

# Unit 2 - Argumentative/Persuasive Public Speaking

Content Area: **English**  
Course(s): **Public Speaking**  
Time Period: **October**  
Length: **5 weeks**  
Status: **Published**

## **Enduring Understandings:**

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Students will understand that an argumentative speech relies more on research and facts to support the argument.

Students will understand that a persuasive speech relies more on emotional appeal to persuade.

Students will identify the importance and influence of author's credibility on the speech.

Students will understand the value of debating an issue and the structure of formal debates.

## **Essential Questions:**

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What is the difference between argumentative and persuasive speech?

What is the value of a debate?

How does author' credibility influence the speech = positively/negatively?

## **Lesson Titles:**

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- Public Speaking - Argumentative vs Persuasive
- Explore Argumentative speeches
- Research Argumentative Speech Topics
- Write Argumentative Speech
- Deliver Argumentative Speech
- Write Persuasive Speech
- Deliver Persuasive Speech
- Introduction to the formal debate
- Plan and research debate topics
- The Debate

## **21st Century Skills and Career Ready Practices:**

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- Communication and collaboration
- Critical Thinking and Problem Solving
- Global perspectives
- Life and career skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

## **Inter-Disciplinary Connections:**

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- English Language Arts
- History

LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
SOC.9-12.1.4.1	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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Instructional Strategies including but not limited to:

- effective questioning
- cooperative learning
- Socratic Seminar
- close reading
- affinity mapping
- philosophical chairs
- Delsea One
- SWAG

Students will complete the following activities during this unit:

- Acknowledge current understanding on the public speaking
- Journal Response
- Annotated Readings
- Demonstrate knowledge of terminology and concepts

Levels of Blooms/DOK

Students will demonstrate all levels.

- Level One: Remember/Recall terminology
- Level Two: Understand; Explain; Compare
- Level Three: Apply speaking strategies; Implement preparation tips
- Level Four: Analyze author's style/ techniques
- Level Five: Evaluate speech rhetorical strategies
- Level Six: Plan/Create speeches/debates

## **Modifications**

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## **Formative Assessment:**

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### **Warm-up:**

- Check for Knowledge- Mini Survey
- Turn To Your Partner: Bring peers up to speed by sharing prior knowledge
- Questions of Day - Thought-provoking questions connecting current events to content

### **Anticipatory Set:**

- De-briefing - Students "Spill" all their prior knowledge on a topic to assess the starting point for instruction
- Point of Views
- What Would You Do? - Problem solving / Moral compass

**Closure:**

- Journaling: Reflection
- Self-Assessments
- Post Surveys
- "I've Learned That.."

- Anticipatory Set
- Closure
- Warm-Up

**Alternative Assessment (s)**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

**Summative Assessment:**

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- Finding Logos/Pathos/Ethos in Everyday Life Presentation
- Impromptu Argumentative (informal)- for the boss, parent, professor, customer service rep or friend
- Argumentative Speech
- Simulation Impromptu Speech (Coach, or the Commercial)
- Persuasive Speech

- Alternate Assessment
- Benchmark
- Marking Period Assessment

## **Benchmark Assessment (s)**

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Skills-based assessment

Reading responses

Writing responses

## **Resources & Materials:**

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- Chromebook
- Promethean Board
- Google documents and classroom
- Language Arts Classroom
- TED Talks
- Six Minutes Speaking and Presentation Skills
- The Public Speaking Project - virtual text
- The Great Debaters movie