



English/Language Arts Department

Elective Course: Public Speaking, Argument, & Debate

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Last Updated: July 2018

Scope and Sequence

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| Timeline | |
| MP 1 | UNIT 1: The Foundations of Speaking and Listening |
| MP 2 | UNIT 2: Speech Preparation and Presentation |
| MP 3 | UNIT 3: Speaking to Argue and Persuade |
| MP 4 | UNIT 4: Debate |

Unit 1

The Foundations of Speaking and Listening

Summary and Rationale

This unit will provide students with a solid foundation to acquire the necessary skills to become an effective public speaker. Students will explore the role of public speaking in our society and begin to address their apprehension and build confidence, learn and apply the steps of the speechmaking process, develop critical listening skills, and understand and apply the craft of storytelling and poetry performance. Students will split into teams and partnerships to continuously practice the skills throughout the unit and offer each other meaningful feedback. By the end of the unit, students will have a solid foundation for speaking in front of an audience.

Recommended Pacing

1 marking period (approximately 9 weeks)

Standards

Reading: Informational Text

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Reading: Literature

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

Writing

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery,

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| | <p>suspense, growth, or resolution).</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> |
| W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| W.11-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. |
| W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. |
| Speaking and Listening | |
| SL.11-12.1. | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> |
| SL.11-12.4 | Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |
| SL.11-12.6. | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |
| Language | |

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| L.11-12.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. |
| L.11-12.3. | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts. |
| L.11-12.6. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| Interdisciplinary Connections | |
| Integration of Technology | |
| ISTE 2 | Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. |
| ISTE 6 | Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. |
| ISTE 7 | Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. |
| Social Studies | |
| 6.3 | Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. |
| Enduring Understandings: | |
| Essential Questions: | |
| <ul style="list-style-type: none"> Effective public speaking methods benefit people personally, professionally, and socially. Effective public speakers understand what makes a speech effective and is able to come to terms with the physical and mental blocks that can cause apprehension and a lack of confidence. Knowing and applying the eight steps of the speechmaking process empowers public speakers to gather and analyze information | <ul style="list-style-type: none"> How can we explore the role of public speaking in our society, consider its history and impact, and begin to assess our apprehension and confidence? How can knowing and applying the steps of the speechmaking process help a speaker to become audience-centered? |

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| <p>about their audience and consider their culturally diverse backgrounds.</p> <ul style="list-style-type: none"> • Understanding the barriers to effective listening and implementing strategies to improve critical thinking and listening skills enables public speakers to become more successful in the delivery of their message. • Storytellers identify stories from their lives to share when giving talks to others, understand the ingredients integral to a story, demonstrate an ability to use a variety of language tools, and create narratives that motivate and involve others. • Students will understand that memorizing and reciting great poetry can help them master public speaking skills, build confidence, and learn about literary history and contemporary life. | <ul style="list-style-type: none"> • How do critical listening skills help a speaker become more effective? • Why is storytelling a powerful tool in public speaking? • How might performing a poem out loud help one to become a better public speaker? |
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Evidence of Learning (Assessments)

Formative & Mini Assessments - open notes quizzes, one-minute impromptu speeches, analysis of famous speeches, famous speaker group project
 Unit Assessments - Original Storytelling OR Poetry Out Loud performance

Objectives (SLO)

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| <p>Students will know:</p> <ul style="list-style-type: none"> • Students will explore the role of public speaking in our society, consider its history and impact, and begin to assess their apprehension and confidence. | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast public speaking and conversation. <ul style="list-style-type: none"> ○ Public speaking requires more preparation than conversation. ○ Public speaking is more formal than conversation. ○ Public speaking involves more clearly defined roles for speaker and audience than conversation. ○ Key term(s): public speaking • Explain why it is important to study public speaking. <ul style="list-style-type: none"> ○ Benefits for your personal life ○ Benefits for your career ○ Benefits for society ○ Empowerment ○ Employment ○ Key term(s): empowerment, critical thinking • Discuss in brief the history of public speaking and identify the factors that make a person an effective speaker |
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| | <ul style="list-style-type: none"> ○ The Golden Age of Public Speaking ○ Nineteenth-and Twentieth Century Age of Political Oratory ○ The Technological Age of Public Speaking ○ Key term(s): rhetoric, declamation, elocution ● Sketch and explain a model that illustrates the components and the process of communication. <ul style="list-style-type: none"> ○ Communication as Action ○ Communication as Interaction ○ Communication as Transaction ○ Key term(s): source, encode, code, message, decode, channels, receiver, external noise, internal noise, feedback, context ● Use several techniques to become a more confident speaker. <ul style="list-style-type: none"> ○ Understand public speaking anxiety ○ Address the physical effects of speech anxiety ○ Address the mental effects of speech anxiety ○ Use skills training ○ Understand how anxiety can be transformative |
| <ul style="list-style-type: none"> ● Students will understand why it is important to be audience-centered during each step of the speechmaking process, describe and discuss each step of the process with authority, practice delivery of a speech and/or story, and conduct a post-presentation analysis. | <ul style="list-style-type: none"> ● Explain why it is important to be audience-centered during each step of the speechmaking process. <ul style="list-style-type: none"> ○ Gather and analyze information about your audience. ○ Consider the culturally diverse backgrounds of your audience. ○ Key term(s): speech topic ● Describe and discuss the eight steps of the audience-centered speechmaking process. <ul style="list-style-type: none"> ○ Select and narrow your topic. ○ Determine your purpose (inform, entertain, persuade). ○ Develop your central idea. ○ Generate the main ideas. ○ Gather supporting material. ○ Organize your speech. ○ Rehearse your speech. ○ Deliver your speech. ○ Key term(s): general purpose, specific purpose, central idea, main ideas, invention, disposition. ● Practice delivery of a speech/story of their choice. <ul style="list-style-type: none"> ○ Rehearse and revise as needed. ○ Anticipate questions from the audience. ○ Take the podium, harness nervous energy, and present the speech. |

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| | <ul style="list-style-type: none"> ● Conduct a post-presentation analysis. <ul style="list-style-type: none"> ○ Assess your performance. |
| <ul style="list-style-type: none"> ● Students will learn how to listen critically in order to become more effective public speakers. | <ul style="list-style-type: none"> ● List and describe five barriers to effective listening. <ul style="list-style-type: none"> ○ Listener fatigue ○ Personal concerns ○ Outside distractions ○ Prejudice ○ Differences between speech rate and thought rate ○ Key term(s): listening, select, attend, understand, remembering, responding, working memory theory of listening, prejudice ● Identify and implement strategies for becoming a better listener. <ul style="list-style-type: none"> ○ Listen with your eyes as well as your ears ○ Listen mindfully ○ Listen skillfully ○ Listen ethically ○ Key term(s): listening styles, relational-oriented listener, task-oriented listener, analytical listener, critical listener ● Identify and implement strategies for improving their critical listening and critical thinking skills. <ul style="list-style-type: none"> ○ Separate facts from inferences ○ Evaluate the quality of evidence ○ Key term(s): critical listening, critical thinking, facts, inference, evidence ● Use criteria to effectively and appropriately evaluate speeches. <ul style="list-style-type: none"> ○ Giving feedback to others ○ Giving feedback to yourself ○ Key term(s): rhetorical criticism, rhetoric, symbols |
| <ul style="list-style-type: none"> ● Students will understand that storytelling is a powerful tool to motivate and involve an audience. | <ul style="list-style-type: none"> ● Discover their inner storyteller <ul style="list-style-type: none"> ○ Find your voice ○ Give voice to your goals ○ Use a narrative to frame your goals ○ Remember that timing matters ○ Lead with stories ● Use language to connect <ul style="list-style-type: none"> ○ Develop language sensitivity ○ Keep it simple ○ Strategize about word choices ○ Use word pictures ○ Repeat/Repeat/Repeat |

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| | <ul style="list-style-type: none"> ○ Speak of “I” and “We” ○ Generate involvement and participation |
| <ul style="list-style-type: none"> ● Students will understand that memorizing and reciting great poetry can help them master public speaking skills, build confidence, and learn about literary history and contemporary life. | <ul style="list-style-type: none"> ● Imagine the practical advantages of poem memorization and recitation (POL Lesson - Poems Put to Use). ● Learn to name the tones of voice that poems move through, describe mixed emotions, and distinguish subtle shifts in tone and mood (POL Lesson - Tone Map). ● Practice close readings of poems by analyzing the style—what musicians call the “dynamics” —of the poem: its volume, speed, language, syntax, lineation, and punctuation (POL Lesson - Keeping Score). ● Practice close reading by deciding points of emphasis within a poem (POL Lesson - Visualizing Voice). ● Become more comfortable with line breaks, to think about the ways in which they can inform not only the meaning of a poem on the page, but also how understanding line breaks may aid in the performance of poetry out loud as well (POL Lesson - Line Dancing). ● Perform a poem in accordance with the Poetry Out Loud contest evaluation sheet and criteria. |

Suggested Resources/Technology Tools

- Beebe, Steven A., and Susan J. Beebe. *Public Speaking: An Audience-Centered Approach*. Tenth Edition, Pearson, 2018.
- Gamble, Teri Kwal, and Michael Gamble. *The Public Speaking Playbook*. Second Edition, SAGE, 2018.
- Lucas, Stephen E. *The Art of Public Speaking*. Twelfth Edition, McGraw Hill Education, 2015.
- “Poetry Out Loud” website www.poetryoutloud.org
- <https://www.ethos3.com/2018/03/10-public-speaking-games-activities-try/>
- <https://open.lib.umn.edu/publicspeaking/>

21ST CENTURY LIFE AND CAREER STANDARDS

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental social and economics impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.

- ❑ Utilize critical thinking to make sense of problems and persevere in solving them.
- ❑ Model integrity, ethical leadership, and effective management.
- ❑ Plan education and career paths aligned to personal goals.
- ❑ Use technology to enhance productivity.
- ❑ Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

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| Unit 2 |
| Speech Preparation and Presentation |
| Summary and Rationale |
| <p>This unit will build on the foundational skills from the previous unit, but focus more on the necessary steps for preparing for and presenting a formal informative speech. Students will learn how to analyze and adapt to their audience, determine the beginning steps to developing a speech, begin gathering and using support material, organize and outline their speeches, learn the function and methods for effective introductions and conclusions, make choices about delivery, and utilize presentation aids. Students will continue working in their teams and partnerships in order to continuously practice the skills throughout the unit and offer each other meaningful feedback. By the end of the unit, students will be able to deliver a formal informative speech presentation to their audience.</p> |
| Recommended Pacing |
| 1 marking period (approximately 9 weeks) |
| Standards |
| Reading: Informational Text |

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| RI.11-12.5. | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| RI.11-12.6. | Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
| Writing | |
| W.11-12.2. | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> |
| W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| W.11-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. |
| W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. |
| Speaking and Listening | |
| SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. |

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| | <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> |
| SL.11-12.4. | Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |
| SL.11-12.5. | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| SL.11-12.6. | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |
| Language | |
| L.11-12.1. | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> |
| L.11-12.3. | <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> |
| L.11-12.6. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| Interdisciplinary Connections | |
| Integration of Technology | |
| ISTE 2 | Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. |

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| ISTE 6 | Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. |
| ISTE 7 | Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. |

Social Studies

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| 6.3 | Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. |
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Instructional Focus

| Enduring Understandings: | Essential Questions: |
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| <ul style="list-style-type: none"> ● By gathering and analyzing information about their audience, learning strategies to adapt to their audience prior to and during a given speech, and assessing audience reactions after a speech has concluded, public speakers ensure their message resonates with maximal impact. ● Students will understand that developing an effective speech requires purposeful selection and narrowing of a topic, a determination of an audience-centered specific purpose, and stating an audience-centered central idea. ● Students will understand that developing an effective speech requires gathering and using the best possible supporting material, including listing potential sources, applying research strategies, and using specific criteria to determine the value of various types of supporting material. ● Students will understand how to effectively organize and outline their speeches, including utilization of patterns and signposts to organize main and supporting ideas, and development of prepared outlines and speaking notes. ● Students will effectively introduce and conclude their speeches by explaining the functions and trying out methods for each component. ● Students will understand why delivery is important to a public speaker and articulate the methods, characteristics, and necessary steps for effective speech delivery. | <ul style="list-style-type: none"> ● How do public speakers analyze and adapt to their audience for a given speech? ● How does a speaker begin the process for developing a speech? ● How does a speaker purposefully and methodically gather and use supporting material for a speech? ● How does a speaker effectively organize and outline a speech? ● How does a speaker effectively introduce and conclude a speech? ● How does a speaker deliver a speech for maximum impact? |

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| <ul style="list-style-type: none"> Students will understand the value of using presentation aids, including knowledge of different types and guidelines for developing and using them effectively. | <ul style="list-style-type: none"> Why might a speaker use presentation aids? |
| Evidence of Learning (Assessments) | |
| Formative Assessments Mini Assessments Unit Assessments <ul style="list-style-type: none"> Formal Informative Speech Presentation (end of unit) | |
| Objectives (SLO) | |
| Students will know: <ul style="list-style-type: none"> Students will understand that memorizing and reciting great poetry can help them master public speaking skills, build confidence, and learn about literary history and contemporary life. | Students will be able to: <ul style="list-style-type: none"> Imagine the practical advantages of poem memorization and recitation (POL Lesson - Poems Put to Use). Learn to name the tones of voice that poems move through, describe mixed emotions, and distinguish subtle shifts in tone and mood (POL Lesson - Tone Map). Practice close readings of poems by analyzing the style—what musicians call the “dynamics” —of the poem: its volume, speed, language, syntax, lineation, and punctuation (POL Lesson - Keeping Score). Practice close reading by deciding points of emphasis within a poem (POL Lesson - Visualizing Voice). Become more comfortable with line breaks, to think about the ways in which they can inform not only the meaning of a poem on the page, but also how understanding line breaks may aid in the performance of poetry out loud as well (POL Lesson - Line Dancing). Perform a poem in accordance with the Poetry Out Loud contest evaluation sheet and criteria. |
| <ul style="list-style-type: none"> Students will understand how to analyze and adapt to the audience for a given speech. | <ul style="list-style-type: none"> Describe informal and formal methods of gathering information about their audience. <ul style="list-style-type: none"> Gathering information informally Gathering information formally Key term(s): demographics, open-ended questions, close-ended questions Explain how to analyze information about their audience. <ul style="list-style-type: none"> Identify similarities Identify differences |

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| | <ul style="list-style-type: none"> ○ Identify common ground ○ Key term(s): audience analysis, common ground, relationship ● Identify and use strategies for adapting to their audience. <ul style="list-style-type: none"> ○ Consider your audience ○ Consider your speech goal ○ Consider your speech content ○ Consider your delivery ○ Key term(s): audience adaptation ● Develop methods of analyzing their audience before they speak by seeking demographic, psychological, and situational information about their audience and speaking occasion <ul style="list-style-type: none"> ○ Demographic audience analysis ○ Psychological audience analysis ○ Situational audience analysis ○ Key term(s): demographic audience analysis, gender, sex, culture, ethnicity, race, ethnocentrism, socioeconomic status, target audience, psychological audience analysis, attitude, belief, value, situational audience analysis ● Identify methods of assessing and adapting to their audience’s reactions while their speech is in progress. <ul style="list-style-type: none"> ○ Identifying nonverbal audience cues ○ Responding to nonverbal cues ○ Strategies for customizing your message to your audience ● Identify methods of assessing audience reactions after they have concluded their speech. <ul style="list-style-type: none"> ○ Nonverbal responses ○ Verbal responses ○ Survey responses ○ Behavioral responses |
| <ul style="list-style-type: none"> ● Students will understand that developing an effective speech requires purposeful selection and narrowing of a topic, a determination of an audience-centered specific purpose, and stating an audience-centered central idea. | <ul style="list-style-type: none"> ● Select and narrow a speech topic that is appropriate to the audience, the occasion, the time limits, and themselves. <ul style="list-style-type: none"> ○ Guidelines for selecting a topic ○ Strategies for selecting a topic ○ Narrowing the topic ○ Key term(s): brainstorming, clustering ● Write an audience-centered specific purpose statement for a speech. <ul style="list-style-type: none"> ○ General purpose ○ Specific purpose ○ Key term(s): general purpose, specific purpose |

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| | <ul style="list-style-type: none"> ● State a single audience-centered central idea with direct, specific language in a complete declarative sentence. <ul style="list-style-type: none"> ○ A complete declarative sentence ○ Direct, specific language ○ A single idea ○ An audience-centered idea ○ Key term(s): central idea, declarative sentence ● Apply three ways of generating main ideas from a central idea. <ul style="list-style-type: none"> ○ Generating your main ideas ○ Previewing your main ideas ○ Key term(s): main ideas, blueprint |
| <ul style="list-style-type: none"> ● Students will understand that developing an effective speech requires gathering and using the best possible supporting material. | <ul style="list-style-type: none"> ● List five potential sources of supporting material for a speech. <ul style="list-style-type: none"> ○ Personal knowledge and experience ○ The internet ○ Online databases ○ Traditional library holdings ○ Interviews ○ Key term(s): vertical search engine, domain, online databases, stacks ● Explain five strategies for a methodical research process. <ul style="list-style-type: none"> ○ Develop a preliminary bibliography ○ Locate resources ○ Assess the usefulness of resources ○ Take notes ○ Identify possible presentation aids ○ Key term(s): preliminary bibliography, citation manager ● List and describe six types of supporting material. <ul style="list-style-type: none"> ○ Illustrations ○ Descriptions and explanations ○ Definitions ○ Analogies ○ Statistics ○ Opinions ○ Key term(s): illustration, brief illustration, extended illustration, personal illustration, hypothetical illustration, description, explanation, definition, definition by classification, operational definition, analogy, literal analogy, figurative analogy, statistics, opinions, expert testimony, lay testimony, literary quotation |

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| | <ul style="list-style-type: none"> ● List six criteria for determining the best supporting material to use in a speech. <ul style="list-style-type: none"> ○ Magnitude ○ Relevance ○ Concreteness ○ Variety ○ Humor ○ Suitability |
| <ul style="list-style-type: none"> ● Students will understand how to effectively organize and outline their speeches. | <ul style="list-style-type: none"> ● List and describe five patterns for organizing the main ideas of a speech. <ul style="list-style-type: none"> ○ Organizing ideas topically ○ Organizing ideas chronologically ○ Arranging ideas spatially ○ Organizing ideas to show cause and effect ○ Organize ideas by problem-solution ○ Acknowledging cultural differences in organization ○ Key term(s): topical organization, primacy, recency, complexity, chronological organization, spatial organization, cause-and-effect organization, problem-solution organization, motivated sequence ● Explain how to organize supporting material. <ul style="list-style-type: none"> ○ Primacy or recency ○ Specificity ○ Complexity ○ From soft to hard evidence ○ Key term(s): soft evidence, hard evidence ● Use verbal and nonverbal signposts to organize a speech for the ears of others. <ul style="list-style-type: none"> ○ Previews ○ Transitions ○ Summaries ○ Key term(s): signposts, preview, initial preview, internal preview, transition, verbal transition, nonverbal transition, summary, final summary, internal summary ● Develop a preparation outline and speaking notes for a speech. <ul style="list-style-type: none"> ○ Developing your preparation outline ○ Developing your speaking notes ○ Key term(s): preparation outline, standard outline form, speaking notes |

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| <ul style="list-style-type: none"> ● Students will effectively introduce and conclude their speeches by explaining the functions and trying out methods for each component. | <ul style="list-style-type: none"> ● Explain the functions of a speech introduction. <ul style="list-style-type: none"> ○ Get the audience’s attention ○ Give the audience a reason to listen ○ Introduce the subject ○ Establish your credibility ○ Preview your main ideas ● List and discuss methods for introducing a speech. <ul style="list-style-type: none"> ○ Illustrations or anecdotes ○ Startling facts or statistics ○ Quotations ○ Humor ○ Questions ○ References to historical events ○ References to recent events ○ Personal references ○ References to the occasion ○ References to preceding speeches ○ Key term(s): anecdote, rhetorical question ● Explain the functions of a speech conclusion. <ul style="list-style-type: none"> ○ Summarize the speech ○ Provide closure ○ Key term(s): closure ● List and discuss methods for concluding a speech. <ul style="list-style-type: none"> ○ Methods also used for introductions ○ References to the introduction ○ Inspirational appeals or challenges |
| <ul style="list-style-type: none"> ● Students will understand why delivery is important to a public speaker and articulate the methods, characteristics, and necessary steps for effective speech delivery. | <ul style="list-style-type: none"> ● Identify three reasons why delivery is important to a public speaker. <ul style="list-style-type: none"> ○ Listeners expect effective delivery ○ Listeners make emotional connections with you through delivery ○ Listeners believe what they see ○ Key term(s): nonverbal communication, nonverbal expectancy theory, emotional contagion theory ● Identify and describe four methods of delivery. <ul style="list-style-type: none"> ○ Manuscript speaking ○ Memorized speaking ○ Impromptu speaking ○ Extemporaneous speaking ○ Key term(s): manuscript speaking, memorized speaking, impromptu speaking, extemporaneous speaking ● Identify and illustrate the characteristics of effective delivery. <ul style="list-style-type: none"> ○ Eye contact |

- Gestures
- Movement
- Posture
- Facial expression
- Vocal delivery
- Personal appearance
- Key term(s): immediacy, immediacy behaviors, volume, articulation, dialect, pronunciation, pitch, inflection, lavalier microphone, boom microphone, stationary microphone
- Describe the steps to follow when they rehearse their speech.
 - Finish drafting your speech outline at least two days before your speech performance.
 - Before you prepare the speaking notes you will use in front of your audience, rehearse your speech aloud.
 - Time your speech.
 - Prepare your speaking notes.
 - Rehearse your speech standing up.
 - If you can, present your speech to someone else so you can practice establishing eye contact.
 - If possible, make an audio or video recording of your speech during the rehearsal stage.
 - Rehearse using all your presentation aids.
 - Your final rehearsals should re-create, as much as possible, the speaking situation you will face.
 - Practice good delivery skills while rehearsing.
- List five suggestions for enhancing the final delivery of their speech.
 - Be well rested.
 - Review the suggestions from Unit 1 for becoming a confident speaker.
 - Arrive early for your speaking engagement.
 - Prepare the room and equipment.
 - Visualize success.
- Explain and use strategies for responding to questions from your audience at the end of your speech.
 - Prepare.
 - Repeat or rephrase the question.
 - Stay on message.
 - Respond to the entire audience, not just the person who asked the question.
 - Ask yourself the first question.

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| | <ul style="list-style-type: none"> ○ Listen nonjudgmentally. ○ Neutralize hostile questions. ○ When you don't know, admit it. ○ Be brief. ○ Use organizational signposts. ○ Indicate when the Q&A period is concluding. |
| <ul style="list-style-type: none"> ● Students will understand the value of using presentation aids, including knowledge of different types and guidelines for developing and using them effectively. | <ul style="list-style-type: none"> ● Describe six types of presentation aids and identify tips for using them effectively. <ul style="list-style-type: none"> ○ Images ○ Text ○ Video ○ Audio ○ Objects and models ○ People ○ Key term(s): presentation aid, visual rhetoric, graph, bar graph, pie graph, line graph, picture graph, chart, fonts, model ● Describe how computers may be used to generate high-quality presentation aids. <ul style="list-style-type: none"> ○ Basic principles of using computer-generated presentation aids ○ Tips for using computer-generated presentation aids ○ Key term(s): clip art ● Identify guidelines for developing effective presentation aids. <ul style="list-style-type: none"> ○ Make them easy to see ○ Keep them simple ○ Select the right presentation aid ○ Do not use dangerous or illegal presentation aids ○ Allow plenty of time to prepare your presentation aids ● Identify guidelines for effectively using presentation aids. <ul style="list-style-type: none"> ○ Rehearse with your presentation aids ○ Make eye contact with your audience, not your presentation aids ○ Explain your presentation aids ○ Do not pass objects among members of your audience ○ Use animals with caution ○ Use handouts effectively ○ Time the use of visuals to control your audience's attention |

Suggested Resources/Technology Tools

- Beebe, Steven A., and Susan J. Beebe. *Public Speaking: An Audience-Centered Approach*. Tenth Edition, Pearson, 2018.
- Gamble, Teri Kwal, and Michael Gamble. *The Public Speaking Playbook*. Second Edition, SAGE, 2018.
- Lucas, Stephen E. *The Art of Public Speaking*. Twelfth Edition, McGraw Hill Education, 2015.
- <https://open.lib.umn.edu/publicspeaking/>

21ST CENTURY LIFE AND CAREER STANDARDS

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental social and economics impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 3

Speaking to Argue and Persuade

Summary and Rationale

This unit will continue to build on both the foundational and speech preparation/presentation skills from the previous two units, but focus specifically on methods of argument and persuasive speech.. Students will understand the basic principles of public speaking, develop an appreciation for using language and style effectively, articulate the role of ethical public speaking in a global society, and apply ethical and effective persuasive speaking strategies. Students will continue working in their teams and partnerships in order to continuously practice the skills throughout the unit and offer each other meaningful feedback. By the end of the unit, students will be able to deliver a formal persuasive speech presentation to their audience.

Recommended Pacing

1 marking period (approximately 9 weeks)

Standards

Reading: Informational Text

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| RI.11-12.1. | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
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| RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text |
| RI.11-12.5. | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| RI.11-12.6. | Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
| RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| Writing | |
| W.11-12.1. | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> |
| W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| W.11-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. |
| W.11-12.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; |

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| | synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| W.11-12.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. |
| Speaking and Listening | |
| SL.11-12.1. | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> |
| SL.11-12.2. | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. |
| SL.11-12.3. | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| SL.11-12.4. | Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |
| SL.11-12.5. | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| SL.11-12.6. | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |
| Language | |

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| L.11-12.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. |
| L.11-12.3. | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts. |
| L.11-12.6. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| Interdisciplinary Connections | |
| Integration of Technology | |
| ISTE 2 | Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. |
| ISTE 6 | Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. |
| ISTE 7 | Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. |
| Social Studies | |
| 6.3 | Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. |
| Instructional Focus | |
| Enduring Understandings: | Essential Questions: |
| <ul style="list-style-type: none"> Students will understand the principles of persuasive speaking, including goals, theories, and methods of motivation and presentation, in order to become effective persuasive public speakers Students will understand the power of language, including how choice of words and | <ul style="list-style-type: none"> What are the principles of persuasive speaking and why is this knowledge necessary to become effective persuasive speakers? Why is it important to use words well? |

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| <p>word structures can help give their messages distinctive style.</p> <ul style="list-style-type: none"> • Knowledge of how free speech has been challenged and defended throughout history and understanding the criteria for ethical public speaking enables a speaker to demonstrate their credibility. • Students will understand that audience-centered persuasive speakers use ethical and effective strategies to adjust their message so that listeners will respond thoughtfully to their presentation. | <ul style="list-style-type: none"> • Why is it important to be an ethical public speaker? • How does a speaker effectively utilize persuasive strategies? |
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Evidence of Learning (Assessments)

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| <p>Formative Assessments Mini Assessments Unit Assessments</p> <ul style="list-style-type: none"> • Formal Persuasive Speech Presentation (end of unit) |
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Objectives (SLO)

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| <ul style="list-style-type: none"> • Students will understand the principles of persuasive speaking, including goals, theories, and methods of motivation and presentation, in order to become effective persuasive public speakers | <ul style="list-style-type: none"> • Describe the goals of persuasive messages <ul style="list-style-type: none"> ○ Changing or reinforcing audience attitudes ○ Changing or reinforcing audience beliefs ○ Changing or reinforcing audience values ○ Changing or reinforcing audience behaviors ○ Key term(s): persuasion, attitude, belief, value • Explain classic and contemporary theories of how persuasion occurs <ul style="list-style-type: none"> ○ Aristotle’s traditional approach: using ethos, logos, and pathos to persuade ○ ELM’s contemporary approach: using a direct or indirect path to persuade ○ Key term(s): ethos, logos, pathos, motivation, elaboration likelihood model (ELM) of persuasion, elaborate, direct persuasion route, indirect persuasion route • Describe four ways to motivate listeners to respond to a persuasive message <ul style="list-style-type: none"> ○ Use cognitive dissonance ○ Use listeners’ needs ○ Use positive motivation ○ Use negative motivation ○ Key term(s): cognitive dissonance, self-actualization need, benefit, feature, fear appeal |
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| | <ul style="list-style-type: none"> ● Prepare and present an audience-centered persuasive speech <ul style="list-style-type: none"> ○ Consider the audience ○ Select and narrow your persuasive topic ○ Determine your persuasive purpose ○ Develop your central and main ideas ○ Gather supporting material ○ Organize your persuasive speech ○ Rehearse and deliver your speech ○ Key term(s): social judgment theory, proposition, proposition of fact, proposition of value, proposition of policy |
| <ul style="list-style-type: none"> ● Students will understand the power of language, including how choice of words and word structures can help give their messages distinctive style. | <ul style="list-style-type: none"> ● Describe three differences between oral and written language styles. <ul style="list-style-type: none"> ○ Oral style is more personal than written style. ○ Oral style is less formal than written style. ○ Oral style is more repetitive than written style. ● List and explain four ways to use words effectively. <ul style="list-style-type: none"> ○ Use specific, concrete words. ○ Use simple words. ○ Use words correctly. ○ Use words concisely ○ Key term(s): ladder of abstraction, denotation, connotation, concise, cliché ● Discuss how to adapt your language style to diverse listeners. <ul style="list-style-type: none"> ○ Use language that your audience can understand. ○ Use respectful language. ○ Use unbiased language. ○ Key term(s): ethnic vernacular, regionalisms, jargon, Standard American English (SAE) ● List and explain three types of memorable word structures. <ul style="list-style-type: none"> ○ Creating figurative images ○ Creating drama ○ Creating cadence ○ Analyzing an example of memorable word structure ○ Using memorable word structures effectively ○ Key term(s): figurative language, metaphor, simile, personification, crisis rhetoric, omission, inversion, suspension, cadence, repetition, parallelism, antithesis, alliteration, onomatopoeia |

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| <p>Students will know:</p> <ul style="list-style-type: none"> • Students will understand the role of ethics and public speaking in a global world. | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how free speech has been challenged and defended throughout history. <ul style="list-style-type: none"> ○ Free Speech and the U.S. Constitution ○ Free Speech in the Twentieth Century ○ Free Speech in the Twenty-First Century ○ Key term(s): free speech, ethics, First Amendment, speech act • List and explain five criteria for ethical public speaking. <ul style="list-style-type: none"> ○ Have a clear, responsible goal. ○ Use sound evidence and reasoning. ○ Be sensitive to and tolerant of differences. ○ Be honest. ○ Don't plagiarize. ○ Key term(s): ethical speech, accommodation, plagiarizing, patchwriting, oral citation, written citation • Explain the relationship between ethics and credibility. <ul style="list-style-type: none"> ○ Speaking ethically allows your audience to trust you. ○ Being trustworthy is an important part of being credible, or believable. ○ Key term(s): credibility |
| <ul style="list-style-type: none"> • Students will understand that audience-centered persuasive speakers use ethical and effective strategies to adjust their message so that listeners will respond thoughtfully to their presentation. | <ul style="list-style-type: none"> • Identify and use strategies to improve their credibility <ul style="list-style-type: none"> ○ Understanding credibility ○ Improving your credibility ○ Key term(s): competent, trustworthiness, dynamism, charisma, initial credibility, derived credibility, terminal credibility • Use principles of effective reasoning and evidence to develop a persuasive message <ul style="list-style-type: none"> ○ Understanding types of reasoning ○ Using types of evidence ○ Using evidence effectively ○ Avoiding faulty reasoning ○ Key term(s): evidence, inductive reasoning, generalization, reasoning by sign, deductive reasoning, syllogism, major premise, minor premise, conclusion, causal reasoning, fact, inference, examples, reluctant testimony, fallacy, causal fallacy, bandwagon fallacy, either-or fallacy, hasty generalization, ad hominem, red herring, appeal to misplaced authority, non sequitur |

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| | <ul style="list-style-type: none"> ● Employ effective techniques of using emotional appeal in a persuasive speech <ul style="list-style-type: none"> ○ Tips for using emotion to persuade ○ Using emotional appeals ethically ○ Key term(s): myth, demagogue ● Adapt their persuasive message to receptive, neutral, and unreceptive audiences <ul style="list-style-type: none"> ○ Persuading the receptive audience ○ Persuading the neutral audience ○ Persuading the unreceptive audience ● Identify and use strategies for effectively organizing a persuasive speech <ul style="list-style-type: none"> ○ Problem-solution ○ Refutation ○ Cause and effect ○ The motivated sequence |
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Suggested Resources/Technology Tools

- Beebe, Steven A., and Susan J. Beebe. *Public Speaking: An Audience-Centered Approach*. Tenth Edition, Pearson, 2018.
- Gamble, Teri Kwal, and Michael Gamble. *The Public Speaking Playbook*. Second Edition, SAGE, 2018.
- Lucas, Stephen E. *The Art of Public Speaking*. Twelfth Edition, McGraw Hill Education, 2015.
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 - Consider the environmental social and economics impacts of decisions.
 - Demonstrate creativity and innovation.
 - Employ valid and reliable research strategies.
 - Utilize critical thinking to make sense of problems and persevere in solving them.
 - Model integrity, ethical leadership, and effective management.
 - Plan education and career paths aligned to personal goals.
 - Use technology to enhance productivity.
 - Work productively in teams while using cultural global competence.
- Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 4

Debate

Summary and Rationale

This final unit is a culmination of the public speaking skills acquired over the course of the year, but especially builds on the previous unit's focus on methods of argument and persuasive speech. The natural extension of those skills is for students to participate in formalized debate. Students will understand the basic concepts and structure of formal debate through immersion in a high-interest exemplar topic, apply research strategies, effectively build a strong case and rebuttal, and learn how to evaluate themselves and each other. Students will continue working in their teams and partnerships in order to continuously practice the skills throughout the unit and offer each other meaningful feedback. By the end of the unit, students will be able to participate in two formalized debates; the first based on a topic of their choice, and the second based on a topic assigned to them.

Recommended Pacing

1 marking period (approximately 9 weeks)

Standards

Reading: Informational Text

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| RI.11-12.1. | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
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| RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text |
| RI.11-12.5. | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| RI.11-12.6. | Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
| RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| Writing | |
| W.11-12.1. | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> |
| W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| W.11-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. |
| W.11-12.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; |

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| | synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| W.11-12.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. |
| Speaking and Listening | |
| SL.11-12.1. | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> |
| SL.11-12.2. | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. |
| SL.11-12.3. | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| SL.11-12.4. | Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |
| SL.11-12.5. | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| SL.11-12.6. | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |
| Language | |

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| L.11-12.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. |
| L.11-12.3. | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts. |
| L.11-12.6. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| Interdisciplinary Connections | |
| Integration of Technology | |
| ISTE 2 | Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. |
| ISTE 6 | Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. |
| ISTE 7 | Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. |
| Social Studies | |
| 6.3 | Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. |
| Enduring Understandings: | |
| Essential Questions: | |
| <ul style="list-style-type: none"> Students will understand the basic concepts, and terms associated with debate, including the basic structure, and apply this knowledge through participation in an informal debate Students will deepen and expand their understanding of the concept of debate through immersion in a high interest exemplar topic Students will understand how to utilize print and digital resources to choose a topic to | <ul style="list-style-type: none"> What are the basic concepts and terms a debater needs to know and how do we apply them? How can immersion in a high-interest topic help strengthen our understanding of debate? How does an effective debater research a topic? |

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| <p>debate and begin researching the topic and their opponent's counterarguments</p> <ul style="list-style-type: none"> • Students will understand how to effectively prepare for their debate after the initial research stage, including how to build a strong case and rebuttal and planning their debate offense and defense • Students will participate in two formalized debates, the first based on a chosen high-interest topic, and the second assigned to them, including whether they will be arguing on the affirmative or negative side | <ul style="list-style-type: none"> • How does a debater effectively prepare? • How do we apply the skills and strategies we learned to formalized debate? |
| <p>Evidence of Learning (Assessments)</p> | |
| <p>Formative Assessments Mini Assessments Unit Assessments</p> <ul style="list-style-type: none"> • Two Formal Debates - #1 - based on student interest topics, #2 - assigned topic/side <p>Final Exam</p> | |
| <p>Objectives (SLO)</p> | |
| <p>Students will know:</p> <ul style="list-style-type: none"> • Students will understand the basic concepts, and terms associated with debate, including the generic structure of a debate, and apply this knowledge through participation in an informal debate | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Articulate the importance of debate and its necessary skills in the real world <ul style="list-style-type: none"> ○ What is debate? ○ Why is it important? ○ What kind of people do it for a living? ○ What situations might debate skills be useful in? ○ Who needs these skills? • Define basic debate concepts and terms <ul style="list-style-type: none"> ○ Two sides: (Affirmative/Proposition and Negative/Opposition) ○ Subject to be discussed: resolution, proposition, bill, measure, or issue ○ Different types of resolution <ul style="list-style-type: none"> ■ Resolution of value ■ Resolution of policy ○ Resolutions are, in Parliamentary debate, preceded by the expression "Be It Resolved That (or B.I.R.T.)" <ul style="list-style-type: none"> ■ Resolutions or propositions of value generally deal with a philosophical questions and are worded as positive statements ■ Resolutions or propositions of policy deal with changing some current or |

established aspect of society, the economy and so on (the status quo). These are worded in the imperative form.

- The Affirmative in a debate proposes or supports the resolution. In a policy debate, the Affirmative is trying to change things. The job of the Negative in any type of debate is to oppose and clash with the Affirmative.
- Understand the Steps of a Debate
 - Affirmative Side
 - First Speaker (2 minutes)
 - States Proposition
 - Argues two contentions
 - Second Speaker
 - Records affirmative contentions on board
 - Negative Side
 - First Speaker (2 minutes)
 - States any counterarguments
 - Argues two contentions
 - Second Speaker
 - Records negative contentions on board
 - Affirmative Side
 - Second Speaker (2 minutes)
 - States any counterarguments
 - Argues two new contentions
 - First Speaker
 - Records any new affirmative contentions on board
 - Negative Side
 - Second speaker (2 minutes)
 - States any new counterarguments
 - Argues two new contentions
 - First speaker
 - Records new negative contentions on board
 - Break for Preparation (2 minutes)
 - Affirmative Rebuttal/Summary
 - First Speaker (2 minutes)
 - States any counterarguments
 - Offers final rebuttals to all negative claims
 - Gives final argumentative summary

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| | <ul style="list-style-type: none"> ○ Negative Rebuttal/Summary <ul style="list-style-type: none"> ■ First Speaker (2 minutes) <ul style="list-style-type: none"> ● Offers final rebuttals to all affirmative claims ● Gives final argumentative summary ● Participate in an informal debate <ul style="list-style-type: none"> ○ Approach #1. Have the students form pairs. In each pair, designate one person as A and the second as B. A is given a set period of time (1 minute) to outline why he or she supports the topic. B is given a set period of time to explain why he or she opposes the topic. You should encourage the students to make notes on each other's points of view. You may also wish to give the students time to respond to one another's comments. Discuss the different views expressed; compare and contrast arguments. ○ Approach #2. Have the students vote on whether they are opposed to or in favour of the resolution. After recording the vote, ask those in favour to each give a brief account of why they support the resolution. Then repeat this process with those students who oppose the resolution. Try to encourage discussion between the two factions. If this does not occur naturally, you may wish to stimulate discussion by asking pertinent questions. ● Key term(s): debate, affirmative/proposition, negative/opposition, resolution, bill, measure, issue, resolution of value, resolution of policy, B.I.R.T. (“Be it resolved that...”) |
| <ul style="list-style-type: none"> ● Students will deepen and expand their understanding of the concept of debate through immersion in a high interest exemplar topic. | <ul style="list-style-type: none"> ● Read Research - Affirmative (In support of the death penalty) ● Read Research - Negative (in opposition to the death penalty) ● Take notes as audience members during a debate <ul style="list-style-type: none"> ○ Proposition of debate ○ Debaters: <ul style="list-style-type: none"> ■ Affirmative side ■ Negative Side ○ Your opinion before the debate ○ Affirmative sides contentions and evidence ○ Negative side contentions and evidence ○ Your opinion after the debate |

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| | <ul style="list-style-type: none"> ○ Who won? ● Watch and discuss exemplar video on death penalty: https://www.youtube.com/watch?v=cjbuhOh3jyU&t=510s |
| <ul style="list-style-type: none"> ● Students will understand how to utilize print and digital resource to choose a topic to debate and begin researching the topic and their opponent's counterarguments. | <ul style="list-style-type: none"> ● Utilize resources to find debate topics that are of high interest and relevance <ul style="list-style-type: none"> ○ Perspecs App ○ Ebscohost - Points of View Reference Center ○ <i>If They Can Argue Well, They Can Write Well</i> ○ <i>Critical Thinking Topics For the Classroom</i> ○ <i>The Debatabase Book</i> ● Split into debate teams based on topic interest ● Research Their Topic <ul style="list-style-type: none"> ○ What opinion are you trying to support? ○ What is the URL? ○ What facts did you find to support your idea at this source? ○ What scientific research, surveys, or quotes from experts did you find? ○ What real-world examples did you find to support your idea? ● Research Their Opponents' Counterarguments <ul style="list-style-type: none"> ○ What is their counterargument? ○ What is the URL? ○ What facts did you find to support their claim? ○ What scientific research, surveys, or quotes from experts did you find? ○ What real-world examples did you find to support their claim? ● Key term(s): counterargument, claim |
| <ul style="list-style-type: none"> ● Students will understand how to effectively prepare for their debate after the initial research stage, including how to build a strong case and rebuttal and planning their debate offense and defense | <ul style="list-style-type: none"> ● Build the strongest possible case <ul style="list-style-type: none"> ○ Best evidence has the 3 R's - right, recent, and reliable ○ Best evidence is directly connected to the issue <ul style="list-style-type: none"> ■ Evidence that can be shown to cause the proposition is the strongest ■ Examples of Weak Evidence and why it's weak ■ Examples of Strong Evidence and why it's strong ○ If you give an opinion instead of a fact as evidence, make sure the opinion is supported with good evidence or examples <ul style="list-style-type: none"> ■ Example of Strong Opinion |

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| | <ul style="list-style-type: none"> ● Plan Their Debate Offense <ul style="list-style-type: none"> ○ Choose their contentions/claims ○ Find evidence (facts, research, statistics, surveys, real-world examples) to support them ● Build the strongest possible rebuttal <ul style="list-style-type: none"> ○ Type 1: Weakest - You simply disagree with your opponent ○ Type 2: Stronger - You offer an alternative to your opponent's point ○ Type 3: Strongest - You provide evidence that proves the opponent's claim is false or wrong ○ List the strongest points you think your opponents will make against you ● Plan Their Debate Defense <ul style="list-style-type: none"> ○ List your four strongest contention/claims ○ Identify their counterargument to each contention ○ Identify your rebuttal to each counterargument ● Finalize strategies <ul style="list-style-type: none"> ○ Identify types of techniques you will use <ul style="list-style-type: none"> ■ Use of a logical fallacy ■ Use of an argumentative technique ■ Use of loaded language ○ Anticipating the opposition <ul style="list-style-type: none"> ■ Noting the use of a logical fallacy by the opposing team ■ Noting the use of an argumentative technique by the opposing team ■ Noting the use of loaded language by the opposing team ● Key term(s): contention, rebuttal, loaded language, logical fallacy |
| <ul style="list-style-type: none"> ● Students will participate in two formalized debates, the first based on a chosen high-interest topic, and the second assigned to them, including whether they will be arguing on the affirmative or negative side | <ul style="list-style-type: none"> ● List helpful pointers for debaters (see p. 96 of <i>If They Can Argue Well...</i>) ● List helpful pointers for the audience (see p. 96 of <i>If They Can Argue Well...</i>) ● Utilize effective word choice <ul style="list-style-type: none"> ○ To counter your opponent's contention, use the following four-step method: <ol style="list-style-type: none"> i. "They say that..." (Briefly restate the opponent's point.) ii. "But we disagree that..." (Briefly restate that you disagree.) iii. "Because..." (Give a strong and relevant counterargument.) |

- iv. “Therefore...” (Explain to the audience how this wins your argument and why they should agree.)
 - Words and phrases to avoid during a debate (see p. 97 of *If They Can Argue Well...*)
 - Convincing words and phrases to use during a debate (see p. 97 of *If They Can Argue Well...*)
- Take notes as a debater
 - Opposing side’s contentions (1-4) and supporting reasons
 - Your counterargument to each contention
- Evaluate and score debaters as an audience member
 - Use the debate scoring guide (see p. 95 of *If They Can Argue Well...*)
 - Use the evaluation rubric (see p. 101 of *If They Can Argue Well...*)
- Participate in Formal Debate #1 (Based on topic choice)
 - Adhere to all aforementioned goals and teaching points
- Participate in Formal Debate #2 (Based on assigned topic)
 - Adhere to all aforementioned goals and teaching points
- Evaluate Their Own Debate (to be completed after each formal debate)
 - What strong points did the opposing team make against your argument?
 - When you concede something, you admit that a part of what the other team said was correct. What is something that the opposing team said that you might concede or agree with?
 - In the heat of a debate, you might have used such words as “all,” “never,” “always,” or “totally.” When you qualify a statement, you step back from this extreme view and change the words to “many,” “rarely,” “often,” or “nearly always.” Think back to the points you made. After listening to the opposing team, write down any qualifications you now have about your points.
 - Now that you know the opposing side’s claims, you may want to make some reservations. Reservations are conditions or situations in which you would be willing to

give up your view. What reservations do you now have?

- Key term(s): concede, qualify, reservations

Suggested Resources/Technology Tools

- “A Teacher’s Guide to Introducing Debate in the Classroom”
http://csdf-fcde.ca/UserFiles/File/resources/teacher_debate_guide.pdf
- *The Debatabase Book: A Must-Have Guide for Successful Debate*. Sixth ed., International Debate Education Association, 2013.
- Ebscohost Points of View Reference Center
<http://web.a.ebscohost.com/pov/search/basic?vid=0&sid=94f47284-91b8-40f7-88ab-0b17bb598aa1%40sessionmgr4008>
- Hopper, Sarah, et. al. *Critical Thinking Topics for the Classroom*. Teacher’s Discovery, 2015.
- McBride, Bill. *If They Can Argue Well, They Can Write Well: Using Classroom Debate to Teach Students to Write Persuasively, Think Critically, and Research and Evaluate Internet Sources*. Revised ed., Incentive Publications, 2014.
- *Perspecs* App (for iPhone/Android)

21ST CENTURY LIFE AND CAREER STANDARDS

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental social and economics impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>