

Speeches

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Project Description: Students will use a graphic organizer (Smart Ideas, Kidspiration, Inspiration) as well as WriteOutloud to assist them in writing a speech.

Grade: 6

Subject(s)/Strand(s) Covered: English: Oral and Visual Communication, English: Writing

Estimated Time Frame: 6-7 periods (40 minutes each)

Computer Time Required: 4-5 periods (40 minutes each)

Computer Program(s) Used: Graphic organizer, such as Smart Ideas or Kidspiration or Inspiration, Write Outloud
Word processor, such as WordPerfect or Word

Prerequisite skills: Must be familiar with using a graphic organizer, Write OutLoud and using a word processor.

NETS ADDRESSED	
✓	1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)
	2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
	3. Exhibit legal and ethical behaviours when using information and technology and discuss consequences of misuse. (2)
	4. Use content-specific tools, software and simulations (e.g. environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
✓	5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)
	6. Design, develop, publish and present products (e.g. Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)
	7. Collaborate with peers, experts and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)
✓	8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)
	9. Demonstrate an understanding of concepts underlying hardware, software and connectivity and of practical applications to learning and problem solving. (1, 6)
	10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources concerning real-world problems. (2, 5, 6)

MINISTRY EXPECTATIONS ADDRESSED		
	Subject/Strand	Expectation
English	Writing	<ul style="list-style-type: none"> • communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology); 6e1 • use writing for various purposes and in a range of contexts, including school work (e.g., to develop and clarify ideas, to express thoughts and opinions); 6e2 • organize information to convey a central idea, using well-linked paragraphs; 6e3 • produce pieces of writing using a variety of forms (e.g., newspaper articles, lyrics, summaries of information), techniques and resources (e.g., library resources) appropriate to the form and purpose, and materials from other media (e.g., film clips); 6e5 • revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience; 6e7
English	Oral & Visual Communication	<ul style="list-style-type: none"> • communicate a main idea about a topic and describe a sequence of events; 6e49 • use a varied vocabulary and a range of sentence structures to add interest to their remarks; 6e57 • speak correctly, observing common grammatical rules such as subject-verb agreement, noun-pronoun agreement, and consistency of verb tense; 6e58 • use tone of voice and gestures to enhance the message and help convince or persuade listeners in conversations, discussions, or presentations; 6e60

Teaching/Learning (Lesson Outline)

Introduction

1. Hand out and read over BLM1 with students so that they know what is expected.
2. Hand out and read over BLM2 and BLM3 with students so that they know how they will be evaluated.
3. Brainstorm possible topics and assist as needed.
4. Set a date for when the speeches will begin in class.
5. If performing in front of a larger audience, set that date as well.

Planning

The planning portion can be done one of two ways. If you want your students to create their own planning sheet, have them follow the instructions on BLM4 and then move on to the writing section below.

If time is an issue (and you know how to do it), download the template for Smart Ideas or Kidspiration from the resources listed under the NETS website for this lesson and put it on the Share folder or where templates are found in the program you're using. Students can then go directly to the writing part of this lesson.

Writing

1. Fill in the necessary information for all the components of the introduction, body, and conclusion. They are to put in general information only, not full sentences.
2. Time to print their work. If using Smart Ideas, students can print in either diagram view or outline view, whichever view you think is best for your students. If using Kidspiration, they can print in picture view or writing view.
3. Once students are finished they are ready to transfer the information to WriteOutloud. Have students open the program and start typing.
4. When finished, students should have a peer listen to their speech. The peer should make suggestions for any part that doesn't make sense. Students should revise their work according to their peers' suggestions.
5. Students should practise reading their speech to make sure it falls within the time limits. Have the students revise if necessary.
6. When satisfied, students should print their speech.
7. Students are now ready to transfer the good copy onto their cue cards. When transferring information to cue cards, students are **not** to write down the whole sentence. Instead, they should write down the key idea from each sentence in point form. They will need to be reminded that cue cards are a tool to assist in the delivery of the speech if they have forgotten what to say next. They are not to be read. The idea is to have the speech memorized.
8. When finished, encourage the students to follow the suggestions in BLM1 for practise.
9. Time to perform the speech and evaluate them using the rubric given (BLM2). As each student finishes his/her speech, have him/her hand in their good copy as well as the cue cards in order to evaluate the writing component.

Suggested Extension Activity:

- The written component of this activity was kept simple and made to evaluate whether students can write in a specific form. This activity could be adapted to evaluate other components of writing, such as organization for example.
- Contact your local Optimist Club. They often host oratorical contests every year with cash prizes.

Suggestions for classroom pods/one computer:

- Students could use the classroom computer or pods to work on their speech when they are finished other work.

Assessment of Information Technology:

<u>Criteria</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>
<ul style="list-style-type: none">• used a graphic organizer to organize key ideas• include only key points, in point form	<ul style="list-style-type: none">• used a graphic organizer to organize key ideas with teacher assistance• usually more than the key points were included	<ul style="list-style-type: none">• used a graphic organizer to organize key ideas with some teacher assistance• sometimes more than the key points were included	<ul style="list-style-type: none">• used a graphic organizer to organize key ideas with limited teacher assistance• only key points included	<ul style="list-style-type: none">• independently used a graphic organizer to organize key ideas• only key points included

Comments:

Assessment of Ministry Expectations:

See BLM2 and BLM3.

Suggested Report card Comments for Information Technology:

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none">• 777 used a graphic organizer to organize key ideas of his speech with teacher assistance	<ul style="list-style-type: none">• 777 used a graphic organizer to organize key ideas of his speech with some teacher assistance	<ul style="list-style-type: none">• 777 used a graphic organizer to organize key ideas of his speech with limited teacher assistance	<ul style="list-style-type: none">• 777 independently used a graphic organizer to organize key ideas of his speech

Oral Communication Festival – Speeches - BLM1

General Information

1. Speeches are to be 3-5 minutes. There is a 1-mark penalty for every 10 seconds over/under the limit.
2. Presentations must be student-authored. Students are not allowed to use borrowed material.
3. The speech is to be done individually. No partners.
4. It is permissible to use cue cards or props that enhance the presentation. This is recommended.
5. The students with the top three speeches will present their speech in the gymnasium in front of an audience on _____.
6. A microphone will be provided in the gymnasium.
7. This speech will make up a large component of your Oral and Visual Communication mark for English and part of your writing mark.

Types of Speeches

- Informative – a hobby, special interest
- Persuasive – influences attitudes or feelings (could include a problem, causes, possible solutions, action plan)
- Entertainment – humorous
- Multi-purpose – e.g. informative speech with humour or persuasion

Choosing a Topic

- Choose a topic that interests you.
- Choose a topic that you would like to know more about.
- Choose a topic that you feel strongly about and with which you may already be familiar.
- Choose a topic that will capture the interest of the audience. Research your topic well.

Steps in Speech Making

- Choose a topic.
- Choose some areas you wish to talk about (mind map).
- Give yourself lots of time for writing your speech.
- Have your papers and materials with you in class every day.

(BLM1 continued)

- Your speech should have an introduction, body, and conclusion.

- Your opening should capture the audience's attention.
- The body of your speech should identify the problem and its causes or give specific information.
- The conclusion should summarize the main points and restate the main idea.
- Read your speech out loud to see if everything makes sense, then edit.
- Check the length of your speech; it must be between three and five minutes.
- Invite an adult to check your speech before you put it on cue cards.

Tips for Practicing Your Speech

- Read your speech several times aloud without stopping.
- If you have a tape recorder, tape yourself and listen to the tape to try and improve your speech.
- Ask someone in your family to listen to you.
- Say your speech in front of a mirror.
- Begin practising by using cue cards; then, learn your speech so well that you don't really need to use them except if you forget.

Tips for Presenting Your Speech

- Speak slowly, loudly, and clearly.
- Try to be relaxed.
- Smile.
- Stand straight and still, unless using movements to emphasize an idea.
- Try to look at the audience and make eye contact.
- Avoid looking at friends who make you laugh.
- Use good expression/inflection (ups and downs in your voice).
- Study your speech well. The better practised you are, the more confidence you will have, and it will show.

Oral Communications – Speech - BLM2

Presenter: _____ **Topic:** _____

Reviewer: _____ **Date:** _____

Criteria to Be Evaluated

<u>Criteria</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
• Understanding/Eye Contact/Memorization				
• Clarity/Voice Projection				
• Gestures and Expression				
• Energy and Emotion				
• Audience Rapport				
• Creativity and Originality				
Time: (-1 for every 1-10 sec. over/under)				
Date Presented (-3 / day late)				
Total				

Comments:

Speech Writing Rubric - BLM3

Name: _____

Expectation: produce pieces of writing using a variety of forms (e.g., newspaper articles, lyrics, summaries of information), techniques and resources (e.g., library resources) appropriate to the form and purpose.

<u>Criteria</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>
<ul style="list-style-type: none">Produce a speech on cue cards in proper cue card form, taken from the good copy	<ul style="list-style-type: none">Includes few of the necessary key points from each paragraphMight include a lot of extraneous information	<ul style="list-style-type: none">Includes some of the necessary key points from each paragraphMight include some extraneous information	<ul style="list-style-type: none">Includes most of the necessary key points from each paragraphLittle extraneous information	<ul style="list-style-type: none">Includes all the necessary key points from each paragraphNo extraneous information

Planning Instructions - BLM4

1. Go to the lab and have the students log on and bring up a graphic organizer program.
2. Have students insert a symbol in the middle of the page and type in their topic.
3. Have students insert a symbol, linked to the main symbol, and make it a different colour than the topic symbol. Have them do the following:
 - a. In the symbol just inserted, type in the word “Introduction.”
 - b. Insert another symbol, linked to “Introduction,” and make it the same colour. In it, type “Interesting/Funny/Attention-Getting Opening Sentence.”
 - c. Insert another symbol linked to the “Interesting/Funny/Attention-Getting Opening Sentence” symbol and make it the same colour. In it, type “Welcome ...”
 - d. Insert another symbol linked to the Welcome ...” symbol and make it the same colour. In it, type “Introduce Yourself.”
 - e. Insert another symbol linked to the “Introduce Yourself” symbol and make it the same colour. In it, type “Today I’ll be talking to you about ...” or another sentence that links your introduction to the body of your speech.
4. Have students create a symbol under the Topic symbol and type in “Body.” Make it a different colour than the Topic and Introduction symbols.
 - a. Have students create a symbol, move it under the Body symbol, make it the same colour as the Body symbol, and link the Body symbol to it.
 - b. Students need to insert as many symbols as they have topics to discuss in their body. The first one should be linked to the Body symbol. The next one should be linked to the one above it, and so on. They should all be the same colour as the body symbol. When students enter text it should just be a few words to indicate what will be talked about.
5. Have students create a symbol under the Topic symbol and type in “Conclusion.” Make it a different colour than the Topic, Introduction, and Body symbols.
 - a. Insert another symbol, linked to “Conclusion,” and make it the same colour. In it, type “In conclusion ...” or some other sentences that wraps up the speech.