

Course: *Public Speaking*
Unit 2: Personal Narrative, Story-Telling, Entertainment Speeches

Year of Implementation: 2023-2024

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

- Unit Standards: *(keep each of the following headings in place)*
 - Content Standards
 - ***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 grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.***
 - ***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.***
 - ***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.***
 - ***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.***
 - ***SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.***

- ***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.***
 - ***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, suspense, growth, or resolution).***
 - ***D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.***
- ***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.***
- ***21st Century Life & Career Standards***
 - ***9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.***
 - ***9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media***

- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to craft and deliver stories that successfully entertain, motivate, and/or inspire.

As aligned with LRHSD Long Term Learning Goal(s)

1. understand key ideas and details in various texts of all genres; analyze and evaluate text structure and its impact on the meaning of text

2. make connections between and among texts as well as real-life experiences
3. produce clear and coherent writing of various text types and purposes; utilize research-based strategies to produce, present and distribute these texts
4. employ the writing process (planning, revising, editing, rewriting, publishing)
5. produce and engage in a range of conversations using a variety of media and formats
6. evaluate speakers' use of evidence, point of view, logic and rhetoric
7. evaluate and respond to their and others' oral and written communication, including reading, writing, speaking and listening
8. demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Enduring Understandings

Students will understand that. . .

EU 1

storytelling can be an integral part of most public speaking.

EU 2

there are many ways to effectively reach/connect with an audience.

EU 3

becoming a good public speaker takes time, practice, and a willingness to fail.

Essential Questions

EU 1

- How can rhetorical appeals be most effectively used in storytelling?
- How can storytelling be used to enhance speeches whose primary purpose is not storytelling itself?
- How can you find places in speeches that could be improved by the inclusion of anecdotal and narrative elements?

EU 2

- How does point-of-view impact the audience and their connection to the story/storyteller?
- How can a speaker tell if they are connecting with an audience?
- How can a speaker adjust during a speech in order to improve audience engagement?

EU 3

- What different techniques can be utilized while practicing a speech?
- How can a perceived failure during speaking be turned into an opportunity for improvement?

EU 4
good story-telling is a skillset independent of the story itself.

EU 5
understanding who your audience is will dictate how a story should be told.

- How can we examine our daily interactions and find opportunities to improve our speaking outside of class?

- EU 4
- How important is context for an audience when telling a story?
 - How does a good storyteller turn an ordinary event or incident into a story worth telling?
 - How can one practice storytelling skills in regular life?
 - What role should factual versus emotional truth play in a story?
 - How can you decide which details are actually important to a story?

- EU 5
- How can demographics influence our decisions about how to tell a story?
 - How can various aspects of delivery be adjusted to match your audience and what needs to stay consistent regardless?
 - How will the audience's knowledge about you impact your ability to tell the story you hope to tell?

Knowledge

Students will know . . .

EU 1

- that there are always opportunities to include anecdotes in traditional speech formats. (SL.11-12.1.)
- that elements of storytelling can be used to help achieve any speech's purpose. (SL.11-12.1.)

EU 2

Skills

Students will be able to . . .

EU 1

- incorporate anecdotal storytelling into traditional speech formats. (W.11-12.3.)
- implement elements of storytelling to convey a speech's purpose. (W.11-12.3.)

EU 2

- that choices can be made during the planning of a speech to aid in connecting with their audience. (*L.11-12.3.*)
- that an audience's reactions must be read and adjusted to throughout a speech. (*SL.11-12.6.*)

EU 3

- that good story telling takes time and practice and work. (*SL.11-12.1.*)
- what techniques they can use to implement lessons learned from failed attempts into future successes. (*SL.11-12.1.*)

EU 4

- what elements are needed in order to turn an occurrence into a story. (*SL.11-12.1.*)
- that conveying meaning requires implementing a variety of storytelling techniques. (*L.11-12.3.*)

EU 5

- that being an audience member can help aid in learning about the audience you will be speaking to. (*SL.11-12.1.*)

- draft speeches in a way that is designed to connect with their audience. (*W.11-12.3.*)
- make decisions during their speech to adjust for audience reaction. (*SL.11-12.6.*)

EU 3

- implement a variety of techniques like peer review and videoing themselves to practice and revise drafts. (*SL.11-12.1.*)
- reflect on past attempts at storytelling and implement what they observe into future attempts. (*SL.11-12.1.*)

EU 4

- utilize context as an effective part of turning an occurrence into a story. (*L.11-12.3.*)
- make effective choices in point of view in order to enhance the audience's reaction to, and connection with, a story. (*L.11-12.3.*)

EU 5

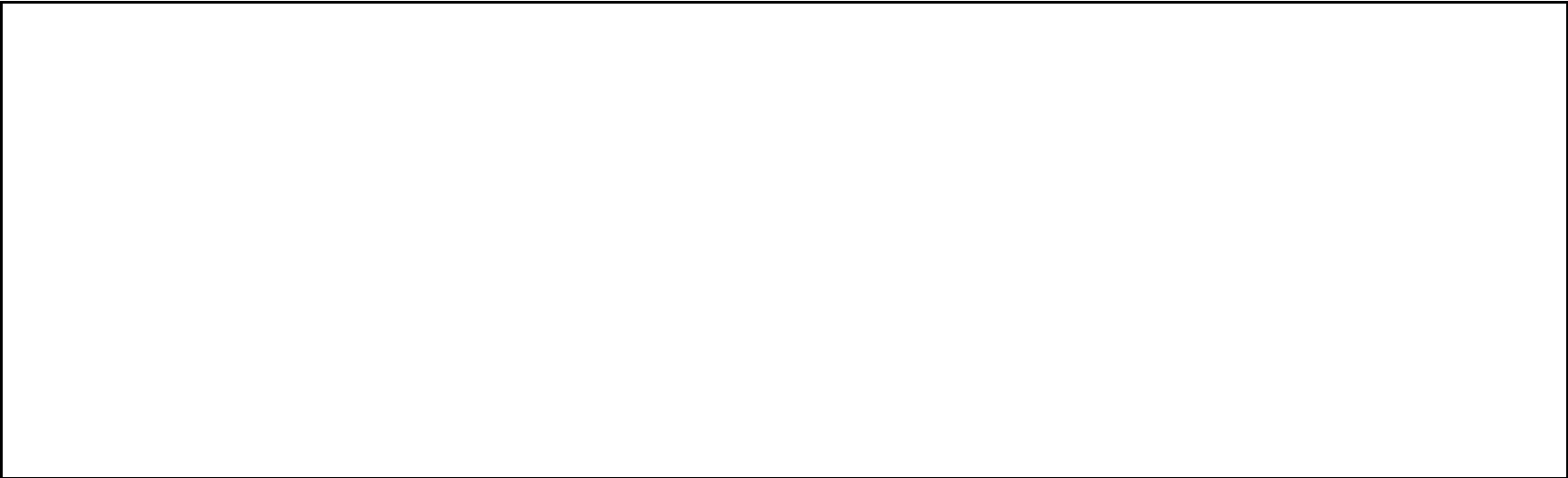
- actively engage in analysis while listening to other speeches. (*SL.11-12.1.*)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- Watch and critique examples from [The Moth](#). (A, EU 2, 4, &5)
- Collaborate with History classes to examine the story structure of a current event as reported in the news (A, EU 1&2)
- Free Writing on a regular basis to tap into possible storytelling ideas, sometimes using prompts and other times just encouraging students to write about what is on their minds. (A, EU 3)
- Read and analyze examples of story-based personal narrative writing like John Green's "Super Mario Cart" and "CNN" (A&M, EU 2&5)
- Pet Peeve Speech: Students will construct and deliver a speech venting about a pet peeve while the audience assesses for natural strengths and weaknesses in terms of delivery and physicality. (M&T, EU 1-4)
- Improv Games: (A, M, &T, EU1-4)
 - Word Sneak (see Jimmy Fallon)
 - Alphabet Game: Conversation in which each exchange begins with the next letter of the alphabet. Tip: Set this up with a scenario to guide their conversation.
 - Questions Only: Live conversation in which participants can only respond with questions.
 - Pass the Conversation: Each time the teacher buzzes, a new student jumps into an existing conversation and attempts to keep it going.
 - Tell the Story Behind an Object They Have on Them
 - Recount or make up the story behind your name
 - Two Truths and a Lie
- Critique student drafts to find places where meaning would be better conveyed through the inclusion of anecdotal storytelling. (M, EU 1)
- Class discussions designed to unpack what came up in a round of speeches, and allow students to analyze and assess their audience. (M, EU 1-5)



Pacing Guide

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
1	Persuasive Speeches	10-20
2	Informative Speeches	10-20
3	Demonstration Speeches	10-20
4	Improvised Speeches	10-20

Instructional Materials

The Moth

[The Moth's YouTube channel.](#)

https://www.youtube.com/watch?v=-Lug_IxFKo8&app=desktop

Noah, 15, talking about two moms and fear they'll divorce

https://www.youtube.com/watch?v=1V5_Jz04qiA

Nimisha talking about her experiences as an awkward immigrant teen

<https://www.youtube.com/watch?v=Bv7SV4NPmE0>

young man, talking about his mother in prison

<https://www.youtube.com/watch?v=EYSHNfI04hQ>

high school boy tells story of his birth in war torn Bosnia

<https://www.youtube.com/watch?v=GMhq0Ffbvoo>

short snippets of the winners of the Boston teen slam

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.