

SPEAK UP, SPEAK OUT

Grade Level or Special Area: 4th Grade

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Length of Unit: Eight lessons (approximately eight days, one day = 45 minutes)

I. ABSTRACT

As Americans, the right to free speech gives us the chance to express our opinions on any issues in public. Sojourner Truth and Patrick Henry both spoke to improve life and promote equality for all in the United States. Their speeches are monumental marks in history that should not be neglected. Within this unit, students will examine two important speeches and design their own speech. **Note- this unit has been largely adapted from *You Can Write Speeches and Debates* by Jennifer Rozines Roy and Johanna Haney.**

II. OVERVIEW

A. Concept Objectives

1. Students understand that historical figures made impassioned speeches to support causes in which they believed, and the historical context in which these speeches were made.
2. Students understand how a speaker can communicate an important message and appreciate the persuasive power of words.
3. Students recognize how to communicate ideas by writing and speaking clearly and correctly.
4. Students will understand how to research and write for a purpose.

B. Content from the *Core Knowledge Sequence*

1. 4th Grade Language Arts: Speeches (page 89)
 - a. Patrick Henry: “Give me liberty or give me death”
 - b. Sojourner Truth: “Ain’t I a Woman”
2. 4th Grade Language Arts: Writing, Grammar, and Usage: Writing and Research (page 87)
 - a. Produce a variety of types of writing—including stories, reports, summaries, descriptions, poems, and letters—with a coherent structure or story line.
 - b. Organize material in paragraphs and understand
 - i. How to use a topic sentence
 - ii. How to develop a paragraph with examples and details
 - iii. That each new paragraph is indented

C. Skill Objectives.

1. The students will recall the speeches of Sojourner Truth and Patrick Henry.
2. The students will write a summary in their own words retelling the definition and/or purpose of a speech.
3. The students will familiarize themselves with the parts of a speech and what is included in a speech.
4. The students will analyze and examine the speeches of Sojourner Truth and Patrick Henry.
5. The students will prepare and write a persuasive speech.
6. The students will brainstorm possible speech topics and choose a favorite.
7. The students will make a web of their ideas.
8. The students will research in the library for reliable resources.
9. The students will make an outline.
10. The students will write the rough draft of a persuasive speech.

11. The students will revise, edit, and proofread their rough draft of a persuasive speech.
12. The students will write a final copy of a persuasive speech.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. *Sojourner Truth: Antislavery Activist* by Peter Krass
 2. *What Your 4th Grader Needs to Know* by E.D. Hirsch
 3. *Patrick Henry* by Jennifer Blizin Gillis
- B. For Students
 1. Fourth Grade History and Geography: American History and Geography: The American Revolution
 2. Fourth Grade History and Geography: American History and Geography: Reformers
 3. Kindergarten Language Arts: Reading and Writing: Writing and Spelling
 4. First Grade Language Arts: Reading and Writing: Writing and Spelling, Grammar, and Usage
 5. Second Grade Language Arts: Reading and Writing: Writing and Spelling, Grammar and Usage
 6. Third Grade Language Arts: Reading and Writing: Writing and Spelling, Grammar and Usage
 7. Fourth Grade Language Arts: Writing, Grammar, and Usage

IV. RESOURCES

None needed

V. LESSONS

Lesson One: All about Speeches; Introduction to Sojourner Truth and Patrick Henry (approximately 40 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students understand that historical figures made impassioned speeches to support causes in which they believed, and the historical context in which these speeches were made.
 - b. Students understand how a speaker can communicate an important message and appreciate the persuasive power of words.
 2. Lesson Content
 - a. Patrick Henry: “Give me liberty or give me death”
 - b. Sojourner Truth: “Ain’t I a Woman”
 3. Skill Objective(s)
 - a. The students will recall the speeches of Sojourner Truth and Patrick Henry.
 - b. The students will write a summary in their own words retelling the definition and/or purpose of a speech.
- B. *Materials*
 1. White board and white board markers
 2. Appendix A (one copy per student)
- C. *Key Vocabulary*
 1. To *abolish* means to do away with or void.
 2. To *inform* is to give knowledge of something to.
 3. To *persuade* also means to convince.

4. To *entertain* means to amuse or make laugh or smile.

D. *Procedures/Activities*

1. Begin this lesson by evoking the student's participation. Ask them if they have ever heard a speech given. Remind them that a speech is a prepared talk that aims to either inform (give information) or persuade (convince others of something). Some examples may include work from a teacher, news anchor, lawyer, engineer, business executive, tour guide, or politician.
2. Be sure your students know that speeches have other goals as well; for example, amusing an audience or moving them emotionally.
3. Ask the students again if they have ever heard a speech. Take a couple of minutes to write down on the white board the names of the people they may have heard give a speech. Note- these names may be of current or past speech givers.
4. Let the students know that today they will be introduced to two very powerful speeches from our American history.
5. Tell the students that by the end of this lesson they must be able summarize in their own words the definition and/or purpose of a speech. So, if they find note taking to be helpful, then suggest that they take notes on the following short lecture.
6. At this time, review the list of names previously written on the board. Pick one or two of the people to talk about briefly. Note: if the students thought of Patrick Henry or Sojourner Truth, do not discuss them at this time.
7. You may wish to briefly discuss the time period the speech was given, the author of the speech, and/or the reason for the speech.
8. Now make a quick transition into discussing two very monumental speech givers: Sojourner Truth and Patrick Henry.
9. Activate your students' prior knowledge with the following questions: Do you remember studying about women's rights and the Seneca Falls Convention? Remember the time when slavery was acceptable? Do you recall men and women speaking to abolish slavery? Can you remember a woman by the name of Sojourner Truth? Remember she was the African American woman whom fought for women's rights and the abolishment of slavery?
10. Tell the students that Sojourner Truth wrote a very famous speech and that her speech is one that they will analyze and examine the next time you meet.
11. Continue to activate their prior knowledge of Patrick Henry with the following questions: Do you remember the first English colonies of Virginia and Massachusetts? Do you recall the American colonist's struggle with Britain? Remember the signing of the Declaration of Independence? Can you recall life before the Americans won their independence? Remember Patrick Henry the delegate from New Jersey who felt strongly about gaining our independence from Great Britain?
12. Tell the students that Patrick Henry's speech is still very popular when it comes to talking about the American Revolution. Make sure the students understand Patrick Henry to be the second speechmaker whom we will be discussing the next time we meet.
13. Now that you have introduced the two speech givers and their backgrounds, take a moment to review with the students the definition and/or purpose of giving a speech.
14. Note: be sure to write these notes on the board for your note takers.
15. Tell the students that giving a speech is to communicate a point.
16. Let them know that a speech is a great way to voice an opinion or pass on information.

17. Tell them that speeches are used to inform, persuade, or entertain.
 18. Take a moment to discuss the meaning of the words: inform, persuade, and entertain. Note: for definitions, refer to the key vocabulary for this lesson.
 19. Tell the students that both Sojourner Truth and Patrick Henry were speaking to both inform and persuade. Be sure they realize that speeches can be written with more than one purpose.
 20. Distribute a copy of Appendix A to every student, now that you have reviewed the definition and/or purpose of giving a speech. Note: this sheet was made to conserve paper.
 21. After handing out the papers, ask the students to summarize in their own words the definition and/or purpose of giving a speech.
 22. Note: be sure you do read their responses soon so that you know they understand what you are talking about. The student responses will vary, but be sure they at least understand speeches to be a great way to inform, persuade, or entertain an audience.
 23. After the students have written their summaries, take the time to read some of their examples.
 24. Tell the students that tomorrow they will be given the opportunity to examine and analyze the speeches written by Sojourner Truth and Patrick Henry.
- E. *Assessment/Evaluation*
1. Students will be assessed on the content of their summaries (Appendix A).

Lesson Two: All about Speeches, Speech Analysis and Examination (approximately 45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand that historical figures made impassioned speeches to support causes in which they believed, and the historical context in which these speeches were made.
 - b. Students understand how a speaker can communicate an important message and appreciate the persuasive power of words.
2. Lesson Content
 - a. Patrick Henry: "Give me liberty or give me death"
 - b. Sojourner Truth: "Ain't I a Woman"
3. Skill Objective(s)
 - a. The students will familiarize themselves with the parts of a speech and what is included in a speech.
 - b. The students will analyze and examine the speeches of Sojourner Truth and Patrick Henry.

B. *Materials*

1. Appendix B (one transparency copy) or (one copy per student)
2. Appendix C (one copy per student)
3. Appendix D or E (one copy per group)

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Begin today's lesson by reading some more of the student's summaries. You may wish to read them aloud or have the students do so. Note- the purpose for reading their summaries is to activate what they remember. Do not spend too much time doing this.

2. After reviewing some of their summaries, be sure they understand that preparing and giving a speech is a great way to voice their opinion or pass on information.
3. Also, tell them that in order to present ideas to people, speech makers need to know the parts of a speech and what is included in a speech.
4. Tell the students that today they will analyze and examine Sojourner Truth and Patrick Henry's speeches to learn about the parts of a speech and what is included in a speech. Note: at this time, you may wish to tell the children that they will be writing their own speech. Ask that they pay special attention to today's lesson.
5. Now refer to Appendix B. Note: this could have been made into a transparency prior to the lesson or distributed to every student.
6. Regardless of what you choose, be sure the students know that a speech is organized much the same way as other forms of writing. It has an introduction, a body, and a conclusion. The introduction tells your audience what your speech is about, gets the audience interested in your topic, and provides basic background information. The body of a speech discusses your main points, which are the facts and ideas you want your audience to know. Lastly, the conclusion sums up the speech so that the audience remembers the main points. It also reviews why your topic is important.
7. Now it is time to address the bottom part of the page. Tell the students that speeches include a variety of tools that are designed to communicate information most easily.
8. Take the time to discuss each tool and its provided definition.
9. After the students have a good understanding of the parts of a speech and what is included in a speech it is time for the next activity.
10. Note- depending on your class size you will want to group the students into cooperative learning groups for this exercise.
11. For this activity, the students will be examining one of the before mentioned speeches (Sojourner Truth or Patrick Henry). Note- you may permit the students to choose the speech they wish to examine or have already made that decision. Remember the groups will only look at one of the speeches. Do not forget to make enough copies of the speeches for this activity (refer to Appendices D and E).
12. Now refer to Appendix C. The students will work with this sheet, in small cooperative learning groups, to identify what is included in a particular speech. Note: make a copy of Appendix C for each student to hold them accountable for the group work.
13. Put the students into their learning teams and distribute a copy of Appendix C to every student. Note: remember to make the dispersion of the speeches somewhat equal.
14. Review the directions with the students on Appendix C. Note: be sure the students understand that for every criterion checked with a "Yes" they must provide an example from the text.
15. Allot a decent amount of time for the examination of the speeches and completion of the worksheet.
16. After providing group time, collect the student's sheets and gather the children in a comfortable discussion spot on the floor in your classroom. Note- no answer key has been provided because the answers will vary. You will want to have read the speeches yourself to be the judge of what is acceptable and not acceptable.

17. While you have the students seated, allow some students to share their responses aloud with the class. Note: you may wish to delegate a speaker for each group or elicit responses from individuals. Be sure to discuss aspects of both speeches and not just one.
 18. Take the last couple of minutes to introduce tomorrow's lesson. Let the students know that giving a speech is important to learn because it teaches how to communicate a point to a group of people.
 19. Tell the students that tomorrow they will begin to brainstorm ideas for their own individual speeches.
- E. *Assessment/Evaluation*
1. The students will be assessed on their responses written on Appendix C.

Lesson Three: Brainstorming a Topic (approximately 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how a speaker can communicate an important message and appreciate the persuasive power of words.
 - b. Students recognize how to communicate ideas by writing and speaking clearly and correctly.
 - c. Students understand how a speaker can communicate an important message and appreciate the persuasive power of words.
 2. Lesson Content
 - a. Produce a variety of types of writing—including stories, reports, summaries, descriptions, poems, and letters—with a coherent structure or story line.
 3. Skill Objective(s)
 - a. The students will prepare and write a persuasive speech.
 - b. The students will brainstorm possible speech topics and choose a favorite.
- B. *Materials*
1. Appendix F (one copy per student)
- C. *Key Vocabulary*
1. The *scope* is how broad or narrow something is.
 2. *Persuasion* is persuading or being convinced.
- D. *Procedures/Activities*
1. Begin today's lesson with a quick introduction lecture.
 2. Ask the students if they have ever heard of the word: persuasion. Elicit some of their responses before you give them your definition.
 3. Be sure they understand that to persuade is also to convince or to make feel sure by evidence.
 4. Mention that persuasive writing can take many forms to convince people to think or act in a certain way. Some forms may include an essay, paper, e-mail, letter, article, book, review, website, and of course a speech.
 5. Remind the students that today they will begin to write their own persuasive speech.
 6. Of course, some of your students will be frightened and may wonder why they need to learn how to write and/or give a speech.
 7. Tell them they will use these skills all their life – in school and in their job.
 8. Be sure the students know that it takes time to organize and write a persuasive speech.

9. The first thing students will do is chose a topic. The students are probably wondering how to decide on a topic for a speech. Tell them that figuring this out is easy.
 10. Let them know that they will need to choose a topic and make sure that the scope of their topic is manageable. The scope of a topic is how broad or narrow the topic is. **Special Education Accommodation:** Determine the topic for this student.
 11. Give the students some time to quietly brainstorm an idea for a persuasive essay with a partner.
 12. Remind them that their topic must be something that can persuade the audience one way or the other.
 13. Pull the students back in and provide time to independently brainstorm some possible topic ideas on Appendix F. Note: these sheets will need to be kept in a safe place because you and the students will be looking at them again.
 14. Distribute one copy of Appendix F to every student. Review the directions with the students before they begin to work independently.
 15. Note- do not have the students answer the two questions on the bottom of this page yet.
 16. While the students are working independently, take the time to wonder around and approve or disprove student ideas.
 17. **Gifted and Talented Accommodation:** Have a sponge activity available for those students that finish quickly.
 18. Note: remember you will have to be the judge when it comes to narrowing down the topic. You must be able to get each student focused on a good topic today. If for some reason students are having difficulty choosing a topic you may need to choose one for them or permit them time overnight to choose one on their own. Most importantly, the topics need to be chosen and narrowed down before the next day.
 19. Share some of the student’s finalized topics as a closure activity for today.
- E. *Assessment/Evaluation*
1. Students will be assessed on the completion of Appendix F.

Lesson Four: Creating a Concept Map (approximately 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students recognize how to communicate ideas by writing and speaking clearly and correctly.
 - b. Students will understand how to research and write for a purpose.
 2. Lesson Content
 - a. Produce a variety of types of writing—including stories, reports, summaries, descriptions, poems, and letters—with a coherent structure or story line.
 3. Skill Objective(s)
 - a. The students will make a web of their ideas.
 - b. The students will research in the library for reliable resources.
- B. *Materials*
1. Appendix G (one copy per student)
- C. *Key Vocabulary*
1. To be *credible* means to be believed or reliable.
 2. Someone or something that can be relied on or trusted is *reliable*.

D. *Procedures/Activities*

1. Start today's lesson by permitting additional students some time to share their final topic choices with the students.
2. Tell the students that before they begin their research and writing, they need to identify what the main points of their speech will be. This means deciding what they want to persuade the audience about.
3. To start, share an example with the students.
4. For example, if you are giving a speech about the benefit of requiring school uniforms, your main points might be:
5. Requiring school uniforms cuts down on misbehavior among students.
6. School uniforms help parents save money.
7. Or, school uniforms help break down status differences among students, since everyone wears the same thing.
8. Tell them to remember that most speeches have three main points plus supporting details. This keeps the scope of the topic under control.
9. Let them know that if they have too many key points, they might consider whether they need to narrow the scope of the topic.
10. How do you decide your main points, they ask? Tell the students to think about what issues made them decide to select their topic.
11. Note: be sure the students brainstorming sheets are handy from yesterday.
12. Point their attention to the questions at the bottom of Appendix F. Let them fill in the first question: Who will be your audience?
13. The audience will be their classmates and teacher. Have the students write that into the blank.
14. Now give the students some time to fill in possible main ideas on the lines of question two. Note: be sure to migrate around the room to help those students that may need additional assistance. **Gifted and Talented Accommodation:** You may wish to permit these students to move on to the Cluster Map Sheet before the other students.
15. Once the students have narrowed their topic to three main points then distribute Appendix G.
16. The students will use this organizer to map out their ideas. Note: be sure to keep both Appendix F and G; the students will refer back to these later in the speech writing process. You may wish to have a folder for each student's papers. After today, you should have their summarizing, brainstorming, and webbing sheets stored for future reference.
17. Now that the students have a topic and key points, it is time to hit the library and do some research. Note: be sure to have already set-up time in the library for your students to research their topics.
18. Before you go to the library, remind the students that it is important to use good, reliable resources to do their research so that they build credibility with their audience.
19. Tell them that encyclopedias are a good place to start to get the most basic information about their topic, but they will need to get more in-depth sources as well.
20. Newspapers and magazines offer interesting and helpful statistics about many topics that deal with current events such as the environment, politics, and schools.
21. Remind the students that the Internet can be a great resource; however, they have to be careful to make sure the Internet source is reliable.

22. Tell the students that sites with **.org**, **.gov**, or **.edu** provide the most reliable information.
 23. Suggest the students bring a writing utensil and paper to the library, so that they may take notes when they come across information that will be valuable in writing their speech.
 24. Remind the students that the more detailed and organized their notes are, the easier it will be to write their speech.
 25. Suggest the students keep separate pages for information they find about their three different main points. Note- you may want to make this mandatory. Also, make the suggestion to use note cards to make notes and organize their research when they begin to write.
 26. Suggest using a highlighter or different colored pen to organize their thoughts within their notes.
 27. Be sure the students write down the bibliographical information for each of their sources. Note- bibliographies should have been previously taught to the students.
 28. Use the remainder of this class period to research in the library.
 29. **Special Education Accommodation:** These students will require extra attention and assistance in the library. You may wish to have a teacher's assistant to support the needs of these students.
 30. Finally, bring the students together and tell them that tomorrow they will be creating an outline to make the process of writing their speech even easier.
 31. Note: you may wish to allot more time for research in the library for the persuasive speech.
 32. Note: be sure to collect the student's notes to store with their already completed work.
- E. *Assessment/Evaluation*
1. Students will be assessed on the completion of Appendix G.

Lesson Five: Creating an Outline (approximately 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students recognize how to communicate ideas by writing and speaking clearly and correctly.
 - b. Students will understand how to research and write for a purpose.
 2. Lesson Content
 - a. Produce a variety of types of writing—including stories, reports, summaries, descriptions, poems, and letters—with a coherent structure or story line.
 3. Skill Objective(s)
 - a. The students will make an outline.
- B. *Materials*
1. Note cards (three per student; if needed)
 2. Appendix H (one copy per student)
 3. Notebook paper
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Today's lesson will begin with a think-pair-share.
 2. For this activity, ask the students to silently think of their progress on the writing of their speech. Then tell them to find a partner and share their progress on writing their speech.

3. You may wish to write some thought provoking questions on the board like: What has been most difficult in the writing process so far? What three points did you find to support your main idea for your persuasive speech? Have you thought of using any visuals for your speech?
4. The purpose for this activity is to get the students thinking about their topics again. This activation activity will get their creative juices flowing again for today's lesson.
5. After the students have had a few moments to share with a partner, pull them in for a quick lecture on the importance of creating an outline for their speech.
6. Tell them that organizing their research notes into an outline will make the process of writing their speech so much easier.
7. During their research, the students should have written their notes for each main point on separate sheets of paper. Ask that the students gather this information and have it on their desks.
8. Note: the students may have also used separate note cards or highlighter colors to separate the three main points. Regardless have them get these notes out and organized into three piles.
9. Ask the students to think about what sequence or order will make the most sense for their key points.
10. If the students are having trouble deciding what order to put them in, try a visualization technique.
11. First, suggest that they write each key point on a note card and shuffle them in different sequences. Tell them to see what makes most sense to them. If necessary, the students may wish to get the opinion from a teacher or friend.
12. Remind the students that many good speechwriters choose to put the most important point last in the speech because the audience is more likely to remember the last part of a speech.
13. It is time to start the outline once the students have chosen the order of their points. **Gifted and Talented Accommodation:** Permit these students to move ahead to the outline as soon as they have shown you the order of their main points.
14. Appendix H is the sheet the students will use to create their outlines. Note: this sheet is just a template. The student will need notebook paper to write their outline.
15. Distribute a copy of Appendix H to every student.
16. Note: the sheet is very easy to comprehend, but you may find some of your students need assistance. The students should be able to take this sheet and create an outline based on their own.
17. Be sure to tell the students that the more time and effort they put into their outlines the easier it will be to write their rough drafts.
18. The remainder of this class period should be sufficient time for completion, but please make the appropriate accommodations.
19. Note: Remember to keep the student's outlines along with their sheets previously collected.

E. *Assessment/Evaluation*

1. Students will be assessed by the completion of their outlines.

Lesson Six: Rough Draft Copy (approximately 45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students recognize how to communicate ideas by writing and speaking clearly and correctly.
 - b. Students will understand how to research and write for a purpose.
2. Lesson Content
 - a. Produce a variety of types of writing—including stories, reports, summaries, descriptions, poems, and letters—with a coherent structure or story line.
 - b. Organize material in paragraphs and understand
 - i. How to use a topic sentence
 - ii. How to develop a paragraph with examples and details
 - iii. That each new paragraph is indented
3. Skill Objective(s)
 - a. The students will write the rough draft of a persuasive speech.

B. *Materials*

1. Appendix I (one copy per student)

C. *Key Vocabulary*

1. *Drafting* is the process of putting words down on paper.

D. *Procedures/Activities*

1. Remind the students that by now their topic is chosen, their research done, and they have even written an outline and sequenced their main points.
2. Now it is time to start writing. Remind them that the rough draft is first.
3. Tell them that drafting is the process of putting words down on paper. This draft is their first attempt at writing their speech.
4. Remind them that mistakes are just fine.
5. Most importantly, they must get their facts and ideas written down so that they make sense. Note: during the rough draft, they should attempt to get their main points down in the order that they will be in for their final copy.
6. Before you send the students on their own, take a closer look at the already discussed parts of a speech.
7. Begin with the introduction; the opening of their speech that should capture the audience's attention and get them interested in the topic.
8. Next, the background information about their topic. The background information should explain their main points.
9. Finally, the last part of the introduction lists the main or key points of the speech. Remind the students not to go into any detail about their main points at this time.
10. The body is next; the body is the largest part of the speech. Each section discusses the main points and gives supportive details. Remind the students that each section should be about just one point, so they should have three sections for their three main points.
11. Tell them that each section should give research, details, and possibly opinions about each of the main points. Note: the students may refer to their outline to help with the completion of the body.
12. Lastly, is the conclusion or closing; after you have discussed every main point, it is time to give the closing. The closing brings the audience back to each point briefly and ties them all together.
13. Tell the students not to introduce any new information at this time.
14. The closing reminds the audience of all the main ideas you want them to know and remember.

15. Note: please allocate enough time for the students to finish their drafts in class. Do not forget to have sponge activities for the students who will finish early. Be sure to wander around and assist all of your students.
 16. Distribute a copy of Appendix I to every student. This is the sheet they will write their rough draft copies on. Note: some students may need two copies of this page so be sure to have plenty of extra copies.
 17. At the end of this class, tell the students that they are almost there!
 18. Remind them that there are just a few more steps until their speech is ready: revising, editing, and proofreading their speech and preparing their presentation.
- E. *Assessment/Evaluation*
1. Students will be assessed on their draft writing on Appendix I.

Lesson Seven: Revising, Editing, and Proofreading (approximately 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students recognize how to communicate ideas by writing and speaking clearly and correctly.
 - b. Students will understand how to research and write for a purpose.
 2. Lesson Content
 - a. Produce a variety of types of writing—including stories, reports, summaries, descriptions, poems, and letters—with a coherent structure or story line.
 - b. Organize material in paragraphs and understand
 - i. How to use a topic sentence
 - ii. How to develop a paragraph with examples and details
 - iii. That each new paragraph is indented
 3. Skill Objective(s)
 - a. The students will revise, edit, and proofread their rough draft of a persuasive speech.
- B. *Materials*
1. Appendix J (one copy per student)
 2. Appendix K (one copy per student)
- C. *Key Vocabulary*
1. Read your work over carefully and make corrections or *revisions*.
 2. Make changes to your work or *edit*.
 3. To read and mark corrections is to *proofread*.
- D. *Procedures/Activities*
1. Start today by telling the students that with their rough draft complete, it is time to revise, edit, and proofread.
 2. It is important for your students to note the difference between revising, editing, and proofreading.
 3. Tell them that revising is making changes to the information in their writing- for example, taking out a main point or adding more support. Editing is making sure that each sentence, paragraph, and section is clear, makes sense, and is appropriate to the audience. Proofreading means correcting spelling, grammar, and punctuation.
 4. The students must understand that all of these are important to making their speech effective.
 5. Let them know that today they will start with revising then, move to editing, and finally proofreading.
 6. To begin, the students will use two checklists.

7. Note: be sure to already have one copy per student of Appendices J and K.
 8. Refer first to Appendix J.
 9. Distribute the checklist to every student. Note: at this time, the students will also need their rough drafts.
 10. **Gifted and Talented Accommodation:** You may want to give these students both checklists at the same time.
 11. After giving one copy to every student, take the time to read through the directions on the checklist to be sure the students understand what they are accountable for.
 12. This checklist is comprehensive and leaves room for notes. Suggest to the students that they utilize this note section to write down anything helpful.
 13. Tell the students that before they do the checklist they must read their rough draft copy with another student. Note: you may wish to have the students already paired up.
 14. After the students have shared their drafts with one another then they must work independently on completing the revision and editing checklist.
 15. Budget your time wisely because you will need to complete the proofreading checklist today also.
 16. When the students have shown you their revision and editing marks then you may hand them Appendix K. When you give the students the sheet, remind them that proofreading is correcting spelling, grammar, and punctuation.
 17. This activity should take the students the remainder of the class period.
 18. Note: do not assign this for homework.
- E. *Assessment/Evaluation*
1. Students will be assessed on the completion of Appendices J and K.

Lesson Eight: Publishing the Final Copy (approximately 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students recognize how to communicate ideas by writing and speaking clearly and correctly.
 - b. Students will understand how to research and write for a purpose.
 2. Lesson Content
 - a. Produce a variety of types of writing—including stories, reports, summaries, descriptions, poems, and letters—with a coherent structure or story line.
 - b. Organize material in paragraphs and understand
 - i. How to use a topic sentence
 - ii. How to develop a paragraph with examples and details
 - iii. That each new paragraph is indented
 3. Skill Objective(s)
 - a. The students will write a final copy of a persuasive speech.
- B. *Materials*
None
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
1. Now that the students revising, editing, and proofreading work is complete, they are one step away from having a completed final draft.

2. To start today's lesson the students will each read their speech aloud a few times to themselves. Tell them to listen for awkward-sounding words or sentences and places where their audience might get confused.
 3. Note: if you have put a time limit on the student's speech, now is the time to have the students time themselves.
 4. Once the students have read their speeches aloud to themselves have each student pair up with another student to practice their speech.
 5. Ask the listening students to make notes about places in the speeches where more information is needed, where information is unclear, or where things get a little confusing.
 6. Make sure the students discuss the notes together.
 7. Once the students have had the opportunity to gather additional input from a practice audience then they have a final draft ready.
 8. Now is the time to make any necessary corrections and write a final copy.
 9. Distribute a copy of Appendix L to every student in the classroom. Note: some students may need two copies of Appendix L so be sure to have extra copies available.
 10. The remainder of this class period will be spent with the students writing their final copies.
- E. *Assessment/Evaluation*
1. Students will be assessed on completion of their final copy (use Appendix M).

VI. CULMINATING ACTIVITY

- A. The students will present their speeches in front of an audience. Student will be assessed on their speech (use Appendix N). Note: be sure to show the rubric to the students before they present their speeches to make them aware of what will be graded.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Summary Sheet
- B. Appendix B: All about Speeches
- C. Appendix C: Speech Examination Checklist
- D. Appendix D: Sojourner Truth's Ain't I a Woman
- E. Appendix E: Patrick Henry's: Give Me Liberty or Give Me Death
- F. Appendix F: Brainstorming Organizer
- G. Appendix G: Cluster Map Sheet
- H. Appendix H: Outline Format Sheet
- I. Appendix I: Drafting Sheet
- J. Appendix J: Revision and Editing Checklist
- K. Appendix K: Proofreading Checklist
- L. Appendix L: Final Published Copy Sheet
- M. Appendix M: Final Copy Score Sheet
- N. Appendix N: Presentation Score Sheet

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Appendix A
Summary Sheet

Name: _____
Date: _____

SUMMARIZING

Review your notes and retell, in your own words, what you have just learned. Be sure to discuss the definition and/or purpose of a speech.

Name: _____
Date: _____

SUMMARIZING

Review your notes and retell, in your own words, what you have just learned. Be sure to discuss the definition and/or purpose of a speech.

Appendix B
All about Speeches

What Parts Does a Speech Have?

A speech is organized in much the same way as other forms of writing. It has an introduction, a body, and a conclusion.

Introduction	Body	Conclusion
<ul style="list-style-type: none">• Tells your audience what your speech is about• Gets your audience interested in your topic• Provides basic background information• Gets the audience to want to know more	<ul style="list-style-type: none">• The largest part of your speech• Discusses your main points (the facts and ideas you want your audience to know)• Provides support for opinions	<ul style="list-style-type: none">• Sums up the speech• Makes the audience remember the main points• Reviews why your topic is important

What is Included in a Speech?

Speeches include a variety of tools that are designed to communicate information most easily.

Tools	Definition
Repetition	Repeating the main points in a speech gives the audience a chance for it to sink in.
Visual Aids	Using visual aids, like posters, charts, models, and videos, helps the audience remember what was said.
Thought-Provoking Questions	Asking the audience questions will get them thinking about areas of the topic they may not have considered.
Emotional and Sensory Language	Using colorful words engages the listeners' senses and makes a more interesting speech.

Statistics	Presents facts to the audience that makes sense.
-------------------	--

Appendix C
Speech Examination Checklist

Name: _____
Date: _____

WHAT'S IN A SPEECH?

Circle the name of the speech you are examining. Be sure to check the appropriate box for each criterion listed. *Note: The speech may not meet all of the criteria.*

Sojourner Truth: Ain't I a Woman

Patrick Henry: Give me Liberty or Give me Death

CRITERIA	YES	NO
1. Repeats points throughout the speech.		
2. Uses visuals.		
3. Asks the audience questions.		
4. Uses colorful words.		
5. Presents facts like statistics.		

Use the space provided below to share examples from the text for each of the criteria checked above.

Appendix D
Sojourner Truth's Ain't I a Woman

Sojourner Truth (1797-1883): *Ain't I A Woman?*

Delivered 1851

Women's Convention, Akron, Ohio

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.

Retrieved from: <http://www.fordham.edu/halsall/mod/sojtruth-woman.html>

Patrick Henry's: Give Me Liberty or Give Me Death

Patrick Henry (1736-1799): Give Me Liberty or Give Me Death

Delivered 1775 at the *Second Virginia Convention*

Mr. President, no man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House. But different men often see the same subject in different lights; and, therefore, I hope that it will not be thought disrespectful to those gentlemen, if, entertaining as I do opinions of a character very opposite to theirs, I shall speak forth my sentiments freely and without reserve.

This is no time for ceremony. The question before the House is one of awful moment to this country. For my own part I consider it as nothing less than a question of freedom or slavery; and in proportion to the magnitude of the subject ought to be the freedom of the debate. It is only in this way that we can hope to arrive at truth, and fulfill the great responsibility which we hold to God and our country. Should I keep back my opinions at such a time, through fear of giving offense, I should consider myself as guilty of treason towards my country, and of an act of disloyalty towards the majesty of heaven, which I revere above all earthly kings.

Mr. President, it is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren, till she transforms us into beasts. Is this the part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those who, having eyes, see not, and having ears, hear not, the things which so nearly concern their temporal salvation?

For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth -- to know the worst and to provide for it. 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 with which gentlemen have been pleased to solace themselves and the House?

Is it that insidious smile with which our petition has been lately received? Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss. Ask yourselves how this gracious reception of our petition comports with these warlike preparations which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled that force must be called in to win back our love? Let us not deceive ourselves, sir. These are the implements of war and subjugation -- the last arguments to which kings resort. I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motives for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies?

No, sir, 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? Sir, we have been trying that for the last ten years. Have we anything new to offer on the subject? Nothing.

Appendix E, page 2

We have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty and humble supplication? What terms shall we find which have not been already exhausted? Let us not, I beseech you, sir, deceive ourselves longer.

Sir, we have done everything that could be done to avert the storm which is now coming on. We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and Parliament.

Our petitions have been slighted; our remonstrance's have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne. In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope.

If we wish to be free -- if we mean to preserve inviolate those inestimable privileges for which we have been so long contending -- if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained, we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of Hosts is all that is left us!

They tell us, sir, that we are weak -- unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance, by lying supinely on our backs, and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot?

Sir, we are not weak, if we make a proper use of the means which the God of nature hath placed in our power. Three millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us.

The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable -- and let it come! I repeat it, sir, let it come!

It is in vain, sir, to extenuate the matter. 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!

Retrieved from: <http://www.pointsouth.com/csanet/greatmen/henry/henry1.htm>

Appendix F
Brainstorming Organizer

Name: _____

Date: _____

BRAINSTORMING

Explore ideas to write about. Ask yourself these questions:

- What issues do I feel strongly about?
- What subjects in the news are interesting to me?
- What are some topics that are popular for students to talk about during free time?
- What topics has my favorite magazine been talking about?

Make a list of at least three things you may want to write about.

Choose one topic that is specific enough for you to cover in a five-paragraph essay and circle it. Ask for assistance; your teacher will help you narrow your topic.

Who is your audience? _____

What will be your main point(s)?

Appendix G
Cluster Map Sheet

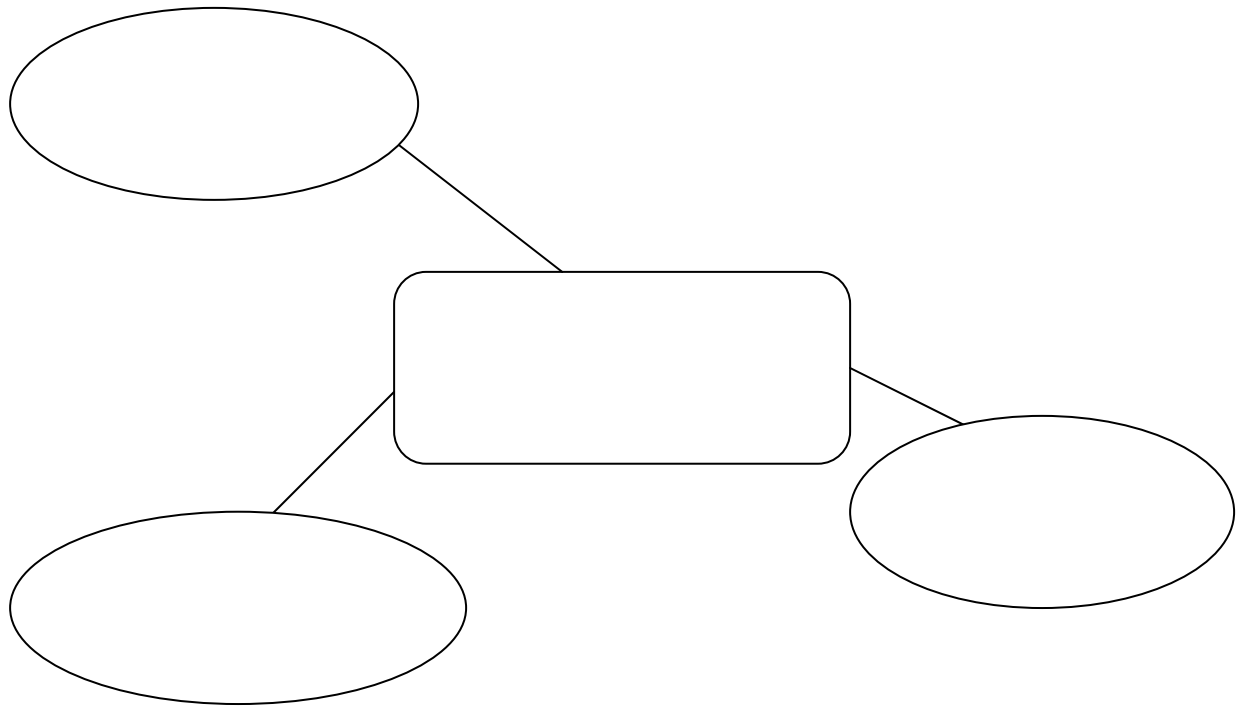
Name: _____

Date: _____

WEBBING

Use this organizer to make a web of your ideas. Put your main idea in the center and three big ideas to support your main idea in the smaller bubbles. Include at least three details for each of those big ideas.

Introduction question or idea:



Conclusion or wrap-up idea:

Appendix H
Outline Format Sheet

Name: _____

Date: _____

OUTLINING

An outline is an important step to help you organize your work and be ready to write a draft with paragraphs. An outline does not need to have complete sentences. Use the following format to help you write your own outline for your persuasive speech. Be sure to follow the outline format strictly; this format will help you create a solid, well written speech.

- **Introduction**
 - **Key Point 1**
 - **Talk a little about the background of this key point**
 - **Research Fact # 1**
 - **The importance of this fact**
 - **Research Fact # 2**
 - **The importance of this fact**
 - **Key Point 2**
 - **Talk a little about the background of this key point**
 - **Research Fact # 1**
 - **The importance of this fact**
 - **Research Fact # 2**
 - **The importance of this fact**
 - **Key Point 3**
 - **Talk a little about the background of this key point**
 - **Research Fact # 1**
 - **The importance of this fact**
 - **Research Fact # 2**
 - **The importance of this fact**
- **Conclusion**

You may wish to include more support for your details.

Appendix J Revision Checklist

Name: _____
Date: _____

REVISING AND EDITING CHECKLIST

Revising mean to make big changes to your draft. Editing means making your draft more interesting. Read your paper aloud to another classmate. Add details to support your big ideas. Rearrange ideas. Neatly cross out things you do not need. Write directly on your draft.

CRITERION	YES	NO
I have one big idea		
Each paragraph contains one main support to my big idea		
My details are focused on my big idea		
The order of my details makes sense		
My introduction starts with an exciting questions or statement to grab attention		
My introduction ends with a strong thesis statement		
Each body paragraph contains support for my main idea		
My conclusion paragraph answers my introduction question		
My conclusion paragraph summarizes each body paragraph		
My conclusion paragraph restates my thesis in a new and exciting way		
The writing matches the purpose and audience		
I have added four adjectives to EACH paragraph using a Thesaurus		
I have added four adverbs to EACH paragraph using a Thesaurus		
I have underlined three boring words and used a Thesaurus to change them		
I have added at least three similes or metaphors to my writing		
I have read my paper to make sure there are no incomplete sentences		
I have used at least three transition words in my paper		
I have started each paragraph in a creative, exciting way		
I think the piece is easy to read and ready to edit		

Notes:

Appendix K Proofreading Checklist

Name: _____

Date: _____

PROOFREADING CHECKLIST

Once your revisions and edits are complete, it is time to start editing. Find and correct mistakes in grammar and spelling. Make the corrections on your draft.

CRITERION	YES	NO
I have read through my paper and underlined words whose spelling I question		
I have looked up those words in a dictionary to check their spelling		
I have checked for homophones in my writing		
All of my sentences end with the correct punctuation mark		
I have used commas in lists		
I have used a comma and a conjunction to join two sentences		
All of my sentences begin with a capital letter		
I capitalized all Proper Nouns		
I capitalized abbreviations and Titles of books, movies or plays		
I have corrected all of my incomplete sentences		
I have corrected all of my run-on sentences		
All of my paragraphs are indented		
The piece is written nicely and in my best penmanship		
The overall piece is pleasing		
I think this piece is ready to publish		

Notes:

Appendix M, page 1
Final Copy Score Sheet

Name: _____

Date: _____

Score: _____

SCORING RUBRIC

CATEGORY	4 Advanced	3 Proficient	2 Developing	1 Beginning
Attention Grabber	The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader.	The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The author has an interesting introductory paragraph but the connection to the topic is not clear.	The introductory paragraph is not interesting AND is not relevant to the topic.
Position Statement	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the the author's position clear.	There is no position statement.
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.
Support for Position	Includes three or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least one counter-argument.	Includes three or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes two pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes one or fewer pieces of evidence (facts, statistics, examples, real-life experiences).
Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected	Transitions show how ideas are connected, but there is little variety	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear OR nonexistent.
Closing Paragraph	The conclusion is strong and leaves the reader solidly understanding the	The conclusion is recognizable. The author's position is restated within the first	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.

Appendix M, page 2

	writer's position. Effective restatement of the position statement begins the closing paragraph.	two sentences of the closing paragraph.		
Grammar and Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes one-two errors in grammar or spelling that distract the reader from the content.	Author makes three-four errors in grammar or spelling that distract the reader from the content.	Author makes more than four errors in grammar or spelling that distract the reader from the content.
Capitalization and Punctuation	Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.	Author makes one-two errors in capitalization or punctuation, but the essay is still easy to read.	Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.
Sentence Structure	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are well constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.

Comments:

Appendix N
Presentation Score Sheet

Name: _____

Date: _____

Score: _____

PRESENTATION RUBRIC

CATEGORY	4 Advanced	3 Proficient	2 Developing	1 Beginning
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.

Comments:
