HONORS SPEECH, DEBATE, AND DRAMATIC ARTS WORKSHOP

Grade Level: 9
Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 30, 2010

SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING
APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS
APPENDIX B: ASSESSMENT EVIDENCE
APPENDIX C: INTERDISCIPLINARY CONNECTIONS
FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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**Course Philosophy**

The overall purpose of this course is to prepare the students in the Law and Public Service Learning Center to be skilled communicators. This workshop-style class will establish a comfortable environment where students are free to take risks. The teacher will utilize dramatic activities in order to develop the students’ public speaking skills and listening abilities. One of the primary objectives of the course is to help each student develop his/her own public speaking/communication style. The teacher will guide each individual student throughout the year so that skills may be developed and honed. Students will identify and further develop their areas of both strengths and weaknesses so that they may grow into effective communicators. Students will complete a variety of oral presentations over the course of the year, each one increasing in the level of difficulty.

**Course Description**

This course is designed to allow the students ample presentation and performance opportunities so that they may gain experience in front of an audience. Throughout the course of the year, students will participate in class, small group, and partner exercises. Before each major presentation (i.e. individual oral interpretation of poem / song lyrics, informative speech, etc.) students will participate in several small group presentations to develop and master the necessary skills. The intention behind this method is to develop and practice the skills of the unit in a collaborative and creative environment, so that the students’ knowledge, skills, and especially confidence levels will be raised by the time they deliver their individual presentations. Students will present a variety of speeches, including but not limited to oral interpretation and persuasive speeches on controversial topics. In addition, students will develop debate skills throughout the year, which will culminate in a formal debate that includes constructive speeches and rebuttals. Videos and audio clips will be utilized to supplement lessons so that students may see and hear exemplary speakers and performers. In addition, students will complete written assignments that include self-evaluations, peer critiques, and observations. The course is activity-based rather than lecture-based, and is designed to give students the freedom that comes with being in a workshop setting.
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<th>Relevant Standards</th>
<th>Enduring Understandings</th>
<th>Essential Questions</th>
<th>Assessments</th>
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<tbody>
<tr>
<td><strong>1.3 C.2</strong></td>
<td>A person’s nonverbal behavior can reveal more about a person than his / her verbal behavior.</td>
<td>What can a person’s nonverbal behavior reveal about him/her? Why is it important to gain an awareness of one’s nonverbal behavior in order to become an effective communicator? How can the way something is said have more of an impact on an audience than what is said?</td>
<td>Pretest Student Survey Oral Questions/ Discussion Theater exercises Anticipatory Set Questions</td>
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<tr>
<td><strong>1.3 C.1</strong> 1.3 C.2 1.1. C.1</td>
<td>An effective public speaker must be an effective improviser.</td>
<td>Why is it important for a public speaker to be able to “think on one’s feet”? What skills does a strong improviser possess? How can improvisation skills help a person when presenting a speech?</td>
<td>Theater exercises Surveys / questionnaires Class discussion</td>
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<td><strong>1.3 C.2</strong></td>
<td>A person’s speech reveals his/her background, education, and personality.</td>
<td>How can a speaker develop his/her articulation skills? How can a speaker become a better “listener” of his/her own voice? How can a person “correct” imperfections in his/her speech?</td>
<td>Theater exercises Surveys / questionnaires Class discussion</td>
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<tr>
<td>1.2 C.2 1.3 C1 1.3 C.2 3.3 D</td>
<td>Expressiveness is one of the most important skills for a public speaker to possess.</td>
<td>Why is it important for a speaker to avoid speaking in monotone? How can gestures and movement enhance a speech? Why should a public speaker/actor learn to develop effective facial expressions?</td>
<td>Theater exercises Class discussion Student survey</td>
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<tr>
<td>1.3 C2 9.1 B1 3.3 D 8.1 A3</td>
<td>An informative speaker must be both enthusiastic and knowledgeable in order to effectively teach his/her audience.</td>
<td>How can a speaker generate enthusiasm in the audience for his/her topic? How can one create an introduction that will “hook” the audience and a conclusion that will encourage the audience to want to further pursue the topic? How can one create a strong informative speech?</td>
<td>Surveys/questionnaires Class discussion</td>
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<td>1.1 C.2 1.2 1.2 C2 1.3 C.2 3.3 D 8.1 C1 8.1 A3 9.1 F2</td>
<td>An effective persuasive speaker is one who can alter the way an audience thinks and/or feels about a topic.</td>
<td>How can a persuasive speaker appeal to the mind of a listener? How can a persuasive speaker appeal to the heart of a listener? How can a persuasive speaker appear credible and ethical to a listener?</td>
<td>Surveys/questionnaires Theater exercises</td>
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<tr>
<td>1.1 C.2 1.1 C.1 1.3 C.1 1.3 C.2 1.2 A.2 3.3 D</td>
<td>Public speaking is a form of theater and requires the mastery of specific dramatic skills.</td>
<td>Why is it important for a public speaker to develop dramatic skills? How can knowledge of theater, acting, and dramatic structure help a public speaker to develop his/her skills? How can one apply theatrical skills to a speech presentation?</td>
<td>Improvisation exercises Class discussion Surveys/questionnaires</td>
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¹Assessments:
- **Diagnostic (before):** Theater exercises, Class discussion, Student survey
- **Formative (during):** Surveys/questionnaires, Class discussion
- **Summative (after):** Oral presentations, Theatrical performances

²Diagnoses:
- **Theater exercises**
- **Class discussion**
- **Student survey**

³Assessments:
- **Formal Debate**
- **Informal Debate**
- **Participatory Rubrics**
- **Interviews**
- **Quizzes**
- **Written observations**
- **Participatory Rubrics**

⁴Assessments:
- **Oral Presentations**
- **Theatrical Presentations**
- **Informal Debate**
- **Formal Debate**
- **Projects**

⁵Assessments:
- **Oral Presentations**
- **Theatrical Presentations**
- **Informal Debate**
- **Formal Debate**
- **Projects**

⁶Assessments:
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- **Theatrical Presentations**
- **Informal Debate**
- **Formal Debate**
- **Projects**
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<tr>
<th>Unit Title</th>
<th>Unit Understandings and Goals</th>
<th>Recommended Duration</th>
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| Unit #1: Introduction to Verbal and Nonverbal Communication | A person's nonverbal behavior can reveal more about a person than his/her verbal behavior.  
An effective public speaker must be an effective improviser.  
Public speaking is a form of theater and requires the mastery of specific dramatic skills.  
Students will be able to identify and develop the verbal and nonverbal skills needed in order to become effective public speakers. | 4-5 weeks            |
| Unit #2: Vocal Production                         | A person's speech reveals his / her background, education, and personality.  
Public speaking is a form of theater and requires the mastery of specific dramatic skills.  
Expressiveness is one of the most important skills for a public speaker to possess.  
Students will be able to gain an awareness of their vocal strengths and weaknesses while further developing their vocal skills. | 5-6 weeks            |
| Unit #3: Oral Interpretation                      | Expressiveness is one of the most important skills for a public speaker to possess.  
Public speaking is a form of theater and requires the mastery of specific dramatic skills.  
An effective public speaker must be an effective improviser.  
Students will be able to give an effective oral interpretation presentation. | 6-7 weeks            |
| Unit #4: Informative Speaking                     | An informative speaker must be both enthusiastic and knowledgeable in order to effectively teach his/her audience.  
Expressiveness is one of the most important skills for a public speaker to possess.  
Public speaking is a form of theater and requires the mastery of specific dramatic skills.  
Students will be able to demonstrate the skills needed in order to deliver an effective informative speech. | 6-7 weeks            |
| Unit #5: Persuasive Speaking                      | An effective persuasive speaker is one who can alter the way an audience thinks and/or feels about a topic.  
Public speaking is a form of theater and requires the mastery of specific dramatic skills.  
Students will be able to effectively deliver a persuasive speech on a topic of their choice. | 6-7 weeks            |
| Unit #6: Debate                                  | An effective public speaker must be an effective improviser.  
Public speaking is a form of theater and requires the mastery of specific dramatic skills.  
An effective persuasive speaker is one who can alter the way an audience thinks and/or feels about a topic.  
Students will be able to demonstrate mastery of advanced public speaking skills, specifically those involved with persuasive speaking and debate. | 5-6 weeks            |
Enduring Understandings: A person’s nonverbal behavior can reveal more about a person than his / her verbal behavior.
An effective public speaker must be an effective improviser.
Public speaking is a form of theater and requires the mastery of specific dramatic skills.

Essential Questions: What can a person’s nonverbal behavior reveal about him / her? Why is it important to gain an awareness of one’s nonverbal behavior in order to become an effective communicator? How can one develop the ability to effectively listen? Why is it important for a public speaker to be able to “think on one’s feet”? How can the way something is said have more of an impact on an audience than what is said?

Unit Goal: Students will be able to understand the verbal and nonverbal skills needed in order to become effective public speakers.

Duration of Unit: 4-5 weeks
NJCCCS: 1.1 C1, 1.1 C2, 1.2 A2, 1.3 C1, 1.3 C2, 3.4 A, 3.4B

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<th>Guiding / Topical Questions</th>
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<th>Teaching Strategies</th>
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<tr>
<td>What are some ways for a person to become more aware of his/ her nonverbal “traits”?</td>
<td>Verbal communication Nonverbal communication Eye contact Poise Body language Gestures Facial expression Posture</td>
<td>Creative Communication Internet Public speaking videos Mime videos</td>
<td>Suggested Strategies: Class discussion Theater activities (whole class)—vocal and physical exercises Pantomime / movement work “Mirror” exercise Small group work Observations of students</td>
<td>Suggested Strategies: Written observation and analysis of a friend / family member’s nonverbal behavior Alternate Strategies: Small group skits and presentations</td>
</tr>
<tr>
<td>What are common nonverbal “distractions” that one should be careful to avoid?</td>
<td>Verbal communication Nonverbal communication Eye contact Symbols Poise Listening Body language</td>
<td>Creative Communication Internet Public speaking videos Mime videos</td>
<td>Suggested Strategies: Class discussion Theater activities (whole class)—vocal and physical exercises Role play—effective and ineffective nonverbal behavior</td>
<td>Suggested Strategies: Worksheets Skits Small group oral presentations</td>
</tr>
<tr>
<td>What skills does an effective listener possess?</td>
<td>Focus Observation “Rules” of listening Communication</td>
<td>Creative Communication Internet Public speaking videos Mime videos</td>
<td>Suggested Strategies: Partner work—communication activities Listening exercises / note-taking</td>
<td>Suggested Strategies: Listening “tests”</td>
</tr>
<tr>
<td>How can improvisation activities be used to help a person develop the ability to think / react “on one’s feet”?</td>
<td>Origins of improvisation Commedia dell’arte “Rules” of improvisation</td>
<td>Texts by Viola Spolin Internet “Whose Line Is It, Anyway?” Creative Communication</td>
<td>Improvisation activities—volunteers in front of class (partners/small groups) and whole class activities</td>
<td>Suggested Strategies: Improvisation activities Quiz Improvisation “performance”—class participates in an improvisation show with an audience</td>
</tr>
<tr>
<td>Why is speech important?</td>
<td>Social function of speech Three purposes of speech: to inform, persuade, and entertain Extemporaneous speaking</td>
<td>Creative Communication</td>
<td>Suggested Strategies: Pantomime activities Notes Small group skits</td>
<td>Suggested Strategies: Quiz Small group skits</td>
</tr>
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</table>

Suggestions on how to differentiate in this unit:
- The teacher can set aside time to work one-on-one with students on specific skills that are difficult for individual students.
- Students who are adept in certain areas can mentor classmates who are struggling with specific skills.
Enduring Understandings: A person’s speech reveals his / her background, education, and personality. Public speaking is a form of theater and requires the mastery of specific dramatic skills. Expressiveness is one of the most important skills for a public speaker to possess.

Essential Questions: How can a speaker develop his / her articulation skills? How can a speaker become a better “listener” of his / her own voice? How can a person “correct” imperfection in his / her speech? Why is it important for a speaker to avoid speaking in monotone?

Unit Goal: Students will be able to gain an awareness of their vocal strengths and weaknesses while further developing their vocal skills.

Duration of Unit: 5-6 weeks

NJCCCS: 1.1 C2, 1.2 A2, 1.3 C1, 1.3 C2, 3.3 D, 1.3 C.2

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<td>How does one develop a varied vocal tone?</td>
<td>Emphasis Vocal tone Inflection Expressiveness Pitch</td>
<td>Creative Communication Internet Guest Speakers Audio recordings</td>
<td>Suggested Strategies: Inflection exercises Peer and teacher observations Alternate Strategies: Notes</td>
<td>Suggested Strategies: Written tests and quizzes Small group presentations Individual presentations Written observation of news anchor, talk show host, etc. Alternate Strategies: Worksheets</td>
</tr>
<tr>
<td>How does one develop a strong voice?</td>
<td>Projection Diaphragm Resonance Audibility Force</td>
<td>Creative Communication Audio recordings</td>
<td>Suggested Strategies: Peer and teacher observations Alternate Strategies: Projection exercises</td>
<td>Suggested Strategies: Written tests and quizzes Worksheets Alternate Strategies: Individual presentations Written observation of news anchor, talk show host, etc. Small group presentations</td>
</tr>
<tr>
<td>How does one develop clarity in his / her speech?</td>
<td>Articulation Enunciation Pronunciation Dialect regions on the US</td>
<td>Audio recordings Creative Communication</td>
<td>Suggested Strategies: Tongue twisters Pronunciation exercises Peer and teacher observations</td>
<td>Suggested Strategies: Written tests and quizzes Individual presentations Alternate Strategies: Worksheets Small group presentations Individual presentations Written observation of news anchor, talk show host, etc.</td>
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</table>

Suggestions on how to differentiate in this unit:
- Students who have speech defects can record their voices and listen to themselves at home.
- Teacher can give struggling students additional vocal exercises to do at home on a daily basis.
Freehold Regional High School District  
Honors Speech, Debate, and Dramatic Arts Workshop  
Unit #3: Oral Interpretation

**Enduring Understandings:** Public speaking is a form of theater and requires the mastery of specific dramatic skills. 
Expressiveness is one of the most important skills for a public speaker to possess. 
An effective public speaker must be an effective improviser.

**Essential Questions:** 
How can knowledge of theater, acting, and dramatic structure help a public speaker to develop his / her skills? 
How can one apply theatrical skills to a speech presentation? 
How can gestures and movement enhance a speech? 
Why should a public speaker / actor learn to develop effective facial expressions? 
Why is eye contact one of the primary skills that a public speaker should possess?

**Unit Goal:** Students will be able to give an effective oral interpretation presentation.

**Duration of Unit:** 6-7 weeks

**NJCCCS:** 1.1 C1, 1.1. C.2, 1.3 C.1, 1.3 C.2, 1.2 A2, 1.4 B2, 3.3 D

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| How does one bring a character to life? | Dialogue  
Characterization  
Playwright’s intent  
Various schools of acting (Stanislavski, Meisner, etc.)  
Acting techniques  
Facial expression  
Body language | Inherit the Wind  
Twelve Angry Men  
(the scripts and film excerpts)  
--Other plays that center on law, etc.  
--Instructional acting videos  
--Creative Communication  
--Articles / Handouts | Suggested Strategies:  
Direct students (teacher and peer directing) in scenes from published plays  
Analyze acting of skilled performers in film clips  
Small group work on scripted scenes | Suggested Strategies:  
Written observation of stage / film actor  
Small group performances of scenes from published plays (including costumes, props, etc.)  
Appropriate rubrics  
Self-evaluation  
Alternate Strategies: Quiz |

| How does one analyze a literary piece in order to prepare for an oral interpretation performance? | Oral interpretation  
Theme  
Storytelling techniques  
Intermediary  
Vocal tone  
Eye contact  
Expressiveness  
Notation skills | Poems, short stories, articles to be used as oral interpretation practice  
Creative Communication  
Video clips of storytellers | Suggested Strategies:  
Read poems / short stories; analyze characters and theme  
View performances by skilled storytellers; analyze their performances (class discussion and written observations)  
Small groups prepare performances of children’s poems/ stories  
Divide class into small groups—each group creates a performance of the same poem in order to view and understand various ways of interpreting the same piece  
Eye contact and expressiveness exercises | Suggested Strategies:  
Appropriate rubrics for performances  
Small group presentations of poems / song lyrics  
Alternate Strategies: Quiz |

| How does one notate a written speech or script to aid in expressiveness? | Pausing  
Emphasis  
Subordination  
Rate of speaking | Poems, short stories, articles to be used as oral interpretation practice  
Video and audio clips of famous speeches (JFK, etc.)  
Creative Communication | Suggested Strategies:  
Model examples of notating speeches/scripts  
View famous speeches (video clips) while following along with transcriptions—students notate written copies of speeches according to the speakers’ choices; analyze their choices  
Alternate Strategies:  
Individual and partner notation work | Suggested Strategies:  
Notated script  
Rubrics |

| How does one give an effective oral interpretation performance that conveys the author’s intent and brings the work to life? | All skills in the unit | Creative Communication  
Handouts | Suggested Strategies:  
Individual written analysis of poem / song lyrics  
Notating exercises  
Partner rehearsal with feedback sheet | Suggested Strategies:  
Individual oral interpretation presentation of poem / song lyrics (student’s choice)  
Self-evaluation / Peer-evaluation |

**Suggestions on how to differentiate in this unit:**
- The time length for speeches can be shortened for student anxiety.
- Students can enrich their understanding by watching storytelling performances and attending public speaking competitions.
**Freehold Regional High School District**  
**Honors Speech, Debate, and Dramatic Arts Workshop**  
**Unit #4: Informative Speaking**

**Enduring Understandings:** An informative speaker must be both enthusiastic and knowledgeable in order to effectively teach his / her audience.  
Expressiveness is one of the most important skills for a public speaker to possess.  
Public speaking is a form of theater and requires the mastery of specific dramatic skills.

**Essential Questions:**  
How can a speaker generate enthusiasm in the audience for his / her topic?  
How can one create an introduction that will “hook” the audience and a conclusion that will encourage the audience to want to further pursue the topic?  
How can expressiveness impact / influence an audience?  
How can one create a strong informative speech?

**Unit Goal:** Students will be able to demonstrate the skills needed in order to deliver an effective informative speech.  
**Duration of Unit:** 6-7 weeks  
**NJCCCS:** 9.1.B.1, 1.1 C2, 1.3 C2, 8.1 A3, 3.3 D

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| How does one structure a “speech to inform”? | Informative speaking  
Teaching techniques  
Attention factors | Creative Communication  
Copies of famous speeches  
Sample outlines | Suggested Strategies:  
Analyze sample outlines of informative speeches  
Give copies of speeches to the students and have them formulate corresponding outlines | Suggested Strategies:  
Outlines of famous speeches |
| What is verbal support? | Testimony  
Comparison  
Statistics  
Illustration | Creative Communication  
Internet | Suggested Strategies:  
Small group work—create verbal support for given topics  
Partner work—research given topic in order to find each type of verbal support; create brief presentation  
Alternate Strategies:  
Research techniques and resources | Suggested Strategies:  
Appropriate rubric |
| What should be included in a strong introduction and in a strong conclusion? | Hook  
Diction  
Structure  
Final Line | Creative Communication  
Internet | Suggested Strategies:  
Read aloud introductions and conclusions from famous speeches; class discussion/written analysis of introductions  
Partner work: create introductions/conclusions for given topics; choose one to rehearse and present | Suggested Strategies:  
Appropriate rubric for partner introductions and conclusions |
| How does one create an effective visual aid? | Types of visual aids  
Internet  
Examples of visual aids  
Handouts | Creative Communication  
Internet | Suggested Strategies:  
Small group work—create a brief presentation that utilizes a student-created visual aid | Suggested Strategies:  
Small group presentations  
Peer evaluations of visual aids  
Rubric for visual aid |
| How does a speaker create and deliver an informative speech that will generate enthusiasm in the audience for his / her topic? | All skills in the unit  
Relating topics to audience  
Audience analysis | Creative Communication  
Internet | Suggested Strategies:  
Expressiveness exercises  
View live and recorded informative speeches—class discussion /written observations  
Student research on selected topic (individual or partner)  
Alternate Strategies:  
Partner rehearsal with feedback sheets | Suggested Strategies:  
Individual/partner oral presentation—informative speech on the topic of their choice  
Typed outlines  
Self-evaluation /Peer evaluation |

**Suggestions on how to differentiate in this unit:**  
- The time length for speeches can be shortened for student anxiety.  
- Students can complete written observations of different instructional styles.
Freehold Regional High School District  
Honors Speech, Debate, and Dramatic Arts Workshop  
Unit #5: Persuasive Speaking

**Enduring Understandings:** An effective persuasive speaker is one who can alter the way an audience thinks and / or feels about a topic. Public speaking is a form of theater and requires the mastery of specific dramatic skills.

**Essential Questions:**
- How can a persuasive speaker appeal to the mind of a listener?
- How can a persuasive speaker appeal to the heart of a listener?
- How can a persuasive speaker appear credible and ethical to a listener?
- Why is eye contact one of the primary skills that a public speaker should possess?
- How can knowledge of theater, acting, and dramatic structure help a public speaker to develop his / her skills?

**Unit Goal:** Students will be able to effectively deliver a persuasive speech on a topic of their choice.

**Duration of Unit:** 6-7 weeks

**NJCCCS:** 1.1 C2, 1.3 C.2, 9.1.F.2, 8.1 C1, 8.1 A3, 3.3 D

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| What techniques can be employed to aid a persuasive speaker in his / her goal of manipulating an audience into believing a specific idea? | Emotional proof  
Logical proof  
Ethical proof  
Ten main motive appeals  
Conviction  
Proposition | Creative Communication | Suggested Strategies:  
Acting exercises  
Class discussion—examples of motive appeals  
Written examples of proofs and motive appeals  
Small group brief persuasive presentation utilizing all three proofs  
Small group work—create sales pitch—use certain number of motive appeals in speech | Suggested Strategies:  
Small group oral presentations  
Sales Pitch presentations  
Sales Pitch rubric |
| How can a speaker use pauses effectively to heighten the persuasiveness (or intensity) of a speech? | Rate  
Persuasion techniques  
Eye contact  
Emphasis | Creative Communication  
Video clips  
Audio clips | Suggested Strategies:  
Notation work on famous persuasive speeches  
Individual and small group practice reading aloud; focus on when / how to pause | Suggested Strategies:  
Brief oral presentations that focus on effective pausing |
| How does one feign passion for a subject that he / she does not believe in? | Acting techniques  
Manipulation | Creative Communication  
Video clips | Suggested Strategies:  
Partner/small group work: create brief persuasive speeches on opposite view of personal beliefs  
Alternate Strategies: Informal debates—take turns arguing both sides | Suggested Strategies:  
Appropriate rubrics |
| How does one gather and organize information in order to make a solid argument? | Organization strategies  
Research techniques  
Sources | Creative Communication | Suggested Strategies:  
Research strategies  
Notes | Suggested Strategies:  
Outlines |
| How does one create and deliver a powerful persuasive speech? | All skills in the unit | Creative Communication  
Video clips  
Audio clips | Suggested Strategies:  
Student research/Model outline  
Speech preparation  
Partner rehearsal with feedback sheet | Suggested Strategies:  
Individual oral presentation of persuasive speech on topic of choice |

**Suggestions on how to differentiate in this unit:**
- Students can listen to / view suggested additional recordings at home in order to better grasp concepts.
- Advanced students can argue against their beliefs for the culminating assignment of the individual persuasive speech.
**Freehold Regional High School District**  
**Honors Speech, Debate, and Dramatic Arts Workshop**  
**Unit #6: Debate**

**Enduring Understandings:** An effective public speaker must be an effective improviser.  
Public speaking is a form of theater and requires the mastery of specific dramatic skills.  
An effective persuasive speaker is one who can alter the way an audience thinks and / or feels about a topic.

**Essential Questions:** How can knowledge of theater, acting, and dramatic structure help a public speaker to develop his / her skills?  
Why is it important for a public speaker to be able to “think on one’s feet”?  
How can a persuasive speaker appeal to the **mind** of a listener?  
How can a persuasive speaker appeal to the **heart** of a listener?  
How can a persuasive speaker appear credible and ethical to a listener?

**Unit Goal:** Students will be able to demonstrate mastery of advanced public speaking skills, specifically those involved with persuasive speaking and debate.

**Duration of Unit:** 5-6 weeks

**NJCCCS:** 1.1 C2, 1.3 C1, 1.3 C1, 1.3 C.2, 8.1 C1, 8.1 A3

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| How does one develop a strong constructive speech? | Parts of a constructive speech  
Persuasion  
Research techniques | Video clips  
Creative Communication | Suggested Activities:  
Model notes  
Outlines of sample speeches | Suggested Activities:  
Written assignments  
Small group and partner presentations |
| How does one participate effectively in a rebuttal? | Spontaneous response  
Parts of a rebuttal | Video clips  
Creative Communication | Suggested Activities:  
Class exercises—informal debates with rebuttals | Suggested Activities:  
Small group and partner exercises |
| How does one participate effectively in a debate? | All skills covered in all units  
Research techniques | Video clips  
Audio clips  
Creative Communication | Suggested Activities:  
Student research  
Rehearsal—focus on acting / public speaking methods  
Peer critique  
Activity—anticipating counter-argument | Suggested Activities:  
Small group debate on chosen topic—constructive speech and rebuttal |

**Suggestions on how to differentiate in this unit:**
- Students can watch additional suggested televised recordings of famous debates.
- Students can participate in additional rebuttal work.