**Subject area/course**: English/Language Arts

**Grade level/band**: 9

**Task source**: Summit Public Schools

**Persuasive Speech**

**TEACHER'S GUIDE**

1. **Task overview**:

First, students will complete a written persuasive speech that utilizes specific rhetorical strategies. Then, students will present that speech orally to an audience of their peers and other community members.

1. **Aligned standards:**
2. **Primary Common Core State Standards**

[CCSS.ELA-Literacy.SL.9-10.4](http://www.corestandards.org/ELA-Literacy/SL/9-10/4/)  
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[CCSS.ELA-Literacy.W.9-10.1.a](http://www.corestandards.org/ELA-Literacy/W/9-10/1/a/)  
Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

[CCSS.ELA-Literacy.W.9-10.2.b](http://www.corestandards.org/ELA-Literacy/W/9-10/2/b/)  
Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

[CCSS.ELA-Literacy.W.9-10.3.a](http://www.corestandards.org/ELA-Literacy/W/9-10/3/a/)  
Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

C[CSS.ELA-Literacy.W.9-10.8](http://www.corestandards.org/ELA-Literacy/W/9-10/8/)  
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

1. **Secondary Common Core State Standards (optional)**

[CCSS.ELA-Literacy.SL.9-10.3](http://www.corestandards.org/ELA-Literacy/SL/9-10/3/)  
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[CCSS.ELA-Literacy.SL.9-10.6](http://www.corestandards.org/ELA-Literacy/SL/9-10/6/)  
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

1. **Critical abilities**

Communication in Many Forms: Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

Research: Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and demonstrate understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, use advanced searches effectively, and assess the strengths and limitations of each source in terms of the specific task, purpose, and audience.

1. **Time/schedule requirements:**

This task will take approximately 2-3 weeks to complete, depending on your schedule and pacing.

1. **Materials/resources:**

* Item A. Choosing Your Topic
* Item B. Refine Your Speech Topic
* Item C. Developing Your Inquiry Question
* Item D. A Guide to Researching Online
* Item D1. Collecting Your Evidence
* Item E. Google Search Tips
* Item F. Scrible Scavenger Hunt
* Item G. Sample Annotated Bibliography
* Item H. Rhetorical Devices Practice Activity
* Item I. Rhetorical Devices Graphic Organizer
* Item J. Speech Outline
* Item K. Drafting Your Speech
* Item L. Peer Review Sheet
* Works Cited Info Sheet (Item M)
* Proofreading Contract (Item N)
* Speech Performance Feedback Sheet (Item O)
* Audience Feedback Sheets (Item P)

1. **Prior knowledge:**

None listed.

1. **Connection to curriculum:**

None listed.

1. **Teacher instructions:**

Sample Entry Activity

* Invite 3 or 4 students from higher grades (on recommendation from the teacher who taught them speech) who demonstrated strong rhetorical skills and written speeches.
* Ask them to be ready to perform their speeches for the freshmen (some might be leery of this, but remind them that the freshmen do not have any experience with the speech and will be wowed regardless).
* Have speech veterans perform and then have the freshmen give three things that they liked about the speech as feedback (this will get them in the habit of being thoughtful about the performances).
* Arrange 3 or 4 chairs at the front of the room as if for a panel. Invite the speech veterans to sit at the front and introduce themselves, their grade, and the topic that they chose for their Freshman Speech.
* Project the following questions on a slide. Be sure to leave time at the end for students to ask their own questions of the speech veterans.
  + What was your topic? Why did you choose it?
  + What do you think was the strongest aspect of your speech? What was your biggest area for growth?
  + What was the hardest thing about giving your speech?
  + What is the best trick that you can recommend to the current freshmen?
  + What is your biggest piece of advice?
* Question and answer session

Step 1: Choose Your Topic

* Potential Speech Topics (Item A)
* Refine Your Speech Topic (Item B)
  + This helps students determine a first and second choice for their speech topics. It also helps them articulate the position that they are taking on their topic and the potential solution that they will propose.

Step 2: Research Your Topic and Evaluate Sources

* Developing Your Inquiry Question Worksheet (Item C)
  + This helps students take their speech topic and make it into an inquiry question that will drive their research and discovery for the entire speech process, while also explaining and deepening their understanding of the breadth and depth of their topic.
* A Guide to Researching Online (Item D)
* Collecting Your Evidence (Item D1)
  + Emphasize the importance of using valid evidence to persuade an audience
* Google Search Tips (Item E)
* Scrible Scavenger Hunt (Item F)
  + This will help students learn to use Scrible. Scrible is a great add‐on feature that allows students to annotate web pages. They can then use Scrible to annotate their sources for the speech.
* Presentation of research notes to check for accuracy and relevance
* Annotated Bibliography Worksheet (Item G)
  + This should be filled out entirely for each of the student’s sources. It helps students assess the quality and reliability of their sources and articulate the main idea and supporting evidence of each source.

Step 3: Outline

* Rhetorical Devices Practice Activity (Item H)
* Rhetorical Devices Graphic Organizer (Item I)
* Speech Outline (Item J)

Step 4: First Draft

* Drafting Your Speech (Item K)
  + Part 1 ‐ The Problem
  + Part 2 ‐ The Arguments
  + Part 3 ‐ The Solution/Call to Action
  + Introducing and Citing Evidence
  + Using Rhetorical Devices in Your Writing

Step 5: Peer Review

* Peer Review Sheet (Item L)

Step 6: Final Draft

* Works Cited Info Sheet (Item M)
* Proofreading Contract (Item N)

Step 7: Practice Your Speech

* Speech Performance Feedback Sheet (Item O)

Step 8: Perform Your Speech

* Audience Feedback Sheets (Item P)

1. **Student support:**

Student support is provided throughout the task in the accompanying handouts.

1. **Extensions or variations:**

None listed.

1. **Scoring:**

Student work can be scored using the Summit Public Schools Persuasive Speech Rubric.