

## **“B” DAY SPEECH COMMUNICATION**

*Mr. Scheef*

### **Visual Informative**

#### **Learning Goals and Objectives: Visual Informative - Unit Three (3)**

- \* Students will be able to define visual informative speaking – effective listening skills
- \* Students will be able to identify when visual informative speaking is appropriate - listening
- \* Students will be able to research and organize a visual informative speech topic.
- \* Students will be able to prepare a visual informative outline
- \* Students will be able to present a visual informative speech in class.

**“B” DAY**

**Monday**

**March 18**

**Speech Communication**

Student Responses: Complete “Autobiographical Speeches...if necessary)

Student Responses: Visual Informative Topic Selection – MLA Documentation – Due EOC

Introduce: MLA [www.easybib.com](http://www.easybib.com)

#### **Visual Aid Speech – Student Content Choice**

- a. To qualify for an (A) complete the entire project using twelve pictures accompanied by three factual statements.
- b. To qualify for a (B) complete the entire project using nine pictures accompanied by three factual statements.
- c. To qualify for a (C) complete the entire project using six pictures accompanied by three factual statements.

**Note:** Students not wishing to present via memorization may use up to three 3 x 5 note cards for a grade no higher than a “C” (79-70) range.

#### **Visual Informative Requirements**

- a. Select an Informative Topic (appropriate for school)
- b. Objective One: Speaker something new - teach us
- c. Objective Two: Listener’s learn something new
- d. Present the entire speech through the use of specific photographs, and images depicting the topic.
- e. Pictures will be presented with the use of a computer and classroom projector.
- f. All photographs will be shown for a maximum of :20 seconds per photo.
- g. It is the responsibility of the speaker to provide information about each photograph.
- h. There will be no more than a :02 second delay allowance between each photograph.
- i. Speaker’s are expected to practice their speech so that all visual transitions are smooth and conversational.  
**AVOID:** ”And this is a picture of...and this is a picture”...”Here you see a picture of”...etc.  
**NOTE:** Do Not be REDUNDANT...You are giving an informative speech using pictures or images...

#### **Topics used before:**

- a. History of things, events...Rock and Roll: various groups or single artists, Hersey’s...etc.
- b. Fashion, Hairdo’s, Pets-Animals etc.
- c. History of Transportation: cars, trucks, aviation...
- d. Fast Food, Animals of various kinds - UPS, FED EX etc.

#### **Visual Informative Due Dates**

- a. Topic-Photo Selection – MLA Documentations – Due Friday March 22 (10:15)
- b. Visual Informative Outline Due Thursday March 28 (10:00)
- c. Visual Outline Revisions Due Thursday March 28 (11:15)
- d. Visual Informative Completed – Memorized – Note Cards Due Monday April 1 (10:30)
- e. Visual Informative Rehearsals Due Wednesday April 3 (10:00)
- f. Visual Informative Speeches Day One BOC Friday April 5 (10:00)
- g. Visual Informative Speeches Day Two BOC Tuesday April 9 (10:00)
- h. Visual Informative Speeches Day Three BOC Thursday April 11 (10:00)
- i. Visual Informative Speeches Day Four (IF) Needed.

Visual Informative Outline

Name \_\_\_\_\_

Have this Visual Informative checked over and signed before you leave class today.

Visual Informative Topic: \_\_\_\_\_

**Thesis Slide** – Subject – Direction – 3 Reasons (:30 seconds)

**THESIS (Billboard) #1** \_\_\_\_\_ (:20 sec. each photo)

Photograph One Description: \_\_\_\_\_

- 1.
- 2.
- 3.

Photograph Two Description: \_\_\_\_\_

- 1.
- 2.
- 3.

Photograph Three Description: \_\_\_\_\_

- 1.
- 2.
- 3.

Photograph Four Description: \_\_\_\_\_

- 1.
- 2.
- 3.

**THESIS (Billboard) #2** \_\_\_\_\_ (:20 sec each photo)

Photograph Five Description: \_\_\_\_\_

- 1.
- 2.
- 3.

Photograph Six Description: \_\_\_\_\_

- 1.
- 2.
- 3.

Photograph Seven Description: \_\_\_\_\_

- 1.
- 2.
- 3.

Photograph Eight Description: \_\_\_\_\_

- 1.
- 2.
- 3.

**THESIS (Billboard) #3** \_\_\_\_\_ (:20 sec each photo)

Photograph Nine Description: \_\_\_\_\_

- 1.
- 2.
- 3.

Photograph Ten Description: \_\_\_\_\_

- 1.
- 2.
- 3.

Photograph Eleven Description: \_\_\_\_\_

- 1.
- 2.
- 3.

Photograph Twelve Description: \_\_\_\_\_

- 1.
- 2.
- 3.

\_\_\_\_\_  
Signed

\_\_\_\_\_  
Date

**Visual Informative Photograph-Description**

Name \_\_\_\_\_

Have this Visual Informative checked over and signed before you leave class today.

Visual Informative Thesis Subject: \_\_\_\_\_

Visual Informative Photograph Documentation in MLA: ([www.easybib.com](http://www.easybib.com))

**THESIS REASON #1** \_\_\_\_\_ (:20 sec. each photo)

Photograph One Description: \_\_\_\_\_

Photograph Two Description: \_\_\_\_\_

Photograph Three Description: \_\_\_\_\_

Photograph Four Description: \_\_\_\_\_

**THESIS REASON #2** \_\_\_\_\_ (:20 sec each photo)

Photograph Five Description: \_\_\_\_\_

Photograph Six Description: \_\_\_\_\_

Photograph Seven Description: \_\_\_\_\_

Photograph Eight Description: \_\_\_\_\_

**THESIS REASON #3** \_\_\_\_\_ (:20 sec each photo)

Photograph Nine Description: \_\_\_\_\_

Photograph Ten Description: \_\_\_\_\_

Photograph Eleven Description: \_\_\_\_\_

Photograph Twelve Description: \_\_\_\_\_

**Visual Informative Photograph-MLA DOCUMENTATION....(easybib)**

**THESIS REASON #1** \_\_\_\_\_ (:20 sec. each photo)

Photograph One MLA Documentation: \_\_\_\_\_

Photograph Two MLA Documentation: \_\_\_\_\_

Photograph Three MLA Documentation: \_\_\_\_\_

Photograph Four MLA Documentation: \_\_\_\_\_

**THESIS REASON #2** \_\_\_\_\_ (:20 sec each photo)

Photograph Five MLA Documentation: \_\_\_\_\_

Photograph Six MLA Documentation: \_\_\_\_\_

Photograph Seven MLA Documentation: \_\_\_\_\_

Photograph Eight MLA Documentation: \_\_\_\_\_

**THESIS REASON #3** \_\_\_\_\_ (:20 sec each photo)

Photograph Nine MLA Documentation: \_\_\_\_\_

Photograph Ten MLA Documentation: \_\_\_\_\_

Photograph Eleven MLA Documentation: \_\_\_\_\_

Photograph Twelve MLA Documentation: \_\_\_\_\_

Visual Informative Photograph-Description and MLA Citation

Name \_\_\_\_\_

Have this Visual Informative checked over and signed before you leave class today.

Visual Informative Thesis Subject: \_\_\_\_\_

Visual Informative Photograph Documentation in MLA: ([www.easybib.com](http://www.easybib.com))

**THESIS REASON #1** \_\_\_\_\_ (:20 sec. each photo)

Photograph One Description: \_\_\_\_\_

Photograph Two Description: \_\_\_\_\_

Photograph Three Description: \_\_\_\_\_

Photograph Four Description: \_\_\_\_\_

**THESIS REASON #2** \_\_\_\_\_ (:20 sec each photo)

Photograph Five Description: \_\_\_\_\_

Photograph Six Description: \_\_\_\_\_

Photograph Seven Description: \_\_\_\_\_

Photograph Eight Description: \_\_\_\_\_

**THESIS REASON #3** \_\_\_\_\_ (:20 sec each photo)

Photograph Nine Description: \_\_\_\_\_

Photograph Ten Description: \_\_\_\_\_

Photograph Eleven Description: \_\_\_\_\_

Photograph Twelve Description: \_\_\_\_\_

**THESIS REASON #1** \_\_\_\_\_ (:20 sec. each photo)

Photograph One MLA Documentation: \_\_\_\_\_

Photograph Two MLA Documentation: \_\_\_\_\_

Photograph Three MLA Documentation: \_\_\_\_\_

Photograph Four MLA Documentation: \_\_\_\_\_

**THESIS REASON #2** \_\_\_\_\_ (:20 sec each photo)

Photograph Five MLA Documentation: \_\_\_\_\_

Photograph Six MLA Documentation: \_\_\_\_\_

Photograph Seven MLA Documentation: \_\_\_\_\_

Photograph Eight MLA Documentation: \_\_\_\_\_

**THESIS REASON #3** \_\_\_\_\_ (:20 sec each photo)

Photograph Nine MLA Documentation: \_\_\_\_\_

Photograph Ten MLA Documentation: \_\_\_\_\_

Photograph Eleven MLA Documentation: \_\_\_\_\_

Photograph Twelve MLA Documentation: \_\_\_\_\_

Visual Informative Rehearsal

Speaker \_\_\_\_\_

Listener \_\_\_\_\_

- \_\_\_\_\_ Yes \_\_\_\_\_ No Thesis Statement (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 1 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 2 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 3 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 4 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 5 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 6 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 7 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 8 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 9 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 10 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 11 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 12 (:20)

- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 1 (:10)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 2 (:10)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 3 (:10)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 4 (:10)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 5 (:10)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 6 (:10)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 7 (:10)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 8 (:10)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 9 (:10)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 10 (:10)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 11 (:11)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 12 (:12)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Works Cited Slide

Degree to which the visual informative was memorized.                    10 9 8 7 6 5 4 3 2 1 NA

Comments:

Speaker \_\_\_\_\_

Listener \_\_\_\_\_

- \_\_\_\_\_ Yes \_\_\_\_\_ No Thesis Statement (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 1 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 2 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 3 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 4 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 5 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 6 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 7 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 8 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 9 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 10 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 11 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 12 (:20)

- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 1 (:10)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 2 (:10)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 3 (:10)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 4 (:10)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 5 (:10)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 6 (:10)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 7 (:10)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 8 (:10)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 9 (:10)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 10 (:10)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 11 (:11)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 12 (:12)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Works Cited Slide

Degree to which the visual informative was memorized.                    10 9 8 7 6 5 4 3 2 1 NA

Comments:

Speaker \_\_\_\_\_

Listener \_\_\_\_\_

- \_\_\_\_\_ Yes \_\_\_\_\_ No Thesis Statement (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 1 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 2 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 3 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 4 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 5 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 6 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 7 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 8 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 9 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 10 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 11 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 12 (:20)

- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 1 (:10)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 2 (:10)
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- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 4 (:10)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 5 (:10)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 6 (:10)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 7 (:10)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 8 (:10)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 9 (:10)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 10 (:10)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 11 (:11)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 12 (:12)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Works Cited Slide

Degree to which the visual informative was memorized. 10 9 8 7 6 5 4 3 2 1 NA

Comments:

Speaker \_\_\_\_\_

Listener \_\_\_\_\_

- \_\_\_\_\_ Yes \_\_\_\_\_ No Thesis Statement (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 1 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 2 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 3 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 4 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 5 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 6 (:20)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 7 (:20)
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- \_\_\_\_\_ Yes \_\_\_\_\_ No Photo 11 (:20)
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- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 10 (:10)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 11 (:11)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Review Photo 12 (:12)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Works Cited Slide

Degree to which the visual informative was memorized. 10 9 8 7 6 5 4 3 2 1 NA

Comments:

Student's Name  
BHS-THS Speech Block (?)  
Visual Informative Speech Outline  
5 April 2019

**Visual Informative Topic:** Dachshunds

**Thesis Slide:** Dachshunds (also known as wiener dogs) have been a favorite on the list for most popular pets a long time. They are also popular with me, because I have had one since I was four years old. There are many reasons why these little guys are loved by people across America. We will be exploring facts about these cute dogs. **First**, we will discuss their history and some general facts about them. **Secondly**, we will explore the different types of dachshunds. **Finally**, we will learn about their popularity as a pet.

**Thesis 1: (Billboard One) History and Facts (:20 seconds per photograph)**

**Photograph One Description:** Painting of a short hair standard dachshund growling at a badger

1. Dachshunds originated in Germany dating as far back as the 15th century
2. In German, 'dachs' means badger and 'hund' means dog, so dachshund=badger dog
3. They were originally bred to hunt badgers

**Photograph Two:** Description: A short hair standard dachshund chewing a blue and yellow toy

1. Unlike other dogs in the sporting group, they were trained to retrieve and kill their prey
2. If you give your dachshund a squeaky toy, they want to destroy it ASAP
3. Speaking from experience, my dog, Ellie, destroys every toy she gets

**Photograph Three:** Description: Three long hair standard brown dachshunds

1. Don't have taste buds, so they eat almost anything, my dog does this a lot
2. Track a scent that is weeks old detect movement at great distances
3. Hear four times better than we can and love to be petted

**Photograph Four:** Description: A big badger and a short hair miniature dachshund

1. They breed standard states they should be "courageous to the point of rashness"
2. Funny looking body was designed to burrow deep into the ground after badgers
3. Tail is long and sturdy so the hunter can pull out the burrowing dog

**Thesis 2: (Billboard Two) Types of Dachshunds (:20 seconds per photograph)**

**Photograph Five:** Description: A black/white/brown dapple dachshund puppy

1. Dapples have light and dark colors mixed together in spots/splotches, a dapple pattern
2. The most popular coat colors are black and tan, and chocolate and tan
3. Dapples can have the pattern from all over their body to a small splotch on their head

**Photograph Six:** Description: A red/tan wire hair dachshund puppy

1. Wire hairs have a short, hard outer coat and a soft undercoat
2. Popular colors include black and tan, dark gray, and various shades of red
3. First appeared in the late 19th century in Germany

**Photograph Seven:** Description: A light tan long hair dachshund puppy

1. Solid colored dogs have one color only and can be short or long haired
2. Popular colors include red, chocolate, black, and cream
3. Red is the most common because it is dominant over all other colors

**Photograph Eight:** Description: One standard and one miniature dachshund

1. There are three sizes in Germany but the most common in America are the standard and miniature
2. Standard dachshunds weigh between 16-32 pounds
3. Miniature dachshunds weigh under 11 pounds

**Thesis 3: (Billboard Three) Popularity as a Pet (:20 seconds per photograph)**

**Photograph Nine:** Description: Two red dachshunds being hugged by a young girl

1. Great with kids because of their size and their energy level
2. Prone to back injuries so it is important for kids to correctly hold them
3. Dachshunds love their families and want to be with them all the time

**Photograph Ten:** Description: Red dachshund barking

1. Protective of their family and home
2. Love to check people out and say hello to them
3. Check out everyone they meet to make sure they're ok to be around

**Photograph Eleven:** Description: Red dachshund digging in sand

1. If they are kept outside they can develop bad habits like digging
2. Keep them on a leash because they love to run to things you might not see
3. Small they are easy to lose so it's important to keep an eye on them

**Photograph Twelve:** Description: Red dachshund huddled under a blanket

1. Love to cuddle under covers, this is my dog's favorite thing to do
2. Ellie is constantly laying on my blankets and pillows for a good share of the day
3. Love to spend time with you and don't want to miss out on anything

**Summary of Photographs** (:10 seconds each – review one key fact)

**Photograph One Summary:** Painting of a short hair standard dachshund growling at a badger

**One Fact:** In German, 'dachs' means badger and 'hund' means dog, so dachshund=badger dog

**Photograph Two Summary:** A short hair standard dachshund chewing a blue and yellow toy

**One Fact:** Unlike other dogs in the sporting group, they were trained to retrieve and kill their prey

**Photograph Three:** Long hair standard brown dachshunds

**One Fact:** Don't have taste buds, so they eat almost anything, my dog does this a lot

**Photograph Four Summary:** A big badger and a short hair miniature dachshund

**One Fact:** Tail is long and sturdy so the hunter can pull out the burrowing dog

**Photograph Five Summary:** A black/white/brown dapple dachshund puppy

**One Fact:** Dapples can have the pattern from all over their body to a small splotch on their head

**Photograph Six Summary:** A red/tan wire hair dachshund puppy

**One Fact:** Wire hairs have a short, hard outer coat and a soft undercoat

**Photograph Seven Summary:** A light tan long hair dachshund puppy

**One Fact:** Red is the most common because it is dominant over all other colors

**Photograph Eight Summary:** One standard and one miniature dachshund

**One Fact:** There are three sizes in Germany but we only use standard and miniature in America

**Photograph Nine Summary:** Two red dachshunds being hugged by a young girl

**One Fact:** Dachshunds love their families and want to be with them all the time

**Photograph Ten Summary:** Red dachshund barking

**One Fact:** Check out everyone they meet to make sure they're ok to be around

**Photograph Eleven Summary:** Red dachshund digging in sand

**One Fact:** Because they are small they are easy to lose so it's important to keep an eye on them

**Photograph Twelve Summary:** Red dachshund huddled under a blanket

**One Fact:** Love to cuddle under covers, this is my dog's favorite thing to do

Speech Communication

Instructor: Mr. Scheef

**Visual Informative Evaluation**

Name: \_\_\_\_\_

Length of Speech: (12 Photos) (9 Photos) (6 Photos)

4A - 3B - 2C - 1D - NA

Degree to which the speaker presented their three (3) billboards throughout the visual informative and thesis statement slide. 4 3 2 1 NA

Degree to which rehearsal was evident. 4 3 2 1 NA  
a. Memorization  
b. Timing of and between each slide  
c. Use of the big screen  
d. Eye contact with the audience

Degree to which the speaker effectively discussed the photographs presented in the body of the speech. Was effective information presented? 4 3 2 1 NA

Degree to which the speaker effectively reviewed the photographs presented in the summation of the speech....Reminder: :10 seconds 4 3 2 1 NA

Degree to which the speaker used effective and creative language. 4 3 2 1 NA  
Avoid: "In this picture..." "This picture is a picture...redundancy etc.  
Avoid: "Next we have a picture of..." "Here we have a picture of...etc.  
Avoid: "Ah, And Ah, Well, But, Um, And Um...or other hedge words.

Degree to which the speaker adhered to the suggested (:02) second gap between slides. 4 3 2 1 NA

Degree to which the speaker communicated with the choral grouping. 4 3 2 1 NA

Degree to which the speaker demonstrated effective posture - body language. 4 3 2 1 NA  
a. Hands and arms crossed  
b. Hand – thumbs etc. in pockets  
c. Grooming...(hair, nails etc.)  
d. Pushing up sleeves that are too long...

Was a works cited page presented. 4 NA

Overall effectiveness of the speech was: 4 3 2 1 NA

**April 15 - 24**

**CORE CURRICULUM (Alignment)**

**“Everything is impossible...until somebody does it.”**

- a. (9-10.RI.4)
- b. (9-10.SL.1a.)
- c. (9-10.W,2a.-2b.)
- d. (9-10.W.1.c.) (9-10.W.2.a.)
- e. (9-10.W.2.f.)

**Learning Goals:** Unit One: Core Mapping Content Area: (Understanding Communication”

- 1. To understand why we study communication
- 2. To understand classroom expectations through effective listening development
- 3. To discover verbal and nonverbal clues
- 4. To develop a working communication model of a basic speech (encoding – decoding)
- 5. To understand the basic “do’s and don’ts” of a good communicator.

**“B” DAY Monday April 15 (short block) Speech Communication**

Introduce: Five (5) Slide Speech  
 Select a topic for “description.”  
 Describe that “something” in five (5) slides. The first slide contains 5 words, the second slide 4 words etc.  
 At the conclusion of the presentation class will determine what your descriptive is.

Student Responses: See Example

Five (5) Slide Speech Deadlines:

- a. Five (5) Slides Completed: Wednesday April 17 (10:00)
- b. Five (5) Slide Speech Presentations: Wednesday April 17 (10:05 – 11:15)

**“B” DAY Wednesday April 17 Speech Communication**

Student Responses:

- a. Five (5) Slides Completed: (10:00)
- b. Five (5) Slide Speech Presentations: (10:05 – 11:15)

**“B” DAY Monday April 22 (short block) Speech Communication**

Introduce: Six by Six Speech  
 Select (6) photographs that tell a story.

- \* Prepare a six (6) word speech for each photo
- \* Present Photo (1)...(do not show copy)
- \* Class prepares a six (6) word speech
- \* Classmates reveal their six (6) word speech
- \* Author reveals their six (6) word speech

See Example:

### **Six by Six Speech Deadlines**

- a. Photo selection and Script Development                      Wednesday April 24 (10:15)
- b. Six by Six Presentations    Wednesday April 24 (10:15 – 11:15)

### **“B” DAY                      Wednesday                      April 24    Speech Communication**

Introduce:                      :20 Second Speeches

Student Responses:                      ISO’s

For Friday bring a fruit that has a core.

### **“B” SPEECH COMMUNICATION**

**Mr. Scheef**

**April 26 -**

#### **CORE CURRICULUM (Alignment)**

***“When all is said and done...who are you at your core.”***

- a. (9-10.RI.4)
- b. (9-10.SL.1a.)
- c. (9-10.W.2a.-2b.)
- d. (9-10.W.1.c.) (9-10.W.2.a.)
- e. (9-10.W.2.f.)

***“When you get squeezed...what comes out is who you are...”***

**Learning Goals:**                      Unit Six: Core Mapping Content Area: (Critical Thinking)

- 1. To understand who I am at my collective self – my core
- 2. To understand just who I am as a human being

### **“B” DAY                      Friday    April 26    Speech Communication**

Introduce:                      **My Core** - “Collective Self Speech”

Student Responses:                      “Let’s get fruity....”

- Review:
- a. **My Core** - Collective Selves (from your notes) – Finding out who you are at your core.
  - b. Billboard II.                      “real self”
  - c. Billboard III.                      “self concept”
  - d. Billboard IV.                      “ideal self”

Organization:                      Topic Outline (final) – Use AB OL Format  
Time Limit:                      3:00 – 4:00 minutes

Due Dates:                      Final Topic Outline – Thursday May 2 (10:30)  
**Note:** Students may use one side of a 3 x 5 note card  
Rehearsal                      Thursday May 2 (10:30 – 11:15)  
Presentation                      Monday May 6 (BOC)  
Presentation                      Wednesday May 8 (IF) Needed.

**Introduce Semester Final: “My Core” – 20% of your semester grade.**

Premise: Explain to us in 4:00 – 5:00 minutes who you are at your core...your center ? Who are you...?

Example: When some people deal with stress, disappointment etc. they go to that inner part of their being where they feel comforted eat, drink, drugs, shop, they work etc.

Organization: Topic Outline (final) – Use AB and Collective Self Speech OL Format  
Time Limit: 4:00 – 5:00

Due Dates: Final Topic Outline – Wednesday May 8 (10:00 – 11:15)  
**Note:** Students may use one side of a 3 x 5 note card.  
Rehearsal: - Friday May 10 (10:00 – 11:15)  
Presentation Day 1 Tuesday May 14 (10:00 – 11:15)  
Presentation Day 2 Thursday May 16 (10:00 – 11:15)

Check In: Monday May 20