Unit 1: Nuts and Bolts of Public Speaking

Content Area: **Language Arts Literacy**
Course(s): **Act It Out**
Time Period: **January**
Length: **4 weeks**
Status: **Published**

Transfer

Unit Goals and Objectives

- Demonstrate skills in public speaking such as proper inflection, eye contact and preparedness
- Identify and evaluate different types of speeches and their components
- Evaluate speeches through identifying pacing, target audience, speaking devices and preparedness
- Identify a target audience and analyze specific demographic features
- Prepare and execute a speech that is geared to a target audience
- Memorize and present speeches incorporating pacing, body language and inflection
- Critique and evaluate other student speech techniques

Enduring Understandings

The various forms/ types of public speaking.

Elements that make a public speaker successful.

Essential Questions

What makes a successful speech?

What are the target audiences and main ideas for different speech types?

Content

Vocabulary

Terms

- Abstract
- Active Listening
- Alliteration
- Assimilation
- Feedback
- Figurative Language
- Figuratively Speaking
- Hypothetical examples
- Imagery
- Jargon
- Logos
- Manuscript
- Master of Ceremonies
- Message
- Metaphor
- Monotone
- Mythos
- Narrative
- Onomatopoeia
- Open-ended Questions
- Oral Report
- Panel Discussion
- Paraphrase
- Pathos
- Personification
- Persuasion
- Rhythm
- Simile
- Testimony
- Topic
- Verbatim

Learning Objectives

- Identify and evaluate different kinds of speeches and their target audiences
- Create a speech and identify its target audience and speech goals
- Eye contact, inflection and pacing in public speaking
- Preparation and memorization of a speech
- Critique speakers based on public speaking foundational skills

Resources

Types of Speeches

1. Acceptance Speech
2. Commemorative/ Tribute Speech
3. Demonstrative Speech
4. Descriptive Speech
5. Explanatory Speech
6. Inspirational Speech
7. Introductory Speech
8. Persuasive Speech

Standards

CCSS.ELA-Literacy.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.8.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CCSS.ELA-Literacy.SL.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CCSS.ELA-Literacy.SL.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
CCSS.ELA-Literacy.SL.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CCSS.ELA-Literacy.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
CCSS.ELA-Literacy.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.