Informational Reading and Writing: The Power of Speech

Grade 6

Suggested Guide / Lessons for Instruction
Informational Reading and Writing: The Power of Speech
Suggested guide / lessons for instruction
**lessons may vary due to available time**
**You will need resource packet**

**Lesson 1**
**Opening - discussion**
- what is informational text
- what is the purpose of a speech
- put up famous lines from speeches; discuss who and where the line came from, possible meanings, why it was said (climate of country)
  
  Examples: “I have a dream”, “Ask not what your country can do for you”, etc.
- introduce unit – see unit template

**Work Period – active**
- introduce/brainstorm student knowledge of baseball great Lou Gehrig
- read Lou Gehrig Information Sheet as whole class / discuss
- read Lou Gehrig “Farewell to Baseball” speech as whole class
- students highlight memorable/significant lines from speech

**Closing – sharing**
- use popcorn reading to share significant lines

**Lesson 2**
**Opening - discussion**
- reread speech and recall - review memorable/significant lines
- introduce graphic organizer for speeches

**Work Period – active**
- guide students (whole class) to complete central idea and impact on graphic organizer for Lou Gehrig’s speech
- use textual evidence or quotes to complete organizer

**Closing – sharing**
- discuss noticings or relevance of speech
Lesson 3
Opening - discussion
* introduce critical question on graphic organizer
* discuss essential writing mechanics relevant to task

Work Period – active
* brainstorm ideas/topic sentences to complete critical question task for Lou Gehrig speech (model how to answer question and find textual evidence to support answer. Students will complete one later on their own.)
* guide whole class to complete critical question on graphic organizer

Closing – sharing
* share student responses

Lesson 4
Opening – discussion
* introduce/brainstorm Ronald Reagan
* read Ronald Reagan Information Sheet as whole class / discuss

Work Period - active
* read Ronald Reagan’s “The Space Shuttle ‘Challenger’ Tragedy Address” as whole class
* students highlight memorable/significant lines from speech

Closing – sharing
* use popcorn reading to share significant lines

Lesson 5
Opening - discussion
* reread speech and recall - review memorable/significant lines
* review graphic organizer for speeches

Work Period – active
* guide students (whole class) to complete central idea and impact on graphic organizer for Ronald Reagan speech
* use textual evidence or quotes to complete organizer

Closing – sharing
* discuss noticing, relevance of speech, and common themes between Gehrig and Reagan speeches
Lesson 6
Opening - discussion
*review critical question on graphic organizer
*discuss essential writing mechanics relevant to task

Work Period – active
*brainstorm ideas/topic sentences to complete critical question for Ronald Reagan speech
*guide whole class to complete critical question on graphic organizer (model how to answer question and find textual evidence to support answer. Students will complete one later on their own.)

Closing – sharing
*share student responses

Lesson 7
Opening - discussion
*review procedures for lessons 1-6 (how to)
*introduce student work groups

Work Period – active
*introduce/brainstorm George W. Bush whole class
*read George W. Bush Information Sheet as whole class / discuss
*student work groups read George W. Bush’s “9/11 Address to the Nation” speech
*student work groups highlight memorable/significant lines from speech

Closing – sharing
*use popcorn reading to share significant lines

Lesson 8
Opening - discussion
*reread speech as whole class and recall - review memorable/significant lines
*review graphic organizer for speeches

Work Period – active
* student work groups continue to highlight memorable/significant lines from speech
* student work groups use textual evidence or quotes to complete central idea and impact on organizer

Closing – sharing
*discuss noticings, relevance, and common themes among speeches
Lesson 9
Opening - discussion
* review memorable/significant lines from all speeches

Work Period – active
* student work groups to share their completed graphic organizers - discuss

Closing – sharing
* discuss noticings, relevance and common themes among speeches

Lesson 10
Opening - discussion
* review critical question
* discuss essential writing mechanics relevant to task
* discuss previous critical questions

Work Period – active
* students work individually to answer critical question for George W. Bush’s speech
* this can be used as a graded assignment (see rubric)

Closing – sharing
* share thoughts about speeches

Lesson 11
Culminating Performance Task
Informational Reading and Writing: Great American Speeches

Culminating Performance Task

Lou Gehrig, Ronald Reagan, and George W. Bush have all given powerful speeches. These speeches conveyed their thoughts, feelings, and points of view. Use: Lou Gehrig’s “Farewell to Baseball Address”, Ronald Reagan’s “The Space Shuttle ‘Challenger’ Tragedy Address”, or George W. Bush’s “9/11 Address to the Nation” to complete the following task.

Task: In the three speeches, the speaker shares his thoughts on important events. Which speaker’s message do you feel was the most significant and relevant at the time of the event? In a well-developed essay, describe why you feel the central idea of the speech was both significant and relevant at the time. Cite textual evidence to support your answer. Use the graphic organizer and rubric when planning your essay.

Include in your answer:

* an introduction

* central idea and theme of one speech

* significance and relevance of that speech

* conclusion
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<tr>
<th>Culminating Performance Task Rubric</th>
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<td><strong>Expectations</strong></td>
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<td>Establishes a context</td>
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<td>Creates an organizing structure</td>
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<td>Demonstrates command of written language conventions</td>
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