

Introduction to Public Speaking: What Makes a Good Speech

Teacher: Katy Guinotte/Debbie Whitehouse

Grade level: 8th Grade

Date: 02/21/2012

Subject: Social Studies

Stage 1 – Desired Results	
<p>Established Goals/Content Standards:</p> <ul style="list-style-type: none"> AK Content Standard: Language Arts D) A student should be able to think logically and reflectively in order to present and explain positions based on relevant and reliable information. 4) A student who meets the content standard should: explain and defend a position orally, in writing, and with visual aids as appropriate. 	
<p>Understandings: Students will understand...</p> <ul style="list-style-type: none"> Speaking and listening are equally critical skills in a debate. How debates work using speaking and listening skills. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> What skills are essential to public speaking? How are these skills applied to debating?
<p>Student objectives (outcomes): Students will know...</p> <ul style="list-style-type: none"> What skills they need to be successful in public speaking/debate. Debates are a formal contest in which the affirmative and negative sides of a proposition are advocated by opposing speakers. 	<p>Student objectives (outcomes): Students will be able to...</p> <ul style="list-style-type: none"> Describe effective public speaking skills. Paraphrase the class discussion that debating involves explaining and defending a position.
Stage 2 – Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> Initial quick write and conversation on a debate topic. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Class conversation about public speaking skills and application to debate forum.
<p>Self-Assessments</p> <ul style="list-style-type: none"> Self assessment checklist of public speaking skills (see attached paper) 	<p>Other Evidence, Summarized</p> <ul style="list-style-type: none">

Stage 3 - Learning Plan

Learning Activities:

1. Introduce a debate topic that students are passionate about.
2. Have half the class do a quick write for the affirmative argument and the other half do a quick write for the negative argument. (Two minute quick write.)
3. Present ideas as a class and write them down on the board.
4. Pose questions to the class:
 - a. If this had been a real debate how do you think it would have been set up?
 - b. Would the skills you need in debate or public speaking be similar to the skills you needed for your mock congressional hearing?
 - c. What are those skills?
5. Have students fill out a self-assessment of their public speaking/debate skills, as they exist right now. Make sure to explain that these are skills that we are going to be working on and that students are not expected to have them right now.

Name: _____

Public Speaking Self-Assessment

Rate yourself on a scale of one (poor) to ten (excellent) on the following public speaking and debate skills.

1. Do you speak loud enough? (Could people sitting in the back of a room hear you?)

1 2 3 4 5 6 7 8 9 10
(poor) (mediocre) (excellent)

2. Do you enunciate your words? (Could people sitting in the back of a room understand you?)

1 2 3 4 5 6 7 8 9 10
(poor) (mediocre) (excellent)

3. Can you organize your ideas logically?

1 2 3 4 5 6 7 8 9 10
(poor) (mediocre) (excellent)

4. Do you vary your tone of voice?

1 2 3 4 5 6 7 8 9 10
(poor) (mediocre) (excellent)

5. Do you exhibit confidence and poise?

1 2 3 4 5 6 7 8 9 10
(poor) (mediocre) (excellent)

6. Can you listen critically and analyze other speakers?

1 2 3 4 5 6 7 8 9 10
(poor) (mediocre) (excellent)

