**Speech & Debate II-IV Midterm Exam Instructions**

Objective

*You will create a lesson template to teach one skill to a class of Speech & Debate I students.*

Format

*You will use materials and your own knowledge and/or resources to create a complete (one-class) lesson.*

*As with your own learning, lessons for students should accomplish a series of goals: connecting to prior knowledge, teaching new material, modeling essential skills, stimulating higher-order thinking, and assessing student mastery.*

*Your lesson must contain the following components:*

1. *A Hook to introduce the lesson*
2. *Instruction to teach new material*
3. *Student Activit(ies) to engage students and produce a product*
4. *A Mode of Assessment to check for student mastery*
5. *A Follow Up Plan for how the teacher can build upon your lesson*

Parameters

*For this lesson assume that you will have access to any technology or materials than can be found in Ardrey Kell High School. In order to make your lesson successful you will need to explain how students will use technology and/or other materials during the lesson. Your choices should serve a clear purpose.*

*You should also plan to fill a full 90-minute class block with your lesson. Lessons which cannot fill a block are not successful.*

*You do not have the ability to leave campus, and should not plan to ask students to bring in special materials that cannot be found at school. You MAY plan to have students use pieces of prior lessons (for example, to use a piece of legislation that they have hypothetically already written in a previous class for an activity on refutation).*

**Step 1: Select Your Objective**

*You must choose one of the 10 objectives below to teach. Your lesson will be evaluated on how well it allows students to master the objective.*

1. Students will master a fundamental speaking skill (choose one)
	1. Enunciation and Projection
	2. Body Language and Gesturing
	3. Inflection and Pacing
2. Students will cut a successful speech for Declamation
3. Students will outline an Informative speech
4. Students will identify a topic for Original Oratory
5. Students will create a theme for Oral Interpretation
6. Students will master the basic components of an argument
7. Students will incorporate evidence effectively in a debate
8. Students will refute an argument effectively
9. Students will craft legislation for Congressional Debate
10. Students will draft a “late cycle” Congressional speech

**Step 2: Plan Your Lesson**

Each piece of your lesson should contribute logically to the objective.

For each section on the plan, you will need to identify the following components:

1. Step-by-step plans for what the teacher will do and what students will do
2. Timing for how long each component should last
3. Detailed materials – what you will use, what students will use, how students will use it

Use the following guide to help plan your lesson

Section 1 – Hook

A Hook is a short activity or teaser that introduces a lesson by touching upon the skills or concepts of that lesson. Many Hooks will draw upon knowledge or skills that students have previously learned (for this lesson assume that the majority of your class is in the 9th grade).

Ideas for Hooks: Short Videos, Discussion Questions, Short Games, Physical or Auditory activities, etc.

A successful Hook will engage students and get them thinking about ideas or concepts that will be relevant to your main lesson.

Section 2 – Instruction

Instruction can take many forms and will differ greatly depending on what you are trying to teach. A lecture or guided notes may be effective for teaching some things, while teacher modeling or visual examples may do a better job teaching other things. Some examples of Instruction:

* Modeling – the teacher acts out a skill while explaining to students as they go (ex: a Math teacher completes a problem for students)
* Guided Practice – the teacher and students complete an example activity together while discussing and explaining (ex: a class answers a series of questions together by offering various ideas before answering)
* Lecturing – the teacher guides students through new knowledge. Often students take notes on their own or with a guiding handout. The teacher can give oral instruction, use visuals like a PowerPoint, may incorporate short examples, or do some combination of each. Lectures may be delivered in-person by a teacher, or can be worked through by students individually.
* A combination of the above

If you think back to many of your classes you’ll realize that some subjects or teachers rely heavily on a certain form of instruction while others use many forms. There is no right or wrong choice for what you do if it allows you to successfully teach the skill.

Section 3 – Student Activity

Each of your objectives require students to either create something or demonstrate something – how they do this will take the form of an activity in class.

Things to think about:

* Will students work alone, with pairs, with groups, or as a class?
* Will students create a product? If so what materials or technology do they need?
* Will students demonstrate a skill? If so how will that work in class?
* How will the teacher facilitate this activity?

**Step 3: Assess Student Learning**

You must include an explanation of how you will assess the knowledge or skill students learned in your lesson. This can take many forms, and may be done in that class period, during a later class period, or for homework.

An assessment can sometimes mean something formal like a test, quiz, or essay, but far more often is something simple like a set of questions for homework or a follow-up activity where students show what they’ve learned. It may even be as simple as grading the product or activity they completed in your lesson, or a short closure activity.

However you assess students you will need to explain what successful mastery looks like, and what unsuccessful mastery looks like

**Step 4: Follow Up**

Describe what following lessons should contain to build upon your lesson. How will that allow students to master a larger objective or goal related to Speech & Debate?

**Step 5: Submit Your Lesson**

1. You will create a new folder in your portfolio called “Midterm Exam”
2. You will upload the “Midterm Exam Form” containing your complete lesson plan into that folder – please complete your midterm electronically.
3. You will upload any materials that you create or use into that folder: If you plan to use a video you must include that video, if you plan to use a handout you must include that handout, if you plan to use an article you must include that article, if you plan to use a PowerPoint you must include that PowerPoint, etc. Mr. Harrow should be able to see/read/hear exactly what your students would.