*English Instructional Plan - Persuasive Speech Critique*

**Primary Strand: 9.1, 10.1 Communication and Multimodal Literacies**

**Integrated Strand/s: 9.2, 10.2**

**Essential Understanding:**

* understand that verbal techniques are important for effective communication.
* understand working effectively with diverse groups includes
* exercising flexibility in making necessary compromises to accomplish a common goal
* defining a team goal and working toward it
* treating all ideas respectfully
* demonstrating respect for others’ ideas by acknowledging differing points of view
* coming to agreement by seeking consensus
* understand the importance of self-reflection in small-group activities.

**Essential Knowledge, Skills, and Processes:**

* organize presentation in a structure appropriate to the audience, topic, and purpose
* use word choice and vocabulary appropriate for situation, audience, topic, and purpose
* keep eye contact with audience; adjust volume, tone, and rate; be aware of posture and gestures; use natural tone

**Primary SOL: 9.1 The student will participate in, collaborate in, and report on small-group learning activities.**

**Reinforced (Related Standard) SOL: 9.2b Determine the purpose of media message(s) and its effect on the audience.**

**Academic Background/Language:**

Review the three rhetorical appeals (handout), if necessary, and as a class, come up with a list of examples of each appeal that the students perceive in the world around them.

## Materials

* Complete *The Three R**hetorical Appeals* worksheet (attached)
* Chart paper
* Copies of the attached *Persuasive Speech Critique* Form
* Available technology

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* Have the class brainstorm a list of good topics for persuasive speeches. List them on chart paper, making sure all of them are appropriate. If students have difficulty thinking of topics, suggest a few topics, such as the following:
	+ Sodas and candy should not be sold in schools.
	+ The driving age should be raised.
	+ School should begin later in the morning.
* Explain to students that they will practice using the three rhetorical appeals by working in small groups to write a quick persuasive speech about one of these topics.
* Have each group of two or three students write a persuasive speech about one of the topics that the group chose from the list they created restricted to a short period of time (the emphasis is upon the process and critique, not the final speech product). Challenge them to include all three rhetorical appeals in their speech (pathos/emotional, logos/logical, ethos/ethical). If possible, have students write on computers so they can easily save and edit their speeches.
* Distribute copies of the *Persuasive Speech Critique Form*. Have each group read their speech to the class. After each reading, have each audience member fill in the form to rate how much and how well the speech used the three appeals.
* Have students give their critique forms to the groups who wrote the speeches so that group members can see the audience reaction to their speech.
* Lead a brief class discussion of the strong points of each speech.

**Assessment (Diagnostic, Formative, Summative)**

* Student responses on the three rhetorical appeals handout
* Students brainstorming the list of good topics for their group’s speeches on chart paper
* Student group speech
* Student critique form

**Writing Connections:**

* Students can continue to work on the speech based on the audience feedback for a more formal paper

**Extensions and Connections (for all students)**

* Students fill out a self-reflection form to evaluate themselves
* Students continue to research their topic for a research paper/project

**Strategies for Differentiation**

* + Vocabulary – Word Wall with examples
	+ Sample transcripts of effective speeches
	+ Analyze rhetorical appeals in sample speeches
	+ Identify the usage of each appeal
	+ Give each appeal a symbol to identify it quickly and promote retention – use when listening to other student speeches to identify appeals for discussion

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

**Persuasive Speech Critique Form**

For each speech that is read, list the names of the authors, and rate the speech by circling the degree to which each appeal was used. Then make a list of the strong points of the speech.

Names of the authors:

This speech used the **Emotional** appeal

very well somewhat well sort of not really not at all Examples include:

This speech used the **Logical** appeal

very well somewhat well sort of not really not at all Examples include:

This speech used the **Ethical** appeal

very well somewhat well sort of not really not at all Examples include:

Other strong points of the speech included:

**The Three Rhetorical Appeals**

The *P**athos* Appeal (Emotional)

Definition:

Examples:

The *Logos* Appeal (Logical) Definition:

Examples:

The *Ethos* Appeal (Ethical)

**Intrinsic:**

Definition:

Examples:

**Extrinsic:**

Definition:

Examples: