

## **Speak for Yourself Unit Plan Overview**

The unit "Speak For Yourself" asks the guiding question, "What does it take to make a good speaker?" Students formulate a working definition of what it takes to make a good speaker as they work through the course of the unit. For instance, they analyze famous speeches, role-play examples and non-examples of speaking behaviors, identify informal language and formal language. They modify word choice to fit purpose and audience. Ultimately, students organize and produce their own oral presentations to perform for the class. All of these activities culminate with the evaluation of classroom presentations. Within the evaluation, students must appraise the presentations as either effective or ineffective. At the unit's completion, students can explain not only the speaking behaviors necessary, but also the planning process necessary "...to make a good speaker."

### **Day 1**

#### **Diagnostic Assessment: Writing Prompt**

What Makes a Good Speaker?

See instructions in the Diagnostic Assessment file attachment.

#### **Lesson Plan**

##### ***What Makes a Good Speaker?***

Improvement of public speaking skills doesn't have to be difficult or boring. In the first lesson of the unit, Speak for Yourself, students respond to a diagnostic assessment to determine what they need to know in order to become good speakers.

**Day 2****Lesson Plan:** *Attracting an Audience with Purpose*

Making sure that the purpose of an oral presentation or speech and the intended audience are compatible will help students become good speakers.

**Day 3****Lesson Plan:** *Slang Ain't the Thang!*

By creating a visual image with words, the listeners are invited into the scene created by the speaker. Students look at a speaker's tools to learn how to use words and images to express a message.

**Day 4****Lesson Plan:** *All's Well That Ends Well*

Beginning and ending are two of the most important parts of a speech! The middle is rather important also. Students check out the importance of organizing a speech.

**Day 5****Lesson Plan:** *Actions Speak Louder Than Words*

No matter how good a written speech is, the delivery is what the audience remembers. Learning about and practicing volume, stress, pacing, and pronunciation helps students to deliver an oral presentation effectively.

**Days 6-7****Assessment: Multiple Choice**

Summative Assessment #1

Instructions and handouts for this assessment are available as Summative Assessment #1 file attachment.

**Lesson Plan:** *Take My Word for It*

Students take a summative assessment, then begin researching and organizing information for an oral presentation on significant leaders in history.

**Days 8-9****Assessment: Rating**

Summative Assessment #2

Instructions and handouts for this assessment are available as Summative Assessment #2 file attachment.

**Days 8-9 continued:****Lesson Plan:** *Look Who's Talking to Me*

Students are able to make a determination of effective speeches based on good speaking habits and then use the information to aid in improving their own presentations.

**Days 10-11****No Online Lessons**

Research and individual help.

-Review rubric.

-Students should now research, write and practice their Significant Leaders assignments.

-Work with students who need help.

**Days 12-13****Assessment: Oral presentations**

Summative Assessment #3

Instructions and handouts for this assessment are available as Summative Assessment #3 file attachment.

**Day 14****Assessment: Written Prompt**

Summative Assessment #4

Instructions and handouts for this assessment are available as Summative Assessment #4 file attachment.