Activities for Using Speeches in the Secondary Classroom

LESSON NAME	TIME NEEDED	MATERIALS	DESCRIPTION	CCSS
Annotating	Every time students read or watch speeches	- Copy of speech - Pencils/Pens - Highlighters (several colors)	Annotation is a written record of a student's conversation with a text. When learning to annotate, students may need more explicit directions (i.e. "Circle all of the images related to light.") Over time, students should develop their abilities to analyze a text, which starts with knowing when they encounter a significant moment or recognize a pattern. Pens or pencils are best for students to make comments and pose questions on the text, while highlighters can be used for color coding to make important elements and patterns more visible (i.e. simple sentences are yellow). Students should annotate while reading or watching the speech. When learning to annotate, the teacher should model the practice for students and provide pre-made models. To establish the bar in the first few assignments, teachers can use the pass/fail method of assessment, allowing students a few opportunities to revisit their annotations if they fail to live up to expectations. If the reading is completed at home, students can use a different writing instrument to add further insight gained from class discussion. This practice allows the teacher to hold students accountable for all annotation.	**Key Ideas and Details** 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **Craft and Structure** 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text.
SOAP Box	30 to 60 min.	- A shoebox decorated so it is identified as the "SOAP Box" - Index cards	The SOAP Box can be used in many ways, but every activity should require students to consider the effects of the subject, occasion, audience, and purpose of a particular speech. Idea #1: Each part of the acronym is written on index cards and put inside the box. Students draw from the box to select the element they will analyze (either individually or in small groups) with a provided text. Idea #2: The teacher (or students) will write different scenarios for a speech on index cards. The description of the scenario must address all aspects of SOAPS. Students will select an index card and have a limited time to compose a specified part of a speech (introduction, rebuttal, closing, etc.) for their chosen scenario. The compositions will be shared with the class and analyzed for their effectiveness.	**Key Ideas and Details** 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **Craft and Structure** 6. Assess how point of view or purpose shapes the content and style of a text. **Integration of Knowledge and Ideas** 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Slippery SOAPS	60 - 90 min.	- Pre-created scenarios - A document camera (or other method to project student writing for all to see)	Students get into small groups. The teacher instructs students they will be writing, under the threat of time, an introduction or conclusion to a speech. Their compositions will be shared at the conclusion of the exercise and analyzed for effectiveness. The teacher begins by telling students the subject of the speech (i.e. the rise in child obesity), and then provides 5 to 10 minutes for students to write. Next, the teacher provides the occasion (a PTA meeting) and the audience (parents and teachers). Students are now given time to adjust their first composition. Next, students are told the purpose and the speaker (to convince parents their children are eating healthy food, as spoken by the cafeteria manager) and once again given time to revise. Now for the twist: one element is changed, such as the speaker (now it's a student at the school). Allow students time to revise. Next, change the purpose (to convince parents the food is unhealthy). Students revise. The exercise ends and the students' compositions are analyzed through whole class discussion and sharing. Through the analysis, students should recognize how and when their writing changed based on the addition or changing of a SOAPS element. They can also compare their work to that of the other groups and discuss effectiveness.	**Production and Distribution of Writing** 5. Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach. **Range of Writing** 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. **Craft and Structure** 6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **Presentation of Knowledge and Ideas** 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. **Knowledge of Language** 3. 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.
Fundits	Varies, depending on speech used	- Hard copy of speech - Video of speech - A means to project the video	Entering the classroom, students receive copies of the speech. While watching the video, students should also annotate their print copies. The teacher plays the role of coordinator (i.e. Anderson Cooper) and students play the panel of pundits. They can choose any media outlet to represent, be it Fox News, MTV3, or the Food Network. Students watch until a natural break in the speech occurs, at which point the teacher asks a pundit to provide analysis on the effectiveness of the speech thus far. The student provides her analysis (possibly into a pretend microphone) and the next volunteer provides a follow-up comment. The constant engagement through both the annotating and interviewing provides a lively and interactive experience for students and forces them to focus on the speaker's use of language, her purpose, and its effect on the audience.	**Comprehension and Collaboration** 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Choral Reading with emphasis	Varies, depending on speech used (A short speech is advised)	- Hard copy of speech - Pens/pencils	Students should have a hard copy of the speech and a pencil in front of them at the start of this activity. They will first read the speech silently to themselves. Then, at the teacher's direction, all students will read the speech aloud at the same time. However, while speaking the words out loud, they will simultaneously be listening and underlining or circling any words or phrases that make an auditory impact. This annotation should be done without worrying about "wrong or right," rather students should act on impulse based on their hearing of the words. After the reading, students can share which parts of the speech they marked, and the teacher can lead the analysis of those moments deemed significant.	**Comprehension and Collaboration** 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. **Key Ideas and Details** 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **Craft and Structure** 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Word Cloud	30 – 60 min.	- Hard copy of speech - Blank paper - Markers	Many news websites offer this graphic, which uses text size to visually capture repetition of words within a speech (click here for an example). Asking students to create a word cloud creates a non-traditional path to discussing diction as it relates to connotation, purpose, tone, and detail. In addition to making the most repeated words larger in size, students can also be instructed to use colors purposefully (i.e. red = words with negative connotation). Another option: If students have read two speeches of a similar genre or purpose, assign half of the class one speech for which to create a word cloud and the other half creates a cloud for the remaining speech. Compare.	**Craft and Structure** 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **Integration of Knowledge and Ideas** 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Imitation: The Highest Form of Flattery	30 min.	- Pre-selected sentences for imitation - Paper - Pens/pencils - Document camera (optional)	To improve their own writing, ask students to imitate the style of the writers worthy of being studied in class. The teacher will pre-select sentences of particularly notable style and present these sentences to students, either one at a time using a document camera or overhead projector, or all at once on a handout. Students can change the content and subject of the sentences, but must remain true to the grammatical and syntactical structure in the original text. A discussion regarding the grammar and syntax of these sentences can be as deep as the teacher determines; in many cases students can, perhaps surprisingly, imitate writers with very little knowledge of terminology.	**Production and Distribution of Writing** 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **Conventions of Standard English** 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.