Communication Studies

A Middle School Elective

Dr. Michele Schmidt Moore
Supervisor, English/Language Arts

David Arbogast
Specialist, English/Language Arts

Dr. Terri Breeden
Assistant Superintendent, Instruction

Timothy J. Flynn
Director, Instructional Services

Eric Williams, Ed.D.
Superintendent

2007 Curriculum Committee
Cindy Giese
Tammie Matos
Emily Neville
Nina Sisler
Rebecca Tracey-Hitrik

2008 Curriculum Committee
Bonnie Archer
Cindy Donehoo
Sarah Terribile
Stephanie Weeks
# Communication Studies

## Table of Contents

Fundamentals of Communication

A. Course Overview and Rationale .................................................. 1
B. National Standards for Competent Communication .................... 2
C. Resources and Classroom Materials ......................................... 3
D. Internet Safety ........................................................................... 4

Unit 1: Introduction to Communication Studies ................................ 5

Unit 2: Public Speaking / Debate ...................................................... 12

Unit 3: Drama / Storytelling ............................................................. 22

Unit 4: Radio / Television ............................................................... 28

Unit 5: Film .................................................................................... 33

Unit 6: Advertising ......................................................................... 39

Unit 7: Newspaper Writing ............................................................. 43

Unit 8: Publishing .......................................................................... 52

Appendices ...................................................................................... 56
Course Overview and Rationale

Overview

This course introduces students to the basic principles of human communication, including interpersonal and small group, intercultural, mass or electronic communication, and public speaking.

Units of Study focus on the communication process, qualities of competent communication, and the role of communication in developing relationships and in a democracy. Emphasis will be on developing critical thinking skills and helping students develop their media literacy.

This course is project-based: students will exhibit their learning through authentic activities in publication (newspaper, yearbook, literary magazine), broadcast (radio, television, film), and/or public speaking (debate, drama). (Production of a publication, however, is NOT the main emphasis of this course; nor should this course be responsible for the production of more than one publication.)

Rationale

“Competence in oral communication – in speaking, listening, and media literacy – is prerequisite to students’ personal and academic success in life. In a national review of nearly 100 articles, commentaries, and publications about what graduates must know, four themes emerge that support the importance of communication education: (1) developing the whole person; (2) improving the education enterprise in general; (3) being a responsible citizen of the world; and (4) succeeding in one’s career and in the business world. Moreover, oral communication is fundamental to all other learning; a student who cannot communicate may be challenged to learn even the most basic concepts of any other academic discipline.”

National Standards for Competent Communication

- Demonstrate knowledge and understanding of the relationships among the components of the communication process (speaker, listener, message, medium, feedback, and noise).
- Recognize the influence of the individual, relationship, and situation on communication.
- Understand the role of communication in the development and maintenance of personal relationships.
- Demonstrate knowledge of the role of communication in creating meaning, influencing thought, and making decisions.
- Demonstrate sensitivity to diversity when communicating.
- Demonstrate the ability to enhance relationships and resolve conflicts using appropriate and effective communication strategies.
- Evaluate communication styles, strategies, and content based on their aesthetic and functional worth.
- Understand the ethical issues associated with communication in a democratic society.
- Demonstrate knowledge and understanding of the speaking process.
- Adapt communication strategies appropriately and effectively according to the needs of the situation and setting.
- Develop the ability to use language that entertains, describes, persuades, and informs while respecting differences in listeners’ backgrounds.
- Manage to overcome communication and public speaking anxiety.
- Understand the listening process as a learned skill.
- Develop the ability to use appropriate and effective listening skills for a given communication situation and setting.
- Identify and manage the barriers to listening and effective communication.
- Recognize the ways people use media in their personal and public lives.
- Understand the complex relationships among audiences and media content.
- Demonstrate knowledge that media content is produced within social and cultural contexts.
- Understand the commercial nature of media.
- Demonstrate the ability to use media to communicate to specific audiences for specific purposes.

Adapted from *National Standards for Speaking, Listening, and Media Literacy.*
Resources and Classroom Materials

Classroom Set:

*Communication Applications.* Myers, Virginia Hunter, June Hubbell Smith, and Marcia Myers Swanson. (2001)

Resources for Teachers:


INTERNET SAFETY

The Virginia Department of Education (VDOE) has directed school districts to develop Internet safety guidelines and procedures for students. Currently, VDOE Computer/Technology Standards 9-12.3, 4, 5 specify technology use behaviors students must practice. These standards have been integrated into the English/Language Arts Information Literacy Framework. The safety and security of our students is our responsibility. As you establish and develop the learning community in your classroom, integrate lessons about internet safety that address personal safety on the Internet, accessing information on the Internet, and activities on the Internet. Please be sure to incorporate the following Guidelines and Resources for Internet Safety in Schools established by the Virginia Department of Education into your instruction.

Personal safety on the Internet.
- Students must understand that people are not always who they say they are. They should never give out personal information without an adult’s permission, especially if it conveys where they can be found at a particular time. They should understand that predators are always present on the Internet.
- Students should recognize the various forms of cyberbullying and know what steps to take if confronted with that behavior.

Information on the Internet.
- Students and their families should discuss how to identify acceptable sites to visit and what to do if an inappropriate site is accessed.
- Students should be informed about various Web advertising techniques and realize that not all sites provide truthful information.

Activities on the Internet.
- Students and their families should discuss acceptable social networking and communication methods and appropriate steps to take when encountering a problem.
- Students should know the potential dangers of e-mailing, gaming, downloading files, and peer-to-peer computing (e.g., viruses, legal issues, harassment, sexual predators, identity theft).

VDOE’s Guidelines and Resources for Internet Safety in Schools (2007)
Unit 1

Introduction to Communication Studies

GOAL
❖ Students will understand and apply the communication process.

SOL Connections: 7.1, 7.2

OBJECTIVES
the learner will …
1. define communication and differentiate between effective and ineffective communication
2. understand and apply a basic communication model
3. identify four types of communication
4. understand and apply competent listening skills
5. understand the value of and good techniques for effective discussions and meetings
6. recognize the audience’s role in the communication process

KEY TERMS

| brainstorming | noise/barrier/interfere |
| communication | non-verbal communication |
| context | receiver |
| feedback | sender |
| symbol | |
| medium/channel | verbal communication |
| message | written communication |

SOURCES


**Introduction to Communication Studies**

**OBJECTIVE 1:** Define communication; differentiate between effective and ineffective communication.

**Communication:** The process of sending and receiving messages; sharing information; the transmission of meaning

---

*Suggested Activity*

Present students with different scenarios and ask them to evaluate the communication. Is communication taking place? If so, what makes it (in)effective? *Use whiteboard to display discussion points.*
**OBJECTIVE 2:** Understand and apply the basic communication model.

**Communication Model:**

![Communication Model Diagram]

**Sender:** one who transmits message; outputs information in the forms of speaking, writing, imaging, or non-verbal communication.

**Message:** words, body language, and symbols that convey an idea.

**Receiver:** intercepts the message and decodes or interprets it.

**Feedback:** reactions (words, body language, or symbols) to the message given by the receiver.

**Noise:** anything that interferes with communication.

---

**Suggested Activities:**

1. Ask students to construct a model to demonstrate the communication process, clearly depicting how sender, receiver, message, and feedback work together for clear understanding. The model can be blocks, tinker toys, or marshmallows and toothpicks. Once a pair of students constructs their model, they explain the structure to another pair of students who cannot see their creation. The strength of their explanation will allow the other pair to replicate their structure. The written explanation will be shown on the interactive whiteboard for others to build. The class will edit the explanation on the board to improve the clarity of communication.

2. In-school field trip: Students are sent to different parts of the school (library, gym, office, other classrooms, etc.) to recognize, record, and evaluate communication. *(See Appendix 1A: Data Collection Sheet)*

3. Students physically demonstrate the communication process. Each student becomes one of the elements of communication (sender, message, receiver, feedback, noise, and possibly medium). Pictures of the students can be arranged on the whiteboard to indicate the model of the communication process. Debrief students on the message and its effective communication.

4. Telephone *(See Appendix 1C: Telephone)*

5. How-to Skits (To demonstrate topic, audience, and purpose and how changing one element can impact the effect. Examples could include teaching the hula to tourists vs. seniors in a retirement community, or a waiter describing a menu to a cannibal vs. a vegetarian.)

6. Show the Abbott and Costello skit “Who’s on First?” to illustrate faulty communication. (This film segment can be accessed at [www.americanrhetoric.com/speeches/abbott&costellowhosonfirst.htm](http://www.americanrhetoric.com/speeches/abbott&costellowhosonfirst.htm))

7. Use the communication model and “A Day’s Wait” assignment *(See Appendix 1B: The Communication Model and “A Day’s Wait.”)*
OBJECTIVE 3: Identify the four types of communication.

**verbal communication:** must be spoken and/or auditory (Sound based singing, jingles, sound, etc.) (TV, radio, speech, etc.)

**non-verbal communication:** body language (smile, wink, etc.)

**written communication:** must be read (book, letter, etc.)

**symbols/ icons** image that represents an idea (stop sign, Nike Swoosh, etc.)

**4 characteristics for symbols:**
- memorable
- recognizable
- appropriate
- unique

---

*Suggested Activities:*

1. Ask students to create a message and send the message using all four types of communication
2. Ask students to create t-shirts to represent themselves.
3. Charades
4. Explore the history of symbols/logos (Native Americans, Hobos, sign language, hieroglyphics, international signs)
5. Students create a product and design a logo for a product in Publisher
6. Show images of faces and people on whiteboard and have students identify their nonverbal messages.
7. Students communicate directions they created in the four types of communication. Can students replicate the design from those directions? Assess which type of communication is best for the task.
**OBJECTIVE 4:** Understand and apply competent listening skills.

*Suggested Activities:*

1. Students hold mock telephone conversation while others summarize the message.

2. Ask students to make a list of listening skills and habits, both good and bad. Then have students grade themselves on how they listened during a recent conversation, discussion, or lecture.

3. Teach students effective note taking skills and various techniques (outlining, CRISS, Princeton).


5. Ask students to self-assess their listening skills in a real-world situation. *(See Appendix 1E: Listening Skills Evaluation.)*

6. Partner students and have each give nonverbal cues. What message is being sent?

7. Videotape nonverbal communication and show to class on whiteboard. Decide what the message
Introduction to Communication Studies

OBJECTIVE 5: Understand the value of good techniques for effective discussion and meetings.

brainstorming: a process in which group members offer their ideas – as many as possible, as quickly as possible – as a way to encourage creative thought and solutions.

John Dewey’s System for Discussion:

1. Define the problem
2. Establish criteria for a workable solution
3. Analyze the problem
4. Suggest possible solutions
5. Evaluate each solution and select the best one
6. Suggest ways for testing or carrying out the solution

Robert’s Rules of Order:
1. Call to order
2. Roll call
3. Reading of the minutes
4. Officer Reports
5. Committee Reports
6. Special Orders
7. Unfinished Business
8. New Business
9. Announcements
10. Adjournment

Suggested Activities:

1. Present a group of students with a problem and have them find a solution using John Dewey’s System for Discussion. Possible problem share: (a) Wilderness Survival: they are stranded in the woods, what do they do with the supplies they have? (b) Money Management: they have a certain amount of money, what will they spend it on?

2. Hold a mock meeting and demonstrate the use of Robert’s Rules of Order.

3. Conduct one or two classes using Robert’s Rules of Order.

4. Encourage students to attend a formal meeting where Robert’s Rules of Order (PTA, School Board, etc.) are practiced.

5. Class discussion on purpose of each rule in Robert’s Rules of Order. Using the whiteboard, have students chart their own rules for class discussion and provide reason and outcome for each rule.

6. Administer multiple intelligence tests to determine classroom grouping and effective work groups.
OBJECTIVE 6: Recognize the audience’s role in the communication process.

Suggested Activities:

1. Students will learn to identify their audience by asking questions about the audience’s background, etc.

2. Students will vary word choice to target a specific audience in a variety of skits or paragraphs.

3. RAFT (See example, below.) Students tell a joke or a story to a variety of audiences (parents, principal, friends).

4. Take digital pictures of all students in the class. Students will create MovieMaker project with music and sound effects to communicate a message about the class. Show on whiteboard and analyze the effect of the different creations using the same pool of images.

5. Create TAP (topic, audience, purpose) cards to have students create dinner table talks Students will determine the TAP. Change one element and have students determine again. Examples: teaching a physical task like the hula to different groups like children, tourists or senior citizens; discussion of going out by parent, siblings, family friend and boyfriend.

6. Show scenes from Mad, Hot Ballroom using lessons from John Golden’s, Reading in the Reel World.

7. Look Who’s Listening! (See Appendix 1N: Look Who’s Listening!)

Example of R.A.F.T. (Role, Audience, Format, Topic)

<table>
<thead>
<tr>
<th>ROLE</th>
<th>AUDIENCE</th>
<th>FORMAT</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helen Keller</td>
<td>Anne Sullivan</td>
<td>Song</td>
<td>Thank you for helping me</td>
</tr>
<tr>
<td>Self</td>
<td>Martin Luther King, Jr.</td>
<td>Speech</td>
<td>How you made a difference</td>
</tr>
</tbody>
</table>

*R.A.F.T. adapted from the work of Carol Tomlinson at the University of Virginia
Unit 2

Public Speaking/Debate

GOAL
 Students will learn and apply the basic components of public speaking.

SOL Connections: 7.1, 7.2, 7.3, 7.4, 7.8, 7.9

OBJECTIVES
the learner will …

1. define and identify the different types of speeches
2. define and identify the types of speech delivery
3. research and write a speech using the writing process
4. deliver a speech using effective delivery techniques

KEY TERMS …

<table>
<thead>
<tr>
<th>Informative speech</th>
<th>Extemporaneous method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persuasive speech</td>
<td>Impromptu method</td>
</tr>
<tr>
<td>Speech for special occasion</td>
<td>Rate</td>
</tr>
<tr>
<td>Supportive audience</td>
<td>Pitch</td>
</tr>
<tr>
<td>Uncommitted audience</td>
<td>Volume</td>
</tr>
<tr>
<td>Indifferent audience</td>
<td>Articulation</td>
</tr>
<tr>
<td>Opposed audience</td>
<td>Pronunciation</td>
</tr>
<tr>
<td>Confidence</td>
<td>Platform movement</td>
</tr>
<tr>
<td>Stage fright</td>
<td>Gestures</td>
</tr>
<tr>
<td>Perception</td>
<td>Posture</td>
</tr>
<tr>
<td>Delivery</td>
<td>Expression</td>
</tr>
<tr>
<td>Manuscript method</td>
<td>Eye-contact</td>
</tr>
<tr>
<td>Memorized method</td>
<td>Visual aid</td>
</tr>
</tbody>
</table>

SOURCES
Public Speaking

OBJECTIVE 1: Define and identify the different types of speeches.

Informative Speech: a speech that provides information to others. Informative speeches describe, explain, or clarify.

Informative speeches must be:
- clear
- concise
- complete
- correct
- concrete
- connected

Demonstrative Speech: a speech that demonstrates information, a product, or technique/skill to others.

Persuasive / Sales Speech: a speech that induces its audience to believe a certain way or to take action.

Four types of persuasive audiences:
1. supportive audience: friendly audience that supports the speaker’s beliefs.
2. uncommitted audience: the audience supports no belief, but is willing to listen to the speaker.
3. indifferent audience: the audience supports no belief and is NOT willing to listen to the speaker; the audience is forced to be there.
4. opposed audience: hostile audience that supports the opposite belief of the speaker.

Note: If a persuasive speaker ties-in his/her main points with Maslow’s/Wilson’s Needs of Humans, the audience will be more likely to be persuaded to agree or accept the information that is presented.

Maslow’s/Wilson’s Needs of Humans:
- Basic Physical Requirements – shelter, food, water, clothing
- Security/Safety
- Belonging / Acceptance of Peers
- Love / Self-esteem
- Accomplishment/ Self-Actualization
- (money/financial security)

Speech for a Special Occasion: a speech given because society expects it or as part of a ceremony or contest.
Suggested Activities:

1. Students become familiar with famous American speeches, and students identify the type of speech (ex. I Have a Dream, The Gettysburg Address, etc. ...), using Safari Montage and clips available online.

2. Students brainstorm speech ideas and survey class population to determine type of audience.

3. Students select topics, write, and present a variety of speeches for their classmates and/or guests.

4. Students can select topics, write, and present mock job interviews to demonstrate knowledge of persuasive speaking.


7. Use TAP cards for dinner table talks illustrating different audience types.

8. Use old radio shows.

9. Create a radio ad in Audacity, after listening to radio ads, stressing good description of the unseen product.
**Public Speaking**

**OBJECTIVE 2:** Define and identify the types of speech delivery.

**Delivery:** the mode you use to transmit message to your audience.

WORDS + SPEAKER = DELIVERY

**Four Types of Delivery:**

- **Manuscript Method:** speech is written out word-for-word
- **Memorized Method:** speech is committed to memory
- **Extemporaneous Method:** speech is written in key words on note cards
- **Impromptu Method:** speech is not rehearsed; no preparation

**Confidence:** the feeling a speaker has when he/she believes in him/herself and believes that he/she has control over the situation.

**Stage Fright:** nervousness felt by a public speaker.

**Perception:** your awareness of the audience, subject, and self.

**Suggested Activities:**

1. Have students discuss the advantages and disadvantages of each type of delivery.

2. Have students select a speech topic from a hat (family pet, favorite subject, vacation spot, etc. …) and deliver a one-minute impromptu speech. *(See Appendix 1L: Impromptu Speech Ideas.)*

3. Have students get up in front of the class to present impromptu speeches about their pet peeves. This works really well if you have student who are intimidated by public speaking. They become so excited about this topic that they eagerly participate!

4. Videotape impromptu speeches to critique with two positive comments and two suggestions for improvement
OBJECTIVE 3: Research and write a speech using the writing process.

Writing Process:
1. Brainstorming/Prewriting
2. Researching
3. Drafting
4. Revising/Editing
5. Delivering

Speech Format:

**Introduction**
An introduction does the following things (in order):
1. gets the attention of the audience
   - attention-getters:
     a. ask a question
     b. make a startling statement
     c. use a quotation
     d. tell a story
     e. make a reference
2. gives a thesis statement
3. presents a preview of the speech

**Body**
The body of the speech is the place where you exhibit your information and reasoning in an organized manner.

The body may be organized in one of three ways:
1. chronological – ordered by time
2. climatic – ordered by importance
3. subject – ordered by topic

**Conclusion**
The conclusion of the speech provides the audience with a last impression.

The conclusion should include three things:
1. a summary
2. a solution or action step
3. a final appeal

**Suggested Activities**

1. Students brainstorm a list of speech topics and subtopics.
2. Students choose and research a topic using a minimum of three sources.
3. Students organize material into outline form.
4. Students evaluate their own and peers’ speeches. *(See Appendix II: Self and Peer Evaluation: Speech Content.)*
Public Speaking

OBJECTIVE 4: Deliver a speech using effective delivery techniques.

Effective Delivery Techniques:

VOICE:
rate – the speed at which you speak
pitch – vocal notes you hit while speaking
volume – loudness or softness of your voice
articulation – crispness or distinctness with which you say each syllable
pronunciation – saying the sounds of a word correctly
inflection -- how and where words are emphasized
expression -- showing appropriate interest and emotion in your voice
pausing – hesitation while speaking
substitute sounds – avoid too many fillers (um, uh, etc.)

BODY:
movement – walking/pacing while speaking
gestures – appropriate body movements
posture – position of your body while speaking
facial expression – what your face says
eye-contact – looking at your audience’s eyes

Suggested Activities:

1. Students will choose a delivery method in which to deliver a message.

2. Students will learn effective body movements. (See Appendix 1F)

3. Students will practice voice production exercises. (See Appendix 1K: Voice Production Exercises.)

4. Students will give impromptu speeches and practice effective delivery techniques.

5. Students will evaluate their own delivery and the delivery of others. (See Appendix 1O: Self and Peer Evaluation: Speech Delivery.)

Additional support can be found in Appendices 1F and IG.
Debate

GOAL
Students will learn and apply the basic components of debate.

OBJECTIVES
The learner will …
1. identify the basic components of a debate.
2. analyze a position (pro, con).
3. research and write debates making supportive assertions.
4. demonstrate effective debate delivery skills.
5. evaluate the debating skills of oneself and of others.

KEY TERMS …
con
moderator
pro
resolution

SOURCE
**Debate**

**OBJECTIVE 1:** Identify the basic components of a debate.

**Resolution:**
- a formal expression of opinion

**Pro:**
- in favor of …

**Con:**
- against …

**Moderator:**
- the person in charge of conducting the debate


**Suggested Activities:**

1. Watch debates (presidential debates, local debates, etc. …) and have students identify the basic components.
2. See Philadebate.org for examples of student debaters, tournament pictures

---

**Debate**

**OBJECTIVE 2:** Analyze a position (pro, con).

**Suggested Activities:**

1. Ask students to discuss and analyze current issues. Have the class divide into two groups (pro, con).
2. Ask students to list general issues for which they would be pro and for which they would be con.
3. Show final scene of “The Great Debaters” to show the power of debate.
4. Use debate. Students write outline from research presented to them. Deliver debate from outline with time for 1 minute response.
Debate

OBJECTIVE 3: Research and write debates making supportive assertions.

Debate Writing Process:
1. Brainstorming
2. Researching
3. Drafting
4. Revising/Editing
5. Presenting

Possible Resolutions

Resolutions that require NO RESEARCH
- resolved that students be allowed to choose their teachers
- resolved that students be allowed to chew gum in class
- resolved that all students be required to take communications studies
- resolved that report cards only indicate student effort
- resolved that exams be abolished

Resolutions that require RESEARCH
- resolved that handguns should be banned
- resolved that Washington, D.C. become a state
- resolved that capital punishment be used for all murders
- resolved that all states should have lotteries
- resolved that television should be censored

Suggested Activities:
1. Ask students to list possible resolutions and analyze each.
2. Ask students to list pros and cons for several resolutions.
3. Ask students to choose a resolution, research the resolution, and write a debate about the chosen resolution.
4. Use OpenMind to organize argument and PowerPoint to create a visual component to argument.
Debate

OBJECTIVE 4: Demonstrate and evaluate effective debate delivery skills.

Effective debate delivery skills

- Know your material. BE AN EXPERT !!!
- Have a well-written debate with a powerful introduction and conclusion.
- While speaking, don’t get upset. DON’T GET ANGRY !!!
- Question information that seems false.
- Don’t personally attack your opponent. Keep the debate focused.
- Follow all of the public speaking skills (volume, rate, etc. …)

Suggested Activities:

1. Ask students to watch famous debates and critique each debater’s delivery.

2. Ask student to perform debates in front of class.

3. Ask students to videotape each other for later evaluation of delivery. Watch videotape of themselves and complete the evaluation form included. (See Appendix 1N: Look Who’s Listening!)
GOAL
Students will learn and apply the basic components of drama.

SOL Connections: 7.1, 7.2, 7.3, 7.8, 7.9

OBJECTIVES
the learner will …
1. recognize narrative speaking as a form of drama
2. identify the elements of acting
3. learn to communicate meaning and emotion through body language
4. develop confidence and poise
5. develop an understanding of dialogue, characterization, and stage direction
6. write and perform a script for dramatic presentation

KEY TERMS …
characterization
confidence
dialogue
drama
improvisation
narrative speaking
pantomime
poise
stage direction
stage fright

SOURCES


**Drama/Storytelling**

**OBJECTIVE 1:** Recognize narrative speaking as a form of drama.

In every culture, in every corner of the world for millennia, parents have been spinning tales and weaving the narrative web – in Inuit families at the Arctic Circle, in the jungles of Africa, among Native American tribes, throughout Oceania, and at all points of the compass in between. Storytelling is basic to every culture, whether it flourished 10,000 years BCE or is heading into the 21st century AD.

--Martha Dupecher, “The Magic of Story”


**narrative speaking:** the art of telling a story well

**To become a successful storyteller one must:**

**PLAN:**
- **Who** is involved in the story?
- **When** and **where** does the story take place?
- **What** happens?

**PRACTICE:**

Use effective delivery techniques to deliver the story (see Objective 4 in Public Speaking Unit).

**Suggested Activities:**

1. Guest speaker: invite a local storyteller to the class to discuss the history of narrative speaking and tell a story.

2. Watch a video of a professional storyteller (*Two White Horses: A Mountain Tale*, by Jackie Torrence). Evaluate the effectiveness of his or her story and delivery techniques.

3. Have the students work as individuals or in small groups to demonstrate good storytelling techniques by presenting a favorite story to the class.


5. First person narrative books on tape as example of story telling.

6. Model reading via LCPS TumbleReadables (read aloud by computer).

7. Childdrama.com skits.
Drama/Storytelling

OBJECTIVE 2: Identify the elements of acting.

The job of an actor is not just to learn his lines and to speak them. The actor is to create a believable character who helps to develop an illusion of real life. What appears on stage to the audience is not real; however, for a short span of time it seems real.

Drama: a literary form that uses language and actions to relate a story of human conflict

Elements of acting
1. the actor’s body: physical behavior
2. the actor’s voice: volume, flexibility, and energy
3. the actor’s imagination: the actor’s ability to become the character

Suggested Activities:

1. Watch scenes from dramatic performances and discuss the actors’ use of each dramatic element.
2. Use Reader’s Theater
   http://www.aaronshep.com/rt/RTE.html
3. See librarian for collections of plays

Drama/Storytelling

OBJECTIVE 3: learn to communicate meaning and emotion through body language

To prepare for an acting role, the student must begin with the development of effective body language. In acting, the actor responds with his body before he speaks.

Pantomime: a dramatic form of communication without words

Suggested Activities:

1. Ask students to participate in a game of charades.
2. Ask students to silently act out a working machine while other students try to guess what machine is being portrayed.
3. Ask students to convey an emotion using only their bodies.
4. I Statement project- Photoshop student silhouettes in poses and add I statement like iPod commercials (I dance or I violin) (collaborate with art teacher for this project)
**Drama/Storytelling**

**OBJECTIVE 4:** Develop confidence and poise.

Many students must overcome stage fright to develop confidence and poise. The teacher can aid students by creating a comfortable environment in the classroom. The teacher can do this by:
- creating an atmosphere of trust and encouraging even the most limited contributions.
- setting up work which has a clear focus and contains clearly defined tasks which are within the capacity of the class.
- providing a model of appropriate behavior and commitment, most effectively perhaps by taking a role within the drama.


**Stage Fright:** the nervousness felt by a performer in front of an audience

**Confidence:** a feeling of belief in oneself and one’s ability to control a specific situation

**Poise:** a way of carrying oneself in a calm, controlled, and composed manner

**Suggested Activities:**

1. Ask students to share personal experiences with stage fright and discuss ways to overcome stage fright.
2. Ask students to read small sections of play scripts in front of gradually larger audiences.
3. Sharing exercises, e.g., each student interviews partner, introduces favorites, reads journal entries
Drama/Storytelling

OBJECTIVE 5: Develop an understanding of dialogue, characterization, and stage direction.

**Dialogue:** conversations between the actors.

**Characterization:** the creation of believable characters in drama

**Stage Direction:** the entrances, exits, and placements of characters

**Suggested Activities:**

1. Examine a portion of a play and find examples of dialogue, characterization, and stage direction.

2. In pairs, write a brief dialogue about an event that has taken place in the home. Include stage directions.

3. Rewrite a fairy tale for dramatic presentation.

4. Use OpenMind for story and character-mapping on whiteboard.

5. Compare teleplays vs. telescripts
**Drama/Storytelling**

**OBJECTIVE 6:** Write and perform a script for dramatic presentation.

Steps to creating a dramatic script:

1. Choose a topic with which you are comfortable.
2. Develop your topic into a story worth telling. The story should begin with a short introduction that grabs the attention of the audience.
3. There should be a logical development of scenes, an interesting conflict, and an obvious climax that is resolved quickly.
4. Characters should be developed; dialogue and stage directions should be used.

**Suggested Activities:**

1. Rehearse and perform a short, previously published skit.

2. Write and perform a script for dramatic presentation (e.g., retell a fairy tale, modernize classic tales, etc.). *See Appendices 1Q Effective Storytelling Performance Skills and 1R Storytelling: the Inner Workings of the Storyteller’s Art."

3. Videotape movies and edit in MovieMaker.

4. Take digital pictures of students in various poses and then create a story using Photostory.
Unit 4

Radio /Television

GOAL
❖ Students will learn and apply the basic components of communication using radio and television.

SOL Connections: 7.1, 7.2, 7.3, 7.6, 7.8, 7.9

OBJECTIVES
the learner will …
1. evaluate radio and television programs for content
2. discuss the impact of radio and television on American society
3. demonstrate effective delivery techniques for reading and performing scripts
4. write and perform a radio and/or television script

KEY TERMS …
articulation          gestures          stereotype
assimilation          mass media        storyboard
audio                 panning            target audience
breathing             pitch              tilting
continuity            poise              trucking
dollying              posture            video
dollying              pronunciation      volume
eye-contact           rate              zooming
split-page format

SOURCES


GPN. Creating Critical TV Viewers video. Lincoln, Nebraska.


Radio and Television

OBJECTIVE 1: Evaluate radio and television programs for content.

Students should be able to

1. classify radio and television programs into categories, e.g.
   - **Radio**
     - music
     - news
     - talk
   - **Television**
     - sitcom
     - drama
     - reality

2. identify components of radio and television programs (i.e. weather, news, commercials, opening, etc.)
   - **Continuity:** material that is used between songs or as an introduction to commercial breaks

3. determine the target audience of radio and television programs
   - **Target audience:** a group of people at which a program is directed

4. identify stereotyping found in radio and television programs
   - **Stereotype:** an oversimplified opinion, attitude, or judgment

Suggested Activities:

1. Have students listen to different radio stations and watch different TV stations to determine target audiences. Keep in mind such things as products advertised, language used, etc. Revise media log to include categories of different media and simultaneous use of different media. Coordinate with the math class to graph data. Extend questions about viewing. *(See Appendices 1T: Media Log and 1W: Worksheet for Analyzing a Television Show.)*

2. Have students analyze, compare and contrast a radio program and a television show’s strengths and weaknesses. *(See Appendix 1W: Worksheet for Analyzing a Television Show.)*

3. Analyze a television news show. *(See Appendices 1V: Analysis of News Television and 1W: Worksheet for Analyzing a Television Show.)*
Radio and Television

OBJECTIVE 2: Discuss the impact of radio and television on American society.

Key term: mass media: various means of communication that can reach large audiences

Students should be able to

1. recognize historical societal changes due to radio and television

Suggested Articles:


Suggested Activities:

1. Ask students to keep a media log for a week to record the number of hours spent listening or watching. Discuss findings. (See Appendix 1T Media Log.)

2. Challenge students and their families to sign a contract pledging to not watch TV for a week. Discuss findings. (See Appendix 1U: No-TV Contract.)

4. Read and discuss current news articles regarding the impact of radio and TV on teens.

5. Watch one hour of television and evaluate the impact it might have on American society.

6. Research the impact television has had on communication from a historical perspective.

7. Watch the Kennedy Nixon debate and discuss its impact.
Radio and Television

OBJECTIVE 3: Demonstrate effective delivery techniques for reading and performing scripts.

Factors that contribute to good radio and television production:

**Effective Voice Production**

- **Breathing:** support your voice with proper breathing from the diaphragm
- **Rate:** don’t speak too quickly or too slowly
- **Pitch:** vary your pitch to avoid sounding monotonous
- **Volume:** speak loudly enough to be heard
- **Articulation:** say all parts of a word correctly; be aware of assimilation
  - **assimilation:** the running together of sounds
- **Pronunciation:** pronounce all words correctly and stress correct syllables of the word; speaker loses credibility with the audience when there are pronunciation errors

**Effective Body Language Production**

- **Expression:** use expressions appropriate for content
- **Posture:** stand or sit straight; this will aid breathing
- **Poise:** don’t let errors cause you anxiety; keep going
- **Gestures (TV):** use gestures properly; avoid annoying mannerisms
- **Eye-Contact (TV):** make eye contact with appropriate audience

**Suggested Activities:**

1. Have students listen to radio and television clips to evaluate speakers.
2. Have students use exercises (tongue twisters, breathing, etc.) to improve voice production. (*See Appendix 1K: Voice Production Exercises.*)
3. Have students orally interpret a short story or poem to practice both voice production and body movement.
Radio and Television

OBJECTIVE 4: Write and perform a radio and/or television script.

The best radio scripts are
- Short
- Conversational
- Dramatic

Television split-page format script: script is divided into three columns: audio and video are on the left half of the page, and the text is on the right.

Storyboard: visual plan for a potential television production; pictures are drawn illustrating what the camera will show, and arranged in sequence with the text.

Writing Process:
1. Brainstorming
2. Prewriting
3. Drafting
4. Revising/Editing
5. Producing

Suggested Activities:
1. Group students and have each group write and perform a radio and television script.
2. Ask students to complete self and peer evaluations of performance. (See Appendices 1BB: Self and Peer Evaluation: Radio Show and 1CC: Self and Peer Evaluation: Television Show.)
3. Publish radio script as a podcast.
4. Use Library of Congress/American Folk Life Center’s StoryCorps project as an example and have students create their own recorded story.
   http://www.storycorps.net/
   http://www.storycorps.net/record-your-story/cant-come-to-us/diy-guide
5. Have students deliver a newscast. (See Appendix IAA: Newscaster Delivery Rubric.)
Unit 5

Film

GOAL
Students will learn and apply the basic components of film.

SOL Connections: 7.2, 7.3, 7.5 (applied to film)

OBJECTIVES
the learner will …
1. understand the history of film
2. understand the mechanics of film
3. understand and demonstrate the elements of effective film production using available technology
4. form critical opinions of films

KEY TERMS …
angle-on-angle
chiaroscuro
composition
cut-away
cut-in
dollying
establishing shots
film time
high angle
low angle
motion picture
panning
perspective of vision
scene
sequence
shot
tilting
tracking
trucking
zooming

SOURCE
**Film**

**OBJECTIVE 1:** Understand the history of film.

**Suggested Activities:**

1. Ask students to research film inventions.

2. Vaudeville was very popular at the beginning of the 20\textsuperscript{th} century. Motion pictures contributed toward its decline and virtual death in the 1930s. Have students discuss the ways film has affected other forms of art, such as Broadway shows and concerts.

3. Divide class into groups and assign periods in film history to research and present. (library.thinkquest.org or www.hightechproductions.com/historyoftelevision.htm)

**Film**

**OBJECTIVE 2:** Understand the mechanics of film.

Students should be able to

1. understand how motion pictures work today.

   - **motion picture:** series of still pictures projected rapidly to give the illusion of smooth movement
   - **persistence of vision:** an image of the eye “persists” for a fraction of a second; this “eye slowness” enables us to see an illusion of movement when we see over 24 images in a second

2. understand how pictures are connected to make meaning.

   - **shot:** what happens in front of the camera from the time the camera starts to when it stops
   - **establishing shot:** shot used to establish where the action takes place; it shows the main character or object in its general surroundings
   - **scene:** single shot or a group of shots unified in time and place
sequence: a group of scenes joined by a common purpose or setting

cut-away: shift of attention from the main action to some related action

cut-in: directs the viewers’ eyes to some very specific action or object within the main focus of attention

close-up shot: focuses on a single specific person or object; there is little or no background

medium shot: shows a person from waist up, or half an object, some background

2 shot (or 3 shot): a comfortable medium shot of 2 or 3 people used to establish relationship

Suggested Activities:

1. Have students examine flip books to help illustrate the idea of “persistence of vision.”

2. Using either a short film or a television program, have students find examples of an establishing shot, a scene, a sequence, and a scene or portion of a scene in which a long shot is followed by a medium shot, followed by a close-up.

3. Watch a portion of a filmed sporting event. Have students identify cut-ins, cut-aways, close-ups, medium shots, and long shots.

4. Roll a piece of paper and use as practice camera lens; have students focus on different shots
**OBJECTIVE 3:** Understand and demonstrate the elements of effective film production, using available technology

**Camera Movements**
- **panning:** moving camera from side to side
- **tilting:** vertical movement of the camera
- **trucking:** moving the entire camera from left to right
- **dollying:** moving entire camera forward and backward
- **zooming:** enlarging or reducing the size of the subject
- **tracking:** moving camera alongside moving object being filmed

**Camera Angle**

<table>
<thead>
<tr>
<th>Angle Type</th>
<th>Definition</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>low angle</td>
<td>below person or thing, looking up</td>
<td>makes the person seem strong, superior</td>
</tr>
<tr>
<td>high angle</td>
<td>above person or thing, looking down</td>
<td>makes person or thing seem inferior or lonely</td>
</tr>
<tr>
<td>angle-on-angle</td>
<td>filmed from an angle other than straight on and other than eye level</td>
<td>gives three dimensional reality to static objects</td>
</tr>
</tbody>
</table>

**Composition:** how the parts of a picture are arranged or “composed” within the frame

**Lines:**
- **Type of Line**
  - straight, angular lines
  - curved lines
  - long horizontal lines
  - vertical lines
  - diagonal lines
- **Meaning Conveyed**
  - masculinity
  - femininity
  - quiet, peaceful
  - inspire awe
  - action, dynamism

**Color:** different colors are used to create particular moods in the audience
- **chiaroscuro:** use of light and dark tones
Sound: music is used to create a certain effect on the audience; musical scores can either add to or detract from the impact of a movie

Suggested Activities:

1. Make a class film which illustrates as many of the camera movements as possible. Watch the film as a class and examine the effect the camera movements have on the audience.

2. Watch an excerpt from a film and identify specific angles, lines, and colors that give the film a particular mood or make the audience feel a certain way towards a character or object. Example: Star Wars III scene; Anakin commits as apprentice to the Emperor. Director uses light to show Anakin turning to dark side as half of him is lit and the other half is not.

3. Watch a film with a superior sound track (such as Star Wars or Dances with Wolves.) Note how the music influences your feelings.

4. Create a documentary film. (Select social science or science topics.)

5. Ask students to practice various camera shots using video recorder.

6. Ask students to practice recording and filming themselves and peers using audio and video recorders.

7. Guest speaker: Invite local radio/television station staff members to come to school. Have students tour radio van and talk with radio personnel.

8. Create podcasts and broadcast them on the school’s webpage.

9. Practice camera shots by filming 1-2 minute “Day in the Life of…” spoof using 4 of the 5 shots listed in objective 3.
OBJECTIVE 4: Form critical opinions of films.

Students should be able to
1. differentiate between comments about a film and comments about a person’s reactions to film.

2. evaluate the film elements of camera movements, camera angles, composition, color, and sound.

Suggested Activities:

1. Have students examine several film reviews by different film critics. Decide if the critics wrote about their personal responses to the film or if they attempted to be more objective and judge the film on its merits as a work of art or entertainment.

2. Have students write two film reviews of a current feature film. Review 1 should be a personal reaction to the film; review 2 should be objective and discuss the film itself.

3. Use movie critiques to demonstrate the discrepancy between book and film interpretation. Students can compare books to movies on diagrams on the whiteboard.
Unit 6

Advertising

GOAL
Students will learn how print and media advertising use persuasive techniques to sell their products and services.

OBJECTIVES

The student will
1. learn the three kinds of rhetorical strategies (ethos, pathos, logos).
2. learn to identify the advertiser’s purpose and target audience.
3. learn to identify text and graphics in both print and media advertising that use the three rhetorical strategies.
4. evaluate the effectiveness of various advertisements.
5. create print and media advertisements.

KEY TERMS
- rhetoric
- ethos
- pathos
- logos
- target audience
- text
- artwork
- graphics
Advertising

OBJECTIVE 1: The student will learn the three kinds of rhetorical strategies (ethos, pathos, logos). The student will identify text and graphics in both print and media advertising that use the three rhetorical strategies.

Key Terms

rhetoric the art of persuasion

ethos advertising elements designed to persuade the consumer that the product or service and the producer or service provider are trustworthy, knowledgeable, and well-intentioned

pathos advertising elements designed to appeal to the consumer’s emotions

logos advertising elements designed to appeal to the consumer’s intellect

Suggested Activities:

1. Have students compare the purposes of descriptive, expository, narrative, and persuasive writing, to arrive at a definition of **persuasion**.

2. Have students recall instances in which they tried to persuade an adult to let them do something. How did they appeal to the adult’s emotions? To his intellect? How did they try to convince the adult that they knew what they were doing, that they could be trusted, and that their intentions were good?

3. Compare Maslow’s needs in public speaking to rhetorical strategies

4. Ask students to identify advertising text and graphics that appeal to the consumer’s emotions.

5. Ask students to identify advertising text and graphics that appeal to the consumer’s intellect.

6. Ask students to identify text and graphics that show the product or producer to be competent, well-intentioned, and trustworthy.
Advertising

OBJECTIVE 2: The student will learn to identify the advertiser’s purpose and target audience.

Three purposes of advertising
1. To get the consumer to buy something (e.g., a product or service)
2. To get the consumer to do something (e.g., write to her congressman, sign a petition)
3. To get the consumer to believe something (e.g., the war is right, the war is wrong)

Students will
1. identify the purpose of a given advertisement.
2. identify the target audience of the advertisement

Suggested Activities:
1. Ask students to tear advertisements from newspapers and classify them by purpose.
2. For each advertisement, ask students to identify the intended audience: what group of persons is most likely to purchase, believe, or do something the advertiser wants.

Advertising

OBJECTIVE 3: The student will evaluate the effectiveness of various advertisements.

Suggested Activities:
1. Ask students to identify the target audience, product or business, purpose, rhetorical strategies, and effectiveness of advertisements from print and media sources (see Appendix 1DD: Advertising Analysis Form.)
2. Ask students to compare two advertisements for the same product or service and evaluate which one is more effective to particular audiences.
3. Super Bowl Commercials entertainment value vs. sales effectiveness.


Advertising

**OBJECTIVE 4:** The student will create print and media advertisements.

Students will demonstrate their mastery of this unit by creating advertisements for a specific purpose and target audience and including ethos, pathos, and logos. Advertisements should contain both text and graphics. Voice and video image are optional.

### Suggested Activity:

1. Divide the class into production teams and have each team decide upon a purpose and a target audience. Then team members may take specific roles in producing text, graphics, voice, and video image for the advertisement.

2. Have teams present their advertisements to the class, and have the audience use the Advertising Analysis Form (*Appendix IDD*) to assess each others’ work.

3. Incorporate Photoshop by allowing students to photograph products and edit pictures into advertisements.

4. Have teams create a media campaign (print ad, radio ad, etc.)
Unit 7

Newspaper Writing

GOAL
Students will learn and apply the basic components of newspaper writing.

SOL Connections: 7.3, 7.6, 7.7, 7.8, 7.9

OBJECTIVES
The learner will …

1. become familiar with newspaper vocabulary.
2. discuss the history and impact of print media on American society.
3. prepare and conduct an interview.
4. learn the basic components of a news article and compose a news article using the Inverted Pyramid Formula.
5. learn to identify and use proofreading symbols.
6. evaluate news articles.
7. design and create a newspaper layout using one of the many computer software applications.
8. recognize and understand the value of photojournalism.

KEY TERMS

- anchor story
- beat
- bias
- by-line
- caption
- column
- copy
- deadline
- editor
- editorial
- flag
- free press
- headline
- inverted pyramid formula
- jump-line
- layout
- lead
- libel
- proximity
- slander
- teaser

SOURCES


Newspaper Writing

OBJECTIVE 1: Become familiar with newspaper vocabulary.

anchor story: story or article that is the most important and usually on the cover

beat: a reporter’s territory

bias: prejudice (opinions found in news articles); destroys objectivity

by-line: reporter’s name on an article

caption: description of a picture or graphic

column: a vertical row of type on a printed page

copy: written material ready to be published

deadline: time limit

editor: person in charge of publication

editorial: type of journalistic writing that interprets the news, often reflecting the writer’s or publisher’s opinions, beliefs, or policy

flag: the box containing the title, date, price, and teasers on the cover of a newspaper

free press: a press that is not censored except by itself

headline: title of a news article

inverted pyramid formula: newspaper writing style arranging information in order of descending news value

jump-line: the “continued on page” statement found at the bottom of an article

layout: finished plan for a printed page

lead: first paragraph of a news article that answers who, what, where, when, why, and how

libel: false written, printed, or pictorial statement that defames a person by defaming his or her character or reputation

proximity: a news event having information about familiar people, places, or situations
slander: false spoken statement that defames a person by defaming his or her character or reputation

teaser: short descriptions of inside news articles found on the cover

**Suggested Activities:**

Ask students to locate as many of the vocabulary words as possible within an actual newspaper and display them on poster board.

---

**Newspaper Writing**

**OBJECTIVE 2:** Discuss the history and impact of print media on American society.

**Suggested Activities:**

1. Discuss First Amendment/Freedom of the Press.

2. Ask students to research famous court cases regarding Freedom of the Press in the United States. (Discuss “Yellow Journalism” and the cause/effect on the Spanish-American War.)

3. Discuss Gutenberg’s printing press and its impact on print media and the world.

4. Watch *Newsies.* Discuss. *(See Appendix 1Y: Newsies)*

5. Research the history of Newspapers. *(See Appendix 1FF: Helpful Websites for Teaching the History of Newspapers.)*
Newspaper Writing

OBJECTIVE 3: Prepare and conduct an interview.

Steps to conduct an interview:

1. Select a person to interview.
2. Write out questions to ask the person.
3. Make an appointment to meet the person.
   - arrange time and place
   - let person know why
4. Practice your questions.
5. Meet the person and introduce yourself.
6. Ask your best question first.
7. Take notes.
   - get quotes
   - never interrupt
8. Thank the person.
9. Immediately following, write down everything you remember but did not get a chance to write down during the interview.
10. Double check all questionable information.

Suggested Activities:

1. Have one group of students prepare a list of questions for the president. Have another group prepare questions for a homeless person. Compare the lists.
2. Show students a videotape of an interview. Ask them to identify follow-up and leading questions.
3. Pair students into teams. Have them take turns interviewing each other.
4. Have two students interview the same person in front of the class. Have one person stay outside the room while the other interview is happening. Discuss the differences.
5. Assume you have been assigned to interview the principal of your school. What research should you do to prepare for the interview? What questions would you ask?
6. Have student interview a family member to get first hand accounts of subjects discussed in social studies class.
OBJECTIVE 4: Learn the basic components of a news article and compose a news article using the Inverted Pyramid Formula.

**LEAD PARAGRAPH**
Contains the most important information and answers to six questions: who, what, why, where, when, and how

Gives details about the most important thing in the lead paragraph; contains a quote

Provides less important information

“Quote”

Each step on the pyramid represents a new paragraph.

**News article writing process:**
1. Brainstorming/Prewriting
2. Interviewing/Researching
3. Drafting
4. Revising/Editing
5. Preparing Copy

**News articles should be**
1. Objective
2. Clear
3. Interesting

**Suggested Activities:**

1. Ask students to read actual newspaper articles cut from their headlines. Then have students write their own headline for each article.

2. Brainstorm ideas for news articles for a class paper.

3. Ask students to write and revise a news article.

4. Ask students to perform self and peer evaluations of articles. *(See Appendix IX: Newspaper Article Evaluation.)*

5. Assign students a beat and have each create a list of possible articles related to each beat.
Newspaper Writing

**OBJECTIVE 5:** Students will learn to write feature copy, headlines, and captions.

Students will
- Organize and present information in a logical manner in feature stories.
- Demonstrate proficiency in a variety of feature writing styles.
- Demonstrate proficiency in writing headlines and captions.
- Demonstrate proficiency in editing copy.
- Correctly use proofreader’s symbols.

**Suggested Activities:**

1. Take a selection of images from magazines, computers, or photographs and have students create captions and headlines for each. (The images from the themed project may be carried over and used for this activity.)

2. Have students edit text using proofreader’s symbols.

3. Cut out examples of different types of writing styles from a newspaper and have students identify the type of feature writing style.

4. Conduct a newspaper or magazine scavenger hunt identifying a variety of writing styles.

5. Take different feature writing examples from the newspaper and have students rewrite them using a different style. Change an article from persuasive to informative or informative to entertaining.
**Newspaper Writing**

**OBJECTIVE 6:** Learn to identify and use proofreading skills/editing marks.

/ = make lowercase  
Ξ = make uppercase  
hapus = delete  
¶ = begin new paragraph  
^ = add a letter  
^· = add a comma  
⊙ = add a period, ?, !  
☹ = spelling mistake  
≠ = switch letters  
∥ = close space

---

**Suggested Activities:**

1. As a class, edit a mock newspaper article using proofreading skills.

2. Ask students to self edit and peer edit news articles using proofreading symbols.
Newspaper Writing

OBJECTIVE 7: Evaluate news articles.

Suggested Activity:

Ask students to evaluate news articles for objectivity, clarity, interest, mechanics, and format.
Newspaper Writing

OBJECTIVE 8: Design and create a newspaper layout using one of the many computer software applications.

Computer software applications available:
- Microsoft Word
- Photoshop Elements
- Microsoft Publisher
- InDesign

Suggested Activities:

1. Give students photocopied pieces of the front page of a newspaper to reconstruct using their knowledge of layouts.

2. Ask students to use a computer software application to create a newspaper layout.

3. Using a template, have students insert individual news articles into class paper.

Newspaper Writing

OBJECTIVE 8: Recognize and understand the value of photojournalism.

Suggested Activities:

Have students write captions for pictures found in a recent newspaper.

1. Ask students to respond emotionally and factually (who, what, where, why, when, how) after viewing famous historical photographs.

2. Evaluate photographs from the point of view of the audience.

3. Ask students to take pictures with digital camera that capture the essence of an event, emotion, etc.

4. Learn the basic elements of photography.
Unit 5
Publishing

GOAL
Students will learn and apply the basic components of publishing whether in an actual product or an example. Projects can include magazine, newspaper, yearbook, and/or literary magazine. (Publication of authentic learning project should not exceed 10% of class time.)

SOL Connections: 7.3, 7.5 7.6 7.7, 7.8, 7.9

OBJECTIVES
The learner will --
1. identify the basic components of a publication.
2. evaluate ways to identify, motivate, and interest readers.
3. learn the features of a unifying theme or concept for the publication.
4. utilize effective editing tools and skills.
5. explore legal and ethical rights and restrictions of a school press.
6. learn how to operate digital cameras.
7. demonstrate appropriate literary criticism and selections (for literary magazine projects).
8. learn basic page design elements and learn to use software programs such as Microsoft Publisher, Adobe InDesign, and Adobe Photoshop Elements to produce the product.

KEY TERMS
- copy
- headlines
- captions
- layout
- column
- text
- artwork
- graphics
- editing

SOURCES:
**Publishing**

**OBJECTIVE 1:** Identify the basic components of a publication.

- **Column**: a vertical row of type on a page
- **Copy or Text**: the main body of printed or written matter on a page
- **Caption**: description of a picture or graphic
- **Intended Audience**: a specific group of listeners, readers, or spectators
- **Content**: the amount of specified material
- **Layout**: the finished plan for a printed page
- **Artwork**: the material (as a drawing, illustration, or photograph) prepared for reproduction in printed material
- **Editing**: to alter, adapt, or refine, especially to prepare for publication or public presentation

**Suggested Activities:**

Students look through age-appropriate magazines, newspapers, yearbooks, or anthologies to identify the basic components.

---

**Publishing**

**OBJECTIVE 2:** Evaluate ways to identify, motivate, and interest readers.

**Suggested Activities:**

1. Students collect and study a variety of magazines for content and appeal to the intended audience.
2. Students generate topics appropriate (and inappropriate) for an intended audience.
3. Students can use a teacher created WebQuest to look through age appropriate literary magazines and answer questions about how to grab the reader’s attention. *(See Appendix IEE: Literary Magazine Web Quest!)*
OBJECTIVE 3: Identify the features of a unifying theme or concept for the publication.

Students will
• Describe the criteria for, and the elements of, a unifying concept and design.
• Examine and critique the unifying concept of various publications.
• Produce page designs that demonstrate application of a unifying concept.
• Produce headlines, text writing, and caption writing that demonstrate application of a unifying concept.
• Identify graphic elements pertinent to a unifying concept.
• Identify specific information on a planning ladder.

Suggested Activities:
1. Examine yearbooks, magazines, or newspapers to have students identify the unifying concept, design, and theme of the publication. Discuss different types of concepts that are appropriate to the publication’s design.
2. Create a classroom mini yearbook highlighting the activities of the year including headlines, captions, and feature writings with one unifying theme. (The four (4) picture project used earlier can be adapted for this project as well as the task of unifying all of the pages under one theme.)
OBJECTIVE 4: Explore legal and ethical rights and restrictions of a school press.

Students will
• identify the unique position of schools in society that justifies restrictions on school press.
• identify key court decisions that have affected school press law.
• demonstrate familiarity with some situations that have violated school press law.
• explain why some legally permissible behaviors could be ethically unacceptable.
• explore “gray areas” involving school press.

Suggested Activities:
1. Hold a debate about a key decision affecting a school press.
2. Create a mock trial about an instance when an inappropriate comment was published in a yearbook about a student (calling them a nerd or dumb, etc…) Assign roles for the prosecution, defense, judge, jury, witnesses and have them act it out.
3. Students will explore fact vs. opinion.
4. Students will discuss slander, bias, inappropriate comments, and their possible legal ramifications.

OBJECTIVE 5: Operate digital cameras.

Students will
• Demonstrate how to take and retrieve pictures using a digital camera
• Learn the principles of photo composition.
  1. Framing
  2. Reshaping
  3. Relevancy
• Analyze and critique photographs from various yearbooks.
• Produce photos that illustrate comprehension of the principles of photo composition.
• Learn how to crop pictures for effective composition.

Suggested Activities:
1. Look at the yearbooks or magazines and evaluate what worked and what did not, creating a list of elements a the publication should possess and a list of things it should not.
2. In either a group or individually, students create a four-picture theme project.
3. Students will take and upload the images to the school’s computer system for future use.
4. Students will crop and enhance photos for the theme project.
5. Students will look at and analyze photographs to determine if they are good or bad based on the principles of photo composition.
**Publishing**

**OBJECTIVE 6:** Demonstrate appropriate literary criticism and selections (for literary magazine projects).

*Suggested Activities:*

1. Students will learn appropriate ways to accept or reject a student submission.
2. Students will explore criteria and format for selection of submissions.

**OBJECTIVE 8:** Identify basic page design elements and use software programs such as Microsoft Publisher, Adobe InDesign, and Adobe Photoshop Elements to create the product.

**Students will**
- describe the criteria that affect the quality of design.
- analyze design elements in various publications.
- produce page layouts that demonstrate application of design criteria.
- differentiate between personal preference and design principles in producing design.
- use computer graphics to convey design ideas.
- Use computer technology to create and manipulate images and designs.
- Demonstrate proficiency in advanced features of a desktop publishing program.
- Demonstrate how to scan photos and artwork for newspaper publication.
- Demonstrate competence in using photo enhancement software to create special effects.

*Suggested Activities:*

1. Make a sample yearbook page using photos from the Internet using famous people or historical figures.
2. Make a sample magazine page around a topic such as famous entertainers or sports figures.
3. Make a sample front page of a newspaper.
4. Make a sample literary magazine spread.
5. Students can take a picture and use two photo-enhancing elements from the photo enhancement software to improve the image – e.g., crop, lighten, shadow, etc. the image. Show the same image before and after the changes were made and be able to explain how these image enhancements are an improvement.
6. Ask students to create a text and image based tutorial explaining how to use an element in Photoshop to change or enhance an image.
APPENDIX
Appendices

Appendix 1: Classroom Activities and Resources

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>In-School Field Trip</td>
<td>57</td>
</tr>
<tr>
<td>B</td>
<td>The Communication Model and “A Day’s Wait”</td>
<td>58</td>
</tr>
<tr>
<td>C</td>
<td>Telephone</td>
<td>59</td>
</tr>
<tr>
<td>D</td>
<td>Communication Model Activity: Getting Your Message Across</td>
<td>61</td>
</tr>
<tr>
<td>E</td>
<td>Listening Skills Evaluation</td>
<td>63</td>
</tr>
<tr>
<td>F</td>
<td>Delivering a Persuasive Speech: a Lesson Plan</td>
<td>64</td>
</tr>
<tr>
<td>G</td>
<td>10 Tips for Public Speaking</td>
<td>68</td>
</tr>
<tr>
<td>H</td>
<td>Speech Outline</td>
<td>69</td>
</tr>
<tr>
<td>I</td>
<td>Self and Peer Evaluation: Speech Content</td>
<td>70</td>
</tr>
<tr>
<td>J</td>
<td>Serving up Your Speech</td>
<td>71</td>
</tr>
<tr>
<td>K</td>
<td>Voice Production Exercises</td>
<td>72</td>
</tr>
<tr>
<td>L</td>
<td>Impromptu Speech Ideas</td>
<td>74</td>
</tr>
<tr>
<td>M</td>
<td>First Speech Assignment</td>
<td>76</td>
</tr>
<tr>
<td>N</td>
<td>Look Who’s Listening!</td>
<td>77</td>
</tr>
<tr>
<td>O</td>
<td>Self and Peer Evaluation: Speech Delivery</td>
<td>78</td>
</tr>
<tr>
<td>P</td>
<td>Debate Evaluation</td>
<td>79</td>
</tr>
<tr>
<td>Q</td>
<td>Effective Storytelling Performance Skills</td>
<td>80</td>
</tr>
<tr>
<td>R</td>
<td>Storytelling: the Inner Workings of the Storyteller’s Art</td>
<td>82</td>
</tr>
<tr>
<td>S</td>
<td>Picture Book Speech Assignment</td>
<td>83</td>
</tr>
<tr>
<td>T</td>
<td>Media Log</td>
<td>84</td>
</tr>
<tr>
<td>U</td>
<td>No-TV Contract</td>
<td>85</td>
</tr>
<tr>
<td>V</td>
<td>Analysis of News Television</td>
<td>86</td>
</tr>
<tr>
<td>W</td>
<td>Worksheet for Analyzing a Television Show</td>
<td>87</td>
</tr>
<tr>
<td>X</td>
<td>News Article Evaluation</td>
<td>89</td>
</tr>
<tr>
<td>Y</td>
<td>Newsies</td>
<td>90</td>
</tr>
<tr>
<td>Z</td>
<td>Newscaster Speech Preparation</td>
<td>93</td>
</tr>
<tr>
<td>AA</td>
<td>Newscaster Delivery Rubric</td>
<td>94</td>
</tr>
<tr>
<td>BB</td>
<td>Self and Peer Evaluation: Radio Show</td>
<td>95</td>
</tr>
<tr>
<td>CC</td>
<td>Self and Peer Evaluation: Television Show</td>
<td>97</td>
</tr>
<tr>
<td>DD</td>
<td>Advertising Analysis Form</td>
<td>99</td>
</tr>
<tr>
<td>EE</td>
<td>Literary Magazine Web Quest!</td>
<td>100</td>
</tr>
<tr>
<td>FF</td>
<td>Helpful Websites for Teaching the History of Newspaper</td>
<td>101</td>
</tr>
<tr>
<td>GG</td>
<td>Media Literacy Internet Resources</td>
<td>102</td>
</tr>
</tbody>
</table>

Appendix 3: LCPS Guidelines for Video/DVD Use ............................................. 103

Appendix 4: Ten Things Teachers Should Know about Copyright ..................... 104
### Introduction to Communication

#### In-School Field Trip

Name  

Date  

Locate a place within the school and recognize, record, and evaluate communication taking place using the grid below.

<table>
<thead>
<tr>
<th>Location</th>
<th>Time</th>
<th>Date</th>
<th>Sender</th>
<th>Message</th>
<th>Receiver</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Communication Model & “A Day’s Wait”
By Ernest Hemingway

1) On the piece of butcher paper that was given to your small group, please draw the communication model on the top half.
   a. Below are the terms you need to put into the diagram:
      i. Sender
      ii. Receiver
      iii. Noise
      iv. Feedback
      v. Message

2) As a group, read the story “A Day’s Wait” on p. 73 in the 7th grade literature book, *Timeless Voices, Timeless Themes*.

3) This short story has a lot of dialogue between two characters, which is why I picked it for you to read.
   a. Pay close attention to the dialogue segment between page 72 paragraph 1 – p. 73 paragraph 5 and page 74 paragraph 3A – page 75 (to the end).
   b. Pay close attention to descriptions of the characters’ behaviors as well as the words
   c. Look at both verbal and nonverbal communication.

4) On the butcher paper, please write your answers to the following questions after you’ve discussed the questions as a group.
   a. Who is the speaker? Who is the listener?

   b. What is the boy’s message? What’s the emotion behind it?

   c. What is the father’s message?

   d. What information in the story about the boy and his father helps the reader understand the dialogue and its meaning?

   e. Is there any noise, such as troubling emotions or confusion, in this segment? If so, what is it? What effect does it have?
Appendix 1C

Introduction to Communication

Telephone

Name
Date

Directions: The teacher will start a message on one side of the room which will be passed from student to student. As soon as you have received the message, pass on exactly what you heard. 
You may not ask the sender to repeat the message, even if you didn’t understand it!

Once you have passed the message on, write down exactly what you heard and answer the questions which follow.

1. Message you heard from the receiver: __________________________________________

2. Put a check next to the interferences that prevented you from accurately getting the message from the sender:
   
   _____  a. The speaker mumbled, spoke too softy, or too quickly.
   
   _____  b. The speaker began before you were ready.
   
   _____  c. You were thinking about something else when the speaker began.
   
   _____  d. Once the speaker started, you began thinking about something else because the message wasn’t making sense.
   
   _____  e. Noises made it difficult for you to concentrate.
   
   _____  f. You tried to get the flow of the message, but missed the exact wording.
   
   _____  g. You didn’t know what to expect, so you were unprepared.
   
   _____  h. Other: __________________________________________
3. Put a check next to the interferences that hindered you in accurately giving the message.

    ____ a. You didn’t think what you heard was right, so you changed it to make it more sensible.

    ____ b. You didn’t think the person you were speaking to was interested.

    ____ c. You never got the message, but hearing it again was against the rules, so you had to guess what was said and pass it along.

    ____ d. You didn’t want to pass along a message that made no sense.

    ____ e. Other:

As you have just seen, noise can come in many forms. Select four interferences you found in the speaking and listening Telephone exercise. Explain how each could also apply to reading and writing. An example has been done for you.

1. Interference: speaker was mumbling
   Applies to reading/writing: words are blurry on the page

2. Interference:
   Applies to reading/writing:

3. Interference:
   Applies to reading/writing:

4. Interference:
   Applies to reading/writing:

5. Interference:
   Applies to reading/writing:

Communication Model Activity:

Getting Your Message Across

Instructions
- In this activity you will work with a partner.
- In part 1 of the activity, one of you will be the ‘Sender’. The other person will be the ‘Receiver’. In the second part of the activity you will alternate roles.
- The object of the Activity is for one of you to draw a diagram by following the instructions given to you by your partner (the sender).

Roles
Sender:
- Shortly you will be given a piece of paper with a drawing on it.
- You will give your partner clear instructions on how to draw an exact copy of this picture.

Receiver:
- You will listen to the instructions given to you by your partner and draw the picture on the piece of computer paper given to you by the teacher.

Important rules before you start
1. You have a time limit of 10 minutes
2. You must seat yourselves so that:
   - the Receiver cannot see what the drawing is, and
   - the Sender cannot see what the Receiver is drawing.
3. The Receiver cannot ask any questions at all.
4. The Sender cannot tell the Receiver what the drawing is, eg ‘a house on a hill’.
5. The Sender cannot use correct words to describe any part of the drawing, eg. windows, doors, person, etc. The Sender can refer to shapes and lines etc.
6. Neither of you can use any hand signals or other gestures to show what is meant.
7. The Sender can only use words to describe the shapes of the drawing, e.g. “Draw a big box about 10 cm x 10 cm. Draw a triangle on top of the box and now draw a line next to this . . .” (Both partners will be provided with a ruler.)

Personal Reflections Questions

1. Does your drawing look anything like the original?

2. Why was it difficult to draw the specific drawing?

3. What would have made this task easier to do?
Appendix 1D (cont.)

Leader Notes
• Hand out activity 1 to the person playing the role of the sender
• Reiterate the rules mentioned above
• Time the activity (5 minutes)
• Get the participants to alternate roles
• Hand out activity 2 to the person who is now playing the role of the sender
• Time the activity
• When both partners have had a turn as a Sender and a Receiver, display all the diagrams on the floor and discuss.
• Have the participants answer the following questions in writing and discuss.
Listening Skills Evaluation

Name

Date

Listening is a deliberate mental activity that requires skill and energy. It is also a skill which can be developed: singers have listening skills attuned to music, baseball players listen for the crack of the bat to judge how to play a fly ball, and doctors can recognize a particular heartbeat. By practicing good listening habits, you can improve your listening skills.

Directions: Evaluate yourself on how you listened during a recent conversation, discussion, or lecture.

4 – Very good
3 – Good
2 – Needs Improvement
1 – Did not do

Event listened to:

1. I concentrated on what the speaker was saying.
2. I looked at the speaker.
3. I noted the general flow of the message as well as took detailed notes.
4. I tried to identify the organizational pattern being used (such as chronological, alphabetical, etc.)
5. I asked questions when I did not understand if it was acceptable to do so.
6. I ignored extraneous noises.
Delivering a Persuasive Speech: A Lesson Plan
Douglas A. Parker

Subject(s): Language Arts/Reading and Public Speaking

Overview: Students need to understand that how they say something and how they physically present themselves are just as important as what they say. By understanding the dynamics involved in effective persuasive speaking, students will improve their overall confidence in communicating.

Purpose: The purpose of this lesson is to improve students’ oral persuasion techniques by understanding the appropriate speaking skills. The lesson is presented in second person, making it more meaningful as a resource for the students, and easier for the teacher to use as a handout.

Objectives: Students will be able to:

1) Demonstrate the appropriate classroom public speaking and listening skills (e.g., body language, articulation, listening to be able to identify specific examples of the speaker’s coordination of talking and action) that would be necessary to influence or change someone’s mind or way of thinking about a topic.
2) Define the elements of persuasion.
3) Recognize the elements of personal credibility.
4) Develop methods to analyze other students’ speeches.
5) Understand outlining main ideas.
6) Create a persuasive speech.

Resources/Materials: Teacher-prepared topics for persuasive speeches.

Assessments: The Class will assess each speaker’s performance in terms of voice and body coordination, and in terms of persuasiveness. Each class can develop performance assessments such as rubrics to facilitate this process.

Teacher’s Anticipatory Set:

During class discussion, define and explain how people make decisions based on what they see and hear. Explain that sometimes we have to use skills to convince others about our positions. Have the students recall and list their own experiences trying to convince their friends about something, and then ask them to share these with the class.
Activities and Procedures: Delivering a Persuasive Speech

The Procedure

Pick a proposition that not everyone would agree with such as: "nuclear power plants are superior energy sources." Write a 6 to 8 - minute speech in outline form to persuade the group.

The Lesson: Your Voice and Body are Your Best Tools

You are a natural persuader! You have done it all your life. Every time you enter a conversation, you engage in elementary persuasion techniques. It is true, that any time you make a statement of fact you are asserting its validity and assuming that your listener agrees.

This speech goes further than a normal conversational assertion: now you have to assume that not everyone will agree with you from the start, and it is your job to make them see things your way. The goal of this speech is to change someone's mind or way of thinking about a topic. This is not a speech to sell, as you do not ask that the listener do anything except to agree with you or to begin to listen to your way of thinking. Your message is, of course, very important in this speech, but your voice and body language are even more important. Here you will see how your delivery can help.

There are several important aspects of presentation to keep in mind:

1) **Body language** - make sure that you have a proper posture. If your shoulders are sagging and your legs are crossed, you will not appear as being sincere and people just will not accept your message.

2) **Articulation** - articulation means how your total vocal process works. There are several steps to this entire process. First, you need air from the lungs, your vocal cords in your larynx must be working, your mouth and tongue must be in sync, and you have to make sure that you have got some saliva in your mouth to keep things oiled. You should be aware of your physical makeup to be able to understand how you speak.

3) **Pronunciation** - pronounce each word. Avoid slang, except to make a point, and do not slur your words. Avoid saying, "you know."

4) **Pitch** - pitch refers to the highs and lows of your voice. Whatever you do, avoid a monotone!

5) **Speed** - your speed, or pace, is an important variable to control. Between 140-160 words per minute is the normal pace for a persuasive speech. Any faster and you may appear to be glib; any slower and you sound like you are lecturing. If you are not sure about your speed, tape yourself for one minute and then replay it and count the number of words you used in the minute! The human ear and brain can compile and decode over 400 spoken words per minute, so if you are going too slow your listeners' minds are going to start to wander as the brains finds other ways to keep themselves occupied.

6) **Pauses** - the pause, or caesura, is a critical persuasive tool. When you want to emphasize a certain word, just pause for one second before; this highlights the word. If you really want to punch it, pause before and after the word!
7) **Volume** - volume is another good tool for persuasive speech, but you should use it with caution. If you scream all the way through your speech, people will become accustomed to it and it will lose its effectiveness. On the other hand, a few well-timed shouts can liven up the old speech! Try to "project" or throw your voice out over the entire group - speak to the last row.

8) **Quality** - quality of voice is gauged by the overall impact that your voice has on your listeners. Quality of voice is the net caliber of your voice, its character and attributes. Try to keep your vocal quality high; it is what separates your voice from everyone else's.

9) **Variance** - variance of vocal elements is your most important consideration of all! One of the most persuasive speakers in modern history was Winston Churchill. One of his most remarkable qualities was his ability to vary the elements of his voice. He would start with a slow, laconic voice and then switch gears to a more rapid pace. People were light-headed after listening to him! Even if you have no desire to run for political office, you can still use the tools of variance. Change your pitch, volume, and speed at least once every 30 seconds, if only for just one word. Never go more than one paragraph without a vocal variance. This keeps your group locked into your speech, if for no other reason than it sounds interesting! Let the words speak for themselves; reflect their nature through your voice. If you use the word "strangle," say it with a hint of menace in your voice. If you say the word "heave," let the group feel the onomatopoeic force behind it. If you say the word "bulldozer," make it sound like a titan earthmover, not like a baby with a shovel.

**The Strategy:** Appear Rational

When you are trying to convince someone of something, you must first establish your credibility, or in other words, you must sell yourself before you sell your message. If people feel that you are not being reasonable or rational, you do not stand a chance. You must be committed to the ideals and goals of your speech and what you are saying. Do not use words such as "maybe" or "might" - use positive words such as "will" and "must."

You are the authority figure in this speech, so you had better supply enough information to prove your points so that you can seem knowledgeable, and you had better know your material cold. People can usually spot someone who is trying to "wing" a speech. You should also appear to be truthful - even when you are really stretching a point. If you do not appear to be earnest, even if your message is the 100% truth, people will doubt your word and tune out your speech.

Lastly, do not be afraid to show a little emotion - this is not a sterile or static speech. Your body and voice must match the tone of your words. If your language is strong, you must present a physical force to go along with your delivery.

**The Comments and Goals**

**Self-control?**

You cannot sit back and let your words do all of the talking. You must use your total self to deliver your message, and this means that you will have to expose a little of your personality to the group. Your group will be supportive.
The Group Reaction

The group has two major criteria to consider after each member's speech. First, the delivery. Were the speaker's body, words, and actions in synchronization and harmony? Did one support the other or was there tension between the body and the voice? Secondly, were you persuaded? Why or why not? Discuss what makes a persuasive speech work and how the intangibles affect a positive outcome.

More Information?

For more information and help with public speaking, contact:
http://capital.net/~bps2/
10 tips for Public Speaking

1. **Be familiar with the place in which you will speak.**
   Arrive early, walk around the speaking area and practice using the microphone and any visual aids.

2. **Know the audience.**
   Greet some of the audience as they arrive. It's easier to speak to a group of friends than to a group of strangers.

3. **Know your material.**
   Practice your speech and revise it if necessary. If you're not familiar with your material or are uncomfortable with it, your nervousness will increase.

4. **Relax.**
   Ease tension by doing exercises.

5. **Visualize yourself giving your speech.**
   Imagine yourself speaking, your voice loud, clear, and assured. When you visualize yourself as successful, you will be successful.

6. **Realize that people want you to succeed.**
   They don't want you to fail. Audiences want you to be interesting, stimulating, informative, and entertaining.

7. **Don't apologize.**
   If you mention your nervousness or apologize for any problems you think you have with your speech, you may be calling the audience's attention to something they hadn't noticed. Keep silent.

8. **Concentrate on the message -- not the medium.**
   Focus your attention away from your own anxieties, and outwardly toward your message and your audience.
   Your nervousness will dissipate.

9. **Turn nervousness into positive energy.**
   Harness your nervous energy and transform it into vitality and enthusiasm.
10. **Gain experience.**

   Experience builds confidence, which is the key to effective speaking.

Reproduced with permission from Toastmasters International

**Public Speaking**

**Speech Outline**

Name

Date

Organize your speech by using the following outline.

I. **Introduction**
   A. Attention-Getter
   B. Thesis Statement
   C. Preview Statement

II. **Body**
   A. First main idea
      1. supporting detail
      2. supporting detail
   B. Second main idea
      1. supporting detail
      2. supporting detail
   C. Third main idea
      1. supporting detail
      2. supporting detail
Public Speaking

Self and Peer Evaluation: Speech Content

Name

Date

Directions: Using the guidelines below, evaluate yourself and a peer on speech format.
6 – Excellent 4 – Good 2 & 1 – Poor
5 – Very Good 3 – Average 0 – Did Not Do

Peer Evaluated: __________________________________________________________________________________

Self    Peer
_____  _____ Speaker was familiar with his or her topic.
_____  _____ Speaker used correct grammar and sentence structure.

Introduction

_____  _____ Introduction got the attention of the audience by asking a question, making a startling statement, using a quotation, telling a story, or making a reference.
_____  _____ Introduction gave a thesis statement.
_____  _____ Introduction presented a preview of the speech.

Body

_____  _____ Speech was organized in a logical way (chronological, climactic, or subject).
_____  _____ Body fully developed the thesis statement.

Conclusion

_____  _____ Conclusion was logical and interesting.
_____  _____ Conclusion contained a summary, a solution or action step, and a final appeal.
SERVING UP YOUR SPEECH

A Focus on Delivery

Tips to Help Improve your Delivery

1. Approach the front of the room slowly and with confidence.

2. Begin your speech with confidence in the subject.

3. Look into the eyes of various members of the audience.

4. Use gestures to help deliver the message.

5. Speak loudly enough to be heard by all audience members.

6. Use a different tone of voice to emphasize certain points.

7. Deliver your speech in a normal rate (not too quickly).

8. Pronounce all of the words correctly.

9. Give your speech a logical and interesting conclusion.

10. Return to your seat without hurrying.
**Public Speaking**

---

**Voice Production Exercises**

Name

Date

**Breathing** provides the power for voice production, or **phonation**. Breathing from the **diaphragm** and not the throat produces an effective voice. Not only does the vocal process deliver the air you need to speak, but it also regulates the amount of air specifically needed to speak (think of how a singer must regulate air output to effectively hold a note).

**Directions:** Use the exercises below to improve your breathing. Be sure to breathe from your **diaphragm**! (exercises from Glenn, E., Glenn, P., and Forman, S. (1993)). *Your voice and articulation, 3rd edition.* Englewood Cliffs, NJ: Prentice Hall, pp. 36-37.)

**The Picnic:** Fill in the blank in the sentence with the words in the list, beginning with sandwiches and adding one each time. How big a picnic can you describe with one breath?

On Saturday we went to the park. We brought a basketful of sandwiches, hors d’oeuvres, watermelon, salt and pepper, mustard and relish, hot dogs, soda pop, deviled eggs, potato salad, Alka-Seltzer.

**The Fifty States:** Try to name as many of the fifty United States as you can in one breath. They are grouped by number of syllables to facilitate rhythmic reading.

- Maine Hawaii New Jersey California West Virginia
- Georgia Idaho Ohio Colorado
- Kansas Illinois Oregon Connecticut
- New York Iowa Rhode Island Indiana
- Texas Kentucky Tennessee Massachusetts
- Utah Maryland Virginia Minnesota
- Vermont Michigan Washington Mississippi
- Alaska Montana Wisconsin New Mexico
- Arkansas Nevada Wyoming North Dakota
- Delaware Nevada South Dakota Oklahoma
- Florida New Hampshire Alabama Pennsylvania
Articulation

“Tongue Twisters are excellent practice for achieving distinct enunciation. The secret to handling tongue twisters without stumbling is to complete all final consonants carefully – almost exaggerate them. Repeat each of the following tongue twisters five times rapidly.” (exercises and quote from Glenn, E., Glenn, P., and Forman, S. (1993). Your voice and articulation, 3rd edition. Englewood Cliffs, NJ: Prentice Hall, pp. 36-37.)

1. Sheila studied statistical strategies using strange strategic statistics.
2. The white whale wailed while Wes Washington watched his washed watch whirling.
3. Ship the sheepskin sleepers and the shot silk skippers to the sleepy sheepshearers.
4. Pete replies, “My plate is replete with pot pies; please, don’t repeat peas and plum pops.”
5. The hoarse farmer forswore his first-born to force no harm on the horse barn.
6. Sue shipped the shoe and simple zipper to the sloppy slipped shoe and zipper shop.
7. Grab crab crepes and grape cakes from the cracked case.
8. She and Hugh Gnu knew that a new gnu was due at two on Tuesday.

Assimilation is when sounds run together. Clear articulation is crucial to insure your audience understands you. Practice the following to become aware of and avoid possible assimilation problems.

1) a. Nancy Green’s table is always covered with food.
   b. They keep the horse in the green stable.
2) a. Nixon cuts segments from unwanted tape recordings.
   b. He had nicks and cuts on his face after he shaved in the dark.
3) a. We went to the race at Upson Downs.
   b. My life has been a series of ups and downs.
4) a. The dream was so real that I thought it had actually happened.
   b. The ichthyologist gave treatment to the sore eel at the aquarium.
5) a. We were cold as we huddled around the meager fire.
   b. Do you ever work old crossword puzzles in the New York Times?

Suggested Activities:

1. The exercises listed in this section.
2. The students can select short poems and present them to the class to demonstrate their understanding of the proper techniques for voice and body.
Impromptu Speech Ideas

My Most Embarrassing Moment

Funniest Childhood Memory

Napoleon Dynamite: An American Hero

American Idol

Jared, the Subway Guy: His Rise to the Top

The McDonald's Diet

Will Ferrell: good or bad actor

April Fools Day

How to Mess up a Job Interview
Everything I Needed to Know in Life, I Learned in Kindergarten

How to be the perfect gentleman.

That you can't say in public.

Fun things to do on the first day of class or the last day.

New York City driving rules explained.

10 ways to irritate a telemarketer.

10 ways to freak out your roommate.

How to train a cat.

What you'll wish you'd known about the future.
First Speech Assignment

Pairs

Present-Accept Speech

Created by Karen Kosbob

TOPIC: AWARD CEREMONY
AUDIENCE: (CLASS) _________________________________
PURPOSE:
LENGTH: TWO MINTUES

Pairs decide who will present and who will accept the award, and discuss the award itself. You may choose your own award, real or fictional. YOU MAY BE SOMEONE FICTIONAL OR BE YOURSELVES!! Also, you can determine who is the audience. (class, of course, but who else would be watching this award ceremony?)

Your presentations must be two-minutes long and can contain an acceptance speech or an introduction to the award. You may use props to enhance your presentation. WRITE WHAT YOU WILL SAY!! REHEARSE aloud with each other for content, time and a conversational voice that all match your chosen audience.

PRESENTER:

AWARD:

WINNER:
Look Who’s Listening!

A speaker needs to make sure that he/she is creating a speech that is appropriate for the audience. Therefore, the speaker needs to make effective choices so the message and delivery are of interest to the listener.

Directions: After watching each video segment (I will pick and choose the segments we will look at throughout this unit), please write down how you feel in your Communications Journal. Tell me what feelings or emotions the segment leaves you with or of what it makes you think. Then, write who the audience is and if the speaker does a good job speaking to that audience. Title each response based on the titles given below. Each response should be written in complete sentences.

All speeches were found on www.americanrhetoric.com.

Government Speech
Jerry Maguire
Civil War Address from Glory
Building and Loan Speech from “It’s A Wonderful Life”
Graduation Speech at Harvard from Legally Blonde
65th Birthday Speech from Meet Joe Black
Stuttering through opening speech in court from My Cousin Vinny
Oskar Schindler Addresses 1200 Jewish Brunlitz Factory Workers And Nazi Guards
Jack: 'I Choose Us' Address to Kate at JFK International Airport
Terrence Mann: "People Will Come"
Coach Herman Boone: Gettysburg Speech
NFL clip

***What have you learned about speaking to an audience by looking at your responses and your classmates’ responses to the above video segments?
Public Speaking

Self and Peer Evaluation: Speech Delivery

Name __________________________________________

Date _________________________________________

Directions: Using the guidelines below, evaluate yourself and a peer on speech delivery techniques.  

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Excellent</td>
</tr>
<tr>
<td>5</td>
<td>Very Good</td>
</tr>
<tr>
<td>4</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Average</td>
</tr>
<tr>
<td>2 &amp; 1</td>
<td>Poor</td>
</tr>
<tr>
<td>0</td>
<td>Did Not Do</td>
</tr>
</tbody>
</table>

Peer Evaluated: __________________________________________

<table>
<thead>
<tr>
<th>Self</th>
<th>Peer</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

Rate: Delivered speech at a normal rate (not too quickly).

Pitch: Varied vocal notes; used a different tone of voice to emphasize certain points.

Volume: Spoke loudly enough to be heard by all audience members; did not speak too loudly.

Articulation: Spoke clearly; audience was able to understand all words said.

Pronunciation: Pronounced all words correctly.

Platform: Approached the front of the room slowly and with confidence.

Movement: Walked around while delivering speech.

Gestures: Used gestures to help delivery the message.

Eye-Contact: Made eye-contact with various members of the audience.

Posture: Held body attentively and with confidence.

Expression: Used expressions to convey emotions.
Appendix 1P

Debate Evaluation

Name

Date

Evaluate each debate position using the following guidelines:

4 – Very Good
3 – Good
2 – Fair
1 – Needs Improvement

_____ Introduction was organized and interesting

_____ Points were made to support resolution

_____ Speakers knew their issue

_____ Speakers used correct speaking skills (volume, pitch, etc. …)

_____ Conclusion was organized and interesting.
Effective Storytelling Performance Skills

When telling a story, an effective storyteller demonstrates the following traits observable by others:

**Voice Mechanics**
Speaks with an appropriate volume for the audience to hear. Pronounces words clearly. Uses non-monotonous, vocal expression to clarify the meaning of the text.

**Face/Body/Gesture**
Uses non-verbal communication to clarify the meaning of the text.

**Focus**
Concentration is clear.
Eye contact with audience is engaging.
Maintains a charismatic presence in space (stage presence).

**Characterization**
If dialogue is used, characters are believable to listener. Storyteller's natural voice is differentiated from character voices.

**Pacing:**
The story is presented efficiently and keeps listeners' interest throughout.

### Performance Skills Rubric

<table>
<thead>
<tr>
<th></th>
<th>Beginner</th>
<th>Intermediate</th>
<th>Proficient</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Voice Mechanics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Facial Expression</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Body Language &amp; Gesture</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Characterization</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Timing/Pacing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Inner Criteria

The following are some criteria that you alone will judge.

**Nervousness**
How comfortable did I feel in front of the group this time?

**Memory Lapse**
Did I have any moments where I forget the story/or my lines?

**Distraction**
Did my mind wander off the storytelling task at hand?

**Personal Pleasure**
Did I enjoy telling the story?

**Insights**
Did I realize anything new about the storytelling experience or the story while telling?

### Storytelling Compositional Skills Rubric:

<table>
<thead>
<tr>
<th></th>
<th>Beginner</th>
<th>Intermediate</th>
<th>Proficient</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relaxed</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Focused</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Engaged</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Personal Reflection**

What are my strengths as a speaker?

How can I improve as a storyteller?

How can I improve as a public speaker?
STORYTELLING

The Inner Workings of the Storyteller’s Art

The best way to become an effective teller is to gain more experience telling stories. Both positive and negative experiences can teach us about storytelling. Since storytelling is a live art form, stories can change based on who is reading them. A storyteller will have to tell a story many times to discover how it affects audiences.

Preparation for Storytelling:

- **Read the story several times**, first for pleasure, then with concentration.
  - Read the story silently, making notes of what voices you will use.
  - Read the story to a partner, practicing speech and volume.

- **Live with your story** until the characters and setting become as real to you as people and places you know.

- **Visualize it!** Imagine sounds, tastes, scents, colors. Only when you see the story vividly yourself can you make your audience see it!

- **Sequence the story line**: The **Beginning**, which sets the stage and introduces the characters and conflict; the **Body**, in which the conflict builds up to the **Climax**; and the **Resolution** of the conflict. Observe how the action starts, how it accelerates, repetitions in actions and how and where the transitions occur.

Practice the story often - to the mirror, your cat, driving in the car, with friends, or anyone who will listen. Even when telling an old and familiar story, you must use imagination and all the storyteller's skills to make it come alive. Use your imagination to make the story come alive as you prepare.
Picture Book Speech Assignment

Created by Karen Kosbob

**Directions:** Choose a picture book that you will present to the class as an “interpretive reading.” You will need to “bring the story to life” for the listeners by using vocal variety, enthusiasm, and energy for the story.

**Topic:** Children’s Book Reading

**Audience:** A class of elementary school children

**Purpose:** Tell an engaging oral story!!

Your presentation should be four to six minutes long!!

You may use facial expressions, movements, gestures, and props to enhance your story.

**Rubric**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Points</th>
<th>Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocal Clarity and Variety</td>
<td>30 points</td>
<td></td>
</tr>
<tr>
<td>Accuracy of Reading</td>
<td>25 points</td>
<td></td>
</tr>
<tr>
<td>Enthusiasm and Energy</td>
<td>15 points</td>
<td></td>
</tr>
<tr>
<td>Facial Expressions, movements</td>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td>Lasts for at least four minutes</td>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td>Interesting and engaging reading</td>
<td>10 points</td>
<td></td>
</tr>
</tbody>
</table>

Total Score:
# Radio and Television

## Media Log

<table>
<thead>
<tr>
<th>Day</th>
<th>Medium</th>
<th>Program(s)</th>
<th>Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analyze your completed chart and make two general statements about your viewing habits.

1. ____________________________________________________________________________
2. ____________________________________________________________________________

What impact does radio and television have on your daily life?

______________________________________________________________________________
Radio and Television

No TV Contract

Name

Date

We, the undersigned, pledge to not watch ANY television for one week. We understand that TV plays a major role in American society and pledge to discuss the impact this decision had on our family.

Family Member’s Signatures:

_________________________  __________________________

_________________________  __________________________

_________________________  __________________________

_________________________  __________________________

Discussion:
What impact did not watching television have on your family? Did you find the project helpful, frustrating, enlightening, and exasperating? Jot down several comments from different family members.

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________
Analysis of News Television

News Broadcast:
Year:

1) What messages do the news anchors and reporters send through their appearance and voice?

2) How does television journalism differ from the radio?

3) What does the set look like?

4) What are the elements of the set?

5) How are those elements of the set used? What message does it send the audience?

6) What is the lighting like on this set?

7) What are some alternative sets that could be used?

8) What is the relevance of this story? Why do you think the reporter shared this information?
Worksheet for Analyzing a Television Show
Reading Television

Name of Show: ______________________________

Time Aired/Station: __________________________

1. Genre: What genre are we watching (comedy/drama/variety show/etc)? How do the writers let us know this (visually, orally, etc.)?

Characters: Who are the characters?

Setting: What are the settings? What do they say about the show?

Plot: What happens within this episode?

Is the plot important to understanding/enjoying the show? Why or why not?
Appendix 1W (cont.)

**Figurative language:** What symbols, metaphors, personification, or similes were present?

**Visual constructions:** How do the writers make us see (or hear) the show?

**Absences:** What is missing? What real-world things are missing in the show?

**Thoughts to Ponder: Answer one of these questions!!**

How would changing the characters change the show?

Could the show take place somewhere else and remain the same?

Are there stereotypes presented in the show, if so, what?
**News Article Evaluation**

Name

Date

Evaluate your news article using the guidelines below:

4 - Very Good
3 - Good
2 - Fair
1 - Needs Improvement

_____ Lead paragraph answers six questions (who, what, where, when, why, how)

_____ Second paragraph states important details and contains a quote

_____ News article is objective

_____ News article is clear

_____ News article is interesting
Appendix 1Y

Name __________________________________________

Newsies

Directions: As you watch the movie Newsies, answer the following questions in as much detail as possible. Use complete sentences.

1. What does Jack Kelley say makes a good headline?

2. Do you agree? Why or why not? What kind of headline, either in a newspaper or magazine, would make you want to read the article?

3. Mr. Denton says that if things aren’t printed in the newspaper, they never happened. Do you agree? Does the press have that much power? Who “makes” the news?
4. The newsies never would have been able to get the word out about child labor and their cause if they had not had the use of the printing press Jack found in the basement. A recent article in the *Weekly Reader* entitled “What’s the Big Idea?” reported that Jack Brockman, a web site publisher, recently asked a panel of writers, teachers, and scientists what they felt was the most important invention of the past 2,000 years. The most frequent answer Mr. Brockman received was **Gutenberg’s printing press**. The article explained this invention and its importance:

In 1447, Johannes Gutenberg of Germany invented the first Printing press that used *movable type*. Movable type allowed Documents and pages to be printed quickly and easily.

Before the invention of the printing press, books had to Be written and copied one at a time, by hand. The process was Extremely slow and painstaking. As a result, books were fairly Uncommon objects. Only the most privileged and educated People had books. Most people couldn’t read at all.

Gutenberg’s invention allowed people to print books much more Easily and quickly. That led to the production of many more Books. As a result, many more people around the world learned to read.

The printed word also led to generations of other inventors, panel members said, “What other inventions wouldn’t have happened if inventors [had not had] access to books?” asked panel member and computer expert Lew Tucker.

Gutenberg’s printing press also allowed newspapers to be printed more quickly and reach a larger audience. What effect do you feel this had on the world?
5. Jack says at the beginning of the movie, and David repeats at the end, “Headlines don’t sell papers. Newsies sell papers.” Obviously, we do not have newsies anymore, and yet newspapers keep selling. What is the lasting appeal of newspapers, even when there are ‘easier’ ways to consume news, such as TV or radio?

Newscaster Speech Preparation

Directions:

1) Please click on the below link to watch a short news clip:
_________________________________________________________________

2) When you open up the page, please click on Video: ____________________________
   a. You are NOT to watch any other video!

3) While watching, I want you to pay attention to the actions, speech, and facial expressions of the newscaster then answer the questions below. Please write your answers below the questions.

   a. What facial expressions does the newscaster use?

   b. What tone of voice does the newscaster use?

   c. What does that tone communicate to the audience?

   d. Does the camera remain only on her? If not, what else does it show?

   e. How well does the newscaster know her information? How do you know?

   f. After watching this, what do you think you need to do in your speech? What facial expressions should you use?
Newscaster Delivery Rubric

Teacher Name: __________________________________________
Student Name: __________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>10</th>
<th>9</th>
<th>7</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>Individual researched the subject and integrated 3 or more &quot;tidbits&quot; from their research into their newscast.</td>
<td>Individual researched the subject and integrated 2 &quot;tidbits&quot; from their research into their newscast.</td>
<td>Individual researched the subject and integrated 1 &quot;tidbit&quot; from their research into their newscast.</td>
<td>Either no research was done or it was not clear that the group used it in the newscast.</td>
</tr>
<tr>
<td>Posture and Eye Contact</td>
<td>Stands or sits up straight and looks confident and relaxed. Establishes eye contact with audience during most of newscast.</td>
<td>Stands or sits up straight. Establishes eye contact with audience during most of newscast.</td>
<td>Slouches or appears too casual but establishes good eye contact with audience during most of newscast.</td>
<td>Slouches or appears too casual AND establishes little eye contact with audience during newscast.</td>
</tr>
<tr>
<td>Speaks clearly</td>
<td>Speaks clearly and distinctly all of the time and mispronounces no words.</td>
<td>Speaks clearly and distinctly all of the time but mispronounces 1 or more words.</td>
<td>Speaks clearly and distinctly most of the time and mispronounces no words.</td>
<td>Does NOT speak clearly and distinctly most of the time AND/OR mispronounces more than 1 word.</td>
</tr>
<tr>
<td>Duration of presentation</td>
<td>The newscast was between 1.5 and 2 minutes and did not seem hurried or too slow.</td>
<td>The newscast was between 1.5 and 2 minutes but seemed SLIGHTLY hurried or too slow.</td>
<td>The newscast was between 1.5 and 2 minutes but seemed VERY hurried or too slow.</td>
<td>The newscast was too long or too short.</td>
</tr>
<tr>
<td>Accuracy of Facts</td>
<td>All supportive facts are reported accurately (3 of 3).</td>
<td>Almost all facts are reported accurately (2 of 3).</td>
<td>One fact is reported accurately.</td>
<td>No facts are reported accurately OR no facts were reported.</td>
</tr>
</tbody>
</table>
Radio and Television

Self and Peer Evaluation: Radio Show

Name ____________________________________________________________

Date ____________________________________________________________

Directions: Using the guidelines below, evaluate your own radio program as well as another program from your class.

6 – Excellent  4 – Good  2 & 1 – Poor
5 – Very Good  3 – Average  0 – Did Not Do

DJ of Peer Group Evaluated ____________________________________________

Own Peer
Group Group

Elements of Radio
Radio program contained the elements of radio appropriate for the type of radio program performed (music, news, weather, DJ, continuity, traffic, talk, commercials, public service announcements, etc.)

Script
The script was well written: short, conversational, dramatic, and free from grammatical errors.

Target Audience
There was an identifiable target audience. All elements of radio were directed toward this audience.

Effective Voice Production

Rate
Delivered program at a normal rate (not too quickly)

Pitch
Varied vocal notes; used a different tone of voice to emphasize certain points.

Volume
Spoke loudly enough to be recorded.

Articulation
Spoke clearly.

Pronunciation
Pronounced all words correctly.
### Effective Body Production

<table>
<thead>
<tr>
<th>Own Group</th>
<th>Peer Group</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Posture</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sat up straight; breathed from diaphragm.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Poise</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Didn’t let errors cause anxiety; kept going.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Expression</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Used expressions to add energy and enthusiasm to program.</td>
<td></td>
</tr>
</tbody>
</table>

### Well Performed

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The program was rehearsed and flowed well.</td>
</tr>
</tbody>
</table>
Appendix 1CC

Radio and Television

Self and Peer Evaluation: Television Show

Name ____________________________________________

Date ____________________________________________

Directions: Using the guidelines below, evaluate your own television program, as well as another program from your class.

6 – Excellent  4 – Good  2 & 1 – Poor
5 – Very Good  3 – Average  0 – Did Not Do

Peer Television Program Evaluated ___________________________________________

Own Peer
Group Group

_____ _____ Elements of Television
TV program fell into an identifiable category (sitcom, drama, newscast, etc.)

_____ _____ Commercials were used and appropriate for the type of TV program performed.

_____ _____ Script
The script was well written and followed the split-page format.

_____ _____ Target Audience
There was an identifiable target audience. All elements of TV were directed toward this audience.

Effective Voice Production

_____ _____ Rate
Delivered program at a normal rate (not too quickly)

_____ _____ Pitch
Varied vocal notes; used a different tone of voice to emphasize certain points.

_____ _____ Volume
Spoke loudly enough to be recorded.

_____ _____ Articulation
Spoke clearly.

_____ _____ Pronunciation
Pronounced all words correctly.
Effective Body Production

_____ _____ Posture  Sat up straight; breathed from diaphragm; used body posture to convey emotions/ideas.
_____ _____ Poise   Didn’t let errors cause anxiety; kept going.
_____ _____ Expression  Used facial expressions to add energy and enthusiasm to program and add depth with subtle nuances of meaning.
_____ _____ Gestures  Gestures were used to further the development of meaning; actors and actresses were aware of how their gestures affected the audience.
_____ _____ Eye Contact  Eye contact was made with fellow actors and actresses or the camera as appropriate.

Performance

_____ _____  The program was rehearsed and flowed well. Props were used to add to the visual appeal of the performance.
# Advertising Analysis Form

Name: ________________________________

Date: ________________________________

Analyze two advertisements, one from a print medium and one from an electronic medium, using the chart below.

<table>
<thead>
<tr>
<th>Medium</th>
<th>Product or Service</th>
<th>Publication or viewing/listening date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Target Audience**

**Purpose**

**Ethos**

**Pathos**

**Logos**

**Effectiveness** Does every element of the ad contribute to its purpose? Explain.
**Literary Magazine Web Quest!**

**Directions:** By using the attached links, please answer the following questions about a literary magazine. Do NOT cut and paste information from websites. Put the information into your **OWN** words.

http://en.wikipedia.org/wiki/Literary_magazine
1) What is a literary magazine?

2) What types of writing does a literary magazine usually publish?

3) Who writes for a literary magazine?

Cover 1: http://www.latinschool.org/artman/uploads/polyphonycover.jpg
Cover 2: http://www.davidpascal.com/images/unrealsamp2.jpg
Cover 3: http://www.cerritos.edu/talon-marks/litcover.jpg
4) What’s the difference between the covers of these two literary magazine?

5) Which cover do you like better? Why?

6) Which cover do you think is more appropriate for a school literary magazine?

7) After looking at these covers, what do you think a cover should include?

8) What is the purpose of the cover of a literary magazine? What’s its job? (This is not stated in any of the sites, please think about this question and tell me what you think)

9) What did literary magazines help do in Australia in 1821?

10) What do most literary magazines contain?

11) Who influences the direction of the literary magazine? Why does this matter to the writers?

12) As a communications class, if we were to create a literary magazine, who would influence the direction of the literary magazine?
Appendix 1FF

Helpful Websites for Teaching the History of Newspaper

Examples of papers from 1770

http://www.earlyamerica.com/earlyamerica/past/

Origins of Newspapers

http://www.historicpages.com/nprhist.htm

A Brief History of Newspaper

http://www.newspaper-industry.org/history.html

History of Newspapers

http://www.nyu.edu/classes/stephens/Collier's%20page.htm

Newspapers: A Brief History (cool format)

http://www.wan-press.org/article2821.html

News: The Process Behind the Presentation

http://library.thinkquest.org/18764/print/history.html

History Behind Newsies


Actual articles about the Newsies strike


History on the Newsboys

http://www.peachtree-online.com/printer/newsboys.htm

Shepherd of Newsboys

Appendix 1GG

Media Literacy Internet Resources

Arizona State Visual Literacy Collection

Bloggers analyzing elements of Obama’s slogan design
http://viz.cwrl.utexas.edu/node/261

Frank Baker script writing in the classroom resource
http://www.frankwbaker.com/scriptwriting_in_the_classroom.htm

English Online’s Film and Video terms
http://english.unitecnology.ac.nz/resources/resources/film.html

Media Message Questions
http://www.frankwbaker.com/media_messages.htm

Follow the Money Trail Activity
http://www.frankwbaker.com/moneytrail.htm

Ken Burns’ “The War” through Media Lit lens
http://www.frankwbaker.com/war_media_literacy.htm

Temple Know TV Curriculum Lab

Documentary Lesson Plan

Duke Center for Documentary Studies
http://cds.aas.duke.edu/

Documentary is never neutral
http://documentaryisneverneutral.com/indextrue.html

Movie (and novel) review
Appendix 2

Middle School English Video/DVD Policy

Video and DVD viewing should be used to enhance the understanding of literature and instructional objectives in the English classroom. Teachers should use their professional judgment in determining the use and rationale of audio/visual materials.

- For all media, justification and written instructional objectives are expected in accordance with instructional curricula. *School audio/visual policy supersedes any specifics listed in this document.*
- Any video/DVD (other than G-rated) must be approved by the principal or his/her designee.
- Teachers are encouraged to choose video/DVD titles that correlate with the reserved reading lists.
- Teachers are encouraged to use portions of video/DVD selections that supplement instruction.

**Guidelines for Viewing (video, DVDs, other presentations)**

Anytime a film or video is shown in an educational setting, ask: **What is the purpose of showing this film?**

Suggested strategies or tools for using video:

- **Viewing logs:** prediction, recall, interpretation, application, evaluation, story boards - *What do you see?*

- **Aspects of film:** sound, scene, perspective

- **Literary analysis:** plot, characterization, symbolism

- **Comparison/contrast to original text:** director’s choices regarding scene selection and/or omission as well as setting and/or location
Ten Things Teachers Should Know About Copyright

Adapted from a pamphlet provided by
Instructional Materials Center
21000 Education Court
Ashburn, VA 20148
Phone (571) 252-1470
www.loudoun.k12.va.us/libraries

Questions & Answers About Copyright ©

Q. What is a “notice of copyright”?
A. The “notice of copyright” is the copyright symbol © followed by the copyright date and the author. It is no longer necessary for the notice to be displayed for a work to be protected by copyright. Presume the work is protected.

Q. Whom do I ask if I have questions about copyright issues? Who might know the answer or find out an answer for me?
A. Ask the librarian at your school. If the question requires more research, the librarian would know the next step to take in the process.

Q. Is it permissible for a teacher to show a videotape to his/her class if the videotape has a label stating “For Home Use Only”?
A. Yes, if the tape was purchased and is used in face-to-face instructional activity.

Q. May a teacher rent a video from a local vendor and show it to the class as a reward for good behavior?
A. No. The video may not be used for entertainment, a fundraiser, or a time-filler. The videotape must be used in face-to-face instructional activity.

Q. May a teacher make multiple copies of a poem or a short story for use in his/her classroom?
A. Yes, if the copy meets the tests of brevity and spontaneity. This type of copying may be done only nine times in the course of the semester and can be used in one term of the subject, not annually.

Q. May teachers enlarge cartoon characters (e.g. Mickey Mouse, Peanuts) for bulletin boards or to decorate the school?
A. No. The characters are protected by trademark in addition to copyright laws.

Q. If workbooks are not provided for students, may a teacher copy the workbook, in whole or in part, for student use?
A. No. The workbooks are consumable. This would be an infringe

Q. May I copy a photograph from the internet to use on my web page?
A. Unless specifically stated that it is in the public domain, assume it is not. Fair use does not include web pages. If you want to use it as described, seek permission. Keep a copy of the permission in your files.
Appendix 3 (cont.)

Q. May I show my class the video of their performance in a school sponsored activity?
A. It may be shown only for evaluation purposes and not for entertainment.

Q. May a teacher copy a current news article on topics of interest for a class discussion?
A. Under the guidelines, this should be considered fair use. The use of the article is permitted that year, but the article cannot become a part of the teacher’s annual curriculum for that class.

How to Request Permission to Duplicate Copyrighted © Materials.

Teachers may make use of copyrighted materials beyond those provided under fair use if permission is granted first. There may or may not be a charge. Permission may be refused, but it may also be worth the time to ask.

Determine the ownership of a work and send a letter of request in duplicate to the permissions department of the publisher or directly to the copyright holder. Include the following information:

- Title, author and/or editor, and edition of the materials to be duplicated
- Exact material to be used
- Number of copies to be made
- Use to be made of duplicated materials
- Form of distribution (classroom, newsletter, etc.)
- Whether or not the material is to be sold
- Type of reproduction (photocopy, slide, tape, etc.)

Make three copies of the request. One is for your files and two are for the publisher. One of these will be returned with the publisher’s decision. Include a self-addressed, stamped return envelope.

Send by registered mail when response is crucial. Do not assume you have approval if you do not receive a response from the copyright holder. Make note of the permission to copy on the item being duplicated.