Speaking and Presentation

Content Area: **English Language Arts**
Course(s): **English Language Arts, Generic District Course**
Time Period: **Generic Time Period**
Length: **Weeks**
Status: **Published**

Unit Overview

In pairs, students prepare and present PowerPoint presentations on informative topics of their choice. Each presentation includes multimedia components and information gleaned from some degree of research. The students will narrate their presentations in real time, incorporating what they learn about posture, volume, diction, and presence.

Grade 8 presentations go beyond explanation and emphasize analysis. After explaining their topics, students explore backgrounds and causes as well as implications. For example, if a topic were slavery in early America, the facts and figures would serve as the start for an expanded exploration of reasons for slavery having come about as well as the legacy of discrimination that followed abolition.

This unit for the Gifted and Talented class is similar to that of the general grade 8 classes, but it has the added emphasis of more detailed attribution of researched information back to its sources. The final frame of the digital component of the presentation (often PowerPoint or Prezi) will display a list of sources formatted to MLA guidelines. Moreover, all sources must be authoritative, valid, and credible against criteria that will be discussed in class. This academic enhancement challenges gifted and talented students and further reinforces the research and discernment skills that will become increasingly important in their studies.

One additional component to the presentation will involve a short question-and-answer session between presenters and their audience. This poses a particular challenge in that the topics of an informative presentation may invite questions beyond the presenters' knowledge. Students will learn not so much to ask questions and provide answers about specific facts, but to raise queries related to broad principles and critical thinking. Presenters can simply refer people to their research resources for factual information. When broader implications come into the discussion, however, students must rise to the challenge of synthesizing connections between the topics of their presentations and salient issues of today.

For example, an audience member may ask a presenter a question related to a presentation on hip-hop music. If the question were factual, such as, "Who recorded the first hip-hop song?", the presenter could simply refer the asker to a resource on the reference list at the end of the presentation--if he or she did not know the answer to the question. Audience members will be trained, however, to ask more abstract questions, such as, "Why has hip-hop music become so common in so many places, becoming parts of TV commercials and movie soundtracks?" Presenters, then, have to draw associations between what they know about hip-hop, media, and cultural tastes in order to put forth a credible answer.

Standards

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.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
CCSS.ELA-Literacy.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CCSS.ELA-Literacy.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
CCSS.ELA-Literacy.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Essential Questions

How does public speaking enhance one's work as a student and a professional?

Why do facts, organization, intonation, and body language have an impact on how well a message is received?

How can technology and media assist one in spoken presentations?

How can preparation and practice helps with clarity?

How can one overcome nervousness when speaking in public?

Why are credible, authoritative sources necessary to inform a meaningful presentation?

Application of Knowledge and Skills...

Students will know that...

Students will know that:

-collaborative public speaking is integral to the 21st-century professional workplace.

-the sequencing of arguments, claims, and facts in spoken presentation must be logical and coherent.

-intonation and body language have an impact on how well a message comes across.

-multimedia and research components make a presentation more authoritative.

-preparation and practice help with clarity and the mitigation of nervous habits.

-research sources have varying degrees of credibility and value.

-it is necessary to evaluate and choose truly informative and reliable sources.

-their presentation topics have connections to society and the larger world.

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Students will be skilled at...

Students will be able to:

-collaborate with others to prepare and present speeches on a variety of topics in front of classmates.

-sequence arguments, claims, and facts in a logical and coherent manner.

-use proper intonation and body language.

-include multimedia and research components effectively in a spoken presentation.

-prepare and practice in order to present clearly and effectively.

-evaluate and choose truly informative and reliable sources.

-connect their presentation topics to society and the larger world.

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Assessments

Speaking and Presentation Self-Assessment
Summative: Self Assessment
Speaking and Presentation Peer Review
Summative: Other written assessments

All students will assess all other students' presentations; all presenters will receive copies of these assessments for further reflection and for inclusion in their portfolios.

NOTE: This rubric may also be used formally during preparation and practice sessions.

Speaking and Presentation Scoring Rubric
Summative: Other oral assessments

- Self-Evaluation.docx
- Peer-Review 8th.docx
- Scoring Rubric 8th.docx

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- Speaking and Presentation Scoring Rubric
- Speaking and Presentation Self-Assessment
- Summative: Other oral assessments
- Summative: Other written assessments
- Summative: Self Assessment

Activities

Discussion of essential questions and objectives.

Teacher modeling of targeted skills; multimedia examples.

Discussion of topics, partner protocols and expectations, resources, strategies, and scoring rubrics.

Composition/preparation of presentations

Teacher consultations

Peer rehearsals and formative peer assessment

Final presentations

Follow-up reflection on essential questions, activities, objectives, and achievement

Activities to Differentiate Instruction

Visual: teacher demonstration of body language and voice modulation, PowerPoint examples, printed guidelines and rubrics, multimedia elements (graphic) in presentations

Auditory: teacher demonstration of voice modulation, multimedia elements (audio) in presentations

Kinesthetic: practice of body movement and postures

Struggling and advanced learners: peer pairings

Socially anxious/impaired students: peer pairings deflect a portion of the focus

Integrated/Cross-Disciplinary Instruction

Students' choices of topics--in consultation with the teacher--will extend into various content areas across the curriculum.

Resources

Teacher website for expectations and strategies

Essential questions

Partner protocols

Online tutorials for PowerPoint and Prezi

MLA website for documentation format