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2017-2018

Ideas with IMPACT

idea packet

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Fearless Like TED

Talk Like Ted

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Project Overview

As quoted by Erik Palmer, "teaching speaking reinforces teaching writing." The goal of this unit is to develop student's writing abilities. This unit is a unit that is taught after my students have been introduced and exposed to various forms of writing particularly argumentative writing. The assumption throughout this unit is that they have familiarity with the terms. This unit is done to enhance and apply their understanding.

The unit begins with a look at the writer's (or speaker's) craft to thus be able to use as mentor texts in their own writing and speaking. The focus on the development of the TED TALK is first and then the performance of the speech second followed by the actual performance which is a wrap up of the unit with a classroom version of a TED TALK- red carpet and introductory music.
Some students start out a bag of nerves at the prospect of speaking even in front of their peers but they will surprise you and rise to the occasion.

For additional TED TALKS, please visit http://www.huffingtonpost.com/2013/07/19/tedx-talks-given-by-teens-_n_3624395.html?slideshow=true#gallery/309326/1

Books Needed:
Well Spoken by Erik Palmer
TED TALKS by Chris Andersen

More information as well as to see pictures of the lesson in action, please visit my blog www.secondaryurbanlegends.com/2017/08/ted-talk.html

Florida Standards

LAFS.6-10.RI.1.1
LAFS.6-10.RI.1.2
LAFS.6-10.RI.1.3
LAFS.6-10.RI.2.5
LAFS.6-10.RI.2.6
LAFS.6-10.RI.3.8
LAFS.6-10.W.1.1
LAFS.6-10.W.1.2
LAFS.6-10.W.2.4
LAFS.6-10.W.2.5
LAFS.6-10.W.2.6
LAFS.6-10.W.3.8
LAFS.6-10.W.3.9
LAFS.6-10.W.4.10
LAFS.6-10.SL.1.3
LAFS.6-10.SL.2.4
LAFS.6-10.SL.2.5
LAFS.6-10.SL.2.6
LAFS.6-10.L.1.1
LAFS.6-10.L.2.3

Lesson 1

Goals and Objectives
Students will be introduced to the concept of a TED TALK.
Students will develop visual notes to summarize reading.

Materials
McKenna Pope TED TALK:
https://www.youtube.com/watch?v=cTK_cJVryIc&feature=youtu.be
Copy of article "How to Give a Killer Presentation" found at
https://ibtta.org/sites/default/files/documents/2014/How%20to%20give%20a%20killer%20presentation%20HBR.PDF
Large sheets of post- it paper
Colored markers and pencils

Opening Routine
Present to the class McKenna Pope's TED Talk to present to them the concept of what a TED TALK is. Then explain to the class that they will be working on a unit to help them develop their own TED TALK on a topic of their choosing.

Whole Group
Provide each student with a copy of the article "How to Give a Killer Presentation." Together read pgs. 2-3 and stop at Plan Your Delivery. Chunk the text and stop and discuss important points. Then model for students how to take important concepts and create a visual to represent the information
Then break the students into groups of 4-5 depending on class size and assign them to read different sections: Plan Your Delivery, Develop Stage Presence, and Plan the Multimedia. (If classes are bigger then assign each section to two groups.) Each group is expected to read their section and summarize the main points by developing a visual on a large sheet of post-it paper that they will later post in the room. Give each group 20 minutes to create visuals. Afterwards have groups present their visual summaries and explain. Leave post-its up on the walls as a visual to use throughout the unit.
Read the last section, Putting it all Together either as a class or independently.

Optional: Instead of doing a visual summary, students can do mind maps or bullet points

Lesson 2

Goals and Objectives
Students will analyze a TED TALK for the theme and argumentative/ persuasive techniques.
Students will free write to brainstorm for ideas.
Students will write informative to examine a topic and convey ideas.
Students will trace and evaluate an argument and specific claims made.

Materials
Journal Prompt 3 from Secondary Sara's resources
https://docs.google.com/presentation/d/15ekoG93Poiw9oKxzNgAX6q0OABTDmWwrOoTYw_nLtmg/edit#slide=id.ga45210533_0_95
Computer with internet connection
Evaluating a TED TALK Graphic Organizer (copy same graphic on back and front)
McKenna Pope TED TALK:
https://www.youtube.com/watch?v=cTK_cJVryIc&feature=youtu.be
TED TALK by Tallia Storm https://youtu.be/by6RBQTMpFQ

Opening Routine
Students will complete Journal Prompt 3 from provided Google Slide presentation in writing. Prompt asks students to "Want? Do (this). " Examples are provided on the slide but teacher can write alongside students and provide their writing piece as an example. Provide students with 10 -15 minutes of writing time and then ask students to share out.

Whole Group
Introduce the students to the graphic organizer "Evaluating a TED TALK" and explain the different components. Connect back to the article that they read in the previous class and review the components.
Then as a class, re-watch McKenna Pope's TED TALK and complete the first side of the graphic organizer for the students (model).
Then, watch Tallia Storm's TED TALK and have students complete the graphic organizer based on details from that TED TALK. Guide them through the process to ensure that they know how to evaluate them.

Optional: Depending on how students perform, teacher can follow up with another TED TALK and students can do independently or work in a small group with students still struggling with the concepts.

Lesson 3

Goals and Objectives
Students will analyze text for the central message.
Students will identify the parts of an argument.
Students will free write to brainstorm for ideas.
Students will write informative to examine a topic and convey ideas.

Materials
Highlighters
Carol Dweck TED TALK transcript:
https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/253/Social%20Studies/Carol%20Dweck%20-%20The%20power%20of%20believing%20you%20can%20improve.pdf
Journal Prompt 11 from Secondary Sara's resource
https://docs.google.com/presentation/d/15ekoG93Poiw9oKxzNgAX6q0OABTDmWwrOoTYw_nLtmg/edit#slide=id.ga45210533_0_95

Opening Routine
Students will complete journal prompt 11 from provided Google Slide presentation in writing. Prompt asks students to "write about their journey with/to/for _____." Examples are provided on the slide but teacher can write alongside students and provide their writing piece as an example. Provide students with 10 -15 minutes of writing time and then ask students to share out.

Whole Group
Analyze Carol Dweck's TED TALK and color code text for hook (pink), evidence (yellow), narrative (green), and call for action (orange) as a class. Teacher should guide the students through discussion to complete the activity because the assumption is that this is not an introductory unit to argumentative writing and speaking but an application unit. Students should be able to identify most of the components but need some guidance from the teacher.

Lastly, have students write the central message of the TED Talk on the bottom. They should be able to identify the central message that the author is making, in other words, what is it that the author is conveying to the reader? This can be done as an independent assignment and as an exit routine.

Lesson 4

Goals and Objectives
Students will free write to brainstorm for ideas.
Students will write informative to examine a topic and convey ideas.

Materials
Journal Prompt 1 from Secondary Sara's resource
https://docs.google.com/presentation/d/15ekoG93Poiw9oKxzNgAX6q0OABTDmWwrOoTYw_nLtmg/edit#slide=id.ga45210533_0_95
Computer with internet connection
Philip Zimbardo TED TALK:
https://www.ted.com/talks/philip_zimbardo_prescribes_a_healthy_take_on_time?language=en#t-133363

Opening Routine
Students will complete journal prompt 1 from provided Google Slide presentation in writing. Prompt asks students to "write about their journey with/to/for _____." Examples are provided on the slide but teacher can write alongside students and provide their writing piece as an example. Provide students with 10 -15 minutes of writing time and then ask students to share out.

Whole Group
Teachers should advise students that good readers and writers are active readers and writers. Active readers notice things. So while watching the next TED TALK, notice how does the speaker support their argument/ claims?
Advise students to take notes of the evidence used. Teacher will need to have stopping points pre- planned to give students time to take notes.
After watching the video, have students share out the evidence they gathered. Provide feedback to the details provided.
Teacher will then advise students to categorize the evidence as either Examples, Anecdotes, or Statistics. Give students time to analyze the evidence and then share out again.
Wrap up by connecting to their TED Talk that they are working towards. Remind students that they will need to collect evidence in the form of facts such as statistics, examples, and connect with the audience and their topic by including an anecdote.

TECHNOLOGY OPTION: Using the site https://storify.com/ , students can take live notes while watching the video so that all their evidence collected can be viewed live.

Lesson 5
(can span 1-2 days)

Goals and Objectives
Students will apply research skills as they gather evidence to support their arguments
Students will summarize text and identify the central idea.
Students will write arguments that are supported with clear reasons and relevant evidence.
Students will write informative to examine a topic and convey ideas.
Students will free write to brainstorm ideas.
Students will conduct research and synthesize from multiple sources.

Materials
Computer with internet connection
Copy of the book *Ted Talks* by Chris Andersen
Journal Prompt 4 from Secondary Sara's resource
https://docs.google.com/presentation/d/15ekoG93Poiw9oKxzNgAX6q0OABTDmWwrOoTYw_nLtmg/edit#slide=id.ga45210533_0_95
Scoring rubric (PVLEGS and 4Cs)

Opening Routine
Students will complete journal prompt 4 from provided Google Slide presentation in writing. Prompt asks students to "The power of _____ on _____." Examples are provided on the slide but teacher can write alongside students and provide their writing piece as an example. Provide students with 10 -15 minutes of writing time and then ask students to share out.

Whole Group
Read as a class pages 11-14 from chapter 2 of *Ted Talks* by Chris Andersen. Have students summarize their take- away and how they will connect it to their speech.
This would also be a good opportunity to remind students of the scoring rubric that you will use to score their performance including the 4-6 minutes speech requirement.

Independent
At this point students have completed four writing journal prompts to help them gather ideas and starting points for their TED TALKS. Give them the opportunity today to go through the ones they have done to develop into their TED TALK. For those students who want to start from scratch, give them that opportunity as well but many students will feel that the journal writing they have started can be developed into a well written speech.

Using Google Scholar or similar sites, students can begin to research and collect evidence to support their arguments in their speech.

Optional: There are twenty- five journal prompts available so teachers have the option to continue to have students free write in TED TALK style or can use to model how to develop a TED TALK from one.

Lesson 6

Goals and Objectives
Students will distinguish claims that are supported with reasoning from those not supported.
Students will write arguments that are supported with clear reasons and relevant evidence.

Materials
Mock TED TALK by Paul Scheer https://youtu.be/f6kteZZNzxo
Copy of Building a Presentation Worksheet
https://docs.google.com/document/d/1u1ds1RTKBo5LicqO-W3e0VtLF-IwcRkH3btAvKzVstQ/copy

Opening Routine
As a class, watch the mock TED TALK by Paul Scheer and ask students after each segment what went wrong? In other words, what was missing from each speech. Close out discussion by recapping the important parts to include in TED TALK.

Independent
As students work independently to continue to develop their speeches, use this opportunity to conference with students and review what they have written. You can use the attached worksheet based on the details in Erik Palmer's book *Well Spoken* to guide you and the students during conferencing.

Lesson 7

Goals and Objectives
Students will write arguments that are supported with clear reasons and relevant evidence.

Materials
Prologue from the book *TED Talks* by Chris Andersen. It is also available online at https://books.google.com/books?id=AWspCgAAQBAJ&pg=PR9&lpg=PR9&dq=ted+talks+by+chris+anderson+prologue&source=bl&ots=VmbsKch7T4&sig=g0ykc8PtcFEPz3DEe_mmockAfSs&hl=en&sa=X&ved=0ahUKEwitpNzT9L3VAhUmsVQKHR9mBIYQ6AEIRzAF#v=onepage&q&f=true
PVLEGS Scoring Rubric
https://nelainternshiphandbook.wikispaces.com/file/view/Oral+Presentation+Rubric+-+PVLEGS.pdf
Well Spoken book by Erik Palmer for reference

Whole Group
Project (can also provide copies) of the Prologue from the book *Ted Talks*. Read just the first page and ask students to respond to the reading either through Connections or Noticings. Students should be able to point out the nervousness but also the value of speaking.
Teaching focus in this lesson is working on the production of the speaking by having students understand the acronym PVLEGS: Poise, voice, Life, Eye Contact, Gestures, and Speed. Provide students with a copy of the rubric that you will use to score this component of their speech (https://nelainternshiphandbook.wikispaces.com/file/view/Oral+Presentation+Rubric+-+PVLEGS.pdf) and discuss each component based on top score of 4. Teacher should ahead of time read Part 3 of *Well Spoken* by Erik Palmer for support on topic.
Allow students to then use their phones or devices in the classroom to start recording their speeches and viewing them to see what (PVLEGS) they need to work on. Being able to use their recorded speech as a reflection tool is helpful for them to practice speaking.

Independent
Have students read The Day Ted Might Have Died from chapter 1 (pgs. 6-9) from the book *Ted Talks* and respond in writing with their takeaways. You can use the protocol of 1 Word, 1 Sentence, and 1 Phrase by having students select a word, sentence, and phrase from the reading that connected with them.

Lesson 8

Goals and Objectives
Use technology to produce, publish, or update writing products

Materials
The Science of Stage Fright Video https://youtu.be/K93fMnFKwfI
Powerpoint or Google Slides access
Computers in a lab

Opening Routine
View the short video *The Science of Stage Fright* and reflect with students on lessons learned and how they can apply it to their upcoming mock TED TALK.

Whole Group
The lesson may span more than one day depending on the skill level of the students using either Microsoft Powerpoint or Google Slides (Microsoft Sway is also another good option). These days are to be used for students to choose the right graphics and minimal details to support their TED TALK. Remind students that graphics are to emphasis important information and not for them to put information for them to read from. Therefore, less is more.

Lesson 9

Goals and Objectives
Students will develop and strengthen writing as needed by editing and revising.
Students will participate in collaborative discussions.

Materials
Clock Buddies template http://www.readingquest.org/pdf/clock_buddies.pdf
Post it notes

Whole Group
The purpose of today is to have students select two clock buddies and schedule time to share/ rehearse their TED TALKS with that classmate. Students should also schedule time in between clock buddies so that can make whatever changes are necessary based on suggestions the peer might make. Peers should take notes on post its.

Lesson 10
Mock TED TALK Day

Goals and Objectives
Students will present a clear and coherent writing in which the development, organization, and style are appropriate to the task, audience, and purpose.

Materials
Round red rug
Promethean/ SMART board
Computer with internet
Speakers for sound clip
4Cs Peer Evaluation Rubric
Scoring Rubric found at
https://nelainternshiphandbook.wikispaces.com/file/view/Oral+Presentation+Rubric+-+PVLEGS.pdf

Whole Group
Prior to the students' arrival, set up classroom or location in TED TALK style with a projector and screen or Smart Board/ Promethean available. In addition, put down a large red rug in the center which will be the focal point of the stage.
I randomly called on students to present. As students entered the "stage" I played the soundclip opening that you will hear on all TED TALKS. Audience was advised to clap and be engaged during each speech since they were required to score each student's speech using the 4Cs Peer Evaluation Rubric while I scored their PVLEGS. Teachers can also choose to score using the 4Cs as well.
Students lost points if their speech was less than 4 minutes.
It is up to each teacher to deduct points if they required the speeches to be memorized as in typical TED TALK style.

Optional: After presentations, I did serve refreshments and presented my students with certificates for a job well done!

Appendix containing
Reproducibles

Evaluating TED Talks
Graphic Organizer

Criteria	Description	Details to describe if video matched this criteria
Emotional Response	The TED talk should motivate and inspire the audience to make a change in their own lives.	
Relevance Connection to ME!	The speaker makes the topic easy for me to connect to, which makes it easier to understand. The speaker uses real life examples.	
Overall Message or Argument	The point(s) made by the speaker are debatable – I can agree or disagree. And, I have learned something new.	
Presentation Skills	The speaker speaks with confidence and shows passion for his/her topic.	
Graphics	The presentation is supported with media.	

The 4 Cs: Peer Evaluation

After your first viewing of the TED Talk, please note the following and be ready to discuss.

Connections What connections do you draw between the message in this TED talk and your own life? How is this talk connected to our work?	Challenges Does the speaker challenge you to question your beliefs or to think about something in a new way? Does the speaker challenge you to take action?
Concepts What was the speaker's thesis? What ideas do you think are important and worth holding onto from the talk?	Changes How has your thinking changed after watching this talk? Was it the speaker's use of logic and facts or an appeal to emotions that caused you to want to make a change in your actions, thoughts, or behavior?

Adapted from Audrey Lee, MUSD

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