

# Honors Speech I Agenda 8/13/2018



- Housekeeping- place homework on the right corner, sharpen your pencils, dispose of any trash etc.
- Complete Warm Up
- Review the Essential Questions and Daily Objectives
- Review Rhetorical Devices and Practice
- Continue Working on Speech Assignment 1 (Due 8/15)
- Closure Question

# Objectives:



- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

# Essential Questions:



- What vocal techniques are most effective when trying to connect with one's audience?
- What are the qualities of effective argument?
- What techniques do writers use to persuade their audiences?
- How can these public speaking skills transfer into the real world?

# Presentations



- Silently read through your portion of the text.
- Highlight the portions of the text that:
  - Communicate the theme
  - Use interesting diction or syntax
  - Strongly appeal to ethos, logos, or pathos
  - Use a rhetorical device in a meaningful way
- Read the text aloud to your group. Place emphasis on the highlighted portions of the text with a brief introduction to why this portion was selected.

# Directions



1. With your group, come up to the front of the room three-four at a time using the appropriate stance and body language.
2. Make eye contact with the audience-for thirty seconds and not to move any part of the body except for absolutely essential movements (blinking, breathing, etc.).
3. Audience, please clap after each group presents.



- Invite the students to join you in reciting the sentence multiple times.
- Start with volume. The class may recite the line at a normal volume, at a louder and louder volume (your neighbors will love this one😊), and at a softer and softer volume. Proceed to speed. The class may recite the line at normal speed, at a faster and faster speed and at a slower and slower speed. Next is emphasis. The class should recite the line emphasizing a different word (or group of words) each time, according to your instructions. Conclude with pitch. The class may recite the line at a normal pitch, at a higher and higher pitch and at a lower and lower pitch.
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- The underlying lesson of this exercise is that each of us possesses a range of each of these vocal elements available for our deliberate and artful use.
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- 2. Divide the students into groups to perform the following tongue twister in three different ways, highlighting vocal variety. Encourage the students to divide up the words between them differently each time to emphasize the need for planning and practice and to maximize an optimum variety in performance.

# Discussion Questions



1. Did the time go by slowly or quickly? Why?
2. Where did you keep your focus?
3. What strategy did you find yourself using to help you get through the activity? Did thinking about something else help you to get through the activity?
4. What did it feel like to make yourself BE STILL?  
What did you do to stop yourself from excess movement?

# Honors Speech I Agenda 8/14/2018



- Housekeeping- place homework on the right corner, sharpen your pencils, dispose of any trash etc.
- Complete Warm Up-Ticket In
- Review the Essential Questions and Daily Objectives
- Practice Annunciation
- Review Body Language
- Complete Assignment 1
- Closure Questions



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# Elocution Practice: Repeat the following 3 times



- **Maybe my mama will move to Miami, and maybe my mama will not.**

# Recite the Tongue Twister Varying Each of the Following



1. Volume (louder and softer)
2. Speed (faster and slower)
3. Emphasis (emphasize the words that start with the same letter then “will” and “will not”)
4. Pitch (high and low)

# Discussion Questions



- Which vocal technique makes you feel the most comfortable and why?
- Which vocal technique makes you feel the least comfortable and why?
- How does changing the emphasis affect the meaning of the statement?
- Do the other techniques affect tone, meaning, or audience receptivity?

# Feedback Protocol



- Students will complete the Notes after Speeches as each presenter speaks.
- After each presentation the class will applaud.
- The teacher will ask the presenter what she did well and what, if anything, could have been improved.
- The teacher will ask 2-3 students what the speaker did well and what, if anything, could have been approved. The students should address the speaker directly with phrases such as “I really like how you...” or “It may have been even more effective if you had...” Feedback should be a balance of praise and constructive criticism (note your diction and tone)
- The teacher then will provide feedback.
- The class will applaud again after feedback has been given.
- The speaker will then complete the “Self Reflection” sheet.
- After the presentations, students will complete the “Behind the Scenes” sheet.



# Honors Speech I Agenda 8/15/2018



- Housekeeping- place homework on the right corner, sharpen your pencils, dispose of any trash etc.
- Complete Warm Up-Ticket In
- Review the Essential Questions and Daily Objectives
- Practice Annunciation Using Poetry
- Introduce and Begin Working on Assignment 2 Presentations (Due 8/23)
- Closure Questions



# Objectives:



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- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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# “I, Too”



- A focus on pronouns+adj
- B on repetition
- C verbs
- D follow the punctuation

# Discussion Questions:



- What credible ideas are expressed in these videos?
- Why might deep voices be considered more authoritative?
- Should students try to make their voices deeper?

# Assignment 2 (Due 8/24)



- **Step One: (2 points)** Students will select one of the following topics.
  - Write an essay that explains why your parents need to buy you a car.
  - Write an essay that explains why you need to end the relationship with a significant other.
  - Write an essay that explains why you deserve an “A” in a class.
- **Step Two: (8 points)** Complete SOAPSToneRS prior to outlining the essay to ensure the appropriate audience, tone, diction, and a minimum of 5 rhetorical devices and 3 stylistic devices. Make sure you have a clear thesis/claim, rdfs, warrants, counterclaim, and rebuttal.
- **Step Three: (40 points)** Complete an outline and essay based on STEP TWO- make sure it contains at least 5 rhetorical devices and 3 stylistic devices.
- **Step Four: (40 points)** Students will then define and identify the purpose of at least 5 of the following rhetorical devices and 3 stylistic devices from their essay and explain the purpose.
- **Step Five: (10 points)** The student will determine the primary appeal used in the essay and give examples from the text.
- Presentation for feedback will be the 24<sup>th</sup> as well

# Honors Speech I Agenda 8/16/2018



- Housekeeping- place homework on the right corner, sharpen your pencils, dispose of any trash etc.
- Complete Warm Up-Ticket In
- Review the Essential Questions and Daily Objectives
- Complete Assignment 1 Presentations
- Begin Working on Assignment 2 Presentations
- Closure Questions

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# Essential Questions



- How do we as individuals find our “voice”?
- What are the qualities of effective argument?
- What techniques do writers use to persuade their audiences?
- How does a speaker create a strong connection to an audience during a formal presentation?
- How can these public speaking skills transfer into the real world?



# Assignment 2 (Due 8/24)



- **Step One: (2 points)** Students will select one of the following topics.
  - Write an essay that explains why your parents need to buy you a car.
  - Write an essay that explains why you need to end the relationship with a significant other.
  - Write an essay that explain why you deserve an “A” in the class.
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- Presentation for feedback will be the 24<sup>th</sup> as well

# Honors Speech I Agenda 8/17/2018



- Housekeeping- place homework on the right corner, sharpen your pencils, dispose of any trash etc.
- Complete Warm Up-Ticket In
- Review the Essential Questions and Daily Objectives
- Practice Annunciation
- Continue Working on Assignment 2
- Closure Questions

# Objectives



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# Practice



**Many mumbling mice are making midnight music in the moonlight mighty nice!**

**Betty Botter bought a bit of butter, but she said, “This butter’s bitter. If I put it in my batter, it would make my batter bitter, but a bit of better butter would make my batter better.” So Betty Botter bought a bit of better butter and it made her batter better.**

**Who washed Washington’s white woolen underwear when Washington’s washer women went west?**

**If I assist a sister-assistant, will the sister’s sister-assistant assist me?**

**Andrea and Andrew ate eight acid apples accidentally.**

# Assignment 2 (Due 8/24)



- **Step One: (2 points)** Students will select one of the following topics.
  - Write an essay that explains why your parents need to buy you a car.
  - Write an essay that explains why you need to end the relationship with a significant other.
  - Write an essay that explains why you deserve an “A” in the class.
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- **Step Five: (10 points)** The student will determine the primary appeal used in the essay and give examples from the text.
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# Honors Speech I Agenda 8/20/2018



- Housekeeping- place homework on the right corner, sharpen your pencils, dispose of any trash etc.
- Complete Warm Up-Ticket In
- Review the Essential Questions and Daily Objectives
- Practice Annunciation
- Continue Working on Assignment 2 (Due Thursday 8/23)
- Closure Questions

# Objectives



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# Essential Questions



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# Poise and Gesturing Practice



1. Each of you has been assigned a particular emotion
2. You must present your emotion to the class without speaking
3. Use your gestures, body language, and facial expressions to convey your assigned emotion
  1. Anger
  2. Compassion
  3. Annoyance
  4. Joy
  5. Excitement
  6. Pain
  7. Sadness
  8. Fear
  9. Love
  10. Arrogance
  11. Sickness
  12. Boredom

# Honors Speech I Agenda 8/21/2018



- Housekeeping- place homework on the right corner, sharpen your pencils, dispose of any trash etc.
- Complete Warm Up-Ticket In
- Review the Essential Questions and Daily Objectives
- Review Gesturing and Poise
- Finish Assignment 2 (Presentations Will be Recorded)
- Closure Questions

# Practice Annunciation



- Using Whitman's "Beat, Beat, the Drum"

# Gesturing and Poise



- Politicians are coached on how to effectively use their hands in speeches and debates. For further proof or explanation, you can check out these sources:
- <http://www.netplaces.com/body-language/the-language-of-hands/politicians-and-the-perfect-hand-positioning.htm> - An introduction to hand gestures in politics
- <http://www.plosone.org/article/info%3Adoi%2F10.1371%2Fjournal.pone.0011805> – An overview of a case study on hand gestures in political speeches, including the conclusion
- <http://www.youtube.com/watch?v=AGyCY6ZDBBk> – Video Clip coaching hand gestures

# Discussion Questions



- What are some common hand gestures that you noticed in the speeches? How might those gestures aid the speakers?
- How can we make the hands a tool for effective delivery?
- When can hands become more of a distraction than a tool?
- Why are some gestures used repeatedly in speeches?

# Honors Speech I Agenda 8/22/2018



- Housekeeping- place homework on the right corner, sharpen your pencils, dispose of any trash etc.
- Complete Warm Up-Ticket In
- Review the Essential Questions and Daily Objectives
- Complete Presentations of Assignment 2
- Introduce and Begin Working on Project 1 – Declamation
- Closure Questions

# Objectives



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# Essential Questions



- How can a speaker manipulate a text to make it “his own?”
- What are the qualities of effective argument?
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# Choral Reading



- You will be assigned a part
- Concentrate pacing, pausing, effective eye contact
- We will use excerpts from speeches by Patrick Henry and Winston Churchill

# Introduction to Declamation



- Declamation brings history to life. Students deliver a speech that has been delivered by someone else. From the historical greats to contemporary public orations, students have between 5-10 minutes to perform a memorized speech with an introduction. Topics can vary widely based on the interest of the student. The goal of Declamation is for the student to perform another speaker's message in their own voice.

# Feed Back Protocol



- Students will complete the Notes after Speeches as each presenter speaks.
- After each presentation the class will applaud.
- The teacher will ask the presenter what she did well and what, if anything, could have been improved.
- The teacher will ask 2-3 students what the speaker did well and what, if anything, could have been approved. The students should address the speaker directly with phrases such as “I really like how you...” or “It may have been even more effective if you had...” Feedback should be a balance of praise and constructive criticism (note your diction and tone)
- The teacher then will provide feedback.
- The class will applaud again after feedback has been given.
- The speaker will then complete the “Self Reflection” sheet.
- After the presentations, students will complete the “Behind the Scenes” sheet.

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- Review Gesturing and Poise
- Assignment 2 Presentations
- Continue Working on Project 1 –Declamation
- Closure Questions

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# Discussion Questions



- Is body language an effective way to communicate with an audience? Explain.
- How might non verbal communication hinder the speakers?
- How can we make non verbal communication a tool for effective delivery?

# Honors Speech Agenda 8/24/2018



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# Gesturing and Poise



- Review video clip of a political speech that shows various hand gesturing. These are easy enough to find. But here are a couple you may consider:
- <http://www.youtube.com/watch?v=aoFMMFFq4nw>  
– A great YouTube clip that focuses entirely on Obama and McCain's hands during a 2008 presidential debate.
- <http://www.youtube.com/watch?v=9aOMNngxRF2M>  
– Jimmy Carter's Malaise Speech; powerful hand gestures early on; only play the first minute or so.