

Honors Speech I Agenda 8/27/2018



- 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 Storytelling
- Begin Storytelling Project
- Closure Questions

Objectives:



- Analyze and interpret narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well structured event sequences.
- Demonstrate clear and coherent presentations in which the development, organization, 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:



- How do we as individuals find our “voice”?
- What are the qualities of effective narrative?
- What techniques do writers use to engage 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?

Directions



- Sitting in a circle, the first player says a random word. The next player says an unrelated word. The following player has to give a definition as though the two words were the name of an object. For example, let's imagine that Billy says “water-skis” and Linda says “spaghetti”. Malcolm might say, “Water-ski spaghetti is a new kind of pasta that you eat underwater” – or “Water-ski spaghetti is when you get the lines from the boat tangled up and you fall off your skis” – or anything else he thinks of.
- Continue around the circle with another two words and a definition – and so on all the way round.

Activity



The story is started by the first person, with each person in turn adding one word. in pairs, where both participants act the story out as it is told. In this case, tell the story in the present tense and as 'we'. For example, 'We – are – climbing – a – mountain. – Look – a – giant -spider – coming – towards – us. Quick – run!' You can soon create an adventure story in this way.

Storytelling



- The art of storytelling is to create a mood wherein a spoken narrative transports the audience to the time and place of the story being recounted. A story teller is a narrator - not an actor or actress - and although gestures, pantomime, movement, and characterization are not barred, they must be used with restraint. The focus of the presentation must be on the narrative, with the teller acting as a presenter and not a performer. The teller must clearly grasp and convey the meaning of the tale. The presentation should be extempore, not read. No book or script may be used. The storyteller may speak standing or seated. No props or visual aids may be used.

Storytelling



1. A single published, printed story, anecdote, tale, myth or legend must be retold without notes or props.
2. The maximum time is 5 minutes, but the story may be briefer without penalty. Any introduction must be included within the 5 minute time limit.
3. The delivery must be extempore, not read. No book or script may be used. The story may be delivered standing or seated.
5. Gestures, pantomime and characterization, may be used with restraint but the focus must be on the narrative.
6. The retelling must be true to the original tale. The contestant may not add original material or materially change the content of the story.

Notes



- **Cutting:** The 5 minutes of the story you have chosen to perform. This is how you've arranged the literature, and what aspects of the story you've decided to tell. It will directly influence the other two aspects of your performance.
- **Characterization:** This is informed decisions you've made on how the character(s) will think, act, move and sound.
- **Blocking:** Blocking is how the character(s) moves in the space you've created for him/her. It can be expressive (symbolizing how that character is feeling emotionally) or denote events (what is occurring in the imagined space i.e. opening up a soda or sweeping the floor).
- **Introduction:** A brief explanation of the piece's relevance, the title, and author before returning to the performance.

Show Clip



- <https://www.youtube.com/watch?v=zoRnWmBKnlIs>

Honors Speech I Agenda 8/28/2018



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- Complete Warm Up-Ticket In
- Review the Essential Questions and Daily Objectives
- Review and Practice Improvisation and Diction
- Continue Working on Project 1-Storytelling Presentation (Friday- Rehearsal, Final Presentation-Tuesday)
- 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.

Essential Questions:



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Directions



Walk around the room observing the pictures that are posted. Select one that interests you. You will have five minutes to create a short (one paragraph) story based on the picture. You must begin your story with the sentence:

Yula Mae couldn't believe her luck!

Discussion Questions



1. What was the most challenging aspect of this activity?
2. 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?

Honors Speech I Agenda 8/29/2018



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- Continue Working on Project 1-Storytelling Presentation (Friday- Rehearsal, Final Presentation-Tuesday)
- Closure Questions

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Directions



- Draw a picture of something you find interesting. Consider texture, color, size, foreground, background, etc.



- Exchange pictures with someone in the room. Create a brief story about the picture.

Honors Speech I Agenda 8/30/2018



- 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
- Story Telling Rehearsal and Feedback
- Continue Working on Project 1-Storytelling Presentation (Friday- Rehearsal, Final Presentation-Tuesday)
- Closure Questions

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Directions



- Create a brief story using the following sentence:

Silvery flakes drifted downward, glittering in the bright light of the harvest moon. The blackbird soared

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 8/31/2018



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- Continue Working on Project 1-Storytelling Presentation (Final Presentation-Tuesday)
- Closure Questions

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Directions



- Use all of the following words in a piece of writing:

dash, hard, staple, billboard, part, circle, flattened.