SPEECH UNIT
ANALYZING, READING, AND WRITING SPEECHES, SPOKEN WORD, AND SUCH
Content Area: Social Studies/English
Grade: 9-10
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## INSTRUCTIONAL LESSONS

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UNIT OVERVIEW
### UNIT PURPOSE

Deane and Song (2014), two education researchers, discuss in their article, *A case study in principled assessment design: Designing assessments to measure and support the development of argumentative reading and writing skills*, that the argumentation cycle involves five distinguishable phases. While it is not necessary for these phases to occur in any particular order, each of these phases are necessary for students to write an effective argument. In addition, each phase presents its own set of problems and goals while requiring different kinds of reading, writing, and thinking skills. The five phases are as follows:

- Framing a Case
- Reasons and Evidence
- Taking a Position
- Appeal Building
- Research and Inquiry

This unit focuses on one of these phases, Appeal Building. The reading, writing, and thinking skills involved and addressed in this unit are built so that students will be able to adequately use the appeals in their argumentative writing. Deane and Song found that if students did not possess the necessary skills involved in this phase, then they will fail to write in the proper context to an appropriate audience and for an intended authentic purpose. Without the instruction and skill attained in this phase, the tendency is for students to make the teacher the audience with a context of the classroom and the purpose for a grade.

Please note that basic writing instruction is not included in this lesson. It is recommended that if your students have not acquired basic skills such as thesis writing or paragraphing that those skills are addressed prior to teaching this lesson.

This unit equips students with the necessary skills and strategies to write a speech using Appeal Building skills. This purpose is achieved by exposing students to multiple speeches and/or spoken word texts. Students will read these texts through various lens to not only “see” the skill in action, but also to develop a repertoire of ideas to use in their own speech at the end of the unit. While there is a considerable amount of reading in this unit, the summative assessment is a written product. (For new teachers, when texts are used as examples of good writing, they are called *mentor texts*.) Mentor texts are read, analyzed and then
imitated by students. In other words, students will infuse newly learned techniques into their own writing. Using mentor texts, allows the teacher to “show” examples of good writing instead of just “tell” students about the necessary components. In addition, since this unit is not focused on research inquiry, as that is a different phase, students will “lift” new information from the texts, so they can use this newly acquired information in their final written product. Therefore, after reading each texts, students will analyze each speech to retrieve information (content) and to imitate the writer (technique). For more information on using mentor texts, go to one of the following websites:

- [http://www.teachmentortexts.com/p/what-are-mentor-texts.html#axzz41kv1jacj](http://www.teachmentortexts.com/p/what-are-mentor-texts.html#axzz41kv1jacj)

To organize the instructional process using mentor texts, Kelly Gallagher, a writing teacher expert, recommends the following steps:

1. Read it (Read like a reader)
2. Analyze it (Read like a writer)
3. Imitate it (Write like the writer)

This will serve as the organizational pattern for each lesson leading to the summative assessment.

Each lesson also includes the actual speech from the original speaker, which is a pertinent component of this unit. First, this allows all students to actually “hear” the speech or spoken word. Although delivery of a speech is not part of the summative assessment, as students are writing their speeches they should be aware that this genre of writing is ultimately meant to be performed. Also, having the actual video of the speech being performed allows struggling and ELL students access to hearing the speaker “read” the words to them both inside and outside of the classroom. Within the class, this frees the teacher to be able to provide individualized intervention and outside of the class, students are empowered with a resource for additional reading help.

**UNIT STANDARDS**
Speech Unit

**Call to Action Targets**

**Target Standards:**

RI.10: By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. – Lesson 7

L.6: 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. - Rhetorical Appeals (Domain-specific vocabulary) – Lessons 2, 3, 4, 5, 6

**Target at least one of:**

RST.10: By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently. OR

RH.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently. – Lesson 7

**Required:**

RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. – Lesson 1, 2, 3, 4, 5, 6

RST.2: Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. Lesson 2

RH.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. Lesson 6

**Include at least one of:**

W.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.) – Pre-Assessment and Summative Assessment

OR

SL.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
## Lesson 1

- **CCSS.ELA-LITERACY.RL.9-10.1**
  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- **CCSS.ELA-LITERACY.SL.9-10.3**
  Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

- **CCSS.ELA-LITERACY.SL.9-10.5**
  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.

## Lesson 2

- **CCSS.ELA-LITERACY.RL.9-10.1**
  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- **CCSS.ELA-LITERACY.RH.9-10.1**
  Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

- **CCSS.ELA-LITERACY.RST.9-10.2**
  Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

- **CCSS.ELA-LITERACY.L.9-10.6**
  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.

## Lesson 3

- **CCSS.ELA-LITERACY.RI.9-10.6**
  Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

- **CCSS.ELA-LITERACY.RI.9-10.1**
  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- **CCSS.ELA-LITERACY.SL.9-10.1**
  Initiate and participate effectively in a range of collaborative
**Speech Unit**

<table>
<thead>
<tr>
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<th>discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</th>
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<tr>
<td><strong>Lesson 4</strong></td>
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<tr>
<td>• CCSS.ELA-LITERACY.SL.9-10.6</td>
<td>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)</td>
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<tr>
<td>• CCSS.ELA-LITERACY.L.9-10.6</td>
<td>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.</td>
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<td>• CCSS.ELA-LITERACY.RI.9-10.1</td>
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<tr>
<td>• CCSS.ELA-LITERACY.RI.9-10.6</td>
<td>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</td>
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<tr>
<td>• CCSS.ELA-LITERACY.RI.9-10.8</td>
<td>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</td>
</tr>
<tr>
<td>• CCSS.ELA-LITERACY.L.9-10.6</td>
<td>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.</td>
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<th>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</th>
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<tr>
<td><strong>Lesson 5</strong></td>
<td></td>
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<tr>
<td>• CCSS.ELA-LITERACY.RL.9-10.1</td>
<td></td>
</tr>
<tr>
<td>• CCSS.ELA-LITERACY.SL.9-10.1</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</td>
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Speech Unit

Discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- **CCSS.ELA-LITERACY.RL.9-10.4**
  Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

- **CCSS.ELA-LITERACY.L.9-10.6**
  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.

Lesson 6

- **CCSS.ELA-LITERACY.L.9-10.4**
  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

- **CCSS.ELA-LITERACY.RH.9-10.1**
  Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

- **CCSS.ELA-LITERACY.RH.9-10.2**
  Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

- **CCSS.ELA-LITERACY.RI.9-10.3**
  Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

- **CCSS.ELA-LITERACY.L.9-10.6**
  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.
### Lesson 7

- **CCSS.ELA-LITERACY.L.9-10.4**
  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

- **CCSS.ELA-LITERACY.L.9-10.3**
  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.

- **CCSS.ELA-LITERACY.RI.9-10.10**
  By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- **CCSS.ELA-LITERACY.RH.9-10.10**
  By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

### Summative Assessment

- **CCSS.ELA-LITERACY.W.9-10.4**
  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.)
UNIT TEXT ANALYSIS

Text Complexity is determined using three factors: quantitative, qualitative and reader’s task. Therefore, in order to adequately determine text complexity for a particular grade level all three factors must be considered. A text complexity analysis has been provided for each text included in this unit. You will find additional information on text complexity at http://www.corestandards.org/ELA-Literacy/standard-10-range-quality-complexity/measuring-text-complexity-three-factors/.

Lesson 1
  o Why I Hate School But Love Education Text

Lesson 2
  o Malala Speech
  o Steve Jobs Speech and Text
    Quantitative: Lexile 850 – Qualitative: Text Structure – Slightly Complex, Language Features- Moderately Complex, Purpose – Moderately Complex, Knowledge Demands – Moderately Complex - Reader’s task: DOK 2

Lesson 3
  o Steve Jobs Speech
    Quantitative: Lexile 850 – Qualitative: Text Structure – Slightly Complex, Language Features- Moderately Complex, Purpose – Moderately Complex, Knowledge Demands – Moderately Complex - Reader’s task: DOK 2

Lesson 4
  o Malala Speech
## Lesson 5

- **“In the Arms of an Angel” Lyrics**
  - Quantitative: Lexile 800 – Qualitative: Text Structure – Moderately Complex, Language Features – Moderately Complex, Purpose – Moderately Complex, Knowledge Demands – Moderately Complex
  - Reader’s task: DOK 3

- **Daddy by Sylvia Plath**
  - Reader’s task: DOK 3

## Lesson 6

- **Malala Speech**
  - Reader’s task: DOK 3

## Lesson 7

- **I Have A Dream by Martin Luther King, Jr.**
  - Reader’s task: DOK 3
# ASSESSMENT OVERVIEW

## Pre-Assessment and Self-Assessment

### Lesson 1:
- Formative Assessment: Think-Pair-Share, Compare-Contrast paragraph

### Lesson 2:
- Formative Assessment: Notes, Rhetorical transactions

### Lesson 3:
- Formative Assessment: Notes, Re-purpose Cards, Kairos and Purpose Pre-planning

### Lesson 4:
- Formative Assessment: Notes, Ethos: Famous Quotes, Ethos of Self

### Lesson 5:
- Formative Assessment: Notes, Pathos Text Analyzes

### Lesson 6:
- Formative Assessment: Notes, List-Group-Label, Drafting

### Lesson 7:
- Self-Assessment
- Formative Assessment

## Summative Assessment – Written Text with Self-Assessment
**Speech Unit**

**PRE-ASSESSMENT**

*Timeframe: (1 day)*

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<th>Teacher Directions</th>
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<tr>
<td>Be sure to go over the prompt and rubric as a whole class. In addition, students should be allowed to have a hard copy of the rubric as they write their speech. After they have written their speech, students should self-assess using the scoring rubric. The teacher should score students’ written product and compare/contrast the teacher and student scores for each student. This provides information concerning the needs of students. First, the teacher will obtain information on how well each student is able to read the rubric and score themselves. In addition, the teacher will have information on the strengths and weaknesses of each student.</td>
</tr>
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<table>
<thead>
<tr>
<th>Prompt</th>
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<tr>
<td>Write a speech or spoken word in which you respond to the following prompt:</td>
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</table>

> Education is said to be a basic human right, but even today there are people that are not afforded this right. In the U.S., they are afforded the right to go to school, but the education is often compromised for one reason or another. For example, there are schools within the same district that are not equitable. Write a speech for other youth your age in which you argue what is an equitable education. Be sure to use the appeals to build your argument and support your position with evidence. |

<table>
<thead>
<tr>
<th>Rubric</th>
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<tbody>
<tr>
<td>CCSS.ELA-LITERACY.W.9-10.4</td>
</tr>
<tr>
<td>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.</td>
</tr>
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</table>

[Written Text Rubric]
Lesson 1: NOTICING SPOKEN WORD

Timeframe: (1 day)

**Purpose**

The purpose of this first lesson is to introduce students to a speech/spoken word. This video was intentionally chosen because the speaker is close in age to the targeted audience, so they will be more inclined to listen to him (hook and engagement). The content of this speech will make students think about education versus school, which will assist them in the summative assessment.

**Standards**

- CCSS.ELA-LITERACY.RL.9-10.1
  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.SL.9-10.3
  Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- CCSS.ELA-LITERACY.SL.9-10.5
  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.

**Resources/Materials**

- Internet access
- Texts
  - Why I Hate School But Love Education Video
  - Why I Hate School But Love Education Text


Located in Appendix A
  - Spoken Word: Noticings

**Teacher Notes**

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<th>Student Moves</th>
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<td><strong>First Reading</strong></td>
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<td>1. Students will watch the video, Why I Hate School But Love Education Video to get a first reading.</td>
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</table>

**First Reading**

1. This first reading is to get students acclimated to the content of the text as they view/read the spoken word.

For ELL students: The teacher should frontload this lesson by
**Speech Unit**

making sure that students have some knowledge of the persons mentioned in the video – Steve Jobs, Richard Branson, Oprah Winfrey, Mark Zuckerberg, Henry Ford, Steven Spielberg, Bill Gates, etc.

**Vocabulary**

The teacher should provide student-friendly definitions of these Level 2 vocabulary words: clarity, renowned, suppression, regurgitating, prodigal

2. At this point, students should be given the handout, *Spoken Word: Noticings* located in Appendix A. Then they will watch the video for a second time. The second reading is for the purpose of guiding them to consider aspects of the text that were not considered during the first reading such as what does the spoken word *look like, sound like, feel like*, etc.

**Second Reading - Analysis**

2. Students will watch the video a second time and complete the Noticings in Appendix A.

3. Students will collaborate with other students to find out what ideas they may have missed or may not have considered. *For new teachers, the Think-Pair-Share technique is utilized to have students first think on their own (this was done in #2) and then pair and share their thoughts/ideas with someone else. This technique elicits high student participation and is used in place of simple recitation. In addition, this may be used as a formative assessment.*

**For ELL students:** It is necessary for them to hear and read other perspectives after a common experience. This provides them with an opportunity to analyze,

3. After completion of the Noticings, students will Pair and Share their findings.
### Speech Unit

<table>
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<tr>
<th><strong>synthesize, and evaluate their own ideas.</strong></th>
<th><strong>Third Reading-Analysis</strong> 4. Students will watch the video/read the text a third time. This time they will use a graphic organizer to compare and contrast education and school according to this text. After completing the graphic organizer, students will write a summary paragraph.</th>
</tr>
</thead>
</table>
| 4. At this point, students are writing from the source. First they are determining how the text compares/contrasts school and education. Then, they are summarizing their findings in paragraph form.  
**For ELL students:** Compare and contrast is something that people do naturally to gain understanding, so it makes sense to add this as a technique particularly for ELL students so that they can comprehend exactly how this text makes a distinction between education and school. ELL and struggling learners may not have a repertoire of graphic organizers to use on their own. The teacher may provide these students with a Venn Diagram to help with this part of the lesson.  
In addition, it may be necessary to do a mini-lesson on how to write a compare and contrast summary paragraph. If this is needed, more information on this skill may be found at [https://www.youtube.com/watch?v=lWpmZEH0Ks0](https://www.youtube.com/watch?v=lWpmZEH0Ks0) (if this link does not work, then there are many videos on youtube.com that provide instruction on how to write a compare and contrast paragraph). |  
5. After reading and analyzing the text, students are now given the chance to imitate their learning and produce their own written response. In addition, this is brainstorming that may be used in  
**Imitate** 5. In a paragraph, students will produce their own spoken word based on the following prompt:  
What do you hate about school, but love about education? |
Speech Unit

| the summative assessment, so this is a component of process writing. |
| *Please note that you may want students to have a writer’s notebook for all of the process writing that will be completed throughout this unit. |
Lesson 2: **RHETORIC AND DRAWING**

**CONCLUSIONS**

_Timeframe: (2 days)_

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**Purpose**

This lesson begins by introducing students to notetaking. According to an education researcher, Robert Marzano, summarizing and note taking is an instructional strategy that yields high academic results. In this lesson, students are introduced to using the 5 R’s to take notes on the Rhetoric mini-lesson. This lesson serves to introduce or review the elements of rhetoric. It moves from simple identification of those elements to determining how to draw conclusions from those elements. Although drawing conclusions is a daily occurrence, students often struggle with this skill, specifically struggling readers. Therefore, drawing conclusions is explored in this lesson to facilitate comprehension of more difficult texts as the unit progresses.

**Standards**

- **CCSS.ELA-LITERACY.RL.9-10.1**
  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- **CCSS.ELA-LITERACY.RH.9-10.1**
  Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

- **CCSS.ELA-LITERACY.RST.9-10.2**
  Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

- **CCSS.ELA-LITERACY.L.9-10.6**
  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.

---

**Resources/Materials**

- Internet access
- Texts
  - [Malala Speech](#)
    - **Quantitative**: Lexile 810 – **Qualitative**: Text Structure – Very Complex, Language Features- Very Complex, Purpose – Moderately Complex, Knowledge Demands – Moderately Complex - **Reader’s task**: DOK 2
  - [Malala Speech Video](#)
# Speech Unit

- **Steve Jobs Speech and Text**

  **Quantitative:** Lexile 850 – **Qualitative:** Text Structure – Slightly Complex, Language Features- Moderately Complex, Purpose – Moderately Complex, Knowledge Demands – Moderately Complex - - **Reader's task:** DOK 2

- Lesson 2: Rhetoric and Drawing Conclusions

  *Located in Appendix A*

  - Rhetorical Transaction

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### Teacher Notes

*Using the 5 Rs of Notetaking is a suggestion. This is one method of notetaking that results in a form of Cornell notetaking. If the teacher has taught a different method of notetaking, then it is recommended that the teacher uses whatever method his/her students are already familiar with. For additional information on this method, go to [http://www.nrcs.k12.oh.us/Downloads/Cornell-Note.pdf](http://www.nrcs.k12.oh.us/Downloads/Cornell-Note.pdf). If this is the first notetaking strategy taught to your students, then you will need to do a lot modeling of notetaking while teaching this mini-lesson.*

1. The teacher will introduce Rhetoric to students using **Lesson 2: Rhetoric and Drawing Conclusions** PowerPoint (the Inferences and Conclusions Video is located on the last slide of the PowerPoint). This presentation briefly states the parts of a rhetorical transaction and how to draw conclusions, which is vital for students to understand throughout this unit.

   Picture, video, and student notes are formative assessments to determine if additional instruction is needed.

   **For ELL students:** Notetaking is an essential skill that must be taught and practiced routinely for development.

### Student Moves

1. Students will use the 5 Rs of Notetaking for the Rhetoric mini-lesson:
   - **Record:** During the lecture, write all key points
   - **Reduce:** After lecture, summarize information presented.
   - **Recite:** All information in your own words without looking at your notes (this is the only part that should be completed with a partner).
   - **Reflect:** Think about your opinions, questions and ideas based on the information presented.
   - **Review:** Skim over your notes to make sure you are not forgetting anything.
## Speech Unit

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</thead>
</table>
| **2.** This is to provide students with an opportunity to focus solely on the text. **Read**  
   
   2. Students will participate by viewing the Malala speech for the first reading. |
| For ELL students: Things should be taught using scaffolds so as not to overwhelm them with too many objectives and activities. |   |
| **3.** The teacher will supply the students with the text of Malala Speech for the second reading. After viewing and reading, the teacher will model **Read Aloud, Think Aloud, Talk Aloud (RATATA)** while going through the Rhetorical Transaction handout located in Appendix A. The teacher will demonstrate how to draw conclusions based on the clues that were gathered. **Analyze**  
   
   3. Students will view the speech (second reading) and follow along with the video. Students will follow along as the teacher demonstrates how to maneuver through the text (third and subsequent readings) to find answers for the Rhetorical Transaction handout. |
| For ELL students: The Rhetorical Transaction handout provides a visual organizer of the relationship of the elements of rhetoric and RATATA help struggling and ELL students to comprehend various components of the text. For the new teacher that is unfamiliar with Read aloud, Think aloud, and Talk aloud (RATATA) is a reading strategy that requires the teacher or video to read the text aloud, so that fluency is modeled. The Think Aloud |
| **Vocabulary**  
   
   **Level 2:** conservative, domestic, deprivation  
   
   **Level 3:** extremists, compulsory |   |
| **4.** The teacher model fully the Malala speech and now it is time for students to work with small groups to imitate the steps taken by the teacher. Students should have the written text of the speech when doing the Rhetorical Transaction. **Analyze**  
   
   4. As a class, students will view the Steve Jobs speech. After viewing the speech, students will work in small groups to complete the Rhetorical Transaction and draw conclusions based on that transaction. |
| **Vocabulary** |   |

---

**Vocabulary**  

**Level 2:** conservative, domestic, deprivation  

**Level 3:** extremists, compulsory
### Speech Unit

<table>
<thead>
<tr>
<th>Level 2: commencement, entrepreneur, dogma</th>
<th>Level 3: calligraphy</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. This is pre-planning (process writing) for the summative assessment. Also, it requires students to pull from the brainstorming that was completed in Lesson 1.</td>
<td><strong>Imitate</strong> 5. Use conclusions that were drawn from the two speeches in this lesson and your brainstorming from Lesson 1 to complete the rhetorical transaction for your own speech.</td>
</tr>
</tbody>
</table>
Lesson 3: **KAIROS AND PURPOSE**

*Timeframe: (1 to 2 days)*

**Purpose**
This lesson demonstrates how Kairos and Purpose are interconnected. Since nothing happens in isolation, students will see how the context gives birth to the purpose and how when that context changes, then the purpose must also change.

- **CCSS.ELA-LITERACY.RI.9-10.6**
  Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

- **CCSS.ELA-LITERACY.RI.9-10.1**
  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- **CCSS.ELA-LITERACY.SL.9-10.1**
  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- **CCSS.ELA-LITERACY.SL.9-10.6**
  Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- **(CCSS.ELA-LITERACY.L.9-10.6)**
  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.

**Resources/Materials**

- **Text**
  - [Steve Jobs Speech](#)
    - **Quantitative:** Lexile 850 – **Qualitative:** Text Structure – Slightly Complex, Language Features- Moderately Complex, Purpose – Moderately Complex, Knowledge Demands – Moderately Complex - - Reader’s task: DOK 2

- **Lesson 3: Kairos and Purpose**
- **Located in Appendix A**
  - Kairos and Purpose: Steve Jobs’ Speech
  - RE-Purpose Cards

**Teacher Notes** | **Student Moves**
--- | ---

---
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher will facilitate the mini-lesson, <strong>Lesson 3: Kairos and Purpose</strong>.</td>
</tr>
<tr>
<td>2.</td>
<td>Students will first identify Kairos and Purpose as a first step toward understanding how these two are intertwined. This is writing from sources. <strong>Analyse</strong></td>
</tr>
<tr>
<td></td>
<td>2. In pairs, reread the text of the Steve Jobs’ speech and complete <strong>Kairos and Purpose: Steve Jobs’ Speech</strong>.</td>
</tr>
<tr>
<td>3.</td>
<td><strong>RE-Purpose Card</strong> are located in Appendix A. These will need to be cut apart before the lesson, so that they can be distributed to students. This activity is a formative assessment for kairos and purpose.</td>
</tr>
<tr>
<td></td>
<td>3. Each student will receive a <strong>RE-Purpose Card with</strong> a new purpose for Steve Jobs’ Speech. Students will have to determine ways that the speech would change based on this new purpose. Give a detailed explanation of your answer using information from your notes taken at the beginning of this lesson.</td>
</tr>
<tr>
<td>4.</td>
<td>This activity will expose students to other students’ RE-Purpose cards for added practice through reading of someone else’s explanation based on the new purpose.</td>
</tr>
<tr>
<td></td>
<td>4. Students will share their card explanation with an elbow partner. They will discuss if the explanation of the new purpose is appropriate.</td>
</tr>
<tr>
<td>5.</td>
<td>This is part of the pre-planning process for their summative assessment.</td>
</tr>
<tr>
<td></td>
<td>5. Using the various types of purposes in your notes from the mini-lesson, determine the kairos and purpose that you will use for your summative paper. Be sure to explain your answer.</td>
</tr>
</tbody>
</table>
Lesson 4: ETHOS

Timeframe: (1 day)

Purpose
The purpose of this lesson is to empower students to determine who is talking in the text and/or speech. Since the speaker cannot be separated from the message (if the audience rejects the speaker, then they will reject the message), it is critical that students know and understand the qualifications/credibility of the person making the claims.

Standards
- **CCSS.ELA-LITERACY.RI.9-10.1**
  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CCSS.ELA-LITERACY.RI.9-10.6**
  Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- **CCSS.ELA-LITERACY.RI.9-10.8**
  Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- **CCSS.ELA-LITERACY.L.9-10.6**
  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.

Resources/Materials

- **Text**
  - [Malala Speech](#)

  **Quantitative**: Lexile 810 – **Qualitative**: Text Structure – Very Complex, Language Features- Very Complex, Purpose – Moderately Complex, Knowledge Demands – Moderately Complex - **Reader's task**: DOK 2

- **Lesson 4: Ethos**
- **Located in Appendix A**
  - Example of Ethos Facts Chart
  - Ethos: Famous Quotes

Teacher Notes
1. The teacher will facilitate the mini-lesson, Lesson 4: Ethos.

Student Moves
1. Students will use the 5 Rs of Notetaking for this mini-lesson.
## Speech Unit

<table>
<thead>
<tr>
<th>2. For ELL students: Allowing students to create a fact chart using their own words, organization, visuals, etc. helps to further their understanding of the content and retain learning.</th>
<th>2. Using their notes, students will create an <em>Ethos Fact Chart</em> (See example in Appendix A) for self-assessment.</th>
</tr>
</thead>
</table>
| 3. Teacher will model for students how to use their fact sheet and notes to determine words/phrases that are clues for ethos. Teacher will model using pages 1 of Malala’s Speech. Some examples of things that the teacher should model pulling out are the following:  
- “…thank you to God”  
- “Thank you to all of them”  
- “Malala day is not my day.”  
- “…one girl among many”  
| Analyze | 3. Actively listen while teacher is modeling, ask questions about anything that is confusing or unclear. Using their chart sheet, and notes from mini-lesson, students will reread page 2 of Malala’s Speech and find evidence of ethos. |
| After modeling the first page, the teacher will allow students to do page 2 on their own. | 4. The Ethos: Famous Quotes allows students to analysis the qualifications of multiple people. The diversity of people is widespread, so that most students will be able to pick people that they know something about.  
For ELL students: If their knowledge of these people are limited and they cannot find 5 people that they have some background knowledge of, then adjust the number of people or have them substitute with people that they are familiar with.  
This is a formative assessment. | 4. Students will complete the *Ethos: Famous Quotes* located in Appendix A. |
| 5. This activity is a part of pre-planning because it requires students to begin to think about how they are will develop their credibility to an audience on this topic. | Imitate | 5. Write a paragraph about your credibility as it relates to the topic of school and education rights. Be sure to support your claims with evidence. |
Lesson 5: PATHOS

Timeframe: (1 to 2 days)

**Purpose**

In this lesson, students will experience pathos in texts. After they have learned to identify pathos, they will start to analyze the effect of pathos in a text.

**Standards**

- **CCSS.ELA-LITERACY.RL.9-10.1**
  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- **CCSS.ELA-LITERACY.SL.9-10.1**
  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- **CCSS.ELA-LITERACY.RL.9-10.4**
  Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

- **CCSS.ELA-LITERACY.L.9-10.6**
  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.

**Resources/Materials**

- **Text**
  - Sarah McLachlan Animal Cruelty Video
  - “In the Arms of an Angel” Lyrics
    - **Quantitative:** Lexile 800 – **Qualitative:** Text Structure – Moderately Complex, Language Features-Moderately Complex, Purpose – Moderately Complex, Knowledge Demands – Moderately Complex - - **Reader’s task:** DOK 3
  - Daddy by Sylvia Plath
    - **Quantitative:** Lexile 850 – **Qualitative:** Text Structure – Moderately Complex, Language Features- Very Complex, Purpose – Very Complex, Knowledge Demands – Very Complex - - **Reader’s task:** DOK 3

- **Lesson 5: Pathos**

- **Located in Appendix A**
  - Example of Pathos Facts Chart
### Teacher Notes

This opening helps students to begin to formulate ideas about how emotions are used in society.

**For ELL students:** The teacher may want to mention how emotion is universal. A smile means the same thing in any race, cultural, or creed. As humans, emotions is one thing that is shared.

### Student Moves

In your notebook, explain the meaning of each the following quotes:

a. “Let’s not forget that the little emotions are the great captains of our lives, and we obey them without realizing it.”– Vincent Van Gogh
b. “…the heart has reasons that the mind knows not of.”–Blaise Pascal

Students will share their writing with a partner. Then each student will explain to a partner how emotion could be used in a speech or spoken word and identify one possible problem with using emotion in speech or spoken. Write down the one problem that was discussed.

<table>
<thead>
<tr>
<th>1. The teacher will facilitate the mini-lesson, <strong>Lesson 5: Pathos</strong></th>
<th>1. Students will use the 5 Rs of Notetaking for this mini-lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. <strong>For ELL students:</strong> Allowing students to create a fact chart using their own words, organization, visuals, etc. helps to further their understanding of the content and retain learning.</td>
<td>2. Using their notes, students will create a <em>Pathos Fact Chart</em> (See example in Appendix A) for self-assessment.</td>
</tr>
<tr>
<td>3. The teacher should allow students the opportunity to draw their own conclusions with little teacher intervention.</td>
<td><strong>Read</strong> 3. As a class, students will watch the following commercial: <a href="#">Sarah McLachlan Animal Cruelty Video</a>. Then they will watch it a second time with the lyrics. In pairs, they will determine the following:</td>
</tr>
<tr>
<td></td>
<td>• Who is the intentional audience? Who is the unintentional audience? How do you know?</td>
</tr>
<tr>
<td></td>
<td>• Why does the singer communicate with this audience?</td>
</tr>
<tr>
<td></td>
<td>• What emotions does the singer evoke in the audience, and what words/phrases does the singer use to evoke these emotions?</td>
</tr>
<tr>
<td></td>
<td>Students will switch partners to discuss and collaborate with another students on the answers.</td>
</tr>
<tr>
<td>4. The teacher will have students number the stanzas of the poem, <a href="#">Daddy by Sylvia Plath</a>.</td>
<td><strong>Read</strong> 4. Number the stanzas of the poem <a href="#">Daddy by</a></td>
</tr>
</tbody>
</table>
# Speech Unit

The teacher will read stanzas numbers 11-16 aloud for the first reading.

**For ELL student:** Only a portion of the text is being used for this analysis. At times, it helps to chunk texts to help struggling readers.

<table>
<thead>
<tr>
<th>30</th>
<th>Sylvia Plath. During the first reading, students will silently follow along as the teacher read.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Working in pairs, will likely yield more emotionally charged words/phrases, which will aid students in completing the formative assessment in #6.</td>
<td><strong>Analyze</strong> 5. The second reading, students will work in pairs to circle all words that have emotions attached to them.</td>
</tr>
</tbody>
</table>
| 6. This is a formative assessment. | **Analyze** 6. The third reading will be reading independently. Students will complete the following text dependent questions:  
  - Based on the title, who is the audience? How do you know?  
  - What feelings/emotions does the narrator have about the audience? Provide evidence of these emotions.  
  - Is Plath’s use of emotional appeal effective? Why or why not? |

---
Lesson 6: LOGOS

Timeframe: (2 days)

**Purpose**
The purpose of this lesson is for students to analyze the message. Students will chunk the message into small pieces for analysis and then connect similar ideas. Evidence is ranked and synthesized to enable students to summarize the entire text.

**Standards**
- **CCSS.ELA-LITERACY.L.9-10.4**
  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
- **CCSS.ELA-LITERACY.L.9-10.6**
  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.
- **CCSS.ELA-LITERACY.RH.9-10.1**
  Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- **CCSS.ELA-LITERACY.RH.9-10.2**
  Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **CCSS.ELA-LITERACY.RI.9-10.3**
  Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**Resources/Materials**
- **Text**
  - Malala Speech
    **Quantitative:** Lexile 810 – **Qualitative:** Text Structure – Very Complex, Language Features- Very Complex, Purpose – Moderately Complex, Knowledge Demands – Moderately Complex - **Reader’s task:** DOK 3
- **Lesson 6: Logos**
- **Located in Appendix A**
  - Example of Logos Facts Chart
  - Example of List-Group-Label-Evidence-Rank-Summarize

**Teacher Notes**

**Student Moves**
## Speech Unit

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher will facilitate the mini-lesson, Lesson 6: Logos.</td>
</tr>
<tr>
<td>1.</td>
<td>Students will use the 5 Rs of Notetaking for this mini-lesson.</td>
</tr>
<tr>
<td>2.</td>
<td>For ELL students: Allowing students to create a fact chart using their own words, organization, visuals, etc. helps to further their understanding of the content and retain learning.</td>
</tr>
<tr>
<td>2.</td>
<td>Using their notes, students will create a Logos Fact Chart (See example in Appendix A) for self-assessment.</td>
</tr>
<tr>
<td>3.</td>
<td>This is a strategy for students to think about the main topic(s) of the passage.</td>
</tr>
<tr>
<td>3.</td>
<td>Students will list words that seem to be repeating.</td>
</tr>
<tr>
<td>4.</td>
<td>Grouping words will help students develop an understanding of how ideas are connected.</td>
</tr>
<tr>
<td>4.</td>
<td>Next, students will group words that seem to be connected in some way.</td>
</tr>
<tr>
<td>5.</td>
<td>Labeling helps to assess if students understand the connections between words. It makes their thinking visible.</td>
</tr>
<tr>
<td>5.</td>
<td>Students will provide a label for each group.</td>
</tr>
<tr>
<td>6.</td>
<td>Students should use the method (quote, paraphrase, and summarize) that had been explicitly taught to them at this point in the school year.</td>
</tr>
<tr>
<td>6.</td>
<td>Analyze 6. Students will provide quoted, paraphrased, or summarized evidence for each labeled group and then rank the top five strongest pieces of evidence.</td>
</tr>
<tr>
<td>7.</td>
<td>This step requires synthesizing and summarizing information.</td>
</tr>
<tr>
<td>8.</td>
<td>For ELL and struggling readers: Require them to use the 5 Ws and 1 H before summarizing. In addition, they should only summarize two groups.</td>
</tr>
<tr>
<td>8.</td>
<td>Imitate 8. Students should write a rough draft of their speech using all of the appeals.</td>
</tr>
</tbody>
</table>

**Extension:** Have students to consider what type of evidence it is and how best to present that evidence (quote, summarize, and paraphrase).
Lesson 7: USING WORDS TOOLS TO CREATE STYLE

Timeframe: (2 days)

**Purpose**
Since students have a rough draft of their speech, this lesson allows them to add stylistic elements to their writing. The focus of this lesson is for students to understand how word tools are used to create stylistic effects. Students will be at varying levels when it comes to understanding tone, diction, figures of speech, etc., so the teacher must determine what to teach and what to discard.

**Standards**
- **CCSS.ELA-LITERACY.L.9-10.4**
  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
- **CCSS.ELA-LITERACY.L.9-10.3**
  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.
- **CCSS.ELA-LITERACY.RI.9-10.10**
  By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **CCSS.ELA-LITERACY.RH.9-10.10**
  By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

**Resources/Materials**
- **Text**
  - [Snow Lyrics](#)
  - [Snow Audio Version](#)
  - [I Have A Dream by Martin Luther King, Jr.](#)

  **Quantitative:** Lexile 1120 – **Qualitative:** Text Structure – Very Complex, Language Features - Very Complex, Purpose – Very Complex, Knowledge Demands – Exceedingly Complex - **Reader's task:** DOK 3
- **Self-Assessment Video**

**Lesson 7: Using Word Tools To Create Style**

---

**Teacher Notes**

**Student Moves**
# Speech Unit

1. The teacher will facilitate the mini-lesson, *Lesson 7: Using Word Tools To Create Style*.

2. This gives students an opportunity to practice by applying the knowledge they acquired from the mini-lesson.

<table>
<thead>
<tr>
<th>Read and Analyze</th>
<th>2. In pairs, read and listen to the song, <em>Snow</em>. Then complete the follow. You may refer back to the text and your notes as often as needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Locate and list words/phrases that create style.</td>
</tr>
<tr>
<td></td>
<td>- Determine the tone, diction, and other elements used for style. Be sure to support your answer.</td>
</tr>
<tr>
<td></td>
<td>- Describe the effects of these word tools. Be sure to support.</td>
</tr>
<tr>
<td></td>
<td>- Explain the meaning of this song based on the word tools and their effect.</td>
</tr>
</tbody>
</table>

| Analyze          | 3. Share your findings with another group. Discuss what similarities and differences were discovered.                                                                                                                                               |

3. When students are given the opportunity to learn from another group, they increase in learning and retention.

4. This is a formative assessment.

<table>
<thead>
<tr>
<th>Read and Analyze</th>
<th>4. Students will read <em>I Have A Dream</em> speech. Then complete the follow. You may refer back to the text and your notes as often as needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Locate and list words/phrases that create style.</td>
</tr>
<tr>
<td></td>
<td>- Determine the tone, diction, and other elements used for style. Be sure to support your answer.</td>
</tr>
<tr>
<td></td>
<td>- Describe the effects of these word tools. Be sure to support.</td>
</tr>
<tr>
<td></td>
<td>Explain the meaning of speech based on the word tools and their effect.</td>
</tr>
</tbody>
</table>

| Analyze          | 5. Assess your response by viewing the following video *Self-Assessment Video*.                                                                                                                                                                        |

5. Students will self-assess to determine how successful they were at the analysis.

6. The Glow and Grow peer critique requires students to provide first something positive about their partner’s writing and then give their partner something that they could work on, *Grow*. Students will take this feedback and revise their writing. Then they will write a second draft.

| Analyze and Imitate | 6. Students will read their speech to a partner and the partner will provide give feedback of form of *Glow and Grow*. Students will revise their speeches and write the second draft. |

| Analyze          | 6. Students will read their speech to a partner and the partner will provide give feedback of form of *Glow and Grow*. Students will revise their speeches and write the second draft. |

---
Speech Unit

SUMMATIVE ASSESSMENT

Timeframe: (1 day)

Teacher Directions

In addition, students should be allowed to have a copy of the rubric. They should edit their second draft and then complete their final draft. Students will need to turn in a self-assessment and the final draft.

Prompt

Write a speech or spoken word in which you respond to the following prompt:

*Education is said to be a basic human right, but even today there are people that are not afforded this right. In the U.S., they are afforded the right to go to school, but the education is often compromised for one reason or another. For example, there are schools within the same district that are not equitable. Write a speech for other youth your age in which you argue what is an equitable education. Be sure to use the appeals to build your argument and support your position with evidence.*

Rubric

CCSS.ELA-LITERACY.W.9-10.4
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.

CCSS.ELA-LITERACY.SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Written Text Rubric
Spoken Word

Noticings

<table>
<thead>
<tr>
<th>WHAT DID YOU NOTICE ABOUT…?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text</strong></td>
</tr>
<tr>
<td>Speaker’s Perspective</td>
</tr>
<tr>
<td>Tone (Speaker’s attitude about the topic)</td>
</tr>
<tr>
<td>Facts Presented</td>
</tr>
<tr>
<td>Devices (repetition, simile, metaphor, rhyming)</td>
</tr>
<tr>
<td>Main idea</td>
</tr>
<tr>
<td>Distorted or exaggerated information</td>
</tr>
</tbody>
</table>

Lesson 2
Speech Unit

Name: __________________________
Date: __________________________

Rhetorical Transaction

Who is saying it (speaker/ethos)
Who is listening (audience/pathos)

What is said (message/logos)

Where/when it is being said (context/kairos)

Why it is being said (purpose)

How it is being said (tone/style)

Message/logos

speaker/ethos

Audience/pathos

Context/kairos

Purpose

Tone, style

Lesson 3
1. Answer the questions in the “Kairos” box and use that information to draw a conclusion about Kairos. Use evidence from the text to support your answer.

2. Use knowledge of the eight different types of purpose and the steps in the “Purpose” box to determine the purpose of the speech. Be sure to support your answer with evidence from the text.
### RE-Purpose Cards

<table>
<thead>
<tr>
<th>Kairos: Business Meeting</th>
<th>Kairos: Church</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose: Inform and Explain</td>
<td>Purpose: Express and Reflect</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kairos: Elementary School</th>
<th>Kairos: Commercial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose: Inform and Explain</td>
<td>Purpose: Evaluate and Judge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kairos: Angry people that have had bad experiences with their Ipads.</th>
<th>Kairos: Charity Donation Dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose: Propose A Solution</td>
<td>Purpose: Seek Common Ground</td>
</tr>
</tbody>
</table>
Ethos

This appeal is sometimes translated to mean character, authority, charisma, credibility and ethics. It is the character of the author/speaker as perceived by the audience. In other words, we believe people whom we trust. If the audience doesn’t trust a speaker or author, then there is usually nothing he or she can say to be convincing. The writer must be able to show that he/she has done the research and he/she is an expert on the topic. To use the ethical appeal, the author must possess at least three traits:

- The author must be a person of good moral character.
- The author must be a competent, intelligent person.
- The author cannot be self-serving, but must be interested in the common good of the community.

<table>
<thead>
<tr>
<th>What is credible?</th>
<th>What is moral?</th>
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<tbody>
<tr>
<td>believable</td>
<td>fair</td>
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<tr>
<td>plausible</td>
<td>good</td>
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<tr>
<td>realistic</td>
<td>honest</td>
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<td>convincing</td>
<td>honorable</td>
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<tr>
<td>trustworthy</td>
<td>decent</td>
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Recently, there has been a shift in defining who is credible. People do not value people that have a good reputation such as Coach Carter, Father Roberts, and Dr. Johnson. Instead they are more inspired and impressed by commercial name signifiers or icons such as Sean John, Louis Vuitton, Jay Z, and Lady Gaga. The outward appearance of wealth, fame, and power has taken over the appeal of the moral, intellectual character. This issue with ethos is both problematic and important to consider.

Ethos Questions

1. Why should the reader read/audience listen to what the author has to say?
2. How does this person know about this topic?
3. Does the author have education or experience in this topic?
4. Do I trust this person?
5. Why should I trust this person?
<table>
<thead>
<tr>
<th></th>
<th>ETHOS: Famous Quotes</th>
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</table>
| 30. | Creativity is just connecting things. When you ask creative people how they did something, they feel a little guilty because they didn’t really do it, they just saw something. It seemed obvious to them after a while. That’s because they were able to connect experiences they’ve had and synthesize new things.  
   - Steve Jobs |
| 30. | Parents can only give good advice or put them on the right paths, but the final forming of a person’s character lies in their own hands.  
   - Anne Frank |
| 30. | The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.  
   - Martin Luther King, Jr. |
| 30. | Women in particular need to keep an eye on their physical and mental health, because if we’re scurrying to and from appointments and errands, we don’t have a lot of time to take care of ourselves. We need to do a better job of putting ourselves higher on our own ‘to do’ list.  
   - Michelle Obama |
| 5. | I built a great company, one of the – some of the most iconic assets in the world, $10 billion of net worth, more than $10 billion of net worth, and frankly, I had a great time doing it.  
   - Donald Trump |
| 6. | The moment you have a child, in an instant your life is not for you, and your life is completely, 100 percent dedicated to another human being, and they will always come first. It changes you forever. It changes your perspective, and it gives you a nice purpose and focus.  
   - Angelina Jolie |
| 7. | As kids we didn’t complain about being poor; we talked about how rich we were going to be and made moves to get the  |
| 8. | Give a girl the right shoes, and she can conquer the world.  
   - Marilyn Monroe |
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<tr>
<td><strong>Speech Unit</strong></td>
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</table>
| lifestyle we aspired to by any means we could. And as soon as we had a little money, we were eager to show it.  
-Jay-Z  |
| 9. It’s a struggle for every young Black man. You know how it is, only God can judge us.  
-Tupac Shakur  |
| 10. The best and most beautiful things in the world cannot be seen or even touched – they must be felt with the heart.  
-Helen Keller  |
| 11. Today you are you! That is truer than true! There is no one alive who is you-er than you!  
-Dr. Seuss  |
| 12. Do the one thing you think you cannot do. Fail at it. Try again. Do better the second time. The only people who never tumble are those who never mount the high wire. This is your moment. Own it.  
-Oprah Winfrey  |
| 13. All the world’s a stage, and all the men and women merely players: they have their exits and their entrances; and one man in his time plays many parts, his acts being seven ages.  
-William Shakespeare  |
| 14. If we’re destroying our trees and destroying our environment and hurting animals and hurting one another and all that stuff, there’s got to be a very powerful energy to fight that. I think we need more love in the world. We need more kindness, more compassion, more joy, more laughter. I definitely want to contribute to that.  
-Ellen DeGeneres  |
| 15. It’s the repetition of affirmations that leads to belief. And once that belief becomes a deep conviction, things begin to happen.  
-Muhammad Ali  |
| 16. We don’t need to share the same opinions as others, but we need to be respectful.  
-Taylor Swift  |
| 17. I’ve missed more than 9000 shots in my career. I’ve lost almost 300 games. 26 times, I’ve been trusted to take the game winning shot and missed. I’ve failed over and over and over again in my life. And that is why I succeed.  
-Michael Jordan  |
| 18. I turned to music originally because of my past and needing a release or an outlet to get out anger or frustration or hurt.  
-Christina Aguilera  |
| 19. Sports are such a great teacher. I think of everything they’ve taught me: camaraderie, humility, how to resolve differences.  
-Kobe Bryant  |
| 20. I always joke about letting the haters motivate you. Everybody has that in their life, people who doubt them or make them feel less than they are. It just takes faith and belief in yourself, and you’ve got to dig deep into   |
| Speech Unit |
|-----------------|--------------------------------------------------------------------------------------------------|
| **21.** The heart of marriage is memories; and if the two of you happen to have the same ones and can savor your reruns, then your marriage is a gift from the gods. | -Bill Cosby |
| **22.** The times may have changed, but the people are still the same. We’re still looking for love, and that will always be our struggle as human beings. | -Halle Berry |
| **23.** My fellow Americans, we are and always will be a nation of immigrants. We were strangers once, too. | -Barack Obama |
| **24.** It’s not fair that women look in the mirror and feel disgust because of what society has made them believe. | -Jessica Simpson |
| **25.** People don’t understand that when I grew up, I was never the most talented. I was never the biggest. I was never the fastest. I certainly was never the strongest. The only thing I had was my work ethic, and that’s been what has gotten me this far. | -Tiger Woods |
| **26.** When there’s so many haters and negative things, I really don’t care. | -Kim Kardashian |
| **27.** If you live long enough, you’ll make mistakes. But if you learn from them, you’ll be a better person. It’s how you handle adversity, not how it affects you. The main thing is never quit, never quit, never quit. | -Bill Clinton |
| **28.** When you’re a girl, you have to be everything. You have to be dope at what you do, but you have to be super sweet, and you have to be sexy, and you have to be this and you have to be that and you have to be nice, and you have to – it’s like, I can’t be all of those things at once. I’m a human being. | -Nicki Minaj |
| **29.** I’m not in a party. I am a party. | -Kid President |
| **30.** All I do is work, so I eat to live and to keep going. | -Miley Cyrus |
Speech Unit

Lesson 5

Pathos

The Greek word, pathos means suffering or experience. Sometimes hard evidence falls short of making an argument and the author must be able to reach the audience by employing another strategy such as pathos. This rhetorical appeal covers a wide gamut of emotions. Pathos is a form of empathy, so the goal of using pathos is to get the audience to say in their hearts, “me too”. However, the author should exercise extreme caution when using this rhetorical appeal because the audience will reject even the slightest hints of manipulation. They don’t want to be told how to feel, but rather shown how to feel. This is accomplished with rhetorical devices.

This appeal is best utilized as a hook or a powerful conclusion. It works best in narration, descriptions, and repetition. Using interviews and individual stories to paint a moving picture of reality or to illuminate the truth is effective because it adds a personal touch to hard evidence. It makes the argument into something palpable. For example, simply using numbers to reveal evidence of abused children would be abstract unless stories or personal testimonies of abused children were added.

Emotional appeal should only be added if it truly supports the claim you are making, not as a way to distract from the real issues of debate. An argument should never use emotion to misrepresent the topic or to frighten people.

<table>
<thead>
<tr>
<th>Negative Emotions</th>
<th>Positive Emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td>anger</td>
<td>amusement</td>
</tr>
<tr>
<td>annoyance</td>
<td>delight</td>
</tr>
<tr>
<td>contempt</td>
<td>elation</td>
</tr>
<tr>
<td>disgust</td>
<td>excitement</td>
</tr>
<tr>
<td>irritation</td>
<td>happiness</td>
</tr>
<tr>
<td>anxiety</td>
<td>joy</td>
</tr>
<tr>
<td>embarrassment</td>
<td>pleasure</td>
</tr>
<tr>
<td>fear</td>
<td>affection</td>
</tr>
<tr>
<td>helplessness</td>
<td>empathy</td>
</tr>
<tr>
<td>powerlessness</td>
<td>friendliness</td>
</tr>
<tr>
<td>worry</td>
<td>love</td>
</tr>
<tr>
<td>doubt</td>
<td>courage</td>
</tr>
<tr>
<td>envy</td>
<td>hope</td>
</tr>
<tr>
<td>frustration</td>
<td>pride</td>
</tr>
<tr>
<td>guilt</td>
<td>satisfaction</td>
</tr>
<tr>
<td>shame</td>
<td>trust</td>
</tr>
<tr>
<td>boredom</td>
<td>calm</td>
</tr>
<tr>
<td>despair</td>
<td>content</td>
</tr>
<tr>
<td>disappointment</td>
<td>relaxed</td>
</tr>
<tr>
<td>hurt</td>
<td>relieved</td>
</tr>
<tr>
<td>sadness</td>
<td>serene</td>
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</tbody>
</table>

Pathos Questions

1. How is the author/speaker trying to make the reader/audience feel, or what has he or she written/said that makes the reader/audience want to do something?
2. What specific parts of the author’s writing make the audience emotional or empathetic?
3. What words did the author use to identify with the reader (such as “My Friend”, “My Fellow Citizens”, “We”)?
Logos

In Greek, logos means word or it can be translated to mean logical reasoning. It is the appeal of logic because of its use of hard evidence or rational appeals (inductive and deductive reasoning). This appeal has earned its place as the most respected because it is based on logic and hard evidence. The other rhetorical appeals can be manipulated by either playing on an audience’s heartstrings or creating a false impression of trustworthiness. An argument based on logos will either be logical or fallacious reasoning.

Inductive Example
This lemon is yellow. Therefore, all lemons are yellow.

Deductive Example
All lemons are yellow. Therefore, the lemon you have is yellow.

Logos Questions
1. What evidence does the writer provide that convinces me that his or her argument is logical – that it makes sense?
2. Does a conclusion necessarily follow the premises?

Hard Evidence
- Facts
- Statistics
- Testimonies, narratives, interviews
Speech Unit

Lesson 6

EXAMPLE

LIST-GROUP-LABEL-EVIDENCE-RANK-SUMMARIZE

List

<table>
<thead>
<tr>
<th>thank you</th>
<th>peace</th>
<th>dignity</th>
<th>mercy</th>
<th>pens</th>
</tr>
</thead>
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<tr>
<td>every</td>
<td>equality</td>
<td>educated</td>
<td>change</td>
<td>books</td>
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<tr>
<td>voice</td>
<td>one</td>
<td>silence</td>
<td>non-violence</td>
<td>schools</td>
</tr>
<tr>
<td>rights</td>
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<td>thousands</td>
<td>forgiveness</td>
<td>injustice</td>
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<td>all</td>
<td>compassion</td>
<td>love</td>
<td>racism</td>
</tr>
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<td>speak up</td>
<td>protect</td>
<td>half</td>
<td>reject prejudice</td>
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<td>poverty</td>
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Group

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<tr>
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<th>voice</th>
<th>compassion</th>
<th>terrorism</th>
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<td></td>
<td></td>
<td>reject poverty</td>
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</tbody>
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Label

<table>
<thead>
<tr>
<th>EDUCATION</th>
<th>NUMBER</th>
<th>RIGHTS</th>
<th>EMBRACE</th>
<th>REJECT</th>
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</thead>
<tbody>
<tr>
<td>education</td>
<td>every</td>
<td>voice</td>
<td>compassion</td>
<td>terrorism</td>
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### Speech Unit

<table>
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<tr>
<th>pens</th>
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<th>equality</th>
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<td>reject poverty</td>
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### Evidence

**EDUCATION**

| “...but who are struggling to achieve their goals of education..” |
| “Their right to be educated.” |
| “...the right of education of every child.” |
| “I want education for the sons and daughters of all extremists especially the Taliban.” |
| “This is the compassion that I have learnt from...” |
| “...we realized the importance of pens and books when we saw the guns.” |
| “...‘The pen is mightier than the sword’ was true.” |
| “The extremists are afraid of books and pens.” |
| “The power of education frightens them.” |
| “That is why they are blasting schools every day.” |
| “I remember that there was a boy in our school who was asked by a journalist, ‘Why are the Taliban against education?’ By pointing to his book he said, ‘A Talib doesn’t know what is written inside this book’.” |
| “...who would send girls to the hell just because of going to school.” |
| “Pashtuns want education for their sons and daughters.” |

Islam says that it is not only each child's right to get education, rather it is their duty and responsibility.”

Honourable Secretary General, peace is necessary for education.”

“wars and conflicts stop children to go to their schools.”

“Many schools have been destroyed in Nigeria.”

“I am focusing on women’s rights and girls’ education because they are suffering the most.”

“We call upon all governments to ensure free compulsory education for every child all over the world.”

“support the expansion of educational opportunities for girls in the developing world.”

“we want schools and education for every child’s bright future.”

“education for everyone.”

“for the cause of education.”

“let us empower ourselves with the weapon of knowledge.”

“...let us wage a global struggle against illiteracy.”

“let us pick up our books and pens.”

“One child, one teacher, one pen and one book can change the world.”

“Education is the only solution. Education First.”

### Number

“Today is the day of every woman, every boy, and every girl...”

“...hundreds of Human rights activists and social workers...”
### Speech Unit

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| 2 | “Thousands of people have been killed by terrorists.”  
“...millions have been injured.”  
“I am just one of them.”  
“...one girl among many”  
“...all girls and boys.”  
“...thousands of voices.”  
“...they killed 14 innocent medical students.”  
| 5 | “We cannot all succeed when half of us are held back.”  
“...education for everyone...”  
“...we are all together...”  
“...millions of people are suffering from poverty, injustice, and ignorance.”  
“...millions of children are out of schools.”  
“...most powerful weapons.”  
| 3 | “One child, one teacher, one pen, and one book.”  
“Education is the only solution. Education First.”

### Rights

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| 1 | “...raised their voice for their rights.”  
“...who are not only speaking for human rights, but who are struggling to achieve their goals of education, peace, and equality.”  
“...right to live in peace.”  
“...right to be treated with dignity.”  
“...right to equality of opportunity.”  
“...right to be educated.”  
“They thought bullets would silence us.”  
“...out of that silence came, thousands of voices.”  
“This is the philosophy of non-violence that I have learnt...”  
| 2 | “Poverty, ignorance, injustice, racism, and the deprivation of basic rights are the main problems faced by both men and women.”  
“...today I am focusing on women’s rights...”  
“There was a time when women social activists asked men to stand up for their rights.”  
“...we will do it by ourselves, I am not telling men to step away from speaking for women’s rights rather I am focusing on women to be independent to fight for themselves.”  
“...now is the time to speak up.”  
“...change their strategic policies in favour of peace...”  
“...all the peace deals must protect women and children’s rights”  
“...protect children from brutality and harm.”  
| 3 | “To ensure freedom and equality for women so that they can flourish.”  
“...we will speak for our rights and we will bring change through our voice.”  
“...we will speak for our rights and we will bring change through our voice.”  
| 4 | “Our words can change the world.”

### Embrace

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<tr>
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</table>
Speech Unit

1. “...thank you to God for whom we are all equal...”
2. “…thank you to every person who has prayed for my fast recovery and a new life.”
3. “Thank you to all of them.”
4. “Thank you to the children whose innocent words encouraged me.”
5. “Thank you to my elders whose prayers strengthened me.”
6. “...to thank my nurses, doctors, and all of the staff.”
7. “…I thank them both for the leadership they continue to give.”
8. “This is the compassion that I have learnt.”
9. “And this is the forgiveness that I have learnt...”
10. “This is what my soul is telling me, be peaceful and love everyone.”
11. “Strength, power, and courage was born.”

Reject

1. “Poverty, ignorance, injustice, racism, and the deprivation of basic rights...”
2. “...reject prejudice based on cast, creed, sect, religion, or gender.”
3. “...wage a global struggle against illiteracy, poverty, and terrorism.”
4. “Weakness, fear, and hopelessness died.”
5. “...terrorism, wars, and conflicts stop children to go to their schools.”

Rank

For each category, rank the top five (5) strongest pieces of evidence with 1 being the highest.

Summarize

Education

Who? We, us, each child,

What? Realize, duty and responsibility, empower, change, education

When? now

Where? everywhere

Why? Duty and responsibility

How? One child, one teacher, one pen, one book

Summary:

We must realize now that are duty and responsibility is to make sure that education is available everywhere and we will accomplish this goal “...one child, one teacher, one pen, and one book” at a time.