

## LET ME TELL YOU A STORY

(To be used in conjunction with the assessment developed for Standard 4A.J)

### Performance Standard 4B.J

Each student will research and develop a topic for a three to five minute speech and will deliver the speech using proper public speaking technique accordingly:

- *Delivering the speech:* focus on fundamentals of speech delivery (i.e., introduction, clarity of purpose, language, bodily action/posture, eye contact/gestures, use of voice, enthusiasm/vigor, confidence/self-control, organization of material, conclusion).

### Procedures

1. *In order to speak effectively using language appropriate to the situation and audience (4B)*, students should experience sufficient learning opportunities to develop the following:
  - Communicate effectively the intended message.
  - Use effective nonverbal feedback (response) strategies.
  - Use a variety of verbal and nonverbal clues.
  - Speak clearly and confidently (e.g., use good volume, eye contact, body language).
  - Use appropriate grammar, word choice, and pacing.
  - Demonstrate effective use of visual aids and available technology.
  - Analyze information to make appropriate predictions and judgments.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Provide opportunities for students to observe models of good public speaking.
4. Each student will select a topic for the speech. (NOTE: teacher and students may brainstorm topics, or the teacher may develop a list of topics and assign them.)
5. Each student will research and develop an outline of the speech (i.e., Introduction, Main Points, First and Second Level Support, Conclusion).
6. Each student will develop a visual aid to enhance the presentation of the speech.
7. Each student will practice the delivery of the speech before the assessment.
8. Each student will deliver a three to five minute speech on the topic agreed upon with the teacher.
9. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level. (Optional – the teacher may have another student also evaluate the speech in conjunction with Standard 4A.J.)

### Examples of Student Work follow

### Time Requirements

- One to two class periods

### Resources

- Materials for visual aids
- Research resources, print and electronic as available
- Let Me Tell You a Story Rubric

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### SPEAKING ASSESSMENT STUDENT TASK SHEET

The assessment of a speech covers ten major categories of good public speaking. Each of the categories will be evaluated on a six point scale, with one to three points being weak and four to six points strong qualities. Your task is to listen carefully to the speech and evaluate it on each of the ten categories. While you are listening, you should also jot down on the bottom of the evaluation page the outline of the major points the speaker covers in the organization of the speech. Here is the explanation of the six point scale and the ten categories you are to assess.

#### SIX POINT SCALE:

1. Poor - Inferior in quality. The item is not present or is barely detectable.
2. Weak - The item is deficient of required criteria. Some attempt is made to use this in the speech, but that attempt does not impact the audience.
3. Fair - The item meets most criteria but is lacking at least one. The effect on the audience is detectable but minimal.
4. Adequate - The item meets minimum acceptable standards for the speaking assignment. All criteria are present but may not be well developed.
5. Good - The criteria for the assignment are fulfilled with greater detail and a level of development in places above the required minimum. Development of criteria may not be consistent throughout the speech.
6. Excellent - Consistent development of the criteria for an item throughout the speech. The attention to development of the item is clearly planned and carefully executed.

#### EVALUATION CRITERIA FOR THE TEN CATEGORIES:

1. INTRODUCTION - The speaker should identify clearly the subject of the speech and his/her purpose for speaking (i.e., persuade, inform, demonstrate, etc.). The introduction should be developed using one of the accepted patterns discussed in class (e.g., tell a story, unusual fact, anecdote, personal experience). The speaker should establish his/her credibility (give proof that the speaker knows the topic well enough to speak about it as an authority of sorts).
2. CLARITY OF PURPOSE - The identified purpose for speaking should be evident throughout the body of the speech. The speaker should not deviate from the intended purpose for speaking. Transition devices and word choice should be selected with the purpose in mind and should link the elements of the speech together to achieve the purpose. Any comments which detract from the purpose should be absent; such comments will result in a lower score on this category of the evaluation.
3. LANGUAGE - The choice of words and structure of sentences should be appropriate to the audience and occasion. An occasional slang term is OK, but the recurring use of inappropriate slang will lower the score on this category. Excessive use of slang without the proper motivation (necessary to achieve the particular purpose for speaking and appropriate to the audience) will result in an unsatisfactory rating (1-3).
4. BODILY ACTION/ POSTURE - The speaker stands erect and comfortable with both feet a comfortable distance apart for good support. Speaker should appear alert but at ease with confidence. Distracting movements should not be present. At no time should the speaker slouch, lean on furniture, move unnecessarily, or fidget.

5. EYE CONTACT, GESTURES - Eye contact should be nearly constant with the audience and should move frequently across all parts of the audience. No “locking on” to note cards or one particular part of the audience. Gestures should be smooth and integrated with the points being made in the speech. Gestures should not detract attention from the message or communicate excessive nervousness to the audience. Note cards should be read only momentarily to gain information and keep track of the speaker’s next point. More frequent references to note cards will detract from the link to the audience and lower the score on this category.
6. USE OF VOICE - Voice should accent the points being made. Inflection, volume, speaking rate, accents, etc., should be chosen carefully to reinforce the message and blend smoothly with the speaker’s appearance and gestures. Any elements of voice which detract from the effective communication of ideas (monotone, unvarying speaking rate, weak volume, etc.) will lower the evaluation on this category.
7. ENTHUSIASM, VIGOR - The speaker should demonstrate interest in the topic through the use of gestures, posture, voice, and word choice. A high degree of perceived interest and enthusiasm for the topic will result in a 6 evaluation.. Very brief speeches lacking in detail and delivered in a monotone will indicate a lack of enthusiasm and will be rated 1 or 2 accordingly.
8. CONFIDENCE, SELF-CONTROL - The speech continues smoothly and without noticeable breaks from beginning to end. The speaker’s use of eye contact, gestures, and posture indicate clear command of the situation. Nervousness that appears uncontrolled, stuttering pauses, and other signs of lack of preparation will result in a lowered score on this category.
9. ORGANIZATION - The speaker should utilize clearly developed introduction, body and conclusion sections of the speech. Visual aids should be integrated smoothly into the presentation. If the evaluator can not construct a clear outline of the speech just by listening to the transitions, pauses, watching movements, and picking up the verbal clues to shifts in emphasis which signal new sections of the outline, the score will be lowered according to the degree of difficulty experienced in the attempt to outline the speech’s content.
10. CONCLUSION - The speech should be summarized clearly. All main points covered in the organization of the speech should be touched upon one final time to remind the audience of the main ideas. The speech should make a smooth exit with no sense that we have been “dropped” by the speaker at the last moment. Clear evidence of a plan conclusion should be observed here.

**LET ME TELL YOU A STORY**

**SPEECH EVALUATION PAGE**

(To be completed by the teacher)

**EVALUATOR** \_\_\_\_\_

**SPEAKER** \_\_\_\_\_

- Exceeds 55 - 60 points
- Meets 40 - 54 points
- Approaches 26 - 39 points
- Begins 10 - 25 points

<b>POINT VALUES</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>TOTALS</b>
<b>Introduction</b>							
<b>Clarity of Purpose</b>							
<b>Language</b>							
<b>Bodily Action, Posture</b>							
<b>Eye Contact, Gestures</b>							
<b>Use of Voice</b>							
<b>Enthusiasm, Vigor</b>							
<b>Confidence, Self-Control</b>							
<b>Organization of Material</b>							
<b>Conclusion</b>							

(Adapted from Washington Community High School, District 308,  
Speaking and Listening In-House Assessment.)

**TOTAL POINTS** \_\_\_\_\_

**SPEECH OUTLINE:**

(List main points presented  
In the speech)

## Outline

Thesis: Anthrax poses a physical, emotional, and psychological threat to individual citizens and the entire culture of the United States. In order to prevent a possible outbreak of anthrax, preventative measures must be a personal and national priority.

### I. Effects of anthrax on the human body

#### A. Inhalational

1. Symptoms
2. Transmission
3. Deadliness
4. Bioterrorist threats

#### B. Cutaneous

1. Symptoms
2. Transmission
3. Deadliness
4. Bioterrorist threats

#### C. Gastrointestinal

1. Symptoms
2. Transmission
3. Deadliness
4. Bioterrorist threats

## II. Effect of Anthrax on the United States

### A. Psychologically

1. Fear of attack
2. Fear of medical capabilities
  - a. Lack of vaccine
  - b. Lack of anthrax-knowledgeable doctor
3. Incidents of past
  - a. Sverdlovsk
  - b. Japan
4. Limited knowledge
  - a. Lack of experimental data
  - b. Lack of historical data

### B. Economically

1. Vaccination costs
2. Decontamination costs
3. Food and housing costs

### C. Politically

1. Convention hopes
2. Foreign relation procedures
  - a. Relations with Iraq
  - b. Rest of countries

### III. Methods of prevention for anthrax disease

#### A. Knowing what to do in case of an anthrax attack

1. Individual
2. Hospital
3. Society

#### B. Using knowledge from the past

1. Louis Pasteur's findings
2. Sverdlovsk's findings
3. Primate experimentation

#### C. Using modern technology and studies

1. Anthrax Vaccination
2. Antibiotic treatment
3. Diagnostic testing
  - a. Standard blood culture
  - b. Gram stain testing
  - c. GeneXpert

#### D. Taking steps towards future anthrax prevention

1. Safety procedures
2. Political strategies

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## Outline

Thesis: People challenged with the loss of an ability to hear have adapted so well to society that they do not consider themselves disabled. They have formed various ways of communication, made use of recent technology, and even developed a separate Deaf culture.

- I. Unspoken communication
  - A. Sign language
    - 1. Need for language
    - 2. Prevalence in society
  - B. Speechreading
    - 1. Acquired skill
    - 2. Body language
  - C. Cued speech
    - 1. Difficulty with lipreading
    - 2. Speaking with gestures
- II. Technological advances
  - A. Hearing aides
    - 1. Benefits
    - 2. Disadvantages
      - a) useless to profoundly deaf
      - b) unhelpful to children

B. Loop systems

1. Added to hearing aid
2. Used in public places

C. Cochlear implants

1. Most revolutionary
2. Most inconvenient

III. Separate culture

A. Language

1. Banned throughout history
2. Passed through families

B. Schools

1. Disadvantages of public
2. Advantages of residential
3. Need for Gallaudet University

C. Organizations

1. Support groups
2. Social gatherings

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