“Urban Legends”
Three Week Unit
9th/10th Speech

Objectives:
1. Students will gain a better understanding of storytelling as a speech option.
2. Students will learn to create a performance from a written genre.
3. Students will learn how storytelling and traditional speeches compare and contrast & how each should be assessed and used.
4. Students will earn grades and practice on two speeches - one old and one new.
5. Students will gain an understanding of the rubric process through teacher performance.

Nebraska Language Arts State Standards:
1. LA 12.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting.
2. LA 12.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations.
3. LA 12.4.1.b Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation assistance, publication guidelines)

Materials:
2. Props for the telling of the story - i.e. stuffed dog, crackling paper for storm sounds
3. Computer and projector for YouTube video showing
5. Props for telling of the story, “China Doll” - i.e. a creaky piece of metal, a cat cage or box, a pillow, red lipstick
6. Printed copies of both speech requirements/guidelines & speech rubrics
7. Printed copies of correct citation practices.

Rational for Unit:
I chose to make this mini lesson into a full three week unit because I think the buildup will be good for student learning and the overall unit is both fun and informative. Students are given the opportunity to build on what they already know - how to write and present in correct speech format - while also learning about this new style of storytelling. I chose to expand this unit at the beginning rather than from the end because I felt that students in the speech class can always gain from scaffolding in the form of practice makes perfect. By drawing this unit backwards and working up to the storytelling I have a better feel for what my students may or may not need from me as the teacher. I can watch them “perform” a simplified version of an urban legend before their informative speech - without props or audience participation. Just to let them get a feel for what it is like to tell a story in front of an audience. Then in the second half of the unit they will have to amp up their telling with the requirements for a storytelling told story, rather than a generic speech.
I decided to go with urban legends for this unit as I found they fit the age appropriateness of the class and would hold the attention of the students. The students are able to have fun with this assignment while also completing a speech for class.

Lastly, I chose to continue the scaffolding practice at the end of this unit by adding in that the teacher will also be performing during the storytelling days. This means, that while the students are preparing their urban legends during week two the teacher can also be preparing theirs. As said by Urbanski (2006), “If we want students to become readers, writers, and thinkers, we must do it right along with them and then coach them through the rough spots, drawing from our own experience” (p. 25). I want my students to be able to learn from me as I work, and then have the opportunity to really see how a rubric “works” by using one on me. Then they may better understand them during the rest of the year.

**Rational for “China Doll” Story:**
I chose to start my unit with a story that is not in printed format as I know the story. There are several other versions of this story (which I would be able to provide information on during my informative speech), but my version is the best for me. As mentioned by Ohler (2008) it is best to tell a story that you are familiar with because the flow and learning are easier. I can tell this story with both hands tied behind my back and no though - thus I can add all the inflections or props I want without messing myself up! I want my students to see that storytelling is not suppose to be hard or intimidating, but an extension of yourself and your knowledge.

**Rational for “Humans Can Lick, Too”**:  
*Humans Can Lick, Too* by Drac Von Stoller was chosen because it is a classic urban legend that has been placed in written format - many urban legends are never written down and published. The students will be required to have a published source for their assignment. It is a well known urban legend however, not all students would have heard this story OR heard it in the full format presented by Von Stoller. This is not a long or hard story to tell as the majority of the story is simple facts and the real story is in the telling of it. I wanted to do an easier story for my example since students will not be experts in the art of storytelling and it does not always come naturally. “The novice would do well to turn to folktales...these traditional tales have the essentials of a good short story: terseness, simplicity, and vigor. They begin simply, come to the point, and end swiftly and conclusively” (Green & Del Negro, 2010, p. 65). I want students to chose their own urban legend that they can be familiar with, enjoy telling, can tell in their own words, and can tell to an audience (Kosa, 2008, p. 46-47).

**Rational for “Humans Can Lick Too” Video:**
I decided to add in the watching of the short film version of this urban legend to give students an opportunity to see it in another format. They get to “feel” the creepiness of the story as it unfolds and “see” the moments where they can amp up the terror or really add in the special affects of their props or noises. We would use this video as another part of the overall discussion on how to change a written piece into a storytelling piece AND the differences between the generic speech and storytelling.
**Anticipatory Set:**
This unit would be introduced in October to help celebrate the Halloween season! By this point students have presented at least two short speeches and one long speech. These speeches have included: speech setup, citation guidelines, proper speech technique, visual aides, speech rubrics, and graded assessment. The first speech will be told in generic informative speech style (just as they have done before) with the same rubric they have been graded on before. The only difference is they will start with the telling of their scary story - or a longer hook than normal. The second speech will be told in storytelling style with the option of voices, actions, audience participation, and visual aides/props. The teacher will present an example storytelling speech to show students how these differ from “traditional” speeches - including a classroom discussion about these differences and how they can be used. Students will also be shown some video examples to give them additional ideas for presentation. Students will be familiar with researching for speech materials. The unit will end with a storytelling event covering two or three days in which the student presentations will be a sort of celebration with food and drinks. The teacher will also present their own storytelling urban legend.

**Daily Lesson Plans: Week One**

**Day One: Introduction of Unit**

*Lesson:* [20 mins]
- Teacher will give a storytelling version of “China Doll” to the students with props, sound affects, and audience participation.
  - This story is from the my childhood, a classic urban legend with a local town twist that was told by my siblings and myself to childhood friends and classmates.
- After I tell the story in storytelling fashion I will give a short, informative speech on the urban legend of the china doll. i.e. at least 2 main points, intro, conclusion.
  - This information should include the history of the story and how I learned about it.

*Activity:* [30 mins]
- Students will then split into groups of three or four and share scary stories or urban legends from their own childhoods.

**Day Two: Research of Stories**

*Bellwork:* [5 mins]
- Teacher will hand out the informative speech instructions sheet and rubric
- Teacher will hand out a paper on citing sources - from previous speeches. *(LA 12.4.1.b).*

*Activity:* [Full Class]
- Students will pick one or two of their most memorable stories from childhood and then head to the computer lab.
  - Here the students must research ONE of these stories to create a short, informative speech for the class on the history of their story.
  - Include the history of the story and how the student learned about it/first heard it.
- Once students have completed their research they will start writing their informative speech for presentation in class.

**Day Three: Research of Stories/Writing of Speeches/Practicing Story**

*Activity:* [Full Class]
• Students will finish any needed research from the day before.
• Students will begin/continue/finish writing their speeches.
• Students will split into groups (of those finished with speeches) to practice the telling of their childhood story.

**Day Four & Five: Presentation of Stories**

*Activity:* [Full Class]

• Students will present their story followed by their short informative speeches.
  • These will be graded with an informative speech rubric by the teacher.
  • These speeches will be worth a smaller portion of points for this unit.

**Daily Lesson Plans: Week Two**

**Day One: Introduction of Unit Part 2**

*Lesson:* [25 mins]

• Teacher will introduce the next part of the unit with a storytelling of *Humans Can Lick, Too*, by Drac Von Stoller. Including actions, voices, and some visual aides/props.
• After the teacher has given the telling of the story he/she will give some background to the urban legend.
  • *Drac Von Stoller is not the original author of this story. This urban legend spans several generations and locations. The story has also been featured in several horror movies through the years.*

*Activity:* [Remaining Class]

• Watch the YouTube video “Urban Legends - Humans Can Lick Too” by scaryforkids.com
  • Discuss the entire story
  • *Why do you feel this story makes a good horror story? Why is this better told in the format I presented, rather than in the speech format we have been using? How were the props, voice inflections, and audience participation used? What moments during the film would you amp up your voice inflections or prop usage during the storytelling?*

**Day Two: Compare/Contrast Speech Techniques**

*Activity:* [Full Class]

• Teacher and the students will enter a short discussion about the format of storytelling in comparison to traditional speeches - compare/contrast, what audiences this would/would not work for, when this format would/would not be acceptable. (*LA 12.3.1.a*)
  • Making notes on the board and having students defend their answers.

**Day Three: Start Research Storytelling Speech**

*Lesson:* [15-20 mins]

• Teacher will then introduce the parameters for the unit and hand out the speech requirements/instructions page to discuss with students.
  • Informing students that they too will be performing an urban legend in storytelling format for their next speech.

*Note: The teacher can offer additional examples to students by showing storytelling videos during class OR giving students a list of videos they can view on their own.*
Activity: [Remaining Class]
- Students will research some urban legends that have been converted to printed format. (Required they have a printed copy for the presentation)
  - The library offers several books with short scary stories and urban legends.
  - Otherwise students can bring a book from home.
- Students will choose one urban legend to perform in storytelling format.
- Students will start by making an outline of their story to help them “cut” unneeded parts or memorize their stories.

Day Four & Five: Work on Presentations
Activity: [Full Class]
Students will work in class on their presentations.

Daily Lesson Plans: Week Three
Day One & Two (& Three if needed): Storytelling Event
Activity: [Full Class]
- Students will present their storytelling urban legends to their classmates and teacher (and additional guests if wanted)
- The teacher will also be giving another storytelling urban legend and the students will assess the teacher with a rubric.
  - These presentations will be graded with the attached rubric.
  - *Note - Snacks and drinks will be provided for the 2 or 3 day event.

Requirements for Informative Speech
- A well rounded introduction with connected conclusion.
- At least two main points for the body of the speech:
  - Must include the history of the story
  - Must include how the student learned of or first heard the story
- Speech must be at least 2 minutes in length.
- All sources must be cited correctly.
- *Students are allowed to use notecards for the speech.

Requirements for Storytelling Urban Legend
- Must include use of visual aides or props or audience participation
- Must be adapted from a printed and published story.
- Must include all points as discussed on the speech rubric.
Assessment:
Students will be graded on their first speech during week one - the informative speech - just like they have been graded in the past. This will be an informative speech rubric. *see Informative Speech Rubric.

Students will present their urban legends during a storytelling event (class time) to their fellow classmates and the teacher. (LA 12.3.1.b) Students will be assessed on this activity with a speech presentation rubric, as with every other speech they give. *see Storytelling Speech Rubric.

Students will have both these rubrics handed to them prior to writing their speech so they know what and how they will graded.

Works Cited:


# Informative Speech Rubric

<table>
<thead>
<tr>
<th>Areas</th>
<th>Assessment</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>Scary Story</strong> 5</td>
<td>__Scary story hook is told to start the speech</td>
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<tr>
<td></td>
<td>__Clearly understood, told correctly</td>
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<tr>
<td><strong>Introduction</strong> 5</td>
<td>__Gains Audience attention</td>
<td></td>
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<tr>
<td></td>
<td>__Establishes purpose, topic, &amp; thesis</td>
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<tr>
<td></td>
<td>__Preview of main points</td>
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<tr>
<td><strong>Body</strong> 5</td>
<td>__Relevant and adequate information</td>
<td></td>
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<td></td>
<td>__Points clearly explained</td>
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<td></td>
<td>-&gt;Includes history</td>
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<td>-&gt;Includes personal history</td>
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<td></td>
<td>__Organization apparent</td>
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<td></td>
<td>__Transitions used</td>
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<td></td>
<td>__Appropriate language choices</td>
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<td></td>
<td>__Appropriate reference to research</td>
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<tr>
<td><strong>Conclusion</strong> 5</td>
<td>__Sense of ending</td>
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<tr>
<td></td>
<td>__Connects to introduction</td>
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<td></td>
<td>__Summarizes information</td>
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<tr>
<td><strong>Attention to Audience</strong> 2</td>
<td>__Acknowledges audience</td>
<td></td>
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<td></td>
<td>__Understands audience needs</td>
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<td></td>
<td>__Responds to feedback</td>
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<tr>
<td><strong>Delivery</strong> 3</td>
<td>__Clear enunciation/pronunciation</td>
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<td></td>
<td>__Vocal variation plus appropriate tone</td>
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<td></td>
<td>__Appropriate voice level</td>
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<td></td>
<td>__Avoids slang</td>
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<td></td>
<td>__Eye contact</td>
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<td></td>
<td>__Use of gestures/body movements/facial expression</td>
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<td></td>
<td>__Posture &amp; energy</td>
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<table>
<thead>
<tr>
<th>Total Score</th>
<th>/25</th>
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## Storytelling Speech Rubric

<table>
<thead>
<tr>
<th>Areas</th>
<th>Assessment</th>
<th>Comments</th>
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</table>
| **Speech Requirements**    | __Gains Audience attention  
__Establishes purpose & topic  
__Relevant and adequate information  
__Appropriate language choices  
__Appropriate reference to research  
__Sense of ending |                      |
| 10                         | __Visual aides/props support the telling of the story  
__Do not distract or confuse the listener  
__Are used in a professional and mature manner |                      |
| **Audience Participation** | __Acknowledges audience  
__Uses audience correctly and professionally  
__Responds to feedback |                      |
| 15                         | __Clear enunciation/pronunciation  
__Vocal variation plus appropriate tone  
__Appropriate voice levels for each part  
__Uses language associated correctly with the telling of the story  
__Eye contact  
__Use of gestures/body movements/facial expression to expound on the storytelling  
__Posture & energy match the movements of the story |                      |
| **Length**                 | __Does not exceed 15 minutes  
__More than 5 minutes |                      |
|                            | **Total Score** /60                                                        |          |