

AIAI Grant UDL Example ~ Towson University

Title: Importance of Speech

Faculty Developer: Cheryl Wood

Course/Program or Department: Educational Technology & Literacy ISTC 301/501

Notes: 1 of 2 files, 1 Ppt.

Title of Lesson – The Importance of Speech (targeted to secondary language arts)

This document outlines a lesson that I present in my ISTC 301/501 – Utilization of Instructional Technology – course to demonstrate to my students how they can incorporate UDL principles in their lesson planning and teaching. My classes contain a mixture of Elementary Education and Secondary Education majors, so I try to include strategies for the variety of ages students may encounter. I have included the **PowerPoint presentation** that I use in the lesson.

In the PPT, I include the lesson standards and essential skills and knowledge retrieved from the mdk12.org website. When I go over UDL principles with my students, I also stress the importance of using **TPACK** principles (www.tpack.org) in lesson planning. TPACK encourages teachers to understand the content of a lesson, the teacher's pedagogy for the lesson, and to utilize technology tools in the most effective and beneficial ways for student learning.

I begin the lesson by using a **KWL chart** and asking students what elements they think should be included in an effective speech. I usually use the Promethean board for the KWL chart and ask students to come up and write an effective element on the chart. Then we discuss what the students want to know/expect to learn about effective speeches.

We then move on to some effective speeches of the 20th Century via links in the PPT (where available, I use **closed-captioning**). After the samples, I ask students to identify what elements of the speeches they found were important for efficacy.

Next, we discuss FDR's "Day of Infamy" speech. On the PPT screen, I provide a copy of his edited speech which I also provide in **hard copy format** for the students. I have both an **audio version** and a **YouTube video** of the speech for students. We discuss the fact that there was no home television in those days and that Roosevelt's audience was primarily listening to his speech on the radio. We discuss how word choice and voice inflection can affect a speech. We also discuss why some of the edits made the speech more effective than the original version.

Finally, we move on the Patrick Henry's "Liberty or Death" speech. I distribute **hard copies** of the speech and provide **highlighters** and ask the students to circle or highlight vocabulary words and/or phrases in the written speech that they may be curious about or that they think contribute to the impact of Henry's argument. When they are going through the written version of the speech, I provide a link to an **audio version** of the speech so that they can listen to it as they read along. Finally, I show the students a reenactment of the Henry speech and ask them to compare/contrast their impressions of the written version and the audio/video version.

We wrap up the lesson by revisiting the KWL chart and filling in the “L” column with important points students have learned.

We discuss what kinds of assignments students could be given to demonstrate their understanding of what makes a speech effective. They could memorize a portion of a famous speech and present that in person or make a video of their performing the speech. They could write their own speech and make an audio recording of it or a video of it. Because UDL encourages **multiple means of demonstration of student learning**, we discuss why it is important to provide a variety of ways students could demonstrate what they have learned about writing and delivering speeches.

Additional information:

I’ve been asked to expound a bit on products that students can make to demonstrate their learning about the importance of effective speech. Here are some suggestions:

- Students could memorize a portion (or all, if short enough) of a famous, historical speech and present that in person, via a video, or via a “podcast” audio file
- Students could write their own speech on a topic that is of interest to them and present it by the ways mentioned above. If students chose to make a video or audio recording of a speech, I would ask them for the transcript so that others could follow along to accommodate any needs from other students

When my students develop assignments to accompany their own lesson plans, I usually expect them to include the means by which they would grade the students’ work. The teacher should always make expectations for an assignment clear; a rubric is an effective tool for grading. In addition, for an assignment such as this where public speaking is an objective, peer assessment would also be a good tool to include in the overall evaluation of the assignment.

When developing a rubric, teachers should make sure to include several elements (relevant to the assignment):

- Expectations for the product’s content – alignment to the topic and the assignment; how thoroughly the student included the objectives.
- Evaluation of the vocabulary, grammar and style of the speech
- If an audio file, evaluation of the tone and inflection of the student’s voice and the volume of the recording
- If a video recording, an evaluation of the quality of the video elements of presentation (voice volume, student’s posture, use of facial expressions or body movement to emphasize important points)
- If the student were to give the speech in person or on video, inclusion of elements of presentation (voice volume, student’s posture, use of facial expressions or body movement to emphasize important points) should be in the method of evaluation

Each teacher decides the best way to evaluation student work, so one rubric does not fit all needs. However, expectations should be made clear to student so that they understand where they “hit” the mark and where they need to improve.

Reflection on UDL Lesson Plan – Cheryl Wood

The **Importance of Speech** lesson plan that I submitted to the group is one that I have actually used in teaching my ISTC 301/501, Integrating Instructional Technology, course to demonstrate to my students how to plan and execute a lesson with UDL principles integrated into the teaching and learning. I have found this to be an effective way to introduce students to UDL and lesson planning because I have included the learning goals and objectives from the MSDE K-12 website, and I have incorporated a number of UDL strategies into the lesson [KWL chart; use of text, audio and video in teaching; use of student pairs to discuss elements of effective speech; and choice of using highlighters to markup written text]. I have thought of other activities that could be incorporated into the lesson such as having students choose a sentence or two from the text of a speech and try their hand interpreting and reciting it. I am sure that there are many other ways that a creative teacher could develop to make the lesson engaging for the students.

Over the past few years as I have personally learned more about UDL principles, I have come to understand how important it is for teachers to consider a variety of ways to include material that will appeal to the various needs of their learners. Many of my graduate students are teachers who are already in the classroom and tell me that it is a challenge for them to keep students engaged in learning activities. I believe that incorporating UDL strategies in lesson planning can help to get students more involved in learning content as well as allow them creativity in demonstrating their learning.

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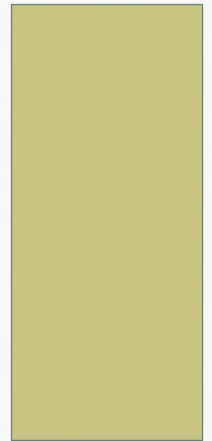
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THE IMPORTANCE OF SPEECH



“Speak the speech, I pray you, as I pronounced it to you, trippingly on the tongue.” (Translation: Perform the speech just as I taught you, musically and smoothly.) Shakespeare’s **Hamlet** – Act 3, Scene 2 - http://nfs.sparknotes.com/hamlet/page_150.html

SL2 - CCR - Anchor Standard

Integrate and evaluate information presented in diverse media and formats, including **visually**, **quantitatively**, and **orally**.

- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, **political**) behind its presentation.

Essential Skills and Knowledge (objectives):

- Determine the purpose of information presented in diverse media or formats.
- Connect specific information presented in diverse media or formats to the larger motive or intent of the text.

SL3 - CCR Anchor Standard-

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Essential Skills and Knowledge:

- Apply critical listening strategies to determine the speaker's argument and claims.
- • Determine a central idea of a text analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

FAMOUS
SPEECHES
OF THE
20TH
CENTURY

- JFK's Inaugural Speech - 1/20/1961
- MLK's "I Have a Dream Speech"
- Reagan's Speech

FDR'S SPEECH – 12/8/1941

<http://www.americanrhetoric.com/speeches/fdrpearlharbor.htm>

In what **context** was this speech given?

There were several objectives for this speech; identify a few.

What are some **elements** that you notice in the speech text that might have influenced its effectiveness?

December 7, 1941.

PROPOSED MESSAGE TO THE CONGRESS

Yesterday, December 7, 1941, a date which will live in ~~infamy~~ ^{infamy} the United States of America was ~~suddenly~~ ^{suddenly} and deliberately attacked by naval and air forces of the Empire of Japan. ~~that the~~

The United States was at the moment at peace with that nation and was ~~still in~~ ^{still in} conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing in ~~the~~ ^{Oahu} ~~the Philippines~~

the Japanese Ambassador to the United States and his colleague delivered to the Secretary of State a formal reply to a ~~recent~~ ^{recent} ~~message~~ ^{message} ~~from the~~ ^{from the} ~~United States~~ ^{United States}. While ~~this reply contained~~ ^{stated} ~~that diplomatic negotiations~~ ^{it seemed unlikely} ~~must be considered at an end~~ ^{it} ~~contained no threat~~ ^{or} ~~or hint of~~ ^{war or} armed attack.

It will be recorded that the distance ~~between~~ ^{between} of Hawaii from Japan makes it obvious that the ~~attack~~ ^{was} ~~deliberately~~ ^{deliberately} planned many days ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

The attack ~~yesterday~~ ^{the Hawaiian Islands} on ~~Hawaii~~ ^{the Hawaiian Islands} ~~and on the island of Oahu~~ ^{has}

caused severe damage to American naval and military forces. Very many American lives have been lost. In addition American ~~ships~~ ^{ships} have been torpedoed on the high seas between San Francisco and Honolulu.

Yesterday the Japanese Government also launched an attack against Malaya.

~~Last night~~ ^{Last night} ~~Japanese forces attacked~~ ^{Japanese forces attacked} ~~Samoa~~ ^{Philippines} ~~and~~ ^{Islands} ~~Japan has~~ ^{Japan has} ~~therefore~~ ^{therefore} undertaken a "surprise offensive extending

throughout the Pacific area. The facts of yesterday speak for themselves. The people of the United States have already formed their opinions and well understand the implications ~~of these~~ ^{of these} attacks ~~on the~~ ^{to very} safety of our nation.

As Commander-in-Chief of the Army and Navy I have ~~directed~~ ^{directed} that all measures be taken for our defense.

Long will we remember the character of the onslaught against us.

(A) No matter how long it may take us to overcome this perverted invasion, the American people will in their righteous might win through to absolute victory.

I speak the will of the Congress and of the people ~~of this~~
~~country~~ when I assert that we will not only defend ourselves to
the uttermost but will see to it that this form of treachery shall
never endanger us again. Hostilities exist. There is no mincing
the fact that our people, our territory and our interests are in
grave danger.

I, therefore, ask that the Congress declare that since the
unprovoked and dastardly attack by Japan on Sunday, December
seventh, a state of war ^{has} ^{ex}isted between the United States and the
Japanese Empire.

*One people in
full confidence in our might*

What made
Roosevelt's
speech so
effective?



Who was this man?

Why is he famous?

Let's examine elements of his speech to determine what makes it worth remembering.

If you would prefer to listen to a podcast of this speech, go here: [Patrick Henry's speech \(audio\)](#) and scroll down – podcasts will be on the right.



REENACTMENT OF HENRY'S SPEECH

WHAT IMPORTANT POINTS DID YOU
LEARN ABOUT SPEECHES?