### Unit Title: Major Speech Unit

### Created By: Lea J. Virgin

### Subject: English Language Arts

### Grade: 10th Grade

**Estimated Length (days or weeks): Three Weeks to a Month (This is based on a BLOCK schedule 80 minute periods) The days spent is totally a guess. Some speeches will take less time, and others will take more.**

**I have many links attached--in order to upload them, you must place the mouse arrow over the blue and then hit control and click the mouse. It should automatically pop up.**

### Unit Overview (including context):

This is a Master Speech Unit. Many of the terms and skills will have been taught throughout the first semester. These include argumentative writing skills, rhetorical devices terms and the ability to identify them in a text. It also includes diction, syntax, tone, and rhetorical appeals. Students will be given TEN teacher picked master speeches written throughout history. Students will be expected to do the following:

In order to complete this work, you must do the following first:

- ✓ Mini researches about the given speeches—written into journal entries in student interactive notebooks.
- ✓ Read and annotate TEN master speeches—look for TONE, DICTION, RHETORICAL DEVICES, RHETORICAL APPEALS, and SYNTAX
- ✓ Analyze the TEN master speeches by doing **HALF a page SOAPSTone’s for each** speech. This will be done in student Interactive Notebooks. A SOAPSTone is an analysis process. Each letter represents a different step. (Speaker, Occasion, Audience, Purpose, Subject and Tone)

### Unit Rationale:

**Why do a master speech unit?** This is a good question. The biggest reason is that it is a perfect way to teach the standards RI 10.3 and RI 10.5, and especially RI 10.6. It also helps with research, MLA citations, and argumentative writing skills. By looking at great speeches from history, students will get a chance to see words and their power in action. They will be able to look at how people can persuade others to their “causes” in life. It will give them a chance to think critically about real world politics, advertisements, religious persuaders etc. Hopefully they will take these tools and come to understand how they, themselves are persuaded. They will also be able to use these devices for their own speaking and writing of the future.

**Rationale for Speech Order:** I wanted to start off with a famous speech that the students have heard for years--The Gettysburg Address. This one is short but deep and is perfect for a class example (to do together). It is also great to introduce close reading (text dependent questions). Next is the Reagan Challenger speech. This one is a simple read and is perfect for baby steps into the rhetorical device annotation. It is also perfect for an inquiry based challenge. It is something most students know little about. The next is the Chief Joseph Speech. This also is great for easing students up the ladder of depth and annotations. This is a great speech to show that small and to the point can be very effective in a speaker. From here the
HALF a Page Annotated Bib for each speech completed in the interactive Notebook

Research any person and add any relevant information to your journals as needed!

Vocabulary Glossary

CONCLUDING ASSESSMENT:
Once Students have found “The Speech” they want for the Master Speech Unit, they will do the following:

A. They will annotate for syntax, tone, diction, and rhetorical devices.

B. In student interactive notebook, they will complete a half page SOAPSTone for their speech.

C. In the student interactive notebook, they will also complete a half page annotated bibliography for your speech.

Master Speech Unit Layout This will tell the students about the entire unit including the Essay assessment.

Vocabulary Glossary Layout --- This is the interactive notebook layout for vocabulary.

Targeted Standards:
Reading Informational Text 6-12, 4 and 6
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

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

Essential Questions/Enduring Understandings
“Why is a master speech a master?” What is it that gives it, its edge and greatness?

“How can writing and speaking persuade and influence others,

Measurable Outcomes:
Students will study famous master speeches that come from across time to annotate for rhetoric followed by researching and arguing for a speech of their choice explaining why their choice would be considered a “Master/Major” speech as compared to the speeches they have already studied.

Learning Goals (Desired Results): This unit continues previous learning on writing and rhetoric, tone, diction, and syntax. Students will evaluate what good persuasive writing
**Writing 1, a-e**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence:

1. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claims(s).
2. 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.
3. Use words, phrases, and clauses to link the major sections of the text, create cohesion and clarify the relationships between claims and reasons, between reasons and evidence, and between claim(s) and counterclaims.
4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
5. Provide a concluding statement or section that follows from and supports the argument presented.

**Speaking and Listening: 1.3**

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. **Identifying any fallacious reasoning or exaggerated or distorted evidence.** *(The second portion of the standard is not addressed in this unit, but is addressed in other units.)*

---

**Summative Assessment**

- **Summative Assessment Description:** I only have one major summative goal, and that is the Research Based Argumentative Writing. By the time the students get to this paper, they should have a firm foundation in rhetoric, tone, diction, syntax, writing skills such as hooks, claim/theme statements, data starters, evidence, warrants, concluding sentences, counterclaims, rebuttals, and conclusions. This will then give the autonomy to pick a “winning” speech,” write/argue for it, and back that argument up with substantial evidence.

1. [The Master Speech Research Paper Rubric](#)
This unit will be using ten speeches from history till modern day. They fall into easy to difficult when it comes to lexile and quality. The nature of this unit does not have a single text but multiple texts. This unit will have ten speeches that students will analyze including the following: “The Gettysburg Address,” by Abraham Lincoln, President Ronald Reagan on the Challenger Disaster, To Kill a Mockingbird Atticus Finch’s Closing Argument at the Trial of Tom Robinson, Winston Churchill’s first speech as Prime Minister to House of Commons, President John F. Kennedy Inaugural Address, Robert F. Kennedy April 4, 1968 On the Death of Martin Luther King, Franklin Delano Roosevelt Pearl Harbor Speech, Chief Joseph “Thunder Traveling to the Loftier Mountain Heights 1877” Queen Elizabeth’s speech to troops at Tilbury (1588), and David McCullough, Jr. Wellesley High School Commencement Address. These speeches are "Master Speeches" with beautiful syntax, diction, tone, and rhetoric, emphasis on audience and how shifts in audience can and do take place in some of the speeches.

What is your final recommendation based on quantitative, qualitative and reader-task consideration? What is your final recommendation based on quantitative, qualitative, and reader-task considerations? Why?
I recommend each of the ten texts involved. Most have not only a high lexile but fit nicely with the Qualitative and Reader and Task. The lower lexile texts allow for a change of pace and a differing cultural background. Since there is a variety of texts, it offers a variety of vocabulary both academic and regular.

Mark all that apply:
Grade Level Band: 9-12
Content Area: ELA10

<table>
<thead>
<tr>
<th>Quantitative Measure of the Text:</th>
<th>Range: 450-1356</th>
<th>Associated Grade Band Level: 2-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Gettysburg Address 1500L</td>
<td>1. 1356 and up</td>
<td>1. Above 11-CCR</td>
</tr>
<tr>
<td>2. President Ronald Reagan on the Challenger Disaster 780L</td>
<td>2. 450-790</td>
<td>2. 2-3rd Grade</td>
</tr>
<tr>
<td>3. “To Kill A Mockingbird” Atticus Finch Closing Argument 1180L</td>
<td>3. 1080-1305</td>
<td>3. 9/10 Grade</td>
</tr>
<tr>
<td>4. Winston Churchill 1st speech as Prime Minister 1210L</td>
<td>4. 1356 and up</td>
<td>4. Above 11-CCR</td>
</tr>
<tr>
<td>5. President John F. Kennedy Inaugural Address 1800L</td>
<td>5. 1356 and up</td>
<td>5. Above 11-CCR</td>
</tr>
<tr>
<td>8. Franklin Delano Roosevelt Pearl Harbor Speech</td>
<td>8. 450-790</td>
<td>8. 2-3 Grade</td>
</tr>
<tr>
<td>9. Queen Elizabeth’s speech to troops at Tilbury (1588)</td>
<td>9. 1356 and up</td>
<td>9. Above 11-CCR</td>
</tr>
<tr>
<td>10. David McCullough, Jr. Wellesley High School Commencement Address</td>
<td>10. 955-1155</td>
<td>10. 6/8 Grade</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Franklin Delano Roosevelt Pearl Harbor Speech 1250L</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Chief Joseph “Thunder Traveling to the Loftier Mountain Heights 1877” 460L</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Queen Elizabeth’s speech to troops at Tilbury(1588) 1310L</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>David McCullough, Jr. Wellesley High School Commencement Address 890L</td>
<td></td>
</tr>
</tbody>
</table>

### Qualitative Measure

**Ten Master Speeches**

**Ten Master Speeches in Lower Lexile**

1. **The Gettysburg Address:**

   **Text Structure:** Organization: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological

   **Language Features:** Conventionality: Fairly complex; contains some abstract, ironic, and/or figurative language

   **Figurative Language** -- Vocabulary: Fairly complex language sometimes unfamiliar, archaic--

   **Purpose:** Explicitly stated, clear, concrete, narrowly focused

   **Knowledge and Demands:** Subject Matter Knowledge: Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas

2. **President Reagan on the Challenger Disaster**

   **Text Structure:** Organization: Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict

   **Language Features:** Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning-- Vocabulary: Mostly contemporary, familiar, conversational; rarely overly academic--Sentence Structure: Primarily simple and compound sentences, with some complex constructions

   **Purpose:** Explicitly stated, clear, concrete, narrowly focused
3. *To Kill a Mockingbird* Atticus Finch Closing Argument:

**Text Structure:** May include subplots, time shifts and more complex characters

**Language Features:**
- **Conventionality:** Fairly complex; contains some abstract, ironic, and/or figurative language
- **Vocabulary:** Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic
- **Sentence Structure:** Many complex sentences with several subordinate phrases or clauses and transition words

**Meaning:** Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety

**Knowledge and Demands:**
- **Life Experiences:** Explores several themes; experiences portrayed common to many readers
- **Intertextuality and Cultural Knowledge:** Some references or allusions to other texts or cultural elements

4. Winston Churchill 1st speech as Prime Minister

**Text Structure:**
- **Organization:** Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict

**Language Features:**
- **Conventionality:** Fairly complex; contains some abstract, ironic, and/or figurative language
- **Vocabulary:** Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic
- **Sentence Structure:** Many complex sentences with several subordinate phrases or clauses and transition words

**Purpose:** Explicitly stated, clear, concrete, narrowly focused

**Knowledge and Demands:**
- Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging

5. President John F. Kennedy Inaugural Address

**Text Structure:**
- Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological
8. Chief Joseph—"Thunder Traveling to the Loftier mountain Heights"

Text Structure: Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict

Language Features: Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning--Vocabulary: Mostly contemporary, familiar, conversational; rarely overly academic--Sentence Structure: Primarily simple and compound sentences, with some complex constructions

Purpose: Implied but easy to identify based upon context or source

Knowledge and Demands: Knowledge: Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas Intertextuality: No references or allusions to other texts, or outside ideas, theories, etc.

9. Queen Elizabeth’s speech to troops at Tilbury

Text Structure: Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict

Language Features: Conventionality--Fairly complex; contains some abstract, ironic, and/or figurative language-- Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic--Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words

Purpose: Explicitly stated, clear, concrete, narrowly focused

Knowledge and Demands: Subject Matter Knowledge: Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts No references or allusions to other texts, or outside ideas, theories, etc.

10. David McCullough, Jr. Wellesley high School Commencement Address

Text Structure: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological

Language Features: Conventionality: Fairly complex; contains some abstract, ironic, and/or figurative language--Vocabulary: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic--Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words
**Purpose:** Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete

**Knowledge and Demands:** Subject Matter Knowledge: Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts—Intertextuality: Some references or allusions to other texts or outside ideas, theories, etc.

**Consideration for Readers and Tasks:**

**Possible Major Instructional Areas of Focus (include 3-4 CCS Standards) for this Text:**

**Reading Informational Text 6-12. 4 and 6**
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

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

*All ten chosen texts have multiple rhetorical devices and appeals, so this is perfect for this standard. The teacher will know if this is met as the students check off their annotations.*

**Writing 1, a-e**
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence:
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claims(s).
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and

**Below are factors to consider with respect to the reader and task:**

**Potential Challenges this Text Poses:**

Background knowledge is important to many of the historical speeches.

Vocabulary is also a challenge on some of the higher lexile speeches.

**Differentiation/Supports for Students:**

1. Each speech will have a video/audio included which can be seen and heard multiple times from internet sources.
2. The tougher lexile speeches can be translated into a lower
limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion and clarify the relationships between claims and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from and supports the argument

The culminating assessment fits this writing standard perfectly by completing an argumentative essay. The teacher will know if the student has achieved this by evaluating with a rubric the final paper.

### Speaking and Listening: 1.3
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

By listening and evaluating the 10 speeches of this unit, student will get much practice with listening and locating evidence and determining the attributes of a quality speech. The teacher will know if the student has achieved this standard by observing their interaction with the texts, the annotations completed, and the check-offs required.

### Language standard: 1a
Demonstrate command of the conventions of standard English grammar and usage when writing speaking. Use Parallel structure

The argumentative writing will show this standard plus the journal entries. Also the parallel practices during the bell ringers.
Language standard: 2a-c:
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
b. Use a colon to introduce a list or quotation.
c. Spell correctly

The argumentative essay and journals will show this standard. This was previously taught in first semester.

### Vocabulary Instruction

<table>
<thead>
<tr>
<th>Targeted Academic Vocabulary &amp; Unit days that they are taught, revisited, and assessed</th>
<th>Targeted Content Area Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary Glossary Layout</td>
<td>Two words per speech will be completed in the Vocabulary Section of their interactive notebooks. These words are located in the Vocabulary Glossary Layout,</td>
</tr>
</tbody>
</table>

### Instructional Sequence

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Texts and Resources</th>
<th>Instructional Notes (including Sequencing &amp; Scaffolding, formative assessments, integrated literacy lessons, and days that target vocabulary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frontloading</td>
<td>Students will be given the Unit Layout and the packet of speeches. <strong>Ten Master Speeches</strong> <strong>Ten Master Speeches in Lower Lexile</strong> Teacher will read over and discuss the unit and the expectations. <strong>Master Speech Unit Layout</strong> The interactive notebooks will be set up—A section for SOAPSTones, Journals, and annotated bibliographies, and a vocabulary glossary. To Annotate they will need the rhetoric section of their interactive notebooks. Rhetoric NOTES: <strong>Rhetorical Device Notes</strong></td>
<td></td>
</tr>
<tr>
<td>Day(s) <em><strong>1</strong></em>:</td>
<td><strong>Bell Ringer</strong>—practice Parallelism <em>Parallelism packet handout</em> Students will complete one segment of the handout each day throughout the unit. All handouts involved in the texts and resources column will be passed out and discussed as a class. This includes the directions to start looking for a speech of their choice that they will use for the summative assessment. The class will start with speech #1 “The Gettysburg Address” by Abraham Lincoln. The class will listen to the speech on YouTube first. <a href="https://www.youtube.com/watch?v=U2a-S3rjDBw">https://www.youtube.com/watch?v=U2a-S3rjDBw</a> <strong>The Gettysburg Text Dependent Questions Sheet:</strong></td>
<td></td>
</tr>
<tr>
<td>Activities/Strategies:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The students will read and work silently on the text dependent questions for this speech. If you have a lower level class, it will definitely be advisable to work them through as a class instead of individually.

The students will then be paired up by the teacher.

In the pairs, the students will research a little using their cellular devices. They will research the author and the background of the speech itself.

Next, each partner will complete the given journal found on the Master Speech Unit Layout document. **Master Speech Unit Layout**

After the journal, the teacher will help the student to complete the first annotated bibs in their interactive notebooks—[Bibliography Information for speeches](#)

**Annotated Bib format** The first two Annotated Bibs will be done with the teacher in their interactive notebooks.

Next--students will fill in their Glossary Section of their interactive notebooks for their vocabulary—[Vocabulary Glossary Layout](#) Students will be walked through this with the teacher.

Students with the teacher’s guidance will complete an analysis using the SOAPSTone format: The first two will be completed as a class with teacher guidance. **Soapstone format**

Finally, the pair will read and annotate the speech together locating rhetorical devices, syntax, diction, and rhetorical appeals. [Rhetorical Help for Gettysburg Address](#) The Rhetorical Help for Gettysburg Address is the list of the basic devices to help students who struggle. More devices can be found by high level students.

<table>
<thead>
<tr>
<th>Day(s)</th>
<th>Activities/Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Students will pull out “The Gettysburg Address” again. They will use the SOAPSTone.</td>
</tr>
</tbody>
</table>

Today the students will finish the annotations first.

Then, each will help each other to analyze the speech using a SOAPSTone.

Exit Ticket will be given for the first two vocabulary words from “The Gettysburg Address.” Students will be asked to supply the definition for one and use the other in a sentence.

If time remains, teacher will introduce speech #2 President Ronald Reagan on the Challenger Disaster.
<table>
<thead>
<tr>
<th>Day(s) <em><strong>3</strong></em>:</th>
<th>Students will be completing a Document Based Inquiry about the Challenger Disaster. This is in preparation for speech #2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities/Strategies:</td>
<td>- Bell Ringer--practice Parallelism <a href="#">Parallelism packet handout</a></td>
</tr>
<tr>
<td></td>
<td>- Once they students complete the practice packet, it is a perfect time to do a series of exit tickets as a formative assessment for their understanding, recognition, and use of parallel structures.</td>
</tr>
<tr>
<td></td>
<td>- A series of three manila envelopes will be prepared with documents (pictures and texts). This activity will be done in groups of 5. There will be a set of three envelopes for each group. Envelope #1 is Phase one. Envelope #2 is Phase 2, and Envelope #3 is Phase 3. The teacher will pass out the DBI format:</td>
</tr>
<tr>
<td></td>
<td>- <strong>DBI FORMAT</strong></td>
</tr>
<tr>
<td></td>
<td>- <strong>Phase One Materials:</strong> YouTube Video: <a href="https://www.youtube.com/watch?v=2rOuriJN0O4">https://www.youtube.com/watch?v=2rOuriJN0O4</a></td>
</tr>
<tr>
<td></td>
<td>- <strong>Phase Two Materials:</strong></td>
</tr>
<tr>
<td></td>
<td>- <strong>Three Materials:</strong> Plus this YouTube Speech of Ronald Reagan: <a href="https://www.youtube.com/watch?v=vWPDNf9VMVo">https://www.youtube.com/watch?v=vWPDNf9VMVo</a></td>
</tr>
<tr>
<td></td>
<td>- Student will open Phase One envelope first. Students will fill in the the Notices and Wonders on the DBI Format sheet for Phase One first. This will take about 10-15 minutes. Teacher must present the YouTube clip from above as part of Phase One. Stop at 1:20 on the video.</td>
</tr>
<tr>
<td></td>
<td>- Students will then open Phase Two Envelope: This has a bit of reading involved. Explain that the groups must divide up the materials and each fill in the Notices and Wonders and when ready, they will share out with the group. The group must add to their own Notices and Wonders as they listen. (Give about 30 minutes for this phase)</td>
</tr>
<tr>
<td></td>
<td>- Students will then be directed to open envelope of Phase Three: They will again divide as needed and fill in the Notices and Wonders for this section. The teacher must present the YouTube video of President Reagan’s speech. <a href="https://www.youtube.com/watch?v=Qq1jr7UntFw">https://www.youtube.com/watch?v=Qq1jr7UntFw</a></td>
</tr>
<tr>
<td></td>
<td>- Phase 4 on the sheet is for students to write a summarizing paragraph on what they just learned.</td>
</tr>
<tr>
<td>Day(s) <em><strong>4</strong></em>:</td>
<td>The students will pull out Speech #2 President Ronald Reagan on the</td>
</tr>
<tr>
<td>Day(s) <strong>5</strong>__:</td>
<td>Continuation of Day 4</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| Activities/Strategies: | **Chief Joseph “Thunder Traveling Through the Loftier Mountain Heights.** | - Bell Ringer--practice Parallelism  [Parallelism packet handout](https://www.youtube.com/watch?v=PFyfRlaT-jI)
- The class will start with watching and listening to speech #8 The class will listen to the speech on YouTube first. [https://www.youtube.com/watch?v=CdxMQLdZxrk](https://www.youtube.com/watch?v=CdxMQLdZxrk) (Short Biography)
- The class will then read the speech silently.
- The students will research a little using their cellular devices. They will research the author and the background of the speech itself.
- Next, each student will complete the given journal found on the Master Speech Unit Layout document. [Master Speech Unit Layout](https://www.youtube.com/watch?v=CdxMQLdZxrk)
- After the journal, the students will complete the annotated bibs in their interactive notebooks—[Bibliography Information for speeches](https://www.youtube.com/watch?v=CdxMQLdZxrk)
- [Annotated Bib format](https://www.youtube.com/watch?v=CdxMQLdZxrk)
- Next--students will fill in their Glossary Section of their interactive notebooks for their vocabulary--[Vocabulary Glossary Layout](https://www.youtube.com/watch?v=CdxMQLdZxrk)
- Then, complete the SOAPSTone in their interactive Notebooks [Soapstone format](https://www.youtube.com/watch?v=CdxMQLdZxrk) |

| Day(s) ___6____: | Chief Joseph “Thunder Traveling Through the Loftier Mountain Heights. | **Challenger Disaster** speech. They will need their interactive notebooks with the rhetoric device sheets.  
**Ten Master Speeches**  
**Ten Master Speeches in Lower Lexile**  
**Rhetorical Device Notes**  
- Students will begin annotations for rhetoric, syntax, diction, tone, and appeals.  
- Students will use the teacher prepared handout that gives them the order of the rhetoric they are looking for. This will be on their own—no partners.  
- [Rhetoric Helper Sheet](https://www.youtube.com/watch?v=CdxMQLdZxrk) for Challenger Speech.  
- Next, each student will write in their journal found on the Master Speech Unit Layout document. [Master Speech Unit Layout](https://www.youtube.com/watch?v=CdxMQLdZxrk)
- After the journal, the student will complete the annotated bib in their interactive notebooks—[Bibliography Information for speeches](https://www.youtube.com/watch?v=CdxMQLdZxrk)
- [Annotated Bib format](https://www.youtube.com/watch?v=CdxMQLdZxrk) Then, Students will complete a SOAPSTone for this Challenger speech directed by teacher. Again, this will be in the interactive notebook next to the last one.  
- [Soapstone format](https://www.youtube.com/watch?v=CdxMQLdZxrk)  
- Next--students will fill in their Glossary Section of their interactive notebooks for their vocabulary--[Vocabulary Glossary Layout](https://www.youtube.com/watch?v=CdxMQLdZxrk)  
- Then, complete the SOAPSTone in their interactive Notebooks [Soapstone format](https://www.youtube.com/watch?v=CdxMQLdZxrk) |
<table>
<thead>
<tr>
<th>Day(s)</th>
<th>Activities/Strategies</th>
</tr>
</thead>
</table>
| ____7____: | Chief Joseph “Thunder Traveling Through the Loftier Mountain Heights.”
| **Ten Master Speeches**
| **Ten Master Speeches in Lower Lexile**
| ✓ Finally, the students will annotate the speech together locating rhetorical devices, syntax, diction, and rhetorical appeals. [Rhetoric Help for Chief Joseph](#) |
| ____8____: | Winston Churchill’s “Blood, Toil, Tears, and Sweat.”
| **Ten Master Speeches**
| **Ten Master Speeches in Lower Lexile**
| ✓ Bell Ringer--practice Parallelism [Parallelism packet handout](#)
| ✓ The class will start with watching and listening to speech #4 The class will listen to the speech on YouTube first. [https://www.youtube.com/watch?v=fKBR0igDPfM](https://www.youtube.com/watch?v=fKBR0igDPfM) [https://www.youtube.com/watch?v=cFUSLK2z6qI](https://www.youtube.com/watch?v=cFUSLK2z6qI) (4 minute biography on Churchill)
| ✓ The class will then read the speech silently.
| ✓ The students will research a little using their cellular devices. They will research the author and the background of the speech itself.
| ✓ Next, each student will complete the given journal found on the Master Speech Unit Layout document. [Master Speech Unit Layout](#)
| ✓ After the journal, the students will complete the annotated bibs in their interactive notebooks—[Bibliography Information for speeches](#)
| ✓ [Annotated Bib format](#)
| ✓ Next--students will fill in their Glossary Section of their interactive notebooks for their vocabulary--[Vocabulary Glossary Layout](#)
| ✓ Then, complete the SOAPSTone in their interactive Notebooks [Soapstone format](#)
| ✓ Finally, the students will annotate the speech together locating rhetorical devices, syntax, diction, and rhetorical appeals. [Rhetoric Help of Blood, Toil, Tears, and Sweat](#) |
| ____9____: | Finish Winston Churchill’s “Blood, Toil, Tears, and Sweat.”
| **Ten Master Speeches**
| Finish Annotations and any missing items from day 8.
<p>| ✓ Exit Ticket will be given for the first two vocabulary words from “Blood, Toil, Tears, and Sweat.” Students will be asked to supply the definition for one and use the other in a sentence. |</p>
<table>
<thead>
<tr>
<th>Day(s)</th>
<th>Activities/Strategies</th>
</tr>
</thead>
</table>
| 10     | President John F. Kennedy's First Inaugural Speech.  
**Ten Master Speeches**  
**Ten Master Speeches in Lower Lexile**  
**Rhetorical Device Notes** |
|        | Bell Ringer--practice Parallelism  
Parallelism packet handout  
The class will start with watching and listening to speech #5. The class will listen to the speech on YouTube first.  
https://www.youtube.com/watch?v=PEC1C4p0k3E  
The class will then read the speech silently.  
The students will research a little using their cellular devices. They will research the author and the background of the speech itself.  
Next, each student will complete the given journal found on the Master Speech Unit Layout document.  
Master Speech Unit Layout  
After the journal, the students will complete the annotated bibs in their interactive notebooks—Bibliography Information for speeches  
Annotated Bib format  
Next--students will fill in their Glossary Section of their interactive notebooks for their vocabulary—Vocabulary Glossary Layout  
Then, complete the SOAPSTone in their interactive Notebooks  
Soapstone format  
Finally, the students will annotate the speech together locating rhetorical devices, syntax, diction, and rhetorical appeals.  
Rhetoric Help for John F. Kennedy's Inaugural speech |
| 11     | Robert F. Kennedy speech “On the Death of Martin Luther King”  
**Ten Master Speeches**  
**Ten Master Speeches in Lower Lexile**  
**Rhetorical Device Notes** |
|        | Bell Ringer--practice Parallelism  
Parallelism packet handout  
The class will start with watching and listening to speech #6. The class will listen to the speech on YouTube first.  
https://www.youtube.com/watch?v=BCrx_u3825g  
The class will then read the speech silently.  
The students will research a little using their cellular devices. They will research the author and the background of the speech itself.  
Next, each student will complete the given journal found on the Master Speech Unit Layout document.  
Master Speech Unit Layout  
After the journal, the students will complete the annotated bibs in their interactive notebooks—Bibliography Information for speeches  
Annotated Bib format  
Next--students will fill in their Glossary Section of their interactive notebooks for their vocabulary—Vocabulary Glossary Layout  
Then, complete the SOAPSTone in their interactive Notebooks  
Soapstone format |
<table>
<thead>
<tr>
<th>Day(s) <em><strong>12</strong></em>_:</th>
<th>Robert F. Kennedy speech “On the Death of Martin Luther King”</th>
<th>Finish any missing work for Robert F. Kennedy’s speech “On the Death of Martin Luther King”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities/Strategies:</td>
<td>Ten Master Speeches</td>
<td>❖ Exit Ticket will be given for the first two vocabulary words from “On the Death of Martin Luther King.” Students will be asked to supply the definition for one and use the other in a sentence.</td>
</tr>
<tr>
<td></td>
<td>Ten Master Speeches in Lower Lexile</td>
<td></td>
</tr>
<tr>
<td>Day(s) <strong>13</strong>__:</td>
<td>Franklin Delano Roosevelt “Pearl Harbor” Speech</td>
<td>❖ Bell Ringer—practice Parallelism  <em>Parallelism packet handout</em></td>
</tr>
<tr>
<td>Activities/Strategies:</td>
<td>Ten Master Speeches</td>
<td>❖ The class will start with watching and listening to speech #7 The class will listen to the speech on YouTube first. <a href="https://www.youtube.com/watch?v=lK8gYGg0dkE">https://www.youtube.com/watch?v=lK8gYGg0dkE</a></td>
</tr>
<tr>
<td></td>
<td>Ten Master Speeches in Lower Lexile</td>
<td>❖ The class will then read the speech silently.</td>
</tr>
<tr>
<td></td>
<td>Rhetorical Device Notess</td>
<td>❖ The students will research a little using their cellular devices. They will research the author and the background of the speech itself.</td>
</tr>
<tr>
<td></td>
<td>Master Speech Unit Layout</td>
<td>❖ Next, each student will complete the given journal found on the Master Speech Unit Layout document.  <em>Master Speech Unit Layout</em></td>
</tr>
<tr>
<td></td>
<td>Bibliography Information for speeches</td>
<td>❖ After the journal, the students will complete the annotated bibs in their interactive notebooks—<em>Bibliography Information for speeches</em></td>
</tr>
<tr>
<td></td>
<td>Annotated Bib format</td>
<td>❖ Next—students will fill in their Glossary Section of their interactive notebooks for their vocabulary—<em>Vocabulary Glossary Layout</em></td>
</tr>
<tr>
<td></td>
<td>Soapstone format</td>
<td>❖ Then, complete the SOAPSTone in their interactive Notebooks  <em>Soapstone format</em></td>
</tr>
<tr>
<td></td>
<td>Rhetoric Help for the Pearl Harbor Speech</td>
<td>❖ Finally, the students will annotate the speech together locating rhetorical devices, syntax, diction, and rhetorical appeals.  <em>Rhetoric Help for the Pearl Harbor Speech</em></td>
</tr>
<tr>
<td>Day(s) <strong>14</strong>__:</td>
<td>Franklin Delano Roosevelt “Pearl Harbor” Speech</td>
<td>Finish any work from day 13 that was not completed.</td>
</tr>
<tr>
<td>Activities/Strategies:</td>
<td>Ten Master Speeches</td>
<td>❖ Exit Ticket will be given for the first two vocabulary words from “Pearl Harbor.” Students will be asked to supply the definition for one and use the other in a sentence.</td>
</tr>
<tr>
<td></td>
<td>Ten Master Speeches in Lower Lexile</td>
<td></td>
</tr>
<tr>
<td>Day(s) <em><strong>15</strong></em>_:</td>
<td>Atticus Finch Summation speech in <em>To Kill A Mockingbird.</em></td>
<td>❖ Bell Ringer—practice Parallelism  <em>Parallelism packet handout</em></td>
</tr>
<tr>
<td>Activities/Strategies:</td>
<td>Ten Master Speeches</td>
<td>❖ The class will start with watching and listening to speech #3 Atticus Finch’s Summation Speech</td>
</tr>
<tr>
<td></td>
<td>Master Speech Unit Layout</td>
<td></td>
</tr>
<tr>
<td>Day(s)</td>
<td>Activities/Strategies:</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Atticus Finch Summation speech in <em>To Kill A Mockingbird</em>.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finish all from Day 16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exit Ticket will be given for the first two vocabulary words from “<em>To Kill A Mockingbird</em>.” Students will be asked to supply the definition for one and use the other in a sentence.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Queen Elizabeth Speech to Troops at Tilbury (1588)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The class will start with watching and listening to speech #9 The class will listen to the speech on YouTube first. <a href="https://www.youtube.com/watch?v=DrFZGdq6PFs">https://www.youtube.com/watch?v=DrFZGdq6PFs</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The class will then read the speech silently.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students will research a little using their cellular devices. They will research the author and the background of the speech itself.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Next, each student will complete the given journal found on the Master Speech Unit Layout document. <a href="#">Master Speech Unit Layout</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>After the journal, the students will complete the annotated bibs in their interactive notebooks— <a href="#">Bibliography Information for speeches</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher will guide the students on the Annotated bibs for the first two speeches.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="#">Annotated Bib format</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Next--students will fill in their Glossary Section of their interactive notebooks for their vocabulary-- <a href="#">Vocabulary Glossary Layout</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Then, complete the SOAPSTone in their interactive Notebooks <a href="#">Soapstone format</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finally, the students will annotate the speech together locating rhetorical devices, syntax, diction, and rhetorical appeals. <a href="#">Rhetoric Help for Atticus Finch Speech</a></td>
<td></td>
</tr>
</tbody>
</table>

**Ten Master Speeches in Lower Lexile**

**Rhetorical Device Notes**

- The class will listen to the speech on YouTube first. [https://www.youtube.com/watch?v=t0wep__Sz3Q](https://www.youtube.com/watch?v=t0wep__Sz3Q)
- The class will then read the speech silently.
- The students will research a little using their cellular devices. They will research the author and the background of the speech itself.
- Next, each student will complete the given journal found on the Master Speech Unit Layout document. [Master Speech Unit Layout](#)
- After the journal, the students will complete the annotated bibs in their interactive notebooks— [Bibliography Information for speeches](#)
<table>
<thead>
<tr>
<th>Day(s)</th>
<th>Activities/Strategies</th>
</tr>
</thead>
</table>
| __18__ | David McCullough, Jr.  
“Wellesley High School Commencement Address”  
Ten Master Speeches  
Ten Master Speeches in Lower Lexile  
Rhetorical Device Notes |
| Day(s) | Activities/Strategies |
| __19__ | Finish Day 18 work  
Exit Ticket will be given for the first two vocabulary words from “Wellesley High School Commencement Address.” Students will be asked to supply the definition for one and use the other in a sentence.  
Parallelism packet handout |
| __20__ | Parallelism packet handout  
At the point student should have spent time at home searching for their own speech that they want to prove as the “best” speech. Today, they will follow the same process as practiced for every previous speech: (Reminder, this assignment was introduced day one of the unit) |
1. Annotate
2. SOAPSTone
3. Annotated Bib
4. Finally, they will begin drafting their argumentative essays proving that their speech is the best and should win the competition. Students will have the choice to use a shaping sheet to guide their writing.

**Shaping Sheet**

| Day(s) ___21____: | ❖ _Parallelism packet handout_ Complete parallelism handout and collect for scoring for completion. Students will take time to target the annotations of their chosen speech, and to begin writing their argumentative paper. (Described in the assessment above) Students will use technology to type and prepare their papers. |
| Day(s) ___22-26____: | Students will continue to go through the writing process including self and peer edits for their argumentative paper on their chosen speech. (Described in the assessment above) Students will use technology to type and prepare their papers. |

**Close Reading Activity**

When will the close reading activity occur in the unit? Each day they will be close reading as they are to annotate for Syntax, Diction, Rhetorical Devices and Appeals.

**Text Excerpt**

“The Gettysburg Address”

Fourscore and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in liberty and dedicated to the proposition that "all men are created equal."

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of it, as a final resting place for those who died here, that the nation might live. This we may, in all propriety do. But in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow, this ground. The brave men, living and dead, who struggled here, have hallowed it, far

**Text-Dependent Questions**

❖ _The Gettysburg Text Dependent Questions Sheet_:
above our poor power to add or detract. The world will little note, nor long remember what we say here; while it can never forget what they did here. It is rather for us the living, we here be dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain, that this nation shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth.

<table>
<thead>
<tr>
<th>Scaffolds and Extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UDL Components:</strong></td>
</tr>
<tr>
<td>There are several built in items to help students that are struggling. The lower lexile texts, the use of written, verbal, and visual showings of the texts, and the rhetorical device help sheets.</td>
</tr>
<tr>
<td><strong>Extensions for advanced students:</strong></td>
</tr>
<tr>
<td>Advanced students have the opportunity of searching many different speeches using class time. They will most likely be ahead and will get to do more search and annotation to see what speeches they like and want to write about. Technology use will needed here--computer labs or chrome books.</td>
</tr>
</tbody>
</table>