**Modified LESSON PLAN TEMPLATE**

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

**Topic or Unit of Study (Title):** Presidential Babble: Cooperative Speech Writing

**Grade Level:** 9-12

***Materials:*** Giant sheets of paper, one per group; markers; Kennedy’s Inaugural Address

**Summary (*and Rationale*):** Students will use rhetorical and literary devices to write an effective speech.

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

President Kennedy had help when drafting his Inaugural Address. He also had a great team to work with the television aspect of his campaign. Today you will be working in groups to create your own presidential speech, and then you will create a poster that may summarize the speech or provide a visual mind hook, and finally name plate. Using your rubrics from yesterday, I want you to work together to write some well written examples for rhetorical devices and figurative language. These will be used in your speech, but in a different sort of way.

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

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| **Objectives** | **Assessments** |
| *While in groups, students will collaborate and compose eight examples of literary devices, then must create a presidential speech using said examples while fulfilling 5 of 7 characteristics of a good speech and incorporate a poster and name plate in a presentation.* | Students will get into groups and write 2 examples of figurative language and 2 rhetorical devices to be used in speech. Student will write 2 to 4 contemptible examples to be used in speech as well.  Students will construct a presidential speech using the zinger lines allotted to them by the other groups. The speeches will be graded on a rubric that they created previously. Students will create a poster and name plate. |

State the objective: one minute

Assessment: 40 minutes

**III. Teacher Input (Present tasks, information and guidance):** [time

Activity One:

1. ) Students will brainstorm by themselves about what are in Kennedy’s speech. This will include rhetorical devices, figurative language, campaign promises, etc.

2. ) In groups of four, students will write their own examples of figurative language and rhetorical devices, and then funny examples of everything they wrote down.

3. ) Students will rotate to each of the other group’s stations and graffiti one of their serious lines, one of their zinger lines, and one campaign promise on the giant paper. These lines must be used in the final speech, and cannot be edited.

Activity Two:

1. ) Student will return to their original station. Two members will craft a presidential speech, filling in section with the lines provide to them, one member will create a poster and one member will create name plate. The idea is for these items to all work together, as if the are campaign managers

5. ) Groups will present their speeches, posters, and name plates.

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

Teacher will walk around and help students as they need help. (see above)

***V.* Closure (Plan for maintenance):** Students will read their speeches, and the teacher will grade according to the rubric.

***VI.* Independent Practice:** No homework

**STANDARDS:**

* 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.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
* CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
* 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.
* [CCSS.ELA-LITERACY.W.11-12.1.C](http://www.corestandards.org/ELA-Literacy/W/11-12/1/c/)

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

* [CCSS.ELA-LITERACY.W.11-12.2.C](http://www.corestandards.org/ELA-Literacy/W/11-12/2/c/)

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

* [CCSS.ELA-LITERACY.W.11-12.2.D](http://www.corestandards.org/ELA-Literacy/W/11-12/2/d/)

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

* [CCSS.ELA-LITERACY.W.11-12.4](http://www.corestandards.org/ELA-Literacy/W/11-12/4/)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

* [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.

* [CCSS.ELA-LITERACY.SL.11-12.5](http://www.corestandards.org/ELA-Literacy/SL/11-12/5/)

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

* [CCSS.ELA-LITERACY.L.11-12.2.B](http://www.corestandards.org/ELA-Literacy/L/11-12/2/b/)

Spell correctly.

**Plans for Individual Differences:**

Flexible Grouping (roles in groups) will be used for those students that have difficulty.

**References (APA style):**

Dennis-Shaw, S. (2014, March 9). Vote for Me! Developing, Writing, and Evaluating Persuasive Speeches. Retrieved from ReadWriteThink.com: http://www.readwritethink.org/classroom-resources/lesson-plans/vote-developing-writing-evaluating-414.html

Sabin, M. (2014, March 9). The Last Instructional Lesson is on Persuasive Writing. Retrieved from HotChalk Lesson Plans: http://lessonplanspage.com/laciotechnicalwritingunit-part9-persuasivelettershs-htm/