



EXPEDITIONARY  
LEARNING

# **Grade 8: Module 4: Unit 2: Lesson 16**

## **Creating a Visual Component for the Speech:**

### **End of Unit Assessment Preparation and Practice**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can present claims and findings in a focused, coherent manner (use relevant evidence, sound reasoning, and well-chosen details). (SL.8.4)  
I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.8.4)  
I can integrate multimedia components and visual displays in a presentation to clarify information, strengthen claims, and add emphasis. (SL.8.5)  
I can adapt my speech for a variety of contexts and tasks, using formal English when indicated or appropriate. (SL.8.6)

**Supporting Learning Targets**

- I can demonstrate effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation).
- I can appropriately use a visual component to clarify, support, and emphasize the content of my speech.

**Ongoing Assessment**



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Mini Lesson—Using a Visual Component in a Speech (8 minutes)</p> <p>B. Choosing Visual Components for Presentation and Practicing (8 minutes)</p> <p>C. Speech Practice (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Peer Feedback (7 minutes)</p> <p>4. Homework</p> <p>A. Use the suggestions from peer feedback to practice your presentation for the end of unit assessment tomorrow.</p>	<ul style="list-style-type: none"><li>• In this lesson, students comb through their personal and team Cascading Consequences charts for information to choose a visual component to support their end of unit speech. The task requires them the think about how to best support their speeches with a visual cue, and how to best integrate a visual element into their presentations. The use of the visual component during the presentation will provide a higher level of engagement for both the speaker and the audience.</li><li>• Because of time limitations, students will not create a new visual component to support their speeches. Instead, they will select an appropriate part of a Cascading Consequences or Stakeholders chart that has already been created and work out where and how to draw attention to it in their speeches. Keep in mind that the bulk of the standards for this unit lie in the speech itself, not the visual aspect.</li><li>• Students may need to share visual components with other members of their teams, as the Cascading Consequences charts, for example, were created in teams. In this situation remind students to share and to take turns to practice using their visual components. While they are waiting they could spend more time perfecting their speeches.</li><li>• In the latter part of the lesson, students practice their speeches with a partner who is not in their research team. This provides students with a different perspective on their work, as each team Cascading Consequences chart will look different. A more objective partner will be able to provide more authentic feedback during the closing. Consider determining these pairings in advance according to criteria such as speech topic, skill level, or student comfort level. Also emphasize the Peer Critique protocol to students (see Appendix).</li><li>• While students are choosing their visual components and practicing, circulate to look over as many of the speeches as you can to provide oral feedback. Time permitting, you may wish to extend some of the allocated times in this lesson in order to give students more practice time and to give yourself more time to look at the work of every student.</li><li>• In advance: Ensure the class Industrial Food Chain Cascading Consequences chart from Lessons 1–4 has the “Food is cheap” consequence. Cascading from that consequence should be ‘Foods processed to be sweet, fat, and cheap so we’ll eat more,’ and cascading from that consequence should be “Obesity increases.” This will be necessary for the model you show to the class.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
visual component, clarify, emphasis	<ul style="list-style-type: none"><li>• Position Speech Rubric (from Lesson 15; plus fresh copies, one per student)</li><li>• Class Industrial Food Chain Cascading Consequences chart (from Lessons 1–4)</li><li>• Effective Speaking Skills anchor chart (from Lesson 10)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Unpacking the Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Read the learning targets aloud with students:<ul style="list-style-type: none"><li>* “I can demonstrate effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation).”</li><li>* “I can appropriately use a visual component to clarify, support, and emphasize the content of my speech.”</li></ul></li><li>• Ask students:<ul style="list-style-type: none"><li>* “What is a visual component?”</li></ul></li><li>• Listen for students to explain that a visual component is something that they show in their speeches to support their ideas or emphasize a particular point.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Mini Lesson—Using a Visual Component in a Speech (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Refocus students on the “visual component” section at the bottom of the <b>Position Speech Rubric</b>. Tell students that their use of a visual component needs to meet certain criteria in order to show whether or not they have met the learning target. Invite students to read the first box aloud with you:<ul style="list-style-type: none"><li>* “Chooses a visual component that clarifies information, supports the claim, and adds emphasis.”</li></ul></li><li>• Ask:<ul style="list-style-type: none"><li>* “What does it mean to ‘clarify information?’”</li></ul></li><li>• Invite one or two volunteers to answer the question, listening for the correct response.</li><li>• Ask students to turn and talk about the follow-up question:<ul style="list-style-type: none"><li>* “How can a visual component help ‘clarify information?’”</li></ul></li><li>• Listen for students to discuss how charts and graphs can be used to clarify numbers, how pictures and diagrams can help someone visualize an object, or how slide shows or posters can help make main ideas clearer.</li><li>• Refocus students as a group. Conclude by stating that the visual component of their speech should help to make their reasons and evidence clearer to the audience.</li><li>• Ask students:<ul style="list-style-type: none"><li>* “What does it mean to ‘add emphasis?’”</li></ul></li><li>• Cold call on one or two students to answer the question. Follow up by telling students that a visual component should emphasize the most important points of the speech by placing more attention on those points. Ask students to show a thumbs-up if they understand what it means to clarify and add emphasis, a thumbs-sideways if they are unsure about one or both, or a thumbs-down if they do not understand. Clarify as needed.</li><li>• Invite students to read the next box aloud with you:<ul style="list-style-type: none"><li>* “Integrates the visual component into the presentation at a logical point.”</li></ul></li><li>• Explain that good speakers use visual components when they are appropriate and make the most sense. Tell students that they will also need to determine when they will display or point out their visual components during their speeches. They should display or point out the visual component at a “logical point”—when it matches what they are saying.</li></ul>	<ul style="list-style-type: none"><li>• When reviewing the graphic organizers or recording forms, consider using a document camera to visually display the document for students who struggle with auditory processing.</li><li>• Providing models of expected work supports all learners but especially supports challenged learners.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Tell students that in this lesson they are going to choose a visual component to use to support their speeches. It should be something they have already created—for example, one of the Cascading Consequences charts or one of the Stakeholders charts. Explain that they need to point part of it out in their position speeches in order to emphasize something they are saying.</li><li>• Model an example. Use the <b>class Industrial Food Chain Cascading Consequences chart</b> created in Lessons 1–4. Say to students:<ul style="list-style-type: none"><li>* “I think we should choose the industrial food chain to feed the United States for two reasons. One is that food from the industrial food chain is cheaper for consumers, which means that people who don’t have very much money are still able to buy and eat enough food to survive. You can see that this is a major consequence of this food chain on my Cascading Consequences chart. You can also see from the cascading consequences that come out from it that there are negative consequences as a result of cheaper food (like obesity) because the cheaper foods contain more fat. But my research suggests that there are a lot of people who can’t afford to buy food and go hungry, so it is important to keep food as cheap as possible for them.”</li></ul></li><li>• Explain to students that, in your example, you also used the Cascading Consequences chart as a visual emphasis for your counterclaim and response.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Choosing Visual Components for Presentation and Practicing (8 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to get their personal and group Cascading Consequences charts ready, as well as their Stakeholders charts for the relevant food chains to support their claims. For example, if students have made the claim that Local Sustainable should be used to feed the United States, the Local Sustainable Cascading Consequences and Stakeholders charts will probably be a good place to start. Remind students that, as with your model, they could also use the cascading consequences or stakeholders to support their counterclaims.</li> <li>• Circulate and provide assistance as needed. Guide students by asking clarifying questions such as:             <ul style="list-style-type: none"> <li>* “What is your claim?”</li> <li>* “What are the reasons for your claim?”</li> <li>* “Are those reasons listed on a Cascading Consequences chart or a Stakeholders chart for this food chain?”</li> <li>* “How could you use one of these charts to emphasize and support the ideas in your speech?”</li> </ul> </li> <li>• Tell students that once they have chosen their visual components they should practice using them in their speeches. Explain that students may have to share team charts, so while they are waiting their turn to use them they could spend time perfecting their speeches or practicing their speeches without the visual components.</li> <li>• As students begin to practice, circulate to look at students’ speeches to provide oral feedback and encourage them to make revisions where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Support individual students as needed helping them connect what they have on their Speech Rubric to something they can use on one of the charts.</li> </ul>
<p><b>C. Speech Practice (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Refocus the students as a group and invite them to reread the criteria on the <b>Effective Speaking Skills anchor chart</b>. Remind students that they watched the Birke Baehr speech in Lesson 10 to come up with this list of criteria, so when presenting their position speeches they should keep these criteria in mind.</li> <li>• Distribute new Position Speech Rubrics and invite students to read the criteria in the Presentation section. Emphasize that the criteria on the rubric and the anchor chart are very similar.</li> <li>• Invite students to spend time practicing their speeches using their visual components and focusing on their presentation skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students may benefit from practicing their speeches using a mirror to practice eye contact and body language.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Circulate to look at students' speeches to provide oral feedback and encourage them to make revisions where necessary. Identify students who need more help with the content of their speeches and work with those students in a group to ensure the content is appropriate.</li> </ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Peer Feedback (7 minutes)</b></p> <ul style="list-style-type: none"> <li>• Instruct students to pair up with a partner who is not on their research team. Inform students that they will practice their speeches with this new partner in order to give a fresh perspective on their work in preparation for the end of unit assessment in the next lesson.</li> <li>• Remind students that they should practice using the visual component.</li> <li>• Tell students that they are going to fill out the Presentation and Visual Component sections of the Position Speech Rubric for their partner as they present in order to provide them with feedback. Remind students that comments and questions should be helpful, kind, and specific to the criteria being assessed. Provide the example: "Could you slow down a little so that you can pronounce each word correctly?"</li> <li>• Invite students to give their rubrics to their partners and to ask questions if they don't understand their partners' questions or comments.</li> </ul>	<ul style="list-style-type: none"> <li>• It might be helpful to remind students of the Stars and Steps protocol they have used in the past. If students are struggling to provide feedback, have them provide one Star and one Step for their partners.</li> <li>• Consider providing sentence starters for students to use when providing feedback.</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Use the suggestions from peer feedback to practice your presentation for the end of unit assessment tomorrow.</li> </ul>	

There are no new supporting materials for this lesson.