Grade 9, Speech and Debate, Persuasive Speaking

How can you use freedom of speech to change the world?,

Unit Developed by Jennifer Shumway
Blackfoot High School, District 55
Blackfoot, Idaho

The Core Teacher Program
A program of the Idaho Coaching Network
Idaho Department of Education

Directions: Please type your name and unit title in the header. Then check each box that applies to your unit. Please note that while some categories were intentionally built into your unit via the online course modules (e.g. UDL and Webb’s DOK), others were not explicitly included and may not apply to your unit.
### Universal Design for Learning (UDL)

- X Multiple Means of Engagement
- X Multiple Means of Expression
- X Multiple Means of Representation

### Differentiated Instruction

- X Remediation
- ESOL
- Gifted/Talented
- X Acceleration

### Webb's Depth of Knowledge - Level 1 (Recall)

- X Who, What, When, Where, Why
- X Define
- X Identify
- X Illustrate
- X Label
- X List
- Match
- Measure
- X Recite
- X Recognize
- X Report
- X Use

### Webb's Depth of Knowledge - Level 2 (Skill/Concept)

- X Categorize
- X Classify
- X Collect and Display
- X Compare
- X Construct
- Estimate
- Graph
- X Identify Patterns
- Infer
- Interpret
- X Observe
- X Organize
- X Predict
- X Summarize
### Webb's Depth of Knowledge - Level 3 (Strategic Thinking)

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<th>Assess</th>
<th>Differentiate</th>
<th>Draw Conclusions</th>
<th>Hypothesize</th>
<th>Investigate</th>
<th>Revise</th>
<th>Use Concepts to Solve Non-Routine Problem</th>
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### Webb's Depth of Knowledge - Level 4 (Extended Thinking)

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### Bloom's Taxonomy

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### Grouping

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<th>Individualized instruction</th>
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<td>Homogeneous grouping</td>
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### Teaching Methods

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<th>Cooperative learning</th>
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Direct Instruction
Lab
Hands-on instruction
Experiential learning
Team teaching

Gardner's Multiple Intelligences

- Bodily-Kinesthetic
- Interpersonal
- Intrapersonal
- Linguistic
- Logical-Mathematical
- Musical
- Naturalist
- Spatial
**Idaho Core Teacher Network Unit Plan**

**Unit Title:** Persuasive Speaking (I know, lame)

**Created By:** Jennifer Shumway

**Subject:** Speech and Debate

**Grade:** 9-12 (mostly 9)

**Estimated Length (days or weeks):** 30 days (This unit written for 65 minute classes and the writer uses ten minutes of each class to watch CNN Student News and provides 10-15 minutes at the end of many class periods for students to work on major speech assignments.) Please see the day requirements next to the lessons for more information.

**Unit Overview (including context):** This is one unit that can be used in both a debate class or a speech class and is designed to be taught to 9th grade with a few exceptions. Students will be guided through other speeches in order to create their own persuasive speeches. The unit will invite students to consider the forms of persuasion both in the words of a speech and in delivery and then ask them to design their own. This unit falls at the end of a speech class after students have become more comfortable speaking in front of a class and after having learned how to organize informative speeches. This unit, though it is designed to be taught in a debate class, can be used for speech if some instruction on how to write an argument is provided. (ie. Student will make a claim, use evidence to support the claim and then give commentary (a warrant) on how that evidence supports their claim. A good text for this is Teaching Argument Writing Grade 6-12)

**Unit Rationale (including Key Shift(s)):** This unit focuses on key shift 3 in that students will be using technology to first research ideas to make arguments of substance and write or outline a persuasive speech, and then they will use the same research to create a visual aid (powerpoint, prezi, etc.) to be used during the presentation of their speech. While the value of being able to use persuasion is obvious, this unit will take students beyond being able to use it and expect that, in the end, students will be able to use a critical eye to identify when persuasion is being used and explain the effectiveness or lack thereof.

**Targeted Standards (Module 2):**

<table>
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<th>Central Standard:</th>
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<td><strong>SL.9-10.4:</strong> 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.</td>
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**Essential Question(s)/Enduring Understandings (Module 4):**

<table>
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<th>Essential Question(s)</th>
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<td>What makes an effective speech in word and in presentation?</td>
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<td>What should a visual aid do to create an effective presentation?</td>
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<td>How has freedom of speech impacted the world we live in?</td>
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<td>How can you use your freedom of speech to change the world?</td>
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**Measurable Outcomes (Modules 5, 6, and 8):**

**Learning Goals (Desired Results):**

- Students will write, research, and present a persuasive speech on any issue they choose.
- Students will critique their own speeches and their peers to develop a critical eye.

**Success Criteria (Evidence):**
Reading (Informational):
- RI.9-10.8: Delineate 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 fallacious reasoning.

Reading (Literature):
- RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Writing:
- W.9-10.1.B: Develop claim(s) and counterclaims fairly, 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.

Speaking and Listening:
- 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.

Language:
- L.9-10.6: 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.

Summative Assessment (Module 6):
- Students will present a final speech and use a visual aid to enhance the presentation.
  - The speech should use evidence and research to support the argument being presented and show at least one example of each form of persuasion.
- Students will complete a self reflection after their speech delivery as well as critique sheets for classmates.
● Summative Assessment Description: A persuasive speech that uses cited evidence as support for main ideas as well as creates an argument for or against something. The speech should not only present ideas in favor of what the speaker is talking about but it should also offer solutions to a problem and offer countering viewpoints with explanation as to why they are wrong.

● Rubric or Assessment Guidelines:
  ○ Students will be assessed on the following:
    ▪ Presentation: Use of persuasion in physical presentation, eye contact, completeness of visual aid, compellingness of visual aid, voice/tone/energy
    ▪ Written speech: Use of research, organization, persuasion,

Central Text: Martin Luther King Jr.’s “I Have A Dream”

Text Complexity Analysis (Module 3):
● Quantitative: 1190L, 1050L-1335L, Associated grade level: 9-12

● Qualitative:
  ○ Text Structure (story structure or form of piece): Moderately Complex. The “I Have a Dream” Speech is a little less than 2000 words. The average length of sentences is about 20 words and sentences often require the reader to go back and re-read. King uses several metaphors that will make the reading complex but the point of the speech is easy to understand. The structure of the speech also lends itself to better understanding since it is broken into subject paragraphs.
  ○ Language Clarity and Conventions (including vocabulary load): Very Complex. King’s use of metaphor creates a complex read considering the time that has passed and how our language has changed. Students will need to be able to examine what these historic metaphors actually meant. Vocabulary and syntax speak to the author’s level of education and will create a challenge. Words such as “promissory note” and “inextricably” will require students to look back in time at our language to understand the complexities of the speech.
  ○ Levels of Meaning/Purpose: Moderate to Very Complex. The I Have A Dream Speech has an easy message that most already know but analyzing the metaphors make it complex.
  ○ Knowledge Demands (life, content, cultural/literary): Very Complex. Despite the fact that less than 60 years have passed since this speech was given students will need scaffolding of the history of the events surrounding this speech and the time period. Students may need lessons rhetoric, the civil rights movement, The Declaration of Independence and more.

Other materials/resources (including images and videos):
● See Text and Resources Sections for each day - all materials are hyperlinked to a google drive file that can be found here: https://drive.google.com/drive/folders/0B80ZiZbU1bYJMHFGQXNtQ3d2ZG8

Vocabulary Instruction (Module 9)

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<tr>
<th>Targeted Academic Vocabulary</th>
<th>Targeted Content Area Vocabulary</th>
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<tr>
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<td>Pathos</td>
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<td>Instructional Sequence</td>
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<td><strong>Activity/Strategy</strong></td>
<td><strong>Texts and Resources</strong></td>
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<td><strong>Frontloading</strong></td>
<td><em>MLK - I Have a Dream (From American Dream Unit [for intro]) (Attached)</em></td>
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<td>Days: 1 - 2 (Students will not finish vocab wkst before end of class)</td>
<td><em>Lunch Counter Protest Picture</em></td>
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| Activities/Strategies: | *MLK Vocab T2 Worksheet (Attached)* | 1. Class Discussion: When has freedom of speech been used in history that we can recall?  
   a. Brainstorm onto whiteboard instances in history  
2. Quick Write/ Partner Share: From 1st class discussion move to next question: Looking at our brainstorming, how has freedom of speech impacted the world we live in currently? Cite one reference from a time in history when you think freedom of speech was used to bring change about and explain why you think it was powerful.  
   a. Collect paper and save for end of unit follow up  
3. Picture Recreate - Using a picture from the “lunch counter protests” have student volunteers recreate the picture. |
| 1. Class Discussion |  
2. Quick Write |  
3. Picture Recreate |
7&tbm=isch&imgil=U97t3REyzKcSlM%253A%253B6CT5e2YzqrPc3M%253Bhttp%2
5253A%25252F%25252Fcivicpolicy.com%25252Ftag%25252F%25252F%25252F%25252Flunch-counter-sit-
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AHVQ3mMKHSJRBOwQyjc1Lg&ei=nWtpV7inAc68jwOiopHgDg#imgrc=U97t3REyzKcSlM%3A

a. Put picture on projector
b. Select students and assign them a person in the picture.
c. The group should create a live still picture using props if needed.
d. After the students have done this ask each “character” what they think they are thinking in this moment have them cite evidence from the picture to support why they believe this.
e. Continue with a class discussion about - what it might have been like to live in the 1960’s and what that moment would have been like.

4. Read - Handout MLK I Have A Dream (IHAD) speech. Read through as a class, have students mark all words that they do not know. Use version in “American Dream Unit”. (File can be found here: https://drive.google.com/drive/folders/0B80ZiZbU1bYJMHFGQXNtQ3d2ZG8 or here: http://www.csun.edu/~krowlands/Content/SED525EN/Course%20Assignments/Unit%20Plan/Unit%20Plan%20Overview--American%20Dream.pdf)
   a. Have prepared list of words class probably would not know.
   b. Ask students to volunteer words and possible definitions.
   c. Stop throughout reading and ask students to summarize what is being said in their own words.

5. Group work - Put class in 5 groups and assign each group a background question of the speech.
   a. Each group will present answer to class.
      i. Group 1: What was 1950’s America like? Describe it?
      ii. Group 2: Who was MLK?
      iii. Group 3: What did MLK do?
      iv. Group 4: What is MLK’s speech credited with doing?
      v. Group 5: What was MLK awarded and why?

6. Worksheet - Handout vocab worksheet (This is only the tier 2 language found in the speech. The tier 3 language will come later)
   https://docs.google.com/document/d/1AGGHqx1yXMzO4yVMMhbRmNLV7Ai-Z3TKUedECmXiq0s/edit
   a. On the worksheet students should write the definition of the word and and then rewrite the sentence that the word came from using their own words/ a synonym for each vocab word.
**Days: 1 - 2 (2 days if the teacher chooses to divide the PPT into 2 sections)**

**Activities/Strategies:**
1. **Video**
2. **Class Discussion**
3. **PowerPoint**
4. **Worksheet - Teacher, Partner, and Individually**
5. **Partner Work**

**ASPCA Video Ad**

**PowerPoint - Chll Persuasion from Speech (Attached)**

**Guided Notes - Chll Persuasion (Attached)**

**E,L,P Handout (Attached)**

**IHAD**

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<tr>
<td>1. Video - Show ASPCA Video Ad <a href="https://www.youtube.com/watch?v=1O9d2PpP7tQ">https://www.youtube.com/watch?v=1O9d2PpP7tQ</a></td>
<td>1. Partner/Class Share - Does this video move you to action and why?</td>
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<td>2. Partners/Class Discussion - Brainstorm in partnerships persuasive messages that we see everyday</td>
<td>a. Collaborate as class on whiteboard.</td>
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<tr>
<td>3. PPT/Lecture - Ch11 Persuasion and Audience's: Day 1: Pathos and Day 2: Ethos and Logos <a href="https://docs.google.com/presentation/d/1CYmooUM9mR-J59jdxJMs92MK2_8AwDU-yC5xuZo5u0/edit#slide=id.p3">https://docs.google.com/presentation/d/1CYmooUM9mR-J59jdxJMs92MK2_8AwDU-yC5xuZo5u0/edit#slide=id.p3</a></td>
<td>b. Leave these on the board so that later the class can identify which form of persuasion each message is using.</td>
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<td>4. Ethos, Logos, Pathos Worksheet <a href="https://docs.google.com/spreadsheets/d/1gPcnSVvjYFG3kCpyo2i21LtY9rD8J9SHNtwWV0miXIV/edit">https://docs.google.com/spreadsheets/d/1gPcnSVvjYFG3kCpyo2i21LtY9rD8J9SHNtwWV0miXIV/edit</a></td>
<td>a. Guided notes <a href="https://docs.google.com/document/d/1f0vTSQDoIu6aQmsQ9Bwwkzdsbru0k5kCRLNxBquYg/edit">https://docs.google.com/document/d/1f0vTSQDoIu6aQmsQ9Bwwkzdsbru0k5kCRLNxBquYg/edit</a></td>
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<td>b. I like to divide the powerpoint between 2 days and do Pathos at the start of one class and then Ethos and Logos the next.</td>
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<td>i. My class periods (65 minutes) ended up with the students finishing their vocabulary worksheet after I finished talking about Pathos on this day and then Day 2 would start with PPT: Ethos and Logos then go on to next activity.</td>
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<td>5. Find pathos in IHAD with partner</td>
<td>a. Copy down 5 passages and explain how it is an example of the use of pathos.</td>
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|   | i. Example: “One hundred years later, the negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity” This is an example of pathos because MLK makes you picture a sad lonely man with nothing and a lot of the time we think happiness means having friends and
not being alone as well as having things and not being poor therefore you feel sad because the image given is sad.

b. When students have completed this ask them for volunteers about where they found pathos (this is being used to check for understanding).

| Days: 1 | 1. Show Aristotle Appeals video to review persuasion  
|         | a. [https://www.youtube.com/watch?v=TYAjt4PP4](https://www.youtube.com/watch?v=TYAjt4PP4)  
|         | b. Before showing the video ask students what each form of persuasion is.  
|         | 2. Class practice - Give 3 scenarios and assign a form of persuasion to each.  
|         | a. Have students write then explain how they would persuade in that situation. The lesson works best if the students are paired off, as that seems to stimulate imaginative responses (and a great deal of laughter). One at a time, I present three scenarios, and ask the teams to create a persuasive response, using all three rhetorical modes. The scenarios are these:
|         | i. Scenario 1: Persuade your parents to let you spend an unchaperoned week-end at a cottage in Wisconsin with a member of the opposite sex and two other sophomore couples from our school.  
|         | ii. Scenario 2: Persuade your parents to buy you a $500 pair of athletic shoes. [Note: You are not an athlete.]  
|         | iii. Scenario 3: Your eleven-year-old brother has $30 in his piggy bank. Without an explanation of your need for the money, persuade him to give it to you.  
|         | b. I give the students 4 or 5 minutes to concoct a persuasive scheme, and then ask for volunteers to report their ideas. The other students in the class are then asked to identify the three rhetorical modes. Then on to the next scenario.  
|         | 3. PPT - Situation Analysis (Looking at the circumstance of the speech) can be found in this folder: [https://drive.google.com/drive/folders/0B80ZiZbU1bYJMHFQGQXNtQ3d2ZG8](https://drive.google.com/drive/folders/0B80ZiZbU1bYJMHFQGQXNtQ3d2ZG8)  
|         | a. Guided notes [https://docs.google.com/document/d/1UN_Ei1YSrCkSHCxlNAkuhG08kn9qi61BrL8imkPjr70/edit](https://docs.google.com/document/d/1UN_Ei1YSrCkSHCxlNAkuhG08kn9qi61BrL8imkPjr70/edit)  
|         | b. Teacher should answer the powerpoint questions on the whiteboard about the IHAD Speech. For example one question of the PPT is “Is the speaker make a social statement by simply speaking?” So I rephrase it and say is MLK make a social statement by simply speaking? To which the class should reply yes and explain that because he is talking about a tough subject, or because he is black, etc.  
|         | 4. Class Discussion/ Short Write - Analyze IHAD situation  
|         | a. Class discussion on questions in PPT as they apply to IHAD (see just above 3b) |

| Activities/Strategies: | Video Review  
| Partner Practice  
| PowerPoint and Class Discussion  
| Partner Work  
| Quick Write | Video - Aristotle Appeals  
| PDF - Situational Analysis (Attached)  
| Guided Notes - Situation Analysis (Attached) | IHAD |
b. Short Write - Individuals explain in paragraph how, using 3 pieces of evidence from class discussion/whiteboard, they believe the situation in which MLK gave his speech helped his speech be better.
   i. For example I could choose to cite my above example and say that because he was making a social statement by simply speaking that it did make his speech better because (and then supply reasoning).

5. Partner Work/ Quick Write - Find Ethos and Logos in IHAD with partner
   a. In partnerships students should use their IHAD Speech to find 5 examples of when MLK used Ethos and then copy them down and then explain how it is an example of ethos.
      i. For example: “Some of you have come fresh from narrow jail cells” This is an example of ethos because MLK was also recently released from jail so he can show that he knows their pain because he has experienced it too.
   b. Students should then find 5 examples in the speech where MLK made logical arguments or used facts to support himself and explain how they are examples of logos.
      i. For Example: “It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned” MLK provides a logical metaphorical argument about how many black citizens are not being given their rights. He makes the argument that all citizens are given this “check” but not all receive the fund and we can draw the conclusion that this is not fair.
   c. Finally have the students individually write a short paragraph citing 3 examples from IHAD answering the prompt: What is MLK most powerful form of persuasion in IHAD and why do you believe that?

| Days : 1 - 2 | PowerPoint - Persuasion 2011 (Attached) | 1. PPT - Persuasion PPT Review [https://docs.google.com/presentation/d/10CwRblv1yfxiO2c5ppOxLd4buJWtvgy9z9E8sxZ00g/edit](https://docs.google.com/presentation/d/10CwRblv1yfxiO2c5ppOxLd4buJWtvgy9z9E8sxZ00g/edit) |
| | | a. Put up examples and ask students to identify forms and explain their answer - if necessary use random generator include all students |
| | PowerPoint - Rhetorical Devices (Attached) | 2. PPT - Rhetorical Devices [https://docs.google.com/presentation/d/1I9OvDuXkok6McweDhbA_9slLfo7z_knv1GzcypAJEY/edit#slide=id.p4](https://docs.google.com/presentation/d/1I9OvDuXkok6McweDhbA_9slLfo7z_knv1GzcypAJEY/edit#slide=id.p4) |
| | Guided Notes - Rhetorical Devices (Attached) | a. Guided Notes [https://docs.google.com/document/d/138A6yapC7C64Rcnz74U35iCBAqyVpBH60iuR1exy0/edit](https://docs.google.com/document/d/138A6yapC7C64Rcnz74U35iCBAqyVpBH60iuR1exy0/edit) |
| | IHAD Passage | b. While lecturing point out examples of each rhetorical device as they exist in the IHAD speech. Have students highlight and mark what they are so they have the example. |
### IHAD Video

#### Worksheet - IHAD Literary Devices (Attached)

- Pass out list of Devices Worksheet - this worksheet is a reference of some that we went over and some that we did not. This is page 35 in the “Persuasive Speech Unit: I Have A Dream” in this folder: https://drive.google.com/drive/folders/0B80ZiZbU1bYJMHFGQXNtQ3d2ZG8
  (It will be used later below in 4.)

### 3. Close Reading Activity
   - Pass out cut passage (See end of unit plan)
   - Read with a pen - underline metaphors
   - Video - Listen to MLK give this portion of speech
   - Class Discussion of metaphors - what they mean and if they are effective
   - Answer TDQs (see end of unit plan)
   - Short Write/ Draw/ Present - Give a metaphor that means the same thing that MLK was getting at ie. the promissory note metaphor.

### 4. Worksheet in partners - Identify Literary Devices in IHAD
   - Pairs should find at least one literary device per section on the worksheet.

### 5. Partner Drawing -
   - Prep - Before class teacher should go through IHAD and identify the appx 35 metaphors/ images that MLK draws with his words.
   - In class - pair students and assign each pair 2-3 to draw on a large paper. These should be colorful large drawings.
     - By the end of the assignment the class should be able to present IHAD in drawings which should help lower learns understand the words of the speech better.

### 6. Quick Write - Explain in a paragraph what the most powerful literary device MLK used was and cite evidence from the speech.

---

### Days: 1 -2

#### Activities/Strategies:
1. Class Discussion
2. Video
3. Compare and Contrast
4. Quick Write

- **IHAD Video**
- **IHAD by Common Video**
- **Lyrics to IHAD by Common**
- **Basic Venn Diagram**

- **1. Class Discussion - How can Ethos, Logos, and Pathos be used in a presentation?**
- **2. Video - Watch IHAD (Depending on the students it might be helpful to point out when he does a form of persuasion and it might also be helpful to only show a small part of the speech considering the length of the speech)**
  - Identify - ELP in speech
    - Students should get a paper and identify 2 times each form of persuasion was used in presentation. How did MLK use emotion, credibility, and logic to persuade us in his presentation?
- **3. Compare and Contrast - Pass out Lyrics to IHAD by Common**
5. CODE Vocab Activity

6. Group Vocab Game

- b. Listen to song/watch music video
- c. Have students draw a large Venn Diagram and label one side Common and the other side MLK.
  - i. While they watch MLK have them write down 5 things they notice about the delivery of the speech.
  - ii. While they listen to Common’s song have them write down 5 things they notice about the presentation of the song.
  - iii. When both are finished have students write down 3 things the two messages had in common.
- d. Compare and contrast the messages as a class
- e. Short Write - How does the way MLK used his freedom of speech differ from Common’s use? Which is more effective? Explain why it is more effective and provide evidence.

4. Tier 3 Vocab Lesson using CODE (Refer to words in Vocab section Tier 3)
- a. 1. Associations - students generate words, pictures, feelings, physical reactions to words or whatever else comes to mind
- b. 2. Diagram to Die For - Students will create a diagram that shows the relationships among the words after looking them up and defining them
- c. 3. Visualize Vocab - Students create images, sketches or icons with brief explanations to demonstrate understanding.
- d. 4. Three’s a Crowd - Students decide which word doesn't belong in a group and explain why.

5. Tier 2 Vocab Activity -
- a. Assign each student a word and have them draw that word in a picture.
- b. Put students in small groups and and have them number a paper. Hold each picture up and have the students write down what they think that word is using a list of the tier 2 words.
  - i. At the end review the answers, hopefully the pictures used will help the students remember what the words mean by creating a picture association.

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Texts and Resources</th>
<th>Instructional Notes (including Sequencing &amp; Scaffolding, Formative Assessments, and days that target vocabulary)</th>
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</thead>
<tbody>
<tr>
<td>Days: 1</td>
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</tr>
<tr>
<td>Activities/Strategies:</td>
<td>PowerPoint - EPL Superheros (Attached)</td>
<td>1. Group Activity - Super Hero Persuasion PPT <a href="https://docs.google.com/presentation/d/1kZxxLv-P2Zpq94Ev3P5nmTmW-D0IenAfQLyVvSWAXUg/edit">https://docs.google.com/presentation/d/1kZxxLv-P2Zpq94Ev3P5nmTmW-D0IenAfQLyVvSWAXUg/edit</a></td>
</tr>
<tr>
<td></td>
<td>Notes on Ethics from “Persuasive Message Unit” Day 6 and 8</td>
<td>a. The world is in danger convince me that your hero is the best choice to save the world using 3 forms of persuasion.</td>
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<tr>
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<td></td>
<td>b. Problem to be solved: Aliens are attacking from another planet, they are bullet-proof, super strong, super smart, and have crazy powers.</td>
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<td>2. Using Notes on Ethics from Day 6 and 8 in The attached Persuasive Message Unit explain what ethics are and what it means to be an ethical speaker.</td>
</tr>
<tr>
<td>Copies of Original Oratories</td>
<td>Speech Analysis Packet (Attached)</td>
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<td></td>
<td>i. Have students read individually but before hand explain that this article does carry a lot of bias.</td>
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<td>b. <strong>Class Discussion</strong> - is MLK ethical? Impact on speech? (Looking at his personal life and views on women)</td>
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<td>c. <strong>Quick Write</strong> - Does knowing about a speaker's personal life affect the things they are trying to achieve? Does this change what MLK stood for? Can we expect perfection from our leaders? Cite 2 evidence/historical examples to support your answer.</td>
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<td>i. Briefly connect this to our presidents and our expectations of national leadership.</td>
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<td>3. <strong>Class Discussion</strong> - Create rules for speech ethics. Ask students what they think it means to be an ethical speaker and compile dos and don'ts for the classroom.</td>
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<td></td>
<td>a. Post in classroom</td>
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<td>4. <strong>Partner Work</strong> - (Oratorical Analysis or OA)</td>
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<td>a. Each partnership will be assigned a student written speech. (Using google these speeches can be found by searching student written Original Oratories. The following links give great examples <a href="http://thespeechsite.com/en/student-ushs.shtml">http://thespeechsite.com/en/student-ushs.shtml</a> [<a href="http://davegustafson.com/speech/samples.htm">http://davegustafson.com/speech/samples.htm</a>] )</td>
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<td></td>
<td>i. Print the speeches you elect to use and provide each partnership with a speech. Each partnership should use the same speech for every OA assignment here after.</td>
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<td>b. Today partnerships will first identify 10 vocab words and complete a blank form of the MLK vocab worksheet given on day 1 during frontloading.</td>
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<td>c. Then they will identify forms of persuasion (just like they did for ELP in IHAD), they should find 3 examples of each form of persuasion, copy them down and below each explain how it is an example of that form of persuasion.</td>
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<td>i. The teacher may need to model this again so the students understand what a proper explanation is. (See MLK examples above)</td>
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<td></td>
<td>ii. YOU WILL NEED TO KEEP OR HAVE STUDENTS KEEP THESE ASSIGNMENTS SO THEY CAN DO THE FINAL WRITE UP AT THE END OF THE UNIT ABOUT IF THE SPEECH WAS EFFECTIVE AND WHY OR WHY NOT.</td>
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</table>

**Days:** This is the sales sub unit and has about 5 days of teaching and activity material before

<table>
<thead>
<tr>
<th>PowerPoint - ELP AD PDF (Attached)</th>
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<tr>
<th>Video - Americans Will Buy Anything</th>
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1. **PPT - ELP Ad Activity PPT** (found in this folder: [https://drive.google.com/drive/folders/0B80ZiZbU1bYJMHFGQXNtQ3d2ZG8](https://drive.google.com/drive/folders/0B80ZiZbU1bYJMHFGQXNtQ3d2ZG8) )
   a. Ads are displayed and students identify the forms of persuasion being used and explain why they think that is the form being used.
   i. A random generator system can be used to get all students involved.
speeches are given in class. Part of the time includes in class work time (about 10 minutes of quiet time at the end of each class for students to work on their speeches) and then 3 days of speeches. 8 ish total

<table>
<thead>
<tr>
<th>Activities/Strategies:</th>
<th>PPT - Ch12 Sales (Attached)</th>
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<tr>
<td>1. PPT Review</td>
<td>Guided Notes - Ch12 Sales</td>
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<tr>
<td>2. Group Activity</td>
<td>Sales Speech Assignment</td>
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<td>3. Video and Discussion</td>
<td>(Attached)</td>
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<tr>
<td>4. PPT</td>
<td>Sales Speech Rough Outline</td>
</tr>
<tr>
<td>5. Handout Assignment</td>
<td>(Attached)</td>
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<tr>
<td>6. Video Identify</td>
<td>Monroe Activity (Attached)</td>
</tr>
<tr>
<td>7. Group Activity</td>
<td>Video Competitive Sales</td>
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<tr>
<td>8. Video Identify</td>
<td>Video of Black Door to Door Sales Guy</td>
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<tr>
<td>9. Compare and Contrast</td>
<td>Sales Grade Sheet (Attached)</td>
</tr>
<tr>
<td>10. Speeches and Critiquing</td>
<td>Sales Speech Follow Along (Attached)</td>
</tr>
<tr>
<td>11. Quiz</td>
<td>Persuasion and Monroe Quiz / Pathos, Logos, Ethos Quiz (Attached)</td>
</tr>
<tr>
<td>12. Partner Work</td>
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</tbody>
</table>

2. Group Activity - Groups will create an ad and use a form of persuasion to sell a product to the class
   a. Put students into groups of three and give them a product and a form of persuasion.
   b. Give 10 minutes for them to put together a poster that would sell that product using their form of persuasion
   c. Present to class.

3. Video - Show Americans will buy anything [https://www.youtube.com/watch?v=eqDxIyXsdLc](https://www.youtube.com/watch?v=eqDxIyXsdLc)
   a. Discuss - Why do we buy these things? Make a list on board of reasons.

4. PPT - Ch12 Sales [https://docs.google.com/presentation/d/1OZpyhTmViUSfZVuMeNET0gC6VVk0wKhUMDFtMB5q3I/edit](https://docs.google.com/presentation/d/1OZpyhTmViUSfZVuMeNET0gC6VVk0wKhUMDFtMB5q3I/edit)
   a. Guided Notes [https://docs.google.com/document/d/1aQtdlWwktyLreq6b4NKzU6B7h8ZM3Gebdzyz0IhKc/edit](https://docs.google.com/document/d/1aQtdlWwktyLreq6b4NKzU6B7h8ZM3Gebdzyz0IhKc/edit)

5. Intro Sales Speech Assignment Handout [https://docs.google.com/document/d/1SyQZwNa5h2__MDV_Lv7cuSvf13ivZHDmV3q078890I/edit](https://docs.google.com/document/d/1SyQZwNa5h2__MDV_Lv7cuSvf13ivZHDmV3q078890I/edit)
   a. Handout Rough Sales Outline [https://docs.google.com/document/d/1zJhJvnx9whaGLcnp800DKW5fagokDkrfnPPv8WTh0/edit](https://docs.google.com/document/d/1zJhJvnx9whaGLcnp800DKW5fagokDkrfnPPv8WTh0/edit)
      i. Explain that their speech may sound like an infomercial or it may sound like a competitive sales speech.

6. Video - Show 2 Infomercials [https://www.youtube.com/watch?v=nkuReA-Aga8](https://www.youtube.com/watch?v=nkuReA-Aga8) and [https://www.youtube.com/watch?v=QwRISkyV_B8](https://www.youtube.com/watch?v=QwRISkyV_B8) or any that the teacher like better.
   a. During the first infomercial have a teacher led start and stop discussion where you identify each Monroe step.
      i. Identify Attention, Need, Satisfaction, Visualize, and Action in the video and record it on the board.
   b. Students should then watch the second infomercial and identify on their own on a piece of paper.

7. Group Activity - groups of 5 create a product and use motivated sequence to sell it
   a. See attached Activity - Monroe Activity [https://docs.google.com/document/d/1_zR4qLPuykifoTMd9zm5rtMX3HuCp-4uqXvnp5Q0Q/edit](https://docs.google.com/document/d/1_zR4qLPuykifoTMd9zm5rtMX3HuCp-4uqXvnp5Q0Q/edit)

8. Video - Show competitive sales speech and identify the steps of the motivated sequence [https://www.youtube.com/watch?v=ThaREzizX_BQ](https://www.youtube.com/watch?v=ThaREzizX_BQ)
   a. Use same paper from infomercials
9. Compare and Contrast with Venn Diagram Competition vs infomercial
   a. Use back of Infomercial Identify paper.
      i. Like the MLK/ Common comparison assignment students should write
down 5 things about each video on either side and then write in 3 things
where the bubbles overlap.
10. (Just for Fun) Video - Black Sales Guy [https://www.youtube.com/watch?v=LAo-DmzdK0](https://www.youtube.com/watch?v=LAo-DmzdK0)
    a. Identify examples of each form of persuasion that Kenny uses in his sales pitch
    i. Use same paper from infomercials
11. Speeches - Sales Speeches [https://docs.google.com/document/d/1-3BWM3Y0WEXJzq_uJreFb13bAILfQvoxyA8WLSPSk/edit](https://docs.google.com/document/d/1-3BWM3Y0WEXJzq_uJreFb13bAILfQvoxyA8WLSPSk/edit)
    a. Audience uses sheet to follow along, ask questions, and identify motivated
    i. sequence and persuasion
    https://docs.google.com/document/d/1V1MZ54m4cwbASFzyT9HTAeW3hFqmiCLmQk7qQ8oZ5mE/edit
    b. After each speech every speaker should take 2 questions on their product.
12. Quiz - Persuasion and Monroe [https://docs.google.com/document/d/1N3NIVwIFVJkTlMVAW0c60HMGaCLbXZyhZibMxWo3xzs/edit](https://docs.google.com/document/d/1N3NIVwIFVJkTlMVAW0c60HMGaCLbXZyhZibMxWo3xzs/edit)
13. Partner Work - (Oratorical Analysis)
   a. Using the previously assigned OA speech:
      i. Students should first identify 5 literary devices their speaker used in the
speech.
      ii. Then partnerships will look for their speaker trying to sell an idea and the
use of Monroe’s Motivated Sequence. Students should identify how the
speaker uses each step in the sequence to sell their idea and cite evidence
from the speech.

<table>
<thead>
<tr>
<th>Days: 8 to 10 days of content teaching and activities with 10-20 minutes of each class to work on computers to write and research speeches properly and put together a powerpoint or computer</th>
<th>PPT - Persuasive Message (Attached)</th>
<th>Guided Notes - Persuasive Message (Attached)</th>
<th>Video - Competitive OO</th>
</tr>
</thead>
</table>
| 1. Brainstorm - What are your pet peeves?
   a. Pick top two and a solution
   b. Students will stand and give a semi impromptu speech about their top two pet peeves and then in their third point they will offer solutions.
      i. Teacher should model this first so students understand what is being asked of them.
   2. Once speeches are finished connect pet peeves to problem solving with Class Discussion
   a. Class Discussion - What makes a problem a problem and how can we fix a problem? |
Activities/Strategies:

1. Impromptu Speaking
2. Class Discussion
3. PPT
4. Partner work
5. Brainstorming
6. Speech Assignment
7. Video and Identify
8. Brainstorming
9. Outlining
10. Class Discussion
11. PPT
12. Short speeches
13. Partner Activity
14. Class Poll
15. Class Discussion
16. Video
17. Video
18. Partner Work
19. Game
20. Peer Review
21. Speeches
22. Self Eval

<table>
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<tr>
<th>Competitive OO Assignment (Attached)</th>
<th>American Dream Unit P40-46</th>
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<tbody>
<tr>
<td>Outline Format … (Attached)</td>
<td>PPT - Visual Aids (Attached)</td>
</tr>
<tr>
<td>Misc. Objects that fit into a bag, enough for whole class</td>
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<tr>
<td>Video - Ricky Bobby</td>
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<td>Video - Competitive OO</td>
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<td>Video - IHAD</td>
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<tr>
<td>Persuasion the Game (Attached)</td>
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<tr>
<td>OO Grade Sheet (Attached)</td>
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</table>

3. PPT - Persuasive Message
   https://docs.google.com/presentation/d/1gw98Q7jfkHa3TGNJbBu5NrD3TnkT_T3RdY9KhBTsiyw/edit#slide=id.p3
   a. Guided Notes
      https://docs.google.com/document/d/1MrmkDWLZ4Nvg6nLPhx77IRntuZHCocgShKLMFlaQkE/edit

4. Partner Work - (Oratorical Analysis)
   a. Using the previously assigned OA speech:
   b. Today partnerships will look for their speakers persuasion goals and decide if the speaker achieved their goal. Students should reference speech for support at least in 3 places.

5. Brainstorm - Topics to give persuasive speeches on
   a. List major personal, community, national, and world problems currently happening on the board.
      i. I give examples such as local: dress code, state: education, National: gun control, and international: nuclear weapons.
   b. Students will EVENTUALLY choose one to write their persuasive speech about

6. Handout - Assign and Explain Original Oratory
   https://docs.google.com/document/d/1-TLZrtpu1-JqRf8c5UzPaVZ9N97SkkH7vUatH2Cfl1U/edit
   a. First students should write down 3 topics that interest them such as gun control or pollution on a paper
   b. Once they have 3 topics they should turn each into a thesis statement. For example: Today I will talk to you about why our country needs stricter laws for gun ownership.
      i. The thesis is where they should show what they are trying to persuade us about.
   c. Once they have 3 and they have been teacher reviewed, students should choose one. These topics need to be researchable and supportable through evidence.

7. Video - Show OO
   https://www.youtube.com/watch?v=kZt77Y5X7Y
   a. Have students identify the thesis of the speaker, their persuasion goal and what solutions they offer.

8. Brainstorm supporting arguments to topic in groups of 3
   a. Students will write down their thesis and as many supporting arguments as they can think of for their thesis.
   b. Students should pass to the next person. This person will write down more supporting arguments that they think of.
   c. Pass to the third person, this person will mark each argument according to what form of persuasion is being used. One Color for each form of persuasion.
9. Handout - Pass out Outline Format…
   https://docs.google.com/document/d/1vyIcXkJZGhG_SfdMQvF0MRGCsjDe0iQ2QnuFP6uAcKs/edit
   i. Using the arguments from the group activity they should begin filling outline

10. Class Discussion - Citing/Common Knowledge from p40 in “American Dream Unit”
    a. Worksheet for citing OO P45-46 (found in this folder: https://drive.google.com/drive/folders/0B80ZiZbU1bYJMHFGQXNtQ3d2ZG8)

11. PPT - Visual Aids
    https://docs.google.com/presentation/d/1Zuh0z7JmH_x_amquH17jOzO5YPbYgcpN6ag4SrbcA/edit#slide=id.p3 and http://www.slideshare.net/ArtilleryMarketing/you-suck-at-powerpoint-12040413 or http://www.slideshare.net/jessedee/steal-this-presentation-5038209

12. Speeches - Have students draw an object from a box and give a speech on it.
    a. Class should comment on how they used the object. Distracting or not etc.
    b. Video - Ricky Bobby - “I don’t know what to do with my hands” (This is just for fun) https://www.youtube.com/watch?v=M8PP3QU7wjI
    c. Class Discussion on how to stand and act during a speech.

13. Partner Activity - Audience Prediction
    a. Ask class for topics and audiences. Assign each group a topic and an audience.
    b. Have groups write and explain how audience would react and how they would handle it then present.
    c. Ask the class if they can add to each group’s ideas.

14. Poll - Each student will poll the class about their topic. Students will state what type of audience they would be.
    a. Follow up Quick Write - after poll students will do a short write up explaining how they will adapt to their audience

15. Class Discussion - Introduce/come up with rubric for OO
    a. A rubric has already been created for this speech. Use it to guide the class discussion on what things should be graded in their speech.
       https://docs.google.com/document/d/16dhGr6gH4awYhV48uVEelDLxMTV6uCxlbb8mwZr6DScw/edit
    b. Start with the question: What have you been graded on in past speeches?
    c. Follow up with questions like:
       i. What are things that make a speech professional in presentation?
       ii. What are things that make a visual aid helpful and what makes them distracting?
       iii. How does a persuasive speech differ from an informative speech and how would I grade that?
16. Using Day 11 from Persuasive Messages unit create a whiteboard checklist on how to evaluate a speech. (the file can be found in this folder: https://drive.google.com/drive/folders/0B80ZiZbU1bYJMHFGQXNtQ3d2ZG8)

17. Video - Watch OO https://www.youtube.com/watch?v=5OatVrrIoTY
   a. Evaluate using criteria designed by class on own paper
   b. Discuss as a class if speech met standards

18. Evaluate MLK using criteria (show short clip of speech like: https://www.youtube.com/watch?v=3vDWWy4CMhe)
   a. Quick Write on if it met criteria

19. Partner Work - (Oratorical Analysis)
   a. Using the previously assigned OA speech:
   b. Today partnerships will decide (finally) if the speech met the criteria.
   c. Individually students will write a short persuasive answer to the question “Was this speech effective in its goal?” They must reference from the former assignments and support their decision.

20. Persuasion the Game! (Keeping in mind that this is merely a fun review and can be cut for the sake of time)
   a. Attached document https://docs.google.com/document/d/1XWts0T2Us4UI3yRmLwWI3zuM62xTCB8ilhxFDBeQE/edit

21. Peer Review OOs
   a. Students will be in groups of 5. Each will give their OO and their group will, using the grade sheet, provide feedback for them to adjust.

22. Class OOs
   a. Complete Self Evaluation using grade sheet and providing evidence for why they graded themselves accordingly

23. Quick Write - How has freedom of speech impacted the world we live in and how can you use it to create a better world?

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**Close Reading Activity (Module 7)**

When will the close reading activity occur in the unit? Day 4

Text Excerpt:
"In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the "unalienable Rights" of "Life, Liberty and the..."

Text-Dependent Questions
1. What are Dr. King's two main points in this part of the speech?
pursuit of Happiness." It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds."

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so, we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice. […]

But there is something that I must say to my people, who stand on the warm threshold which leads into the palace of justice: In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force.”

2. What words did Dr. King use that evoked emotion in you? and how did they do so/ what did they make you feel?
3. What words stand out and why?
4. Look at the words “defaulted” and “obligation”. Explain what they mean using context clues and then explain what obligation is being defaulted on.
5. What one word describes the tone of this piece of the speech? Explain and reference evidence from the speech.
6. How is the metaphor here more powerful than saying “we are being treated unfairly”?
7. Why do you think Dr. King’s speech was highly influential on the Civil Rights movement? Cite references from the reading.
8. Draw on the back or write a metaphor that means the same as the metaphor that Dr. King uses in this passage.

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- Easier 2nd Speech for Oratorical Analysis
- Partner Sales Speeches