**Modified LESSON PLAN TEMPLATE**

**Author:** James T. Bryson

**Date Created:** February 25, 2014

**Subject(s):** English, Language Arts

**Topic or Unit of Study (Title):** The Eloquence of President JFK’s Inaugural Address: A Study of Rhetoric and Figurative Language

**Grade Level:** 11

***Materials:***

PowerPoint, Copies of Graphic Organizer

**Summary (*and Rationale*):**

Students will be introduced to President Kennedy, his Inaugural Address, and rhetorical and figurative terms. They will then examine the purpose Literary devices serve in John F. Kennedy’s Speech.

**I. Focus and Review (Establish Prior Knowledge):** 5 minutes

We all know that words have power to inspire. That power comes through in the writer’s choice of words, and how those words are employed in their writing. By using figurative language and rhetorical devices, a writer can effectively communicate their ideas to the reader. A great example of this is in John F. Kennedy’s Inaugural Address.

**II. Statement of Instructional Objective(s) *and Assessments*:**

|  |  |
| --- | --- |
| **Objectives** | **Assessments** |
| *When given a graphic organizer, students will be able to identify rhetorical and figurative language by writing one example of each with at most only one error.* | During PowerPoint presentation, students will record the name, use, and specific examples of rhetorical and figurative devices from JFK’s speech, in the graphic organizer. Teacher will check for corrections by walking around during class. |

State the objective: One minute

Assessment: 10 minutes (to be complete during teacher input and guided practice).

**III. Teacher Input (Present tasks, information and guidance):** 40 minutes

The teacher will present the PowerPoint to illustrate example of rhetoric and figurative language. Information on President Kennedy will also be disclosed, plus general conversation on what speech is.

**IV. Guided Practice (Elicit performance):** 40 minutes

During the PowerPoint, students will fill in the graphic organizer. An example of each will be on the power point, and the students will be encouraged to use imitation to create their own example. A blank column will be left for specific examples from the text, which is to be completed for homework.

***V.* Closure (Plan for maintenance):** 10 minutes

The Teacher will reemphasis the power of words, and then quickly review what each literary device is. The teacher will also remind students to bring the graphic organizer to class because it will be used in the next class.

***VI.* Independent Practice: 15 minutes**

Students will find examples of rhetorical and figurative devices in JFK’s speech, highlight them, and transcribe them into their graphic organizer. The graphic organizer will be used in the following lesson.

**STANDARDS:**

* CCSS.ELA-Literacy.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
* CCSS.ELA-Literacy.L.11-12.3a Vary syntax for effect, consulting references (e.g., Tufte’sArtful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
* HS.SI.1.2 Evaluate resources for point of view, bias, values, or intent
* of information.

**Plans for Individual Differences:**

Students who have difficulty with writing will be given guided notes. Students who have trouble understanding the assignment may be assisted by the teacher according to where the problem lies.

**References (APA style):**

Tofel, R. J. (2014, February 27). *Sounding the Trumpet: The Making of John F. Kennedy’s Inaugural Address*. Retrieved from Presidential Library and Museum: http://www.jfklibrary.org/~/media/assets/Education%20and%20Public%20Programs/Education/Lesson%20Plans/Rhetoric%20of%20the%20Inaugural%20Address.pdf

# Rhetorical Device Graphic Organizer

|  |  |  |  |
| --- | --- | --- | --- |
| Rhetorical/ Figurative device  | How it is used? | Example | Quote from Text |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |