



Middle Level

Handbook

2008-2009

WELCOME TO WHSFA MIDDLE LEVEL DIVISION

This mailing includes updated information for your previous WHSFA Middle Level Handbook.

Please note the names and addresses of your WHSFA Advisors and Middle Level Advisory Committee members on the first page. They and the WHSFA State Office welcome your comments, concerns and questions. **Working together will help this activity remain strong and viable.**

Rules, procedures and evaluation sheets for all Middle Level categories are included in the Handbook, which you should already have in your possession.

Particular changes should be noted regarding the following:

- ! **Moments in History** – The time period for 2008-09 is 1450 – 1650 – Reformation, Age of Discovery and High Renaissance.
- ! **Extemporaneous Speaking** - new topic and questions for 2009 are included.

All changes/modifications are a direct result of your input to the Middle Level Advisory Committee. "Thank you" for taking the time to share your ideas. The 2009 Festival sites are included. You will receive an Eligibility-Registration (E-R) form for Level I and Level II at a later date. **It is not too late to serve as a Festival site for 2009!** Please contact the State Office if you would like to volunteer as a Festival Host. **We definitely need more sites!**

Best wishes for a successful school year and a rewarding forensic season!

Chuck Malone
September 2008

WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION

MIDDLE LEVEL DIVISION

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**WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION
MIDDLE LEVEL DIVISION
2009 FESTIVAL SITES**

<u>LEVEL I</u>	<u>SITE</u>	<u>CONTACT</u>
1/26/09	Edgar	Karen Heil
2/2/09	Beaver Dam	Bonnie Kieffer
2/5/09	Eau Claire (South)	Roger Skifstad
2/7/09	Little Chute	Shari Kleist
2/9/09	Portage (St. Mary's)	Karen Wilson
2/9/09	Holmen	Roger Skifstad
2/9/09	Hayward	M. Dahlby
<u>LEVEL II</u>	<u>SITE</u>	<u>CONTACT</u>
2/9/09	Edgar	Karen Heil
2/19/09	Tomahawk	Nancy Herbison
2/19/09	Blair (Blair-Taylor)	Roger Skifstad
2/23/09	Ft. Atkinson	Scott Arndt
2/26/09	Green Bay (Edison)	Mary Wyman
2/26/09	Eau Claire (DeLong)	Catherine Anderson
2/28/09	Little Chute	Shari Kleist

WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION

MIDDLE LEVEL DIVISION

Benefits of Middle Level Division Membership

For an annual membership fee of \$100, WHSFA provides the following:

- < Allows up to 140 entries at Level I Festivals - 14 categories
- < Allows up to 140 entries at Level II Festivals - 14 categories
- < Materials for Level I and II Festivals (evaluation sheets, ballots, certificates, ribbons).
- < *WHSFA Middle Level Handbook/Addendum*
- < *WHSFA Guide to Effective Evaluation* - handbook for judges.
- < The WHSFA Newsletter (issued 4 times per year).
- < A voice in WHSFA Middle Level Division program decisions via your elected representative on the WHSFA Advisory Committee. (The committee reviews and revises the rules used for most middle level forensic events in Wisconsin, with the approval of the WHSFA Board of Control)
- < The WHSFA State Office - providing professional staff support, program development and advocacy for middle level forensic activities.

**WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION
MIDDLE LEVEL DIVISION**

SECTION I: Philosophy of Participation

Teachers who work effectively with middle and junior high school students are aware of the adolescent need for positive reinforcement and success. Therefore, the WHSFA Middle Level Division is founded on: (1) opportunities for participation, (2) opportunities for learning and (3) opportunities for success. Strong competition that results in the feeling of elimination is not a part of this program. A Middle Level Division forensic program should build knowledge, confidence and interest in speaking as a life-long skill.

SECTION II: Rules for Participation

1. Membership

- A. Any school in Wisconsin which has grades 6, 7, 8 or 9 is eligible to join this division of WHSFA.
- B. The membership dues for WHSFA - Middle Level Division are \$100 per school. A late fee of \$50.00 will be assessed after September 15.
- C. A Middle Level Division school which includes ninth graders may enter the ninth grade students in the Senior Division activities by paying the balance needed to constitute a Senior High membership (an additional \$200).
- D. A ninth grade student in a WHSFA member school may participate in either the Middle Level Division or the Senior Division, **but not both**.
- E. The membership fee will be used to cover the cost of publications and Level I & II Festivals.
- F. Membership deadline is September 15.

2. Student Eligibility

- A. Any bona fide pupil in good standing and in regular attendance in the 6, 7, 8 or 9th grade of a member school shall be eligible to participate in the activities sponsored by the Middle Level division.
- B. Student eligibility forms provided by the State Office for each member school must be sent to the Level I or Level II host prior to the Festival date. These forms are found on the web site: www.whsfa.org.**
- C. Otherwise qualified exceptional needs students are encouraged to participate. Appropriate accommodations will be provided to assure access and equal opportunity.

3. Categories

The current categories for Middle Level Division are:

Demonstration	News Reporting
Eight Minute Persuasive	Speech Non-Original Oratory
Extemporaneous Speaking	Play Acting
Four-Minute Informative Speech	Readers Theatre
Interpretation of Poetry	Solo Acting
Interpretation of Prose	Special Occasion Speech
Moments in History	Storytelling

4. Judges and Evaluations

- A. Three rounds of performance will be held at each festival level.
- B. Grades of A or B, with + or - allowed, will be awarded each performance.
- C. Students receiving 2 A's and 1 B or 3 A's at Level I are eligible to participate in the Level II festival if they desire. Students must participate in all 3 rounds at each level.
- D. Each participating school must provide one qualified judge for every five entries or fraction thereof. A qualified judge understands Middle Level Division rules and philosophy. Judging fees (if any) are the responsibility of each participating school.

5. Awards

- A. Students at Level I chosen to proceed to Level II will receive an *Invitation to Advance Certificate*. All other students will receive a *Certificate of Achievement*.
- B. At Level II, students who earn an average grade of A will receive a blue ribbon. Students who receive an average grade of B will receive a red ribbon.

6. Participating Regulations

- A. Each school may submit a maximum of 140 entries in competition beginning at Level I. **No more than 10 entries are permitted in any one festival category.**
- B. Festival sites shall be determined by member school volunteers.
- C. Schools may register for festival participation at the location of their choice. All member schools will receive the locations and dates for both festival levels prior to the date of the respective festival.
- D. In order to participate officially in either festival, a school's entry must attend the festival in person.
- E. The Level II festival requires participation in the same event as the one in which the student qualified at Level I.
- F. A student may not use the same selection more than one school year in any WHSFA Middle Level Division, nor may the student use it in any WHSFA Senior Division category.

- G. A student may not participate in more than one event in the Middle Level Division festivals.
- H. In all festivals, the identity of participants' schools shall not be made known to the judges until the results are announced. The wearing of distinctive clothing or emblems that would identify the school a participant represents is prohibited.
- I. Member schools may participate with nonmember schools in any tournaments or festivals other than those sponsored by the Middle Level Division, and in any categories other than those sponsored by the Middle Level Division, but such participation will not qualify participants for WHSFA Middle Level Division awards.
- J. Festival hosts have the right to require entering schools to honor reasonable deadlines for submitting Eligibility-Registration forms. Entering schools have the burden of proof in demonstrating compliance with the deadline.
- K. While the use of a prompter in WHSFA Middle Level Division is discouraged because it may detract from the overall effectiveness of a presentation, the use of a prompter is not prohibited by rule.
- L. Disqualifications: A student shall be allowed to finish the presentation and a disqualification shall not be announced until the judge has consulted with the student's coach, the festival host and any referee committee, which the festival host may have established.
- M. Each member school whose participants use copyrighted material in a Middle Level Division category is responsible for obtaining permission from the publisher to use that material in the festival.
- N. The use of electronic recording is prohibited at any WHSFA Middle Level Division event.

7. Administration

- A. An advisory committee will be elected from throughout the state to represent geographical groupings of the member schools.
- B. The advisory committee shall be composed of middle and junior high school teachers and/or coaches.
- C. The advisory committee members will be responsible for the operation of festivals in their respective geographical areas.
- D. The committee members will serve two-year terms and will be eligible for reelection.
- D. The WHSFA State Office will serve in an advisory capacity, provide monetary support and insure uniformity in operation of the Middle Level Division program throughout the State.
- F. The WHSFA Board of Control will be the governing body of the Middle Level Division.

Wisconsin High School Forensic Association - Middle Level Division

PLANNING & CONDUCTING A MIDDLE LEVEL SPEECH FESTIVAL

Hosting a Middle Level Division Festival can be a rewarding experience for you and your students. The most obvious advantage is that you do not have to incur any transportation costs! More importantly, however, is the learning, the growing and the sharing that comes from being a host to students and teachers from other schools.

We hope that all schools belonging to the Middle Level Division will share in the responsibility of hosting a festival. Determining whether or not you can do this requires only the availability of rooms for performances, and, of course, the approval and cooperation of your local administration.

While hosting a Level I or II WHSFA Middle Level Division Festival is not a money making proposition for your school, it is not our intention that you suffer a financial loss either. We therefore ask you to bill the State Office for materials and other costs not absorbed by your school. In an effort to stabilize the monies spent through the state, we ask that you check with the State Office if you think the amount will exceed \$50. An amount of \$2.00 per judge/office staff for food at Level I and II is suggested.

The following pages are written with the intent of offering some helpful hints as you set up your Festival. Not all the suggestions may be feasible in all situations. Take what you can use - leave the rest. Only two restrictions are mandatory if you are hosting a Level I or II Festival. They are:

1. THERE MUST BE **THREE ROUNDS** OF PARTICIPATION FOR EACH STUDENT.
2. EVALUATION SHEETS ARE NOT TO BE GIVEN TO STUDENTS AFTER EACH ROUND, NOR ARE GRADES TO BE POSTED AFTER EACH ROUND.

With that in mind, let's get started.

PART I: BEFORE THE FESTIVAL

1. State Office Information -

Once you have decided to host a festival, you should return the Host Information Form to the State Office with the following information: **(See sample Host Information Form Appendix A-1 and A-2 pages 68-69.**

- a. Date, place and time the festival will be held. Keep in mind the latest date printed in the **Middle Level Handbook/Addendum** and the need to conduct three rounds (approximately 1 to 1 2 hours needed for each round).
- b. Lunch arrangements (if applicable).
- c. Number of materials you need to have supplied by the State Office:
(See sample Telephone Request for Festival Materials - Appendix B page 70
 1. Evaluation sheets
 2. Rule sheets
 3. Ballots
 4. Awards
- d. Date by which you wish registrations returned to you.
Eligibility-Registration forms are mailed to each school from the State Office along with the festival schedule. Each member returns these forms to the host school. **(See sample Eligibility-Registration form - Appendix C pages 71-72**

2. Preparing Your School -

You will have a variety of festival needs:

- a. Rooms - in addition to classroom space for performances (numbers to be determined in Part I), you should arrange to have:
 1. a meeting room – possibly a lounge – to serve as a hospitality room for judges, coaches and bus drivers;
 2. a large room - possibly the commons, the library or the cafeteria where all the participants can meet at the beginning for orientation and again at the end for the awards presentation
 3. a room – possible one you are going to use later for performances - for the judges meeting prior to the festival.
 4. a drawing and preparation room for Extemporaneous Speakers - the number of participants involved in this category generally allows you to run everything in one room - perhaps the library;

5. A room for you to record all the results. This room should have some privacy. Coaches and judges should not be allowed to see a round by round tabulation - and you will need the peace and quiet. If you are allowed to use the school office, it facilitates meeting these needs. It also allows you to receive any emergency phone messages.
It is a good idea to notify your teaching colleagues that their rooms will be in use for the festival. This provides them the opportunity of putting away personal effects as well as valuable equipment.

b. Helpers -

It is nice if another teacher from your school is willing to help you administer the festival. A "trustworthy, loyal, devoted and dedicated" senior high school forensic student will also be very helpful. In addition, you will need students to serve as runners to pick up ballots, stuff envelopes in the tabulation room, locate lost students and judges and serve as general good-will ambassadors. The high school forensic team or one of the school's service organizations can usually be used to fill these needs. If you have an abundance of student helpers, it is nice to provide timekeepers in each room. When you don't have them available, the judge is usually willing to serve in that capacity.

3. **Confirming Entries -**

Each school participating will mail **directly to you** their Eligibility-Registration form. The E-R forms are due at least one week in advance of your festival date. You are under no obligation to accept late registrations.

You should confirm each school's registration as it is received. Include such information in your memo as: **(See sample confirmation sheet, Appendix D, page 73)**

- a. A number count of students entered by category.
- b. If the school has requested that you hire a judge, inform them of the cost.
- c. Where the building is located. Send map, if possible, indicating where to park.
- d. Exact time for registration, round by round times and the approximate time for homeward bound. Bus drivers like to know this as well as parents waiting back home.

4. **Schedule Preparation**

- a. As entries arrive, assign each a letter designation. Follow this by assigning each student from that school the same letter designation followed by a number. Number all entries from any one school consecutively. COPY the information to give the school coach upon arrival the day of the festival. **(See sample Master List - Appendix E, page 74)**

- b. After the codes have been assigned, a list of all participants in each category should be drawn up. To find out how many sections are necessary for each event, divide the total number of participants in a particular category by the number you would like in each section.

NOTE: SIX students in each section is most desirable. Depending on numbers, you may have to go to seven or even eight. Availability of rooms will help you make this determination.

- c. The next step is to assign the student by their code letter and number to sections. When possible, do not put participants from the same school in the same section. **It is highly desirable to "mix-up" the participants for rounds two and three so students will be in a variety of performance positions and will hear different performances.**

NOTE: DO NOT leave the same students in the same room and only change judges!

An illustration of how you might set up three rounds of Interpretation of Prose, seven schools, each with four participants, would be:

Section 1 Round 1	Section 2 Round 1	Section 3 Round 1	Section 4 Round 1
A1	C2	E3	G4
B2	D1	F5	A3
C1	E2	G3	B4
D2	F1	A4	C3
E1	G2	B3	D4
F2	A2	C4	E4
G1	B1	D3	F3

For Round 2, go down three; spread participants across **horizontally** to vary sections:

Section 1 Round 2	Section 2 Round 2	Section 3 Round 2	Section 4 Round 2
C1	D2	E1	F2
G1	C2	D1	E2
F1	G2	A2	B1
E3	F4	G3	A4
B3	C4	D3	G4
A3	B4	C3	D4
E4	F3	A1	B2

For Round 3, count up three from Round 1 of last numbered section, put that student as number 1, Section 1, Round 3 and then continue to go upward from the bottom - spreading students across horizontally:

Section 1	Section 2	Section 3	Section 4
Round 3	Round 3	Round 3	Round 3
D4	C3	B4	A3
G4	D3	C4	B3
A4	G3	F4	E3
B1	A2	G2	F1
E 2	D1	C2	G1
F2	E1	D2	C1
B2	A1	F3	E4

It is a good idea to go through all of Round 1 and locate the students in Rounds 2 and 3 in order to ensure you've not forgotten someone or typed an error.

With uneven numbers of students from a school, this method will work as well. You just will have more students performing with students from their own schools. Just remember that your goal is to achieve as much variety of placements as possible. Do whatever works.

- d. **Combining sections:** Numbers of students participating in any one category will vary greatly. Combining two categories in a round helps solve this problem. For example, having Extemporaneous Speakers at the end of a Four Minute Informative round allows for the use of one judge, one room and also provides the necessary time for the speaker to prepare.

For the above stated reasons, many festival hosts have found it helpful to assign each category a 100 series number - i.e., 100-Demonstration; 200-Eight Minute; 300-Extemporaneous Speaking, etc. Then, when ballots are turned in that have more than one event, there is no confusion if a judge should fail to separate the names.

- e. **Room Assignments:** The only concern in this area is that the room be suitable to the category – i.e., Demonstration should have a table, Group Interpretation should have adequate space for movement, etc.

Make a Master Room list, indicating what category and section is being held at that location, also listing the judge who is in that room at any particular time. For example:

ROOM	ROUND 1	ROUND 2	ROUND 3
211	Prose 2/A101	Story 1/A101	Open
212	Prose 3/C104	Prose 4/C104	Story 1/C105
215	Open	Demo 1/B101	Demo 2/B101

and so on . . .

- f. **Special considerations for Extemporaneous Speaking:** This category is frequently light in numbers of participants.

Extemporaneous Speaking: Level I and Level II hosts should copy from the Middle Level Handbook/Addendum the questions for the current topic. Students will draw five questions from the area chosen for study, choose one, return the others and have **thirty (30) minutes** to prepare a maximum eight minute speech. The person in charge of the drawing should write down the question chosen by each speaker to help prevent the same choice in the second and third rounds.

5. JUDGE ASSIGNMENTS

- a. Try to honor the requests for specific categories the judges make on the E-R form. Each school **MUST** provide one judge for every five entries or portion thereof. This will allow you to keep sections low in number by having each judge work all of the rounds. Also, be certain to inform the schools that have asked you to hire a judge what the cost will be. The State Office does not mandate a particular amount, as the price for these services varies greatly throughout the state.
- b. Assign code numbers to your judges, with the letter matching the school letter that provided that person. This offers you a fast check to ensure judges are not judging their own students.

- c. Make a judges sheet, putting next to the code number the section name and number in which that judge is being used. As you assign judges to rounds, refer to that sheet so you can check to make certain no student from the judge's school is in that round. For example:

NAME	ROUND 1	ROUND 2	ROUND 3
Mary Smith A101	Prose 2/211	Story 1/211	Open
John Jones B101	Open	Demo 1/215	Demo 2/215

This lets you know where the available rooms are should an emergency occur. It also offers you a check during the tournament to discover where a judge is located should you need that person for any reason.

It is nice if you can leave judges in the same room through the festival, so when students arrive they can be greeted and reassured that they have found the correct location.

6. Preparation of School Packets

Each school should receive the following materials at the registration desk on the day of the festival:

- A listing of the students' names participating from that particular school, their assigned code letter and number for them to follow throughout the festival;
- As many schedules for the day as they have students entered and judges provided;
- A map of where rooms are located.

Make another set of folders, envelopes or whatever at the same time with the school name and code on the outside. You will use these in the tabulation room for collecting the evaluation sheets to be returned to each school's forensic coach at the end of the festival. An alternative plan would be to send schools, in advance, one copy of the completed schedule, school map, etc. and have each school duplicate the appropriate information for their own students. This will reduce the confusion at the registration desk, as everyone will already know what section and what room they are to perform or judge. Only cancellations will then need to be handled. Also, any errors in the registration process, such as a mix-up between prose and poetry will be noticed in advance and thus corrected before the festival is under way.

7. Preparation of Judge Packets

At the beginning of the festival each judge should receive:

- Rule sheet for each category evaluating;
- Evaluation sheet for each category evaluating;
- A judge's ballot, with the students listed who are in that section (**See Official Ballot – Appendix F, Page 75**); (this is to be turned in at the end of each round with ALL Evaluation sheets to the festival headquarters);
- A map showing locations of rooms;
- Any other information you feel is pertinent for them to have.

8. Your Check List

- _____ DATE AND TIME CONFIRMED WITH YOUR SCHOOL AND THE STATE OFFICE
- _____ SUPPLIES FROM STATE OFFICE ORDERED
- _____ PERFORMANCE ROOMS LOCATE
- _____ GENERAL MEETING AND ANNOUNCEMENT OF AWARDS ROOM LOCATED
- _____ HOSPITALITY, COACHES AND JUDGES MEETING ROOMS LOCATED
- _____ DRAWING AND PREPARATION ROOM FOR EXTEMPORANEOUS CATEGORY LOCATED
- _____ SCHOOL REGISTRATIONS CONFIRMED
- _____ SCHEDULES DRAWN UP
- _____ ROOMS ASSIGNED
- _____ MASTER SHEET OF PARTICIPANTS READY
- _____ MASTER SHEET OF ROOMS READY
- _____ MASTER SHEET OF JUDGES READY
- _____ EXTEMPORANEOUS TOPICS COPIES MADE AND CUT APART
- _____ SCHOOL PACKETS ASSEMBLED
- _____ JUDGE PACKETS ASSEMBLED
- _____ TOURNAMENT HEADQUARTERS READY
- _____ HELPERS CONTACTED AND INSTRUCTED
- _____ SIGNS FOR ROOMS MADE - IF NECESSARY
- _____ LUNCH OR CONCESSIONS IN READINESS
- _____ PA SYSTEM SET UP IF YOU ARE GOING TO NEED ONE

YOU'RE READY!

PART II: THE FESTIVAL

1. Registration

The person at the registration desk should have a master copy of all participants, listing students from each school by code letter and number. As each school arrives, the registrar should ask for any cancellations and note those on the Master list. Code number at the Judges' Meeting should announce these cancellations. If you do this correctly, you will save yourself untold headaches later.

2. General Meeting Agenda

This is your opportunity to make everyone feel welcome and comfortable. For many of the participants, this will be their first experience away from their own school.

- a. Announce any corrections, additions, off-bound areas, where the lunch is, etc.;
- b. Remind students not to enter or leave a room while a participant is speaking;
- c. Explain where rooms are located;
- d. Ask for questions.

3. Coaches and Judges' Meeting Agenda

- a. Hand out judges' folders;
- b. Announce cancellations received at registration;
- c. Let them know about timekeepers;
- d. Ask them to read the rules for each category they are judging very carefully and answer any questions they may have;
- e. Discuss the evaluation sheets, reminding them to write comments;
- f. Stress the need for common sense, politeness, fairness and good will;
- g. REMIND THEM NOT TO GIVE STUDENTS EVALUATION SHEETS OR TELL THEM THEIR RATINGS, BUT TO RETURN THAT INFORMATION TO FESTIVAL HEADQUARTERS AFTER EACH ROUND.

4. Festival Headquarters

Rule number one is to keep this location off limits to students, coaches and judges. This is essential for maintaining the integrity of the student evaluations until the end of the festival. If a student knows that his/her average in Round 1 and 2 is a B, there is little incentive to participate in Round 3.

As the ballots and evaluation sheets arrive from each judge, mark them off your master list. This will give you a running account of who has not turned in their ballots for any particular round and a means of finding that person to collect the necessary information. Check the ballot grades to verify that they coincide with what is recorded on the evaluation sheet.

Next, record the grade given on your master schedule sheet. This is the sheet you should be set to duplicate at the end of the festival to put in each school packet.

Finally, put the evaluation sheets in each school's packet. Doing this on a round by round basis is the best way of keeping the festival under control - time wise as well as sanity wise.

You should have a "referee's committee" chosen from the coaches in attendance from other schools. If there are any questions or challenges, you then have a mediating group to help solve the problem.

5. **Closing Ceremonies**

Make this a happy occasion. Everyone gets something after all! Announcing by category and name – using your master list – without mention of school affiliation is generally a good idea, as this helps increase the feeling of individual effort and success and helps decrease the competitive attitude. This is only a suggestion, however, and individual schools may have good reason to handle the ceremony differently.

PART III: AFTER THE FESTIVAL

1. **Reporting to the State Office**

In the week following the festival, please send to the State Office:

- a. A Participation Report (**See Participation Report - Appendix G, page 76**)
- b. A copy of your program
- c. A copy of the results – a copy of the results you provided each school is fine –
It is not necessary to send ballots to the State Office.
- d. A copy of your bill for materials used or expenses incurred not absorbed by your school

2. **Other clean-up tasks**

A "thank you" to all your helpers and teaching colleagues is always a good idea.

The State Office **THANKS YOU** for serving as a host for a festival!

DEMONSTRATION SPEAKING

Learning how to explain and carry out a process at the same time will result from participation in this category. Organization and presentation skills can be practiced. The students should choose topics which: (1) demonstrate a specialized skill; (2) show the construction of an item; or (3) how an object operates. A presentation in this category may include an individual speaker (see rule # 5a) or a team of two speakers (see rule # 5b).

Rules to Follow:

1. A presentation in this category requires the participant(s) to use an object of demonstration or audio-visual materials in the speech. Materials limited to items **outside the speaker's body are to be the focus of demonstration.**
2. A normal-size classroom with a normal-size door should be expected by the participant. A table or desk will be provided by the host school. Any other necessary materials must be provided by the participant.
3. No materials dangerous to the health or safety of the participant, audience or judge may be used. This prohibition includes, but is not limited to, firearms, sharp knives, dangerous chemicals and live animals.
4. Materials are not to be passed around the room to audience members or to the judge before, during or after the speech. Attention should always be directed to the speaker's involvement with the materials being used as objects of demonstration.
5. A presentation in this category may include an individual or a team of two (2).
 - a. In an individual demonstration, one other person may be used as the object of demonstration or as an assistant in setting up or striking down the equipment used in the presentation. When interpreting this rule, consider whether the second person is **assisting in** the process or is **actually carrying out** the process. Only one other person may serve as both an object of demonstration and as an assistant. This person must also meet eligibility requirements, but will not be considered as a participant. Therefore, this person may participate in another category. Any resulting scheduling problems, however, will not be the responsibility of the host school.
 - b. A team demonstration provides the opportunity for two people to share the responsibility of explaining and demonstrating a process. This option requires both participants to share in the speaking as well as in the demonstrating of the process. A presentation in this option shall be judged as a whole, but each participant will receive identical individual awards.
6. Notes limited to both sides of one 4x6 card may, but need not, be used by each speaker.
7. One of the criteria for evaluating the presentation will be the effective use of the time allowed. This speech should be no more than **ten (10) minutes** in length, including set-up and strike-down time. Even though there is no minimum time limit, it is strongly recommended that the student use a majority of the maximum time for an effective presentation. At the end of ten minutes, the time keeper or judge shall stand and the participant(s) should complete the sentence begun.
8. A student may not use the same Demonstration speech more than one school year, nor may it be used in any WHSFA Senior Division category.

DEMONSTRATION SPEAKING EVALUATION SHEET

LEVEL: I II

MAXIMUM TIME: 10 MINUTES

EVALUATION _____

ROUND: 1 2 3

TIME: _____ (A or B, + or - allowed)

TOPIC/

NAME (or code) _____ TITLE _____

Please evaluate the participant(s) by writing comments in response to each of the questions asked.

DID THE PARTICIPANT (S) IN PREPARING THE PRESENTATION:

1. Choose a suitable topic that allowed effective demonstrating techniques?
2. Choose materials that had meaning for the demonstration?
3. Arrange the information in a well-worded manner to reach the conclusion?

DID THE PARTICIPANT (S) IN DELIVERING THE PRESENTATION:

1. Handle and display materials in a way that allowed people to see and understand what was being demonstrated?
2. Talk to the audience and not the material?
3. Use a clear audible message - loudness, pitch, rate, articulation and pronunciation?
4. Use a clear audible message - facial expression, eye contact, gesture and movement?
5. Use a style of delivery, which was appropriate to the speaker, subject, audience and occasion?

EVALUATOR'S SIGNATURE/CODENUMBER _____

Wisconsin High School Forensic Association - Middle Level Division

EIGHT-MINUTE PERSUASIVE SPEECH

Life situations often result in the need to convince other people to believe differently than they do at present; to offer a solution to a problem common to the group; to take a particular action in response to a current situation; or maybe to reinforce and strengthen current attitudes. This category allows participants to practice the skills involved in these everyday acts. **A good persuasive speech will contain evidence and reasoning as well as sound emotional appeals.**

The need to thoroughly research and understand the issues, organize materials which will help in the persuasion process and practice delivery of this information are only a few of the skills which can be acquired through participation in this category.

Rules to Follow:

1. A speech in this category must be persuasive in purpose. The speech is to be written by the student who presents it and may: (1) alert the audience to a threatening danger; (2) strengthen devotion to an accepted cause; or (3) deal with a current problem and propose a solution.
2. The speech may be presented from memory or extemporaneously. Notes may, but need not, be used.
3. Audio-visual materials may not be used in presenting a speech in this category.
4. One of the criteria for evaluating the presentation will be the effective use of the time allowed. This speech shall be no more than **eight (8) minutes** in length. Even though there is no minimum time limit, it is strongly recommended that the student use a majority of the maximum time for an effective presentation. At the end of eight minutes, the timekeeper or judge shall stand and the student should complete the sentence begun.
5. A student may not use the same speech more than one school year, nor may it be used in any WHSFA Senior Division category.

Wisconsin High School Forensic Association - Middle Level Division

EXTEMPORANEOUS SPEAKING

The category of Extemporaneous Speaking allows for the practice of the skills of research, organization and presentation of information on a question chosen by the student from a general area provided by the State Office. It is hoped that the student will do extensive research on the chosen topic area for use in the academic classroom for an oral report or a research paper. Then, bringing all the information that has been gathered to the festival, the student will draw three questions about the topic, choose one and have **thirty (30) minutes** to prepare a speech which answers that question. Whether the speech is informative or persuasive in nature will depend on the question.

The questions that will be drawn at the festival are included in the Middle Level Handbook and/or Addendum.

Rules to Follow:

1. The general topic area for this year is listed on a separate page.
2. The student should do extensive research, of the topic, including the history as well as current news regarding the subject matter.
3. Prior to each round at the festival, the student will draw three questions dealing with the topic area, choose one and return the others. **Thirty (30) minutes** is provided to prepare. Students may not use the same question in more than one round.
4. The participant may bring to the preparation room any reference material, which may be indexed, cross-referenced or marked in any manner. However, **no prepared** speeches or possible speech outlines are allowed. The participant may also bring a dictionary and a timing device. The host school is not obligated to provide either item.
5. A speech in this category may be either informative or persuasive in nature depending on the question chosen. It is the participant's responsibility to present a clear purpose statement in the speech to indicate whether the speech will be informative or persuasive. Regardless of purpose, the speech must directly answer the question chosen.
6. The speech is to be presented extemporaneously and notes limited to both sides of one 4x6 card may be used. The host school shall provide a uniform, identifiable 4x6 card.
7. One of the criteria for evaluating the presentation will be the effective use of the time allowed. An extemporaneous speech shall be no more than **six (6) minutes** in length. Even though there is no minimum time limit, it is strongly recommended that the student use a majority of the maximum time for an effective presentation. At the end of six minutes, the timekeeper or judge shall stand and the student should complete the sentence begun.
8. Properties or visual materials are not allowed in this category.

MIDDLE LEVEL DIVISION

EXTEMPORANEOUS SPEAKING QUESTIONS 2009

1. What will happen to the U.S. economy as interest rates increase?
2. What can be done to decrease the federal deficit?
3. Are U.S. citizens paying too much for gas? Explain from a historic perspective.
4. What methods can the United States take to lower its dependence on foreign oil?
5. Discuss the pros and cons of increasing the use of Ethanol in the U.S.
6. Discuss the future of family farms in the U.S.
7. What can be done individually to reduce dependence on natural resources?
8. Should we increase oil drilling in the U.S.? Why or why not?
9. Should the United States reduce its financial investment in improving the country of Iraq? Explain.
10. Why is gasoline so expensive in Wisconsin as compared to neighboring states? Explain.

EXTEMPORANEOUS SPEAKING EVALUATION SHEET

LEVEL: I II

MAXIMUM TIME: 6 MINUTES

EVALUATION _____

TOPIC

ROUND: 1 2 3

TIME: _____

(A or B, + or - allowed)

NAME (or code) _____ TITLE _____

Please evaluate the participant by writing comments in response to each of the questions asked.

DID THE PARTICIPANT IN PREPARING THE PRESENTATION:

1. Choose material that was specifically about the topic/question chosen?
2. Find material from a variety of sources and quote authorities to support the main points?
3. Organize the speech so that the audience could understand the ideas clearly?
4. Clearly let the audiences know whether the speech was to inform or to persuade?

DID THE PARTICIPANT IN DELIVERING THE PRESENTATION:

1. Have a clear audible message - loudness, pitch, rate, articulation and pronunciation?
2. Have a clear visible message - facial expression, eye contact, gesture and movement?
3. Use a style of delivery that was appropriate to the speaker, subject and audience?

EVALUATOR=S SIGNATURE/CODE

NUMBER _____

Wisconsin High School Forensic Association - Middle Level Division

FOUR MINUTE INFORMATIVE SPEECH

A Four Minute Informative speech allows for the sharing of knowledge and experience with an audience. The main purpose of this speech to inform is to secure a clear understanding of the ideas presented. This category gives the opportunity for the participant to provide facts and ideas in an interesting and understandable fashion.

Rules to Follow:

1. A speech in this category must be informative in purpose. When interpreting this rule, consider whether the speech deals with a **solution** to the topic. If so, the speech should probably be in the Eight Minute Persuasive category.
2. The speech is to be written by the student who presents it.
3. The speech may be presented from memory or extemporaneously. Notes limited to both sides of one 4x6 card may, but need not, be used.
4. Properties or audio-visual materials may not be used in presenting a speech in this category.
5. One of the criteria for evaluating the presentation will be the effective use of the time allowed. A speech in this category shall be no more than **four (4) minutes** in length. Even though there is no minimum time limit, it is strongly recommended that the student use a majority of the maximum time for an effective presentation. At the end of four minutes, the timekeeper or judge shall stand and the participant should complete the sentence begun.
6. A student may not use the same speech more than one school year, nor may it be used in any WHSFA Senior Division category.

FOUR MINUTE INFORMATIVE SPEECH EVALUATION SHEET

LEVEL: I

MAXIMUM TIME: 4 MINUTES

EVALUATION _____

ROUND: 1 2 3

TIME: _____

(A or B, + or - allowed)

NAME (or code) _____ TOPIC/
TITLE _____

Please evaluate the participant by writing comments in response to each of the questions asked.

DID THE PARTICIPANT IN PREPARING THE PRESENTATION:

1. Choose a topic that was within the individual's ability to discuss and the audience's ability to understand?
2. Use material and ideas from a variety of sources to support the ideas presented? (Cite sources)
3. Use words that were clear, understandable and appropriate?
4. Have a clear pattern of organization so that the audience could understand the important ideas?

DID THE PARTICIPANT IN DELIVERING THE PRESENTATION:

1. Use a clear audible message - loudness, pitch, rate, articulation and pronunciation?
2. Use a clear visible message - facial expression, eye contact, gesture, movement?
3. Choose a style of delivery that was appropriate to the speaker, subject, audience and occasion?

EVALUATOR'S SIGNATURE/CODE NUMBER _____

Wisconsin High School Forensic Association - Middle Level Division

INTERPRETATION OF POETRY

All the skills of reading aloud, including vocal flexibility, inflectional variety, clear articulation, correct pronunciation, as well as the use of pause and rate variation can be practiced through participation in this category. In addition, the student should remember that in poetry, more than in any other type of literature, the emotional weight of the content and the importance of image, rhythm and sound are directly related. Special attention should be paid to how the emotional and intellectual forms are dependent on one another.

Rules to Follow:

1. A presentation in this category may be a single poem, a cutting from a single poem or several related poems or cuttings. The material may also be original.
2. Whether the selection is original or not, the participant must prepare and present an introduction and any transitions needed to establish a relationship between parts of the presentation.
3. The poetry is to be read from the printed page by using either the original source or a typed manuscript. A reading stand, if available or provided by the participant, may be used. The material is NOT to be presented as a memorized selection.
4. Costumes and properties may not be used in this category.
5. One of the criteria for evaluating the presentation will be the effective use of the time allowed. A presentation in this category shall be no more than **eight (8) minutes** in length, including the required introduction and any transitions that the reader wishes to give. Even though there is no minimum time limit, it is strongly recommended that the student use a majority of the maximum time for an effective presentation. At the end of eight minutes, the timekeeper or judge shall stand and the student should complete the sentence begun.
6. A student may use the same material at Level I and Level II in a given year - or change material from Level I to Level II.
7. A student may not use the same presentation more than one school year, nor may it be used in any WHSFA Senior Division Category.

WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION - MIDDLE LEVEL DIVISION

INTERPRETATION OF PROSE

Oral interpretation has been defined as "the effective communication of thoughts or feelings of the author to the listener." Careful study of the written word is necessary for the interpreter to give special attention to the author's meanings. However, the interpretive reader should not memorize the selection. The printed word is the source from which the reader should draw meaning to share with the audience. The reader's purpose is to make the printed page come alive for the listeners. Such practical skills as vocal flexibility, inflectional variety, clear articulation and correct pronunciation can be practiced through participation in this category.

Rules to Follow:

1. A presentation in this category is to be a selection or cutting from prose literature. In interpreting this rule, remember that if a dramatic production has evolved from the material chosen, the student is to use the original prose version for the reading. For example, a student may read from **Flowers for Algernon** by Daniel Keyes, but not from the movie script adapted from that novel entitled "Charly." The material may also be original.
2. Whether the selection is original or not, the participant must prepare and present introduction and any needed transitions.
2. The prose is to be read from the printed page by using either the original source or a typed manuscript. A reading stand, if available or provided by the participant, may be used. The material is NOT to be presented as a memorized selection.
4. Costumes and properties are not to be used in this category.
5. One of the criteria for evaluating the presentation will be the effective use of the time allowed. A presentation in this category shall be no more than **eight (8) minutes** in length, including the required introduction and any transitions that the reader wishes to give. Even though there is no minimum time limit, it is strongly recommended that the student use a majority of the maximum time for an effective presentation. At the end of eight minutes, the timekeeper or judge shall stand and the student should complete the sentence begun.
6. A student may use the same material at Level I and Level II in a given year - or change material from Level I to Level II.
7. A student may not use the same presentation more than one school year, nor may it be used in any WHSFA Senior Division Category.

INTERPRETATION OF PROSE EVALUATION SHEET

LEVEL: I II

MAXIMUM TIME: 8 MINUTES

EVALUATION _____

ROUND: 1 2 3

TIME: _____

(A or B, + or - allowed)

NAME (or code) _____ TITLE _____

Please evaluate the participant by writing comments in response to each of the questions asked.

DID THE PARTICIPANT IN PREPARING THE PRESENTATION:

1. Give the title and author of the selection, provide information to set the mood, grasp the attention of the audience and provide any necessary transitions?

2. Effectively cut the material to the required time limit; yet present the feeling of completeness in the presentation?

DID THE PARTICIPANT IN DELIVERING THE PRESENTATION:

1. Understand the meaning (intellectual content) of the selection(s)?

2. Convey what the author wanted the reader and listeners to feel (emotional content)?

3. Make the characters in the selection seem lifelike and believable?

4. Use a clear audible message - loudness, pitch, rate, articulation and pronunciation?

5. Use a clear visible message - facial expression, eye contact and appropriate gesture?

6. Choose a style of delivery that was appropriate to the reader, subject and audience?

EVALUATOR'S SIGNATURE/CODE NUMBER _____

Wisconsin High School Forensic Association – Middle Level Division

MOMENTS IN HISTORY SPEECH

The challenge to the speaker is to select a historical topic within the limits presented each year by WHSFA. The general focus for a speech in this category is an exploration in history. Students may consider (but are not limited to) using the following areas of research: archival records, diaries, personal interviews, letters, newspapers, etc. The speaker is to use this researched information to compose and present a well-organized, informative speech. Speakers may use visual materials, but such materials must support not dominate, the presentation. The category calls for a speech, not a visual medial show or an acting performance.

Rules to Follow:

1. The speech must be original with the participant.
2. Maximum time limit: 6 minutes. A 30 second grace period is allowed, after which one point will be deducted from that evaluation item dealing with rate.
3. Use both of sides of one 4x6 note card is optional. The use of a speaker's stand is optional.
4. Visual supporting materials may be used. Mechanical sound effects and lighting are not allowed.
5. Costumes may be worn but not required.
6. The student's topic choice must conform to the annual focus and WHSFA guidelines. The topic (person, event, trend, etc.) need not have been well publicized.

WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION

MIDDLE LEVEL

MOMENTS IN HISTORY

The chosen time period for use in 2008-2009:

1450 – 1650 – Reformation, Age of Discovery and High Renaissance

Possible areas of consideration may include, but are not limited to, the following:

- Historical Sites, Monuments
- Natural Disasters
- Inventions
- Medicine
- Arts and Entertainment
- Education
- Military Activity
- Ethnology/Legends/Folklore
- Geography
- Politics
- Fashion and Fads
- Transportation
- Sports
- Religion
- Heroes
- Villains
- Personalities

MOMENTS IN HISTORY SPEECH EVALUATION SHEET

LEVEL: I, II

MAXIMUM TIME LIMIT: 6 MINUTES

EVALUATION _____

ROUND: 1 2 3

TIME _____

(A or B, + or - allowed

NAME (or code) _____ TITLE _____

Please evaluate the participant by writing comments in response to each of the questions asked.

DID THE PARTICIPANT IN PREPARING THE PRESENTATION:

1. Choose a topic that was within the individual's ability to discuss and the audience's ability to understand?
2. Write a speech that was clearly informative and well researched?
3. Use words that were clear, understandable and appropriate?
4. Have a clear pattern of organization so that the audience could understand the important ideas?

DID THE PARTICIPANT IN DELIVERING THE PRESENTATION:

1. Use a clear audible message – loudness, pitch, rate, articulation and pronunciation?
2. Use a clear visible message – facial expression, eye contact, gesture and movement?
3. Choose a style of delivery that was appropriate to the speaker, subject, audience and occasion?

EVALUATOR'S SIGNATURE/CODE NUMBER _____

Wisconsin High School Forensic Association - Middle Level Division

NEWS REPORTING

The category of News Reporting gives one to three students the opportunity to practice the skills for research, organization, analysis and presentation of information based on current events. The student(s) will prepare and present a news program including news, weather, sports and an editorial. Sources of information for this category may include newspapers, magazines, radio and television.

Rules to Follow:

1. An entry in this category is a presentation by one to three students in the style of radio or television. The student will announce whether the presentation will be done as a radio or television report.
2. The presentation must include news, weather, sports and an editorial. News may include area, state, national or international. No commercial advertisements or public service announcements are to be part of this presentation.
3. The student(s) must report events that have occurred within the month prior to the festival. Material must be updated from Level I to Level II to ensure timeliness.
4. A separate introduction is not permitted. The introduction should be an integral part of the presentation.
5. The news portion of the presentation requires the use of a manuscript.
6. Properties or visual materials may be used (but are not required) and should not be the primary focus of the presentation. Visuals requiring electrical/battery-operated equipment are not allowed during the presentation. A table or desk and chairs or stools may be used if available or provided by the participants. The presentation is to be given without costumes or make-up.
7. One of the criteria for evaluating the presentation will be the effective use of the time allowed. A presentation in this category is not to exceed **ten (10) minutes**, including set up and strike-down time. Even though there is no minimum time limit, it is strongly recommended that the student use a majority of the maximum time for an effective presentation. At the end of ten minutes, the timekeeper or judge shall stand and the student should complete the sentence begun.
8. In the event one member of the group is unable to appear at a festival, any other eligible student who is not participating in any other category may be substituted.
9. A presentation in the category shall be evaluated as a whole, but each participant shall receive identical individual awards.
10. The participant(s) must prepare any transitions needed to establish a relationship between parts of the presentation.
11. Movement is limited only by what is appropriate to the material and the style of presentation.

NEWS REPORTING EVALUATION SHEET

LEVEL: I II
ROUND: 1 2 3

MAXIMUM TIME: 10 MINUTES
TIME: _____

EVALUATION _____
(A or B, + or - allowed)

NAME(s) (or code) _____

Please evaluate the participant(s) by writing comments in response to each of the questions. Be sure to evaluate as either radio or television presentation (# 3 at bottom of page).

DID THE PARTICIPANT (S) IN PREPARING THE PRESENTATION:

1. Choose and edit material that was appropriate, timely and interesting?
2. Use language that was clear and understandable?
3. Organize the material so that the audience could understand the ideas clearly?
4. Arrange the materials so that various parts (news, weather, sports, editorial) create a balanced presentation?

DID THE PARTICIPANT (S) IN DELIVERING THE PRESENTATION:

1. Choose a style of delivery that was appropriate to speaker, audience and situation?
2. Use a clear audible message – loudness, pitch, rate, articulation and pronunciation?
3. **For television style only** – use a clear visible message – facial expression, eye contact, gesture, movement and use of visual aids?

EVALUATOR'S SIGNATURE/CODE NUMBER _____

Wisconsin High School Forensic Association - Middle Level Division

NON-ORIGINAL ORATORY

A presentation in this category should be a persuasive speech that seeks to influence the beliefs and feelings of the listeners. The speech must have originally been written and delivered by some person other than the participant. The speech may be presented from memory or it may be read from a manuscript. Whichever method is chosen, the student should be cautioned NOT to attempt to imitate the original speaker. This category should provide opportunities to re-create worthwhile thoughts of others, learn appreciation of effective organization and phrasing and gain experience and training in visible and audible speaking techniques.

Rules to Follow:

1. A presentation in this category is to be a persuasive speech written by some person other than the participant and is to be given either from memory or read from a manuscript.
2. A non-original oration may be a eulogy. A eulogy is a speech praising an individual and urging the listeners to develop the good qualities of the person being praised.
3. A presentation may be given of an oration of a famous person from history. Caution should be used to select a fitting speech that has audience appeal. The student should not attempt, in any way, to imitate the original speaker.
4. A brief introduction which identifies the original speaker, the time, place and occasion of the original speech and any other relevant information helpful to the audience's understanding of the speech must be prepared and presented by the participant.
5. No properties or costumes may be used in this category.
5. One of the criteria for evaluating the presentation will be the effective use of the time allowed. A speech in this category shall be no more than **eight (8) minutes** in length, including the introduction. Even though there is no minimum time limit, it is strongly recommended that the student use a majority of the maximum time for an effective presentation. At the end of eight minutes, the timekeeper or judge shall stand and the student should complete the sentence begun.
6. A student may or may not change the choice of oration from Level I to Level II. A student may not use the same speech more than one school year.

Wisconsin High School Forensic Association - Middle Level Division

PLAY ACTING

An entry in the Play Acting category is a presentation of a scene or cutting from a play by a group of two to seven participants. Lines are to be spoken from memory and participants are expected to move, as they would in a fully produced play.

The goal of this category is to provide a group of students with the opportunity of working together for a presentation using their voices and bodies to suggest the intellectual, emotional and sensory experiences inherent in the dramatic material they have chosen. Learning to work together to achieve a desired goal is one of the experiences students can gain from participation in this category.

Rules to Follow:

1. An entry in this category is a presentation by a group of 2-7 students **of a scene or cutting from a play**.
2. The presentation material **must be memorized**.
3. The group presentation is to be given without costumes, make-up, lights or properties. A table (desk as a substitute) and chairs may be used if available or provided by the participants. Music and mechanical or electronic sound effects are also prohibited.
4. In this category the emphasis is on character development, interaction of the characters on stage (*on-stage focus*), and appropriate physical movement/blocking to bring the characters to life.
5. One of the criteria for evaluating the presentation will be the effective use of the time allowed. A presentation in this category shall not exceed **fifteen (15) minutes** in length, including a required introduction and any transitions the group wishes to make. Even though there is no minimum time limit, it is strongly recommended that the group use a majority of the maximum time for an effective presentation. At the end of fifteen minutes, the timekeeper or judge shall stand and the student speaking should complete the sentence begun.
6. In the event one member of the group is unable to appear at a festival, any other eligible student who is not participating or has not participated in any other category during the current school year may be substituted.
7. A presentation in this category shall be judged as a whole, but each participant shall receive identical individual awards.

PLAY ACTING EVALUATION SHEET

LEVEL: 1
ROUND: 1 2 3

MAXIMUM TIME: 15 MINUTES
TIME: _____

EVALUATION _____
(A or B, + or - allowed)

NAME (or code) _____ TITLE _____

Please evaluate the group by writing comments in response to each of the questions asked.

DID THE PARTICIPANTS IN PREPARING THE PRESENTATION:

1. Indicate through the required introduction and transitions (if any) an understanding of what the selection means?

2. Select the material so the presentation has the feeling of completeness?

DID THE PARTICIPANTS IN DELIVERING THE PRESENTATION:

1. Show they understood the meaning and theme of the selection?

2. Use good acting techniques?

3. Have a clear audible message-loudness, pitch, rate, articulation and pronunciation?

4. Use blocking, tempo and visual elements to create a dramatic picture?

5. Indicate in the presentation a group understanding of the meaning of the selection - intellectual and emotional?

EVALUATOR'S SIGNATURE/CODE NUMBER _____

Wisconsin High School Forensic Association - Middle Level Division

READERS THEATRE

The goal of this category is to provide a group of 2-7 participants with the opportunity of working together for a presentation using their voices to suggest the intellectual, emotional and sensory experiences inherent in the material they have chosen. Learning to work together to achieve a desired goal is one of the experiences students can gain from participation in this category.

Rules to Follow:

1. An entry in this category is a presentation by a group of 2-7 students. The source material may be prose, poetry, essay, drama - or a combination of these forms. The material may be either original or non-original.
2. The presentation material must be read from the printed page.
3. The group presentation is to be given without costumes, make-up, lights or properties. Music and mechanical or electronic sound effects are also prohibited. The optional uses of chairs, stools or reading stands provided by the participants are permitted.
4. In this category the emphasis is on creating the action through oral interpretation for the audience without direct interaction (no eye contact or touching) among the participants. Participants should maintain off-stage focus. The presentation should let the audience imagine the action rather than witness it. General gestures and movement may be used to enhance a performance, but they should not be pantomimed or acted. Appropriate handling of scripts is also a consideration.
5. One of the criteria for evaluating the presentation will be the effective use of the time allowed. A presentation in this category shall not exceed **fifteen (15) minutes** in length, including a required introduction and any transitions the group wishes to make. Even though there is no minimum time limit, it is strongly recommended that the group use a majority of the maximum time for an effective presentation. At the end of fifteen minutes the timekeeper or judge shall stand and the student speaking should complete the sentence begun.
6. In the event one member of the group is unable to appear at a festival, any other eligible student who is not participating or has not participated in any other category during the current school year may be substituted.
7. A presentation in this category shall be judged as a whole, but each participant shall receive identical awards.

READERS THEATRE EVALUATION SHEET

LEVEL: I II

MAXIMUM TIME: 15MINUTES

EVALUATION _____

ROUND: 1 2 3

TIME: _____

(A or B, + or - allowed)

NAME (or code) _____ TITLE _____

Please evaluate the participant by writing comments in response to each of the questions asked.

DID THE PARTICIPANTS IN PREPARING THE PRESENTATION:

1. Indicate through the required introduction and transitions (if any) an understanding of what the selection(s) means?

2. Select/arrange the material so the presentation has the feeling of completeness?

DID THE PARTICIPANTS IN DELIVERING THE PRESENTATION:

1. Show they understood the meaning and theme of the selection?

2. Use good group oral reading techniques?

3. Have a clear audible message - loudness, pitch, rate, articulation and pronunciation?

4. Use visual elements and proper handling of manuscript to enhance the meaning of the chosen material?

5. Indicate in the presentation a group understanding of the meaning of the selection - intellectual and emotional?

EVALUATORS'S SIGNATURE/CODE NUMBER _____

Wisconsin High School Forensic Association - Middle Level Division

SOLO ACTING

Participation in this category provides a student with the opportunity of using voice, gesture and facial expression to convey understanding and the emotional, intellectual and sensory experiences that are a part of the chosen selection. To tell a story through pantomime is also acceptable in this category. The material may be either original or non-original in content and may include impersonations from television, records or tape recordings. As a note of caution, however, it should be remembered that this type of material is usually protected by copyright and permission must be secured from the copyright holder before use in this category.

Rules to Follow:

1. An entry in this category is to be memorized. Pantomime is also acceptable. The source material may be prose, poetry, drama or essay and may be either original or non-original. Impersonations are allowed.
2. Whether the selection is oral or mime, original or non-original, the participant shall present an introduction and also give any transitions needed to establish a relationship between parts of the presentation.
3. Movement is limited only by what is appropriate to the material and the style of the presentation.
4. The presentation shall be performed without the use of costumes, make-up, lighting or properties. A chair or stool and table may be used if available or are provided by the student.
5. One of the criteria for evaluating the presentation will be the effective use of the time allowed. An entry in this category shall be no more than **eight (8) minutes** in length. Even though there is no minimum time limit, it is strongly recommended that the student use a majority of the maximum time for an effective presentation. At the end of eight minutes, the timekeeper or judge shall stand and the participant should complete the sentence or the action begun.
6. A student may not use the same presentation more than school year, nor may it be used in any WHSFA Senior Division category.

SOLO ACTING EVALUATION SHEET

LEVEL: 1 1

MAXIMUM TIME: 8 MINUTES

EVALUATION _____

ROUND: 1 2 3

TIME: _____

(A or B, + or - allowed)

NAME (or code) _____ TITLE _____

Please evaluate the participant by writing comments in response to each of the questions asked.

DID THE PARTICIPANT IN PREPARING THE PRESENTATION:

1. Give the title and author of the selection and provide information to set the mood and gain the attention of the audience?
2. Choose material that was challenging to the presenter and interesting for the audience?

DID THE PARTICIPANT DELIVERING THE PRESENTATION:

1. Show through the presentation an understanding of the author's meaning (intellectual content)?
2. Show through the presentation an understanding of what the author wanted the viewer to feel (emotional content)?
3. Use good acting techniques, such as blocking, tempo, body movement, facial expression and gesture?
4. Make the character(s) lifelike and believable?
5. Use a clear audible message - loudness, pitch, rate, articulation and pronunciation?
6. Choose a style of delivery that was appropriate to the speaker, subject, audience and occasion?

EVALUATOR'S SIGNATURE/CODE NUMBER _____

Wisconsin High School Forensic Association - Middle Level Division

SPECIAL OCCASION SPEECH

Most people will have an opportunity to present a speech on behalf of themselves or others. The ability to make appropriate and effective remarks on such occasions is a skill that can be practiced by participating in this category.

Rules to Follow:

1. A speech in this category must be written by the participant.
2. The student must select **one** of the following:
 - a. **Address the Board of Education:** Present your viewpoint on cuts to co-curricular/extracurricular activities.
 - b. **Speech to motivate or encourage.**
 - c. **Speech to nominate someone/group to the "Music Hall of Fame", (living or dead.)**
 - d. **Presenting a tribute to your Grandparents(s).**
 - e. **Presenting a Video Review:** You are presenting your review of a video to a three member teacher panel who will make a selection of a video to be shown in the auditorium to your grade level class.
3. Prior to the presentation, the participant is to announce which of the above situations has been chosen. (e.g. "I have chosen to speak on Situation a; I will be reviewing **The Outsiders**.) This announcement must be brief and is not considered part of the presentation on which the student will be evaluated.
4. The speech may be presented from memory or extemporaneously - notes limited to both sides of one 4x6 card may be used.
5. Properties or visual materials may be used in this category.
6. One of the criteria for evaluating the presentation will be the effective use of the time allowed. A presentation in this category shall be no more than **four (4) minutes** in length. Even though there is no minimum time limit, it is strongly recommended that the student use a majority of the maximum time for an effective presentation. At the end of four minutes, the timekeeper or judge shall stand and the student should complete the sentence begun.
7. A student may not use the same speech more than one school year, nor may it be used in any WHSFA Senior Division category.

SPECIAL OCCASION EVALUATION SHEET

LEVEL: I II MAXIMUM TIME: 4 MINUTES EVALUATION _____
ROUND: 1 2 3 TIME: _____ (A or B, + or - allowed)

NAME (or code) _____ TOPIC/
TITLE _____

Please evaluate the participant by writing comments in response to each of the questions asked.

DID THE PARTICIPANT IN PREPARING THE PRESENTATION:

1. Choose ideas to present that were appropriate to the occasion chosen and the audience listening?

2. Clearly define the occasion of the speech?

3. Make vocabulary choices that were clear, understandable and appropriate?

DID THE PARTICIPANT IN DELIVERING THE PRESENTATION:

1. Use a clear audible message - loudness, pitch, rate, articulation and pronunciation?

2. Use a clear visible message - facial expression, eye contact, gesture, movement and use of visual aids?

3. Use a style of delivery that was appropriate to the speaker, subject and audience?

EVALUATOR'S SIGNATURE/CODE NUMBER _____

Wisconsin High School Forensic Association - Middle Level Division

STORYTELLING

The art of storytelling is older than reading. Whether it is a story told in the hallways, an incident shared on the bus ride to a speech festival or a retelling of last night's TV special to a friend who missed it, students gain confidence and poise when the response to what is said is favorable. Learning this everyday art can result in students giving better class responses, increasing vocabularies and improving language usage.

Rules to Follow:

1. A presentation in this category is to be a narrative. The student shall choose **one** of the following sub-categories as a format for the presentation:
 - a. A narrative that is suitable for presentation to young children. Examples of suitable materials are: traditional or contemporary children's stories, folk tales, tall tales and fables. The material may be from a published source or it may be original. If the published source is pictorial in nature, the speaker may use the "storybook" as a visual aid, but may not read from the source.
If this sub-category is chosen, the storyteller should tell the story in an animated, dynamic and spontaneous manner which will capture and hold the interest of young children.
 - b. A narrative that relates an interesting personal experience.

If this sub-category is chosen, the storyteller should deliver the presentation in a manner that demonstrates the techniques needed to involve the listener in the experience. The speaker should comment on the worth or value of the experience, as well as involve the audience in the personal enthusiasm for this particular experience.
2. This presentation is to be in the participant's own words. Emphasis should be placed on a natural delivery which does not sound memorized. **NOTE:** If the story does not lend itself to retelling in the student's own words, it is not an appropriate selection.
3. The participant is to prepare an introduction to create atmosphere and mood for the presentation. Transitions may also be given to establish a relationship between parts of the presentation.
4. One of the criteria for evaluating the presentation will be the effective use of the time allowed. A presentation in this category shall be no more than **eight (8) minutes** in length. Even though there is no minimum time limit, it is strongly recommended that the student use a majority of the maximum time for an effective presentation. At the end of eight minutes, the timekeeper or judge shall stand and the participant should complete the sentence begun.
5. The use of notes, limited to both sides of one 4x6 card, is optional.
6. Costumes and properties may not be used, except for the use of a "storybook" as a visual aid for children's stories.
7. The same story may be used at Level I and II, but the student may not use it more than one school year, nor in any WHSFA Senior Division category.

STORYTELLING EVALUATION SHEET

LEVEL: I II

MAXIMUM TIME: 8 MINUTES

EVALUATION _____

ROUND: 1 2 3

TIME: _____

(A or B, + or - allowed)

NAME (or code) _____ TOPIC/
TITLE _____

Please evaluate the participant by writing comments in response to each of the questions asked.

DID THE PARTICIPANT IN PREPARING THE PRESENTATION

1. Give the title and author of the selection and provide information to set the mood and gain the attention of the audience?

DID THE PARTICIPANT IN DELIVERING THE PRESENTATION:

1. Make the characters in the story seem believable?
2. Tell the story in an imaginative, spontaneous way that made the audience feel it wasn't memorized?
3. Use a clear audible message - loudness, pitch, rate, articulation and pronunciation?
4. Use a clear visible message - facial expression, eye contact, gesture and movement?
5. Choose a style of delivery that was appropriate to the story, audience and occasion?

EVALUATOR'S SIGNATURE/CODE NUMBER _____

WHSFA MIDDLE LEVEL DIVISION

INTEGRATING FORENSICS INTO THE CLASSROOM

The program offered in the WHSFA Middle Level Division can be of many uses to you in the classroom. Integration of the rules and evaluation sheets into regular lesson plans can be achieved in a number of ways. By including these activities as a part of your regular classroom planning, you will also achieve an atmosphere of better performance possibilities in the festival situation.

Fellow teachers have agreed to share the following materials with you in the hope of finding some new ideas to encourage your students to become successful communicators. The first section was provided by Maureen Bagg, Kenosha Public Schools.

WARM UP ACTIVITIES

1. Give everyone a 3 x 5 card. Have them draw a line horizontally in center of blank side and place the words HOBBIES, FAMILY, SCHOOL and LIKES/DISLIKES in the four corners of the cards. Then randomly pair students and have them spend 5-10 minutes interviewing each other, placing answers to the questions on the 3 x 5 card. The name of the person interviewed should be written correctly in the blank. Then form circle and have each stand behind the person interviewed and introduce to class.
2. Have students write about themselves on an 8 x 10 piece of paper. Maybe even draw pictures that say something about themselves. Then give directions concerning how to make a paper airplane (as if you need to) and have students at a signal launch their planes. Then students pick up one plane and find the owner. Introduce them and look for things they may have in common.
3. Pass out pieces of paper that have five (5) descriptions on them. For instance: 1) a person who has a paper route; 2) a person who has ridden a horse; 3) a person who plays Nintendo; 4) a person who has seen "Home Alone"; 5) a person who has driven a car. Then at a signal instruct all to move around the room filling in the name of a person in the class who fills the description.
4. Give each person a "sturdy" square of toilet paper. Roll it into a tube. Then have groups of four (4) take hold of other end of each other's tube and move any way possible without disconnecting. Then join two more groups so eight (8) are together and so on until the whole class is moving without disconnecting. To end, have students untwist and return to initial position in circle.

5. Using four (4) or more locations in the classroom, designate each corner as a type of boat ((sail, motor, tug, barge, cruise) and have them go to the boat area that they feel is most like themselves. While in the corner, have them introduce themselves and then pair off into 2's or 3's and join with another group. Then introduce themselves and explain why they feel like the boat they chose.
6. Create two (2) "strange but symmetrical" graphics for the overhead. Give students a piece of typing paper and instruct them to face each other so that one has back to screen and other faces screen. Indicate that person facing screen will describe the graphics so that partner will be able to draw it exactly. No hand motions may be used and partner may not view screen until finished. Best communicators will produce partners with the closest imitation of the graphic on the screen. Then switch places.
7. Get students comfortable with looking at and talking to one another by having half the group line up and face the other half about 5 feet apart. Give them one minute to study each other silently. Then have them turn 180 degrees and change three things about the way they look. Then turn back and have partners guess what three things were changed.
8. Mirror activities promote eye contact and comfort with working with others. Have partners face one another. With eyes focused on eyes, and lips sealed, student are to open hands inches apart. Then one partner initiates slow motion movements keeping palms flat and movements of hands very slow. Other attempts to mimic exactly the hand motions of partner. Switch. This can also be done with pantomimed activities.
9. Exercise is a terrific warm-up. Have students stand beside desks and tell them you will lead them in a series of motions. 1) Rotate head in a circle, not moving anything else, 2) rotate arms in wide circles, 3) swivel hips as though hoola-hooping. This exercise requires the use of management commands discussed later.
10. Loosen up imaginations by playing such music as "Grand Canyon Suite" and let students imagine what is happening.

WARMING UP WITH PANTOMIME

1. Working from general to specific activity. Make up a set of 3 x 5 cards with the following general activities:

housework	building a house
sports	time at the beach
camping	circus acts
office work	performing in a band/orchestra
hospital work	working out in a gym/health club

Then group students 4-5 to a group. Hand each group a card. Give the groups five (5) minutes to figure out related specific activities that fit under their general activity. Each group performs and class may guess the general area first, then the specific or vice versa.

NOTE: This activity helps students understand topic/subtopic concept in outlining or topic sentence and supporting material in paragraph writing.

2. In writing we want students to SHOW, NOT TELL us about characters, setting and action. Encourage this concept by:
Making up a set of cards containing a specific emotion:

cheerful	suspicious
energetic	arrogant (snotty)
stubborn	mischievous
bossy	triumphant
impatient	sly
bored	hesitant
amused	disgusted
angry	indecisive
annoyed	exhausted
terrified	tense
lonely	sulky
shy	sad

Then have student act out a situation in which the character SHOWS this emotion by the things that he does.

3. Divide into groups and give students cards that have very "blah" verbs on them, such as walk, talk, run, look, say, hit, cut, eat. Have them use a thesaurus to find at least 4-5 more colorful verbs and then have members of the group act them out.

4. Divide into groups of 4-5 and have students come up with a scene for a short story beginning. Have them imagine this scene in great detail, including objects that might be a part of it. Have the group enter the room and move through their scene using or reacting to the objects that are a part of this setting. Remind students that the audience will only see objects they use in some way and will only see the setting by the way they move through it.
5. Students will better understand plot structure if they are required to create pantomimes which must have these parts:
 - a. initial situation (beginning)
 - b. complications and problems arising from it
 - c. resolution of these problems (ending)

Exaggerate conflict by giving students a basic scene that they must give a totally unexpected, even illogical, imagination-defying twist.

- a. A dentist extracting a tooth
- b. A doctor checking a patient's reflexes
- c. A mad scientist creating a monster
- d. A gunman entering a bank
- e. A patrolman about to issue a ticket

Encourage groups to come up with a title for their scene, a title that won't give away the unexpected twist.

6. Through pantomime, students can review some of the parts of speech as well. Divide the class into groups of 3. Have one draw a card with a verb on it, another draw from a stack of cards with an adverb on it, and then have the third person act out a combination of the two.
7. Prior to writing a paragraph that emphasizes time order, have students do a simple pantomime consisting of 5-10 steps. The paragraph could follow the pantomime, giving the student a better sense of sequence.
8. Divide the students into groups of 4-5 and have them create a sound track using only sound effects they can create themselves. These sounds should suggest a setting and events occurring within that setting. For instance, midnight and a burglary is taking place. Then have groups pantomime to the sound track they have created.

IMPROVISATION: INFORMAL DRAMA

1. Whole class improvises can be done by dividing class into pairs. Decide who is A and who is B. Then allow whole class to act out separate scenes at the same time. Teacher can start these by:
 - a. Giving a starting line to person A or B. "You can't bring that thing in here."
 - b. Giving pairs a situation. "A, you are a traffic officer giving B a speeding ticket. B, you have what is in your opinion a very legitimate excuse for speeding."
 - c. Using characters from a piece of literature, give a situation - "A, you are Miss Havisham (from Great Expectations, and you are explaining to Estella how she can "break men's hearts"."

End these by turning off lights, ringing a bell or if "far from the maddening crowd," use a whistle. Then share what each group came up with.

2. In literature classes, make up four envelopes. Entitle them: 1) "Good Guy/Girl"; 2) "Bad Guy/Girl"; 3) Problem; 4) Setting. Divide class into groups of 3-4 and have them create a scene after drawing four slips from the four envelopes. OR, make up envelopes that contain slips for these areas: 1) Setting; 2) Character; 3) Prop; 4) Weather Condition; 5) Time. Again divide into groups of 4-5 students and make up a scene that uses each of these elements.

A variation of this is to discuss a story that has an item as the focal point. (A heart shaped box of candy in "The Valentine" or a necklace in "The Necklace.") Have students draw the names of an object from an envelope and develop an improvisation around it. **NOTE:** You may also use 2 or 3 objects.

3. Ask class to share one item (could be a place too) they have recently studied in 4 different classes. This could be Japan in geography, the newspaper in English, breads in Home Technology (home etc) and the Heimlich method in health. In groups, figure out a way to work in each of the items in a short scene. They must be mentioned at least once. Two girls are studying together at one girl's house when one takes a bite of bread and begins to choke on it. The other girl races into the living room where her mother is reading the newspaper. The mother responds to the crisis by using the Heimlich Method and dislodges the bread.
4. Do TMATY's. Tell Me About The Time You . . . Ask for individual volunteers to do this. You can review events from history, recent chapters read in a novel, short story incident, what characters may do after the story ends. Example: Be Harry Truman and tell about the time you decided to let the atomic bomb fall on Hiroshima and Nagasaki. Be Mr. Pignati in the book The Pigman and tell me about the time you discovered Lorraine and John had thrown a party at your house.

5. One Situation - Three Attitudes. Take a situation from a novel or an event in history that allows three students to take three different character's roles. Then have each reveal how he felt from his own point of view. Example: From Great Expectations, take Miss Havisham's wedding and have these three give their reactions to it: 1) Miss Havisham; 2) Compenson; 3) Pip or Estella.
6. Do interviews. There are endless possibilities with the interview. It's wise to have students remember a few pointers first.
 - 1) Reveal background for interview and the name of the person to be interviewed immediately.
 - 2) Avoid questions that require a yes/no answer from the interviewee.
 - 3) Thank the person for the interview at the end.

Possible situations for use of the interview:

- a. Mock interview - Let pairs decide upon an interesting person to interview and make up the information themselves. Example: a hero who just saved someone, a person in an occupation.
 - b. Interview an author or characters from a story.
 - c. Interview someone who is over a certain age - 25 or 60.
 - d. Take a field trip and interview residents of a nursing home.
 - e. Bring in an interesting individual for the class to interview.
 - f. Interview a historical figure.
 - g. Draw clippings from the lost and found section of a newspaper. Interview the person who lost it. Then the person who found it, trying to gain interesting details from each.
7. IF I HAD IT MY WAY improvisations. First discuss some of the everyday frustrations of being an adolescent. Divide into groups. Have each group act out two improvisations. One that depicts this problem in a real life situation. Then act out how it would happen "IF I HAD IT MY WAY."
 8. FREEZE ACTION FINAL SCENE. Allow groups to draw or make up a "frozen scene" which might be the last frame of a movie or scene in story. They begin by showing this frame. Then they go back and make up a story that would have preceded it and act that story out. Example: A triumphant (sport participant) holds up a trophy. A sad child waves good-bye to his friend who is moving.
 9. Improvisations can result from many sources: 1) Nursery rhymes such as "The Queen of Hearts"; 2) ending to short stories such as "Charles"; 3) sequels to plays read in class such as "The Marriage Proposal".

CREATE A PLAY FROM A SIMPLE RHYME

"The Queen of Hearts"

The Queen of Hearts made some tarts
All on a Summer's day.
The Knave of Hearts stole those tarts
And took them clean away.
The King of Hearts called for the tarts
And beat the Knave full sore.
The Knave of Hearts brought back the tarts
And vowed he'd steal no more.

NOTE: The success of this activity depends upon your ability to allow students to creatively brainstorm answers to questions that will follow. Ground rules for brainstorming are: 1) no judgmental comments from teacher or other students; 2) let ideas be wild (although appropriate for YOUR classroom); 3) have one or even two students record ideas on the board.

PROCESS

- I. Read the poem to the class several times or give them copies to read.
- II. Brainstorm answers to questions about characters, setting, motives for actions, how to begin. Sample questions follow:
 1. What is the Queen like? What does she look like? How is she dressed? Why is she cooking the tarts? How does she feel about cooking these tarts? Where is the castle cook? How does she get along with her family? Is she devoted to her husband, the King?
 2. What is the King like? Does he like being King? What does he look like? How does he treat the Queen? Other people in the court? Why does the King call for tarts? Isn't there anything else to eat in the castle? Why does he beat the Knave full sore? Why such a beating for stealing tarts? Why doesn't a servant do the beating?
 3. Who is the Knave? In fact, what is a Knave? What could he be in this court? Why does he steal the tarts? Has he had any run-ins with the King before? With the Queen? Why doesn't the Knave eat the tarts after he steals them?
 4. What are some possible settings for this play?
 5. What other characters might be a part of this play? If there was a cook in the kitchen, where is he/she now?

- III. Brainstorm a potential opening scene. Remind the group that the opening scene might
1) give background or motives for some characters' later actions – why the Knave wants the tarts, why the Queen is baking the tarts, why the King is so rough on the Knave later on, the King wants tarts.
- IV. Now divide class into smaller groups of 5-6 students. When assigning groups, try to place a leader in every group. Have them figure out their version of "The Queen of Hearts" by deciding: 1) what characters they will include; 2) where the play will take place; 3) what the events of the story will be.
- V. Pass out a grid that will allow them to sequence the story by first envisioning what will happen in each scene. Emphasize the importance of the first scene arousing interest. (Perhaps the Knave is being scolded by his father the King for throwing rocks at the alligators in the moat.) It's fun to draw pictures of the scenes first and that seems to loosen them up too.
- VI. Begin to write the script. Set a deadline. Move among slower groups to encourage the flow of ideas and work.
- VII. Once scripts are completed, make copies so each individual can memorize lines and then practice. Access to a large room or an auditorium stage is ideal.
- VIII. Have one member of each group introduce the play. He might even use the initial poem in the introduction. Be sure to videotape the results.

ORAL INTERPRETATION: EXPRESSIVE READING

1. NEW TWISTS ON OLD NURSERY RHYMES - Put a well-known nursery rhyme on the board along with a variety of ways to read it. As a group try a few.
2. NUMBER YOUR GREETING - Divide the class in half and have Side A face Side B. A uses the numbers 1, 2, 3, 4 in place of the words "Hi, how are you?" B uses the numbers 5, 6, 7, 8 in place of the words "Fine, thank you very much." Then have individuals step forward using a variety of tones to greet: like old enemies, like snobs, like long lost friends, like drunkards, like robots, shyly, like business executives, in a bored manner, etc.

3. Using the following lines from Waiting for Godot, have students, in pairs, determine who is talking, where it takes place, the motives for each character and what is happening. Then have pairs memorize lines and act out the scene.

A. You're late.
B. I know. I couldn't help it.
A. I understand.
B. I thought you would.
A. I have something to give you.
B. Really?
A. Yes, this.

4. Using poems that have a definite narrative voice have students identify the speaker, how he feels, what experience he is talking about and his attitude toward it. Then, have students share a poem after a brief introduction that clearly defines the character speaking in the poem. Good examples of this are:

"Mother to Son" by Langston Hughes
"Ambition" by Morris Bishop
"Incident" by Countee Cullen
"Sick" by Shel Silverstein

5. Group reading of poetry allows students to better appreciate the sound of poems. Divide the poem into parts and assign groups to do various parts. I like to use these poems:

"Congo" by Vachel Lindsay
"Lochinvar" by Sir Walter Scott
"Casey Jones"
"Gunga Din" by Rudyard Kipling
"The Cremation of Sam McGee" by Robert Service

6. One-minute "Low Voice" announcements - Have students prepare a one-minute announcement about school event or situation, news story. Have students write announcement and deliver it from behind a screen while using a "low" voice.
7. News Broadcasts - Divide the class into groups of 3-5 students and have them make a news broadcast including these parts: 1) Hard news - local, state, national, international; 2) Editorial; 3) Sports; 4) Weather. Students will read from a manuscript but should look up often. Also I find it helpful to cover these areas before groups begin to create their own reports:
- Practice summarizing a news story given to them.
 - Practice writing opinions supported with reasons.
 - Find alternatives to the verbs "won" and "beat" so sports reports have some variety.
 - Review the kind of news contained in a weather report on TV or in the newspaper.

SPEECH: REDUCING THE TERRORS

1. Impromptu speeches. Students draw a topic and speak for one minute. Make the topics fun and non-threatening. Examples:
 - a. How lunch could be improved.
 - b. What I would do if a Martian landed in my backyard.
 - c. The closest call I've ever had.
 - d. How I'd decorate this classroom.
2. Take advantage of the weird contortions that students often create while speaking and discuss them. Then have each student prepare a two-minute speech on any topic and exaggerate one or two of these distracting behaviors.
3. Sales pitches allow students to practice an art they use now and will need for the future - convincing people. Have students create a product to sell. They must give a name, a price, features, and benefits to a customer, etc.
4. Award or nomination speeches give students an opportunity to use a microphone and the lectern in the school auditorium. They become much more formal in that environment.

HELPFUL HINTS

1. There will be noise. Know your own comfort level and use management strategies that will keep a lid on things. Discuss with class signals you will use to control activity.
 - a. To STOP activity: flashlights off and on, clap hands, bell, whistle or cymbal gong (depending on the sense of humor of teacher next door) "freeze."
 - b. After "freezing" sound and motion, demand "mime neutral", a term I use to get students quietly listening in an at ease posture.
 - c. Have students call "curtain" when they begin.
2. Train students to introduce their own performances. The following sequence works well:
 - a. Students set up scene.
 - b. Line up at front of stage.
 - c. Introduce themselves, then give background including the setting, any preceding events that audience should know and the title of the scene.
 - d. Get in position. Call "curtain" and begin.

I find it's wise to first practice this process with a group of 4-5 students and have them simply make up a title, background and introduction.
3. Allow NO unkind comments. In fact, judgment statements should be replaced by indications of what was seen or heard instead. Or, what students like and what they might have done in addition.
4. Evaluation - emphasize participation and cooperation.

MY FAVORITE SOURCES OF "HE-E-E-LP"

1. THEATRE GAMES FOR YOUNG PERFORMERS by Maria C. Novelly
Meriwether Publishing Ltd.
Box 7710, Colorado Springs, CO 80933
(Filled with activities to use in the classroom. It has much for the drama teacher, but will be helpful to any teacher using activities to get kids speaking.)
2. DEVELOPMENT THROUGH DRAMA by Brian Way
Humanities Press, 1973
(Many activities suggested especially in the areas of pantomimes and improvisations. Useful to elementary and secondary level classes.)
3. A GUIDE TO CURRICULUM PLANNING: Classroom Drama and Theatre from WDPI.
Wisconsin Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707-7841
(Gives good background to using informal drama as well as a list of objectives to be accomplished in elementary to high school classrooms.)
4. DOROTHY HEATHCOTE: DRAMA AS A LEARNING MEDIUM by Betty Jane Wagner
A National Education Association Publication
Washington, DC
(A theory book that anyone using creative dramatics in a classroom should read.)
5. CREATIVE COMMUNICATION: Projects in Acting, Speaking, Oral Reading by Fran Averet
Tanner
Clark Publishing Company
c/o The Caston Printers, Ltd.
Caldwell, Idaho 83605
(Lots of activities in the three areas listed above. Includes activity sheets, evaluation sheets, the works!)
6. IMPROVISATIONS FOR THE THEATRE by Viola Spolin
Northwestern University Press (1974)
1735 Benson Avenue
Evanston, IL
(Loaded with activities for pantomime and improvisation and learning to call upon sense awareness in drama.)

7. SPEAKING BY DOING: A Speaking - Listening Text by William Buys, Thomas Sill and Roy Beck
National Textbook Company
4255 West Touhy Avenue
Lincolnwood, IL 60646-1975
(I like this text because it's very practical. Some of the activities include how to introduce formally, how to interview, how to structure speeches well, what causes "stage fright" and how to overcome it.)

8. 38 BASIC SPEECH EXPERIENCES by Clark S. Carlile
Clark Publishing Company
c/o The Caston Printers, Ltd.
P.O. Box 700
Caldwell, Idaho 83605
(Give sample speeches for each of the speech types suggested. Many more than you'll ever use!)

9. CREATIVE DRAMATICS: An Art for Children by Geraldine Siks
(My copy is dated 1958, but the information is still invaluable if you are doing creative dramatics in the classroom. Especially useful to elementary level teacher.)

Kathy Kupfer, Whitefish Bay Middle School has provided the following activities.

MARTIAN, TIGER, TEACHER

Stand in groups of three (backs together). On count of three, everyone turns around and makes a sound:

Martian - fingers to head and say "Doodolloodolloo"

Tiger - hands up as paws and roar

Teacher - shake hands in front and say "Hi! How 'ya doing?"

Repeat a number of times to see if all three ever do same action.

CIRCLE CLAP

Students form close circle. First two people face each other and clap at the same time. Second person turns to third person and they clap together. This continues around circle gradually building up speed.

Variations:

1) Students may choose to reverse the direction at any given moment.

2) Leader may choose to have several claps going around the room at the same time.

BIPPIDY, BIPPIDY, BOP

Students in circle with one person in the middle. Leader stands in front of one person and says either:

1. "elephant" (center person forms trunk with two on either side forming the ears)
2. "kamikaze" (center person forms goggles with two on sides forming wings)
3. "bippidy, bippidy .." (center person must say "bop" before the leader does)

Leader quickly counts to 10 for # 1 & 2 above. First person unable to complete appointed task in 10 seconds or unable to say "bop" first goes to the center and tries to get other students in the middle.

EMOTIONAL SYMPHONY

Three people in front of a conductor. Each of the three people represents three different emotions (example: fear, happiness, hatred). Conductor points to a person who makes the sound of (no words allowed) his/her emotion. Conductor controls volume of the emotions by putting hands high for loud and low for quiet. Conductor may have more than one emotion going at one time.

CIRCLE STORY

Divide students into groups of four to six students. Announce a title to all students. Students stand in their small circles. Each student says one word. Students must carry on the thought of the people before him/her. Must bring story to a conclusion.

DIRECTED STORY

Six students up front with one director and a title. Director points to one person who must continue telling all lines of a story until the director points to another person. Director may cut a person off mid-sentence or even mid-word.

DR. KNOW-IT-ALL

Four people stand in the front of the room. The crowd asks a question. Each person says one word at a time (like circle story) to answer the question.

STATUS GAME

Four people get a playing card that they do NOT look at. They place the card facing out on their foreheads. They are given a scene to act out (small business, party, elevator, etc.). Students must determine how high a card they have by how the other students are treating them.

WHAT ARE YOU DOING?

Students line up on two sides of the room. First person does an action (exp. hopping on one foot). Second person asks, "What are you doing?" First person describes anything other than what he/she is actually doing (exp. "Playing tennis.") Second person must then act out what the first person just said. Now first person asks, "What are you doing?" Second person says a different action. Game continues until a person repeats something already said, couldn't perform the requested action or hesitates in mentioning a new action.

Teresa Shelton, Spooner Middle School, has provided these final activities.

1. Be an example. Don't be afraid to show kids how interesting and exciting storytelling can be. This integrates very well into Language Arts and Social Studies. (Tall Tales, Native American legends and African American slave stories) Also, you can "become" a person from the past and tell your story in history.

Sources used:

<u>Keepers of the Animals</u>	Michale Caduto and Joseph Bruchac
<u>Keepers of the Earth</u>	Michale Caduto and Joseph Bruchac
<u>Best Loved Stories</u>	National Storytelling Press
<u>Larger than Life</u>	Robert D. SanSauci
<u>The People Could Fly</u>	Virginia Hamilton

2. Objects can tell a story. This is a fancy "show and tell". Read a book, relate it to your own life or the unit you are teaching. Bring in an object and tell it's story. Have students bring in an object and tell their family story. This works especially well with antiques or old photographs because students get into the history of their families and learn stories they otherwise didn't know.

Sources used:

<u>The Quilt Story</u>	Tony Johnson and Tomie dePaola
<u>The Keeping Quilt</u>	Patricia Polacco

3. A room can tell a story. Pair kids up and tell them to close their eyes and think of a room that is special to them. They are to think of all the aspects of this room; sights, sounds, smells and emotions the room brings to mind. Then they open eyes and take their partner on a tour of the room. The person getting the tour may ask questions as they travel throughout the room. Once the tour is done, roles are reversed.

4. Acting out stories and poetry can be integrated into Language Arts and Social Studies. You can also take an event from history and have students brainstorm, write plays and act them out.

Sources used:

The First Forest

Tom Heflin

The True Story of the 3 Pigs

Jon Scieszka

Once Upon A Shoe

Joseph Robinette

5. Use slides. This can be integrated into Social Studies, Science and Language Arts. Take slides of photographs in a book (i.e. archaeologists on a dig, Columbus). Show them as big as you can on the wall. Discuss who the people are, what they are doing, why they are there and what would they say if they could step out of the picture and talk. Have students take identical poses as people in the photograph. You can become an on the spot reporter and as they come to life you will interview them.
6. News Reporting can be used for Social Studies and Current Events. A news team each week reports the latest events in the world. Nightly news reporting of past can also be used. (i.e. interviews and reports from the battlefields of Lexington and Concord.)

SWAPPING CHAIRS WITH A CHARACTER

Place two chairs facing one another. Your partner will occupy one chair. Your character will occupy the other. That person has a life, a history, and relationships . . . to be developed. Even if you choose to be a frog, that frog has much more it would wish to say to the audience than just the lines given to it. You must answer for the character. That will require making up answers from that character's perspective. A fully developed character will have a past (even though the audience seldom sees it), their present and a future. You should have a sense of "where was I born? What kind of childhood did I have? Who did I go to as a child to feel safe? How long have I known the other characters I refer to or relate to? Am I steady on my feet? Do my shoulders sag under the weight of my problems? What makes my face light up? What makes me bored, scared, happy?"

To develop a character, you must think about:

1. The situation, a climate, which determines what happens to you as a character.
2. How you react (not just blocking large movements, but also habits and mannerisms).
3. Your whole character development is based on why? . . . your motivation, aim or purpose.

**CONSTITUTION
OF THE
WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION**

ARTICLE I: NAME/OFFICE

The name of this organization shall be the Wisconsin High School Forensic Association. The office of the Association shall be located at such location in the state of Wisconsin as the Board of Control hereafter designates.

ARTICLE II: PURPOSE

The mission of the Association is:

- A. To provide an opportunity for students in the schools of Wisconsin to enhance communication skills through participation in Theatre, Debate and Speech activities;
- B. To promote and encourage cooperation among various communication organizations within Wisconsin;
- C. To provide a forum for the development of standards, skills and materials for participation in all forensic activities.

ARTICLE III: STANDING RULES/BYLAWS

Section 1: Articles governing the Association shall be the Standing Rules/Bylaws.

Section 2: Standing Rules/Bylaws may be changed or amended by a majority of the voting members of the Board of Control at any regular or special meeting.

ARTICLE IV: BOARD OF CONTROL

- A. The affairs of the Association shall be administered by the Board of Control comprised of thirteen (13) District and five (5) Section Chairs, four (4) advisors (Theatre, Debate, Speech and Middle Level division), one (1) DPI representative, three (3) ancillary association representatives and a WASB representative. Only District and Section chairs are voting members of the Board of Control.
- B. The District Chairs shall be administrators or teachers/coaches elected by the member schools of their respective District for three years. Each District Chair shall be responsible for conducting forensic affairs of the District in accordance with Association regulations. Each District Chair shall make reports of District events to the Executive Director.
- C. The Section chairs shall be administrators or teachers/coaches elected by the member schools of their respective Sections for three years. Each Section Chair shall be responsible for conducting forensic affairs of the section. Each Section Chair shall report the results of the Section events to the Executive Director.
- D. The office of the Chair of any District or Section shall be declared vacant when the incumbent of that office resigns the office. Upon declaring a vacancy for the office of District or Section Chair, the Executive Director shall review the current balance between teachers/coaches and administrators and seek candidates to fill the vacant position in a manner that continues to provide Board balance between teachers/coaches and administrators.
- E. In case of a vacancy of District or Section Chair, the Executive Director of the Association shall appoint a member to complete the term as Chair.
- F. The duties of the Board of Control shall be to direct all affairs of the Association and to enact the rules that shall govern the activities of the Association.

- G. The Board shall meet in the Fall and Spring to conduct Association business. A simple majority of the voting Board shall constitute a quorum.
- H. Special meetings of the Board may be called by the Chair or by the Executive Director or must be called by the Executive Director upon request of any five (5) voting members of the Board of Control.

ARTICLE V: OFFICERS

Section 1: The officers of the Board of Control shall be a Chair, Vice Chair and Finance Chair and shall be elected annually at the fall meeting by the Board of Control for a term of one year.

Section 2: Elections

- A. Each member schools shall be entitled to one (1) vote for its District Chair, one (1) vote for its Section Chair and one (1) vote for any question submitted for referendum.
- B. The election of District Chairs shall be conducted in the following manner:
 - 1. During the Spring of each school year, the Executive Director shall mail a primary ballot to each member school in the District in which a Chair is to be elected. Each member school may nominate one teacher/coach or administrator for District Chair. Primary ballots shall be returned to the Executive Director within thirty (30) days after they are received.

The person who received the highest number of votes shall be declared the nominee for the District. In case of a tie; a second ballot of all persons so tied shall be mailed to the electorate. The nominee who received a majority of the votes cast in a District shall be declared elected by the Executive Director.

- C. The election of Section Chairs shall be conducted by the Executive Director in a manner corresponding to the method of election of District Chairs.
- D. The election of teacher advisory committee members shall be conducted by the Executive Director in a manner corresponding to the method of election of District Chairs.

ARTICLE VI: ASSOCIATION MEMBERSHIP

Section 1: All middle level and/or high schools in Wisconsin may become a member by making written application to the Executive Director of the Association and paying the annual dues.

Section 2: All middle level and/or high schools in states bordering Wisconsin may be admitted to membership by making written application to the Executive Director of the Association each year such schools wish to participate and paying the membership dues, provided:

- A. Letter is received in the WHSFA State Office from the Forensic Association of the state where the school is located granting permission for participation in Wisconsin activities for each year they make application.
- B. The application is approved by a majority of the member schools in the District to which such school requests to be assigned for each year they make application.
- C. The Executive Director shall approve out-of-state membership when A and B above have been satisfied.

Section 3: The Board of Control shall determine the annual dues. The membership year shall be from July 1 to June 30.

Section 4:

A. For administrative purposes, the state shall be divided into Sections as follows:

<u>SECTION I</u>	<u>SECTION II</u>	<u>SECTION III</u>	<u>SECTION IV</u>	<u>SECTION V</u>
District 1	District 2	District 7	District 9	District 11
District 3	District 5	District 8	District 12/13	District 14
District 4	District 6	District 10		

- B. A school may transfer from one District to another by securing written approval from the Board of Control.
- C. The Chair of a District shall be empowered to set up Sub districts in the District, all schools within a Sub district being members of the same District.

ARTICLE VII: COMMITTEES

Section 1: The following standing committees shall be established by the Board of Control to support the function and continuous operation of WHSFA:

- A. Finance - Personnel
- B. Eligibility Review
- C. Theatre Advisory
- D. Debate Advisory
- E. Speech Advisory
- F. Middle Level Advisory

Section 2: Ad Hoc committees may be appointed at the discretion of the Board Chair as the need may arise.

ARTICLE VIII: EXECUTIVE DIRECTOR

Section 1: The Board of Control may arrange for an Executive Director for the Association.

Section 2: Subject to the general direction of the Board of Control, the Executive Director shall perform the duties outlined in the position description.

ARTICLE IX: AMENDMENTS

Section 1: Amendments to the Constitution may be initiated by the Board of Control at any regular or special meeting, or the Executive Director upon petition from twenty-five (25) member schools.

Section 2: Ratification of Amendments. After being initiated as required above, a proposed amendment must be submitted to a referendum of all member schools. Ballots must be returned within thirty (30) days after being mailed by the Executive Director. If approved by a majority of schools voting in the referendum, the proposed amendment must be ratified at the next regularly scheduled meeting of the Board of Control in order to be declared adopted. Any adopted amendment to the Constitution shall be published in the next issue of the WHSFA Newsletter.

ARTICLE X: BYLAWS
FINANCE AND BUDGET POLICIES

FISCAL YEAR:

The Association fiscal year shall be July 1 through June 30.

BUDGET PROCEDURES:

1. The Finance Chair shall convene the Finance-Personnel Committee to develop a preliminary budget.

2. The Association Board of Control shall adopt a proposed annual budget at the Spring meeting.

ACCOUNTING:

The Association shall maintain a basic ledger accounting system.

RECORDS RETENTION:

The financial accounting records are to be kept for three years after audit. The Board of Control meeting minutes, Annual Financial Report and Annual Budget are to be kept as permanent records.

AUDIT:

The Association's financial records will be audited annually.

WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION

COMPOSITION AND STRUCTURE OF THE WHSFA

Board of Control

The policy-making body of the Wisconsin High School Forensic Association (WHSFA) is the Board of Control. Members of the Board are the thirteen District Chairs, the five Sectional Chairs and the Executive Director. The Advisor in Speech, Advisor in Debate, Advisor in Theatre and the Advisor to Middle Level Division also attend Board meetings.

The Board meets twice a year. Dates and places of Board meetings are published with WHSFA calendar information.

Among other duties, the Board makes decisions concerning the nature of the Association and its festival/tournaments, considers the requests of member schools and maintains relationships between the WHSFA and other associations and organizations.

Three components of the Association are the Statewide Advisory committees in Theatre, Debate and Speech. Each committee consists of five teachers who are elected on a sectional basis, one representative from each of the five sections, and is chaired by the respective WHSFA advisor. Each committee will meet as necessary to conduct Association business. At the meetings, recommendations are formulated which the advisors will present to the Board of Control at the subsequent Board meeting. The Board may refer matters to the committees, but does not act on rule changes in the absence of a committee recommendation.

A fourth component is the Middle Level Division Advisory Committee, composed of teachers elected by their constituents throughout the state. This committee meets, as is necessary, to formulate policy and practices for this division. Recommendations are made to the Board for their considerations through the Middle Level Advisor.

Standing committees of the Board are the Finance-Personnel and the Eligibility Review Committees. Members are appointed by the Chair of the Board each year to serve for a one-year term. Their duties include: review of the financial status of the Association, propose a budget for the following fiscal year, liaison with State Office personnel and review any Student/Eligibility requests as necessitated by **Guidelines/Rules for WHSFA Speech - #2 Student Eligibility**.

The State Office

The Executive Director. The chief administrative officer of the Association is the Executive Director. The Executive Director supervises the finances of the organization, prepares and distributes WHSFA publications, makes arrangements for Board and Advisory Committee meetings and prepares minutes, maintains necessary communication with member schools, manages the State Festivals/Tournaments in Theatre, Debate and Speech, and generally represents the Association in matters related to the WHSFA purposes and ideals.

Current Executive Director of WHSFA is:

Chuck Malone

P. O. Box 176

Waukesha, WI 53187-0176

Telephone: (262) 446-0780

Fax: (262) 446-0781

e-mail: director@whsfa.org

Web site: www.whsfa.org

Advisors in Speech, Theatre, Debate, Middle Level Division.

The Advisor in Speech, Advisor in Theatre, Advisor in Debate and the Advisor to Middle Level Division have the duty of advising the Board of Control, chairing the advisory committee meetings and assisting member schools on matters relating to the nature of WHSFA events. The Board of Control appoints advisors. Current advisors are listed on page 1.

Wisconsin High School Forensic Association - Middle Level Division

Host Information Form

LEVEL I HOSTS: PLEASE PROVIDE REQUESTED INFORMATION AND RETURN TO:

WHSFA
CHUCK MALONE, EXECUTIVE DIRECTOR
P. O. BOX 176
WAUKESHA, WI 53187-0176

DATE OF LEVEL I: _____ LOCATION: _____

LAST DATE FOR ACCEPTING REGISTRATIONS: _____

PERSON TO WHOM REGISTRATION FORMS ARE TO BE MAILED:

(NAME) (SCHOOL)

(ADDRESS) (CITY - STATE - ZIP)
PHONE (HOME) () _____ (WORK) () _____ email _____

TIME FOR REGISTRATION ON DAY OF FESTIVAL: _____

TIME YOU EXPECT FESTIVAL TO END:

PLEASE EXPLAIN THE ARRANGEMENTS FOR FOOD (i.e. concessions, brown bag, nothing, etc.)

ANY SPECIAL INSTRUCTIONS FOR SCHOOLS ATTENDING YOUR FESTIVAL?

PLEASE NOTE:
On the day after your deadline - remember it should be at least two weeks before the festival day - CALL the State Office (262-446-0780) with the numbers of participants in each area. The materials you need will be mailed. Use Telephone Request form.

Wisconsin High School Forensic Association - Middle Level Division

Host Information Form

LEVEL II HOSTS: PLEASE PROVIDE REQUESTED INFORMATION AND RETURN TO:

WHSFA
CHUCK MALONE, EXECUTIVE DIRECTOR
P. O. BOX 176
WAUKESHA, WI 53187-0176

DATE OF LEVEL II: _____ LOCATION: _____

LAST DATE FOR ACCEPTING REGISTRATIONS: _____

PERSON TO WHOM REGISTRATION FORMS ARE TO BE MAILED:

(NAME) (SCHOOL)

(ADDRESS) (CITY - STATE - ZIP)

PHONE (HOME) () _____ (WORK) () _____ email _____

TIME FOR REGISTRATION ON DAY OF FESTIVAL: _____

TIME YOU EXPECT FESTIVAL TO END: _____

PLEASE EXPLAIN THE ARRANGEMENTS FOR FOOD (i.e. concessions, brown bag, nothing, etc.)

ANY SPECIAL INSTRUCTIONS FOR SCHOOLS ATTENDING YOUR FESTIVAL?

PLEASE NOTE:

On the day after your deadline - remember it should be at least two weeks before the festival day - CALL the State Office (262-446-0780) with the numbers of participants in each area. The materials you need will be mailed. Use Telephone Request form.

**WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION - MIDDLE LEVEL DIVISION
TELEPHONE REQUEST FOR FESTIVAL MATERIALS**

Site _____

Host's Name _____

Address _____

Phone _____ / _____

E-Mail Address _____

Date of Request _____ **Date of Festival** _____

Circle: Level I *** Level II

Schools Attending _____

Students Attending _____

Evaluation/Rules Sheets:

(3 x # entrants in each)

_____ Demonstration

_____ Eight Minute Persuasive

_____ Extemporaneous Speaking

_____ Four Minute

_____ Interp. of Poetry

_____ Interp. of Prose

_____ Moments in History

_____ News Reporting (# of groups)

_____ Non-Original Oratory

_____ Play Acting (# of groups)

_____ Readers Theatre (# of groups)

_____ Solo Acting

_____ Special Occasion

_____ Storytelling

_____ Judges Ballots (3 x # judges)

_____ Rules for Evaluators

(1 x # judges)

Level I

_____ Certificate of Achievement

_____ Invitation to Level II

Level II

_____ Red ribbons

_____ Blue ribbons

WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION - MIDDLE LEVEL DIVISION

SPEECH FESTIVAL ELIGIBILITY REGISTRATION FORM

Festival Level: Level I Level II Date of Festival: _____
 (circle one) Site of Festival: _____
 Name of School: _____

Name of Coach: _____ address _____ city /zip _____
 Home Phone: _____ Work Phone: _____
 Fax: _____ email _____

CERTIFICATION: I certify that the students listed are eligible under WHSFA Middle Level Division rules.

Principal _____

ENTRIES: Please be very careful to enter students in the correct category. (MAXIMUM OF TEN (10) ENTRIES ALLOWED IN EACH CATEGORY)

1 OR 2

<u>DEMONSTRATION</u>	<u>STUDENTS</u>	<u>EIGHT MINUTE</u>	<u>EXTEMP. SPEAKING</u>	<u>FOUR MINUTE</u>
1. _____	()	1. _____	1. _____	1. _____
2. _____	()	2. _____	2. _____	2. _____
3. _____	()	3. _____	3. _____	3. _____
4. _____	()	4. _____	4. _____	4. _____
5. _____	()	5. _____	5. _____	5. _____
6. _____	()	6. _____	6. _____	6. _____
7. _____	()	7. _____	7. _____	7. _____
8. _____	()	8. _____	8. _____	8. _____
9. _____	()	9. _____	9. _____	9. _____
10. _____	()	10. _____	10. _____	10. _____

INTERP OF POETRY

INTERP OF PROSE

MOMENTS IN HISTORY

1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____
8. _____	8. _____	8. _____
9. _____	9. _____	9. _____
10. _____	10. _____	10. _____

<u>NEWS REPORTING</u>	<u># OF STUDENTS</u>	<u>NON-ORIGINAL ORATORY</u>	<u>PLAY ACTING</u>	<u># OF STUDENTS</u>
1. _____		1. _____	1. _____	
2. _____		2. _____	2. _____	
3. _____		3. _____	3. _____	
4. _____		4. _____	4. _____	
5. _____		5. _____	5. _____	
6. _____		6. _____	6. _____	
7. _____		7. _____	7. _____	
8. _____		8. _____	8. _____	
9. _____		9. _____	9. _____	
10. _____		10. _____	10. _____	

<u>READERS THEATRE</u>	<u># OF STUDENTS</u>	<u>SOLO ACTING</u>	<u>SPECIAL OCCASION</u>	<u>STORYTELLING</u>
1. _____		1. _____	1. _____	1. _____
2. _____		2. _____	2. _____	2. _____
3. _____		3. _____	3. _____	3. _____
4. _____		4. _____	4. _____	4. _____
5. _____		5. _____	5. _____	5. _____
6. _____		6. _____	6. _____	6. _____
7. _____		7. _____	7. _____	7. _____
8. _____		8. _____	8. _____	8. _____
9. _____		9. _____	9. _____	9. _____
10. _____		10. _____	10. _____	10. _____

NAMES OF JUDGES: (One for every FIVE entries or PORTION THEREOF is required) - Categories preferred.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

*PLEASE IDENTIFY THOSE JUDGES YOU ARE HIRING WHO DO NOT KNOW YOUR STUDENTS AND THEREFORE MAY BE USED TO JUDGE YOUR ENTRIES.

REMINDER: MAKE A COPY OF THIS ENTRY FOR YOUR OWN RECORDS BEFORE SENDING TO THE LEVEL I OR LEVEL II HOST.

**WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION - MIDDLE LEVEL DIVISION
FESTIVAL ENTRY CONFIRMATION FORM**

NAME OF SCHOOL ENTERING _____

Your registration form indicated the following number of students/groups entered in each category:

- | | |
|--|-------------------------------------|
| _____ Demonstration | _____ News Reporting |
| _____ Eight Minute Persuasive | _____ Non-Original Oratory |
| _____ Extemporaneous Speaking | _____ Play Acting (# of groups) |
| _____ Four Minute Informative Speaking | _____ Readers Theatre (# of groups) |
| _____ Interpretation of Poetry | _____ Solo Acting |
| _____ Interpretation of Prose | _____ Special Occasion Speech |
| _____ Moments in History | _____ Storytelling |

You are providing _____ number of judges.

I am hiring, at \$ _____ each, payable by you, number of judges: _____

NAME OF SCHOOL HOSTING THE FESTIVAL _____

Telephone of host school (day): _____ (evening): _____

Fax: _____ email _____

Date of Festival _____ Registration Time _____

Time of Round 1 _____ Round 2 _____ Round 3 _____

Approximate Homeward Bound Time: _____

Please report to: _____

Parking is available (cars): _____

(Buses): _____

Special Instructions or Directions: _____

Host _____

Address _____

WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION - MIDDLE LEVEL
(Sample Master List to give school in School Packet the day of festival)

MURRAY JUNIOR HIGH SCHOOL - CODE LETTER "C"

STUDENT CODE NUMBER TO BE FOLLOWED THROUGH FESTIVAL:

- C1 Bill Brown (Demonstration)
- C2 Elsie Lilliput (Demonstration)
- C3 Jerry Preston (Eight Minute Persuasive)
- C4 Becky Thatcher (Moments in History)
- C5 Joe Blowhard (Extemp. Speaking)
- C6 Millicent Fauerback (Interp of Poetry)
- C7 Nicolas Steinback (Interp of Prose)
- C8 Abraham Linkcase (Non-Original Oratory)
- C9 (Play Acting) "The Merry-Go-Round" (Buddy Brown, Harry Hapless, Milly Mead)
- C10 (Readers Theatre) "An Original Piece of Mud" (Dennis Ruzick, Cheryl Carbon)
- C11 Ann Bush (Solo Acting)
- C12 Mark Wagler (Storytelling)

JUDGES YOU ARE PROVIDING & THEIR CODE NUMBERS:

- C101 Ann Brown
- C102 Carl Draper
- C103 Bobby Lind

****ANOTHER SUGGESTION IS TO SIMPLY RUN THE SCHOOL'S ENTRY THROUGH THE COPY MACHINE AFTER YOU HAVE ASSIGNED THEM CODE NUMBERS.**

PLACE: _____

EVENT: _____

DATE: _____

WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION

SECTION NO.: _____ EVALUATOR: _____

MIDDLE LEVEL DIVISION

ROOM NO: _____

DATE: _____

OFFICIAL BALLOT

ROUND NO: _____

PARTICIPANT	CODE NUMBER	TITLE OF SELECTION	
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			

EVALUATOR'S SIGNATURE _____

WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION - MIDDLE LEVEL DIVISION

PARTICIPATION REPORT

Festival Site: _____

Festival Date: _____

Level I or II (Circle appropriate choice)

Number of schools participating: _____

Number of students participating: _____

Schools (Name/Location)

Code Letter

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
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_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Host's Comments:
