

MULTIMEDIA AND THE PUBLIC SPEAKER

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

Performance Standard 5C.J

The student will develop a multimedia presentation to accompany the speech developed for ELA Standard 4B.J and will present the speech with the multimedia accompanying and enhancing the presentation accordingly:

- *Using available technology*: maintain clarity of format; eliminate unnecessary pauses or breaks in the sequence of the presentation.
- *Selecting/Documenting information*: support the appropriate points (sequenced) in the speech; identified sources of information.
- *Integrating multimedia presentation w/speech*: explain the application of information in the presentation.

Procedures

1. ***In order to apply acquired information, concepts and ideas to communicate in a variety of formats (5C)***, students should experience sufficient learning opportunities to develop the following:
 - Use multiple reliable sources to develop and support major ideas in an oral or multimedia presentation.
 - Choose, evaluate, and use multiple primary and secondary sources.
 - Organize, edit, and revise information for presentation to an audience.
 - Design and present an individual and/or group written, oral, video, or multimedia project that:
 - Effectively communicates the intended message;
 - Engages the audience's interest;
 - Establishes and maintains a focus;
 - Organizes around a structure appropriate to purpose, audience, and context;
 - Elaborates ideas through facts, details, description, analysis, and narration;
 - Cites or credits sources appropriately; and uses self, peer, or teacher feedback where appropriate.
 - Shows synthesis of multiple sources with new ideas/concepts generated.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Each student will be familiar with the multimedia resources available from the school or community.
4. Each student will select the multimedia format (e.g., power point, video, slide/tape, audio recording) appropriate to the subject of the presentation.
5. Each student will have an opportunity to practice the development and use of the appropriate multimedia format.
6. Each student will be familiar with research resources in the school and community.
7. Each student will research the subject of his/her oral presentation to find and develop the points to be presented in the speech and the accompanying media.
8. Each student will organize and document the information gathered in the research step.
9. Each student will present his/her speech complete with the multimedia support.
10. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work follow

Time Requirements

- One to two class periods

Resources

- Appropriate Audio-Video, computer, or other equipment, depending on the type of media being developed
- Multimedia and the Public Speaker Rubric

MULTIMEDIA AND THE PUBLIC SPEAKER

NAME _____ DATE _____

- Exceeds 11 - 12 total points
- Meets 8 -10 total points
- Approaches 5 - 7 total points
- Begins 3 - 4 total points

| | Use of Available Technology | Selection/Documentation of Information | Integration of Multimedia Presentation w/Speech |
|--------------|---|---|--|
| 4 | <ul style="list-style-type: none"> • The information format is consistently clear and easy to understand. • No unnecessary pauses or breaks occur in the sequence of the presentation. | <ul style="list-style-type: none"> • All information included in the presentation supports the appropriate points (sequenced) in the speech. • All sources of information are properly identified. | <ul style="list-style-type: none"> • The application of all information in the presentation is explained clearly. |
| 3 | <ul style="list-style-type: none"> • The information format is usually clear and easy to understand. • Some unnecessary pauses may occur in the sequence of the presentation. | <ul style="list-style-type: none"> • Most information included in the presentation supports the appropriate points (sequenced) in the speech. • Most sources of information are properly identified. | <ul style="list-style-type: none"> • The application of most information in the presentation is explained clearly. |
| 2 | <ul style="list-style-type: none"> • The information format is sometimes clear; some confusion may occur. • A few major breaks may occur in the sequence of the presentation. Some points may be out of sequence. | <ul style="list-style-type: none"> • Some information included in the presentation supports the points (sequenced) in the speech. • Some sources of information are properly identified. | <ul style="list-style-type: none"> • The application of some information in the presentation is explained; some confusion may be evident. |
| 1 | <ul style="list-style-type: none"> • The information format is unclear; significant confusion occurs. • Significant pauses or breaks in the sequence occur. Points follow no logical sequence. | <ul style="list-style-type: none"> • Little or no information included in the presentation supports the points (sequenced) in the speech. • Few or no sources of information are properly identified. | <ul style="list-style-type: none"> • The application of little or no information in the presentation is explained OR the application of the information may be lacking. |
| Score | | | |

Works Cited

- "Anthrax and Biological Weapons." Online posting. Lkd. National Health Information Center. 31 Jan. 2002 <<http://nov55.com/biow.html>>.
- "Anthrax as a Biological Warfare Agent." Online posting. Lkd. Department of Defense. 31 Jan. 2002 <http://www.defenselink.mil/other_info/agent.html>.
- Anthrax Vaccine Home Page. 1998-2002. 31 Jan. 2002 <<http://www.anthraxvaccine.org>>.
- Bacteriology 330 Home Page. 1999-2002. 31 Jan. 2002 <<http://www.bact.wisc.edu/bact330/lectureanthrax>>.
- Gorner, Peter. "Anthrax: At a Glance." Readers Digest Oct. 2001. 15 Jan. 2002 <<http://www.readersdig.com/Health/issue/0.1728.html>>.
- Inglesby, Thomas V., MD, et al. "Anthrax as a Biological Weapon: Medical and Public Health Management." JAMA 12 May 1999. 20 Jan. 2002 <<http://jama.ama-assn.org/issues/v281n18/full/jst80027.html>>.
- Randall, John. "Anthrax Bacterium." Science Magazine Online. Dec. 2000. 31 Jan. 2002 <<http://www.sciencemag.com/ComDiseases/v321n27/jst91200.html>>.
- Reaves, Jessica. "Anthrax: Separating Fear From Fact." Time.com 12 Oct. 2001. 29 Jan. 2002 <<http://www.time.com/time/nation/article/0,8599,178989,00.html>>.
- Rusting, Rick L. and Rocco Casagrande. "Attacking Anthrax." Science Magazine. New York: Madison, March 2002
- "Ten Things You Need to Know About Anthrax." CNN.com 21 Oct. 2001 27 Jan. 2002 <<http://www.cnn.com/2001/HEALTH/conditions/10/12/anthrax.qanda/>>.
- "Tonat, Kevin, PHD, et al. "Anthrax Diagnosis." Medline Plus 15 Dec. 2001. 31 Jan. 2002 <<http://www.nlm.nih.gov/medlineplus/anthrax.html>>.

Works Cited

- Basinger, Carol. Everything You Need to Know About Deafness. New York: The Rosen Publishing Group, Inc., 2000.
- Biderman, Beverly. Wired For Sound. Toronto: Trifolium Books, Inc., 1998.
- Chambers, Diane P. Communicating in Sign. New York: Simon and Schuster, 1998.
- Jeffrey, Lorraine. Hearing Loss and Tinnitus. New York: Ward Lock, 1995.
- Lane, Harlan. The Mask of Benevolence. New York: Alfred A. Knopf, Inc., 1992.
- Lysons, Kenneth. Understanding Hearing Loss. London: Jessica Kingsley Publishers, 1996.
- Marschark, Marc. Raising and Educating a Deaf Child. New York: Oxford University Press, 1997.
- Moore, Matthew S., and Linda Levitan. For Hearing People Only. Rochester: Deaf Life Press, 1992.
- Rezen, Susan V., and Carl Hausman. Coping With Hearing Loss. New York: Barricade Books, 2000.
- Schwartz, Sue, ed. Choices in Deafness. Bethesda: Woodbine House, 1996.
- Suss, Elaine. When the Hearing Gets Hard. New York: Plenum Press, 1993.
- Wayner, Donna S. Hear What You've Been Missing. Minneapolis: Chronimed Publishing, 1998.