Persuasive Speech

Content Area: **English Language Arts**
Course(s): **Generic Course**
Time Period: **Generic Time Period**
Length: **Weeks**
Status: **Published**

Unit Overview

The Persuasive Speech Unit will introduce students to rhetorical devices. Students will identify rhetorical devices utilized in historical samples. Students will model rhetorical devices in short persuasive tasks. Each student will choose and research a persuasive speech topic. The final product will be a six minute persuasive speech that will be delivered extemporaneously.

Transfer

Students will be able to use their knowledge of rhetorical devices to persuade an audience

Students will be able to create claims and counter claims

Students will appreciate the Monroe's Motivational Sequence

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will be able to identify propaganda techiniques.

Students will apply their understanding of situation, purpose, and audience to a persuasive speech.

Students will practice the Monroe Motivated Sequence in a persuasive task.

Essential Questions

How do I choose and narrow a topic?

Why is the audience important?

How can I use language to be certain the audience understands the message?

How are logos, pathos, and ethos used in persuasive speaking?

How w can the different types of reasoning be used in persuasive speaking?

How does one use the Monroe-Motivated Sequence as an outline for a persuasive speech?

How can the different types of audiences influence a speaker's presentation?

What are the types of supporting materials?

How do digital media support content?

Application of Knowledge and Skill

Students will know...

* Propaganda Techniques

* The Monroe Motivated Sequence

* The characteristics of a persuasive speech

* The difference between a claim and counterclaim

Students will be skilled at...

* organizing major ideas into focal points using details and supporting material based on research

* analyzing the characteristics of a persuasive speech

* evaluation of persuasive speeches

* integrating multiple sources of information presented in diverse formats and media in order to make informed decisions

* evaluating the credibility and accuracy of each source and noting discrepancies

Academic Vocabulary

* bandwagon

* testimonials

* name calling

* card stacking

* transfer

* fallacy in logic

* Monroe Motivated Sequence

* Maslow Heirarchy of Need

* claim/counter claim

* extemporaneous delivery

Learning Goal

Students will be able to prepare, present and evaluate a persuasive speech.

LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.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.
LA.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.
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.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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.
LA.W.11-12.1.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.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
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.
LA.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.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.4	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.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.7	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.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. (MLA or APA Style Manuals).
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	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.
LA.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.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.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.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.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
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.CRP11	Use technology to enhance productivity.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

Target 1-- Level 1 Retrieval

1. derive topics from print and digital sources

2. compile a bank of speech topics from varous sources

3. identify what the audience needs to know

4. recognize bias in research sources

5. list and organize information to develop an outline for a persuasive speech/extemporaneous delivery

Target 2-- Level 2 Comprehension

1. predict audience attitudes toward a topic

2. classify topics into subsets

3. determine the audience needs to know

4. determine the audience and adapt findings

Target 3-- Analysis

1. evaluate sources for validity and reliability

2. evaluate an audience using demographic criteria: age, ethnic/cultural background, socioeconomic status,gender,political affiliation

3. modify level of usage the English language for the audience and situation

Target 4-- Knowledge Utilization

1. apply extemporaneous format for delivery of speech

2. adapt techniques for learning about an audience

3. generate and test multiple sources of information presented in diverse formats and media

Summative Assessment

1. Manuscript of persuasive speech

2. Extemporaneous Outline

3. Teacher observation/evaluation of Dramatic Reading

Formative Assessment and Performance Opportunities

1. power point presentation and analysis

2. impromptu debates based on articles from *The New York Times*

3. praticed claims/counterclaims/ small cooperative groups

4. Teacher observation.

5. Journal: self -reflection; evalution of presenters; teacher comments

Differentiation / Enrichment

Differentiation:

1. Strategic seating for reduced distraction, enabling better lesson focus.

2. Small-group, teacher-monitored learning activities.

3. Provision of graphic organizers, vocabulary lists, note-taking techniques and devices.

Enrichment:

1. Expand and extend concepts, ideas, relationships, and generalizations.

2. Students will be provided with additional resources on relative topics.

3. Provide students with supplemental resources to expand knowedge base.

4. Create experiences for deeper learning.

Unit Resources

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Public Speaking Today

www.newyorktimes.com

*Update*maga-zine

www.thinkinfinity.org

www.tedtalks.com

Discovery Education-"Persuasive Speech"

The Great Debaters - DVD

Great Speeches thru History - DVD box set

Howard Zinn's *The People* Speak performance DVD