**Modified LESSON PLAN TEMPLATE**

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

**Topic or Unit of Study (Title): What Makes a Speech Effective?**

**Grade Level:** 11

***Materials:* Copies of JFK’s inaugural address, textbook, computer and Internet access, graphic organizer**

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

Students will research what makes an effective speech by comparing Chief Joseph’s “ I Will Fight No More Forever,” Abraham Lincoln’s “Gettysburg Address,” and Ronald Regan’s “On The Challenger Disaster.” They will create their own rubrics and identify different aspect of great speeches.

**I. Focus and Review (Establish Prior Knowledge):** [time]

We have been studying the power of figurative language and rhetorical devices while exploring JFK Inaugural Address. Yesterday we learned about the specific work literary devices do in our writing—and today we will learn what other aspect of speeches help in its overall effectiveness.

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

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| **Objectives** | **Assessments** |
| *When given three speeches (Chief Joseph’s “I Will Fight No More Forever,” Abraham Lincoln’s “Gettysburg Address,” and Ronald Regan’s “On The Challenger Disaster”) and a graphic organizer, students will be able to identify and record six characteristics of an effective speech, and thoughtfully compare the effectiveness of each speech by creating a rubric evaluating the speeches overall effectiveness.* | Students will inspect the characteristics of an effective speech—both how it is written and how it is delivered—by researching [Speechwriting](http://teacher.scholastic.com/writewit/speech/index.htm) website.From these pages, they will fill out a graphic organizer, and then create their own rubric for evaluating the two speeches as excellent, average, or poor. |

State the objective: one minute

Assessment: 30 minutes

**III. Teacher Input (Present tasks, information and guidance):**  50 minutes

Students will be put into groups and begin discussing similarities and differences between the two speeches. Students will be given a graphic organizer with the headings **Get Their Attention,** **Telling Them What You Tell Them, Keeping it short, End With a Bang!, Sentence Structure, Transitions,** and **Sequencing.** Students will research these topics and fill in what each of these heading entails. The teacher will have a short discussion on what the students should have found, discuss the similarities and differences concerning the speeches, and have the students tell share their evaluations of the speeches.

**IV. Guided Practice (Elicit performance):** 30 minutes

See Teacher Input. The students will need to reformat the results from the graphic organizer, and then create a master copy rubric the all agree on. To make the rubric, they will visit <http://rubistar.4teachers.org/index.php>. Students will wrestle over how many points each item should be worth out of 25 points. The teacher will walk around and scaffold as needed.

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

Teacher will review what make an effective speech and remind students of homework and that they need to bring their rubrics to class the next day.

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

Students will write up a summary of what they learned and why they made the decisions they did in class.

**STANDARDS:**

* [CCSS.ELA-LITERACY.RI.11-12.5](http://www.corestandards.org/ELA-Literacy/RI/11-12/5/) Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
* CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed
* CCSS.ELA-Literacy.W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
* HS.SI.1.2 Evaluate resources for point of view, bias, values, or intent of information.
* HS.TT.1.1 Use appropriate technology tools and other resources to access information (multi-database search engines, online primary resources, virtual interviews with content experts).
* HS.TT.1.1 Use appropriate technology tools and other resources to access information (multi-database search engines, online primary resources, virtual interviews with content experts).
* [CCSS.ELA-LITERACY.W.11-12.8](http://www.corestandards.org/ELA-Literacy/W/11-12/8/)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

* [CCSS.ELA-LITERACY.SL.11-12.1](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**Plans for Individual Differences:**

Flexible Grouping (roles in groups), Independent Study, Studetns will also be given a graphic organizer which will help their organization of information, and guide them to find the correct information.

**References (APA style):**

*10 Keys To Writing A Speech*. (2013, July 16). Retrieved April 13, 2014, from Forbes: http://www.forbes.com/sites/jeffschmitt/2013/07/16/10-keys-to-writing-a-speech/

Dennis-Shaw, S. (2014, March 21). *Vote for Me! Developing, Writting, and Evaluating Persausive Speeches* . Retrieved from ReadWriteThink.org: http://www.readwritethink.org/classroom-resources/lesson-plans/vote-developing-writing-evaluating-414.html

*Speeches*. (2013). Retrieved April 13, 2014, from UNC Chapel Hill Writing Center: https://writingcenter.unc.edu/handouts/speeches/

*Speechwriting 101: Writing an Effective Speech*. (2013). Retrieved April 13, 2014, from Public Affairs Councel: http://pac.org/content/speechwriting-101-writing-effective-speech

*Speechwriting*. (2014). Retrieved April 13, 2014, from Scholastic News: http://teacher.scholastic.com/writewit/speech/writeit.htm

Example of what the students rubric may look like.

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| CATEGORY | **4 - Above Standards** | **3 - Meets Standards** | **2 - Approaching Standards** | **1 - Below Standards** | **Score** |
| **Get Their Attention** | Has a strong hook or attention grabber that is appropriate for the audience.  | The hook or attention grabber is weak, rambling or inappropriate for the audience. | The author has an interesting introduction, but the connection to the topic is not clear. | The introduction is not interesting AND is not relevant to the topic. |   |
| **Telling Them What You Tell Them** | Names the topic quickly and succinctly, repeats important parts, and evokes empathy from the audience. The audience feels close to the speaker.  | Names the topic and attempts to strike the right tone. There is some repetition and the speech does resonate with audience, but does not develop full empathy.  | The topic is named but fails to do it succinctly. Repetition is minimal, and lacks effectiveness. The humanizing tone is all but lost.  | There is no topic mentioned. There is no repetition. The audience feels ostracized; there is no connection made with the speaker. |   |
| **Keeping it short** | The speech is succinct, well clearly and ideas are developed well. The audience understand the reason for the speech. | The speech is somewhat succinct, somewhat written clearly, and the audience somewhat understand the reason for the speech. | The speech is longer than is necessary, it waste time at the beginning or end. The audience does not completely understand the reason for the speech.  | The speech is verbose and rambling. The audience does not understand the reason for the speech at all.  |   |
| **End With a Bang!** | The conclusion is strong and leaves the reader solidly understanding the speaker's position. The ending is memorable. | The conclusion is recognizable. The ending is good, but not as effective at leaving a resonating emotion.  | The conclusion is not clear. The audience has mixed feelings, and is unclear about the speaker’s position. | There is no conclusion - the speech just ends. There is no resonating emotion, nothing memorable about the conclution. |   |
| **Sentence Structure** | All sentences are well-constructed with varied structure. Rhetorical devices are used effectively. Figurative language is used effectively. | Most sentences are well-constructed and there is some varied sentence structure in the essay. Rhetorical devices are used. Figurative language is used. | Most sentences are well constructed, but there is no variation is structure. Rhetorical and Figurative language use is minimal and less effective. | Most sentences are not well-constructed or varied. There is no use of rhetorical of figurative language. |   |
| **Transitions** | A variety of thoughtful transitions are used. They clearly show how ideas are connected | Transitions show how ideas are connected, but there is little variety | Some transitions work well, but some connections between ideas are fuzzy. | The transitions between ideas are unclear OR nonexistent. |   |
| **Sequencing** | Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought. | Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought. | A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing. | Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing. |  |