



# Oral Presentation Using Descriptive Details and Visual Displays — Grade 10

## Ohio Standards Connections

### **Communications: Oral and Visual**

#### Benchmark C

Give presentations using a variety of delivery methods, visual displays and technology.  
(Grades 8 - 10)

#### Indicator 9

Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.  
(Grade 10)

### **Lesson Summary:**

*Students will give a presentation to the class that describes an event or experience in which they participated. Students will learn to use descriptive language and to convey relevant information through speech and visual aids.*

**Estimated Duration:** *One hour and 50 minutes. Time will vary depending on the size of the class.*

### **Commentary:**

Reviewers of this lesson recognized that adults as well as children are often called upon to deliver an oral presentation; hence, the reviewers noted that the practice students receive in this lesson is especially useful. Reviewers also noted the importance of interdisciplinary connections suggested within the lesson. One reviewer even suggested students set up a living museum or a forum/panel discussion, using an event from history and discussing the pros and cons of an issue. This approach would be highly useful in a team-teaching setting, as standards within two academic content areas could be demonstrated and assessed. The teacher of one discipline (a social studies teacher) could focus on the content presented, while the teacher of another discipline (the English language arts teacher) could focus on the skill level demonstrated in the delivery of the content.

The first step in the instructional procedures of this lesson calls for the teacher to describe his/her personal experience. This is a good use of modeling for students, as eventually the students will be called upon to select from their own personal experiences to generate topics. The proposed topics suggested within the lesson are offered merely to stimulate thoughts in the generating of personal topics, and not suggested as a limited list from which students must choose their topics. By encouraging students to use personal experiences as a basis for their presentations, they became engaged in the lesson at a higher level.

The time suggested for completing this lesson is an estimate because the time may certainly vary. Some teachers reviewing the lesson believed students at the tenth grade level could readily fill eight minutes of presenting, while others believed the time to be too lengthy. This would certainly be best determined by teachers who understand their own students and their abilities.

As explained in the instructional procedures of the lesson, students are expected to identify descriptive language, and discuss story elements. Students, therefore, should possess some level of understanding of similes, metaphors, hyperbole and other figurative language devices often used in media. The degree of preliminary work students may require before they delve into the lesson will be determined in part by the results of the pre-assessment.

Finally, it has been pointed out by those who reviewed the lesson in the pilot-study that when examining relevant information that media personnel choose to include in a story, particular examples may be presented for a class review. Considering whether or not war coverage in Iraq is better presented using close-up shots and night vision photography as a means to enhance a viewer's understanding may be discussed. Such a discussion helps students

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learning more about the power of descriptive language and conveying relevant information using visual aids.

## **Pre-Assessment:**

Give each student one minute to describe his/her method of transportation to school.

## **Scoring Guidelines:**

3 = Student uses descriptive language and includes relevant information. The student's delivery is comfortable and animated.

2 = Student uses some descriptive language but leaves out some relevant details. The student's delivery is uncomfortable and not animated.

1 = Student does not use descriptive language and leaves out relevant information. Delivery is self-conscious.

0 = Student refuses to give presentation.

## **Post-Assessment:**

- Students are given eight minutes to deliver their presentation(s) on the event or experience agreed upon by the teacher and student.
- Students will be required to use visual aids and/or technology as part of their presentation.

## **Scoring Guidelines:**

3 = Student uses descriptive language and is animated. Student includes all relevant information and makes exceptional use of technology and/or visual aids.

2 = Student uses descriptive language and includes some relevant information. The student meets the requirement for using visual aids.

1 = Student uses limited descriptive language and is self-conscious. The use of visual aids, if present, is ineffective.

0 = Student does not present.

## **Instructional Procedures:**

1. Demonstrate the assignment by telling the class about your trip to school that morning.
2. After telling the class about your morning, ask students if they have any questions.
3. Ask the students to think about the information that you gave them. For example, did you tell them the color of your car? Ask them what information about the car would help them describe it to someone else.
4. Show the students a picture of the car and ask them how the picture contributes to their understanding of your trip to school.
5. Organize the class into three groups and assign each group an element of a

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presentation to analyze. One group will look for relevant details, one for descriptive language and one at the use of visual aids.

6. Show the class short clips of national and local news stories.
7. After each clip, have the class discuss the elements of the story. Ask them if they have questions about the story that would help them understand the story better. What relevant information did the person include? What relevant information was left out?
8. Ask the class to identify descriptive language used in the story.
9. Ask the class to identify the use of visuals and/or technologies that contribute to the effectiveness of the story.
10. Tell the class they will be giving a presentation on an event or experience and the presentation should include the elements discussed in class.
11. Make suggestions of possible events or experiences that might be appropriate for this lesson (e.g., a sports experience, a homecoming, a family celebration, a disappointment, an emergency, a challenge faced, a humorous moment, a family vacation, etc.).

### **Differentiated Instructional Support:**

Instruction is differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).

- Have the student retell an event or experience as the teacher takes notes.
- Along with the student, create an outline of the event or experience.
- Have the student brainstorm what visual aids would help the class understand the presentation.
- Have the student video tape the presentation and ask him/her to critique his/her own work.
- Have the student choose an event or experience from a literary text instead of from personal experience.

### **Extension:**

Have the class create a news show from the events and experiences given by each class member.

### **Homework Options and Home Connections:**

- Have students watch the evening news and analyze the stories to determine the best.
- Have students ask parents to relate an event or experience from their personal life. Then ask them if they have pictures that illustrate the event or experience.

### **Interdisciplinary Connections:**

Work with the history teacher by choosing events in history to use for the presentation.

### **Materials/Resources Needed:**



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*For the teacher:* A list of proposed topics, technical support for the visual aids students may choose, video clips from television news shows and stopwatch may be helpful.

*For the students:* Materials to support the visual aids used in the presentation.

**Technology Connections:**

Use Web sites or create a PowerPoint for the presentation.

**General Tips:**

Discuss with each student the event or experience he/she will use for his/her presentation, and reach agreement.