

FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: English 10

Unit Name: Analyzing Speeches

Quality Core Objectives:

Unit 8 Analysis of Speeches	
A.1. Reading Across the Curriculum	c. Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms
A.5. Author's Voice and Method	h. Identify the author's stated or implied purpose in increasingly challenging texts
A.6. Persuasive Language and Logic	<p>a. Identify, analyze, and evaluate the effectiveness of persuasive techniques (e.g., appeals to emotion, reason, or authority; stereotyping) and the presence of bias in literature, film, advertising, and/or speeches</p> <p>b. Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities</p> <p>d. Distinguish between fact and opinion, basing judgments on evidence and reasoning</p>
A.7. Literary Criticism	<p>a. Learn appropriate literary terms and apply them to increasingly challenging texts (e.g., using the terms <i>symbol</i> and <i>allusion</i> appropriately in a discussion of Alice Walker's poem "Women")</p> <p>b. Provide an interpretation of a literary work that is supported by evidence from the text and from cogent reasoning</p>
A.8. Words and Their History	f. Define and identify common idioms and literary, classical, and biblical allusions (e.g., "He had the patience of Job.") in increasingly challenging texts
B.1. Writing Process	b. Analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g., writing a letter to the editor endorsing need for a dog park)
B.2. Modes of Writing for Different Purposes and Audiences	<p>c. Craft first and final drafts of persuasive papers that support arguments with detailed evidence, exclude irrelevant information, and correctly cite sources</p> <p>e. Craft first and final drafts of workplace and other real-life writing (e.g., job applications, editorials, meeting minutes) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task</p>
B.3. Organization, Unity, and Coherence	<p>a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing</p> <p>b. Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence</p> <p>c. Add important information and delete irrelevant information to more clearly establish a central idea</p>

Unit 8 Analysis of Speeches (continued)

D.1. Comprehension and Analysis	a. Recognize the main ideas in a variety of oral presentations and draw valid conclusions
	b. Identify and evaluate the effect of logical fallacies (e.g., overgeneralization, bandwagon) and the presence of biases and stereotypes in television and print advertising, speeches, newspaper articles, and Internet advertisements
	c. Identify types of arguments (e.g., causation, analogy, appeals to emotion or authority) in visual and oral texts
	e. Analyze and evaluate the way language choice (e.g., repetition, use of rhetorical questions) and delivery style (e.g., eye contact, nonverbal messages) affect the mood and tone of the communication and make an impact on the audience
D.2. Application	a. Use elements of speech forms—introduction, transitions, body, and conclusion—including the use of facts, literary quotations, anecdotes, and/or references to authoritative sources
	b. Use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression)
	e. Write and deliver persuasive speeches that use logical, emotional, and ethical appeals; structured arguments; and relevant evidence from a variety of sources
	f. Apply analytic and active listening strategies (e.g., paraphrasing, monitoring messages for clarity, selecting and organizing essential information, noting change-of-pace cues) in formal and informal settings

Prerequisites: Ninth-grade English, Unit One, Unit Two, Unit Three

Daily Lesson Guide

Day	Lesson Content and Objectives	Focus Questions/ Learning Targets	Critical Thinking (High Yield / Literacy /LTF/etc.)	Engagement	Assessment and/or Accommodations
1	Analyzing clips from the show, Community, in order to analyze arguments and persuasive strategies	I will be able to identify successful argumentative techniques. I understand the rhetorical triangle.	Note-Taking, Graphic Organizer, Personal Connections	Personal Response, Video Clip, Think-Pair Share, Whole Group Discussion	Assessment: Socrative.com quiz

2	Analyze speech from Clueless for effectiveness. Discuss analogies and argumentation.	I will be able to identify what elements make a persuasive text.	Advance Questions, Graphic Organizer, Personal Connections, Background Knowledge	Video Clip, Think-Pair-Share, Whole Group Discussion	Assessment: Identifying logos, pathos, and ethos from Clueless speech (highlight speech)
3	Analyze and listen to Winston Churchill's speech "Blood, Toil, Tears, and Sweat."	I will be able to identify logos, pathos, ethos within a speech and determine audience.	3-2-1, Analysis	Partners & Small Groups	Assessment: Identify logos, pathos, and ethos from Churchill's speech (highlight speech)
4-5	Analyze and determine important elements of argument from speeches.	I will be able to identify for what purposes persuasive texts have been written and delivered throughout history. I can determine the essential elements of a great persuasive text.	Identifying similarities, notetaking, Whole Group Discussion	Listen-Write, Video Clips, Whole Group Discussion	Assessment: Speech analysis of famous speeches from movies
5	Research and analyze famous speeches.	I will be able to research famous speeches and analyze context and argumentation.	Graphic Organizer (Active Reading Guide), Advance Questions	Planned partners, iPad research	Assessment: Speech analysis and active reading guide
6	Recite passages from famous speeches.	I will be able to deliver a speech with appropriate voice levels, expressiveness,	Modeling	Novelty and Variety	Assessment: Speech Deliveries using delivery rubric

		clarity, gestures, and eye contact.			
	A.5.b., B.1.c, B.4.e., B.4.f., B.5.b., B.5.c., B.5.d. Verb Tenses chart and practice with parallelism	I will be able to identify various verb tenses and edit them correctly. I will be able to identify incorrect usage of parallel structure and implement parallelism.	Graphic organizers	Clear/Modeled Expectations	Assessment: students will edit sentences with non-parallel structure Accommodations: A verb-tense chart will be used to take notes; All verb tenses will be covered in Pre-AP, including perfect tenses, while only past, present, future verb tenses will be discussed in English 10
11	B.4.e Justify why multiple choice answers are right/wrong from practice PLAN tests.	I will be able to justify why/why not multiple choice answers are correct on a practice PLAN.	Identifying similarities/differences, summarizing	Learning with Others	Assessment: Students work in groups of 4 determine right answers for a practice PLAN test with justifications Accommodations: Students are placed in groups purposefully and assigned specific duties
12	E.a., B.4.a., B.4.b., B.4.e., B.4.f., B.5.a-e., B.6.a-c. English PLAN post-test	I will be able to implement triage test-taking strategies on a practice PLAN English test.	Summative assessment, testing hypotheses	Emotional/Intellectual Safety	Assessment: Summative, post-test Accommodations: students with testing accommodations were granted
13	A.8.a., A.8.c., A.8.h., B.5.a. ACT vocabulary quiz; Apostrophes and commonly confused words	I will be able to use ACT Vocabulary in context.	Sadlier-Oxford Vocabulary assessment, graphic organizer	Authenticity, Learning with Others,	Assessment: Summative, Vocabulary Unit 3 Accommodations: students with testing accommodations were granted
	E.a.	I will be able to	Self-Reflection, generating	Personal Response	Assessment: Self-Reflection on

14	Review results, set goals for PLAN test, review good faith effort and incentives	self-reflect on growth and progress and set goals for the PLAN test.	hypotheses		growth between pre- and post-test Accommodations: students had one-on-one conferences about goal-setting
15	E.a., B.4.a., B.4.b., B.4.e., B.4.f., B.5.a-e., B.6.a-c. PLAN test	I will be able to implement triage test-taking strategies.	Testing Hypotheses	Sense of Audience	Assessment: State Assessment – PLAN Accommodations: students with testing accommodations were granted
16	A.2.a., A.2.b., A.2.c., A.2.d., A.2.e., A.4.a., A.7.a., B.1.a., E.a. Read Ch. 1-2 Anthem Hunger Games clips, use Venn diagram to compare and contrast	I will be able to identify similarities and differences in the societies of Anthem and Hunger Games.	Identifying similarities/differences, graphic organizers, nonlinguistic representations	Personal Response, Novelty & Variety	Assessment: students will complete a venn diagram while reading and watching clips Accommodations: students in Eng 10 are given key passages read, popcorn reading and think-aloud strategies used
17	A.2.a., A.2.b., A.2.c., A.2.d., A.2.e, A.3.d., A.4.a., A.7.a., B.1.a., B.2.a., E.a. Read Ch. 3-7 Anthem Hunger Games clips, Use Venn diagram to compare and contrast; Poetry Response due	I will be able to analyze similarities and differences between the societies. I will be able to analyze and make personal connections to a poem of my choice.	Identifying similarities/differences, graphic organizers, nonlinguistic representations	Learning with Others, Novelty & Variety, Personal Reflection, Choice	Assessment: students will complete a venn diagram while reading and watching clips Accommodations: students in Eng 10 are given key passages read, popcorn reading and think-aloud strategies used
18	A.2.a., A.2.b., A.2.c., A.2.d., A.2.e, A.4.a., A.7.a., B.1.a., E.a. Read Ch. 8-12 Anthem Hunger Games clips,	I will be able to analyze similarities in theme between the texts.	Identifying similarities/differences, graphic organizers, nonlinguistic representations	Learning with Others, Novelty & Variety	Assessment: students will complete a venn diagram while reading and watching clips Accommodations: students in Eng

	Use Venn diagram to compare and contrast				10 are given key passages read, popcorn reading and think-aloud strategies used
19	A.2.e, A.7.a., B.1.a., B.1.c, B.2.f., B.3.a., B.3.b, B.3.c Finish Hunger Games clips, Finish reading from Anthem Write an on-demand open response defending actions of characters/defending, challenging, qualifying theme-based quote	I will be able to defend, challenge, or qualify the actions of characters in both societies, noting similarities in theme/actions.	Identifying similarities and differences	Choice, Personal Response	Assessment: Students will complete an on-demand writing prompt that will fulfill the first trimester's writing plan requirement: Anecdote related to evidence to support argument