

**“CONVINCE ME” (THE PERSUASIVE SPEECH)\***

**Common Core Sample Lesson Plan by Keshetta Henderson**

<p><b>Title of the Lesson</b> <i>Just for fun, try to come up with a title that captures the major topic/concept of the lesson.</i></p>	<p align="center">“Convince Me” (The Persuasive Speech) <span style="float: right;">Day 1 of 3</span> *Lesson has been formatted into a Prezi.</p>
<p><b>Grade Level</b> <i>Give the target grade level of the students. If adaptable to other grade levels, mention this</i></p>	<p>12<sup>th</sup>-English IV (adaptable)</p>
<p><b>Length of Lesson</b> <i>Will this take only one class? Several class meetings?</i></p>	<p>90 minute block, 3 days</p>
<p><b>Overview of the Lesson</b> <i>In one sentence, summarize what will happen in this lesson.</i></p>	<p><i>Students will learn and apply the art of persuasion when composing and presenting a persuasive speech.</i></p>
<p><b>Essential Learning Outcomes/Questions:</b> <i>List what you want students to know or be able to do when they leave this lesson. The</i></p>	<p><b>By the end of this lesson, students will be able to...</b></p> <ul style="list-style-type: none"> <li>• <i>Compose and present a logical argument.</i></li> <li>• <i>Persuade audiences by appealing to their logos, pathos, and ethos.</i></li> <li>• <i>Use technology to enhance and support the presentation of their ideas and arguments.</i></li> </ul>

<p><i>learning goals should include some that are academic (learning a content) and some goals related to processes ( learning a new digital tool, collaboration, drafting and revising, appreciating differences, and so forth.)</i></p>	
<p><b>NC Common Core Standards Being Addressed:</b> <i>List the <u>specific objectives</u> from the Common Core being addressed in this lesson (put objective number <u>and</u> write out the objective.) Be sure to use the objectives from the grade level for which the lessons are intended. Limit yourself to the ones that are <u>most</u> pertinent to this lesson – no more than 1-2 per lesson for our</i></p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• <b>RI.11-12.2.</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</li> <li>• <b>RI.11-12.5.</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</li> <li>• <b>RI.11-12.6.</b> Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</li> <li>• <b>RI.11-12.7.</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</li> <li>• <b>RI.11-12.8.</b> Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</li> <li>• <b>RI.11-12.9.</b> Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence,</li> </ul>

*purposes. List the specific skills that are addressed in your lesson:*

the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

***Writing:***

- **W.11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.11-12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- **W.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **W.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

***Speaking & Listening:***

- **SL.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **SL.11-12.2.** Integrate multiple sources of information presented in diverse formats and media

	<p>(e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <ul style="list-style-type: none"> <li>• <b>SL.11-12.3.</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</li> <li>• <b>SL.11-12.4.</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> <li>• <b>SL.11-12.5.</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> <li>• <b>SL.11-12.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• <b>L.11-12.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• <b>L.11-12.3.</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> <li>• <b>L.11-12.6.</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>
<p><b>Materials Needed:</b>  <i>List all materials needed for this lesson (including texts,</i></p>	<ol style="list-style-type: none"> <li>1) You Tube Video: <a href="http://www.youtube.com/watch?v=zrp-v2tHaDo">http://www.youtube.com/watch?v=zrp-v2tHaDo</a></li> <li>2) Website # 1: <a href="http://www.huffingtonpost.com/2008/03/18/obama-race-speech-read-th_n_92077.html">http://www.huffingtonpost.com/2008/03/18/obama-race-speech-read-th_n_92077.html</a></li> <li>3) Song Lyrics: <a href="http://www.stlyrics.com/lyrics/anniegetyourgun/anythingyoucando.htm">http://www.stlyrics.com/lyrics/anniegetyourgun/anythingyoucando.htm</a></li> </ol>

<p>supplies, technology, etc.)</p>	<p>4) Website # 2: <a href="http://www.americanrhetoric.com/top100speechesall.html">http://www.americanrhetoric.com/top100speechesall.html</a>  5) Handout: <a href="http://webshares.northseattle.edu/CDAC/motivated-sequence.pdf">http://webshares.northseattle.edu/CDAC/motivated-sequence.pdf</a></p>		
<p><b>How the Lesson Will Flow:</b> <i>Use this as a place to explain <u>step by step</u> what you will do as you implement the lesson. You may write it out in paragraphs or in list form. Make it detailed enough so that someone else could implement it. For example, if you say you are going to lead a class discussion, include the discussion questions you will use to guide the discussion. Be sure to put how much <u>time</u> each part of the lesson should take.</i></p>	<p><b>ANTICIPATORY SET</b>  <b>(Get my attention)</b></p>	<p>Journal Entry: Have you ever tried to convince someone into doing and/or believing something? If so, what did you try to convince them to do/believe? How did you do it? What was the outcome?</p> <p style="text-align: center;">Or</p> <p>Has anyone ever tried to convince you into doing and/or believing something? If so, what did they convince you to do/believe? How did they do it? What was the outcome?</p> <p>10 minutes to write; 5 minutes to share; 15 minutes total</p>	
	<p><b>PRESENTATION OF MATERIAL</b>  <b>(Explain and show it to me)</b></p>	<p><b>INPUT</b> (Teach the Information)  Today we will analyze a TV commercial, a song, and a speech for the persuasive techniques of logos, pathos, and ethos</p> <p><b>MODEL</b> (Show Examples and/or Explain Expectations)  I expect students to be able to recognize persuasive techniques within different texts.</p> <p><b>CHECK FOR UNDERSTANDING</b> (Ask specific Questions Taught in Input)</p> <ol style="list-style-type: none"> <li>1. How would you define persuasion?</li> <li>2. What are ways people go about persuading others?</li> <li>3. What are the persuasive techniques?</li> </ol>	
	<p><b>GUIDED PRACTICE</b></p>	<p>What is the purpose of an advertisement? Let's take a look at this tv commercial. (Can pull up any tv commercial or even a magazine ad.)</p>	

	<p><b>(Do it with me)</b></p>	<p>What is being advertised? Who is the target audience? Which persuasive techniques are used and why? How effective is the tv commercial?</p> <p>Another text that employs persuasion is a song. Queue song lyrics (materials needed #3). Examine the title. How does the title foreshadow what the poem is going to be about? Now, we're going to take a look at the lyrics. As we read, we will identify examples of logos, pathos, and ethos. Did the song effectively convey the point?</p> <p>Finally, we will a speech. Please pay particular attention to both the written speech and its verbal counterpart. Note the similarities and differences.</p> <p>What are some specific examples of logos, pathos, and ethos within the written speech? Within the verbal speech? How effective is each in persuading the audience towards the specified goal?</p>	
	<p><b>INDEPENDENT PRACTICE</b> <b>(Let me do it myself)</b></p>	<p>Now, you will apply these same speech analysis skills to a speech of your choice. You will need the following URL: <a href="http://www.americanrhetoric.com/top100speechesall.html">http://www.americanrhetoric.com/top100speechesall.html</a></p> <p>Choose 1 speech to read and analyze for the use of ethos, pathos, and logos.</p> <p>How effective is the speech?</p>	

	<b>CLOSURE</b>	<p><b>Today we learned:</b> Persuasion employs the techniques of logos, pathos, and ethos.</p> <p><b>Remember that the important points are:</b> Logos appeals to the mind. Pathos appeals to the emotions. Ethos appeals to the morals, values, and beliefs.</p> <p><b>This information is important because:</b> In order to effectively convince someone to do/not do/believe/not believe you must appeal to their logic, their emotion, and their morals.</p> <p><b>Tomorrow we'll build on this information by:</b> discussing the Monroe-Motivated Sequence model for persuasive Speeches and brainstorming topics for/drafting your persuasive speech.</p>
<p><b>Assessment:</b> <i>List the informal and/or formal assessments that will be used during this lesson. How will you know whether or not the students got the main points of your lesson?</i></p>	<p><i>Journal Entry</i> <i>Class discussion</i> <i>Observation</i> <i>Written notes</i> <i>Speech Analysis</i></p>	
<p><b>Sources for the Lesson:</b> <i>Explain how much of the lesson you created by yourself and any</i></p>	<p>Students in English IV must prepare and present a persuasive speech. All information generated in this lesson plan are original ideas, with the exception of the Common Core Standards (<a href="http://www.corestandards.org/">http://www.corestandards.org/</a>), the listed URL links (see materials needed), and some language taken from the NC 6-point lesson plan model (see how the lesson will flow).</p>	

*sources that you used  
for any parts of the  
lesson. Be very  
specific here. It is  
okay to borrow ideas,  
just give credit!*