Instructional Lesson Plan EXCERPT
Grade 10 Advanced / Gifted and Talented (GT) English Language Arts
Unit Title: A World of Words

Lesson Overview
After reading the end of *Julius Caesar*, students will revisit the essential question: How can words inspire change? In a Fishbowl discussion and/or Socratic seminar, students will analyze the use of rhetorical elements in order to determine their effect on social change within the context of the play. Students will participate in a Shared Inquiry analysis of Barrack Obama's Speech to the Democratic National Convention, 2004. Students will then participate in a Syncon in which they analyze speeches representative of global movements of change in order to prepare to compose and present their own speeches promoting change. Students will evaluate each other's speeches, ideally on a digital platform.

Teacher Planning, Preparation, and Materials

Materials

Julius Caesar

Barack Obama, *Speech to the Democratic National Convention, 1994*

Speeches to be used for Syncon:
- Shakespeare
  - Henry V, Act III, Scene I
  - Julius Caesar, Act III, Scene ii
- American Civil Rights
  - Sojourner Truth, 1851
  - Frederick Douglas, 1852
  - Chief Seattle, 1854
  - Abraham Lincoln, 1865
  - Elizabeth Cady Stanton, 1892
  - Malcolm X, 1960s
  - John F. Kennedy
  - Barrack Obama: 2004 Democratic National Convention
- Irish Nationalism
  - Patrick Pearce, 1915
- European Holocaust
  - Elie Wiesel, Commencement Speech(es)
- Chilean Political Unrest
  - Pablo Neruda, 1971
- Burmese Revolution
  - Aung San Suu Kyi, 1990
- South African Anti-Apartheid Movement
  - Nelson Mandela, 1993
- Arab Awakening
  - Shirin Ebadi, 2003
  - Tawakkol Karman, 2011
- American Urban Revitalization
  - Cory Booker, 2012

Essential Questions:
How can words inspire change?
How do rhetorical elements and language usage vary according to time and place to inspire change in an audience of the author's peers?

Lesson Procedure

1. Have students participate in a **Syncon**. In a Syncon, students work toward answering an essential question by first analyzing elements of the question from different points of view and then merging their divergent orientations in a group analysis. Through this holistic participatory process, analysis is scaffolded in small-, intermediary-, and large-group analysis.

2. In this Syncon, the overarching question will be differentiated from the original essential question (*How can words inspire change?*) through greater sophistication and complexity: *How do rhetorical elements and language usage vary according to time and place to inspire change in an audience of the author's peers?*

   a. <u>Round One:</u> Divide your students into six groups of intellectual peers based on your pre-assessment data of the rhetorical elements during the Shared Inquiry discussion. If there are more than four students in a group, repeat topics as necessary with more than six groups. Groups two and five would be appropriate for students in need of acceleration. Students may use the **Rhetorical Elements Chart** to aid them in their analysis.

      i. Group One: Diction -- Determine the types of words the author chose, and the degree of variety. Does s/he use technical vocabulary? Or more general, accessible vocabulary? Concrete and specific, or abstract? Simplistic, or complex and unique? Formal or informal? When is each type used, and how does that contribute to the tone of that section? Determine how word choice contributes to overall tone.

      ii. Group Two: Syntax – Determine how words are organized into sentences (which is syntax). Are the sentences generally simple, complex, compound, or compound/complex? Are some unusually long or unusually short? Consider the use of rhetorical questions, sentence fragments, subject-verb inversion, adjective-noun inversion, asyndeton (deliberately omitting conjunctions between successive words), polysyndeton (deliberately using a conjunction between every word, clause, or phrase), and a periodic sentence (configuring a longer sentence so that it is not grammatically complete until its end). Based on the different sentence structures and types, determine how syntax contributes to overall tone.

      iii. Group Three: Figurative Language – Determine the types of figurative language the speaker uses. Consider simile, metaphor, hyperbole, personification, and imagery. Determine how figurative language contributes to overall tone.

      iv. Group Four: Sound Devices – Determine the types of sound devices the speaker uses. Consider alliteration, onomatopoeia, rhyme, and rhythm (including repetition, anaphora, and rhythmic triads). Determine how sound devices contribute to overall tone.

      v. Group Five: Argument – What claims and counterclaims does the speaker make? What reasoning and evidence does s/he use to support claims and counterclaims? How does the speaker organize claims and counter claims? Consider the use of parallelism (pairing grammatically similar phrases or clauses), triadic extensions (forming of triad of grammatically similar phrases or clauses), juxtaposition (placing two more ideas in close junction in order to compare them), antithesis (using opposite phrases in close conjunction), backward loop, crescendo/decrescendo, and repetition.
      Based on how claims and counterclaims are organized, determine how the structure of reasoning and evidence contributes to overall tone.

      vi. Group Six: Form – Determine overall structure, then identify other structures used within that structure (such as Argument, Description, Narrative/Anecdote,

Cause/Effect, Assertion/Justification, Definition, Compare/Contrast, Informative, Sequential).   Based on the overall structure and internal organization, determine how the types of structures used contribute to overall tone.

b. <u>Round Two:</u> Move students into intermediary groups for Round Two of the Syncon, in which specific original groups are mixed together in order to allow for expert cross-pollination applied to broader topics. Once again, the groups should be of optimal size for discussion, so repeat topics as necessary. Students should add to/refine their notes from Round One based on their intermediary group's analysis.

   i. Groups One and Two: How does the type of appeal a speaker makes influence the style of the language s/he chooses to use? Remember, the three types of appeals are appeal to emotion (*pathos*), appeal to character (*ethos*), and appeal to reasoning (*logos*). How do the appeal type and language style contribute to the speech's effectiveness at communicating the need for change? Students should compare the different speeches' styles that they analyzed in Round One.

   ii. Groups Three and Four: How does the type of appeal a speaker makes influence the types of devices s/he chooses to use? Remember, the three types of appeals are appeal to emotion (pathos), appeal to ethics (ethos), and appeal to reasoning (logos). A speaker may use more than one type of appeal. How do the appeal type and language devices contribute to the speech's effectiveness at communicating the need for change?   Students should compare the different speeches' language devices that they analyzed in Round One.

   iii. Groups Five and Six: How does the type of appeal a speaker makes influence the types of structures s/he chooses to use? Consider structures within claims/counterclaims, sections of the speech, and the speech as a whole. Remember, the three types of appeals are appeal to emotion (pathos), appeal to ethics (ethos), and appeal to reasoning (logos). A speaker may use more than one type of appeal.   How do the different structural components contribute to the speech's effectiveness at communicating the need for change?   Students should compare the different speeches' structures that they analyzed in Round One.

c. <u>Round Three:</u>   Based on their previous analyses, students will participate in a group discussion of the overarching topic: *How do rhetorical elements and language usage vary according to time and place to inspire change in an audience of the author's peers?* Students will consider their analyses of language styles, devices, and structures in order to determine how speeches from different contexts compare with regard to the methods they use to inspire change. Students may apply an evaluative component to this discussion in order to assess relative effectiveness of the speeches considering all of the elements they have analyzed.

3. Students will apply their analyses of effective rhetorical devices in order to compose their own speeches promoting change. Students will brainstorm pressing issues in which they would like to inspire change (possible options: fracking, bullying, healthcare reform [including mental, women's], childhood obesity, U.S. international intervention, domestic violence, animal cruelty, gun rights, marriage equality, universal preschool, equity in educational funding, criminal justice, consumer debt, immigration).

4. Students may embed videos of their speeches on a digital platform so that their peers may evaluate them and respond. Options include [Kidblog](), [VoiceThread](), [PBworks](), [Wikispaces](), [Comments 4 Kids](), [This I Believe](), [Glogster](), [Prezi](), [Edmodo]().