(4) Persuasive Techniques/Speeches

Content Area: **ELA**
Course(s): **Public Speaking**
Time Period: **Marking Period 1**
Length: **3 weeks**
Status: **Published**

Course Pacing Guide

Unit	MP/Trimester	Weeks
Intro to Course & Course Goals	1	0.5
Instructional Techniques/Speech	1	2.5
Informational Techniques/Speech	1	3
Persuasive Techniques/Speech	1 & 2 (overlaps)	3
Interviewing (College & Job)	2	3
Dawg Talks	2	4

Unit Overview

- Using personal experience, reflection, and video analysis, create criteria for effective persuasive speeches
- Rhetorical study of logical fallacies, effective argumentation, and counter-argumentation

Enduring Understandings

- Arguing & persuading are not the same thing; each requires different strategies & goals, and each has different effects in a democratic society
- The ability to recognize logical fallacies makes you a better thinker & citizen
- The ability ro recognize logical fallacies comes with a responsibility to avoid using them intentionally
- Counter-argumentation can be used to help you articualte and respond to audience needs/objections

Essential Questions

- How can I recognize deceptive and unfair arguments?
- How can I persuade others effectively and responsibly?
- How can I understand and respond to my audience's needs with counter-arguments?

LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LA.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LA.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LA.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
LA.RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LA.RI.9-10.8	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
LA.RI.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
LA.RI.9-10.10b	By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.
LA.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
LA.W.9-10.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LA.W.9-10.1.C	Use transitions (e.g., words, phrases, clauses) 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.
LA.W.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types

	are defined in standards 1–3 above.)
LA.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
LA.W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.9-10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
LA.SL.9-10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
LA.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

| LA.L.9-10.3.A | Vary word choice and sentence structure to demonstrate an understanding of the influence of language. |
| LA.9-10.W.9-10.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. |

Amistad Integration

Logical fallacies activmaterials include examples of how logical fallacies have helped support white supremacy in American history & contemporary America

Student-chosen topics may center around questions of race & African-American history/contemporary experiences

| LA.RI.11-12.10b | By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above. |
| SEL.PK-12.1.2 | Recognize the impact of one's feelings and thoughts on one's own behavior |

Holocaust/Genocide Education

Student topic selections may include applicable theories concerning human nature and behavior, genocide, prejudice/discrimination, moral responsibilities in acting in a complex & diverse society

Interdisciplinary Connections

HPE.2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
HPE.2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.
HPE.2.1.12.E.2	Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.
HPE.2.1.12.E.CS1	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
HPE.2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
HPE.2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
HPE.2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.

HPE.2.2.12.A.CS1	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
HPE.2.2.12.A.CS2	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
HPE.2.2.12.A.CS3	Technology increases the capacity of individuals to communicate in multiple and diverse ways.
HPE.2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
HPE.2.2.12.C.1	Analyze the impact of competition on personal character development.
HPE.2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
HPE.2.4.12.A.3	Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
HPE.2.4.12.A.6	Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.
HPE.2.4.12.A.CS2	Technology impacts the capacity of individuals to develop and maintain interpersonal relationships.
VPA.1.3.12.C.2	Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
VPA.1.3.12.D.CS1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.
VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

Technology Standards

TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
TECH.8.1.12.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for

specific tasks.

21st Century Themes/Careers

CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Financial Literacy Integration

PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
PFL.9.1.12.E.3	Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.
PFL.9.1.12.E.4	Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.

Instructional Strategies & Learning Activities

- collaborative use of Google Slides to name, define, and illustrate 15-20 logical fallacies
- examination/analysis of advertising and political debates which employ logical fallacies (examples/clips will vary each year based on current events & student interests)
- review of 9th and 10th grade instruction on counter-argument (group by grade level/needs as required), and use of role playing examples to reinforce how to identify & counter an audience member's likely objections
- Each student will select & research a topic to speak about in an individual persuasive speech. They will research their topic as needed, outline that speech, create an effective visual (if applicable), and select counter-argument strategies from our discussion list
- Speeches delivered in class; students will listen to & assess each others' work
- Individual bebrief/reflection activity (either oral or written) to discuss individual performance, growth, needs, and skills in this unit

Differentiated Instruction

- individualized topic selection to allow for age/developmental appropriateness
- tiered learning targets (in part based on self-assessment in previous unit)
- individualized feedback based on current levels of development/achievement/need
- mastery learning (feedback toward goal)
- game-based Learning

Formative Assessments

- Spontaneous speaking game -- skill-based formative assessment
- Speech outline -- content & structure based formative assessment
- logical fallacies quiz

Summative Assessment

- Final Persuasive speech

Benchmark Assessments

- Final Persuasive speech

Alternate Assessments

- All students complete the same major assignment, but have significant choice in their topic & method of approach to that speech as long as they address key skills for the unit

Resources & Technology

- Google Slides used for study of logical fallacies (created collaboratively by teacher & students)
- Model outlines from previous semesters' students
- Quiz study guide & teacher notes on Google Slides to be used in reviewing material before quiz

BOE Approved Texts

N/A

Closure

- Daily strategies: exit tickets, Google Doc sum-ups, index card assessments
- Final closure: individual student self-assessment of performance & growth in this unit/course overall

ELL

- Use of more extensive notes while speaking (may be partially or fully scripted)
- Use of captions on video
- Oral & shortened responses for self-evaluation
- Simplified written and verbal instructions
- Frequent breaks
- E-Dictionaries
- Google Translate

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Substitute alternatives for written assignments (oral self-evaluation)
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Stand near the student when giving directions or presenting a lesson
- Give progress reports/completion grades instead of standard grades
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Permit a student to rework missed problems for a better grade.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.
- Modified quiz format as determined by IEPs

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- modified quiz formats as determined by 504s

At Risk

- Have student restate information
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Peer or scribe note-taking
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Immediate feedback
- Cue/model expected behavior
- Use de-escalating strategies
- Provision of notes or outlines
- No penalty for spelling errors or sloppy handwriting
- Adjusted assignment timelines
- Work-in-progress check
- Pace long-term projects
- Use peer supports and mentoring
- Chart progress and maintain data

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Encourage risk taking