

## Ohio Standards Connections

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

#### Benchmark C

Vary language choice and use effective presentation techniques, including voice modulation and enunciation.  
(Grades 5 - 7)

#### Indicator 6

Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.  
(Grade 7)

#### Indicator 7

Vary language choices as appropriate to the context of the speech.  
(Grade 7)

#### Benchmark F

Give presentations using a variety of delivery methods, visual materials and technology.  
(Grades 5 - 7)

#### Indicator 10

Deliver persuasive presentations that:

- establish a clear position;
- include relevant evidence to support position and to address counter-arguments; and
- consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast).

(Grade 7)

### Lesson Summary:

*Students will give persuasive presentations based on the questions they have researched. They will learn appropriate delivery techniques for effective persuasive presentations. (Note: This lesson should be taught after students have completed taking notes but before they plan their presentations.)*

**Estimated Duration:** *The estimated time for this lesson is five hours broken into instructional sessions.*

### Pre-Assessment:

Informally assess students' knowledge of the components of an effective presentation. Provide examples.

### Post-Assessment:

Students will deliver their persuasive presentations to the class.

### Scoring Guidelines:

3 = Meets or exceeds all expectations as outlined on class rubric.

2 = Meets most expectations as outlined on class rubric.

1 = Meets some expectations as outlined on class rubric.

0 = Does not meet any expectations as outlined on class rubric.

### Instructional Procedures:

- Students brainstorm the components of a presentation (e.g., clearly identified topic, audience, purpose, voice modulation, enunciation, inflection and eye contact).
- Show students videos of people delivering speeches. If videos are not available, have them listen to audiotapes of speeches. Discuss how the people delivering these speeches demonstrate or do not demonstrate the qualities that they brainstormed.
- Return to the list of qualities for an outstanding presentation. Revise as needed based on information gathered by listening to the speeches.
- Create a class rubric for evaluating persuasive presentations based on the criteria students have identified. Suggest additions if they have left out important criteria.
- When the rubric is complete, have students listen to one more presentation and use the rubric to evaluate it. Discuss their evaluations and try to reach consensus on how well the speaker met the expectations outlined in the rubric. Then discuss whether the rubric is adequate for evaluating the presentation, identifying possible areas for improvement. Have them think about some of the following possible categories for criteria:
  - Introduction grabs the attention of the audience.
  - Main points are clear and understandable.
  - The organization of the presentation is easy to follow.
  - Visual aids are clearly related to the presentation.

### Other Related Ohio Standards

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

##### Benchmark D

Select an organizational structure appropriate to the topic, audience, setting and purpose.  
(Grades 5 - 7)

##### Benchmark E

Present ideas in a logical sequence and use effective introductions and conclusions that guide and inform a listener's understanding of key ideas.  
(Grades 5 - 7)

##### Indicator 8

Deliver informational presentations (e.g., expository, research) that:

- a . demonstrate an understanding of the topic and present events or ideas in a logical sequence;
  - b . support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes
  - c . include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);
  - d . use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
  - e . draw from multiple sources and identify sources used.
- (Grade 7)

- Visual aids make the presentation easier to understand.
  - Credit is given to sources for information, ideas or quotations.
  - The presentation is persuasive.
  - The conclusion lets the audience know the presentation is complete. A final persuasive point or summary is given.
  - Make final revisions to rubric.
6. Tell students they will be evaluated based on the rubric they developed. The teacher as well as all of the students in the class will be evaluating each of the speakers based on this rubric. As they prepare their presentations, they should keep the rubric expectations in mind to be sure they will receive the best evaluation possible.
  7. Provide time for students to prepare the final versions of their persuasive presentations and create the notes they will use to deliver them. If students have chosen to do a PowerPoint presentation, they will need extra time at the computer. Arrangements should be made for a projector for the computer when the presentation is made.
  8. Have students work with a partner to rehearse their presentations. Partners should provide feedback to each other based on the expectations outlined in the rubric. (**Note:** Video cameras or tape recorders may be used during the practice time to help students refine their presentations.)
  9. When a student is making a presentation, the rest of the class should have copies of the rubric. They should complete the rubric after the presentation. During the presentation, they should pay careful attention to the presenter. The students' completed rubrics along with the teacher's should be shared with each speaker after his/her presentation. This may be done during a discussion, reminding students of appropriate comments to make.

### **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).

- Additional practice time may be necessary. Audio or video taping might also be especially helpful for students who struggle. Students may choose to include a variety of visuals, music or other props to enhance their presentations.

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

- Students should practice their presentations (e.g., in front of a mirror, for parents or for friends at home).
- Students who have computers with PowerPoint or a similar presentation program at home may work on their PowerPoint presentations at home.

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

*For the teacher:* Video or audio tapes of famous speeches. (Note: There are many Internet sites that have the text of famous speeches as well as recordings of the speeches being delivered. Enter "speeches" as the search word, and a variety of sites will be displayed.) Computer with projector.

*For the students:* Class generated rubric (after first part of lesson).

**Interdisciplinary Connections:**

Speeches might be related to content area studies.

**Technology Connections:**

Technology can be used to create visuals, music, etc. to enhance the presentation. This may include the use of digital photographs or PowerPoint.

**General Tips:**

- This is the culmination of a unit on research.
- The quality of the speeches will be directly related to the amount of time you spend teaching each step in the research and presentation process. Be sure to provide ample time for addressing all necessary aspects of research and presentation preparation.
- Students will definitely need time to practice their presentations.
- Keep in mind that some students will be uncomfortable presenting to their classmates. Give them adequate support and practice time.

**Research Connection:**

This lesson is directly related to the research completed prior to the presentations.