Declamation

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **5-6 Weeks**
Status: **Published**

BRIEF SUMMARY OF UNIT

FOCUS: "Wise men speak because they have something to say; fools because they have to say something." ***Plato***

This unit centers on the importance of effective delivery of a declamation, historical, 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 presesentation 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 declamation presentations. Students will actively engage in both large and small collaborative discussions and dialogues that enhance critical thinking and analysis of declamation speeches. Students may complete analytical responses, visual organizers, para language activities, and declamation presentations. Personalized Learning allows students to self reflect and assess their own listening and speaking skills using the development and competition of a electronic porfolio. Students will understand that developing communication skills builds and maintains relationships, facilitates innovation, builds effective partnerships, and develops leadership.

Revision Date: July 2023

Students Will Know/Students Will be Skilled At

How various types of speech communications influence audiences

How to determine characteristics of effective speakers

How rhetorical strategies are utilized to create a successful speech

How the public speaking process is audience centered

How public speaking skills empower the individual

How analyzing the impact of the author's choices enhances their own interpretation and delivery skills.

How analysis techniques can enhance the understanding of a speech

How audience, purpose, and content affects a understanding of a speech

How authors use various techniques to create successful speech writing

How audience, purpose, and content affects a understanding of a speech

How basic oratorical skills in both language usage and delivery effects communication

How determining the purpose and/or claim of a presentation enhances understanding

How developing communication skills creates opportunities for advocacy

How developing para language skills enhances communication

How literary devices are utilized to gain an audience's attention

How methods of non verbal communication effects an audience

How para language, movement, gestures, vocal expressiveness, stance, eye contact, posture enhances the delivery of a speech

How public speaking challenges the individual to behave ethically

Utilizing effective delivery techniques during a declamation speech and various communication activities

Preparing techniques and materials for a declamation speech

Understanding the importance of the emotional appeal to an audience

Identifying the various techniques a speech writer uses to gain an audience's attention

Identifying the author's appeal to emotion, including ethos, pathos, and logos

Identifying characteristics of effective speakers

Presenting information, personal experiences, and supporting evidence,

conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed. Identifying skills in effective listening.

Evaluating a speaker’s point of view, reasoning, and use of evidence and rhetoric,

assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Utilizing communication skills and body language to enhance the delivery of a speech: eye contact, posture, stance, voice projection, intonation, volume, and vocal expressiveness. Adapting narrative speech to a variety of contexts and tasks,

demonstrating a command of effective speaking techniques

Collaborating with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Determining the motivating factors an author uses appeals of emotion

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

Critique of peer declamation speeches

Annotation of declamation speeches for content and organization patterns, syntax, diction, figurative language, and emotional appeal

Annotation of declamation speeches for claims, thesis statements, evidence, and justification

Modeling of effective declamation speeches

Presentation of an informative, inspirational, motivational, political, social reform speech

Rehearsal of declamation speeches using various communication techniques

Reflection of declamation speech

Selection of declamation material for development of presentation skills

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 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.

Common Reading, Nonfiction Visual

- Read, view, and critique various declamation samples using nflonline, org and speechanddebate.org
- Reading selections from Vital Speeches 1950-2000
- Reading selections from various of published declamation speeches
- Readings of various declamation speeches for modeling of activities
- Reading of various university, acceptance, inspirational, motivational, political speeches

Differentiated Reading, Literature Circles, and Independent Reading

- Student identifies individual reading selections based on purpose, audience, and speaker
- Student analysis of individual reading selections for Declamation Presentation
- Student selections from various individual classrooms, Cranford High School, and Cranford Public Libraries
- Student understanding of modeling of various excepts of Declamation selections

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

Writing

- Annotation and note taking of Declamation Speeches
- Open-ended student responses for Declamation Presentatio
- Student critiques on peers' Declamation Presentations
- Student self-reflection from Declamation Presentation

Research

- Assess website and online source credibility during the research process
- Complete a biographical study details and highlights facets of his/her identity
- 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

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

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TED Talks: The Official Guide to Public Speaking, Anderson, 2017.

Common Reading:

Nonfiction selections of political, social issues, motivational, inspirational, instructional speeches

Excerpts from various individual reading selections from independent classroom libraries, Cranford High School and Cranford Public Libraries

Excerpts from commonlit.org

Bill Gates Harvard University Graduation Speech

Steve Jobbs Stanford University Graduation Speech

Oprah Winfrey Spellman University Graduation Speech

Stuart Scotts 2014 Jimmy V Award Acceptance Speech, ESPYS, ESPN Archives

Jimmy Valvano's 1993 ESPYS Acceptance Speech, ESPYS,ESPN Archives

Library media databases including Facts on File, Ebsco, and Points of View

Visual Text (Art, Photography, Infographic, Film)

Online website including youtube.com, Library of Congress, and other databases

YouTube:Bill Gates Harvard University Graduation Speech

YouTube:Steve Jobbs Stanford University Graduation Speech

YouTube:Oprah Winfrey Spellman University Graduation Speech

YouTube:Stuart Scotts 2014 Jimmy V Award Acceptance Speech, ESPYS, ESPN Archives

YouTube:Jimmy Valvano's 1993 ESPYS Acceptance Speech, ESPYS,ESPN Archives

YouTube:Kerry Washington, *Ain't I a Woman*

YouTube:Cicely Tyson, *Ain't I a Woman*

YouTube:Alfred Woodard, *Ain't I a Woman*

Independent/Small Group Reading:

Excerpts from various individual reading selections from independent classroom libraries, Cranford High School and Cranford Public Libraries

Excerpts from various Declamation speeches using nflonline.org and/or speechanddebate.org

Excerpts from Vital Speeches, 1950-2000

Speaking and Listening

Models of online sources including nflonline.org,

Models of online sources including speechanddebate.org

Models of online sources including the Library of Congress and various online historical foundations

Writing (Narrative and Literary Analysis):

Student sample for modeling

Teacher-generated power points on analysis of voice and movement

Research:

MLA Format online: https://owl.english.purdue.edu/owl/resource/747/08

Purdue Owl:https://owl.english.purdue.edu/owl/

Cranford Public Library Online Resources: http://cranford.com/library/

Teacher Resources

Carlin and Paync Text- Public Speaking Today

Buys, Sill, and Beck Text- Speaking by Doing

Barnet and Bedau's Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings.

Glencoe McGraw Hill Text- The Basics of Speech

McGutcheon, Schaffer, and Wycoff Text- Glencoe Speech

Nextext- Essentials of Speech

Online websites including www.library of congress.com

Online websites including www.nflonline.org (National Forensic League).