____ TOTAL

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.

50 points total

RECOMMENDATION SPEECH

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

___OUTLINE ON TIME   ___SLIDES ON TIME   TOTAL POINTS EARNED _____
15 points   **15 points**   **OF 100 POINTS POSSIBLE**