

Plead Your Case, Sojourner and Patrick! The Art of Persuasive Speech

Grade Level or Special Area: 4th grade, Language Arts and English

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Length of Unit: (Twelve 45 minute lessons and 1 Culminating Activity totaling 3-4 weeks)

I. ABSTRACT

- A. Patrick Henry and Sojourner Truth are wonderful examples of persuasive speakers. The art of persuasive speaking and advertisement is not gone. It is something that surrounds everyone every minute of the day. This unit teaches students the art of using creative phrasing and emotional appeal to reach a targeted audience by giving them the chance to study two masters of persuasive speaking and by trying their hand at creating their own persuasive arguments.

II. OVERVIEW

- A. Concept Objectives
1. Students will gain an awareness of culture around the world through the use of language, literature, writing, and media (adapted from K-4 B III-A 1,2,3)
- B. Content from the *Core Knowledge Sequence*
1. Speeches (p. 87)
 - a. Patrick Henry: “Give me liberty or give me death”
 - b. Sojourner Truth: “Ain’t I a woman”
 2. Writing and Usage (p.87)
 - a. Produce a variety of types of writing-including stories, reports, summaries, descriptions, poems, and letters-with the coherent structure or story line.
 - b. Know how to gather information from different sources (such as an encyclopedia, magazines, interviews, observations, atlas, online), and write short reports presenting the information in his or her own words, with attention to the following:
 - Understanding the purpose and audience of the writing
 - Defining main idea and sticking to it
 - Providing an introduction and conclusion
- C. Skill Objectives
1. The students will demonstrate the skills and strategies of the writing process (K-4 B II-C)
 2. The students will produce a variety of written composition (K-4 B II-C1)
 3. The students will use planning strategies and organize ideas (K-4 B II-C2)
 4. The students will demonstrate competence in speaking to convey information (K-4 B II-A)
 5. The students will actively contribute to a discussion (K-4 B II-A 1)
 6. The students will make oral presentations, using technologies when appropriate with an awareness of audience and purpose (K-4 B II-A 3)
 7. The students will use word identification strategies appropriately and automatically when encountering words (K-4 B I-D 1)

8. The students will identify key words and discover their relationships (K-4 B I-D 2)
9. The students will sing or speak using appropriate vocal techniques while maintaining rhythm and beat (adapted K-4 B I A)
10. The students will identify and or make art using different materials (K-4 B I A 1)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. *Core Knowledge Teacher Handbook* (pgs. 4-8 & 66-72)
 2. E.D. Hirsch, Jr. *What Your Fourth Grader Needs to Know* Revised Edition (p.118 & 147-148)
 3. Timothy Rasinski *The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension* (pgs. 104-114)
- B. For Students
 1. American Revolution (1st grade -p.30)
 2. Writing (1st-4th grades -p.24, 43, 65, 87)
 3. Spelling, Grammar and Usage (1st-4th grades - p.24, 43, 66, 87)

IV. RESOURCES

- A. Adler, David. A. *A Picture Book of Patrick Henry* (Lesson 4)
- B. Core Knowledge Foundation, *Core Knowledge Sequence* (All lessons)
- C. Hirsch Jr. E.D. and Souzanne A. Wright. *Core Knowledge Teacher Handbook Grade 4* (All lessons)
- D. Hirsch, Jr. E.D. *What Your Fourth Grader Needs to Know* (All lessons)
- E. Rasinski, Timothy V. *The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension* (Lesson 2)
- F. Rockwell, Anne. *Only Passing Through: The Story of Sojourner Truth* (Lesson 2)
- G. Zike, Dinah. *Big Book of Books and Activities* (Lesson 1)
- H. <http://www.history.org/Almanack/people/bios/biohen.cfm> (Lesson 3)
- I. www.technology.com (Rubrics resource)

V. LESSONS

Lesson One: Persuasive Writing and Literary Terms (1 day: 45 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students will gain an awareness of culture around the world through the use of language, literature, writing, and media (adapted from K-4 B III-A 1,2,3)
 2. Lesson Content
 - a. Writing and Usage (p. 87)
 - Produce a variety of types of writing – including stories, reports, summaries, descriptions, poems, letters – with coherent structure in story line (K-4 B I-D)
 3. Skill Objective(s)
 - a. The students will use word identification strategies appropriately and automatically when encountering words (K-4 B I-D 1)

- b. The students will identify key words and discover their relationships (K-4 B I-D 2)
 - c. The students will actively contribute to a discussion (K-4 B II-A 1)
- B. *Materials*
 - 1. Teacher copy of vocabulary word list (Appendix A)
 - 2. Blank White Paper for each student
 - 3. Pencils for each student
 - 4. Copy of Dinah Zike. *Big Book of Books and Activities* (pg. 96-97)
- C. *Key Vocabulary*
 - 1. **Persuade:** A speaker must **persuade** the audience to adopt an opinion or take a certain action.
 - 2. **Orator:** An **orator** is a skilled speaker.
 - 3. **Rhetoric:** The art of communicating ideas is **rhetoric**.
 - 4. **Rhetorical question:** A question that does not have to be answered is a **rhetorical question**.
- D. *Procedures/Activities*
 - 1. Begin with a KWL chart to introduce persuasive writing. With the students, the teacher will complete the K and W sections of the chart. (whole group)
 - 2. Break students into small groups of 3-4. To initiate student discussion ask the students “How do you convince your parents to agree to something you want?” Give students 5 minutes to discuss their answers within their group. Once time is up give small groups time to share their responses with the whole group.(small group – teacher facilitated)
 - 3. Introduce the key vocabulary for the lesson. (teacher lead)
 - 4. Have the students create a Dinah Zike vocabulary book. Students will be adding pages to their vocabulary book throughout the unit. (pgs. 96-97) (individual work)
- E. *Assessment/Evaluation*
 - 1. Students complete the L section of their KWL chart in whole group discussion. (whole group)
 - 2. Completion of lesson 1 section of the vocabulary book

Lesson Two: “Ain’t I a woman”- A Readers Theatre (1 day: 45 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective
 - a. Students will gain an awareness of culture around the world through the use of language, literature, writing, and media (adapted from K-4 B III-A 1,2,3)
 - 2. Lesson Content
 - a. Speeches (p. 87)
 - Sojourner Truth: “Ain’t I a woman”
 - 3. Skill Objective(s)
 - a. The students will actively contribute to a discussion (K-4 B II-A 1)
 - b. The students will demonstrate competence in speaking to convey information (K-4 B II-A)
 - c. The students will identify key words and discover their relationships (K-4 B I-D 2)
- B. *Materials*

1. 1 teacher copy of Sojourner Truth’s “Ain’t I a woman?” (Appendix B)
 2. 3X5 note cards
 3. Teacher copy of vocabulary word list (Appendix A)
 4. Copy of *Only Passing Through: The Story of Sojourner Truth* by Anne Rockwell
 5. Copies of Readers Theatre performance rubric for each student (Appendix C)
- C. *Key Vocabulary*
1. **Formal language:** The style of speaking to inform an audience in personal terms is **formal language**.
 2. **Slang:** Casual, informal English is known as **slang**.
 3. **Emotional appeal:** Words or ideas that appeal to feelings and emotions are **emotional appeal**.
- D. *Procedures/Activities*
1. Read the book “Only Passing Through: The Story of Sojourner Truth” by Anne Rockwell to build students historical background and introduce them to Sojourner Truth’s life experiences. (teacher lead)
 2. Discuss the book and point out the emotional appeal and physical presence that Sojourner Truth possessed and needed for delivering her speech. (whole group)
 3. Introduce vocabulary and allow time for students to add terms to their vocabulary books. (teacher facilitated and individual student work)
 4. Randomly assign lines of speech to each student and have them write their line down on their note card. Allow time for students to read lines in order to become familiar with each part. (teacher facilitated and individual student work)
 5. Discuss rubric with students that will be used to assess their performance. (teacher lead)
 6. Perform Reader’s Theatre as a practice. (whole group)
 7. Allow students to self-evaluate and discuss how improvements can be made. (small group)
 8. Perform Reader’s Theater a second time and allow students to self-evaluate their performance and discuss their results (whole group).
- E. *Assessment/Evaluation*
1. Teacher observation of student participation
 2. Readers Theatre performance rubric (App C)
 3. Check for updated vocabulary book

Lesson Three: Understanding Patrick Henry’s Speech (1 day; 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will gain an awareness of culture around the world through the use of language, literature, writing, and media (adapted from K-4 B III-A 1,2,3)
 2. Lesson Content
 - a. Writing and Usage (p. 87)
 - Produce a variety of types of writing-including stories, reports, summaries, descriptions, poems, and letters-with the coherent structure or story line.
 3. Skill Objective(s)
 - a. The students will actively contribute to a discussion (K-4 B II-A 1)
 - b. The students will use word identification strategies appropriately and automatically when encountering words (K-4 B I-D 1)

- c. The students will identify key words and discover their relationships (K-4 B I-D 2)
 - d. The students will produce a variety of written composition (K-4 B II-C1)
- B. *Materials*
 - 1. Pencil
 - 2. Blank sheet of paper
 - 3. Vocabulary terms
 - 4. Crayons
 - 5. Scissors
 - 6. Ruled paper
 - 7. White board
 - 8. Dry erase markers
 - 9. <http://www.history.org/Almanack/people/bios/biohen.cfm>
- C. *Key Vocabulary*
 - 1. **Allusion** : **Allusion** is a reference to a historical event, a work of literature or art, or a well-known person or place
 - 2. **Idiom** : An expression whose meaning differs from the literal meaning of its individual words is an **idiom**.
 - 3. **Imagery** : Words or phrases that appeal to the senses of sight, hearing, touch, taste, and smell and help create mental images is **imagery**.
 - 4. **Repetition** : The repeating of a sound, word, phrase, or line is **repetition**.
- D. *Procedures/Activities*
 - 1. Introduce key vocabulary terms to whole class; discuss (teacher facilitated, whole group)
 - 2. Give each student a sheet of blank paper to continue working on their vocabulary book. Remind them to follow the procedures from the previous day. (individual work)
 - 3. Gather students into one group and inform them that they will listen to a speech by Patrick Henry. Tell them to listen very carefully to what is being said and how it makes them feel. (teacher lead)
 - 4. Listen to speech from the website:
<http://www.history.org/Almanack/people/bios/biohen.cfm> (whole group)
 - 5. Discuss how the speech made them feel and write their responses on the board. (whole group)
 - 6. Students will write a short paragraph based on whether they agree or disagree with Patrick Henry's speech (individual work)
 - a. State whether agree or disagree with the speech
 - b. Give 3 reasons why agree or disagree
 - c. End with a strong conclusion
- E. *Assessment/Evaluation*
 - 1. Small and large group discussions
 - 2. Written persuasion paragraph

Lesson Four: The War of Words (1 day: 45 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will gain an awareness of culture around the world through the use of language, literature, writing, and media (adapted from K-4 B III-A 1,2,3)
 - 2. Lesson Content
 - a. Speeches (p. 87)

- Patrick Henry: “Give me liberty or give me death”
3. Skill Objective(s)
 - a. The students will demonstrate competence in speaking to convey information (K-4 B II-A)
 - b. The students will produce a variety of written composition (K-4 B II-C1)
- B. *Materials*
1. Vocabulary books
 2. Student copies of Patrick Henry’s “Give me Liberty or Give me Death!” speech (Appendix D)
 3. *A Picture Book of Patrick Henry*
- C. *Key Vocabulary*
1. None
- D. *Procedures/Activities*
1. Using their vocabulary books, students will review their terms through the Think/Pair/Share strategy. (small group)
 - Think/Pair/Share Instructions
 1. Give the students their vocabulary books.
 2. Tell students to stand up with their books.
 3. Instruct the students to walk around the room as they think about each word for about 1-2 minutes. (There should be no talking during this step.)
 4. Instruct students to stop and pair up with another student while remaining quiet.
 5. After finding a partner, have students share (define) vocabulary words with each other. Allow 1-2 minutes.
 6. Repeat steps 3 and 4 for as long as time permits.
 2. Distribute copies of excerpts of Patrick Henry’s speech
 3. Students listen as teacher reads the first paragraph (excerpt) of speech, which ends with an allusion to the events of the past ten years. (teacher lead)
 4. Teacher then asks students to listen for the major historical events that led up to this speech as he or she reads *A Picture Book of Patrick Henry* by David A. Adler (or other appropriate book about the American Revolution). (teacher facilitated)
 5. Teacher lists major historical events leading up to Patrick Henry’s speech on board.
 6. Teacher reads second paragraph (excerpt) from speech as students follow along, highlighting the answers to the rhetorical questions in the passage. (teacher lead)
 7. Class discusses the use of rhetorical questions in the art of persuasion. (whole group)
 8. Students listen to the final paragraph (excerpt) of the speech. (teacher lead)
 9. Teacher leads students to list how the orator, Patrick Henry, uses persuasive techniques to convince his audience that it was time for war (i.e. emotional, logical, and ethical appeals). (whole group)
- E. *Assessment/Evaluation*
1. Informal Assessment-Teacher observation of student participation in class discussion.

Lesson Five: “You Want Me to do What?” - Persuasive Junk- Mail (2 days: 45 minutes each)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will gain an awareness of culture around the world through the use of language, literature, writing, and media (adapted from K-4 B III-A 1,2,3)

2. Lesson Content
 - a. Writing and Usage (p.87)
 - Produce a variety of types of writing-including stories, reports, summaries, descriptions, poems, and letters-with the coherent structure or story line.
 - Know how to gather information from different sources (such as an encyclopedia magazines interviews observations atlas online), and write short reports presenting the information in his or her own words, with attention to the following:
 - i. Understanding the purpose and audience of the writing
 - ii. Defining main idea and sticking to it
 - iii. Providing an introduction and conclusion
3. Skill Objective(s)
 - a. The students will make oral presentations, using technologies when appropriate with an awareness of audience and purpose (K-4 B II-A 3)
 - b. The students will demonstrate the skills and strategies of the writing process (K-4 B II-C)
 - c. The students will produce a variety of written composition (K-4 B II-C1)
 - d. The students will use planning strategies and organize ideas (K-4 B II-C2)
 - e. The students will demonstrate competence in speaking to convey information (K-4 B II-A)

B. *Materials*

1. Notebook paper for each student
2. Pencils for each student
3. Highlighters or markers for each student
4. Magazines (ones that can be written on or have pages torn from)
5. “Junk – Mail” and advertisement papers
6. Newspapers

C. *Key Vocabulary*

1. none

D. *Procedures/Activities*

1. Briefly review persuasive writing and the previous lessons’ vocabulary words. Students refer to their completed vocabulary books. (whole group)
2. Break students into small groups of 3-4. Distribute a variety of newspapers, magazines, and other advertisement materials to each group.
3. As small groups, students will analyze the advertisements noting the colors, word choice, and graphics used in the ads. They may highlight catchy phrases and other persuading elements of the articles. Then students will note what they see on their notebook paper. (small group)
4. Teacher will walk around the room, sitting briefly in on small groups to facilitate discussion and to evaluate student understanding.
5. To close the lesson, have student groups share their findings from the advertisements. They will discuss the phrases, colors, and graphics used in the different advertisements. (whole group)

E. *Assessment/Evaluation*

1. Teacher will assess students’ comprehension of concepts and skills while sitting in on small group discussions.

Lesson Six: Group Persuasive Debates (1 day; 45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will gain an awareness of culture around the world through the use of language, literature, writing, and media (adapted from K-4 B III-A 1,2,3)
 2. Lesson Content
 - a. Writing and Usage (p. 87)
 - Produce a variety of types of writing-including stories, reports, summaries, descriptions, poems, and letters-with the coherent structure or story line.
 3. Skill Objective(s)
 - a. The students will actively contribute to a discussion (K-4 B II-A 1)
 - b. The students will produce a variety of written composition (K-4 B II-C1)
 - c. The students will demonstrate competence in speaking to convey information (K-4 B II-A)
 - d. The students will make oral presentations, using technologies when appropriate with an awareness of audience and purpose (K-4 B II-A 3)
 - e. The students will sing or speak using appropriate vocal techniques while maintaining rhythm and beat (adapted K-4 B I A)
- B. *Materials*
1. Paper for every student
 2. Lined paper for every student
 3. Key Vocabulary (Appendix A)
- C. *Key Vocabulary*
1. **Debate** – A discussion involving opposing viewpoints is a **debate**.
- D. *Procedures/Activities*
1. Introduce key vocabulary term to whole class; discuss (whole group)
 2. Divide the class into 4 groups with an equal number of students in each group. Teacher will assign group 1 the topic of why Coke is better than Dr. Pepper and group 2 the topic of why Dr. Pepper is better than Coke. Teacher will assign group 3 the topic of why a sports car is better than a truck, and group 4 the topic of why a truck is better than a sports car. (small group)
 3. Each group will discuss among each other and write down their arguments. Remind them that they are trying to persuade their audience to choose their side. (small group)
 - a. Each member of the group provides two reasons that support their arguments.
 - b. As a group they narrow their reasons down to the top five. Students then prepare notes of their arguments to be presented to the whole group.
 4. Groups 1 and 2 will present their speeches to groups 3 and 4. Each group will be allowed to answer questions presented by fellow groups. When groups 1 and 2 are finished, groups 3 and 4 will present their speeches and answer questions. (whole group)
 - a. Members of the audience, not presenting, will choose which product to support after hearing the arguments presented from the other groups. The teacher will record the results on the board.
 - b. After choosing products, volunteers will be asked to share the reasons why they were persuaded to support one product over the other.
 5. Gather together as a class and discuss how each group tried to persuade the audience and how they could better their presentations. (whole group)
- E. *Assessment/Evaluation*
1. Small and large group discussions
 2. Written arguments

Lesson Seven: Writing Process and Research (1 day; 45 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will gain an awareness of culture around the world through the use of language, literature, writing, and media (adapted from K-4 B III-A 1,2,3)
2. Lesson Content
 - a. Writing and Usage (p. 87)
 - Know how to gather information from different sources (such as an encyclopedia magazines interviews observations atlas online), and write short reports presenting the information in his or her own words, with attention to the following:
 - Understanding the purpose and audience of the writing
 - Defining main idea and sticking to it
 - Providing an introduction and conclusion
3. Skill Objective(s)
 - a. The students will actively contribute to a discussion (K-4 B II-A 1)
 - b. The students will use planning strategies and organize ideas (K-4 B II-C2)

B. Materials

1. Power Point Presentation (Appendix E)
2. Pieces of chalk for each small group
3. Writing Process Cheat Sheet for every student (Appendix F)
- 4.

C. Key Vocabulary

1. **Brainstorming** : A technique for gathering information and getting ideas with full group participation is **brainstorming**.
2. **Prewriting** : The preparation of piece of writing is called **prewriting**.
3. **Drafting** : The first draft of a writing piece that needs to be polished or a sloppy copy is called **drafting**.
4. **Editing** : Putting a piece of writing into an acceptable form is called **editing**.
5. **Rewriting: Rewriting** involves correcting all mistakes in a piece of writing.
6. **Publishing**: Preparing a final draft of a piece of writing to be read by others is called **publishing**.

D. Procedures/Activities

1. Review the writing process by showing the Writing Process PowerPoint. Allow time for question/answer session in between slides. (whole group)
2. Point out key vocabulary terms presented in the Power Point. (teacher facilitated)
3. Put students into small groups of 4-5. Take students outside to a basketball court or concrete area. In case of inclement weather this activity can be completed indoors using masking tape to outline the ladder. (small group, teacher monitored)
4. Give each group a piece of chalk and have the groups draw a ladder with 6 rungs with spaces large enough for one student to stand in each. Each rung is labeled with one of the 6 writing process stages. (small group)
5. To complete the activity one student steps into the first rung and must describe the writing stage correctly. (small group)
6. The student continues to climb the ladder until all 6 stages are described correctly. Once the student has completed the ladder correctly it is the next student's turn. If the student makes a mistake they must go to the end of the line and the next student begins climbing the ladder. (small group)
7. Continue this activity as long as time permits.

8. The teacher will walk around the groups monitoring student progress and answering any questions.
- E. *Assessment/Evaluation*
1. Teacher observation
 2. Student participation

Lesson Eight: Convince Me! (2 days: 45 minutes each)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will gain an awareness of culture around the world through the use of language, literature, writing, and media (adapted from K-4 B III-A 1,2,3)
 2. Lesson Content :
 - a. Writing and Usage (p.87)
 - Produce a variety of types of writing-including stories, reports, summaries, descriptions, poems, and letters-with the coherent structure or story line.
 - Know how to gather information from different sources (such as an encyclopedia magazines interviews observations atlas online), and write short reports presenting the information in his or her own words, with attention to the following:
 - Understanding the purpose and audience of the writing
 - Defining main idea and sticking to it
 - Providing an introduction and conclusion
 3. Skill Objective(s)
 - a. The students will demonstrate the skills and strategies of the writing process (K-4 B II-C)
 - b. The students will produce a variety of written compositions. (K-4 B II-C1)
 - c. The students will use planning strategies and organize ideas. (K-4 B II-C2)
- B. *Materials*
1. Whiteboard, markers
 2. Examples of facts and opinions
 3. Student copies of Convince Me! (Appendix G)
 4. Thesauruses for students
 5. Pencils and paper for every student
- C. *Key Vocabulary*
1. None
- D. *Procedures/Activities*
1. Students will review the difference between facts and opinions through a game led by the teacher. The teacher will provide examples of facts and opinions. If the statement is a fact, the students will give thumbs up. If the statement is an opinion, the students give thumbs down. (whole group, teacher lead)
 2. The teacher discusses with students that both facts and opinions are used to write persuasive essays. (whole group)
 3. The teacher creates two columns on the board for facts and opinions, and then leads students in a brainstorming session over a thesis statement. (i.e. our school lunch break needs to be longer; I need more allowance money; We should have a candy machine in our room, etc.) (whole group or small groups)
 4. The students provide examples of facts and opinions to support the teacher's thesis statement, listing them under the appropriate column on the board. (whole group)

5. After a class discussion about using facts and opinions in their persuasive writing, the teacher will provide several examples of thesis statements (or have students generate ideas) for their persuasive writing. (i.e. You should play on a team; Have more recess; Campaign for a classroom pet—dog, fish, etc.; We should read more...) (teacher facilitated)
 6. Once the students have selected their topic(s), the teacher will outline a format for them to follow: Introduction, body, conclusion.
 7. The teacher provides guidelines for the students as they start their first drafts (sloppy copies).
- E. *Assessment/Evaluation*
1. Informal Assessment-Teacher observation of student participation in class discussion.

Lesson Nine: Editing (1 day: 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will gain an awareness of culture around the world through the use of language, literature, writing, and media (adapted from K-4 B III-A 1,2,3)
 2. Lesson Content
 - a. Writing and Usage (p.87)
 - Produce a variety of types of writing-including stories, reports, summaries, descriptions, poems, and letters-with the coherent structure or story line.
 - Know how to gather information from different sources (such as an encyclopedia magazines interviews observations atlas online), and write short reports presenting the information in his or her own words, with attention to the following:
 - Understanding the purpose and audience of the writing
 - Defining main idea and sticking to it
 - Providing an introduction and conclusion
 3. Skill Objective(s)
 - a. The students will make oral presentations, using technologies when appropriate with an awareness of audience and purpose (K-4 B II-A 3)
 - b. The students will demonstrate the skills and strategies of the writing process (K-4 B II-C)
 - c. The students will produce a variety of written composition (K-4 B II-C1)
 - d. The students will use planning strategies and organize ideas (K-4 B II-C2)
 - e. The students will demonstrate competence in speaking to convey information (K-4 B II-A)
- B. *Materials*
1. Editing Checklist (Appendix H)
 2. Dictionary for student use
 3. Thesaurus for student use
 4. Colored pen or colored pencil for editing for each student
 5. Completed student persuasive speeches
- C. *Key Vocabulary*
1. None
- D. *Procedures/Activities*
1. Briefly review editing techniques from the writing process. (whole group)
 2. Break students into pairs.

3. Pass out the Editing Checklist, one per student. (partner work)
 4. Students will edit each other's persuasive speech using their colored pen or pencil. They will refer to the Editing Checklist. (partner work)
 5. The teacher will monitor the class, helping when needed, and listening to the students as they work with their partners.
- E. *Assessment/Evaluation*
1. Teacher will assess students as he/she monitors student pairs while they edit each other's speeches.
 2. Edited speeches.

Lesson Ten: Proofreading/Revision of Paper (1 day; 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will gain and demonstrate an awareness of culture around the world through the use of language, literature, writing, and media (adapted from K-4 B III-A 1,2,3)
 2. Lesson Content
 - a. Writing and Usage
 - Produce a variety of types of writing-including stories, reports, summaries, descriptions, poems, and letters-with the coherent structure or story line.
 3. Skill Objective(s)
 - a. The students will demonstrate the skills and strategies of the writing process (K-4 B II-C)
 - b. The students will use planning strategies and organize ideas (K-4 B II-C2)
 - c. The students will produce a variety of written composition (K-4 B II-C1)
- B. *Materials*
1. Written persuasive speech
 2. Pencils for each student
 3. Red pen for proofreading/corrections for each student
- C. *Key Vocabulary*
1. None
- D. *Procedures/Activities*
1. Review with students the concept of editing. (whole group)
 2. Tell students that they will have 3 different fellow students reading their speech and making comments and circling errors they may find. Remind students to check for spelling, punctuation of contractions, titles, and complete sentences, and to look for errors in grammar. (whole group, student interaction)
 3. Each student will then proofread their own paper and check for errors missed by their peers. (individual work)
- E. *Assessment/Evaluation*
1. Proofread paper with marks

Lesson Eleven: Publishing (1 day: 45 minutes)

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will gain an awareness of culture around the world through the use of language, literature, writing, and media (adapted from K-4 B III-A 1,2,3)
 2. Lesson Content

- a. Writing and Usage (p.87)
 - Produce a variety of types of writing-including stories, reports, summaries, descriptions, poems, and letters-with the coherent structure or story line.
 - Know how to gather information from different sources (such as an encyclopedia magazines interviews observations atlas online), and write short reports presenting the information in his or her own words, with attention to the following:
 - Understanding the purpose and audience of the writing
 - Defining main idea and sticking to it
 - Providing an introduction and conclusion
 - 3. Skill Objective(s)
 - a. The students will make oral presentations, using technologies when appropriate with an awareness of audience and purpose (K-4 B II-A 3)
 - b. The students will demonstrate the skills and strategies of the writing process (K-4 B II-C)
 - c. The students will produce a variety of written composition (K-4 B II-C1)
 - d. The students will use planning strategies and organize ideas (K-4 B II-C2)
 - e. The students will demonstrate competence in speaking to convey information (K-4 B II-A)
- B. *Materials*
- 1. Edited student persuasive speech
 - 2. Notebook paper for every student
 - 3. Pencil or black/blue pen (teacher preference) for every student
 - 4. Persuasive Writing Rubric (Appendix I)
- C. *Key Vocabulary*
- 1. None
- D. *Procedures/Activities*
- 1. Briefly review the writing process, focusing on editing and revision. (whole group)
 - 2. Have students Think/Pair/Share discussing persuasive writing. Allow 5 minutes for their small group review. (small group)
 - 3. Students will rewrite their edited and revised speech. Their speech will be ready for oral presentation. (individual work)
 - 4. The teacher will monitor students as they complete the publishing of their speeches.
- E. *Assessment/Evaluation*
- 1. The teacher will assess the students as they write their final draft.
 - 2. Completed speeches.

Lesson Twelve: Oral Presentation of Persuasive Speeches (2 days; 45 minutes each)

- A. *Daily Objectives*
- 1. Concept Objective(s)
 - a. Students will gain an awareness of culture around the world through the use of language, literature, writing, and media (adapted from K-4 B III-A 1,2,3)
 - 2. Lesson Content
 - a. Writing and Usage (p. 87)
 - Produce a variety of types of writing-including stories, reports, summaries, descriptions, poems, and letters-with the coherent structure or story line.
 - 3. Skill Objective(s)

- a. The students will make oral presentations, using technologies when appropriate with an awareness of audience and purpose (K-4 B II-A 3)
 - b. The students will sing or speak using appropriate vocal techniques while maintaining rhythm and beat (adapted K-4 B I A)
- B. *Materials*
1. Written persuasive speech
 2. Notebook paper for every student
 3. Pencils for every student
 4. Persuasive Speech Rubric (1 copy per student to reference; 1 copy per student for teacher to score) (Appendix J)
- C. *Key Vocabulary*
1. None
- D. *Procedures/Activities*
1. Inform students that for the next couple of days, they will be presenting their speeches to the class. (teacher facilitated)
 2. Tell students as they listen to each speech, they need to identify the speaker's main idea and supporting details, interpret the speaker's message, purpose, and perspective
 3. Students will need to have a sheet of ruled paper to keep track of the scores they give to each presenter. (individual student work presentation)
 4. After each oral speech is presented, students will score the presenter according to the rubric.
- E. *Assessment/Evaluation*
1. Individual scoring pages
 2. Teacher scoring rubric

VI. CULMINATING ACTIVITY (4-5 days: 45 minutes each)

Creative Commercials (Each lesson title should reflect specific Core Knowledge content)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will gain an awareness of culture around the world through the use of language, literature, writing, and media (adapted from K-4 B III-A 1,2,3)
 2. Lesson Content
 - a. Writing and Usage (p.87)
 - Produce a variety of types of writing-including stories, reports, summaries, descriptions, poems, letters-with the coherent structure or story line.
 - Know how to gather information from different sources (such as an encyclopedia magazines interviews observations atlas online), and write short reports presenting the information in his or her own words, with attention to the following:
 - Understanding the purpose and audience of the writing
 - Defining main idea and sticking to it
 - Providing an introduction and conclusion
 3. Skill Objective(s)
 - a. The students will sing or speak using appropriate vocal techniques while maintaining rhythm and beat. (adapted K-4 B I A)
 - b. The students will identify and or make art using different materials (K-4 B I A 1)

- c. The students will demonstrate the skills and strategies of the writing process (K-4 B II-C)
- d. The students will produce a variety of written composition (K-4 B II-C1)
- e. The students will use planning strategies and organize ideas (K-4 B II-C2)
- f. The students will demonstrate competence in speaking to convey information (K-4 B II-A)
- g. The students will actively contribute to a discussion (K-4 B II-A 1)
- h. The students will make oral presentations, using technologies when appropriate with an awareness of audience and purpose (K-4 B II-A 3)

B. *Materials*

- 1. Poster board in a variety of colors for each small group
- 2. Markers, crayons, colored pencils for each small group
- 3. Pencils for each student
- 4. Students supply their own new product
- 5. Notebook paper for each small group
- 6. Plain white paper for each small group
- 7. Construction paper in a variety of colors for each small group
- 8. Creative Commercials for each student (Appendix K)
- 9. Grading Rubric for Creative Commercials for each student(Appendix L)
- 10. Student Evaluation of Creative Commercial for each student(Appendix M)

C. *Vocabulary*

- 1. none

D. *Procedures/Activities*

- 1. Break students into groups of 3-4.
- 2. Pass out the Creative Commercials Direction and Planning page along with the grading rubric. Discuss with the students what they will be doing. Have examples if possible. (whole group, teacher lead)
 - Directions: Create a brand new product. You and your partners will produce an example of your new product. You will also come up with a commercial advertisement that you will present for your product, including a poster that shows your product. Your group will also compose an original “jingle” for your product.
- 3. Allow students time to plan and prepare for their commercials. (small group)
- 4. Allow students time and materials to create their products (students will provide soft drink cans, chip bags...), their posters, and other props they may need for their commercial presentations. (small group)
- 5. Students will use the planning page and grading rubric to guide their commercial creations.(small group)
- 6. Once all groups have completed their projects, groups will present their commercials to the entire group. (small group presentations)
- 7. Once students have completed their presentations, groups will complete their student evaluation of their own project. (individual work)

E. *Assessment/Evaluation*

- 1. Completed project
- 2. Grading rubric

3. Student evaluation of Creative Commercials

VII. HANDOUTS/WORKSHEETS

- A. Unit Vocabulary (Appendix A)
- B. “Ain’t I a woman?” (Appendix B)
- C. Reader’s Theaters Performance Rubric (Appendix C)
- D. Excerpts from Patrick Henry’s “Give Me Liberty, or Give Me Death!” (Appendix D)
- E. Write On, Baby! Power Point Presentation (Appendix E)
- F. Cheat Sheet (Appendix F)
- G. Convince Me! (Appendix G)
- H. Editing Checklist (Appendix H)
- I. Persuasive Writing Rubric (Appendix I)
- J. Persuasive Speech Rubric (Appendix J)
- K. Creative Commercials (Appendix K)
- L. Grading Rubric for Creative Commercials (Appendix L)
- M. Student Evaluation of Creative Commercials (Appendix M)

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Appendix A
(Lessons 1, 2, 3, 7)
Unit Vocabulary

Persuade – the art of convincing an audience to adopt an opinion or take certain action

Orator – a skilled speaker

Rhetoric – the art of communicating ideas

Rhetorical question – a question that does not have to be answered

Formal language – style of speaking to inform an audience in impersonal terms

Slang – casual language, informal English

Emotional appeal – words or ideas that appeal to feelings and emotions

Allusion – a reference to a historical event, a work of literature or art, or a well-known person or place

Idiom – an expression whose meaning differs from the literal meaning of its individual words

Imagery – words or phrases that appeal to the senses of sight, hearing, touch, taste, and smell to help create mental images

Repetition – the repeating of a sound, word, phrase, or line

Debate – a discussion involving opposing view points

Brainstorming – a technique for gathering information and getting ideas with full group participation

Prewriting – preparation of piece of writing

Drafting – a first draft of a writing piece that needs polished (sloppy copy)

Editing – putting a piece of writing into an acceptable form

Rewriting – to write a piece of writing, correcting all mistakes

Publishing – preparing a final draft of a piece of writing to be read by others

Appendix B
(Lesson 2)
Ain't I a woman?

Well, children, where there is so much racket there must be something out of kilter.

I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere.

Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman?

Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman?

I could work as much and eat as much as a man - when I could get it - and bear the lash as well! And ain't I a woman?

I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

Then they talk about this thing in the head; what's this they call it? [member of audience whispers, "intellect"] That's it, honey. What's that got to do with women's rights or negroes' rights?

If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure full?

Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him.

If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again!

And now they is asking to do it, the men better let them.

Obliged to you for hearing me, and now old Sojourner ain't got nothing more to say.

Appendix C (Lesson 2)

Readers Theatre Performance Rubric

How Did I Do?



Name: _____

Teacher: _____

Date Submitted: _____

Title of Work: _____

| | Criteria | | | | Points |
|---------------------------------|--|--|--|---|--------|
| | 4 | 3 | 2 | 1 | |
| Body Language | Movements are fluid and helped the audience visualize. | Make movements or gestures that enhanced articulation. | Very little movement or descriptive gestures. | No movement or descriptive gestures. | — |
| Eye Contact | Holds attention of entire audience with the use of direct eye contact. | Consistent use of direct eye contact with audience. | Displays minimal eye contact with audience. | No eye contact with audience. | — |
| Introduction and Closure | Student delivers open and closing remarks that capture the attention of the audience and set the mood. | Student displays clear introductory or closing remarks. | Student clearly uses either an introductory or closing remark, but not both. | Student does not display clear introductory or closing remarks. | — |
| Pacing | Good use of drama and student meets apportioned time interval. | Delivery is patterned, but does not meet apportioned time interval. | Delivery is in bursts and does not meet apportioned time interval. | Delivery is either too quick or too slow to meet apportioned time interval. | — |
| Poise | Student displays relaxed, self-confident nature about self, with no mistakes. | Makes minor mistakes, but quickly recovers from them; displays little or no tension. | Displays mild tension; has trouble recovering from mistakes. | Tension and nervousness is obvious; has trouble recovering from mistakes. | — |
| Voice | Use of fluid speech and inflection maintains the interest of the audience. | Satisfactory use of inflection, but does not consistently use fluid speech. | Displays some level of inflection throughout delivery. | Consistently uses a monotone voice. | — |
| | | | | Total----> | — |

Teacher Comments:

2008 Core Knowledge[®] National Conference, 4th Grade, Plead Your Case, Sojourner and Patrick! The Art of Persuasive Speech

Appendix D
(Lesson 3, 4)
Excerpts from Patrick Henry's Speech
"Give me liberty or give me death"

I have but one lamp by which my feet are guided, and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years to justify those hopes [for peace]...

Are fleets and armies necessary to a work of love and reconciliation? . . . Let us not deceive ourselves. . . These are the implements of war. . . Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies? No, she has none. They are meant for us: they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging. And what have we to oppose to them? Shall we try argument? . . . We have been trying that for the last ten years. Have we anything new to offer upon the subject? Nothing. We have held the subject up in every light of which it is capable; but it has been all in vain. . .

Gentlemen may cry, Peace, Peace---but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

Appendix E (Lesson 7)

Write On, Baby! Power Point Presentation (Outline)

Write On, Baby!

The Writing Process

Brainstorming: Flashy Ideas

Prewriting: Let it Flow!

- Narrow your topic
- Organize research-graphic organizers
- Draw a plan
- Think about your purpose and audience
- Free write without stopping to think; whatever comes into your head
- Sloppy copy

Drafting: Compose Your Prose

- Plug in your personality and voice
- Sentence fluency-complete thoughts
- Add details
- Answer who, what, when, where, why, and how questions
- Word choice

Editing: Check it Out!

- Capitalization
- Punctuation
- Spelling-use dictionary and peers
- Sentence structure
- Grammar and usage-noun, verbs etc.
- Paragraphs

Rewriting: A New Perspective

- Get feedback from others
- What works, what doesn't
- Does it make sense?
- Are my ideas clear?
- Did I get point across?
- Can I make it more exciting?
- Is the style for the audience correct?

Publishing: Your Public Awaits!

- Final copy-"The Finished Project"
- Use technology to print a clean, correct copy
- Illustrate
- Share it

Appendix F (Lesson 7) Cheat Sheet



Brainstorming Stage

List ideas related to topic
Mapping, clustering, diagrams,
graphic organizers, outlines, etc



Prewriting Stage

Preparation piece of writing
Beginning, middle, and ending
Ability to organize and group
Good sense of sequence



Drafting Stage

Rough draft
Reorganizing
Finalizing ideas and concepts



Editing Stage

Conventions: spelling,
punctuation, grammar,
usage, paragraphing and
capitalization



Rewriting Stage

Clarity, purpose, anything
new, sentence structure, more
exciting

Publishing

Ready for people to read,
illustrate, finished product,
share



Appendix G

(Lesson 8)

Convince Me!

(Guidelines for Persuasive Writing)

Introduction: You want to grab your audience's attention! You could:

- Make a dramatic statement
- Tell a brief story
- Start with a catchy phrase

Once you have their attention, state your opinion clearly.

Body: State your 3 (or more) reasons to support your opinion.

Each reason should be developed into a paragraph.

- Support each reason with facts, details, or examples so your audience will agree with you.
- List your strongest reason last.
- Use emotional (powerful) words that create strong reactions (i.e. replace *strong* storms with *violent* or *fierce* storms). Students will need to use a thesaurus.
- Ask rhetorical questions so that listeners think about their answers.
(i.e. Why shouldn't we have longer recesses? What's wrong with having a fish for a class pet?)

Conclusion: Restate your opinion and call your readers to action!

- Repeat your opinion in a slightly different way.
- Use a quote, story, or some other dramatic statement.
- End with an emotional appeal or a rhetorical question.
- Leave your audience with an idea they can remember.
- End with a Bang!

5-Paragraph Essay

Introduction:

Reason 1:

Reason 2:

Reason 3:

Conclusion

**Appendix H
(Lesson 9)**

Editing Checklist

| | | |
|---|-----|----|
| 1. Does my partner's speech have one clear topic? | Yes | No |
| 2. Does my partner have a strong opening sentence? | Yes | No |
| 3. Does my partner's speech use emotional appeal? | Yes | No |
| 4. Does my partner's speech contain facts and not opinions? | Yes | No |
| 5. Did my partner capitalize the first word of every sentence and all proper nouns? | Yes | No |
| 6. Did my partner use correct punctuation at the end of every sentence? | Yes | No |
| 7. Does my partner use good subject/verb agreement in their speech? | Yes | No |
| 8. Did my partner use a variety of sentences? | Yes | No |
| 9. Did my partner check their spelling? | Yes | No |
| 10. Did my partner's speech appeal to the intended audience? | Yes | No |

Appendix I (Lesson 11)
Persuasive Writing Rubric

| | Beginning 1 | Developing 2 | Accomplished 3 | Exemplary 4 | Score |
|--|--|--|--|---|--------------|
| Sentences and Paragraphs | Many sentence fragments or run-on sentences or paragraphing needs a lot of work. | Most sentences are complete and well constructed. Paragraphing is generally done well. | All sentences are complete and well constructed. Paragraphing is generally done well. | Sentences and paragraphs are complete, well constructed and varied structure. | |
| Grammar, Capitalization, and Spelling (Conventions) | Writer makes more than 4 errors in grammar and/or spelling. | Writer makes 3-4 errors in grammar and/or spelling. | Writer makes 1-2 errors in grammar and/or spelling. | Writer makes no errors in grammar or spelling. | |
| Ideas | Piece seemed to be a collection of unrelated sentences. It is very difficult to figure out what the piece is about. | Ideas are somewhat organized, but were not very clear. It took more than one reading to figure out what the piece was about. | Ideas are expressed in a pretty clear manner, but the organization could have been better. | Ideas are expressed in a clear and organized fashion. It is easy to figure out what the piece is about. | |
| Content Accuracy | The piece contains no accurate facts about the topic. It seems that the student gained little information from the book. | The piece contains some evidence that the student read. More information from the book is needed. | The piece contains some accurate facts about the topic. Closer attention to the book is needed. | The piece shows that the student read and took notes from the book. Knowledge of the book's controversy is evident. | |
| Persuasive Points | Preparation is weak; arguments are weak or missing; and less than three points are made. | Two points are made; shows some preparation, but weak arguments. | Three or more points are made with support, but the arguments are somewhat weak in places. The writer doesn't persuade completely. | Three or more excellent points are made with good support. It is evident the writer put much thought and research into this assignment. | |

20-16 = A
15-12 = B
11-9 = C
8-5 = D



Appendix J
(Lesson 12)
Persuasive Speech Rubric

Speaker's Name _____

Score _____

| |
|---|
| Score Point 4 |
| Speaker took a clear stand on an issue and supported it with appropriate personal or factual information. Speaker used numerous details to support stand. Speaker's work was organized to help logically develop his/her argument and did not stray off topic. Speaker used good language choices to help influence the audience to agree with him/her. Speaker used good voice inflection to fit the audience and setting. |
| Score Point 3 |
| Speaker took a clear stand on an issue and gave some support. Speaker chose enough details to support stand. Speaker's work was organized and is logical but it strayed a little. Speaker made some good language choices to help influence the audience to agree with him/her. Speaker used some voice inflection to fit the audience and setting. |
| Score Point 2 |
| Speaker took a stand but may not have made position very clear. Speaker used some details but did not do a very good job. Speaker tried to organize ideas but did not do a good job and tended to jump around. Speaker did not use good language choices to help influence the audience to agree with him/her. Speaker used very little voice fluctuation to fit the audience or setting. |
| Score Point 1 |
| Speaker tried to respond but did not take a stand. Speaker gave little or no details. Speaker had no real organization. Speaker did not use any language choices to help influence the audience. Speaker used no voice inflection. |

**Appendix K
(Culminating Activity)**

Group Members: _____

Creative Commercials

Directions: Create a brand new product.

Examples: a new kind of soft drink, a new kind of chips, or a new kind of hair product

You and partners will produce an example of your new product. You will also come up with a commercial advertisement that you will present for your product, including a poster that shows your product. Your group will also compose an original “jingle” for your product.

Planning:

Type of Product (soft drink, hair spray,...) _____

Name of New Product: _____

Target Audience (children, young adults,...) _____

Persuasive Phrases for your commercial speech: _____

_____ (Use the back if you need more room.)

Jingle: _____

_____ (Use the back if you need more room.)

Poster Art Ideas:

Appendix L (Culminating Activity)

Grading Rubric for Creative Commercials

Students will present completed Creative Commercials.

| Date: Name: | Beginning 1 | Developing 2 | Accomplished 3 | Exemplary 4 | Score |
|--|--|---|--|---|-------|
| Students create a new product to advertise | Students copy a product from a pre-existing product. | Students create a new product that closely resembles a pre-existing product. | Students create an original product. | Students show exceptional creativity in the product they create. | |
| Student Commercial Presentation Speech: Enunciation, Posture, Eye Contact, Emotional Appeal, Persuasive Language | Students do not use adequate speaking/presentation skills | Students use adequate speaking/presentation skills | Students use above average speaking/presentation skills | Students use exceptional speaking/presentation skills | |
| Student Poster to Accompany Speech and Commercial: Neatness, Color, Persuasive Phrasing, Product Demonstration | Student posters are not neat, lack color, persuasive phrasing, and product demonstration | Student posters show adequate neatness, color, persuasive phrasing, and product demonstration | Student posters show above average neatness, color, persuasive phrasing, and product demonstration | Student posters are exceptionally neat with color, persuasive phrasing, and product demonstration | |
| Student Product Jingles: Creative and Original | Students show little or no creativity and originality | Students show adequate creativity and originality | Students show above average creativity and originality. | Students show exceptional creativity and originality | |
| Final Score | | | | | |

- 14 - 16 points = A
- 13 - 10 points = B
- 9 - 7 points = C
- 6 - 4 points = D
- 4 - 1 point = F

Appendix M
(Culminating Activity)

Names: _____

Student Evaluation of Creative Commercial

Name of Product:

How is your product different from the original product? What was your goal for this new product?

What did you do to meet your product goals? (Be specific)

Who was the target audience for your product?

What was the purpose of the commercial advertisement for your product?

How did your audience know what was being advertised?

How did your message grab the audience's attention?

Do you think the commercial successfully advertised your product?