

Empowering Voices  
5 week unit  
Spring 2010

**Table of Contents**

Goals and Objectives..... 3

Rationale ..... 4

    Sunshine State Standards ..... 6

Day-to-Day Procedures ..... 7

References ..... 24

Appendix A: Attachments ..... 26

Field Experience Subset ..... **Error! Bookmark not defined.**

## Goals and Objectives

1. Use words to empower voice
  - 1.1 SWBAT participate in discussion
  - 1.2 SWBAT write speech provoking change
  - 1.3 SWBAT use media to empower voice
  - 1.4 SWBAT write speech to reflect
2. Explore how words have been used to empower voice
  - 2.1 SWBAT research and understand empowering voices in history
  - 2.2 SWBAT report on empowering voice
3. Understand purpose, audience, and point of view and how they relate to empowering voice
  - 3.1 SWBAT use purpose to empower voice
  - 3.2 SWBAT use audience to empower voice
  - 3.3 SWBAT use point of view to empower voice

## **Rationale**

Spoken words can be used to gain power. Some people have the ability to harness this power by molding language that provokes conviction and change. This skill is an ability held by distinguished peoples who have learned how to use words to empower their own voice. By using speeches students will explore empowering voices while learning how to empower their own. In an effort to practice this skill this unit gives students the opportunity to use their own words to empower voice. To do this the unit is framed with videos of speakers. These videos will model to the students how words can invoke change. The videos are relevant to today's world and will give students motivation to go beyond learning to write will but what can come from the skill. (Tatum, 2007)The models used all have varying purposes, audiences, and points of view. These three elements will be reviewed in this unit to ensure students' understanding of how they each play a part in empowering voice and their ability to apply it to writing and speaking.

This unit was created for a regular track or struggling senior class. For the first assessment student will be asked to model after a speech give by Barack Obama on Father's Day. In his speech Obama address fathers with the purpose of changing their habitual absence among black families. His words are inspirational and display his superior ability to deliver speeches. For the assessment students will choose an alternative audience that mirrors Obama's. From there they will be asked to write their own speech with a purpose to provoke change from their chosen audience. This will given student's practice in speech writing and presenting.

In the past words have been used to provoke change and empower people and for the second major assessment students will look back on those words. This assessment focuses on newspapers showing how the media also uses words to empower voice and provoke change. For this assessment students will work in groups to create a newspaper that focuses its reports on a speech that is historically significant. Groups will research when the speech was given and how the time period

effected the speech, its audience, and purpose. Students will become familiar with the different types of newspaper articles and participate in building a newspaper around these.

For the final culminating assessment students will write a speech for their graduation ceremony. For this assessment students will be given freedom on what topics they want to address and how using their knowledge on audience, purpose, and point of view. These speeches will be submitted to the administration with the possibility of being presented at graduation.

In this unit writing is a major focus. Prior to Day 1 students have been working on the writing process and are fluent in its recursive process. Also, students are experienced with conducting peer reviews for the benefit of the peer. Because of this prior knowledge and experience this unit gives heavily on authentic publication. Each writing assessment is given an opportunity to be published within the classroom or outside of it. This step to the writing process is vital to student motivation and success.

Planning for this unit is meant to be flexible and give excessive time to write in class. This approach allows student to focus on their writing and fosters a recursive writing process. (Noskin, 2000). Students are also provided with multiple teacher conferences and peer reviews which provide students opportunities for success in the classroom. Also, this unit provides accommodations for each day in an effort to allow student input to mold the classroom rather than the instructor's assumptions. Days are based on 50 minute class period with a class of thirty students. All time values consider the number of students.

## Sunshine State Standards:

LA.1112.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text

LA.1112.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection

LA.1112.1.7.2: The student will analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning

LA.1112.1.7.3: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts

LA.1112.1.7.5: The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text

LA.1112.2.1.7: The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions

LA.1112.2.1.8: The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written

LA.1112.2.2.2: The student will use information from the text to answer questions or to state the main idea or provide relevant details

## Day-to-Day Procedures

Day 1: Empowering Voices in Music

### Objectives

SWBAT...

...engage in discussion

...write to respond to the video and discussion

### Materials

YouTube Video: An Inconvenient Truth - I Need to Wake Up

Full Discussion Microphones

Attachments

| Time | What the teacher is doing:   | What the students are doing:               |
|------|--|--|
| 5    | <b>Anticipatory Set:</b> Handout: An Inconvenient Truth - I Need to Wake Up Lyrics<br>Show: An Inconvenient Truth - I Need To Wake Up<br><a href="http://www.youtube.com/watch?v=IxCCKeBVODc">http://www.youtube.com/watch?v=IxCCKeBVODc</a>   | Watching the video                         |
| 5    | Explanation of Full Discussion Procedures<br>Handout: English Classroom Procedures   | Listening and preparing for discussion     |
| 25   | Full Discussion: The instructor will conduct a discussion on why and how the video is empowering to its topic and cause<br>What gives the song power?<br>What in the video gives the song/message power?<br>What specific words are empowering?<br>Does it matter when this video was made or who it was made for? | Engaging in the Full Discussion Procedures |
| 10   | <b>Closure:</b> Continue discussion to connect to Essay Response 1. How is music empowering to you? Does music provoke change?   | Engaging in Mini Discussion Procedures     |
| 5    | <b>Homework/follow-up Assignment:</b><br>Handout: Response Essay and Discussion Rubric/Scoring Guide<br>Essay Response 1: Find a song that is empowering to you. Bring it to class ready to share why and how it empowers you. Write your explanation in 250-500 words. Due: Day 2                                 | Response Essay 1<br>Due Day 2              |

**Adaptations/Accommodations:** To accommodate ELLs the instructor should provide time before the discussion to practice answering the prompted questions on paper or with a partner. Also students will be provided lyrics to the song in the video. To accommodate high achieving students the instructor should prompt students to develop their own questions based on the theme of the unit: Empowering Voices.

### Attachments:

English Classroom Procedures

Response Essay and Discussion Rubric/Scoring Guide

An Inconvenient Truth - I Need to Wake Up Lyrics

Day 2: Empowering Voices in Music

**Objectives**

SWBAT...

...present song and response

...engage in mini discussion

**Materials:**

Model of song sharing

| Time | What the teacher is doing:   | What the students are doing:                                   |                            |
|------|--|--|----------------------------|
| 5    | <b>Anticipatory Set:</b> Model of song sharing: Instructor shares a song that is empowering and explains why and how   | Listening and paying attention to model and preparing to share |                            |
| 35   | <u>Response Essay 1 Due</u><br>Assessing students while they share empowering song and response  | Listening to peers share their song and explanation            | Share song and explanation |
| 10   | <b>Closure:</b> Mini Discussion: What are other mediums that give voice power?<br>Television?<br>Internet?<br>Poems<br>Speeches?<br>How do these mediums influence change? | Engaging in Mini Discussion                                    |                            |
| 0    | <b>Homework/follow-up Assignment:</b> Bring song selections to Day 3   | Bring song selections to Day 3                                 |                            |

**Adaptations/Accommodations:** To accommodate ELL students the instructor should provide time before the discussion to practice answering the prompted questions on paper or with a partner. To accommodate high achieving students the instructor should prompt students to develop their own questions for the discussion based on initial question: What are other mediums that give voice power?



### Day 3: Purpose and Audience Exercise

#### Objectives

SWBAT...

...engage in discussion

...identify the purpose in given text

...participate in group work

#### Materials

YouTube Video: An Inconvenient Truth - I Need to Wake Up

| Time | What the teacher is doing:  | What the students are doing:  |
|------|---|---|
| 5    | <b>Anticipatory Set:</b> Show: An Inconvenient Truth - I Need To Wake Up<br><a href="http://www.youtube.com/watch?v=IxCKKeBVODc">http://www.youtube.com/watch?v=IxCKKeBVODc</a> | Watching the video  |
| 5-10 | Mini discussion on the purpose and audience of the video  | Engaging in mini discussion   |
| 20   | Monitoring group work   | Group Work: In groups students will use their song selections from Day 2 and determine the purpose and audience of the song |
| 15   | <b>Closure:</b> Informal assessment of group work and determining purpose   | Each group shares the determined purpose and audience for one song discussed in group                                       |
| 0    | <b>Homework/follow-up Assignment:</b> None  | None  |

**Adaptations/Accommodations:** To accommodate ELLs the instructor should provide time before the discussion to practice answering the prompted questions on paper or with a partner. Also students will be provided lyrics to the song in the video. To accommodate high achieving students the instructor could ask students to determine the purpose and audience from text they are not familiar with.

Day 4: Obama' Audience and Purpose

**Objectives**

SWBAT...

...engage in discussion

...write to reflect on video and discussion

**Materials**

YouTube Video: Obama's Speech on fatherhood

Microphones

| <b>Time</b> | <b>What the teacher is doing:</b>  | <b>What the students are doing:</b>                       |
|-------------|--|---|
| 25          | <b>Anticipatory Set:</b> Show: Obama's Speech on fatherhood<br><a href="http://www.youtube.com/watch?v=Hj1hCDjwG6M">http://www.youtube.com/watch?v=Hj1hCDjwG6M</a>   | Watching video and taking notes to prepare for discussion |
| 15-20       | Full Discussion: The instructor will conduct a full discussion on why and how the video is empowering to its audience and purpose.<br>Who is the audience?<br>How did his audience affect his delivery?<br>What is his purpose?<br>How does his purpose affect his delivery? | Engaging in Full Discussion                               |
| 5-10        | <b>Closure:</b> What would be different if his audience or purpose changed?  | Engaging in Mini Discussion                               |
| 5           | <b>Homework/follow-up Assignment:</b><br>Response Essay 2: Choose a different audience (i.e. motherhood, friendship, students) for Obama's fatherhood speech. Write 250-500 words on how Obama's speech would be changed with the chosen audience. Due Day 5                 | Response Essay 2<br>Due Day 5                             |

**Adaptations/Accommodations:** To accommodate ELLs the instructor should provide time before the discussion to practice answering the prompted questions on paper or with a partner. Also these students will have access to the transcript of the speech if needed. To accommodate high achieving students the instructor should prompt students to develop their own questions for the discussion based on the initial questions who is the audience? And what is the purpose?

## Day 5: Introduction to Alternate Audience Speech

### Objectives

SWBAT...

...pre-write for Alternate Audience Speech

...draft Alternate Audience Speech

### Materials

Attachments

| Time | What the teacher is doing:   | What the students are doing:   |  |
|------|--|--|--|
| 10   | <b>Anticipatory Set:</b> Ask select students to share with the class Response Essays 2<br>Give feedback<br><u>Response Essay 2 Due</u>   | Sharing response essays  | Listening to peers' response essays and feedback |
| 5    | Introduction to Alternate Audience Speech Assignment<br>Handout: Alternate Audience Assignment Sheet, Outline of Speech, and Alternate Audience Speech Rubric/Scoring Guide<br>Explanation of handouts | Listening and paying attention.<br>Taking notes on handouts                                |  |
| 30   | Writing Workshop Day: Monitoring prewriting  | Writing Workshop Day: Prewriting Alternate Audience Speech using Outline of Speech handout |  |
| 5    | <b>Homework/follow-up Assignment:</b> Alternate Audience Speech. Due Day 8   | Alternate Audience Speech Due Day 8  |  |

**Adaptations/Accommodations:** To accommodate ELLs the instructor gives student models of the response essay. To accommodate high achieving students the instructor should prompt ask student to add an alternate purpose to their speech.

### Attachments:

Alternate Audience Speech Assignment Sheet

Alternate Audience Speech Rubric/Scoring Guide

Day 6: Alternate Audience Speech Drafting and Teacher Conference

**Objectives**

SWBAT...

...pre-write for Alternate Audience Speech

...draft Alternate Audience Speech

**Materials**

None

| Time | What the teacher is doing:  | What the students are doing:        |                                |
|------|---|-------------------------------------|--------------------------------|
| 50   | Writing Workshop Day: Conference with each student on their speech assignment | Teacher Conference                  | Prewriting and drafting Speech |
| 0    | <b>Homework/follow-up Assignment:</b> Alternate Audience Speech Due Day 8     | Alternate Audience Speech Due Day 8 |                                |

**Adaptations/Accommodations:** To accommodate ELLs the instructor should provide a model of a speech with a different audience. Also, the instructor could provide more time for their conference. To accommodate high achieving students the instructor should prompt students to add an alternate purpose to their speech.

Day 7: Alternate Audience Speech Drafting and Teacher Conference

**Objectives**

SWBAT...

...pre-write for Alternate Audience Speech

...draft Alternate Audience Speech

...revise Alternate Audience Speech

**Materials**

None

| Time | What the teacher is doing:  | What the students are doing:        |                             |
|------|---|-------------------------------------|-----------------------------|
| 50   | Writing Workshop Day: Conference with each student on their speech assignment | Teacher Conference                  | Revising and Editing Speech |
| 0    | <b>Homework/follow-up Assignment:</b> Alternate Audience Speech Due Day 8     | Alternate Audience Speech Due Day 8 |                             |

**Adaptations/Accommodations:** To accommodate ELLs the instructor should provide a model of a speech with a different audience. Also, the instructor could provide more time for their conference. To accommodate high achieving students the instructor should prompt students to add an alternate purpose to their speech.

Day 8: Alternate Audience Speech Presentation Day 1

**Objectives**

SWBAT...

...present speech

...complete peer review

**Materials**

Attachments

| Time | What the teacher is doing:   | What the students are doing:    |                   |
|------|--|---------------------------------|-------------------|
| 5    | <b>Anticipatory Set:</b> Allow students time to prepare for presentation                                     | Preparing for presentation      |                   |
| 45   | <u>Interpretive Speech Due</u><br>Handout: Peer Review Exercise<br>Assessing Presentation Day 1 using rubric | Completing Peer Review Exercise | Presenting Speech |
| 0    | <b>Homework/follow-up Assignment:</b> None   | None                            |                   |

**Adaptations/Accommodations:** To accommodate ELLs the instructor should allow students more time for practice for presentation. To accommodate high achieving students the instructor should prompt students to add an alternate purpose to their speech.

Day 9 Alternate Audience Speech Presentation Day 2

**Objectives**

SWBAT...

...present speech

...complete peer review

**Materials**

Attachments

| Time | What the teacher is doing:   | What the students are doing: |                   |
|------|--|------------------------------|-------------------|
| 5    | <b>Anticipatory Set:</b> Allow students time to prepare for presentation.                                    | Preparing for presentation   |                   |
| 45   | <u>Interpretive Speech Due</u><br>Handout: Peer Review Exercise<br>Assessing Presentation Day 2 using rubric | Peer Review                  | Presenting Speech |
| 0    | <b>Homework/follow-up Assignment:</b> None   | None                         |                   |

**Adaptations/Accommodations:** To accommodate ELLs the instructor should allow students more time for practice for presentation. To accommodate high achieving students the instructor should prompt students to add an alternate purpose to their speech.

**Attachments:**

Alternate Audience Speech Rubric/Scoring Guide

Peer Review Exercise

Day 10: Newspaper Parts

**Objectives**

SWBAT...

...participate in group work

...engage in discussion

...write to understand newspaper parts

**Materials**

4-5 entire newspapers

Attachment

| <b>Time</b> | <b>What the teacher is doing:</b>   | <b>What the students are doing:</b>   |
|-------------|---|---|
| 5           | <b>Anticipatory Set:</b> Read a comic strip from a newspaper. Explain how the words have power.   | Listening and paying attention.   |
| 5           | Handout: Types of newspaper articles<br>Explain the different types of articles in a newspaper showing examples   | Listening and paying attention.<br>Taking notes in handout.<br>Participating in group work  |
| 15          | Monitoring group work.<br>Pass out one entire newspaper to each group   | Group Work: In groups students will find examples of the different types of articles using the newspapers and share with the class. |
| 15          | Informally assess groups sharing what they found  | Share types of articles found in newspapers   |
| 5           | <b>Closure:</b> Mini discussion on how the different types of newspaper article can be used to empower voice and how each caters to a different purpose   | Engaging in Mini Discussion   |
| 5           | <b>Homework/follow-up Assignment:</b><br>Response Essay 3: Choose a type of newspaper article. Explain how using this type would be useful to empower voice. How would you use it to empower your voice and provoke change?<br>Due Day 11 | Response Essay 3<br>Due Day 11s   |

**Adaptations/Accommodations:** To accommodate ELLs the instructor is providing a handout with the explanation of newspaper parts. To accommodate high achieving students the instructor should prompt students to find additional articles not identified on the handout (i.e. obituary)

**Attachments:**

Types of newspaper articles

Day 11: Introduction to Speech Newspaper

**Objectives**

SWBAT...

...participate in group work

**Materials**

Attachments

4-5 possible speeches

| Time | What the teacher is doing:   | What the students are doing:   |  |
|------|--|--|--|
| 10   | <b>Anticipatory Set:</b> Ask select students to share with the class Response Essays 3 give feedback<br><u>Response Essay 3 Due</u>                          | Sharing response essays  | Listening to peers' response essays and feedback |
| 10   | Intro Research Project: Speech Newspaper Handout: Speech Newspaper Assignment Sheet and Speech Newspaper Assignment Rubric/Scoring Guide<br>Explain handouts | Listening and paying attention.  |  |
| 25   | Put students in groups for the project and address any additional questions<br>Monitor group work<br>Suggest and approve possible speeches                   | In Groups: Discuss possible speeches for Newspaper and assign articles for each member |  |
| 5    | <b>Homework/follow-up Assignment:</b> Begin Speech Newspaper Due Day 16  | Begin Speech Newspaper Due Day 16  |  |

**Adaptations/Accommodations:** To accommodate ELLs the instructor is providing a handout with the explanation of newspaper parts. To accommodate high achieving students the instructor should prompt students to add additional article to the newspaper not addressed on the handout.

**Attachments:**

Speech Newspaper Assignment Sheet

Speech Newspaper Assignment Rubric/Scoring Guide

Day 12: Point of View Lesson

**Objectives**

SWBAT...

- ...write point of view assignment
- ...participate in group work
- ...share collaborative group work

**Materials**

YouTube video: Spider

Attachments

| Time | What the teacher is doing:   | What the students are doing:   |
|------|--|--|
| 5    | <b>Anticipatory Set:</b> Show YouTube video: Spider (only show half for time)<br><a href="http://www.youtube.com/watch?v=Zdj9vMH4BfQ">http://www.youtube.com/watch?v=Zdj9vMH4BfQ</a> | Watching video   |
| 5    | Handout: Point of View and review the different types outlined in the handout  | Listening and paying attention. Taking notes on handout for future reference   |
| 10   | Point of View Lesson:<br>Assign students point of view<br>Monitor writing progress and clarifying point of view assigned to each student<br>Addressing any additional questions      | Point of View Lesson: Individually students will write a narrative of what happened in the video based on their assigned point of view (about a page)<br>Point of view options:<br>The girlfriend telling what happened (1 <sup>st</sup> )<br>A witness telling the boyfriend what he saw(2 <sup>nd</sup> )<br>The paramedic report on the scene (3 <sup>rd</sup> )<br>A witness report (3 <sup>rd</sup> subjective)<br>A detective reporting on the events of the accident (3 <sup>rd</sup> person objective) |
| 10   | Monitor group work. Addressing any additional questions  | Students will assemble in groups with others who share their point of view assignment. Students will compile their take on the video and write one collaborative narrative   |
| 10   | <b>Closure:</b> Assessing groups informally on collaborative narrative   | Groups will share by reading their final narrative   |
| 0    | <b>Homework/follow-up Assignment:</b><br>None  | None   |

**Adaptations/Accommodations:** To accommodate ELLs the instructor is providing a handout point of view definitions. To accommodate high achieving students the instructor should prompt students to use point of view types not identifies in the handout (i.e. Third-person, omniscient)

**Attachments:**

Point of View Handout



Day 13: Computer Lab Day 1

**Objectives**

SWBAT...

...engage in discussion

...participate in group work

**Materials**

Computer Lab

Newspaper supplies (large paper, paste, scissors, markers)

| <b>Time</b> | <b>What the teacher is doing:</b>   | <b>What the students are doing:</b>                     |
|-------------|---|---|
| 5           | <b>Anticipatory Set:</b> Review point of view lesson and handout                        | Listening and paying attention                          |
| 10          | Mini discussion on how point of view changes with different types of newspaper articles | Engaging in Mini Discussion                             |
| 30-35       | Computer Lab Day: Monitor Group work  | Computer Lab Day: In class workshop of Speech newspaper |
| 5           | <b>Homework/follow-up Assignment:</b> Speech Newspaper Due Day 16                       | Speech Newspaper Due Day 16                             |

**Adaptations/Accommodations:** To accommodate ELLs the instructor is providing a handout with the explanation of newspaper parts. To accommodate high achieving students the instructor should prompt students to add additional article to the newspaper not addressed on the handout.

Day 14: Computer Lab Day 2

**Objectives**

SWBAT...

...participate in group work

**Materials**

Computer Lab

Newspaper supplies (large paper, paste, scissors, and markers)

| <b>Time</b> | <b>What the teacher is doing:</b>                                 | <b>What the students are doing:</b>                     |
|-------------|---|---|
| 45-50       | Computer Lab Day: Monitor Group work                              | Computer Lab Day: In class workshop of Speech newspaper |
| 5           | <b>Homework/follow-up Assignment:</b> Speech Newspaper due Day 16 | Speech Newspaper Due Day 16                             |

**Adaptations/Accommodations:** To accommodate ELLs the instructor is providing a handout with the explanation of newspaper parts. To accommodate high achieving students the instructor should prompt students to add additional article to the newspaper not addressed on the handout.

Day 15: Final Workshop for Speech Newspaper/ Computer Lab Day 4

**Objectives**

SWBAT...

...participate in group work

**Materials**

Computer Lab

Newspaper supplies (large paper, paste, scissors, and markers)

| <b>Time</b> | <b>What the teacher is doing:</b>                                 | <b>What the students are doing:</b>                     |
|-------------|---|---|
| 45-50       | Computer Lab Day: Monitor Group work                              | Computer Lab Day: In class workshop of Speech newspaper |
| 5           | <b>Homework/follow-up Assignment:</b> Speech Newspaper Due Day 17 | Speech Newspaper Due Day 17                             |

**Adaptations/Accommodations:** To accommodate ELLs the instructor is providing a handout with the explanation of newspaper parts. To accommodate high achieving students the instructor should prompt students to add additional article to the newspaper not addressed on the handout.

Day 16: Newspaper Exhibit

**Objectives**

SWBAT...

...complete peer review

**Materials**

Speech Newspaper Rubric/Scoring Guide

| <b>Time</b> | <b>What the teacher is doing:</b>   | <b>What the students are doing:</b>                                 |
|-------------|---|---|
| 10          | <b>Anticipatory Set:</b> Set up newspaper exhibit<br><u>Speech Newspapers Due</u> | Set up for exhibit  |
| 5           | Handout: Exhibit Day Scavenger Hunt<br>Explain peer review exercise               | Listening and paying attention to preparing to complete peer review |
| 30-35       | Exhibit Day: Ushering invited classes<br>Assess Speech Newspaper using rubric     | Completing Exhibit Day Scavenger Hunt                               |
| 0           | <b>Homework/follow-up Assignment:</b> None  | None  |

**Adaptations/Accommodations:** To accommodate ELLs the instructor is providing a handout with the explanation of newspaper parts. To accommodate high achieving students the instructor should prompt students to add additional article to the newspaper not addressed on the handout.

**Attachments:**

Exhibit Day Scavenger Hunt

Day 17: Introduce Graduation Speech Assignment

**Objectives**

SWBAT...

...engage in discussion

**Material**

YouTube Video: The Best Graduation Speech EVER!

Attachments

| <b>Time</b> | <b>What the teacher is doing:</b>  | <b>What the students are doing:</b> |
|-------------|--|-------------------------------------|
| 10          | <b>Anticipatory Set:</b> Show YouTube Video: The Best Graduation Speech EVER!<br><a href="http://www.youtube.com/watch?v=Dg1HnP7ce7U">http://www.youtube.com/watch?v=Dg1HnP7ce7U</a> | Watching video                      |
| 15          | Intro to Commencement Speech Assignment<br>Handout: Commencement Speech Requirements and Commencement Speech Rubric/Scoring Guide<br>Explanation of handout                          | Listening and paying attention      |
| 15          | <b>Closure:</b> Intro to Commencement Speech Assignment<br>Handout: Commencement Speech Requirements<br>Explanation of handout   | Engage in mini discussion           |
| 5           | <b>Homework/follow-up Assignment:</b><br>Commencement Speech Due Day 21  | Commencement Speech Due Day 21      |

**Adaptations/Accommodations:** To accommodate ELLs the instructor is providing models of graduation speeches and time to practice in class. To accommodate high achieving students the instructor should prompt students to add additional sources to their speech from previous units.

**Attachments:**

Commencement Speech Requirements

Commencement Speech Rubric/Scoring Guide

Day 18: Writing Workshop Day 1

**Objectives**

SWBAT...

...pre-write for Commencement Speech

**Materials**

Graduation speech example

| Time  | What the teacher is doing:   | What the students are doing:                                |
|-------|--|---|
| 10    | <b>Anticipatory Set:</b> Show: YouTube video My Favorite Graduation Speech Ever<br><a href="http://www.youtube.com/watch?v=E0AgsUeJlzg&amp;feature=related">http://www.youtube.com/watch?v=E0AgsUeJlzg&amp;feature=related</a> | Watch video   |
| 30-35 | <b>Closure:</b> Writing Workshop Day: Monitor Prewriting   | Writing Workshop Day:<br>Prewriting for Commencement Speech |
| 5     | <b>Homework/follow-up Assignment:</b><br>Commencement Speech Due Day 21  | Commencement Speech<br>Due Day 21                           |

**Adaptations/Accommodations:** To accommodate ELLs the instructor is providing models of graduation speeches and time to practice in class. To accommodate high achieving students the instructor should prompt students to add additional sources to their speech from previous units.

Day 19: Writing Workshop Day 2

**Objectives**

SWBAT...

...pre-write for Commencement Speech

...draft Commencement Speech

**Materials**

Graduation speech example

| Time | What the teacher is doing:   | What the students are doing:   |                                |
|------|--|--------------------------------|--------------------------------|
| 50   | Writing Workshop Day: Conference with each student on their speech assignment. | Teacher Conference             | Prewriting and drafting Speech |
| 0    | <b>Homework/follow-up Assignment:</b><br>Commencement Speech Due Day 21        | Commencement Speech Due Day 21 |                                |

**Adaptations/Accommodations:** To accommodate ELLs the instructor is providing models of graduation speeches and time to practice in class. To accommodate high achieving students the instructor should prompt students to add additional sources to their speech from previous units.

Day 20: Final Workshop Day

**Objectives**

SWBAT...

...pre-write for Commencement Speech

...draft Commencement Speech

...revise and edit Commencement Speech

**Materials**

| Time | What the teacher is doing:   | What the students are doing:   |                             |
|------|--|--------------------------------|-----------------------------|
| 50   | Writing Workshop Day: Conference with each student on their speech assignment. | Teacher Conference             | Revising and Editing Speech |
| 0    | <b>Homework/follow-up Assignment:</b> Commencement Speech Due Day 21           | Commencement Speech Due Day 21 |                             |

**Adaptations/Accommodations:** To accommodate ELLs the instructor is providing models of graduation speeches and time to practice in class. To accommodate high achieving students the instructor should prompt students to add additional sources to their speech from previous units.

Day 21: Presentation Day 1

**Objectives**

SWBAT...

...present speech

...complete peer review exercise

**Materials**

Commencement Speech Rubric/Scoring Guide

| Time | What the teacher is doing:  | What the students are doing:    |                               |
|------|---|---------------------------------|-------------------------------|
| 10   | <b>Anticipatory Set:</b> Prepare for speech presentations.  | Prepare to present speech.      |                               |
| 5    | Explanation of peer review: One each day of presentations choose one orator and write a critic of their speech. Say what you liked and what could be improved upon. (250-500 words) | Listening and paying attention. |                               |
| 35   | Presentation Day<br>Assess speeches using rubric  | Present speech                  | Complete Peer Review Exercise |
| 0    | <b>Homework/follow-up Assignment:</b> None  | None                            |                               |

**Adaptations/Accommodations:** To accommodate ELLs the instructor is providing time to prepare before presentation. To accommodate high achieving students the instructor should prompt students to peer review more than one student.

Day 22: Presentation Day 2

**Objectives**

SWBAT...

...present speech

...complete peer review exercise

**Materials**

Commencement Speech Rubric/Scoring Guide

| <b>Time</b> | <b>What the teacher is doing:</b>                          | <b>What the students are doing:</b> |                               |
|-------------|--|-------------------------------------|-------------------------------|
| 10          | <b>Anticipatory Set:</b> Prepare for speech presentations. | Prepare to present speech.          |                               |
| 40          | Presentation Day<br>Assess speeches using rubric           | Present speech                      | Complete Peer Review Exercise |
| 0           | <b>Homework/follow-up Assignment:</b> None                 | None                                |                               |

**Adaptations/Accommodations:** To accommodate ELLs the instructor is providing time to prepare before presentation. To accommodate high achieving students the instructor should prompt students to peer review more than one student.

Day 23: Presentation Day 3

**Objectives**

SWBAT...

...present speech

...complete peer review exercise

**Materials**

Commencement Speech Rubric/Scoring Guide

| <b>Time</b> | <b>What the teacher is doing:</b>                          | <b>What the students are doing:</b> |                               |
|-------------|--|-------------------------------------|-------------------------------|
| 10          | <b>Anticipatory Set:</b> Prepare for speech presentations. | Prepare to present speech.          |                               |
| 40          | Presentation Day<br>Assess speeches using rubric           | Present speech                      | Complete Peer Review Exercise |
| 0           | <b>Homework/follow-up Assignment:</b> None                 | None                                |                               |

**Adaptations/Accommodations:** To accommodate ELLs the instructor is providing time to prepare before presentation. To accommodate high achieving students the instructor should prompt students to peer review more than one student.

Day 24: Presentation Day 4

**Objectives**

SWBAT...

...present speech

...complete peer review exercise

**Materials**

Commencement Speech Rubric/Scoring Guide

Peer Review Survey

| Time | What the teacher is doing:                                 | What the students are doing: |                               |
|------|--|------------------------------|-------------------------------|
| 10   | <b>Anticipatory Set:</b> Prepare for speech presentations. | Prepare to present speech.   |                               |
| 40   | Presentation Day<br>Assess speeches using rubric           | Present speech               | Complete Peer Review Exercise |
| 0    | <b>Homework/follow-up Assignment:</b> None                 | None                         |                               |

**Adaptations/Accommodations:** To accommodate ELLs the instructor is providing time to prepare before presentation. To accommodate high achieving students the instructor should prompt students to peer review more than one student.

Day 25: Unit Reflection Day

**Objectives**

SWBAT...

...engage in discussion

**Materials**

Microphones

| Time | What the teacher is doing:   | What the students are doing: |  |
|------|--|------------------------------|--|
| 20   | <b>Anticipatory Set:</b> Write a reflection of the unit.<br>What have you learned about speeches and how words are used to empower voices?   | Writing reflection essay.    |  |
| 30   | Final Full Discussion: Prompt essential questions of the unit:<br>How can words be used to empower voices?<br>How have words been used to empower voices in the past?<br>What are ways words are used to empower voices? | Engage in Full Discussion.   |  |
| 0    | <b>Homework/follow-up Assignment:</b> None   | None                         |  |

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<http://www.youtube.com/watch?v=Dg1HnP7ce7U>

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# **ENGLISH CLASSROOM PROCEDURES**

Discussion Procedures: During time spent in this class you will engage in full class discussions and mini class discussions. Full class discussions are longer and count for participation points. Both types of discussions may result in writing a response essay. Below are the procedures:

Full Discussion Procedures: During class time discussions will be used to explore a text or work that has been reviewed by the entire class. To begin the discussion the instructor will provide the initial question and allow time for ideas to develop before starting the discussion. At this time you may write down any thoughts or question to use in the discussion. From here the class will discuss with the purpose of answering the question and developing new questions and answers. To receive points you must contribute valid input in the discussion. All students will be equipped with a microphone and when your microphone is collected you will get points for participation. Once you have given valid input into the conversation you are not required but are encouraged to participate again.

Mini Discussion Procedures: Mini discussions will be less formal than full discussions and be used to supplement class activities. Students will be asked to think about the prompted questions in an effort to develop new ideas and language about topics in class. At times mini discussions will be structured with the use of a chart or note taking guide. These discussions will benefit your understanding of class assignments and concepts and it is at this time when you may ask any critical questions.

## Response Essays

During this unit you will be asked to write a series of essays reflecting or expanding on discussion questions. You may be given time to complete these in class but they should be completed on your own time when necessary. These essays will directly relate to in-class discussions so taking notes during discussions is a good idea. (250-500 words each) Any late essays will not receive points and students must be present on the day of the discussion to submit an essay; excused absences will receive an alternative essay assignment.

## Conference Procedures

This is your opportunity to ensure you are on the right track with your writing assignment. To prepare for a teacher conference you should bring your most recent draft of the assignment

being reviewed and any materials you use to write such as an outline, sources, or visual aids. Come to the conference with questions and take notes on any advice given for future revisions. Use this time wisely. If you require any further assistance you may schedule an appointment outside of class to for another conference.

#### Response Essay Rubric/Scoring Guide

Topic is addressed clearly throughout the essay \_\_\_\_\_/7pts

Essay gives support from class discussions \_\_\_\_\_/7pts

Content is logical \_\_\_\_\_/7pts

Essay is 250-500 words \_\_\_\_\_/2pts

Correct grammar and spelling \_\_\_\_\_/2pts

Total: \_\_\_\_\_/25pts

#### Alternative Essay Rubric/Scoring Guide

Topic is addressed clearly throughout the essay \_\_\_\_\_/7pts

Essay gives support from an outside source that is creditable and it is accurately sited in the essay. \_\_\_\_\_/7pts

Content is logical \_\_\_\_\_/7pts

Essay is 250-500 words \_\_\_\_\_/2pts

Correct grammar and spelling \_\_\_\_\_/2pts

Total: \_\_\_\_\_/25pts

## An Inconvenient Truth - I Need to Wake Up Lyrics

Have i been sleeping?  
I've been so still  
Afraid of crumbling  
Have i been careless?  
Dismissing all the distant rumblings  
Take me where i am supposed to be  
To comprehend the things that i can't see

Cause i need to move  
I need to wake up  
I need to change  
I need to shake up  
I need to speak out  
Something's got to break up  
I've been asleep  
And i need to wake up  
Now

And as a child  
I danced like it was 1999  
My dreams were wild  
The promise of this new world  
Would be mine  
Now i am throwing off the carelessness of  
youth  
To listen to an inconvenient truth

That i need to move  
I need to wake up  
I need to change  
I need to shake up  
I need to speak out  
Something's got to break up  
I've been asleep  
And i need to wake up  
Now

I am not an island  
I am not alone  
I am my intentions  
Trapped here in this flesh and bone

And i need to move  
I need to wake up  
I need to change  
I need to shake up  
I need to speak out  
Something's got to break up  
I've been asleep  
And i need to wake up  
Now

I want to change  
I need to shake up  
I need to speak out  
Oh, something's got to break up  
I've been asleep  
And i need to wake up  
Now

### Alternate Audience Speech Assignment Sheet

For this assignment you will write your own speech based on the style of Obama's Father's Day speech. The goal is to write a speech that empowers your audience. Use all opportunities to make your words have power. Use the steps below to complete the assignment, include all parts.

1. Choose a different audience to address.  
Examples: Mothers, Friends, Students, Spouse/Boyfriend or Girlfriend

Who is your audience? \_\_\_\_\_

2. Choose a purpose. Think about how you would address this audience and what your purpose is for the speech. Consider how Obama addressed fathers on Father's Day, where he was, and what language he used. Examples: to change/better motherhood, to strengthen friendship, to focus on academics, to change/better relationships

What is your purpose? \_\_\_\_\_

3. Use the speech outline handout to write a 2-3 minute speech addressing your chosen audience with your chosen purpose. Make sure your words are logical and clearly speak to the audience and purpose you chose. Make your speech powerful by using quotes or examples from your life or from another source (i.e. a book, poem, or television show). Be sure to cite any sources or quotes used. You will have time in class to practice your speech to check for satisfactory length.
4. Write an abstract of you speech in 250 words explaining who your audience is and why your purpose of the speech is relevant. Include where, when, and how you would deliver the speech and any other factors that would make your speech more empowering.
5. On presentation day present your speech in 2-3 minutes. When presenting you do not have to speak verbatim from your written speech. You may use note cards to aid in memorization of key point and quotes. Do not read your speech from a piece of paper—this causes words to lose power. Use eye contact, tone of voice, and gestures to empower your words.

**On the day of your presentation your final submission should be organized as outlined below:**

All text typed: Times New Roman, 12pt, doubled spaced

Cover page with heading centered

Heading:

Name

Senior English

Date

Alternate Audience Speech

Abstract (#4)

Speech Script (#3)

Works Cited Page (if needed)

Copy of Rubric

## Outline of Speech

- I. Hook= an exciting point that relates to the audience and supports your purpose. Can be anything from a quote, story, or a fact/statistic. This part should mention the audience and introduce your purpose.
  
- II. Supporting detail 1: Use a quote or example and relate it to your purpose.
  
- III. Supporting Detail 2: Use a story or source and relate it to your purpose.
  
- IV. Supporting Detail 3: Use a third type of support no use yet and relate it to your purpose.
  
- V. Conclusion
  - Summarize speech
  
  - Restate points
  
  - Final statement=closing statement that supports purpose

## Alternate Audience Speech Assignment Rubric/Scoring Guide

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

| CATEGORY<br>Total (100pts) | Superior (17-25pts)   | Good (9-16pts)  | Fair (1-8pts)   | Poor (0pts)   |
|----------------------------|---|---|---|---|
| Organization               | Arguments were clearly organized in a logical fashion using the outline provided and all parts from the outline were represented.         | Most of the argument was organized in a logical fashion using the outline provided and most of the parts from the outline were represented. | The argument was somewhat organized and at times the argument was not logical and only some of the parts from the outline were represented.     | The argument is not organized and not logical and none of the parts from the outline were represented.                |
| Audience and Purpose       | Student clearly addressed audience with a relevant purpose. Abstract contained information that made the presentation empowering.         | Student somewhat addressed audience with a relevant purpose. Abstract contained some information that made the presentation empowering.     | Student addressed audience with a somewhat relevant purpose. Abstract contained little to no information that made the presentation empowering. | Student did not address audience and purpose was irrelevant. No abstract was included.                                |
| Presentation Style         | Student consistently used gestures, eye contact, and tone of voice and a level of enthusiasm in a way that made words clearly empowering. | Student usually used gestures, eye contact, and tone of voice and a level of enthusiasm in a way that made the words at times empowering.   | Student sometimes used gestures, eye contact, and tone of voice and a level of enthusiasm to empower words.                                     | Student had a presentation style that did not relate to the words or connect with the audience.                       |
| Peer Review                | Student completed two questionnaires giving relevant feedback and an accurate report.   | Student completed most of the two questionnaires giving relevant feedback and an accurate report.   | Student completed only one questionnaire giving relevant feedback and an accurate report.   | Student did not complete any part of the two questionnaires or did not give relevant feedback and an accurate report. |

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_





## Types of newspaper articles

A **local news** article focuses on what's going on in your neighborhood. An example of a local news story would be an article on a city council meeting.

A **national news** article focuses on what's happening in the United States. An example of a national news article would be an article on the U.S. Senate passing a new bill.

An **international news** article focuses on news that's happening outside the United States. A story on an influenza outbreak in Chile would be considered an international news story.

A **feature article** is an article that is about "softer" news. A feature may be a profile of a person who does a lot of volunteer work in the community or a movie preview. Feature articles are not considered news stories.

An **editorial** is an article that contains the writer's opinion. Editorials are usually run all together on a specific page of the paper and focus on current events. Editorials are not considered news stories.

A **column** is an article written by the same person on a regular basis. A columnist (the writer of the column) writes about subjects of interest to him/her, current events or community happenings. Columns are not considered news stories.

A **comic strip** is a series of images that tells a story. The images can be funny or informative to make a point about the topic.

## Speech Newspaper Assignment Sheet

For this assignment, your group will create a newspaper reporting on a speech of your choice. On Day 17, our class will host an exhibit day for other classes to attend and review your work. Your final newspaper should be neat and creative to catch the eye of viewers.

First, research...

As a group research speeches and decide on one to use for the newspaper. The speech should be significant to America and one that has had some effect on history. Before trekking further, all groups must have their chosen speech approved. (No group will use Martin Luther King's speech "I have a dream"; we are seeking new knowledge with this assignment) In addition to finding a speech your group should research when the speech was delivered, where it was delivered, and for what audience. This will help when reporting on the speech. Be sure to record all sources for citation later.

Second, read....

Everyone in the group should read the speech. Take note of the language used and how it relates to your research.

Third, report...

Assign each member of the group a different type of newspaper article. Your article should comply with the conditions learned about in class. For the articles, use the speech as your story. Write your article as if you were there when the speech was delivered. To further your research, find a video of the speech, observe how the orator delivered it, and add your observations to your report. When writing your article consider when the speech was delivered, its purpose, audience, and the social or political climate at the time. Be sure to cite sources at the bottom of the newspaper. As a group together make a comic strip that relates to the speech in some way and add to final newspaper. It can be funny or informative.

Fourth, design...

For the final stages of this project, your group will create the final newspaper. Each group will receive a large paper to design the newspaper. Pre-design your newspaper on a scrap paper to avoid mistakes. View real newspapers and mimic the format and design. Use pictures from the Internet to supplement your articles. Give your newspaper a name and date that would be relevant to the speech reviewed. Be creative!

Last, review and enjoy...

Complete the peer review scavenger hunt!

## Speech Newspaper Assignment Rubric/Scoring Guide

Name: \_\_\_\_\_

Group: \_\_\_\_\_

Overall newspaper and group work:

Overall newspaper reports on previously approved speech \_\_\_\_\_/12

Design of the newspaper is neat and relevant to the speech and uses pictures \_\_\_\_\_/12

Newspaper features research cited correctly \_\_\_\_\_/8

The newspaper includes a comic strip that is relevant to the focus speech \_\_\_\_\_/8

Individual contribution and peer review:

Article is represented on the final newspaper \_\_\_\_\_/12

Article reports on the speech and uses research effectively \_\_\_\_\_/15

Article complies with the conditions of the article type assigned \_\_\_\_\_/12

Article cites sources correctly \_\_\_\_\_/8

Article includes correct grammar and spelling \_\_\_\_\_/5

Student completed peer review exercise \_\_\_\_\_/8

Total: \_\_\_\_\_/100

## Point of View Handout

**First Person:** The first-person narrative makes it necessary that the narrator is also a character within his or her own story, so that the narrator reveals the plot by referring to this viewpoint character as "I" (or, when plural, "we"). Oftentimes, the first-person narrative is used as a way to directly convey the deeply internal, otherwise unspoken thoughts of the narrator. Frequently, the narrator's story revolves around him-/herself as the protagonist and allows this protagonist/narrator character's inner thoughts to be conveyed openly to the audience

**Second Person:** Probably the rarest mode in literature (though quite common in song lyrics) is the second-person narrative mode, in which the narrator refers to one of the characters as "you", therefore making the audience member feel as if he or she is a character within the story. The second-person narrative mode is often paired with the first-person narrative mode in which the narrator makes emotional comparisons between the thoughts, actions, and feelings of "you" versus "I". Often the narrator is therefore also a character in his or her story, in which case it would technically still be employing the first-person narrative mode.

**Third Person:** Third-person narration provides the greatest flexibility to the author and thus is the most commonly used narrative mode in literature. In the third-person narrative mode, each and every character is referred to by the narrator as "he", "she", "it", or "they", but never as "I" or "we" (first-person), or "you" (second-person). In third-person narrative, it is necessary that the narrator is merely an unspecified entity or uninvolved person that conveys the story, but *not* a character of any kind within the story being told.

**Third Person (subjective):** The third-person subjective is when the narrator conveys the thoughts, feelings, opinions, etc. of one or more characters. If it is just one character, it can be termed third-person limited, in which the reader is "limited" to the thoughts of some particular character (often the protagonist) as in the first-person mode (though still giving personal descriptions using "he", "she", "it", and "they", but not "I").

**Third Person (objective):** The 'third-person objective mode tells a story without describing any character's thoughts, opinions, or feelings; instead it gives an objective, unbiased point of view. This point of view can be described as a "fly on the wall" or "camera lens" approach that can only record the observable actions, but does not interpret these actions or relay what thoughts are going through the minds of the characters. While this approach does not allow the author to reveal the unexpressed thoughts and feelings of the characters, it does allow the author to reveal information that not all or any of the characters may be aware of.

## Exhibit Day Scavenger Hunt

Review your classmate's newspapers by searching for the following elements and responding to the questions:

Find a newspaper with a creative title.

Newspaper: \_\_\_\_\_

How is the title relevant to the speech reported on in the newspaper?

Find a newspaper with an interesting picture.

Newspaper: \_\_\_\_\_

How does the picture represent the speech reported on the newspaper?

Find a newspaper with funny or informative comic strip.

Newspaper: \_\_\_\_\_

Why does the comic strip relate to the speech reported on the newspaper?

Find a newspaper with an exciting front-page story.

Newspaper: \_\_\_\_\_

What type of article is this? What is its purpose? What is its audience? What is its point of view?

## Commencement Speech Requirements

### Purpose, Focus, and Requirements

In this essay, you are to reflect on the following:

1. How you have been changing,
2. The biggest question that occupies you at this time (or soon will)
3. What crossing the threshold from high school to college *personally* means to you.

Required: Catchy title, proper essay format, works cited. 4-5 minutes long. Do not read from your paper verbatim

Options: You may use your own outline to organize your speech or one that has been provided in the past. Use support from your life, critical works, famous people, television shows, etc. You may also use note cards for memorization purposes.

**Be prepared to present your speech in class on Day 21.**

## Commencement Speech Rubric/Scoring Guide

|  |              |
|--|--------------|
| Essay is presented in 4-5 minutes                      | _____/20     |
| Essay reflects on appropriate topics                   | _____/20     |
| Essay has a clear purpose, audience, and point of view | _____/25     |
| Orator uses appropriate hand gestures and eye contact  | _____/15     |
| Essay is neatly organized                              | _____/10     |
| Speech is written with correct spelling and grammar    | _____/10     |
| Total:   | _____/100pts |