Introduction to Public Speaking

Collaboration

Inquiry: Establishing the purpose of the unit

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Statement of Inquiry

Expressing my beliefs can change relationships across boundaries.

How did it go with this SoI? It has the key pieces IB is looking for- did you notice a change in your actual classes or the kids' understanding, having used this method?

Inquiry Questions

**Factual** - What characteristics and skills are associated with strong public speaking?

**Conceptual** - How can expressing my point of view give me power? How can it give me freedom? How can I inspire change through self expression?

**Debatable** - Is it my responsibility to express my point of view? Does expressing my point of view make me a productive member of my immediate community? Of the world? Which characteristics of strong public speaking apply to acting? (is this debatable or conceptual?) Will what I express always be interpreted as I intend?

Is there a way to bring in interpretation and change here? Some possible example are above.

IB Objectives

**MYP: Arts (For use from September 2014/January 2015)**

**Objective A: Knowing and understanding**

In order to reach the aims of arts, students should be able to:

**Alignment to Local/National Standards**

**Whitby: Theater**

**Grade 5**

**Knowing and Understanding**

**Character Development**

- SW be introduced to perspective through observation and discussion.
• i. demonstrate awareness of the art form studied, including the use of appropriate language
• ii. demonstrate awareness of the relationship between the art form and its context
• iii. demonstrate awareness of the links between the knowledge acquired and artwork created.

Objective B: Developing skills
In order to reach the aims of arts, students should be able to:
• i. demonstrate the acquisition and development of the skills and techniques of the art form studied
• ii. demonstrate the application of skills and techniques to create, perform and/or present art.

Objective C: Thinking creatively
In order to reach the aims of arts, students should be able to:
• i. identify an artistic intention
• ii. identify alternatives and perspectives
• iii. demonstrate the exploration of ideas.

Objective D: Responding
In order to reach the aims of arts, students should be able to:
• i. identify connections between art forms, art and context, or art and prior learning
• ii. recognize that the world contains inspiration or influence for art
• iii. evaluate certain elements or principles of artwork.

Assessment Criteria
Criterion
• Criterion A Knowing and understanding
• Criterion B Developing skills
• Criterion C Thinking creatively
• Criterion D Responding

SW investigate and discuss character motivation through monologue work.

Text Analysis/Public Speaking
• SW identify examples of strong public speakers.
• SWBAT identify and articulate skills necessary for strong public speaking.

Developing Skills
Character Development
• SW begin to choose action verbs (or tactics) to achieve character wants (objectives).
• SW explore how gestures communicate wants, needs, and attitudes.

Text Analysis/Public Speaking
• SW define and begin to create points of view.
• SWBAT apply their knowledge of public speaking skills to their delivery of speeches and monologues in front of their classmates.

Thinking Creatively
Character Development
• SW begin to choose action verbs (or tactics) to achieve character wants (objectives).

Text Analysis/Public Speaking
• SW identify different places and purposes for public speaking.
• SWBAT apply their knowledge of public speaking skills to their delivery of speeches and monologues in front of their classmates.

Responding
Text Analysis/Public Speaking
• SW describe why they need to be strong public speakers.
• SW begin to locate the presence of empathy in speeches/monologues.

Making Connections
• SWBAT draw parallels between skills used for public speaking and acting.

Summative Assessment Tasks & Statement of Inquiry
Relationship between summative assessment task(s) and statement of inquiry:

Expressing my beliefs can change relationships across boundaries.

Actor as Thinker and Listener
Observations
• SW complete a “DO NOW” in order to assess their previous knowledge of public speaking.
• SW define public speaking together using their answers from their “DO NOWS.”
• SW listen to an audio clip of Martin Luther King Jr.’s I Have A Dream speech. They will consider what made him a strong public speaker: Did the speaker exhibit any of the characteristics that they came up with in their “DO NOW?” What else did they notice? What new discoveries did they make?
• SW participate in the Alphabet Relay.
• SW watch part of Barack Obama’s 2009 Inauguration

Actor as Risk-Taker and Public Speaker
Students will apply skills/characteristics of public speaking that best punctuate their own expression of MLK Jr.’s beliefs with regard to necessary passing of a civil rights bill. **Perhaps audience should be included as a related concept because students are also asked to consider who they’re talking to and what they’re trying to do to them. Is that what interpretation does? Maybe the two can work together.

Actor as Public Speaker (or vice versa)
Speech. After watching, they will complete an Exit Slip (reflection) using the extent of their knowledge of public speaking.

**Actor as Risk-Taker and Public Speaker Performance Task**

- SW be given the same section of Martin Luther King Jr.'s *I Have A Dream* speech. They will be given one class session to study the speech before delivering it in front of their classmates. They will choose at least two characteristics/skills of strong public speaking to focus on in their delivery. After delivering their speeches, they will reveal the characteristics (or skills) that they focused on. Audience members will respond to their use of characteristics/skills through the “Ring of Fire” critique.
- SW will deliver the *I Have A Dream* speech a second time, applying feedback given to them by their classmates and their teacher.

**Actor as Public Speaker Performance Task**

- SW revisit their Alphabet Relay responses from Criterion A to consider which characteristics/skills of public speaking might also apply to acting.
- SW apply some of the above-mentioned crossover skills to monologues from “The Hangover” and “Goonies.” They will also establish a strong point of view on the monologue that they choose.

**Actor as Public Speaker Written assessments**

- SW complete a written reflection about the relationship between public speaking and acting. Why is proficiency at public speaking important to acting? Which characteristics/skills of public speaking have the greatest value to acting?

Students will consider the change that they're trying to effect through their monologues. What new *relationships* are formed in the "Wolf Pack" monologue from The Hangover? What boundaries are they trying to change *relationships* across in the Goonies monologue? Students will then apply skills/characteristics of public speaking that best relate to acting and best punctuate their *expression* of their beliefs—their calls to change—their points of view.

I bolded the concepts/contexts from you Sol here to highlight what students are expected to show understanding of. A lot of the context of relationships, which is great. Expression is there, too. Change is there in A. It would be helpful to reflect on whether these assessments are asking students to show their understanding of change anywhere else, along with their understanding of interpretation.

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**Approaches to Learning (ATL)**

**Approaches to Learning**

**MYP**

**Skill Category:** Communication

**Skill Clusters:**

  I. Communication skills

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**Criterion A Overview Introduction to Public Speaking 2015-2016.docx**

**Criterion B Overview Introduction to Public Speaking 2015-2016.docx**

**Criteria C & D Overview Introduction to Public Speaking 2015-2016.docx**
Exchanging thoughts, messages and information effectively through interaction
- Give and receive meaningful feedback

Reading, writing and using language to gather and communicate information
- Read critically and for comprehension
- Make inferences and draw conclusions
- Take effective notes in class

Skill Category: Self Management

Skill Clusters:
V. Reflection skills
(Re-)considering the process of learning; choosing and using ATL skills
- Consider content – What did I learn about today? – What don’t I yet understand? – What questions do I have now?
- Consider ATL skills development – What can I already do? – How can I share my skills to help peers who need more practice? – What will I work on next?

Skill Category: Thinking

Skill Clusters:
VIII. Critical thinking skills
Analysing and evaluating issues and ideas
- Gather and organize relevant information to formulate an argument
- Interpret data
- Draw reasonable conclusions and generalizations

Skill Clusters:
X. Transfer skills
Utilizing skills and knowledge in multiple contexts
- Apply skills and knowledge in unfamiliar situations
- Combine knowledge, understanding and skills to create products or solutions
Action: Teaching and learning through inquiry

Content

Text Analysis/Public Speaking:

Students will be able to decode text and perform it in front of live audiences.
Students will begin to uncover the presence of “fairness” and “justice” in speeches and monologues.
Students will identify acting as a form of public speaking.

Character Development:

Students will be introduced to how what a character wants impacts their actions.
Students will discuss how their use of their bodies and voices conveys emotion.
Students will explore how the physicality and voice of a character communicates their wants, needs, and attitudes.

Learning Process

Learning Experiences

and teaching strategies

Actor as Thinker and Listener

- SW complete a “DO NOW” in order to assess their previous knowledge of public speaking.
- SW define public speaking together using their answers from their “DO NOWs.”
- SW listen to an audio clip of Martin Luther King Jr.’s I Have A Dream speech. They will consider what made him a strong public speaker: Did the speaker exhibit any of the characteristics that they came up with in their “DO NOW?” What else did they notice? What new discoveries did they make?
- SW participate in the Alphabet Relay.
- SW watch part of Barack Obama’s 2009 Inauguration Speech. After watching, they will complete an Exit Slip (reflection) using the extent of their knowledge of public speaking.

**Through listening to Martin Luther King Jr.’s I Have A Dream speech and Barack Obama’s 2009 Inauguration speech, students will hear and see two strong examples of the use of public speaking toward changing relationships and increasing opportunities. They will also identify skills used by the two speakers in order to punctuate their expression of their arguments, like purposeful gestures and emphasis. Critical-thinking Skills, Reflection Skills.

Actor as Risk-Taker and Public Speaker

- SW be given the same section of Martin Luther King Jr.’s I Have A Dream speech. They will be given one class session to study the speech before delivering it in front of their classmates. They will choose at least two characteristics/skills of strong public speaking to focus on in their delivery. After delivering their speeches, they will reveal the characteristics (or skills) that they focused on. Audience members will respond to their use of characteristics/skills through the “Ring of Fire” critique.
- SW will deliver the I Have A Dream speech a second time, applying feedback given to them by their classmates and their teacher.

**Students will apply skills/characteristics of public speaking that best punctuate their own expression of MLK Jr.’s beliefs with regard to necessary passing of a civil rights bill. Communication Skills, Critical-thinking Skills, Transfer Skills.

Actor as Public Speaker

- SW revisit their Alphabet Relay responses from Criterion A to consider which characteristics/skills of public speaking might also apply to acting.
- SW apply some of the above-mentioned crossover skills to monologues from “The Hangover” and “Goonies.” They will also establish a strong point of view on the monologue that they choose.
- SW complete a written reflection about the relationship between public speaking and acting. Why is proficiency at public speaking important to acting? Which characteristics/skills of public speaking have the greatest value to acting?

**Students will consider the change that they're trying to effect through their monologues. What new relationships are formed in the "Wolf Pack" monologue from The Hangover? What boundaries are they trying to change relationships across in the Goonies monologue? Students will then apply skills/characteristics of public speaking that best relate to acting and best punctuate their expression of their beliefs–their calls to change–their points of view. Communication Skills, Critical-thinking Skills, Transfer Skills.
Formative Assessment

Do Now (to assess previous knowledge of public speaking)

Alphabet Relay (to encourage critical and creative thinking about skills/characteristics of strong public speaking, students match each letter of the alphabet with a skill/characteristic)

Observations & Discussions (about speeches and speakers studied, including student speakers)

Lots of opportunities for feedback - great. It would be helpful to add in here how each of these formatives supports students in developing skills/understandings for summatives. Which summatives do they link to? How is feedback given/received?

Differentiation

I expect my students to behave appropriately because most of them they have taken part in theatre classes in the past. They have agreed on school-wide behavioural contracts. Public speaking may cause some discomfort among shy students. In order to combat inappropriate criticism, students have considered what they need in order to feel safe during class sessions. I also weave much debriefing into class sessions in order to assess students’ emotional states and we use specific vocabulary to keep criticism constructive (i.e. acknowledgements and recommendations).

More accommodations were necessary among this year’s Fifth Grade students, particularly with regard to written reflections. I found that paragraphing and, in some cases, writing in complete sentences was difficult for many of them and allowed some to reflect orally. In fact, I found that recording conversations could be useful in that it could provide students with a record of their learning and could allow them to get their thoughts out more completely.

With regard to the summative content of the unit (MLK Jr. speech and movie monologues), I adjust my expectations according to students’ comfort levels with public speaking. For example, if a student is already making much eye contact, projecting their voice, and emphasizing important words, I might ask them to start to work on purposeful gestures. If a student is still working solely on projecting their voice, I might encourage them to look for a couple of places to add eye contact.

Obviously lots of thought here! One of the most powerful parts of the BQC course for me was the view of looking at this box in terms of content/process/product and ensuring that, as teachers, we are differentiation all three. It looks like you're considering each above. Would it be helpful to separate it out in future units under these labels?

Resources

Martin Luther King Jr.’s I Have A Dream speech (both written and aural versions)
Barack Obama's 2009 Inauguration speech (video recording)
Monologue from the movie Goonies
Monologue from the movie The Hangover

🔗 Goonies Monologue.docx
🔗 Wolfpack Monologue.docx
🔗 I Have A Dream Cut.pages
## Reflection: Considering the planning, process and impact of the inquiry

### Reflections

#### Prior to teaching the unit

I think that this unit is a good length. It's not too long and not too short. It provides a clear and concise introduction to public speaking. I also think that I've chosen engaging material to work on:

MLK Jr.’s *I Have A Dream* speech is an important speech to become familiar with and a very famous speech toward efforts for change in our country. The segment of the speech that I've chosen to focus on is one that middle school students are capable of understanding even if they can't quite relate to it.

The movie monologues are also clear and concise. Additionally, they're active and the objectives of their characters are clear. They give students the opportunity to apply various strategies to achieving their objectives.

### During teaching

The students really enjoy this unit. And I think the "products" put forth by the Fifth Graders this year have been stronger than in previous years. They seem to be more fearless, more willing to take risks. Ahh, yes, this group would be. :) I've noticed many more hand gestures included in speech deliveries and they are, by and large, meaningful. I also notice much emphasis put on important words and have observed more of an effort by students to understand words that they haven't seen before.

Again, I think this unit is a very manageable length for students. They seem to understand where we're headed and how long it's going to take to get there. I also thing they're noticing process more since we're highlighting the different steps of the process toward a "final product."

### After teaching the unit

I decided that this unit needs a new Statement of Inquiry AND an additional related concept for the 2016-2017 school year. The new SOI will be:

**By taking the risk to express my beliefs publicly, I have the ability change relationships across boundaries.**

And **Audience** will be the additional related concept. I realized that it's inherently a related concept so it should be an official related concept. A big part of the unit is focused on what students can do to their audience in order to affect change.

I'm not sure whether I addressed the key concept of **change** enough during my teaching of this unit this year. I think I addressed it more in the past. This is something to consider moving forward. *Interesting- did you consider what others it could be?*

I plan to keep the content the same moving forward. When it seems stale, I'll change it. But I've realized that this content seems to have some lasting power.