

# Speech to Actuate/Demonstration of Skill

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

## Unit Overview

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The Demonstration Speech Unit will introduce students to the seven levels of communication: sender, receiver, message, audience, feedback, interference, context, and channel. Students will choose a skill to demonstrate to the audience. Students will break down their chosen skill into a process divided into steps with a particular objective. Students will apply the communication feedback loop: pre-speech, speech, and post-speech during the unit. At the conclusion of the Unit students will utilize intrapersonal skills and audience feedback to determine success as a presenter.

## Transfer

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Students will be able to use their skills to demonstrate a process.

Students will be able to predict skills needed for an audience to complete the presented task.

Students will appreciate the speaker/audience relationship.

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## Understandings

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Students will be understand the importance of listening skills as a part of the communication process.

Students will apply their understanding of the seven levels of communication to the demonstration speech.

Students will practice the communication feedback loop: pre-speech, speech, post-speech.

### **Essential Questions**

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How does listening affect the communication process?

How can both verbal and non-verbal communication impact the communication process?

How do communication skills affect one's life personally, professionally and socially?

Why is the audience important?

How does peer evaluation of a speech improve a speaker's presentation skills?

### **Application of Knowledge and Skill**

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#### **Students will know...**

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- \* the seven parts communication: sender, receiver, message, feedback, interference, channel, context
- \* the five levels of communication: intrapersonal, interpersonal, small group, public speaking, mass communication
- \* the communication feedback loop: pre-speech, speech, post-speech

#### **Students will be skilled at...**

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- \* breaking a process into steps for a listening audience
- \* recognizing and predicting the needs of the audience

\* self - evaluation of the demonstration presentation

## Academic Vocabulary

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- channel
- context
- feedback loop
- interference
- intrapersonal
- message
- method
- post speech
- pre-speech
- reciever
- sender

## Learning Goal

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Students will be able to select a topic for a process speech and understand the interaction and relationship between audience and types of presentation.

LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what

	additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.3	Evaluate 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.
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.11-12.5	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.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

## **Target 1-- Level 1 Retrieval**

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1. List the seven elements of communication
2. Name the five levels of communication

## **Target 2-- Level 2 Comprehension**

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1. Describe the key parts of demonstration speech
2. Create a compelling introduction for a demonstration speech
3. Explain ways in which the presenter will meet the needs of the audience

### **Target 3-- Analysis**

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1. Predict supplies necessary for a successful demonstration speech
2. Organize steps of the demonstration speech into a written speech
3. Assess success of speech via direct audience feedback

### **Target 4-- Knowledge Utilization**

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1. Develop a strategy that is audience appropriate for specific skill that is demonstrated
2. Select successful strategies as a presenter to utilize in a future presentation

### **Summative Assessment**

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1. Written speech
2. Presentation of Demonstration Speech
3. Teacher observation/evaluation of Speech

## **Formative Assessment and Performance Opportunities**

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1. In-class reading, writing, speaking and listening activities.
2. Class participation.
3. Cooperative learning activities.
4. Teacher observation.
5. Diagram steps of process of the demonstrated skills
6. Journal: self -reflection; evaluation of presenters; teacher comments

## **Differentiation / Enrichment**

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### **Differentiation:**

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group, teacher-monitored learning activities.
3. Provision of graphic organizers, vocabulary lists, note-taking techniques and devices.

### **Enrichment:**

1. Expand and extend concepts, ideas, relationships, and generalizations.
2. Students will be provided with additional resources on relative topics.
3. Provide students with supplemental resources to expand knowledge base.
4. Create experiences for deeper learning.

## **Unit Resources**

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*Public Speaking Today*

