

FORUM

An historical simulation teaching public speaking and listening skills

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PURPOSE

FORUM is a simulation that will improve the speaking and listening skills of your students. Every day students learn and practice some aspect of public speaking. They make speeches to present and accept awards, to introduce famous people, to inform and to persuade. They study and apply listening skills and experience fate cards that require practicing basic speech fundamentals of gesture and voice. As a result of their simulation experiences, your students will gain confidence and improve their ability to speak and to listen. Specifically, your students will experience the following:

Knowledge

- Variety of speeches
- Organization of a speech
- Lives of famous people
- Importance of public speaking
- Importance of active listening

Attitudes

- Confidence because of their public speaking skills
- Satisfaction in applying new skills
- Excitement as each speaking and listening activity brings them closer to their goal
- Enthusiasm as daily activities motivate and excite them

Skills

- How to plan, outline and organize a speech
- How to deliver a speech
- How to be an active listener
- How to inform and persuade
- How to present and accept a gift
- How to make introductions

OVERVIEW

FORUM is based on the experiences of Greeks living in Sicily more than 2,000 years ago. These people were forced to flee their homes in Syracuse when invading armies took control of their land. Many years later the armies were defeated and a democracy was established. The exiles were encouraged to return home and claim their land, but proof of ownership was difficult because few written records still existed. All claims had to be made orally. People who had never spoken before a group needed help organizing, writing and delivering a speech effective enough to result in the return of their land. To help his people, Corax, a Sicilian Greek, presented a system of rules for public speaking. The formal study of oratory had begun.

As members of exiled Sicilian Greek families, your students recreate this journey of exile and return in the imaginary land of Podium. They progress through the various phases of their journey by satisfactorily completing a speech activity and a Family Fate activity. Their success in completing these activities determines how much cargo they may keep with them. If a family fails to meet an activity's goal, it must surrender some of its cargo. The goal for each family is to return to Podium with as much cargo as possible and regain their rightful lands.

Each family of students selects an elder to be the leader. The families journey from Exile Island to the Forum of Podium, learning and practicing speaking skills as they go. In addition to the speaking activities, students practice listening skills, do research and learn by listening to one another's speeches.

SETUP DIRECTIONS

- 1. **Before beginning** Carefully read the FORUM Teacher Guide and the Student Guide to become familiar with all procedures.
- 2. **Prepare your classroom** One or two days before beginning the simulation, make a transparency of the WORLD OF ANCIENT PODIUM map and project it onto a large sheet of butcher paper. Trace the map large enough for everyone to see and display it in a prominent place in your classroom.
- 3. **Resource materials** Gather encyclopedias and resource materials to facilitate student research. Pictures of famous orators, or famous quotations posted around the room will enhance students' interest in speechmaking and oratory.
- **Grouping students** Divide your class into families of four members. If your class does not divide evenly, families with three or five members are acceptable.
- 5. **Duplication Materials** Make copies of the following handouts in the quantity indicated in *italics*.
 - BLUFF CARDS—one set, cut apart
 - CARGO TALLY—one
 - CLASS SURVEY—class set
 - CLASS SURVEY TALLY—one
 - FAMILY FATES—one set of each, cut apart
 - PRE/POST TEST—two class sets
 - SCORE SHEET—one
 - SECRET WORD LIST—one, cut apart
 - SPEECH EVALUATION FORM—two class sets
 - SPEECH OF INTRODUCTION SLIPS—class set
 - SPEECH TO PERSUADE SLIPS—class set
 - WORLD OF ANCIENT PODIUM—transparency
- 6. **Preparing duplicated materials** After duplication, cut apart the various cards and pages and sort in the following manner:
 - BLUFF CARDS Separate by word into groups of four cards. Clip together each set of four cards and place the 24 sets into a large manila envelope labeled **Bluff Cards**.
 - FAMILY FATES Place each set of Family Fates (either cards or strips) in a separate letter-size envelope clearly labeled by Phase (e.g., Phase 1: The Sea of Pantomime, Phase 2: Bluffs of Opportunity, etc.)

Try to balance the composition of the families (equal ability, equal number of boys/girls, equal number of shy/extroverted persons, etc.).

SETUP DIRECTIONS

- SECRET WORD LIST Cut this sheet to separate the words and place in a clearly labeled letter-size envelope.
 On Day 5 during Phase 3, allow students to randomly select a word from the envelope or a box or hat.
- SPEECH OF INTRODUCTION SLIPS Cut this sheet to separate the 40 numbered squares and place in a clearly labeled letter-size envelope. On Day 8 during Phase 5, allow students to randomly select a slip from the envelope or a box or hat. These numbered squares correspond to the list of Famous People in the Student Guide.
- SPEECH TO PERSUADE SLIPS Cut this sheet to separate the 35 numbered squares and place in a clearly labeled letter-size envelope. On Day 12 during Phase 7, allow students to randomly select a slip from the envelope or a box or hat. These numbered squares correspond to the statements on the Class Survey.
- 7. **Additional materials** Gather or prepare the following materials before beginning FORUM with your students.
 - Coin (for coin toss)—one
 - Letter-size envelopes—eight
 - Manila envelope—one
- 8. **Keeping score** The SCORE SHEET is set up to allow you to track both individual and family performance for the activities that accompany each Phase. Although you need a separate SCORE SHEET for each Phase, these cannot be prepared until after families are organized on Day 1. After class on Day 1, complete the SCORE SHEET as follows:
 - **Step 1:** Write each family's name in one of the **Family Name** boxes in the **A. Guesses** section.
 - **Step 2:** Write the family names again, one name to a box, in the left column labeled **Family**.
 - **Step 3:** Identify the members of each family by writing their names in the column labeled **Member**.
 - Step 4: Make six copies of this SCORE SHEET. Each copy will include the names of the every family and its members.

The Daily Directions include specific scoring directions for each Phase's activity and for the Family Fate activities. Be sure to clearly mark on each SCORE SHEET which Phase is being scored.

TEACHING TIP

Use a pencil to complete the first Score Sheet and for all scoring.

UNIT TIME CHART

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--|---|--|--|--|
| PRE/POST TEST Introduction Organize Families Phase 1: Sea of Pantomime | Phase 1: Sea of Pantomime Pantomimes FAMILY FATE (gestures) | Phase 2: Bluffs of Opportunity Make up Word Definitions BLUFF CARDS FAMILY FATE (tongue twisters) | How to Listen Effectively CLASS SURVEY | Phase 3: Isles of Deception Secret Word Speech FAMILY FATE (speaking and gesturing) |
| Day 6 | Day 7 | Day 8 | Day 9 | Day 10 |
| Phase 4: Temple of Charity Preparation— Speech of Presentation Preparation— Speech of Acceptance | Phase 4: Temple of Charity Speech of Presentation Speech of Acceptance FAMILY FATE (listening) | Phase 5: Speakers' House Preparation— Speech of Introduction | Phase 5: Speakers' House Speech of Introduction | Phase 6: The Inn Preparation— Speech to Inform |
| Day 11 | Day 12 | Day 13 | Day 14 | Day 15 |
| Phase 6: The Inn Speech to Inform FAMILY FATE (gains and losses) | Phase 7: The Forum Preparation— Speech to Persuade | Phase 7: The Forum Speech to Persuade | Phase 7: The Forum Speech to Persuade | CLASS SURVEY PRE/POST TEST Announce winners Debriefing |

PHASE 1: SEA OF PANTOMIME

Day 1

Materials

- 1. Student Guides—class set
- 2. CARGO TALLY—one
- 3. PRE/POST TEST—class set
- 4. SCORE SHEET—one

Procedure

1. Distribute the PRE/POST TESTS and allow students approximately 15 minutes to complete. Collect the tests, correct later, and file for use during the evaluation period at the end of the simulation.

PRE/POST TEST answer key:

- 1. gesture
- 2. introduction, thesis (main point), development (proof), and conclusion
- 3. main point or purpose of a speech
- 4. purpose
- 5. when presenting a gift or looking at your notes
- 6. introduction
- 7. any one of the following:
 - Did the speaker prove his or her point?
 - *Did the speaker leave something out?*
 - How do the speaker's statements relate to your own experience?
- 8. a Greek who organized the principles of public speaking
- 9. any of the following: citing facts or statistics, giving examples, telling stories, appealing to reason
- 10. any two of the following: slouching, wiggling, playing with buttons, always scratching, slurring words, talking too slowly or too fast, saying "and uh" or "you know"
- 11. to 15. answers will vary
- 2. Distribute the Student Guides and read the **Introduction** together.

- 3. Discuss the material covered in the **Introduction**.
- 4. Divide the class into families, each with four members.
- 5. Once the students are organized into families, they select a family leader, called the elder, and a family name. These names should have a Greek theme (examples: Platos, Ionians, Dorians, Aristotles, Athenians, Spartans, Aegeans, Homerians or Sophists).
- 6. Direct that students open their Student Guides to page 4. Together read and discuss **Phase 1: Sea of Pantomime**. While discussing the **Scoring**, refer students to page 16 of their Student Guides. Explain to them that they may keep score on their own CARGO TALLY.
- 7. Allow time for your students to select and to prepare a pantomime.

Day 2

Materials

- 1. Student Guides—class set
- 2. CARGO TALLY—one
- 3. SCORE SHEET—one
- 4. Envelope (FAMILY FATE for Sea of Pantomime)—one
- 5. Scratch paper—class set

Procedure

- 1. Review with your students the **Directions** and **Scoring** for **Phase 1: Sea of Pantomime** (Student Guide, page 4).
- 2. Remind your students of the importance of posture and gestures while making a presentation. Suggest that students walk briskly to the front of the room when it is their turn to perform, and to face the audience. They may feel nervous and have butterflies in their stomachs. Reassure them that this is natural and that it happens to all speakers, even the most experienced. Nervousness, you might add, is nature's way of getting you ready to perform at your best.
- 3. Instruct each student to write his or her name, the family's name and the pantomime he/she will perform on a piece of scratch paper. Request that the elders from each family collect and bring these to you.
- 4. Call students forward one at a time to perform their pantomimes. Have all the members of one family perform before moving on to the next family.
- 5. After each pantomime, call on the other families, in turn, to make their guesses as to the subject of the pantomime. These guesses may be made orally or in writing.
- 6. Scoring for Phase 1: Sea of Pantomime. Each family must score 45 travel miles.
 - **Step 1:** Tally the number of correct guesses after each pantomime. Each correct guess earns one travel mile for the speaker and for the family.
 - **Step 2:** Enter the number of correct guesses for each presenter in the **B. Scores** column on the SCORE SHEET. Subtotal the **B. Scores** tallies for each family and enter the number in the **B. Scores Total** box at the bottom of the SCORE SHEET.
 - **Step 3:** After all pantomimes have been given, tally the number of correct guesses by families in determining the

subject of each pantomime. Each correct guess earns one travel mile for the family. Add the tallies in the A. Guesses column and write the total in the A. Guesses **Total** box at the bottom of the SCORE SHEET.

- Step 4: Find the Total Family Score by adding the A. Guesses Total and B. Scores Total for each family.
- **Step 5:** For every family, deduct one box of cargo for each two miles short of the required 45 miles.
- On the CARGO TALLY put an "X" through the boxes of cargo lost by any family which did not earn 45 miles crossing the Sea of Pantomime. Cross out one box of cargo for each two miles short of 45 miles. This action simulates the family having to throw cargo overboard in order to safely reach the shore.
- 8. Advise your students to listen carefully while you read the following:

A gesture is purposefully moving some part of the body to emphasize what vou say. The gesture should be natural and relaxed. Some common gestures are pointing to indicate an idea, pushing away with your hand to show rejection, clenching your fist to show strong feelings and holding up your hand, palm facing the audience, to warn of danger. How well your family uses gestures will determine your family's fate today.

First I will have each elder draw a **FAMILY FATE from the envelope** without looking at it, and give it to me.

Second I will read to you the situation given on the card.

Third I will whisper a sentence from this card to the elder. The elder must communicate the sentence to you using only gestures and not a voice.

Finally your family members will decide together, then state the sentence that the elder was communicating.

TEACHING TIP

It is not necessary for you to explain the scoring mechanism to your students. Refer to pages 10 and 11 for a sample Score Sheet and partial scoring for this pantomime activity.

READ OR TELL

READ OR TELL

If your family guesses the sentence correctly, you receive one box of cargo. If your family guesses incorrectly, you lose two boxes of cargo.

- 9. Call up teams one at a time. Have the elder draw a FAMILY FATE from the envelope and hand it to you. Read the situation aloud. Then, whisper to the elder the first sentence. (Do not let the elder read the FAMILY FATE. Remember to whisper quietly enough so that other students cannot hear the sentences.) The elder must now communicate this sentence to the rest of the family using only gestures. The family briefly confers and then says what the sentence is. If the family is correct, award one box of cargo. If the family is wrong, deduct two boxes of cargo. Also, cross out two boxes of cargo for any student who talks or fails to use gestures. Continue until all teams have had a turn. If there is time, repeat this procedure with another family member, using a different sentence from the same FAMILY FATE that was drawn by the elder.
 - * *Note*: Time constraints may require that you limit the number of family members participating in this fate activity. In that case, rotate the draw among the families, and call up individual family members, allowing each family an equal chance at losing cargo.
- 10. Sample Scoring: The Aegeans began the pantomime presentations. Three families correctly guessed John's pantomime, two families correctly guessed Cassandra's pantomime, five guessed Anne's, two guessed Timothy's and four guessed Yang's.
 - Make a tally mark in the **A. Guesses** column for each family that made a correct identification of a pantomime.
 - Add these tallies and enter the total in the **B. Scores** column.
 - Add the **B. Scores** tallies for the presenting family members to arrive at the **B. Scores Total** for each family, and enter in the appropriate box at the bottom of the SCORE SHEET.
 - Other families earn one travel mile for each correct guess. Add the A. Guesses tallies to arrive at the A. Guesses Total for each family, and enter in the appropriate box at the bottom of the SCORE SHEET.
 - When all pantomimes are completed, add the A. Guesses
 Total to the B. Scores Total to arrive at the Total Family
 Score for each family.

TEACHING TIP

- An "X" is entered in the Aegeans A. Guesses column because families cannot guess the subject of pantomimes by their own members.
- The Aegeans earned a total of 16 travel miles for their pantomime presentations. John earned three travel miles, Cassandra earned two, Anne earned five, etc.
- The A. Guesses columns for the families cannot be totaled until all pantomimes have been given.

(Sample) SCORE SHEET for Phase _____

| Na | MES | | | | | A. GUE | SSES | | | | (0 |
|---------------|------------------|--------------|---------|-----------------------|---|--------------------------------------|---|-----------------------------------|--------------|-----------|-----------|
| FAMILY | Мемвек | FAMILY NAMES | Aegeans | sicilians | Aristotles | Dorians | spartans | Cretans | Athenians | Delphians | B. Scores |
| | John | | Χ | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 3 |
| | Cassandra | | Χ | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 2 |
| Aegeans | Anne | | Χ | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 5 |
| | Timothy | | Χ | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 2 |
| | Yang | | X | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 4 |
| | Winnie | | 0 | X | 1 | 0 | 0 | 1 | 1 | 0 | 3 |
| | Randy | | 1 | X | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Sicilians | Yoshito | | 1 | X | 0 | 1 | 1 | 1 | 0 | 1 | 5 |
| | Trang Dolores | - | 0 | X | 0 | 1 | 0 | 1 | 1 | 1 | 4 |
| Aristotles | Cotares | | 0 | X | 1 | 0 | 1 | 0 | 0 | 0 | 2 |
| Dorians | | | | At this poor | int in the | scoring f | for the Pa es have ea | ntomime rned all t m. The B | hat ; for | | |
| Spartans | | | | they can Scores | cotal is er | itered or I 15 for th | ne Sichun ily Score | of 18 trac travel mi | -11.0 | | |
| Cretans | | | | and t A. C thei | he Sterr Guesses to Ir Total F Intomimes | illy for ve amily Sco have bee | earneu th familie ore by the on given. | | | | |
| Arthenians | | | | | | | | | | | |
| Delphians | | | | | | | | | | | |
| A. TOTAL FAMI | LY GUESSES | | | | | | | | | | |
| B. TOTAL MEM | | | 16 | 15 | | | | | | | |
| Total Fami | LY SCORE (A + B) | | | | | | | | | | |

PHASE 2: BLUFFS OF OPPORTUNITY

Day 3

Materials

- 1. Student Guides—class set
- 2. BLUFF CARDS—one set
- 3. CARGO TALLY—one
- 4. SCORE SHEET—one
- 5. Envelope (FAMILY FATE for Bluffs of Opportunity)—one

Procedure

- 1. Read together and discuss **Phase 2: Bluffs of Opportunity** on page 5 of the Student Guide.
- 2. Begin the Phase 2 activity by calling one family to step to the front of the class.
 - a. Pick a set of four BLUFF CARDS out of the envelope—be sure that all four cards have the same word.
 - b. Distribute one card to each family member.
 - c. Write the word from the card on the board and pronounce it.
 - d. Tell the members to step forward to signal when they have a definition ready.

Note: If a family has more than four members, the elder selects four members to participate.

- 3. When all family members have stepped forward call on each student to give his/her definition. The other families listen carefully to the definitions given and try to figure out which one is correct. Families may write down the definitions as they are given but they may not use dictionaries.
- 4. Instruct the remaining families that they will make a group decision as to which student is telling the truth. Request that the elder of each family stand when a decision has been reached. Allow time for the families to consult among themselves.
- 5. When all elders are standing ask, "How many of you believe (*name of student*) has the correct definition?" Continue in the same way with each student. Tally the number of families that were fooled.

6. Collect the BLUFF CARDS and give the same family another set. Each family gets three sets of BLUFF CARDS (three chances to fool the class) before another family is called up.

Scoring for Phase 2: Bluffs of Opportunity. The toll for each family is determined by the number of other families the bluffing family fools.

| Number of Families Fooled | Toll |
|----------------------------------|------|
| All | 0 |
| 5 or more | 2 |
| 3 or 4 | 4 |
| 2 or fewer | 6 |

- **Step 1:** Tally the number of incorrect guesses by families after each definition. Award travel miles according the to chart. Enter the toll on the SCORE SHEET under Families in the Family Guesses section.
- **Step 2:** Enter three tolls—one for each time a family tries to fool the class with a set of BLUFF CARDS.
- **Step 3:** Add the three tolls together to find the number of cargo boxes lost while crossing the Bluffs of Opportunity.
- Step 4: For each family, deduct the number of boxes of cargo paid out in tolls from the CARGO TALLY.
- 8. Read aloud the Family Fate for Bluffs of Opportunity:

READ OR TELL

TEACHING TIP

Remember to use a new

SCORE SHEET for each separate Phase.

> Travel across the Bluffs of Opportunity is treacherous. The trail twists and dips. High winds slow any progress. Your fate is determined by your ability to repeat tongue twisters clearly and accurately. You lose one box of cargo for each failure.

9. The elder from each family selects a FAMILY FATE and takes it back to his or her family. Each member must stand and repeat the tongue twister written on the card. Deduct one box of cargo from the family for each failure. (You may allow several tries.)

DAY 4 HOW TO LISTEN EFFECTIVELY

Materials

- 1. Student Guides—class set
- 2. CLASS SURVEY—one
- 3. CLASS SURVEY TALLY—one

Procedure

- 1. Ask your students to open their Student Guides to page 6 **How to Listen Effectively**. Read this page aloud while the students read silently.
- 2. Discuss the above page with your students. Include in your discussion the importance of good listening and the opportunities when they might apply listening skills.
- 3. Tell your students you are going to read them a speech. Ask them to listen for the **main idea** (thesis) and its **supporting details** (proof).

READ OR TELL

Keep Trying

It is a pleasure for me to speak to you today. I can still remember, when I was your age, how excited I felt when the teacher said, "We are going to have a guest speaker today." Now, I didn't care about the guest or what was said. I was excited because I didn't have to read or do arithmetic or study history. So I know what it's like to sit where you are sitting. However, I want you to listen to me just as hard as you play or study, because I am going to tell you what it takes to be successful. The single message I want to get across to you today is "Don't Ever Quit!"

READ OR TELL

A while back, a poor, homely young man decided to enter politics. He ran for the state legislature, but he lost. He invested in a business with an older man and opened a store. Within six months his partner died, the store failed, and he had a huge debt to pay. He paid off this debt after many years. He met a young woman. He asked her to marry him but she refused.

Again this man ran for the legislature, and this time he won. Then he ran for congress and lost. He ran again and lost. He ran a third time and won but he was so unpopular he decided not to run again. Many years later, he ran for the Senate and both times he was defeated. Two years later, this man who didn't quit ran for the office of the president of the United States and won. His name was Abraham Lincoln.

Now let me tell you about another man, a man I'm sure you have never heard of, but his story is true. Pete Gray, more than anything else, wanted to play baseball in the major leagues. His friends tried to discourage him. They said, "You don't have a chance. You can't field very well, you're a weak hitter and you're slow running the bases." But Pete Gray didn't quit, and one day he actually played baseball in the major leagues. Now he didn't finish the season, because indeed he wasn't good enough to play, but he realized his dream. He had played in the major leagues—despite the fact that he had only one arm.

There was a young writer named Theodore Geisel whose first book was rejected by more than 20 publishing houses. He didn't quit and finally his book, *And To Think That I Saw It On Mulberry Street*, was published under his penname of Dr. Seuss.

READ OR TELL

Now all of these people could have quit. They all could have made excuses. I wonder how many people with the same abilities and same talents did quit. I wonder how many of you, sitting right here in front of me, have a marvelous talent or skill to share with the world. Each of you has a dream. Don't give up on that dream. Don't ever Quit!

- 4. Discuss with your students the **main idea** of this *Keep Trying* speech and the **supporting details**—stories of Abraham Lincoln, Pete Gray and Dr. Seuss.
- 5. Evaluate the speech. What did the speech leave out? Are there people who never quit and suffer because of it?
- 6. Tell your students that tomorrow they will be applying a special listening skill when they cross the Isles of Deception.
- 7. Tell your students that you are going to read aloud a list of 35 statements and that you will ask students whether they agree with each statement. Tell them that you will not repeat any statement. Begin to read from the CLASS SURVEY. After each statement is read, ask students to raise a hand if they agree with the statement. Count each hand that is raised and record the number on the CLASS SURVEY TALLY in the column labeled *Yes* Survey 1.
- 8. Carefully file the CLASS SURVEY TALLY for later use.
- As homework assign students to listen closely to the evening news with the purpose of analyzing addresses by newsmen, politicians or public figures to find the thesis and evaluate the proof.

Phase 3: Isles of Deception

Day 5

Materials

- 1. Student Guides—class set
- 2. Envelope (SECRET WORD LIST)—one
- 3. CARGO TALLY—one
- 4. SCORE SHEET—one
- 5. Envelope (FAMILY FATE for Isles of Deception)—one

Procedure

- 1. Together read and discuss **Phase 3: Isles of Deception** on page 7 of the Student Guide.
- 2. Call a student to the front of the room. Give him or her one of the words from the SECRET WORD LIST and allow 20 or 30 seconds for preparation. At the end of the preparation time the student begins to talk. He/she tries to slip in the secret word without drawing attention to it. After 15 to 30 seconds the speaker stops and calls on students from other families to guess the secret word. All families must be called on once before a family is called on for the second time. Families continue to take turns until each has had an opportunity to guess a secret word or until the families have used up 20 guesses for each word.
- 3. *Option*: If you do not wish to copy and cut apart the SECRET WORD LIST, you may write these words on scrap paper to distribute to students.
- 4. Continue until all students have given their secret word speeches.
- 5. Scoring for Phase 3: Isles of Deception. Each family must score 80 travel miles.
 - **Step 1:** Tally the number of incorrect guesses by families after each speech. Do not allow more than 20 guesses for any one secret word. Each incorrect guess equals one travel mile.
 - Step 2: Enter the number of incorrect guesses on the SCORE SHEET opposite the speaker's name in the Members' Scores column.



You may substitute words of your own choice for the Secret Word List.

- **Step 3:** Award 10 miles to each family that guesses the secret word by writing 10 under **Families** in the **Family Guesses** section.
- **Step 4:** Find the **Total Family Score** by adding the various **Members' Scores** to the **Family Guesses** subtotal.
- **Step 5:** Deduct one box of cargo for each two miles short of the required 80 miles. On the CARGO TALLY, cross out the boxes of cargo lost by each family.
- 6. Review with your students the different ways of gesturing. Include pointing, pushing away with your hand, clenching your fist, and holding up your hand as if to say "stop." Tell your students there are many other gestures that will come naturally to them.
- 7. Read aloud the Family Fate for Isles of Deception:

READ OR TELL

As you pass through the Isles of Deception, your fate will be determined by how well you use gestures and how clearly you speak. Up ahead you see the remains of a ship that crashed into the rocks. Cargo is strewn everywhere. Claim one box of cargo for each student who delivers a sentence with loudness, clarity and a gesture.

TEACHING TIP

Some students may need several tries. Note which students are having difficulty and work with them individually.

- 8. Announce that you will give each student a sentence. Students will stand and repeat the sentence using gestures and a strong voice. Distribute one sentence strip from the envelope, or allow student to randomly select a strip.
- 9. Give one box of cargo (you may draw these boxes on the CARGO TALLY, or you may erase a box crossed out earlier) for each student who uses a definite gesture and delivers the line accurately.

Phase 4: Temple of Charity

Day 6

Materials

- 1. Student Guides—class set
- 2. Scratch paper—class set

Procedure

- 1. With your students read and discuss **Phase 4: Temple of** Charity on page 8 of the Student Guide.
- 2. Have the students in each family pair up. One student will prepare a speech for presenting an award and the other will prepare a speech for accepting an award.
- 3. Encourage your students to create imaginative awards and humorous reasons for giving them. Stress the importance of following the guidelines listed in the Student Guide for making speeches of presentation and acceptance.
- 4. Guidelines for speeches presenting an award:
 - a. Name the person or group giving the award.
 - b. Tell what the recipient did to deserve the award.
 - c. Name the person receiving it.
- 5. Guidelines for speeches accepting an award:
 - a. Say "thank you" or in some way show appreciation.
 - b. Express gratification for the recognition and share, where possible, the honors with others.
 - c. Express appreciation for the help and kindness of friends.
- 6. Students prepare and practice their speeches of presentation and acceptance for the remainder of the period. Speeches will be given during the next class.

For families with odd numbers, one award can be given to two students, each of whom prepares an acceptance speech.

Day 7

Materials

- 1. Student Guides—class set
- 2. CARGO TALLY—one
- 3. SCORE SHEET—one
- 4. Envelope (FAMILY FATE for Temple of Charity)—one
- 5. Scratch paper—class set

Procedure

1. Call up one pair of students to begin the round of speeches of presentation and acceptance. Remind your students to listen carefully to find answers to these two questions:

Why was the gift given? Question 1:

Question 2: Who helped the recipient earn the gift?

When the two students have finished their speeches, they call

TEACHING TIP

Remind students that families will preserve their cargo by clearly presenting both award and acceptance speeches, and by listening carefully to the presentations of other families.

- on one family after another until both Question 1 and Question 2 have been answered by one family.
- 3. Continue until all students have completed their speeches of presentation and acceptance.
- 4. Scoring for Phase 4: Temple of Charity. Students attempt to pay the lowest possible toll.
 - **Step 1:** The two speakers leave one box of cargo in the Temple of Charity for each family they call on. If the first family called on answers both questions correctly, the speakers lose only one box of cargo. If the speakers call on six families before they get correct answers, they lose six boxes of cargo.
 - **Step 2:** On the SCORE SHEET enter the number of cargo boxes lost by the speakers under their family name in the column labeled Family Guesses.
 - Step 3: A family loses two boxes of cargo if unable to answer the two questions about the gift and acceptance speeches correctly.
 - **Step 4:** Every time a family is unable to answer the two questions, mark a loss of two boxes of cargo under that family's name in the **Family Guesses** column.
 - Step 5: Add each family's gains and losses in the Family Guesses section to find the total boxes of cargo lost during Phase 4.
 - **Step 6:** On the CARGO TALLY cross out the boxes lost by each family.

5. Read aloud the Family Fate for the Phase 4: Temple of Charity.

READ OR TELL

The dusty streets near the temple are crowded and noisy. It is easy to get separated from one another. In today's fate, a family member will read four words that everyone must hear and write down. Any student writing the wrong word is considered lost in the temple. The delay will cost each family one box of cargo for each person lost.

- 6. Call up the elder from one family. He/she will draw a FAMILY FATE and read the four words. His/her teammates write these words. To simulate the noises in the temple, play music while this activity is going on.
- 7. After the four words have been read, the elder collects the words from his/her teammates and gives them to you. Quickly check to see if there are any errors. Cross out one box of cargo for each error.
- 8. Continue in the same manner until all families have finished reading and writing their Family Fate words.
- 9. All students should listen carefully to the elders of the other families. You may call on anyone at any time to repeat a word spoken by an elder, even if the elder represents another family. If the word is not repeated correctly, one box of cargo is lost by the family that could not repeat the word. Call on other families only when you have reason to believe they are not listening.

TEACHING TIP

Spelling should not apply. Give credit if, in your judgment, the student knew the word spoken.

Phase 5: Speakers' House

Day 8

Materials

- 1. Student Guides—class set
- 2. Envelope (SPEECH OF INTRODUCTION SLIPS)—one
- 3. Encyclopedias—two or more sets

Procedure

- 1. Read aloud and discuss **Phase 5: Speakers' House** on page 9 in the Student Guide.
- 2. Allow each student to secretly draw a numbered slip of paper from the envelope. Each student will prepare a speech of introduction for his or her person.
- 3. For the remainder of the class allow time for students to prepare their speeches of introduction. If students have time before the end of class, recommend that they study the accomplishments of other famous people on the list, as they will be better able to make correct guesses during presentations.
- 4. Encourage students to practice their speeches of introduction as homework. Remind them that they will earn rewards if they are able to guess the identity of the persons other students are introducing.



Since these numbers are keyed to the 40 famous persons listed in the Student Guide, be sure you keep secret the number each student draws.

FAMOUS PERSONS LIST

WORLD LEADERS

- 1. Thomas Jefferson
- 2. Golda Meir
- 3. Franklin D. Roosevelt
- 4. Indira Gandhi
- 5. Woodrow Wilson

WRITERS

- 6. Pearl S. Buck
- 7. Langston Hughes
- 8. Jane Austen
- 9. Herman Melville
- 10. Anne Frank

SCIENTISTS

- 11. Louis Pasteur
- 12. Marie Curie
- 13. Annie Cannon
- 14. George Washington Carver
- 15. Gertrude Elion

ATHLETES

- 16. Wilma Rudolph
- 17. Gertrude Ederle
- 18. Mildred "Babe" Didrikson Zaharias
- 19. Jesse Owens
- 20. Jim Thorpe

MEDICINE

- 21. Charles R. Drew
- 22. Elizabeth Hazen or Rachel Fuller
- 23. Virginia Apgar
- 24. William Harvey
- 25. Clara Barton

ARTISTS

- 26. Vincent Van Gogh
- 27. Mary Cassatt
- 28. Grandma Moses
- 29. Michelangelo
- 30. Pablo Picasso

TECHNOLOGY

- 31. Michael Faraday
- 32. Mattie Knight
- 33. Lee DeForest
- 34. Stephanie Kwolek
- 35. Grace Hopper

INVENTORS

- 36. Martha Costen
- 37. Samuel Slater
- 38. Joseph Glidden
- 39. Christopher Sholes
- 40. Robert Fulton

Day 9

Materials

- 1. Student Guides—class set
- 2. CARGO TALLY—one
- 3. SCORE SHEET—one

Procedure

- Have students open their Student Guides to page 9. Review with them the **Directions** and **Scoring** for **Phase 5: Speakers'** House. Tell them they may keep their books open to this page and consult it as needed while the speeches of introduction are given.
- 2. Call up students one at a time to make their speeches of introduction. Continue until all students have finished.
- 3. After each speaker has finished, the families consult and decide who was introduced. The family elders raise their hands when a decision has been reached.
- 4. When all families are ready, call on the elders one at a time to announce their decisions.

5. Scoring for Phase 5: Speakers' House. The required distance is 40 miles.

- **Step 1:** After each speech of introduction, count the number of families that correctly guessed the famous person.
- **Step 2:** Enter this number opposite the speaker's name on the SCORE SHEET in the **Member's Score** column.
- **Step 3:** Award one mile to a family that correctly guesses the famous person. Enter this number under the family name in the section titled **Family Guesses**.
- **Step 4:** Add the individual **Member's Score** totals to the **Family Guesses** scores to get the **Total Family Score**.
- **Step 5:** On the CARGO TALLY, cross out the boxes of cargo lost by each family.
- **Step 6:** Deduct one box of cargo for each mile short of the required 40 miles.

TEACHING TIP

You may elect to accept written decisions rather than having the information given orally.

PHASE 6: THE INN

DAY 10

Materials

- 1. Student Guides—class set
- 2. SPEECH EVALUATION FORM—class set + one
- 3. Encyclopedias—two sets
- 4. Magazines, textbooks and reference books—class set

TEACHING TIP

You may wish to make a transparency of this Model Speech and read and teach from it.

Procedure

- 1. Together with your class read and discuss the requirements of **Phase 6: The Inn** beginning on page 10 of the Student Guide.
- 2. Carefully proceed through the directions for preparing a **Speech to Inform**.
- 3. Give each student a SPEECH EVALUATION FORM. Have students study it and pages 10 and 11 of their Student Guides simultaneously. Be sure your students understand how their speeches will be judged.
- 4. Collect the SPEECH EVALUATION FORMS.
- 5. Tell your students to select a topic and begin researching and planning their speeches. Limit the speeches to three minutes.
- 6. The remainder of the period (and perhaps the next few days) should be spent researching, planning and practicing these speeches to inform.

DAY 11

Materials

- 1. Student Guides—class set
- 2. CARGO TALLY—one
- 3. SCORE SHEET—one
- 4. Envelope (FAMILY FATE for The Inn)—one
- 5. SPEECH EVALUATION FORM—class set + one

Procedure

- 1. Review with your students the **Directions** and **Scoring** for **The Speech to Inform** on page 12 of the Student Guide.
- 2. Have your students open their Student Guides to page 14, **Evaluating the Speeches**. Review these directions with your students. Give each student a SPEECH EVALUATION FORM. On this form students fill in each speaker's name and evaluate his/her speech.
- 3. Call up students one at a time to give their speeches. After each speech allow time for students fill in their SPEECH EVALUATION FORMS.
- 4. Scoring for Phase 6: The Inn. Families must score a minimum of three speeches with a rating of "6."
 - **Step 1:** By a show of hands, discover how many students awarded a speech a score of "6" or more using the criteria on the SPEECH EVALUATION FORM.
 - **Step 2:** If a majority of students awarded the speech a score of "6" or more, write the number "6" opposite the student's name in the **Members' Scores** column on the SCORE SHEET. If a speech scored less than six, enter "0" in the **Members' Scores** column.
 - *Note*: On your own copy of the SPEECH EVALUATION FORM you may write the score you gave each student.
 - **Step 3:** After all speeches have been given, count how many students from each family scored "6" or more. Enter this number under the family name in the **Family Guesses** section.
 - **Step 4:** On the CARGO TALLY deduct 10 boxes of cargo from any family that scores less than three.
- 5. Have each family send a member forward to draw a FAMILY FATE related to Phase 6: The Inn. Add or deduct the appropriate number of cargo boxes for each family on the CARGO TALLY.

Phase 7: The Forum

DAY 12

Materials

- 1. Student Guides—class set
- 2. Envelope (SPEECH TO PERSUADE SLIPS)—one
- 3. CLASS SURVEY—class set

Procedure

- 1. Conclude hearing and evaluating speeches to inform.
- 2. Refer students to **Phase 7: The Forum** on page 15 in the Student Guide. Read aloud the **Speech to Persuade** information.
- 3. Distribute a copy of the CLASS SURVEY to each student. Allow students to draw a numbered slip from the Speech to Persuade envelope. The number drawn corresponds to that statement on the CLASS SURVEY which will be the student's topic for his/her speech to persuade. For example, if a student draws the number "9," then his/her topic for a speech to persuade will be: "Schools Need a Strict Dress Code."
- 4. After all students have selected a number, have them write the title of their speech to persuade. Make sure each student knows his/her number and the title of his/her speech before continuing.
- 5. Tell your students that a CLASS SURVEY will be taken after the speeches to persuade have been given to determine if their speeches have had any influence on their classmates.
- For the remainder of the period (and for several days if necessary) students work and practice their persuasive speeches. Remind students that they must try to convince their classmates to believe that their speeches are right even if they disagree personally with what they are arguing.

TEACHING TIP

One technique is to have students practice giving their speeches to their family members only in various corners of the room or in areas adjacent to the room.

DAYS 13 AND 14

Materials

- 1. Student Guides—class set
- 2. CLASS SURVEY—one
- 3. SPEECH EVALUATION FORM—class set + one
- 4. CLASS SURVEY TALLY—one

Procedure

- 1. Distribute the SPEECH EVALUATION FORMS.
- 2. Call up students one at a time to deliver their speeches to persuade. Begin with the student who has survey statement #1 and continue through the survey list in numerical order.
- 3. Remind listeners to enter speakers' names on their SPEECH EVALUATION FORMS. When a speaker finishes, allow a few minutes for evaluators to fill in the appropriate blanks.
- 4. After all students have spoken, read aloud the statements on the CLASS SURVEY sheet one at a time. Ask that students raise a hand if they agree with the statement.

5. Scoring for **Phase 7: The Forum**.

Each family that scores 10 or more receives its land back.

- **Step 1:** Count each hand that is raised and record the number on the CLASS SURVEY TALLY in the column labeled *Yes* **Survey 2**.
- Step 2: Subtract the number in the Yes Survey 1 column from the number in the Yes Survey 2 column.
- Step 3: Enter this number in the Change column.
- **Step 4:** From this number subtract the **Number of Teammates** column number to arrive at the **Final Score**.
- **Step 5:** Write the name of each family in the space provided at the bottom of the CLASS SURVEY TALLY.
- Step 6: Add the individual members' final scores together.
 Enter this number opposite the family name on the bottom of the CLASS SURVEY TALLY in the column labeled
 Total Family Score.

TEACHING TIPS

Your students will probably need two entire class periods to deliver all speeches to persuade.

All family members must vote yes on all statements that were the titles of their teammates' speeches.

DAY 15 DEBRIEFING

Materials

- 1. CLASS SURVEY TALLY—one
- 2. PRE/POST TEST—class set

Procedure

- 1. Go or the results of the CLASS SURVEY TALLY and announce the families that were given title to their property by the Assembly at the Forum as a result of their speeches to persuade. (These are the families that scored 10 points or more.)
- 2. Announce the winners of FORUM. The first-place winner is the family that received title to its land and has the most boxes of cargo remaining.
- 3. Distribute and administer the PRE/POST TEST.
- 4. Have a teacher-student debriefing of the knowledge gained during the simulation. Include the following points in your discussion:

Pre/post test

a. How did your final answers compare with your first?

Speaking

- b. What did you learn about giving a speech that you did not know before?
- c. Do you feel better prepared and more confident to give speeches in the future?
- d. Did the simulation give you enough practice in speaking?

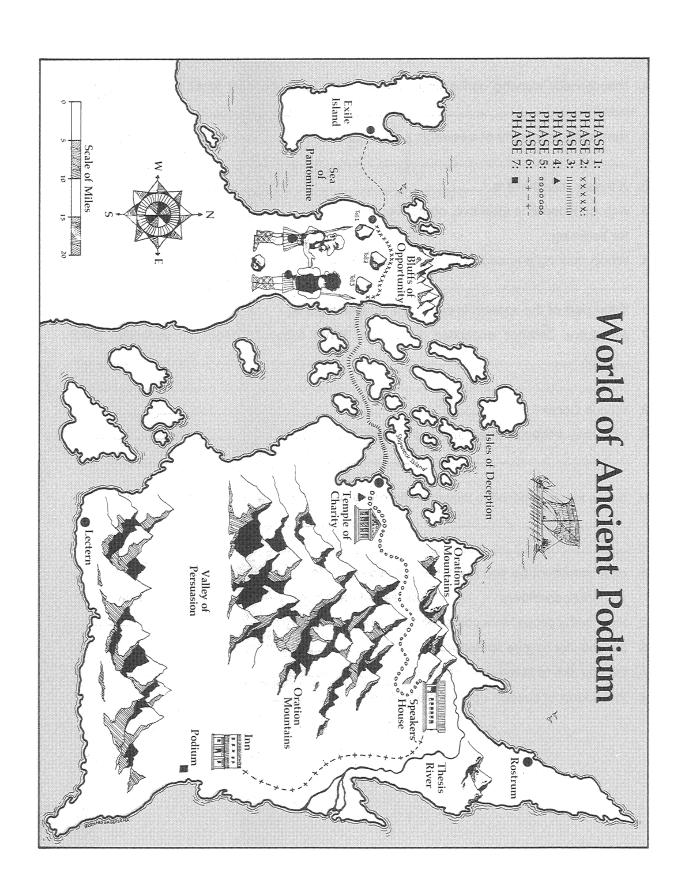
Listening

- e. Do you feel you are a better listener now than before the simulation?
- f. What did you learn about listening that you were not aware of before the simulation?

Miscellaneous

- g. What part of FORUM did you like the best?
- h. Would you like to do this simulation again?
- i.. What are the strengths of FORUM?
- j. What are the weaknesses of FORUM?
- k. How does the simulation compare with other ways of learning (texts, lectures, films, etc.)?

WORLD OF ANCIENT PODIUM



CARGO TALLY

Directions

Use this sheet to keep track of each family's cargo. List the names of the families in the Families column. Use a pencil to make an "X" in one box each time a family loses a box of cargo. If a family earns a box of cargo, erase an "X" in a box that has already been crossed out. If no box has an "X" in it, draw a new box of cargo in the New Cargo space.

| FAMILIES | | | | ORI | GIN (60 | AL bo | Ca xes) | RG(| 0 | | | | NEW CARGO (Draw in boxes) |
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PRE/POST TEST

| 5. When making a speech you should always look at the audience except when you are 6. What part of the speech is called the attention getter? 7. An active listener evaluates a speech. What question might an evaluator ask? 8. Who is Corax? 9. How may a thesis statement be proven? 10. Name two mannerisms that may distract your listeners while you speak: 11. How confident do you feel when you speak before a group? (circle one phrase.) 12. Very confident 13. Do you like to give speeches? 14. Do you like to listen to speeches? | 1. | Intentionally moving some part of your body to emphasize what you say is called using |
|--|-----|---|
| 3. A thesis statement is | 2. | |
| 4. A good listener is attentive, objective, and has a | | |
| 5. When making a speech you should always look at the audience except when you are 6. What part of the speech is called the attention getter? 7. An active listener evaluates a speech. What question might an evaluator ask? 8. Who is Corax? 9. How may a thesis statement be proven? 10. Name two mannerisms that may distract your listeners while you speak: 11. How confident do you feel when you speak before a group? (circle one phrase.) 12. Very confident 13. Do you like to give speeches? 14. Do you like to listen to speeches? | 3. | A thesis statement is |
| 6. What part of the speech is called the attention getter? | 4. | A good listener is attentive, objective, and has a for listening. |
| 7. An active listener evaluates a speech. What question might an evaluator ask? 8. Who is Corax? 9. How may a thesis statement be proven? 10. Name two mannerisms that may distract your listeners while you speak: 11. How confident do you feel when you speak before a group? (circle one phrase.) Very confident Somewhat confident Not confident 12. How many times have you spoken in front of a group? 13. Do you like to give speeches? 14. Do you like to listen to speeches? | 5. | When making a speech you should always look at the audience except when you are |
| 8. Who is Corax? | 6. | What part of the speech is called the attention getter? |
| 9. How may a thesis statement be proven? | 7. | An active listener evaluates a speech. What question might an evaluator ask? |
| 9. How may a thesis statement be proven? | 8. | |
| 10. Name two mannerisms that may distract your listeners while you speak: ——————————————————————————————————— | 9. | How may a thesis statement be proven? |
| Very confident Somewhat confident Not confident 12. How many times have you spoken in front of a group? | 10. | |
| 12. How many times have you spoken in front of a group? | 11. | How confident do you feel when you speak before a group? (circle one phrase.) |
| 13. Do you like to give speeches? | | Very confident Somewhat confident Not confident |
| 14. Do you like to listen to speeches? | 12. | How many times have you spoken in front of a group? |
| | 13. | Do you like to give speeches? |
| 15. What kind of speech do you like to give? | 14. | Do you like to listen to speeches? |
| | 15. | What kind of speech do you like to give? |

SCORE SHEET for Phase _____

| Nai | MES | | | A. GUE | SSES | | S |
|----------------|-----------------|--------------|--|--------|------|--|-----------|
| FAMILY | Member | FAMILY NAMES | | | | | B. Scores |
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CLASS SURVEY

How to Listen Effectively

- 1. Students should spend more time in school.
- 2. Food from the school cafeteria is good.
- 3. Students need more homework.
- 4. Students should buy their own school books and supplies.
- 5. Kids should not be allowed to stay up past 9 p.m. on school nights.
- 6. Children should eat all food served to them.
- 7. Boys and girls watch too much television.
- 8. Teachers should be more strict.
- 9. Schools need a strict dress code.
- 10. Boys and girls that misbehave should be spanked.
- 11. Gum should not be allowed in the classroom.
- 12. Kids should not be allowed to play tackle football at school.
- 13. Children should exercise more in physical education classes.
- 14. Children should not use calculators until they are 16 years old.
- 15. Teachers show too many movies.
- 16. Junk foods should not be permitted on school grounds.
- 17. Children should pay to ride school buses.
- 18. Teachers teach too much art.
- 19. All students should be required to play a musical instrument.
- 20. Students must pass grade level tests before advancing to the next grade.
- 21. Kids should be allowed to ride their bikes on the playground.
- 22. Student governments do a lot.
- 23. Students who forget their homework should be kept after school.
- 24. Too much class time is spent outside.
- 25. There are too many field trips.
- 26. It's okay to lie.
- 27. Children should not have pets.
- 28. All parents should make their kids have a hobby.
- 29. Schools should teach boys and girls how to cook instead of having music.
- 30. Teachers should never read aloud notes that were passed in class.
- 31. Professional athletes are paid too much.
- 32. There is too much football on television.
- 33. Baseball players of today are better than those in the past.
- 34. Both Little League baseball and Pop Warner football are dangerous.
- 35. Copying sentences is not a good punishment.

CLASS SURVEY TALLY

| Numbered Item in Survey | SPEAKER | FAMILY | YES Survey 2 | YES Survey 1 | CHANGE | MINUS NUMBER OF TEAMMATES | FINAL SCORE |
|-------------------------------|---------|--------|--------------------|--------------------|--------|---------------------------------|----------------|
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| FAMILY NAME | TOTAL FAMILY SCORE |
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Number of Votes Changed to Yes

| FAMILY NAME | TOTAL FAMILY SCORE |
|-------------|--------------------|
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SECRET WORD LIST

| apple | window | shoes |
|-----------|----------|---------|
| camping | book | candy |
| swing | light | weekend |
| dog | lost | dishes |
| score | sandwich | basket |
| tire | church | string |
| carpet | garage | run |
| glass | trouble | lawn |
| desert | lake | chair |
| desk | swimming | present |
| tired | stream | raft |
| mountains | animal | |

SPEECH OF INTRODUCTION SLIPS

| FORUM Speech of Introduction | FORUM Speech of Introduction | FORUM Speech of Introduction 21 | FORUM Speech of Introduction 31 |
|---------------------------------------|---------------------------------------|--|--|
| FORUM Speech of Introduction | FORUM Speech of Introduction 12 | FORUM Speech of Introduction 22 | FORUM Speech of Introduction 32 |
| FORUM Speech of Introduction | FORUM Speech of Introduction 13 | FORUM Speech of Introduction 23 | FORUM Speech of Introduction 33 |
| FORUM Speech of Introduction | FORUM Speech of Introduction 14 | FORUM Speech of Introduction 24 | FORUM Speech of Introduction 34 |
| FORUM Speech of Introduction 5 | FORUM Speech of Introduction 15 | FORUM Speech of Introduction 25 | FORUM Speech of Introduction 35 |
| FORUM Speech of Introduction | FORUM Speech of Introduction 16 | FORUM Speech of Introduction 26 | FORUM Speech of Introduction 36 |
| FORUM Speech of Introduction | FORUM Speech of Introduction | FORUM Speech of Introduction 27 | FORUM Speech of Introduction 37 |
| FORUM Speech of Introduction | FORUM Speech of Introduction 18 | FORUM Speech of Introduction 28 | FORUM Speech of Introduction 38 |
| FORUM Speech of Introduction | FORUM Speech of Introduction 19 | FORUM Speech of Introduction 29 | FORUM Speech of Introduction 39 |
| FORUM Speech of Introduction 10 | FORUM Speech of Introduction 20 | FORUM Speech of Introduction 30 | FORUM Speech of Introduction 40 |

SPEECH EVALUATION FORM

| | 1 | 2 | 3 | 1 | 5 | 6 | 7 | |
|---------|--------------|--------|-------------|------------|---------|----------|-------|-------|
| C | | | | | | | | Тоти |
| SPEAKER | Introduction | Thesis | Development | Conclusion | Posture | Gestures | Voice | TOTAL |
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SPEECH TO PERSUADE SLIPS

| FORUM Speech to Persuade | FORUM Speech to Persuade 11 | FORUM Speech to Persuade 21 | FORUM Speech to Persuade 31 |
|-----------------------------|-----------------------------------|--|--|
| FORUM | FORUM | FORUM | FORUM |
| Speech to Persuade | Speech to Persuade | Speech to Persuade | Speech to Persuade |
| 2 | 12 | 22 | 32 |
| FORUM | FORUM | FORUM | FORUM |
| Speech to Persuade | Speech to Persuade | Speech to Persuade | Speech to Persuade |
| 3 | 13 | 23 | 33 |
| FORUM | FORUM | FORUM | FORUM |
| Speech to Persuade | Speech to Persuade | Speech to Persuade | Speech to Persuade |
| 4 | 14 | 24 | 34 |
| FORUM | FORUM | FORUM | FORUM |
| Speech to Persuade | Speech to Persuade | Speech to Persuade | Speech to Persuade |
| 5 | 15 | 25 | 35 |
| FORUM | FORUM | FORUM | |
| Speech to Persuade | Speech to Persuade | Speech to Persuade | |
| 6 | 16 | 26 | |
| FORUM | FORUM | FORUM | |
| Speech to Persuade | Speech to Persuade | Speech to Persuade | |
| 7 | 17 | 27 | |
| FORUM Speech to Persuade | FORUM Speech to Persuade 18 | FORUM Speech to Persuade 28 | |
| FORUM | FORUM | FORUM | |
| Speech to Persuade | Speech to Persuade | Speech to Persuade | |
| 9 | 19 | 29 | |
| FORUM | FORUM | FORUM | |
| Speech to Persuade | Speech to Persuade | Speech to Persuade | |
| 10 | 20 | 30 | |

FORUM Bluff Cards FORUM Bluff Cards paca (pä'kə) paca (pä'kə) an animal with white spots make up a definition **FORUM Bluff Cards FORUM Bluff Cards** paca (pä'kə) paca (pä'kə) make up a definition make up a definition **FORUM Bluff Cards FORUM Bluff Cards** zarf (zärf) zarf (zärf) a holder for a coffee cup make up a definition **FORUM Bluff Cards FORUM Bluff Cards** zarf (zärf) zarf (zärf)

make up a definition

make up a definition

| FORUM Bluff Cards | FORUM Bluff Cards | | |
|----------------------|----------------------|--|--|
| yuan (yoo'än) | yuan (yoo'än) | | |
| Chinese money | make up a definition | | |
| FORUM Bluff Cards | FORUM Bluff Cards | | |
| yuan (yoo'än) | yuan (yoo'än) | | |
| make up a definition | make up a definition | | |
| FORUM Bluff Cards | FORUM Bluff Cards | | |
| yegg (yeg) | yegg (yeg) | | |
| a burglar | make up a definition | | |
| FORUM Bluff Cards | FORUM Bluff Cards | | |
| yegg (yeg) | yegg (yeg) | | |
| make up a definition | make up a definition | | |

FORUM Bluff Cards

FORUM Bluff Cards

xebec (zēbek)

xebec (zēbek)

small ship

make up a definition

FORUM Bluff Cards

FORUM Bluff Cards

xebec (zēbek)

xebec (zēbek)

make up a definition

make up a definition

FORUM Bluff Cards

FORUM Bluff Cards

psaltery (sôl'təre)

psaltery (sôl'təre)

musical instrument

make up a definition

FORUM Bluff Cards

FORUM Bluff Cards

psaltery (sôl'təre)

psaltery (sôl'təre)

make up a definition

make up a definition

| FORUM Bluff Cards | FORUM Bluff Cards | | |
|---------------------------|----------------------|--|--|
| labrum (lā'brəm) | labrum (lā'brəm) | | |
| the lip or part of a lip | make up a definition | | |
| FORUM Bluff Cards | FORUM Bluff Cards | | |
| labrum (lā'brəm) | labrum (lā'brəm) | | |
| make up a definition | make up a definition | | |
| FORUM Bluff Cards | FORUM Bluff Cards | | |
| xyster (zīs'tēr) | xyster (zīs'tēr) | | |
| a tool for scraping bones | make up a definition | | |
| FORUM Bluff Cards | FORUM Bluff Cards | | |
| xyster (zīs'tēr) | xyster (zīs'tēr) | | |
| make up a definition | make up a definition | | |

FORUM Bluff Cards FORUM Bluff Cards poon (poon) poon (poon) a tree from India make up a definition **FORUM Bluff Cards FORUM Bluff Cards** poon (poon) poon (poon) make up a definition make up a definition **FORUM Bluff Cards FORUM Bluff Cards** ibex (ī'beks) ibex (ī'beks) wild goat make up a definition **FORUM Bluff Cards FORUM Bluff Cards** ibex (ī'beks) ibex (ī'beks) make up a definition make up a definition

| FORUM Bluff Cards | FORUM Bluff Cards |
|----------------------|----------------------|
| wyvern (wi'vərn) | wyvern (wi'vərn) |
| a dragon | make up a definition |
| FORUM Bluff Cards | FORUM Bluff Cards |
| wyvern (wi'vərn) | wyvern (wi'vərn) |
| make up a definition | make up a definition |
| FORUM Bluff Cards | FORUM Bluff Cards |
| grivet (griv'ət) | grivet (griv'ət) |
| a small monkey | make up a definition |
| FORUM Bluff Cards | FORUM Bluff Cards |
| grivet (griv'ət) | grivet (griv'ət) |
| make up a definition | make up a definition |

FORUM Bluff Cards FORUM Bluff Cards toyon (tōy'ən) toyon (tōy'ən) a small tree or shrub make up a definition **FORUM Bluff Cards** FORUM Bluff Cards toyon (tōy'ən) toyon (tōy'ən) make up a definition make up a definition **FORUM Bluff Cards** FORUM Bluff Cards pugilism (pyoo'jə liz əm) pugilism (pyoo'jə liz əm) boxing make up a definition **FORUM Bluff Cards** FORUM Bluff Cards pugilism (pyoo'jə liz əm) pugilism (pyoo'jə liz əm) make up a definition make up a definition

| FORUM Bluff Cards | FORUM Bluff Cards |
|-------------------------------|----------------------|
| thew (thyoo) | thew (thyoo) |
| muscles of strength | make up a definition |
| FORUM Bluff Cards | FORUM Bluff Cards |
| thew (thyoo) | thew (thyoo) |
| make up a definition | make up a definition |
| FORUM Bluff Cards | FORUM Bluff Cards |
| cachou (kə shōo') | cachou (kə shōo') |
| a pill to sweeten your breath | make up a definition |
| FORUM Bluff Cards | FORUM Bluff Cards |
| cachou (kə shōo') | cachou (kə shōo') |
| make up a definition | make up a definition |

,-------,

FORUM Bluff Cards

FORUM Bluff Cards

busby (buz' bē)

busby (buz' bē)

tall fur hat

make up a definition

FORUM Bluff Cards

FORUM Bluff Cards

busby (buz' bē)

busby (buz' bē)

make up a definition

make up a definition

FORUM Bluff Cards

FORUM Bluff Cards

talipot (tal'ə pät)

talipot (tal'ə pät)

a palm tree

make up a definition

FORUM Bluff Cards

FORUM Bluff Cards

talipot (tal'ə pät)

talipot (tal'ə pät)

make up a definition

make up a definition

| FORUM Bluff Cards | FORUM Bluff Cards | | |
|----------------------|----------------------|--|--|
| boyla (boi' lə) | boyla (boi'lə) | | |
| a witch doctor | make up a definition | | |
| FORUM Bluff Cards | FORUM Bluff Cards | | |
| boyla (boi' lə) | boyla (boi'lə) | | |
| make up a definition | make up a definition | | |
| FORUM Bluff Cards | FORUM Bluff Cards | | |
| berm (bûrm) | berm (bûrm) | | |
| edge of the road | make up a definition | | |
| FORUM Bluff Cards | FORUM Bluff Cards | | |
| berm (bûrm) | berm (bûrm) | | |
| make up a definition | make up a definition | | |

FORUM Bluff Cards FORUM Bluff Cards aye-aye $(\overline{1}'\overline{1})$ aye-aye $(\overline{1}'\overline{1})$ an animal, like a monkey make up a definition **FORUM Bluff Cards FORUM Bluff Cards** aye-aye $(\bar{1}'\bar{1})$ aye-aye $(\bar{1}'\bar{1})$ make up a definition make up a definition **FORUM Bluff Cards FORUM Bluff Cards** anorak (ä 'nə räk) anorak (ä 'nə räk) a jacket make up a definition **FORUM Bluff Cards FORUM Bluff Cards** anorak (ä 'nə räk) anorak (ä 'nə räk) make up a definition make up a definition

| FORUM Bluff Cards | FORUM Bluff Cards |
|-------------------------------|----------------------|
| aba (ä′ bə) | aba (ä′ bə) |
| clothes made from goat's hair | make up a definition |
| FORUM Bluff Cards | FORUM Bluff Cards |
| aba (ä′ bə) | aba (ä′ bə) |
| make up a definition | make up a definition |
| FORUM Bluff Cards | FORUM Bluff Cards |
| wadi (wä' dē) | wadi (wä' dē) |
| a dry stream in Africa | make up a definition |
| FORUM Bluff Cards | FORUM Bluff Cards |
| wadi (wä' dē) | wadi (wä' dē) |
| make up a definition | make up a definition |

FAMILY FATE—PHASE 1: Sea of Pantomime

FORUM Fate Cards

Situation:

Your ship is sinking.

- a. Calm down.
- b. Throw the water out.
- c. There's land.
- d. We made it.

FORUM Fate Cards

Situation:

You hate riding in the ship.

- a. I'm all wet.
- b. It's hot here.
- c. Now I'm freezing.
- d. Give me my coat.

FORUM Fate Cards

Situation:

Salt water is splashing on your food.

- a. Oh, no, it's ruined.
- b. Get it out.
- c. Bring me that tarp.
- d. Don't worry, it's okay.

FORUM Fate Cards

Situation:

A family member is missing

- a. Where did he go?
- b. I don't know.
- c. You look over there. I'll look here.
- d. There he is.

FORUM Fate Cards

Situation:

A pirate ship has been spotted. Silent travel is required.

- a. I want to see you.
- b. Shhhh. Be quiet.
- c. Get down. Be quiet.
- d. It's safe. Get up.

FORUM Fate Cards

Situation:

You can't see because of fog.

- a. I can't see a thing.
- b. Where are we?
- c. What's that out there.
- d. What did YOU say?

FORUM Fate Cards

Situation:

The wind stops. Slaves must row.

- a. What happened to the wind?
- b. You take that oar and I'll take this oar.
- c. Hey, you, get rowing.
- d. me that oar.

FORUM Fate Cards

Situation:

Arrive in port.

- a. Bring me the rope.
- b. Not that one.
- c. This one?
- d. Yes, now hurry.

FAMILY FATE—PHASE 2: Bluffs of Opportunity

| FORUM Fate Cards | FORUM Fate Cards |
|--|---------------------------------------|
| Bonnie burned the brown bread badly. | The sixth sheik's sixth sheep's sick. |
| | |
| FORUM Fate Cards | FORUM Fate Cards |
| Cows graze in groves of green grass. | Three tree twins. |
| | |
| FORUM Fate Cards | FORUM Fate Cards |
| Cross crossings cautiously. | A noisy noise annoys an oyster. |
| | |
| FORUM Fate Cards | FORUM Fate Cards |
| We shall surely see the sun shine soon | Selfish shellfish. |
| | |

FAMILY FATE—PHASE 3: Isles of Deception

- 1. There's no chance. Let's give up.
- 2. That's a lie!
- 3. There are two kinds of people: those who say I can, and those who say I can't.
- 4. "Imagination is more powerful than knowledge."—Albert Einstein
- 5. Don't sit there. Do something!
- 6. I hate eating this stuff!
- 7. "Everybody is ignorant, only in different subjects."—Will Rogers
- 8. Don't ever stand still.
- 9. It's no use. We'll have to buy a new one.
- 10. You can go if you want, but I'm staying here.
- 11. "In war there is no substitute for victory."—Douglas MacArthur
- 12. "Give me liberty or give me death."—Patrick Henry
- 13. We shall fight and fight until we are victorious.
- 14. He broke everything I own, and you think I should be his friend!
- 15. They could live off the food we throw away.
- 16. You're right. I am wrong.
- 17. Let's bring both sides together.
- 18. "I don't act. I react."—John Wayne
- 19. I shall have nothing to do with that decision.
- 20. I'm sorry, but you can't go.
- 21. That's my paper!
- 22. Don't even think about it.
- 23. "Bank accounts are like toothpaste—easy to take out but hard to put back."—Robert Ackerstrom
- 24. He doesn't know when to quit.
- 25. Now sit down and listen for once.
- 26. On the one hand we have freedom; on the other, responsibility.
- 27. Those plans are dangerous and foolish.
- 28. She held that priceless vase, then dropped it.
- 29. That was the best vacation I ever had.
- 30. First he ran upstairs; then he ran downstairs.
- 31. Come on, let's get out of here.
- 32. Go to the first stoplight, then turn left.
- 33. Leave me alone, please, and just go away.
- 34. He's sitting over there.
- 35. Let's stop. It won't work.

FAMILY FATE—PHASE 4: Temple of Charity

| | FORUM F | ate Car | ds | FORUM Fate Cards | | | | | | | |
|--------|---------|----------|-------|------------------|-------|-----------|--------|--|--|--|--|
| muddle | pour | tea | cage | foam | offer | gale | relax | | | | |
| | FORUM F | ate Car | ds | F | ORUM | Fate Carc | ls | | | | |
| old | low | art | size | steam | able | tree | heat | | | | |
| | FORUM F | ate Car | ds | F | ORUM | Fate Carc | ls | | | | |
| game | gang | hide | four | mold | boy | made | nail | | | | |
| | FORUM F | -ate Car | ds | F | ORUM | Fate Carc | ls | | | | |
| worm | eat | mitt | torch | leaf | cake | plate | puddle | | | | |

FAMILY FATE—PHASE 6: The Inn

FORUM Fate Cards

The Inn is filled with thieves. You decide to stay up all night to guard your possessions, but you fall asleep. Fortunately nothing is stolen. You do not lose or gain any cargo.

FORUM Fate Cards

This is your lucky day. Not only is there a room available, but there is straw on the floor. Collect one box of cargo.

FORUM Fate Cards

You are surprised to learn that you were overcharged for your room. Collect one box of cargo.

FORUM Fate Cards

For dinner you are served fish head soup. Everyone in your family complains because no one likes soup. You pay extra for another meal. Lose one box of cargo.

FORUM Fate Cards

You have trouble sleeping so you amuse yourself by watching the ants crawl on the wall. You see something hidden between the stones. It's a purse of gold. Collect one box of cargo.

FORUM Fate Cards

The innkeeper shows you to your room. It's very inexpensive and after you chase the chickens out, you settle down for a restful sleep. Pay one box of cargo.

FORUM Fate Cards

At a corner table a group of patrons is gambling. You decide to join them. Call a coin toss correctly and win one box of cargo. If wrong, you lose one box of cargo.

FORUM Fate Cards

You enter The Inn. It takes awhile for your eyes to adjust to the darkness. You see a cat sleeping against a loaf of bread. The innkeeper smiles at you as he continues to remove the flies stuck in the honey pot. It's peaceful and clean. You decide to stay, but it is expensive. Pay one box of cargo.

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FORUM

An historical simulation teaching public speaking and listening skills

Student Guide

INTRODUCTION

More than 2,000 years ago a tyrant on the island of Sicily took away the land of the citizens of Syracuse. They fled to the mountains. There they waited for the tyrant's armies to be defeated. Many years later, after the tyrant was overthrown, these citizens returned home to claim their land. Unfortunately, few written records existed. The only way for citizens to get back their land was to convince an assembly (a jury) that their land was really theirs. They had to make a good speech, or they would not regain their land.

Many of these citizens were frightened. They had never spoken in front of a large group before. They didn't know how to present their case, what to say or how to say it. For help these people turned to Corax, a Sicilian Greek who had organized a system of rules for public speaking. These rules were very effective. They were like weapons that gave a speaker the power to make other people believe what he or she wanted them to believe. Knowing these speech secrets gave a person so much power that eventually the teaching of these rules was forbidden.

In FORUM you will study these once-forbidden rules. Soon you will be the master of a powerful weapon. You will be able to inform, to persuade and to entertain.



INT978SG



SIMULATION ELEMENTS

You begin your study on Exile Island in the imaginary land of Podium. Just as the citizens of Syracuse did, you will journey back home to claim your land. For protection you will travel with other families. Each family begins the journey with 60 boxes of cargo (family possessions and necessary supplies). Families must stay close to one another. If one family falls behind, it will have to give up some cargo so it can travel faster. The family that regains its land and has the most cargo at the end of the simulation is the winner of FORUM.

Families: Four students make up one family. Each family selects a name and elects a team leader called an elder. The elder leads family meetings and makes announcements.

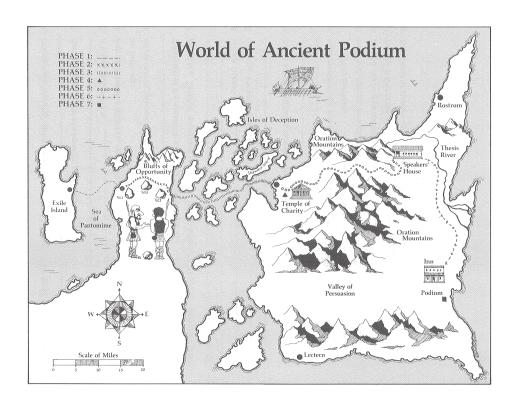
Travel: The journey through Podium from Exile Island to the Forum takes several days. The distance traveled is based on your family's daily speaking and listening activities. You must cover a minimum distance each day or lose some of your cargo.

Cargo: All families leave Exile Island with 60 boxes of supplies and family possessions called cargo. If your family does not cover a minimum distance each day, your family will have to abandon some cargo to travel lighter and therefore faster.

PHASES OF THE JOURNEY

The journey from Exile Island to the Forum of Podium is divided into seven phases. Each phase is filled with activities that can help or hinder your progress. Warning: Be alert! Carelessness is costly.

- **Phase 1: Sea of Pantomime** Can you tell a story without using words? You will learn how when you cross the Sea of Pantomime.
- **Phase 2: Bluffs of Opportunity** Who is telling the truth? Who is lying? Are you sure? Don't get tongue tied as you cross the Bluffs of Opportunity.
- **Phase 3: Isles of Deception** Are you sneaky enough to say a word no one will remember? You will find out when you pass through the Isles of Deception.
- **Phase 4: Temple of Charity** Do you like to receive awards? To give awards? Both? If so, you will enjoy the Temple of Charity.
- **Phase 5: Speakers' House** Who are the inventors, scientists, writers and athletes you'll meet? You will find out when you enter the Speakers' House.
- Phase 6: The Inn Are you a good enough speaker to succeed at the Forum? How safe is your room? Spend a day and a night at The Inn and you will know.
- **Phase 7: The Forum** Do you have the power to make other people think the way you think? You will discover if you do when you speak at the Forum.



PHASE 1: Sea of Pantomime

The voyage across the Sea of Pantomime is long and difficult. To pass the time family members entertain each other by giving pantomimes. The word pantomime means to imitate. No words are spoken. Stories are told with body movements and facial expressions only. Each member of your family will be called to the front of the room to present a pantomime in front of the class. Your family will earn points based on how many of the other families can guess your pantomime.

LEARNING TIP

If you have an idea for a pantomime, suggest it to your teacher for approval.

Directions

- 1. Select one of the Pantomime Ideas listed on this page or an idea of your own.
- 2. Break the idea (the story) into small parts. Make the parts simple and exaggerate them.
- 3. Practice your pantomime several times in front of a mirror. Limit it to 30 seconds.

Scoring: Your family needs to earn 45 travel miles to cross the Sea of Pantomime. For each two miles your family is short of this distance, your family loses one box of cargo.

- 1. Your family earns one travel mile each time another family guesses the subject of the pantomime presented by a member of your family. For example, your family earns six travel miles if six families guess the subject of your pantomime (six families times one mile).
- 2. Your family earns one travel mile each time your family correctly guesses the pantomime subject presented by a student member of another family. For example, if you correctly guess the pantomimes of 15 students, your family earns 15 travel miles (15 students times one mile).

PANTOMIME IDEAS

- brushing teeth
- bowling
- pitching a baseball
- riding a motorcycle
- hitting a golf ball
- baking bread, cookies
- mowing a lawn
- taking someone's picture

- driving a car
- playing cards
- fishing
- tennis
- visiting a dentist
- buying shoes
- going to a movie
- mailing a letter

- building a snowman
- using a telephone
- fixing a flat tire
- painting
- putting up a tent
- roller skating
- giving a haircut
- playing ping pong

PHASE 2: Bluffs of Opportunity

Today you begin the second phase of your journey. You climb, then cross the Bluffs of Opportunity. Unfortunately, the only road across the bluffs has been taken over by the tyrant's henchmen, who charge tolls for your safe passage. They won't take all of a traveler's possessions for fear no one will take the road, but they will take a good share of your cargo. Therefore, try to sneak it past them. Whether or not you sneak your cargo by them will be determined by your skill in fooling your classmates.

Directions

- 1. Each family will be called to the front of the room one at a time. All members of a family will stand shoulder to shoulder facing the class.
- 2. Your teacher will give each family member a **Bluff Card** and then write a word on the chalkboard. Three of the cards say, "Make up a definition." One card has the correct definition. If your **Bluff Card** says, "Make up a definition," you will have to create a fake definition for the word written on the board. If your **Bluff Card** contains the correct definition, you must use the definition on the **Bluff Card** and not make up a fake. However, you must fool your classmates into thinking that you created the definition, just as your family members have done.
- 3. Once you have your **Bluff Card**, think of a definition for the word on the board, or if you have the definition, pretend to be making one up. Remember that you want to fool your classmates. Therefore, make your definition believable. Step forward after you have made up a definition.
- 4. When your teacher calls on you, give the definition of the word written on the board. The other families will try to determine which one of your family's definitions is correct.

LEARNING TIP

The more teams you fool, the less toll you pay.

Scoring: Each family must pass three toll booths on the Bluffs of Opportunity. At each of these toll booths your team will have a chance to fool your classmates by getting them to vote for a false **Bluff Card** definition.

Scoring for each toll booth:

- Fooling all teams means a cargo box toll of 0.
- Fooling 5, 6 or 7 teams means a cargo box toll of 2.
- Fooling 3 or 4 teams means a cargo box toll of 4.
- Fooling 0, 1 or 2 teams means a cargo box toll of 6.

HOW TO LISTEN EFFECTIVELY

How often have you heard someone say, "He just doesn't listen" or "I already told you that. Don't you listen?" If you are like most people, your listening skills need improvement. Good listening habits are important skills to develop. In a lifetime you will spend more time listening than you will spend reading, writing or speaking.

LEARNING TIP

A good listener always has a reason for listening and tries to be objective.

Characteristics of good listening: There are two characteristics of good listening: having a purpose and being objective. An active listener has a purpose for listening. It may be judging new ideas, getting new information, or just having fun. A good listener is also objective. This means he/she is fair: a real attempt is made to listen so as to gain insight into a speaker's way of thinking—even if the listener does not agree with the speaker.

Effective Listening Guidelines

- 1. Have a purpose for listening.
- 2. Be fair. Give the speaker a chance to present his/her ideas.
- 3. Concentrate. Most people can listen to words at a rate of 400 to 500 per minute. The average speaker talks at a rate of 150 words per minute. This gives the mind time to wander. Don't let your mind wander.
 - a. Every speaker has a **main idea** (thesis) to get across to you. Listen for this main idea. Usually it will be stated at the beginning of the speech. When you hear it, repeat it to yourself.
 - b. Next listen for the **supporting details** (proof). Ask yourself what proof supports the main idea. The proof may be facts, personal experiences, stories or examples that illustrate the main idea.
- 4. Evaluate. Ask yourself if the speaker proved his or her main idea. Was something left out? Were important facts omitted? How do the speaker's ideas compare with your own experiences?
- 5. Relax. Enjoy the speech.
- 6. Review. When the speech is over, talk about it with your friends. If possible, ask the speaker questions. Later you may want to read more about the topic.

PHASE 3: ISLES OF DECEPTION

Today you pass through the Isles of Deception. Passage is difficult because of tricky currents and hidden rocks. Pirates also pose a danger. For 200 years pirates have been attacking ships in these waters. If you are clever enough, you may weave your boat safely through the dangerous waters. If not, cargo may be stolen by pirates or smashed against the rocks. Your safe passage is determined by how well you can sneak a secret word past your classmates.

Directions

- 1. Each family member is called to the front of the class and receives a secret word. You must think of a way to use this word in a short 30-second speech.
- 2. You may speak on any topic, but the secret word must be included.
- 3. Do not be obvious in saying the secret word! You do not want anyone to guess your word. For example, if the secret word is *Carrots*, don't say, "I love carrots." Instead disguise the word by surrounding it with other words. Example: "I enjoy shopping in the produce section. All those vegetables like celery, carrots, squash, onions and eggplant are stacked up so high ..."
- 4. After you finish your secret word speech, call on one person from one family, another person from another family, and so on, to try to identify your secret word. Continue until the word is guessed or until 20 guesses have been made. Then tell the class the secret word.

LEARNING TIP

Listen carefully to the other families' speeches in order to keep as much cargo as possible.

Scoring: To cross the Isles of Deception your family needs to earn 80 travel miles. Your family loses one box of cargo for every two miles it is short of the required 80 miles.

- 1. You earn one travel mile for each wrong guess made to identify a secret word (maximum of 20). For example, if 14 students make a wrong guess, you earn 14 travel miles.
- 2. Your family earns 10 travel miles each time a family member correctly guesses a secret word in another student's speech.

PHASE 4: TEMPLE OF CHARITY

The Temple of Charity marks the halfway point of your journey. Here tradition requires travelers to leave votive offerings (gifts) for the gods in hopes of a safe journey. The Temple is also a place to rest and to gather fresh food. While at the Temple of Charity, pairs of family members make speeches giving awards to each other and accepting the awards. Other families listen carefully to the award and acceptance speeches. When two family members have finished their speeches, they call on other families one at a time to answer these two questions:

- 1. Why was the award given?
- 2. Who helped the recipient earn the award?

LEARNING TIP

The speech should be genuine and sincere. The speaker should look directly at the recipient, speaking loudly and clearly enough for the audience to hear.

While accepting an award, the recipient should look directly at the person presenting it.

Families will preserve their cargo by clearly presenting both award and acceptance speeches, and by listening carefully

to the presentations of

other families.

Directions

- 1. **Presenting an award:** One member makes a speech presenting an award. In presenting an award, a gift, a trophy, etc., a speaker should do the following:
 - a. Name the person or group giving the award.
 - b. Tell what the recipient did to deserve the award.
 - c. Name the person receiving the award.
- 2. **Accepting an award:** The other member makes a speech accepting the award. When accepting an award, a speaker should do the following:
 - a. Say "thank you" or in some way show appreciation.
 - b. Express gratification for the recognition and share, where possible, the honors with others.
 - c. Express appreciation for the help and kindness of friends.

Scoring: The two family members who make the award and acceptance speeches call on another family to answer the two questions. If that family cannot answer both questions, the speakers continue until one family answers both questions correctly.

- 1. The two speakers leave one box of cargo in the Temple of Charity for each family they call on. If the first family called on answers both questions correctly, the speakers lose only one box of cargo. If the speakers call on six families before they get correct answers, they lose six boxes of cargo.
- 2. A family loses two boxes of cargo if unable to correctly answer the two questions about the award and acceptance speeches when asked.

PHASE 5: SPEAKERS' HOUSE

After an arduous climb high into the Oration Mountains, families reach the Speakers' House. This is the home of Podium's most gifted orators. Here you will seek advice on how to organize and deliver the speech that you must give before the Forum. But since all speakers must be properly introduced, you must first learn how to make a Speech of Introduction.

The Speech of Introduction is a brief, concise speech with two purposes.

- 1. It arouses interest about the person being introduced.
- 2. It makes the audience like and respect the person being introduced.

The Speech of Introduction is organized as follows:

- 1. Tell why the person you are introducing is important.
- Tell something about the person you are introducing.
- 3. Present the person, who will frequently make a speech.

LEARNING TIP

Important: The speech should clearly state the accomplishments of, but not the name of the famous person.

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Directions: Each family member draws the name of a famous person. (See the list of names on this page.) Each speaker plans and delivers a speech to introduce this famous person. After each speech, other families try to identify the famous person just introduced by the speaker.

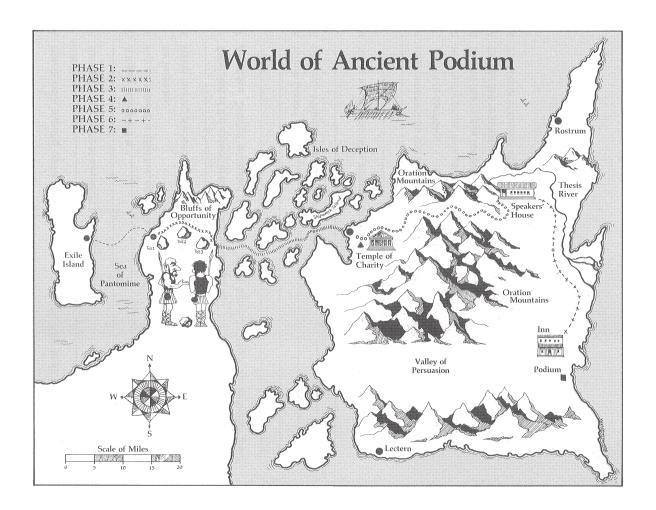
FAMOUS PERSONS MEDICINE 1. Thomas Jefferson 21. Charles R. Drew 2. Golda Meir 22. Elizabeth Hazen or Rachel Fuller 3. Franklin D. Roosevelt 23. Virginia Apgar 24. William Harvey 4. Indira Gandhi 5. Woodrow Wilson 25. Clara Barton 6. Pearl S. Buck 26. Vincent Van Gogh 7. Langston Hughes 27. Mary Cassatt 8. Jane Austen 28. Grandma Moses 9. Herman Melville 29. Michelangelo 10. Anne Frank 30. Pablo Picasso **TECHNOLOGY** 11. Louis Pasteur 31. Michael Faraday 12. Marie Curie 32. Mattie Knight 13. Annie Cannon 33. Lee DeForest 14. George Washington Carver 34. Stephanie Kwolek 15. Gertrude Elion 35. Grace Hopper INVENTORS 16. Wilma Rudolph 36. Martha Costen 17. Gertrude Ederle 37 Samuel Slater 18. Mildred "Babe" Didrikson Zaharias 38. Joseph Glidden 19. Jesse Owens 39. Christopher Sholes 20. Jim Thorpe 40. Robert Fulton

Scoring: To reach the Speakers' House, you must travel 40 travel miles. Your family loses one box of cargo for each mile it is short of the required 40 miles.

- 1. Your family receives one travel mile for each family that correctly guesses a famous person introduced but not named by your family's speaker. If seven families identify the speaker that one of your family members introduced, then your family earns seven travel miles.
- 2. Your family earns one travel mile each time it guesses the speaker introduced by a member of another family. (You cannot guess speakers from your own family.)

PHASE 6: THE INN

The descent from the Speakers' House to The Inn is a short, pleasant trip. The Inn is located just a few miles outside the walls of Podium. Most inns near the city are notorious hangouts for thieves and cutthroats, but this one has a good reputation. While here you will gather all the information you need to claim your land. You will also demonstrate your speaking skills. Your family cannot speak before the Forum until you have proven your skills before the Council of Elders. This council determines who speaks before the Forum and who does not. Before proceeding, read and discuss with your teacher the **How to Plan a Speech**, **The Speech to Inform** and **How to Deliver a Speech** sections of your Student Guide.



HOW TO PLAN A SPEECH

LEARNING TIP

Each type of speech has its own way of being written (style), but each speech follows a basic pattern. The purpose of your speech, your audience, and how much time you have for your speech all determine how you plan your speech. Speeches can persuade, entertain, inform and give tribute, depending on the occasion.

Parts of a Speech Most speakers divide their speeches into four parts and each part has a special purpose.

- 1. **Introduction** (attention getter): Get your audience interested in your subject. Let them know why it is important to listen to you.
- 2. **Thesis** (main point): Tell your audience what you are going to say. State the problem you are going to solve or the point you want to make. If necessary, prove that there is a problem.
- 3. **Development** (proof): Use facts, statistics, charts, graphs, examples, quotations, comparisons, appeals to reason or anything else to prove your thesis.
- 4. **Conclusion** (summary): Review for your audience what you have just said. You may want to end your speech with a story or quotation that reinforces the point you wish to make. You can also call your listener to make some decision or to take some action.

Now read silently, while your teacher reads aloud, the following model speech. Note the four main parts—Introduction, Thesis, Development and Conclusion—as you read and listen.

The Enemy Within

(Introduction) What would you think if your parents brought home a guest that kept you from doing your school work, took your money and stole years from your life? You probably wouldn't like it. But most of you have just such a guest in your home—television. Some people call it the idiot box or the boob tube. I'm not opposed to television. It has many useful purposes, but I am convinced that it is a great waster of time. (Thesis) I believe we Americans spend too much time watching television. Allow me to explain.

(Development) The average American watches more than four hours of television each day. That might not seem like much, however: those four hours a day add up to 28 hours a week. More than one full day every week is spent watching TV. By the time the average teenager graduates from high school, he or she will have spent more time in front of the television than was spent in the classroom in all 12 years of school. By age 65, these same Americans will have spent nine years of their life just sitting and watching television.

(Conclusion) This is too much time. There are other things in this world to experience. Why limit yourself to the small screen when the whole world awaits you? Go out. Do different things. Don't get stuck in front of the television for nine years of your life.

THE SPEECH TO INFORM

LEARNING TIP

The main goal of the Speech to Inform is to teach.

Directions: At The Inn each of you will give a Speech to Inform. This speech will test whether you are ready to speak before the Forum. In a Speech to Inform, you want your audience to clearly understand the ideas you present. Here are some suggestions for your speech:

- 1. Keep your ideas simple. Don't try to say too much.
- 2. Tell your audience why your subject is important to them. Give some examples of this importance.
- 3. Prove the points you want to make with facts, statistics, charts, stories, etc.
- 4. Follow the *Introduction*, *Thesis*, *Development* and *Conclusion* format.

Organizational Steps: The following steps will help you plan an effective Speech to Inform.

- 1. Select your speech topic from the 21 ideas at the bottom of this page. Or, with approval of your teacher, you may come up with your own topic idea.
- 2. Select your thesis (main point you want to make).
- 3. Write down what you already know about your topic and your thesis.
- 4. Talk to other people about your topic and write down what they say.
- 5. Read about your topic in books or magazines. (You may want to go to a library.) Take notes and identify the source of information on the notes.
- 6. When you have finished your note taking, make an outline such as the following on $3" \times 5"$ or $4" \times 6"$ cards:
- 7. After you have finished your planning, read and study **How to Deliver a Speech**.

TOPIC IDEAS FOR SPEECH TO INFORM

How to:

- wrap a gift
- fix a flat tire
- make a salad
- throw a football
- dance
- tie a square knot
- bowl
- swing a golf club
- ride a horse
- lift weights

Explain:

- coin collecting
- stamp collecting
- photography
- painting
- drawings

Topical:

- dangers of smoking
- solar energy
- endangered species
- importance of exercise
- care of pets
- recycling

HOW TO DELIVER A SPEECH

LEARNING TIP

How you deliver your speech should not interfere with the ideas you are attempting to communicate.

Ideas are the most important part of any speech. How you deliver your speech should not interfere with these ideas. If you stand awkwardly, play with a shirt button or scratch your head, the audience will watch your movements and not pay attention to what you say. If you use interrupters like "and uh" and "you know" the audience will become distracted and lose interest in your speech. If you slur your words, or talk too fast, your audience will miss some of your important ideas.

Practice is one way to stop these habits that will distract your audience from focusing on your ideas. After outlining your speech, practice it aloud several times before you deliver it in public. However, be careful you don't practice your speech so often that it begins to sound memorized. If so, your audience may fall asleep!

Other Suggestions

- 1. Walk briskly and confidently to the podium.
- 2. Stand straight and face the audience. Do not slouch or put all your weight on one foot.
- 3. Your hands may rest on the podium, hang at your sides or be used to gesture.
- 4. Look at the audience. Do not hide behind your notes or outline.
- 5. Speak loudly enough for everyone to hear.
- 6. Relax and speak to the audience as if you were speaking to each person individually. (If you're nervous, try to breathe slowly and deeply.)



EVALUATING THE SPEECHES

LEARNING TIP

The seven criteria that must be included in each speech involve both content and delivery. Be as accurate and objective as possible when you evaluate classmates.

Speech Evaluation Rubric

Every student who delivers a Speech to Inform must include the following content or delivery

| ion Does the <i>Introduction</i> include an |
|---|
| attention getter? |
| Is the main point clearly stated? |
| ent Is the main point proven with either |
| facts, examples, statistics or a story? |
| Is the speech brought to an end by |
| summarizing or restating the thesis? |
| Does the speaker have good posture and |
| good eye contact with the audience? |
| Does the speaker use gestures effectively? |
| Is the speaker's voice easy to |
| understand? Is the voice animated rather |
| than flat and dull? |
| |

Directions: Your teacher will give you a **Speech Evaluation Form**. In order to fill it out correctly and to evaluate your classmates' speeches, do the following:

- 1. Before the speaker begins, print her/his name in the column labeled **Speaker**.
- 2. Listen carefully to the speech. Evaluate the speech for each of the seven Rubric standards.
- 3. Put a check mark in the box under each number if you can answer yes to the rubric standard that goes with that number. For example, look at Box 1 **Introduction**. The Rubric *Introduction* standard is, "Does the *Introduction* include an attention getter?" If the speaker captures your attention with his/her introduction, put a check mark in the **Introduction** column for that speaker.
- 4. Count the number of check marks and enter this amount in the column labeled **Total**.

Scoring

- 1. After each speech the class reports how many students gave the speech a score of six or more on the Speech Evaluation Form. Each family must have at least three members who score six or more points before family members may speak before the Forum.
- 2. If three family members fail to score six or more points, the family must give 10 boxes of cargo to the Council of Elders. Once paid, the Council will allow a family to speak before the Forum.

PHASE 7: THE FORUM

The day you have been waiting for has finally arrived. You are to speak in the Forum before an assembly of distinguished citizens. Using all of the speaking skills you have learned, you must convince Forum members that your claim to your land is genuine. As you

approach the Forum, you can hear voices and laughter. Upon entering, the noise stops. Members of the Forum are sitting and staring at you. It is time to persuade them that your claim is valid. If you carefully follow the directions below, you should be successful.

Speech to Persuade: Your speech topic will be one of the items from the Class Survey. The purpose of this speech is to get your listeners to believe what you want them to believe. When writing a speech to persuade, do the following:

- 1. After receiving your speech topic, decide exactly what you want your audience to believe. For example, for #1 you could develop this thesis: Students should go to school six days a week.
- 2. As part of your Introduction, show a need or reason for what you want your audience to believe. Appeal to your listeners' fear, anger, pleasure or pride. Make the audience feel a real need for action. For example, to support your earlier thesis, you could use statistics: In arithmetic tests given to students from America and 19 other nations, the United States students did not win any major categories. We are falling behind students from other countries.
- 3. Offer a solution. Tell how the problem can be solved. Use illustrations to develop your ideas. For example: School should be held six days a week.
- 4. Explain your solution. Prove to your listeners that your ideas will work. For example: The one extra day spent in school each week will amount to an extra three years in school between grades one and 12.
- 5. Summarize your ideas and appeal for action.
- 6. Outline your speech on cards. (See instructions for the **Speech to Inform**. Also reread **How to Deliver a Speech**.)
- 7. Practice your speech three times.

When listening to the other speeches, be fair. Do not judge too quickly. Give each speaker a chance to make his/her point. **Scoring:** If speeches made by your family members change the minds of at least 10 students on the second survey, your family will have its land returned.

- 1. After all speeches have been made, you will take the **Class Survey** for a second time.
- 2. Your teacher will compute how many of you changed your answers from "No" to "Yes" on each question.

Example: Using # 1: *Students should spend more time in school*, this is how this process works: On the first Class Survey, five students agreed with the idea in statement #1. According to the second Class Survey, eight students agreed with the idea after hearing a speech by a member of your family who supported statement #1. Thus, three students changed their minds because of the speech. As a result, speeches by other members of your family have to change the minds of only seven more students to reach the desired number of 10.

CARGO TALLY

Directions:

Use this sheet to keep track of each family's cargo. List the names of the families in the *Families* column. Use a pencil to make an "X" in one box each time a family loses a box of cargo. If a family earns a box of cargo, erase an "X" in a box that has already been crossed out. If no box has an "X" in it, draw a new box of cargo in the *New Cargo* space.

| FAMILIES | | | | (| Ori | GIN (60 | AL | C axes) | RG(| 0 | | | | | New Cargo (Draw in boxes) |
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