Original Oratory

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **5-6 Weeks**
Status: **Published**

BRIEF SUMMARY OF UNIT

FOCUS: "Speech is power: speech is to persuade, to convert, to compel." Emerson

Summary: This unit centers on the importance of effective delivery of an original oratory, including political, persuasive, inspirational, and/or motivational speeches using para language and nonverbal movement skills. The unit enables students to use language, voice and movement to identify, model, critique and understand effective presentation skills. The students will understand the importance of communication by identifying authors' intent and purpose, analyzing motive and tone, comparing and contrasting various presenters, evaluating effective presentation skills, utilizing para language techniques, and presenting a published original oratory. This unit will consist of a competitive speech event which provides an opportunity for students to rehearse various speaking techniques to engage, motivate, and/or persuade an audience. Students will actively engage in both large and small collaborative discussions and dialogues that enhance critical thinking and analysis of original oratory. Students may complete analytical responses, visual organizers, para language activities, and original oratory. Personalized Learning allows students to self reflect and assess their own listening and speaking skills using the development and competition of a electronic portfolio. Students will understand that developing communication skills builds and maintains relationships, facilitates innovation, builds effective partnerships, and develops leadership.

Interdisciplinary Connections and Career Readiness: This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

Revision: June 2023

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

ESSENTIAL QUESTIONS

- How do you provide constructive criticism for a presenter?
- How do you rehearse your speech?
- How do you utilize student critiques to enhance your own performance?
- What are the benefits of modeling?
- What rhetorical strategies do successful speech writers and authors use to obtain their purpose and tone?
- Why is research necessary for an original oratory?
- How does an author affectively demonstrate his/her ideas to the audience?
- How do literary devices apply to speech writing?
- How do you decide when audio/visual aids should be used to enhance a presentation?

- How do you gain an audience's attention and build interest for your topic?

EVIDENCE/PERFORMANCE TASKS

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered two times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Teacher Observations
- Accountable Talk, Socratic Seminars/Fish Bowls
- Analysis of multimodal text sets
- Analysis of critical commentary, literary criticism
- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft
- Close reading analysis of text using evidence as substantiation
- Conferences: Individual and small group, accompanying conference notes
- Reflective exercises and assessments
- Oral Reading and Interpretation
- Peer and self-evaluations of learning
- Entrance and Exit Tickets
- Open-Ended Responses in Journal
- Textual Analysis Reading Responses
- Dialectical Journal
- Rhetorical Precis
- SOAPSTone Analysis

Summative, including Alternative Assessments:

- On-demand Writing Assessments, timed and untimed
- Researched Presentations
- Performance Assessments
- Project-based Learning
- Problem-based Learning
- Personalized Learning
- Visual Literacy Prompts
- Digital Portfolios
- Online Discussion Forums
- Analytical and Expository Essay

Benchmark:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-aligned; based on NJSLA, reported twice per year

- Engage in text set analysis using visual literacy and close reading analysis strategies to compose a claim and use evidence as support
- Grade-level Standards-based Rubrics
- Common Lit Reading Benchmark Assessments, three times per year (grades 9-11)
- Advanced Placement tests (grades 11-12)
- NJGPA (grade 11)
- NJSLA (grade 9)
- PSAT (grades 10-11)
- SAT (grades 11-12)
- Final Exam
- IXL

Specific to this unit:

- Annotation of an original oratory for claims, thesis statements, evidence, and justification.
- Annotation of an original oratory for content and organization patterns, syntax, diction, figurative language, and emotional appeal.
- Modeling of effective original oratory
- Creation of an original oratory
- Critique of peer original oratory
- Reflection of original oratory
- Rehearsal of original oratory using various communication techniques
- Presentation of an informative, inspirational, motivational, political, social reform speech

LEARNING PLAN

Instructional time will be dedicated to whole class text instruction, collaborative learning, and independent and personalized learning. The intent is for student-readers to have clear modelling through whole-class instruction. These strategies are practiced in a group setting of peers and through independent practice monitored through teacher conferencing with students. An emphasis will be based on the transfer of skills instruction, teaching the reader, not merely the content of the text. The text complexity and rigor of reading will be appropriate for grade 9-12; materials selection for whole-class and literature circles will be from the book list approved by the Board of Education. Classrooms will house rich and diverse independent reading libraries of both contemporary and canonical works.

The reading of text during the nineth through twelfth grade targets not only comprehension, but also analysis. Students will read both long-and short-form, exceprted and full-length, print and electronic, fiction and nonfiction texts. Study will include the analysis of visual texts including film clips, art, infographic, maps, charts, graphs, cartoons, graphic novel. Technique and terminology specific to a genre of reading is examined. Research tasks are embedded throughout the year and a minimum of one task is completed during each unit. Vocabulary instruction will be chosen from the reading material.

Students write in all modes of rhetoric including narration/description, argument/persuasion, and exposition. Various forms of writing including digital writing are emphasized as well. Grammar instruction is embedded in writing instruction through mini-lessons, holding students accountable for skills taught and practiced; modelling is done through mentor texts, both published and student-crafted. Teachers focus on process in addition to product with an emphasis on synthesizing texts with nuanced understanding; teacher-created multi-modal text sets will be used as materials. High-and low-stakes, timed and untimed pieces are all important.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students. Personalized Learning allows students to self reflect and assess their own reading, writing, listening, viewing and speaking skills using the development and competition of a electronic porfolio, journal writing, writer's workbooks, independent reading, and/or book talks.

Students will be taught how to speak and listen in addition to being assessed on these skills.

Learning expectations in Forensics: Advanced Speech and Debate will demonstrate close and analytical reading to comprehend a range of increasingly complex literary and informational texts. The lessons and activities will produce effective and well-grounded writing for a range of purposes and audiences. The students will employ effective speaking and listening skills for a range of purposes and audiences, including persuasive, motivational, and informative. The presentations will include debatable categories, extemporaneous speeches, dramatic performances, and original oratory. The course will provide students active engagement in research /inquiry to investigate topics and to analyze, integrate, and present information.

This unit of study will focus on "Original Oratory" and is centered on the quotation from Emerson, “Speech is power: speech is to persuade, to convert, to compel.”

The students will actively engage in both large and small collaborative discussions and dialogues that enhance critical thinking and analysis of textual works. Students may complete analytical analysis, persuasive writing, synthesis essays, database research, and journal writing.

Students will participate in individual, partner and group activies including Literature Circles, Socratic Discussions, Jigsaw Methods, Debates, Mock Congress, and other Cooperative Learning activities.

Research

- Assess website and online source credibility during the research process
- Utilize MLA formats to properly designate sources used in one's research
- Utilize library databases to conduct research related to topics discussed in class

- View you tube and other visual clip versions to evaluate the effectiveness of delivery

Writing

- Annotation and note taking of Original Oratory presentations
- Open-ended student responses for Original Oratory Presentation
- Student critiques on peers' Original Oratory
- Presentations Student self-reflection from Original Oratory Presentation

Differentiated Reading: Literature Circles and Independent Reading

- Student analysis of peers' original oratory
- Student understanding of modeling of various excepts of Original Oratory selections
- Student identifies individual reading selections based on purpose, audience, and speaker
- Student selections from various individual classrooms, Cranford High School, and Cranford Public Libraries

Common Reading, Nonfiction and Visual

- Read, view, and critique various original oratory samples using nflonline, org and speechanddebate.org
- Reading of various university, acceptance, inspirational, motivational, and political speeches
- Reading selections from Vital Speeches 1960-2000
- Reading selections from various of published original oratory presentations
- Readings of various original oratory speeches for modeling of activities

Speaking and Listening

- Complete activities on communication confidence building strategies
- Initiate discussion of listening techniques through a connection of students' experiences
- Introduction of essential questions and academic language
- Pair/ Share activities including effective speeches and readings
- Present background on the barriers and responsibilities of effective listening

MATERIALS

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Teachers must refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources.

Instructional Materials

Teacher Resources

- McGutcheon, Schaffer, and Wycoff Text- Glencoe
- Speech Nextext-
- Essentials of Speech
- Online websites including www.nflonline.org (National Forensic League).
- Online website including youtube.com
- Online websites including www.library of congress.com
- Barnet and Bedau's Current Issues and Enduring Questions
- A Guide to Critical Thinking and Argument, with Readings Buys, Sill, and Beck
- Speaking by Doing Carlin and Paync
- Public Speaking Today
- Glencoe McGraw Hill Text- The Basics of Speech

Strategies for Accommodation and Modification

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

Possible accommodations include:

- Access speech-to-text function on computer
- Use visual presentations of all materials to include organizers, charts
- Allow students to set individual goals for writing/reading
- Offer graphic organizaers, note-taking models, strategies for summarizing, and questioning techniques

- Offer oral assessments
- Supply study guide questions and access to class notes
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Scaffold by chunking material and texts
- Individualize reading choices based on ability and level
- Take frequent breaks
- Use an alarm to help with time management
- Small group and one on one assessment
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Modify the length and quantity of assignments to fit individual
- Differentiate roles in discussion groups
- Use digital technology, eBooks,, audio version of printed text
- Create alternate assignments or homework
- Provide distinct steps in a process; elminate unnecessary steps, as needed
- Use art, music, and film to convey alternate interpretation of literature and assessment
- Manage executive function by scaffolding process and amending deadlines

Adhere to all modifications and accommodations as prescribed in IEP and 504 plan