

Instructional Lesson Plan #2 EXCERPT

English Language Arts

Grade: 10	Unit Title: A World of Words	Length: Seven Days
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Lesson Overview

Students will conclude their reading and analysis of William Shakespeare’s *Julius Caesar*. Students will determine the resolution of the play, reflecting upon and revisiting the work of previous lessons with a particular focus on the concepts of revolution and leadership. As a culminating activity of the “World of Words” unit, students will complete a close reading and analysis of Nelson Mandela’s Nobel Peace Prize Acceptance Speech delivered in Oslo, Norway, on December 10, 1993. Mandela, along with South African President F. W. de Klerk, was awarded the Nobel Peace Prize for his work to end the apartheid regime. Students will work independently on this summative close reading assignment. Close reading assignments throughout the unit will prepare students for this independent reading and analysis. Students will then write and deliver a two-minute speech which effectively utilizes rhetorical strategies and devices and complete a close reading and analysis of their own speech as the summative assessment for this unit of study.

Essential Question

How can words inspire change?

Lesson Procedure

1. As a pre-assessment, students will revisit the KWL chart in from lesson one, completing the “L” column and identifying areas they still need to learn.
2. Students will actively read the last two scenes of *Julius Caesar* (Act V.iv-v). Students will continue their Shakespearean Reading Log as they read these scenes.
3. Students will determine and identify the resolution of the play. Students should report this finding on their reading logs.
4. Students will revisit the arguments they presented in their Pro/Con Circles and reevaluate their opinions now that they have completed the play. Students will note their reflections in their reading logs.
5. Students will independently read Mandela’s speech. Students needing more support may watch a video recording of the speech being delivered, or may have the speech read aloud to them. Other students needing only moderate support may read the speech aloud in small groups.
6. Students will complete a close reading and analysis of the speech. Students may use a variety of organizers for their close reading, or complete teacher-provided close reading questions. One possible format students could use is the SOAPSToneS analysis. Students will provide textual support for each answer provided.
 - S: Describe the speaker of the piece. Use textual evidence to support your description. Consider background/introductory information, but be sure to describe the speaker here, not just what you may know of Nelson Mandela.
 - O: What is the occasion for the delivery of this speech?
 - A: Who is/are the intended audience(s) of this speech? Cite specific textual evidence to support.
 - P: What is/are Mandela’s purpose(s) in his speech? What is he trying to achieve? Are there different purposes for different audiences? Is there a stated or implied thesis of the speech? If stated, identify the specific line(s). Cite specific textual evidence to support.
 - S: What is the subject of this speech?
 - Tone: Describe the tone(s) of the speech, and identify any shifts in tone that occur. What purpose do the shifts serve? How is tone created? Identify specific diction to support your answer.
 - Style: Describe the style of the piece:
 - Describe the diction used. Provide specific examples to support your description. What effect does the diction have?
 - Describe the syntax used. Note any shifts in syntax. What effect does the syntax create?
 - Describe the organization and structure of the speech. How do the organization and structure contribute to the overall effect?
 - Identify rhetorical devices and strategies Mandela uses in the speech. What rhetorical purpose does each serve? How does each contribute to the overall effect of the speech?

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7. As the summative assessment for the “World of Words” unit, students will write a two-minute speech and deliver it to their classmates. Students will purposefully use rhetorical strategies and devices within their speech in order to achieve their purpose. The speeches will argue and support their answer to the question: “What change do you want to see in the world?” Students should reflect on Mandela’s speech, *Julius Caesar*, the *Forbes* piece, and the interview with Gandhi as they plan and organize their writing.
8. As the final piece of the summative assessment, students will complete a SOAPStoneS analysis of their own speech.