



**Literacy Design
Collaborative**

Life, Liberty, and the Pursuit of Happiness: Persuasive Speech

★ TASK ★ LADDER

by Misty L. Dilback

After reading and analyzing foundational American texts, student will brainstorm, research, discuss, and take a position on an issue in contemporary society relating to the rights of "life, liberty, or the pursuit of happiness".

GRADES	DISCIPLINE	COURSE	PACING
11	 ELA	Any	 11hr

Section 1: What Task?

Teaching Task

Task Template A4 - Argumentation

After researching informational text/s on a current controversial topic, write a speech in which you argue your position using the philosophical issues of "life, liberty, and the pursuit of happiness" as outlined in key American foundational texts as the basis of your argument. Support your position with evidence from the text/s. Be sure to acknowledge competing views. Give at least one example/s from past or current events and/or issues to illustrate and clarify your position.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.8

Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.11-12.10

By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.

W.11-12.1

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

W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Texts

🔗 Declaration of Independence

🔗 excerpt from Declaration of Sentiments

Patrick Henry's Speech to the Virginia Convention

Student Work Rubric - Argumentation Task - Grades 9-12

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea	Makes a general claim with an unclear focus.	Establishes a clear claim that addresses the prompt , with an uneven focus .	Establishes and maintains a clear, specific, and credible claim that addresses all aspects of the prompt.	Establishes and maintains a precise, substantive claim that addresses all aspects of the prompt. Acknowledges limitations and/or the complexity of the issue or topic .
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the claim . Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that support the claim and supporting ideas . Consistently cites sources with minor formatting errors .	Includes well-chosen details, examples, and/or quotations from sources that fully support the claim and supporting ideas. Consistently cites sources using appropriate format .
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explains ideas and source material to support the argument , with some incomplete reasoning or explanations .	Accurately explains ideas and source material and how they support the argument.	Thoroughly and accurately explains ideas and source material, using logical reasoning to support and develop the argument.
Organization	Lacks an evident structure. Makes unclear connections among claims, reasons, and/or evidence.	Groups ideas and uses transitions to develop the argument, with some lapses in coherence or organization .	Groups and sequences ideas to develop a cohesive argument . Uses transitions to clarify the relationships among claim(s), reasons, and evidence .	Groups and sequences ideas in a logical progression in which ideas build to create a unified whole . Uses varied transitions to clarify the precise relationships among claim(s), reasons, and evidence.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate for the audience and purpose.	Consistently applies standard English conventions; minor errors , while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose .	Consistently applies standard English conventions, with few errors . Demonstrates varied syntax and precise word choice . Consistently uses language and tone appropriate to the audience and purpose.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

We have read "The Declaration of Independence" and other foundational texts and have an understanding of the founding principles of Americans' rights of "life, liberty and the pursuit of happiness." Now you will brainstorm, research, discuss, and take a position on a controversial issue in contemporary society where the philosophical issues of life, liberty, or the pursuit of happiness as outlined in those foundational texts serve as the basis of your argument.

Extension

Students may convert their speech into an editorial and submit it to the local or school newspaper. Before they revise, discuss how purpose affects diction, organization, syntax, and tone.

Section 2: What Skills?

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

SYNTHESIS: Ability to define and understand synthesis.

TAKING A POSITION: Ability to craft a clearly defined position.

NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

TEXT SELECTION: Ability to identify appropriate texts.

GATHERING EVIDENCE: Ability to read, annotate, and takes notes to gather evidence from texts.

ANNOTATED BIBLIOGRAPHY: Ability to create an annotated bibliography.

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

Transition to Writing

DEBATE: Ability to debate a claim and provide supporting evidence.

Writing Process

ESTABLISHING THE CONTROLLING IDEA: Ability to establish a claim and consolidate information relevant to task.

OUTLINING THE WRITING: Ability to outline a speech.

WRITING AN INITIAL DRAFT: Ability to write an initial draft with an emerging line of thought and structure.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

EDITING: Ability to proofread and format a piece to make it more effective.

FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
20 mins	TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	QUICK WRITE In a quick write, write about what equality and freedom mean to you. Think specifically about the philosophical principles of life, liberty, and the pursuit of happiness as defined in the foundational documents we have read and discussed. Consider the following: <ul style="list-style-type: none"> • Which areas of your life do you feel are lacking in your rights to said principles? • Would your responses be similar to those of most Americans? • What about alternative perspectives (men vs. women, diverse ethnicities, etc.)? Turn and talk with a partner about your response.	Students complete quick write and include responses to the questions posed for consideration.	Ask students to consider the quick write prompt. Remind them about the three foundational documents we have read and discussed. Answer any questions about those documents before they write. Direct students to turn and talk with a partner. Discuss their responses as a class. Foundational documents: <ul style="list-style-type: none"> • Declaration of Independence • excerpt from Declaration of Sentiments • Patrick Henry's Speech to the Virginia Convention
10 mins	TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	LIST After looking at the prompt for this assignment and the rubric, what will it take to create a successful speech? With a partner, make a list of the features of a successful speech, as well as strategies for integration and synthesis of source material.	Students' lists should include: <ul style="list-style-type: none"> • features of a successful speech • strategies for integration and synthesis of source material • rhetorical choices regarding strategies they will incorporate into their own speeches to achieve maximum effectiveness for their chosen purpose and audience. 	Discuss what made influential speakers throughout history and in class readings successful and persuasive. Ask students why it was important for those writers to have incorporated their chosen strategies and how that will apply to their own rhetorical choices regarding strategies they will incorporate into their own speeches to achieve maximum effectiveness for their chosen audience and purpose. Remind students to consider strategies for integration and synthesis of source material (including the foundational documents). Direct students to work with a partner to read the task's prompt and rubric and create a list of what it will take to create a successful speech. Create an anchor chart using the students' lists for reference throughout the module.

Life, Liberty, and the Pursuit of Happiness: Persuasive Speech

10 mins	TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	TOPIC SELECTION Let's brainstorm topic ideas for this task's prompt. We will select one topic for our class. You will be able to choose which side you want to argue for the topic.	Students participate in the class discussion.	Ask students to brainstorm a list of potential topics, then select one topic for the class. NOTE: By allowing the class to choose their class topic, they will hopefully take more interest and initiative. Choosing one topic per class allows the teacher to better focus and lead students.
Reading Process				
30 mins	SYNTHESIS: Ability to define and understand synthesis.	NOTES In a quick write, answer the following question: What is the difference between synthesizing sources vs. summarizing sources? Discuss your response with a partner.	Student response demonstrates an understanding of the difference between synthesizing and summarizing.	Ask students to respond to the question. Have them discuss with a partner. Show an example summary from a contemporary text. Then show a current text or student work sample that addresses the same content where ideas are synthesized. Discuss the difference. As a class create a definition of synthesis for the word wall. NOTE: This could be turned into a longer assignment (depending on student needs/prior knowledge) where students practice synthesis with an article. With a partner, they could establish a position, create a claim, and write a practice synthesized body paragraph utilizing claim, data, and warrant format.
15 mins	TAKING A POSITION: Ability to craft a clearly defined position.	WRITING A THESIS STATEMENT Write a thesis statement for your position on the class topic.	Thesis statement clearly defines the student's position and reveals a strong connection to the philosophical principles of "life, liberty, and the pursuit of happiness."	Provide models of open, closed, and counter-argument thesis statements for students. Discuss the benefits and weaknesses of each. As students write their thesis statements, circulate to provide formative feedback. NOTE: The skill of qualifying can be taught for more advanced students.
50 mins	NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	NOTE-TAKING We will read two articles on the class topic. One article is pro, and one is con. While reading you should annotate the article and take notes on information you might use to support your own position on the issue. Remember, you will be synthesizing sources to support the concepts of claim, data, and warrant for effective idea development.	Articles show evidence of effective annotations. Students' notes include information for both pro and con sides of the issue.	Select a pro and a con article for the class topic. Remind students of annotation marks we have used. (examples: plus sign for pro, X for con, question mark, star for important information, underline important vocabulary words) Remind students to take notes for important information they might use to support their position. Remind students it is important to capture both pros and cons to address counterclaims. Remind students about the difference between summarizing and synthesis. Depending on the needs of the class: students could read independently to annotate, then reread with a partner to take notes; or read articles together and model annotation and note-taking for students so they will be more successful during the research phase.

Life, Liberty, and the Pursuit of Happiness: Persuasive Speech

1 hr and 30 mins	TEXT SELECTION: Ability to identify appropriate texts.	LIST Locate appropriate texts for selected topic using academic databases, such as SIRS or Kentucky Virtual Library. For each text list needed bibliographic information using MLA formatting. You need a minimum of two articles and one foundational text.	Student must list a minimum of two articles and one foundational text. Bibliographic information must be correctly formatted using MLA guidelines.	Review MLA format. (Purdue OWL is a good resource.) Review approved academic databases, such as SIRS or Kentucky Virtual Library. Explain why these are acceptable/trustworthy and why Google and Wikipedia are not. Monitor as students locate at least two articles, decide which foundational text(s) they need to use, and create a list of the bibliographic information.
1 hr and 30 mins	GATHERING EVIDENCE: Ability to read, annotate, and takes notes to gather evidence from texts.	READING, ANNOTATING, AND NOTE-TAKING As you read each text: <ul style="list-style-type: none"> • annotate the text for main ideas and possible quotable material for use as support for your claim. • take notes on the pros and cons for your claim. • As you gather evidence, consider the following questions: What is the author trying to accomplish? Which parts of the text show you that? What competing arguments have you encountered or can you think of? What historical or current examples can you note that relate to the task prompt? 	Articles show evidence of annotations. Notes list evidence for claim and counterclaim.	Model effective annotations. Review how to identify author intent. Circulate to provide feedback as students read, annotate, and take notes. NOTE: Depending on the class, this may take more than two class periods.
40 mins	ANNOTATED BIBLIOGRAPHY: Ability to create an annotated bibliography.	ANNOTATED BIBLIOGRAPHY You will create an annotated bibliography. For each text include the following: <ul style="list-style-type: none"> • Citation using MLA formatting • a summary (1-2 sentences) of the text • 1-2 sentences stating how you plan to use the article 	Annotated bibliography includes the following for a minimum of two articles and one foundational text: <ul style="list-style-type: none"> • Citation using MLA formatting • a summary (1-2 sentences) of the text • 1-2 sentences stating how student plans to use the article 	Provide a student sample of an annotated bibliography. NOTE: Students may need tech tips on how to format the annotated bibliography.
15 mins	ACADEMIC INTEGRITY: Ability to	DEFINITION OF PLAGIARISM	Students write a credible definition	Direct students to write a definition of plagiarism and list ways to avoid it.

use and credit sources appropriately.	<p>Define "plagiarism" and list ways to avoid it.</p> <p>Turn and talk with a partner about your definitions.</p> <p>After discussions: As you write, keep these guidelines in mind. Use the "Apps for Citing Evidence" for internal citations.</p>	of plagiarism.	<p>Discuss the necessity for citing sources and the penalties for stealing others' thoughts and words.</p> <p>As a class write a definition for the word wall.</p> <p>Remind students that Purdue OWL is a reputable online source for avoiding plagiarism and proper citations.</p> <p>Share the document "Apps for Citing Evidence" and discuss how to use internal citations.</p>
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Additional Attachments:

 [Apps for Citing Evidence.pdf](#)

Transition to Writing

50 mins	DEBATE: Ability to debate a claim and provide supporting evidence.	<p>STRUCTURED DISCUSSION/DEBATE</p> <p>We will debate the pros and cons of the class topic. During the debate, create a list of main ideas, research questions, and counter-arguments you might utilize within your speech.</p>	<p>Students participate in debate by utilizing their comment cards. (10 points per comment, maximum of 100 points)</p> <p>Students' notes include a list of main ideas, research questions, and counter-arguments to support their claim.</p>	<p>Review the guidelines for the debate. (See "structured discussion" in the teacher resources.)</p> <p>During the debate students must create a list of main ideas, research questions, and counter-arguments they might utilize within their speeches.</p> <p>After the debate, facilitate a class-wide debriefing session that will address successes and weaknesses in students' arguments during the debate. Point out examples where students effectively provided evidence from articles and synthesized evidence with their own ideas. Emphasize the role of effective refutation and rebuttal of counter arguments.</p> <p>Point out that some students may need additional research to strengthen their arguments before they begin writing.</p>
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Additional Attachments:

 [structured discussion.docx](#)

Writing Process

30 mins	ESTABLISHING THE CONTROLLING IDEA: Ability to establish a claim and consolidate information relevant to task.	<p>CONTROLLING IDEA AND INTRODUCTION</p> <p>Review the controlling idea written previously; revise, if needed. Write an introduction, including relevant background information alluding to the philosophies of life, liberty, and the pursuit of happiness, that introduces the argument you intend to make in your speech.</p>	<p>Introduction includes:</p> <ul style="list-style-type: none"> background or set-up information necessary for the audience to understand the connection to the philosophical principles of life, liberty, and the pursuit of happiness from the foundational 	<p>Offer several examples of opening paragraphs and sample thesis statements. (Utilize models from previous students' speeches)</p> <p>Remind students to revisit the list they previously created to identify effective elements of great speeches.</p> <p>Encourage students to be conscious of the importance of having an attention-getting introduction in speeches. It is often one of the best places to incorporate a direct quote from a foundational text.</p>
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			document(s) you selected. ● a strong controlling idea that clearly states your claim.	
50 mins	OUTLINING THE WRITING: Ability to outline a speech.	OUTLINE Draft an outline of your speech based on your notes and reading in which you take a position, sequence your points, and note your supporting evidence. Include a call-to-action in your closing that leaves listeners with a lasting impression and desire to act.	Completes the outline template. Outline supports claim, synthesizes evidence from researched texts and foundational text(s), effectively addresses and refutes the counter-argument, and calls listeners to action.	Provide the outline template for their speeches. Remind students to keep audience and purpose in mind when selected words, examples, and support in order to establish an appropriate tone and effectively argue their claim. Invite students to discuss ideas with peers for feedback and assistance while teacher circulates around the room and offers guidance.
	Additional Attachments:  Persuasive Speech Outline Revised 2015.docx			
1 hr and 30 mins	WRITING AN INITIAL DRAFT: Ability to write an initial draft with an emerging line of thought and structure.	INITIAL DRAFT Write an initial draft of your speech, complete with introduction, body paragraphs, and conclusion. Insert and cite textual evidence. Be mindful of voice, tone, and maintaining audience attention. Review the anchor chart that analyzed the prompt and rubric to be sure you meet expectations.	Completes initial draft (introduction, body paragraphs, and conclusion). Supports major claims with adequate evidence from researched material and foundational text(s). Citations are properly documented using MLA format.	Remind students to review the anchor chart to meet expectations of the rubric and the requirements of the task. Remind students to properly cite sources in MLA format. (They may reference Purdue OWL and "Apps for Citing Evidence.") Conference as they write to provide feedback and ensure students are staying on track.
	Additional Attachments:  Apps for Citing Evidence.pdf			
40 mins	REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	REVISION Refine speech's logic, organization of ideas/points, and strength of argument. Review inclusion of textual evidence with accurate citations. Decide what to add and what to revamp/eliminate.	Student improves initial draft by organizing ideas, including textual evidence, and accurately citing sources.	Discuss areas of strength and weakness for students, providing mini-lessons or modeling for improvement, as needed. Continue conferencing as students revise drafts.
20 mins	EDITING: Ability to	EDITING	Draft is free from	Review areas where students are struggling through

	proofread and format a piece to make it more effective.	Edit speech for spelling, capitalization, punctuation, and grammar errors. Work with a partner to proofread a second time.	distracting errors.	mini-lessons and/or modeling. Assign students to work with a partner to proofread each others' drafts a second time. Continue conferencing with students.
10 mins	FINAL DRAFT: Ability to submit final piece that meets expectations.	FINAL DRAFT Turn in all drafts, including the final draft.	Final draft meets expectations of the rubric.	Collect students' drafts, including final draft. Offer extra credit if students orally deliver their speech in front of the class or at a public forum. Students may also earn extra credit for completing the extension.

Instructional Resources

Teacher Resource

 [structured discussion.docx](#)

Student Handout

 [Apps for Citing Evidence.pdf](#)

 [Persuasive Speech Outline Revised 2015.docx](#)

Section 4: What Results?

Student Work Samples

Not Yet

 1A 2016.pdf

 1B 2014.pdf

 1C 2014.pdf

Approaches Expectations

 2A 2016.pdf

 2B 2016.pdf

 2C 2014.pdf

 2D 2014.pdf

Meets Expectations

 3A 2016.pdf

 3B 2016.pdf

 3D 2014.pdf

Advanced

 4A 2016.pdf

 4B 2014.pdf

Teacher Reflection

Not provided

All Attachments

- 🔗 Declaration of Independence : <https://s ldc.org/u/1z5ulefflfm0yzzxa7yaxy15j>
- 🔗 excerpt from Declaration of Sentiments : <https://s ldc.org/u/duchsfnojt25pwnb4hsxy090g>
- 🔗 Patrick Henry's Speech to the Virginia Convention : <https://s ldc.org/u/9fjcy2o6su3irv14kjjzddsulb>
- 📄 1A 2016.pdf : <https://s ldc.org/u/69mz4tk5szisxcxcfbhsnetfv>
- 📄 1B 2014.pdf : <https://s ldc.org/u/y7s7lkcqmix634sahk191y2y>
- 📄 1C 2014.pdf : <https://s ldc.org/u/5oeo7hwl5pmrc7v08vo1a5498>
- 📄 2A 2016.pdf : <https://s ldc.org/u/ebxafezzu2prvgsudy6ktjzg4>
- 📄 2B 2016.pdf : <https://s ldc.org/u/4ugyskuc4kz9zkit4j0cuowwh>
- 📄 2C 2014.pdf : <https://s ldc.org/u/3cx3u0ht4z4hbkju9ab097w39>
- 📄 2D 2014.pdf : <https://s ldc.org/u/1ivnm8cgow2ey8r8austs7qdd>
- 📄 3A 2016.pdf : <https://s ldc.org/u/84ct91ec3l6ch44pds6hj6t6e>
- 📄 3B 2016.pdf : <https://s ldc.org/u/1pnpw42fhmgpo0qmomisi5xla>
- 📄 3D 2014.pdf : <https://s ldc.org/u/3ne7wosm8vi2g5tb6myibf2w0>
- 📄 4A 2016.pdf : <https://s ldc.org/u/4w777m89hxzidbrnh4bgcimgn>
- 📄 4B 2014.pdf : <https://s ldc.org/u/cwqms77ueg7itnrohj8dji84a>
- 📄 structured discussion.docx : <https://s ldc.org/u/a0lgpauardt032z41l066ksqtv>
- 📄 Apps for Citing Evidence.pdf : <https://s ldc.org/u/ajfidnazi2o7fkz000vy2bxz2>
- 📄 Persuasive Speech Outline Revised 2015.docx : <https://s ldc.org/u/86s9y3k84695v795glx8x1c7h>