**Modified LESSON PLAN TEMPLATE**

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

**Topic or Unit of Study (Title):** More Than Eloquent: The Effects of JFK Inaugural Address

**Grade Level:** 9-12

***Materials:*** Copies of Kennedy’s Inaugural Address

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

By answering questions, the students will develop a deeper understanding of President Kennedy’s Inaugural address, and the impact it had. Students will also take a closer look at how literary devices work in writing.

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

Today we have been exploring President Kennedy’s Inaugural address. We have considered the rhetorical devices, and analyzed the work they do, and now we will evaluate the impact that resonances in the speech.

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

|  |  |
| --- | --- |
| **Objectives** | **Assessments** |
| *During a Socratic Seminar, students will evaluate JFK’s Inaugural Address by fully responding to at least one question that discusses what role figurative and rhetorical language plays in the speech, and then discuss the impact the speech has on social, economic, or political forces in the world.*  | Students will answer and respond to a variety of questions that t focus on the work that is done by literary devices, and the overall impact of JFK’s speech. Students will fill out a partner evaluation rubric to help with the scoring of the Socratic Seminar. |

State the objective: one minute

Assessment: 50 minutes

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

Before starting, the teacher will introduce the Socratic Seminar and its purpose (a deeper understanding of the ideas and values in the text through shared discussion).

In addition to the classroom discussion procedure you may have already set, the following procedures will be followed:

 • Don’t raise hands

 • Listen carefully

 • Address one another respectfully

 • Base any opinions on the text

• Address comments to the group (no side conversations)

 • Use sensitivity to take turns and not interrupt others

 • Monitor how long it takes you to answer questions

 • Be courageous in presenting your own thoughts and reasoning, but be flexible and willing to change your mind in the face of new and compelling evidence

The teacher will be seated with the students. The teacher will begin the Socratic Seminar by asking a question and allowing time for students to answer. Students may begin to respond to each other’s answers. The teacher will attempt to guide discourse, but the obligation to push discussion forward will be on the students. The questions have been included for review.

**IV. Guided Practice (Elicit performance):** 50 minutes

See Teacher Input. The teacher may ask follow-up questions, or ask for students to support their answers using the text. The teacher will ask participants to relate their statements to particular passages, to clarify, and to elaborate on ideas. The teacher will help students that need guided feedback by scaffolding.

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

Students will be prompted to share what they have learned, how they felt about the Socratic Seminar, and how they feel about their own thinking. Then they will fill out the partner evaluation sheet.

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

Students are to reflect and write up a summary of JFK’s speech and the impact it had. They will also critique the seminar explaining what they enjoyed most about it.

**STANDARDS:**

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

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

* [CCSS.ELA-LITERACY.RI.11-12.6](http://www.corestandards.org/ELA-Literacy/RI/11-12/6/)

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

* CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
* CCSS.ELA-Literacy.L.11-12.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
* 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.
* [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:**

Students who have difficulty may be given multiple levels of questions

 Audio or visual text, certain questions may be directed to certain students.

**References (APA style):**

Estes, T. H., Mintz, S. L., & Gunter, M. A. (2011). Instruction A Models Approach. Boston: Pearson ducation.

Research, N. A. (2014). Teaching Background: Socratic Seminar. Department of Biomedics . Boston: Northwest Association for Biomedical Research.

Questions

What sentences or phrases do you remember most and why?

Can you explain what or who President Kennedy is referring to when he says “The world is very different.”

Can you illustrate what issues America was going through at the time of JFK’s speech?

Can you think of another time in America history when the world might have seemed tumultuous. How might referring back to JFK’s speech be beneficial?

How could this speech be used to encourage hope for today’s world?

Are there any parts of the speech that could be left out?

—Anything that seems to slow down the pace?

—Explain what is meant in the phrase: “Let us never negotiate out of fear. But let us never fear to negotiate.”

Which part of the speech includes JFK’s agenda?

—is it all foreign policy?

Does JFK portray the reality of the Cold War in the proper terms?

Does there have to be two sides?

Was it smart to speak about the Cold War?

What effects would happen if JFK had not mentioned the Cold War?

The speeches scope is based on a world view. It focuses on countries, the iron curtain, and nuclear war. What focus does JFK put on America? Is it enough? How could he edit the speech to only consider America?

Sample questions to serve as the key question or interpret the text:

* What is the main idea or underlying value in the text?
* What is the author’s purpose or perspective?
* What might be a good title for the text?
* What is the most important word/sentence/paragraph?

Sample questions to move the discussion along:

* Who has a different perspective?
* Who has not yet had a chance to speak?
* Where do you find evidence for that in the text?
* Can you clarify what you mean by that?
* How does that relate to what (someone else) said?
* Is there something in the text that is unclear to you?
* Has anyone changed their mind?

Sample debriefing questions:

* Do you feel like you understand the text at a deeper level?
* How was the process for us? Did we adhere to our norms?
* Did you achieve your goals to participate?
* What was one thing you noticed about the seminar

Socratic Seminar

Discussion Partner Evaluation

Name of person you are observing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Seminar Topic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1) Record a check for each time your partner contributed in a meaningful way: \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

2) On a scale of 1-5, with 5 being the highest, how well did your partner do at the following?

\_\_\_\_\_ Analysis and Reasoning

Did your partner….

Cite reasons and evidence for his/her statements with support from the text?

Demonstrate that they had given thoughtful consideration to the topic?

Provide relevant and insightful comments?

Demonstrate organized thinking?

Move the discussion to a deeper level?

Notes/Comments:

\_\_\_\_\_ Discussion Skills

Did your partner…

Speak loudly and clearly?

Stay on topic?

Talk directly to other students rather than the teacher?

Stay focused on the discussion?

Invite other people into the discussion?

Share air time equally with others (didn’t talk more than was fair to others)?

Notes/Comments:

\_\_\_\_\_ Civility

Did your partner…

Listen to others respectfully?

Enter the discussion in a polite manner?

Avoid inappropriate language (slang, swearing)?

Avoid hostile exchanges?

Question others in a civil manner?

Notes/Comments: