## Unheard: Lesson 1

| Lesson objectives: |
| --- |
| * Determine the author’s purpose.
* Determine the meaning of unknown words using context clues.
* Analyze the key elements of a speech: purpose or message, audience, and context
* Examine the impact of student activism
 |
| Assessment: |
| * Exit questions
* Classwork
 |
| Key Points: |
| * Today is the first day of the Unheard Speechwriting unit where we will be learning about speechwriting and delivery
* We will begin by introducing expectations of this unit: what we will be reading, what our focus will be, what our end goals are
* As an entry point into the unit, students will take Cornell notes on the following terms: context clues, speech, audience, purpose, message, and H.I.P.E.
* The whole class will listen to a speech together and analyze it together for its key elements
* Independently, students will read a second speech and complete a graphic organizer for speech analysis.
 |
| Component: | Teacher & Student Actions | Materials |
| Do Now [5 min] | * Do Now: What makes you want to listen to somebody when they are talking?
 | Student journal or handout |
| Introduction of Unheard [5 min] | * Introduce unit expectations, assignments, and schedule
* Distribute and discuss the Note to Students
* Question to start the day:
	+ What speakers do you know?
 | Slides [Note to students](https://docs.google.com/document/d/1d-ipModOFcivaUdhDLzhPg7SX6-TbD0BqmZvbSkeo6U/copy) |
| Mini-Lesson [15 min] | * Notes
	+ What are the key elements of a speech?
	+ What are the key nonverbal aspects of a speech?
	+ What are context clues?
 | [Notes handout](https://docs.google.com/document/d/1q45C39RvZQWz8D1csqXilFDWu4ZM9_G4vO76cGATLTQ/edit?usp=sharing) |
| Guided Practice [10 min] | * Listen/Read a speech together
	+ Naomi Wadler’s March for Our Lives speech
	+ Who was the audience?
	+ What was the purpose?
	+ What was the context?
	+ What was the message?
 | Slides (with video of speech) and handout with the text of the speech |
| Independent Practice [20 min] | * Students read and analyze a speech
	+ “Do Your Believe in Me” by Dalton Sherman
	+ Students complete the “before reading” section of the Anticipation Guide
	+ Students read the speech and consider context clues for new words
	+ Students read and complete the Speech Analysis graphic organizer
	+ Students complete the “after reading” section of the Anticipation Guide
* Class shares out their analysis/opinions of the speech
 | [Handouts](https://docs.google.com/document/d/1q45C39RvZQWz8D1csqXilFDWu4ZM9_G4vO76cGATLTQ/edit?usp=sharing) (Anticipation Guide, Speech text, Speech Analysis graphic organizer) |
| Closing [5 min] | * Turn in handouts
* Ask students to complete Daily learning log
* Complete exit ticket
	+ What did you learn today?
 | Slides and a piece of paper for exit slip or journal[Daily Learning Log](https://docs.google.com/document/d/1kBVkZ8XxkAK6Vw3s_cZDkv0gP3nct22Dq7k957ZR2qU/copy) |
| Differentiation Considerations: |
| * Group seating
* Popcorn reading (can assign students parts of the reading and allow for review before reading out loud)
* Working in groups allows for more remodeling
* Groups can have extra teacher-support where needed
* The use of graphic organizers to help with scaffolding (different graphic organizers can be used)
 |
| **Standard(s):** |
| **Common Core Standards*** **CCSS.ELA-LITERACY.SL.6.3** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
* **CCSS.ELA-LITERACY.SL.7.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
* **CCSS.ELA-LITERACY.SL.8.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
* **CCSS.ELA-LITERACY.SL.9-10.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
* **CCSS.ELA-LITERACY.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.
* **CCSS.ELA-LITERACY.L.6-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
* **CCSS.ELA-LITERACY.L.6-8.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
* **CCSS.ELA-LITERACY.L.9-12.3** 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.6-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 6-12 reading and content, choosing flexibly from a range of strategies.

**C3 Social Studies Standards*** **D2.Civ.2.6-8.** Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
* **D2.Civ.10.9-12.** Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
* **D2.Civ.14.9-12.** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
 |

## Unheard: Lesson 2

| Lesson objectives: |
| --- |
| * Develop the key elements of a speech: purpose or message, audience, and context in order to write a mini-speech.
* Use correct capitalization and punctuation in a mini-speech.
* Examine the impact of student activism.
 |
| Assessment: |
| * Exit questions
* Classwork
 |
| Key Points: |
| * Today we will review rules of capitalization before working on mini speeches using one of two prompt options
* When writing a speech, you must consider three main components: welcome your audience, state your purpose for speaking, and make your message loud and clear
* Students will prepare and present a mini-speech and use a rubric to asses their fellow students speeches
 |
| Component: | Teacher & Student Actions | Materials |
| Do Now [5 min] | * Do Now: Describe a time in your life where you had to take responsibility for something.
	+ How did you feel?
	+ How did you know this was "taking responsibility"?
 | Student journal or handout |
| Mini-Lesson [15 min] | * Quick review
	+ What are the key elements of a speech?
	+ What are the key nonverbal aspects of a speech
* ELA- Capitalization rules **OR**
* SS- See-Think-Wonder mini-lesson on student activism
* Components of a speech
	+ Welcome the audience
	+ State your purpose
	+ Make your message loud and clear
 | Slides  |
| Mini Speech [35 min] | * Introduce prompt options
* Students work on their mini-speech
	+ Select their prompt
	+ Identify audience, purpose, and message
	+ Write speech
	+ Share speech and use rubric to offer feedback to fellow students (this can be done in partners, small groups, or as a class with a couple volunteers)
 | [Handouts](https://docs.google.com/document/d/1akyVbJEvy18Os4aTZL-pmyqpa2g3TzQyuNkCUz2z6lM/edit?usp=sharing)  |
| Closing [5 min] | * Turn in handouts
* Complete exit ticket
	+ Correct the capitalization
 | Slides and a piece of paper for exit slip or journal |
| Differentiation Considerations: |
| * Group seating
* Popcorn reading (can assign students parts of the reading and allow for review before reading out loud)
* Working in groups allows for more re-modeling
* Groups can have extra teacher-support where needed
* The use of graphic organizers to help with scaffolding (different graphic organizers can be used)
 |
| Standard(s): |
| **Common Core Standards*** **CCSS.ELA-LITERACY.SL.6.3** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
* **CCSS.ELA-LITERACY.SL.7.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
* **CCSS.ELA-LITERACY.SL.8.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
* **CCSS.ELA-LITERACY.SL.9-10.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
* **CCSS.ELA-LITERACY.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.
* **CCSS.ELA-LITERACY.SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
* **CCSS.ELA-LITERACY.SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
* **CCSS.ELA-LITERACY.SL.8.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
* **CCSS.ELA-LITERACY.SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
* **CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
* **CCSS.ELA-LITERACY.SL.6-12.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
* **CCSS.ELA-LITERACY.L.6-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
* **CCSS.ELA-LITERACY.L.6-8.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
* **CCSS.ELA-LITERACY.L.9-12.3** 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.W.6-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**C3 Social Studies Standards*** **D2.Civ.2.6-8.** Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
* **D2.Civ.2.9-12**. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present.
* **D2.Civ.14.9-12.** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
* **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
* **D4.3.9-12.** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
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## Unheard: Lesson 3

| Lesson objective: |
| --- |
| * Define the modes of persuasion used in a message of a speech (ethos, pathos, logos)
* Analyze a speech for its use of ethos, pathos, and logos to get a message across to the audience
* Use context clues to determine the meaning of unknown words
 |
| Assessment: |
| * Exit questions
* Classwork
 |
| Key Points: |
| * Today we will dig deeper into ways speeches can be meaningful and impactful, specifically the three modes of persuasion.
* Students will take Cornell notes on the modes of persuasion and be given examples of each: ethos, pathos, and logos. Additional examples will be shown and students will identify which mode is being used.
* The class will consider two speeches by famous figures and analyze for audience, purpose, message, and effectivity.
 |
| Component: | Teacher & Student Actions | Materials |
| Do Now [5 min] | * Do Now: What does it mean to persuade
 | Student journal or handout |
| Mini-Lesson [15 min] | * Quick Review
	+ What are the key elements of a speech?
	+ What are the key nonverbal aspects of a speech?
	+ What are context clues?
* Notes
	+ Three modes of persuasion: ethos, pathos, logos
	+ Practice determining which mode is being used using examples
 | Slides [Notes handout](https://docs.google.com/document/d/11G6OXC2BIDqwsbUiEAVshSFXnWIBAos0KiSy6I_fn5M/edit?usp=sharing) |
| Guided Practice [15 min] | * Read a speech together
	+ Nelson Mandela’s speech
	+ What was the purpose?
	+ Where does he use ethos, pathos, and logos?
 | Slides (with the text of the speech)  |
| Independent Practice [20 min] | * Students read and analyze a speech
	+ Amnesty International’s Ambassador of Conscience Award by Colin Kaepernick
	+ Students complete the “before reading” section of the Anticipation Guide
	+ Students read the speech and consider context clues for new words
	+ Students read and complete the Speech Analysis graphic organizer
	+ Students complete the “after reading” section of the Anticipation Guide
* Class shares out their analysis/opinions of the speech
 | [Handouts](https://docs.google.com/document/d/11G6OXC2BIDqwsbUiEAVshSFXnWIBAos0KiSy6I_fn5M/edit?usp=sharing) (Anticipation Guide, Speech text, Speech Analysis graphic organizer) |
| Closing [5 min] | * Turn in handouts
* Complete exit ticket
 | Slides and a piece of paper for exit slip or journal |
| Differentiation Considerations: |
| * Group seating
* Popcorn reading (can assign students parts of the reading and allow for review before reading out loud)
* Working in groups allows for more re-modeling
* Groups can have extra teacher-support where needed
* The use of graphic organizers to help with scaffolding (different graphic organizers can be used)
 |
| Standard(s): |
| **Common Core Standards*** **CCSS.ELA-LITERACY.SL.6.3** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
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* **CCSS.ELA-LITERACY.SL.8.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
* **CCSS.ELA-LITERACY.SL.9-10.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
* **CCSS.ELA-LITERACY.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.
* **CCSS.ELA-LITERACY.L.6-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
* **CCSS.ELA-LITERACY.L.6-8.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
* **CCSS.ELA-LITERACY.L.9-12.3** 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.6-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 6-12 reading and content, choosing flexibly from a range of strategies.
* **CCSS.ELA-LITERACY.RI.6.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
* **CCSS.ELA-LITERACY.RI.7.6** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others
* **CCSS.ELA-LITERACY.RI.9-10.6** Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
* **CCSS.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.

**C3 Social Studies Standards*** **D2.Civ.2.6-8.** Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
* **D2.Civ.2.9-12**. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present.
* **D2.Civ.8.9-12.** Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
* **D2.Civ.10.9-12.** Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
* **D2.Civ.14.9-12.** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
 |

## Unheard: Lesson 4

| Lesson objective: |
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| * Develop the key elements of a speech: purpose or message, audience, and context in order to write a mini-speech.
* Use correct capitalization and punctuation in a mini-speech.
* Analyze and evaluate the freedoms and limitations of rights from two primary source documents.
 |
| Assessment: |
| * Exit questions
* Classwork
 |
| Key Points: |
| * Today we will review rules for using commas and apostrophes before working on mini speeches using one of two prompt options
* A deeper exploration of freedom of speech is included as a Social Studies Mini-Lesson.
* When writing a speech, you must consider three main components: welcome your audience, state your purpose for speaking, and make your message loud and clear
* Students will prepare and present a mini speech and use a rubric to asses their fellow students speeches
 |
| Component: | Teacher & Student Actions | Materials |
| Do Now [5 min] | * Do Now: Think back to a time when you helped change somebody’s mind or when somebody helped change your mind.
	+ Why were you (or the other person) successful in helping change a person’s mind?
 | Student journal or handout |
| Mini-Lesson [15 min] | * Quick review
	+ What are the key elements of a speech?
	+ What are the key nonverbal aspects of a speech?
	+ What do speakers use to persuade their audience?
* ELA: Apostrophe rules
* ELA:Comma rules
* SS: Free Speech
* Components of a speech
	+ Welcome the audience
	+ State your purpose
	+ Make your message loud and clear
 | Slides  |
| Mini Speech [35 min] | * Introduce prompt options
* Students work on their mini speech
	+ Select their prompt
	+ Identify audience, purpose, and message
	+ Write speech
	+ Share speech and use rubric to offer feedback to fellow students (this can be done in partners, small groups, or as a class with a couple volunteers)
 | [Handouts](https://docs.google.com/document/d/1FMtLAiSA7a8ds9kBnB1XzJRceX8-bycAw6cPGlR3pto/edit?usp=sharing)  |
| Closing [5 min] | * Turn in handouts
* Complete exit ticket
	+ What are three things you learned today?
 | Slides and a piece of paper for exit slip or journal |
| Differentiation Considerations: |
| * Group seating
* Popcorn reading (can assign students parts of the reading and allow for review before reading out loud)
* Working in groups allows for more re-modeling
* Groups can have extra teacher-support where needed
* The use of graphic organizers to help with scaffolding (different graphic organizers can be used)
 |
| Standard(s): |
| **Common Core Standards*** **CCSS.ELA-LITERACY.SL.6.3** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
* **CCSS.ELA-LITERACY.SL.7.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
* **CCSS.ELA-LITERACY.SL.8.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
* **CCSS.ELA-LITERACY.SL.9-10.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
* **CCSS.ELA-LITERACY.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.
* **CCSS.ELA-LITERACY.SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
* **CCSS.ELA-LITERACY.SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
* **CCSS.ELA-LITERACY.SL.8.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
* **CCSS.ELA-LITERACY.SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
* **CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
* **CCSS.ELA-LITERACY.SL.6-12.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
* **CCSS.ELA-LITERACY.L.6-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
* **CCSS.ELA-LITERACY.L.6-12.2** Knowledge of Language: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
* **CCSS.ELA-LITERACY.L.6-8.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
* **CCSS.ELA-LITERACY.L.9-12.3** 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.W.6-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**C3 Social Studies Standards*** **D2.Civ.2.6-8.** Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
* **D2.Civ.4.9-12.** Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
* **D2.Civ.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
* **D2.Civ.14.9-12.** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
* **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
* **D4.3.9-12.** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
 |

## Unheard: Lesson 5

| Lesson objective: |
| --- |
| * Define and analyze the use of the rhetorical devices hyperbole and hypophora and repetition in speeches by reading the speech in order to understand how to craft a persuasive speech.
 |
| Assessment: |
| * Exit questions
* Classwork
 |
| Key Points: |
| * Today we will dig deeper into ways speeches can be meaningful and impactful, specifically the rhetorical devices of hyperbole, hypophora, and repetition.
* Hypophora is when the speaker asks a question, and then answers the question; Hyperbole is when the speaker uses exaggeration to emphasize a certain point; and Repetition is when the speaker repeats a certain word or phrase multiple times in his or her speech.
* The class will consider two speeches and analyze for audience, purpose, message, and use of rhetorical devices.
 |
| Component: | Teacher & Student Actions | Materials |
| Do Now [5 min] | * Do Now: What does it mean to persuade
 | Student journal or handout |
| Mini-Lesson [15 min] | * Quick Review
	+ What are the key elements of a speech?
	+ What are the 3 modes of persuasion?
* Notes
	+ Rhetorical devices: hyperbole, hypophora, and repetition
 | Slides [Notes handout](https://docs.google.com/document/d/1PjKPNGDFzEmkJxGceM5RlGdjxqlfLeJ8EkWMMB12S7A/edit?usp=sharing) |
| Guided Practice [15 min] | * Read a speech together
	+ Lucretia Mott’s speech
	+ Where does Ms. Mott use repetition?
	+ Where does she use hypophora? Where does she use hyperbole?
 | Slides (with the text of the speech)  |
| Independent Practice [20 min] | * Students read and analyze a speech
	+ “3 Questions to Ask Yourself About Everything You Do” by Stacey Abrams
	+ Students read the speech and consider context clues for new words
	+ Students read and complete the Speech Analysis graphic organizer
	+ Students complete the rhetorical devices graphic organizer
* Class shares out their analysis/opinions of the speech
 | [Handouts](https://docs.google.com/document/d/1PjKPNGDFzEmkJxGceM5RlGdjxqlfLeJ8EkWMMB12S7A/edit?usp=sharing) (Context clues, Speech text, Speech Analysis graphic organizer, rhetorical devices graphic organizer) |
| Closing [5 min] | * Turn in handouts
* Complete exit ticket
 | Slides and a piece of paper for exit slip or journal |
| Differentiation Considerations: |
| * Group seating
* Popcorn reading (can assign students parts of the reading and allow for review before reading out loud)
* Working in groups allows for more re-modeling
* Groups can have extra teacher-support where needed
* The use of graphic organizers to help with scaffolding (different graphic organizers can be used)
 |
| Standard(s): |
| **Common Core Standards*** **CCSS.ELA-LITERACY.SL.6.3** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
* **CCSS.ELA-LITERACY.SL.7.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
* **CCSS.ELA-LITERACY.SL.8.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
* **CCSS.ELA-LITERACY.SL.9-10.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
* **CCSS.ELA-LITERACY.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.
* **CCSS.ELA-LITERACY.L.6-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
* **CCSS.ELA-LITERACY.L.6-8.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
* **CCSS.ELA-LITERACY.L.9-12.3** 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.6-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 6-12 reading and content, choosing flexibly from a range of strategies.
* **CCSS.ELA-LITERACY.RI.6.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
* **CCSS.ELA-LITERACY.RI.7.6** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
* **CCSS.ELA-LITERACY.RI.9-10.6** Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
* **CCSS.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.

**C3 Social Studies Standards*** **D2.Civ.2.6-8.** Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
* **D2.Civ.2.9-12**. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present.
* **D2.Civ.8.9-12.** Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
* **D2.Civ.10.9-12.** Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
* **D2.Civ.14.9-12.** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
 |

## Unheard: Lesson 6

| Lesson objective: |
| --- |
| * Develop a message using hyperbole, hypophora, and repetition in order to write a mini-speech.
* Use correct word choice and clarity in a mini-speech.
* Examine the progression of voting rights in the U.S. and evaluate the role of citizens and government in this process.
 |
| Assessment: |
| * Exit questions
* Classwork
 |
| Key Points: |
| * Today we will review the importance of word choice and clarity and voting rights before working on mini speeches using one of two prompt options
* When writing a speech, you must consider three main components: welcome your audience, state your purpose for speaking, and make your message loud and clear
* Students will prepare and present a mini-speech and use a rubric to asses their fellow students speeches
 |
| Component: | Teacher & Student Actions | Materials |
| Do Now [5 min] | * Do Now: Write down three ways you can use your voice to do good.
 | Student journal or handout |
| Mini-Lesson [15 min] | * Clarity
* Word Choice **OR**
* Voting Rights
* Constitution Timeline
* Components of a speech
	+ Welcome the audience
	+ State your purpose
	+ Make your message loud and clear
 | Slides  |
| Mini Speech [35 min] | * Introduce prompt options
* Students work on their mini-speech
	+ Select their prompt
	+ Identify audience, purpose, and message
	+ Write speech
	+ Share speech and use rubric to offer feedback to fellow students (this can be done in partners, small groups, or as a class with a couple volunteers)
 | [Handouts](https://docs.google.com/document/d/1qX6YQJqBGtZKwy-DHAhhtJUib5_fYyacRPrfWl_YFuI/edit?usp=sharing)  |
| Closing [5 min] | * Turn in handouts
* Complete exit ticket
	+ Choose one of the words below and go through the process of making it a 50¢ word.
 | Slides and a piece of paper for exit slip or journal |
| Differentiation Considerations: |
| * Group seating
* Popcorn reading (can assign students parts of the reading and allow for review before reading out loud)
* Working in groups allows for more re-modeling
* Groups can have extra teacher-support where needed
* The use of graphic organizers to help with scaffolding (different graphic organizers can be used)
 |
| Standard(s): |
| **Common Core Standards*** **CCSS.ELA-LITERACY.SL.6.3** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
* **CCSS.ELA-LITERACY.SL.7.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
* **CCSS.ELA-LITERACY.SL.8.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
* **CCSS.ELA-LITERACY.SL.9-10.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
* **CCSS.ELA-LITERACY.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.
* **CCSS.ELA-LITERACY.SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
* **CCSS.ELA-LITERACY.SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
* **CCSS.ELA-LITERACY.SL.8.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
* **CCSS.ELA-LITERACY.SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
* **CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
* **CCSS.ELA-LITERACY.SL.6-12.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
* **CCSS.ELA-LITERACY.L.6-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
* **CCSS.ELA-LITERACY.L.6-12.2** Knowledge of Language: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
* **CCSS.ELA-LITERACY.L.6-8.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
* **CCSS.ELA-LITERACY.L.9-12.3** 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.6-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
* **CCSS.ELA-LITERACY.W.6-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**C3 Social Studies Standards*** **D2.Civ.2.6-8.** Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
* **D2.Civ.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
* **D2.Civ.14.9-12.** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
* **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
* **D4.3.9-12.** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
 |

## Unheard: Lesson 7

| Lesson objective: |
| --- |
| * Analyze speeches for their use of the rhetorical device anecdote, and determine how it adds to the overall message of the speech.
 |
| Assessment: |
| * Exit questions
* Classwork
 |
| Key Points: |
| * Today we will dig deeper into ways speeches can be meaningful and impactful, specifically the rhetorical device of anecdote.
* An anecdote is a personal story that helps connect with the audience and make the message stronger.
* The class will consider excerpts from Michele Obama’s speeches and analyze for use of rhetorical device anecdote.
 |
| Component: | Teacher & Student Actions | Materials |
| Do Now [5 min] | * Do Now: Think about a time you heard a story and it made an impact on you.
	+ What was the story about?
	+ Who told it?
	+ Why did it impact you?
 | Student journal or handout |
| Mini-Lesson [15 min] | * Quick Review
	+ What rhetorical devices have we learned?
* Notes
	+ Rhetorical Device: Anecdote
	+ Steve Jobs’ commencement speech as an example
 | Slides [Notes handout](https://docs.google.com/document/d/14LTjr5uDsocEXnMU9JygoUVIzXb3wNXLWKYxH_y2jho/edit?usp=sharing) |
| Guided Practice [15 min] | * Read excerpts Michelle Obama’s together
	+ What is the anecdote in your own words?
	+ What is the purpose of the story?
 | Slides (with the text of the speech) Guided Practice handout |
| Independent Practice [20 min] | * Students read and analyze a speech
	+ Excerpts from speech by Michelle Obama
	+ Students read the speech and consider context clues for new words
	+ Students read and complete the Speech Analysis graphic organizer
	+ Students complete the rhetorical devices graphic organizer
* Class shares out their analysis/opinions of the speech
 | Independent Practice [Handout](https://docs.google.com/document/d/14LTjr5uDsocEXnMU9JygoUVIzXb3wNXLWKYxH_y2jho/edit?usp=sharing) |
| Closing [5 min] | * Turn in handouts
* Complete exit ticket
 | Slides and a piece of paper for exit slip or journal |
| Differentiation Considerations: |
| * Group seating
* Popcorn reading (can assign students parts of the reading and allow for review before reading out loud)
* Working in groups allows for more re-modeling
* Groups can have extra teacher-support where needed
* The use of graphic organizers to help with scaffolding (different graphic organizers can be used)
 |
| Standard(s): |
| **Common Core Standards*** **CCSS.ELA-LITERACY.SL.6.3** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
* **CCSS.ELA-LITERACY.SL.7.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
* **CCSS.ELA-LITERACY.SL.8.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
* **CCSS.ELA-LITERACY.SL.9-10.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
* **CCSS.ELA-LITERACY.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.
* **CCSS.ELA-LITERACY.L.6-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
* **CCSS.ELA-LITERACY.L.6-8.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
* **CCSS.ELA-LITERACY.L.9-12.3** 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.6-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 6-12 reading and content, choosing flexibly from a range of strategies.
* **CCSS.ELA-LITERACY.RI.6.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
* **CCSS.ELA-LITERACY.RI.7.6** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
* **CCSS.ELA-LITERACY.RI.9-10.6** Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
* **CCSS.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.
 |

## Unheard: Lesson 8

| Lesson objective: |
| --- |
| * Develop a topic for a speech using empathy mapping and brainstorming
* Develop a message for a speech using rhetorical devices
 |
| Assessment: |
| * Exit questions
* Classwork
 |
| Key Points: |
| * Today we will review the importance of word choice and clarity before working on mini speeches using one of two prompt options
* When writing a speech, you must consider three main components: welcome your audience, state your purpose for speaking, and make your message loud and clear
* Students will prepare and present a mini-speech and use a rubric to asses their fellow students speeches
 |
| Component: | Teacher & Student Actions | Materials |
| Do Now [5 min] | * Do Now: What are 5 social issues that you care about?
 | Student journal or handout |
| Introduction to competition [20 min] | * Introduction to the Unheard Speechwriting Competition
* Guided Practice:
	+ Determining the focus group for students’ speeches using empathy mapping exercise
 | Slides [Handout](https://docs.google.com/document/d/1eMuIfWkzgGTkkFAStQgAh2E1QLLEB39zj4aybYhNmu4/edit?usp=sharing) |
| Mini Speech [30 min] | * Review speechwriting competition prompt
* Students work on their mini-speech
	+ Identify the focus group of voices
	+ Identify audience, purpose, and message
	+ Write speech
	+ Share speech and use rubric to offer feedback to fellow students (this can be done in partners, small groups, or as a class with a couple volunteers)
 | [Handouts](https://docs.google.com/document/d/1eMuIfWkzgGTkkFAStQgAh2E1QLLEB39zj4aybYhNmu4/edit?usp=sharing)  |
| Closing [5 min] | * Turn in handouts
* Complete exit ticket
	+ What are your goals for crafting your speech?
 | Slides and a piece of paper for exit slip or journal |
| Differentiation Considerations: |
| * Group seating
* Popcorn reading (can assign students parts of the reading and allow for review before reading out loud)
* Working in groups allows for more re-modeling
* Groups can have extra teacher-support where needed
* The use of graphic organizers to help with scaffolding (different graphic organizers can be used)
 |
| Standard(s): |
| **Common Core Standards*** **CCSS.ELA-LITERACY.SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
* **CCSS.ELA-LITERACY.SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
* **CCSS.ELA-LITERACY.SL.8.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
* **CCSS.ELA-LITERACY.SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
* **CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
* **CCSS.ELA-LITERACY.SL.6-12.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
* **CCSS.ELA-LITERACY.L.6-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
* **CCSS.ELA-LITERACY.L.6-12.2** Knowledge of Language: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
* **CCSS.ELA-LITERACY.L.6-8.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
* **CCSS.ELA-LITERACY.L.9-12.3** 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.6-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
* **CCSS.ELA-LITERACY.W.6-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**C3 Social Studies Standards*** **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
* **D4.3.9-12.** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
 |