



I Have a Speech: Original Oratory and Syntactic Structure

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This curriculum unit is recommended for:
English III, English IV, Speech & Debate

Keywords: Audience, analysis, expository writing, oratory, prosody

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: “I Have a Speech” is a six day middle of the semester curriculum unit and its foundation lies on the experience of the students to illustrate proficiency in the written composition and oral execution of expository or persuasive text. Endeavoring to compose an original oratory requires the students to formulate context within the confines of The Rhetorical Triangle and implementing those skills both within and beyond the walls of the classroom. In order for the class to execute this project, the students must be able to critically analyze speeches while identifying and comprehending the diversity of syntactic structure chosen by the authors. In addition, there is a major focus on implementing sentence types and the comprehensive awareness of syntax and sentence type to which student choices create for the audience. Moreover, it is incumbent upon the students to engineer their speech to encompass a mature prosody for the audience. This unit empowers the students to embrace 21st century skills that will enhance and refine their communication abilities for composing speeches, delivering a substantial oration, researching for collegiate level courses, and ultimately, analyzing and applying a greater grammatical understanding to their work.

I plan to teach this unit during the coming year to 30 students in Speech & Debate.

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I Have a Speech: Original Oratory & Sentence Structure

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Content Objectives

Introduction

“I Have a Speech,” is a working title as well as a simple sentence. The cornerstone of my unit is the simple sentence. In order to build, however, we also need the compound, the complex, and the compound complex. After building, it is necessary to refine and enhance and the students will incorporate an expansive realization regarding how word choices affect meaning within the realms of purpose and audience. The unit is intended for a class size of twenty five to thirty students. While this unit can be executed in any English class, I will be implementing it in my Speech & Debate class, which consists of thirty students who are primarily juniors and seniors. The class incorporates the higher levels of high school as well yet was conceived to interact with all levels of ability. This accounts for a heavy reliance on differentiated strategies to engineer effective learning in the classroom.

The unit is designed to encompass variety of learning models as well as mediums to which the class will be more likely to embrace learning standards and exceed expectations. The students will be required to analyze sentence structures within historical and famous speeches. The class will view some of those speeches, listen to the prosody implemented by the speakers and evaluate the effects of word choice, sentence type, as well as other skills related to effective oration. They will create their original oratory and perform their demonstration in class. “I Have a Speech” is constructed to empower the most novices of speakers to embrace their own greatness and to enhance the abilities of those speakers who maintain varying levels of experience.

I teach in a suburban high school that caters to approximately twenty three hundred students. Sixty percent of our student body is African-American. Twenty five percent is Caucasian. Eight percent is Hispanic, five percent is Asian and two percent is designated as other.¹ The economic spectrum ranges from homeless to upper middle class and once again, this reflects a variety which encourages a differentiation of voices that entitles any classroom to develop accordingly. As a result, parent involvement also runs the gamut from heavily involved and tremendously supportive to nonexistent. As a whole, the students at this school can demonstrate proficiency in the creation of ideas and composition of work; however, some students lack the knowledge of the building blocks of grammar. The mechanics of grammatical structures tend to be missing. Students in Speech & Debate, much like other English classes have the ability to identify that an adverb is used to modify a verb, but they are less likely to be recognize the difference in the effect between using ‘happily’ or ‘exuberantly’. Creating this unit offers students who represent multiple intelligences to strengthen their skill sets. For the novice speaker, these

skills will be perceived as new concepts; intermediate speakers will have some familiarity and this unit will assist them in augmenting their work; juniors are tasked with the composing the drafts of their senior exit projects and therefore, they can apply these skills to that major assignment; seniors will be departing for college and these applications will aid them in their final presentations of the senior exit project as well as in the courses they will take in college. "If the writer's aim is to convince or persuade, then the stress is on the audience (the decoder) and the result is persuasive discourse."² Persuading an audience to accept an idea is a real world talent that is necessary for a range of vocations outside the classroom. This unit encompasses a multiplicity of objectives. It focuses on the basic as much as the advanced; it is created to further a student's desire to embrace leadership and demonstrate it on a proactive basis that enriches the student as a young orator. While I intend to assess and evaluate the written speech and oratory through the use of a rigorous rubric, the unit was concocted to be applied in the real world as much as in the classroom. Inevitably, the true benefit lies in the students' ability to transfer these skills from school to the real world.

The unit is malleable; however, I have planned on implementing it over the course of six days. Speech & Debate meets on an A/B day schedule so six days is the approximate equivalent of three weeks. We will begin our unit by exposing the class to famous words, sentences, and paragraphs contained within speeches including those made by Abraham Lincoln, Franklin D Roosevelt, John F. Kennedy, Martin Luther King Jr, Malcolm X, Robert Kennedy, Ronald Reagan, George W. Bush, and Barack Obama, among others. Not everyone can immediately experience the depth of the chosen word from the political landscape. At this juncture, it would be prudent to introduce the lyrics of famous songs and iconic lines from popular movies. The students can more readily connect with their prior knowledge to the latter examples and these can be used to as a stepping stone to political oration.

The goal is for the students to hear and see how the written and oral word, sentence, paragraph, and essay are designed to inform, persuade, and create a sense of awe and wonder within the audience to which they are speaking and writing. The next lesson will be to review types of sentences and analyze memorable speeches for these types. Following that, we should have a working draft that will require revisions that include appropriate syntactic structure with a magnification on particular word choice that affects meaning. Practice presentations for evaluation will be the key element of the fourth lesson. In this lesson, I intend to expose the students to a mature sense of prosody along with gestures and style that orators use to their advantage when speaking in public. "Prosody, a construct of reading fluency, also appears to play a role in skilled reading. Prosodic features (intonation, stress, rate, and rhythm) aid in the appropriate syntactic segmentation of the text and in construction of meaning."³ Lesson five will demonstrate the occasional need for note cards or visual aids that often accompany a sustained speech. Lastly, the sixth lesson will be the actual presentations to be judged according to the rubric established at the inception of the unit.

Rationale

Students, much like their adult counterparts, can easily devolve into complaining about a variety of problems. This is the first reason that compelled me to create this unit. There are a myriad of problems and issues that deserve analysis as well as the implementation of practical solutions. Too many of us gripe about the problems we experience but fail to offer even the most basic of ideas by which to solve them. Critical analysis is the foundation of learning and original oratory is one vehicle by which this essential skill can be exercised and demonstrated. An original oratory can be created by way of choosing a problem/solution format and weaving one's passion into the work to persuade the audience towards practicality. There are many other choices that are available as well; however, this is the dominant choice. Students can use this as a way of delivering a message to rile the audience towards a specific danger or as a call to action, to examine a tired subject with fresh eyes, or even to eulogize someone. A student can clarify an idea or teach a lesson and whichever method to which a student decides ultimately influences the audience one way or another. Original oratory encourages and requires the students to compose their work in a way that inspires, entertains, or informs others. There are a vast amount of choices that can be made to ensure that this genre of speech is successful. I expect students to travel on these different paths and bring their individual creativity into the classroom for the rest of us to appreciate and hopefully, to be persuaded by their energy and skill.

A second reason for engineering this unit is to introduce the benefits of research to perhaps, an uninformed class. Researching a topic correctly entails investigation, analysis, synthesis, and evaluation in order to compile an effective body of work in which to draw conclusions. Choosing a good topic is the first hurdle followed by ensuring its originality and universality. It's very important to decide on a topic to which an audience will have familiarity. Another key to a successful speech is the ability to capture the attention of the audience. For example, a student could research stereotypes as a topic. The problem the student can address in their speech is that stereotyping people is an easy way to judge someone else without the benefit of actually getting to know them. Throughout their speech, the student could offer alternative solutions to judging someone based solely on a superficial aspect. The students will also learn the importance of formulating a thesis statement which is necessary to complete a written senior exit project for graduation from high school. "After students select a thesis, they must discover arguments as a means to develop that thesis."⁴ In addition, a crucial facet of the senior exit project is a five minute speech that is required of the students to give before a panel of two parents and a teacher. Original oratory will familiarize this class with these skills and requirements and better prepare them for their exit projects in addition to college courses and the real world.

A tertiary basis for the implementation of this unit is for the class to practice and master the skill of oration. "Students must consider elements of style – sentence length

and variety, diction, euphony, coherence, paraphrasing, and figures of speech. This entire process describes the essential elements of rhetoric which are applicable to both written composition and oratory discourse.”⁵ In so many classrooms both here and around the world, students are taught to sit quietly or regurgitate pieces of a lesson back to the teacher. My classes do not follow this way of thinking. Original oratory is one of many vehicles that I use to call the students to get out of their seats and speak loudly on the experiences they have had and are willing to share with a crowd of other students. If a teacher believes that they can learn from their students, then this is the unit which should accompany their beliefs. Oration is more than writing a text and memorizing it to be spoken in public. It initiates a potent sense of confidence that few other activities in a classroom can offer in such a way. Public speaking has become a dreaded fear. It is a common misconception. The fear of public speaking can be eradicated with practice and dedication to a greater goal. In this case, the goal is to convince an audience of a new way of thinking or a fresh solution to fix an old problem, or the celebration of a life well lived. Passion and exuberance can alter one’s fears and change one’s life by according confidence through achievement. Public speaking is more than standing up and talking; students will master voice inflection, gestures, and displaying passion among many other skills. Classroom teachers should be teaching what they know. The success of this unit is based on students doing the same. The students who chose to take this class already have a strong verbal linguistic intelligence and they desire the structure to channel their strength. “Verbal linguistic intelligence is characterized by sensitivity to the attributes of words and functions of language. Learners with a high linguistic intelligence love to read and write and are good at expressing themselves. This intelligence is reflected by the ability to analyze one’s own use of language, remember things, use humor, explain and teach things, speak persuasively, and understand and talk about syntax and the meaning of words.”⁶

Objectives

One decisive factor while teaching in the modern day classroom is to make certain that all types of learners can benefit from the experience of the lessons. Students learn through many different prisms including verbal linguistic, audio, visual, and kinesthetic. “Gardner posited a theory of multiple intelligences which proposes distinct areas of skill that each individual possesses to a different degree.”⁷ Lessons must be engineered with these individual learning styles in mind. Differentiated instruction is an effective framework for instituting and realizing objectives for the classroom. Learning is therefore maximized when it follows different conduits to different learners.

The primary objective for “I Have a Speech” is to inculcate the students to express themselves through a persuasive means in order to effect change. Many students will naturally choose the problem and solution choice. The class will generate a comprehensive list of societal ills as part of whole discussion, group work, pairs and on their own. Original oratory calls for more than that. Within that original creation, students

will blend their own experiences – the dramatic, the humorous, and the poignant in order to persuade the audience to experience shock, to enjoy a laugh, and maybe, to share a tear. Three common elements used to introduce a speech or provide support for legitimacy are testimonial, factual examples, and hypothetical examples. Hypothetical examples can be employed in the introduction while testimonial and factual examples can be implemented in the body of the work. While they are creating their own work, the students will gain a better knowledge of syntactical structure and how authors have used it to their advantage. They will embrace the use of sentence types and understanding of word choice and their work will reflect their understanding so that when presented, they will have reflect their learning in grammar, writing, and presentation.

Grammar has become the loner, the outcast, the forgotten, by teachers and students alike. Yet, without grammar, there is no foundation for the skills and strategies we are teaching and performing in the classroom. Therefore, “I Have a Speech” is built upon the foundation of teaching and learning basic sentence types and syntax. This unit will incorporate simple, compound, complex, and compound complex sentences. More importantly than that, we will be determining why we differentiate from one to another and how this knowledge helps us to become stronger students. Speaking and writing properly will benefit the students in their classes, for their college applications, through their personal essays related to college, and with their thank you notes after they have interviewed for a job. The real world implications for using proper grammar are both practical and numerous.

Writing for meaning rooted in student experience seems to be another lost art in the classroom. Too often, teachers allow high frequency words which can be converted quite easily to words that have meaning and which flow altogether like a silent stream. In order to effect this change in the classroom from the basic to the meaningful, I want students to see, hear, and analyze historically great orators. I plan to start with Martin Luther King’s “I Have a Dream” speech. The students should identify with certain passages that “speak” to them. The students will create a list of words from the passage that speaks to them and use their own creativity to choose different words to affect different meanings. Using King as a model will help to initiate the confidence the students need to write their own work.

Presentation and public speaking can evoke paralyzing fears within a student and adult alike. This common fear can be relieved through practice in class in small groups as well as whole class discussion. A student who can find the strength within themselves to orally present their introduction from memory can build on that confidence to layer that with their body paragraphs and then eventually their conclusion. Presenting piecemeal is the practice they need to complete the oratory as a whole. We can do this in class to ensure that students are practicing at home as well, so that when the time comes for the full speech, this is seen not as an overwhelming task. Presentation is more than

memorization and the students will practice their gestures, vocal inflections and delivery, and physical delivery as well.

Teaching Strategies

Experienced teachers enact so many strategies while teaching that sometimes it's difficult to keep track of what they are doing because it's become so natural. My preference for initiating a new unit is to lightly introduce the unit and put the burden on the students to devise their own ideas as to how the unit will be executed. Small groups can brainstorm different ideas they have for their speech and then we can begin whole group discussion. One simple way to introduce a unit of this magnitude is to encourage the students to create graphic organizers based on problem-solutions, episode-patterns, concept patterns or cause and effect. "Graphic organizers combine the linguistic mode in that they use words and phrases and the nonlinguistic mode in that they use symbols and arrows to represent relationships."⁸ Then, we work together with the follow through. Once we have listed and talked about all of their ideas, then we can work through and see which ones would be feasible for a speech that should last between 6-8 minutes. Next, we can begin our discussion of grammatical additions to ensure excellence. After that, I can provide resources for the students to see and read historical speeches, and the students can seek out their own examples to share with the class. I believe that this method encourages the students to feel as if they are collaborators on learning more than simply vessels who sit there while the teacher speaks. Students who believe that they are helping to coordinate the work are more likely to be involved than when someone else has planned the work for them and are merely present to receive information and instructions. "After the specific learning goal has been established, and stated in clear and measurable behavioral terms, the teacher may select those activities and learning experiences that are congruent to and support the intended goals of the lesson."⁹

Many teachers give the rubric to the students and instruct them to follow it at the beginning of the unit or project. This is a central aim to ensure student success. The student then realizes and recognizes the objectives of the unit and can then begin the process of creating the product with clear guidelines. For Speech & Debate, the rubric is created as a ballot which is frequently used in Speech and Debate tournaments. Empowering the students to accept the rubric and use it as a matrix of goals inculcates those students to appreciate that their learning is their responsibility and many students will accept and thrive from learning in this way. Collaborative learning enhances student experience and creates lifelong learners who will recall and apply these lessons long after they graduate from the class.

All teachers should recognize that one size does not fit all. This is where Socratic seminars, multicultural perspectives, and constructive feedback earn their place in the classroom. Socratic seminars can be introduced by the teacher but then it is necessary for the students to model these questioning techniques towards their fellow classmates.

Scaffolded questioning allows the students to begin with the easy answers and then build upon that foundation for more comprehensive answers which will flesh out their topics so that they can evaluate the strength of their topics. Nothing substantial is learned from a teacher who can see the end of the road for a student topic, but when a student can analyze their own work through cooperative learning and justify how a topic will play out, that is where meaningful understanding takes place. During this process, and as a result of teaching in a classroom filled with different students from different backgrounds, their perspectives are as varied as a session at the United Nations. This is to be encouraged and championed through classroom activities and active engagement. Finally, the culmination of embracing a lesson is to offer and receive constructive feedback. The rubric ballots meet this goal, but they are received at the end of the unit, and students need to know what they are doing well and where they need improvement every step of the way and not solely at the culmination of the unit. This unit will include time during every class for students to reflect on their work and the work of others through peer review and reflective commentary. Practicing this crucial skill ensures that techniques are not forgotten from day to day and entitles the students to create meaningful criticism that can be replicated while evaluating speeches in their final form.

Seminar

Grammar in the Real World presented the depths of the English language, its rules and origins in a plethora of ways that are generally not known to the common learner whether they be a teacher or a student. To plumb those depths required our cohort to join with our professor in a mutual understanding and celebration of the tenets that encompass the variety of concepts of the language to which we teach. This seminar explored the evolution of the English language within the confines of grammar and our professor continually challenged the cohort to explain, analyze, synthesize and inevitably to evaluate the information to which we were presented. Much like the ruins of any ancient city, modern English grammar has been established on the building blocks of the past with connections to so many revered empires and peoples, that it is, in fact, a remarkable process. It was incumbent upon the participants to engage in active investigation into the intrinsic nature of English grammar and to bind those principles that were subsequently discovered into methods and products that we could then, in turn, bring into our respective classrooms to further understanding and knowledge with our students. This was my first time as a Fellow for Charlotte Teachers Institute and I was astounded, impressed, and exhilarated with the process, structure, and activities that this seminar revealed to me. My pedagogy has been expanded and enhanced as a result of attending these seminars and creating this unit. The lessons and experiences that I enjoyed reach beyond this unit and Speech & Debate class. I hope to attend further seminars so that I can continue to delve into intellectually stimulating facets of the English language and convey these ideas in the classes to which I teach.

Classroom Activities

Day 1: Introduction, Fluency Journals, Brainstorming

This is an original oratory and I will explain the definition and some of the characteristics followed by an excerpt of King's, I Have a Dream speech; we'll take out a passage that we like and explore why and how that passage is so effective. This activity will require the students to compose answers in their notebooks as a fluency journal. The passage that the students choose will inspire people through imagery, pleasant sounding diction, and a call for action. The students will view it on the projector, listen to the speech, and analyze a passage that speaks to them. I will also rely on lyrics from a few popular songs, as well as a few lines from movies that are well known in order to create a choice for the students. Then, in small groups, students will brainstorm their ideas for their own speeches that inform, entertain, inspire, or celebrate some facet from their own experience. This is where graphic organizers will initially be utilized. Small groups encourage students to share their ideas with peers on chart paper so that other groups can build on their creativity while exploring their own if necessary. In addition, the small groups will present to the class with each member speaking on one facet of what the group has engineered. There should be questions that the students should be entertaining, such as, why do we value a speech like this? What other kinds of speeches can I recommend for the class to digest? How will I go about introducing my chosen topic to my partner, group, and the class as a whole? I will hand the students the rubric and explain how the rubric establishes structure. In addition, the students should be exposed to using the rubric by evaluating one speech that exceeds expectations for construction, persuasion, influencing an audience, prosody, diversity of sentence types, and word choice and another that falls short. In the pantheon of historical speeches, it will be easy to find glaring examples. The students should use their graphic organizers to focus on a concept to discuss further, a problem and solution that will require a fresh perspective, or an issue that requires further examination. From that graphic organizer, the students can begin to draft a thesis statement and an introduction.

Day 2: Syntactic Structure and the Language That Moves Us

The students should come to class with their introductions and in pairs they should be able to analyze their introductions after learning about the four types of sentences and the language they are employing to sell their ideas to the class. The introduction is essentially the hook of their speech. It must be powerful, shocking, questioning, inspiring, or provoking the audience in a way that captivates the collective attention. The formulation of a central point or thesis is necessary to stabilize the rest of their work. Students need to see examples and I will encourage them to post ideas on Edmodo, our online forum for discussion and assignment. I will provide them with a sheet of words that compares empty words and phrases with meaningful ones so we can create awe inspiring

introductions. Peer review in accordance with our rubric should assist in these tasks. The students' homework will be to develop their ideas into free flowing body paragraphs with a specific emphasis on word choice as well as the diversity of sentence types to affect meaning.

Day 3: Logical Bodies and Prosody

The body paragraphs are essential to a properly executed speech. As the students begin their lesson, I will have asked and obtained two examples from advanced students to share their work with the class before we begin exploring the lesson. The students will also be subjected to forensic league examples on the projector as well as to be given the text so they can absorb exemplar speeches and then work within their groups to share ideas and then compose their own body paragraphs. In addition, excerpts from Obama's 2004 Address to the Democratic National Committee will be used to demonstrate how personal experience translates into beautiful and meaningful oration through syntactic structure and word choice. This is also where prosody injects itself into the lesson. The students will analyze Kennedy's Inaugural Address and pay close attention to the way Kennedy adhered stress on some words but not others. This is an excellent way to for the students to decide which words they will stress to affect meaning and to persuade the audience. Reviewing grammatical structures will also be a key element for the student to comprehend. Homework will be to begin memorizing the speeches that have been formed in the classroom and ensuring that those structures meet the rudiments of the rubric.

Day 4: Presenting Introduction and Body Paragraphs

At this point, students will have implemented a number of different strategies to create captivating speeches and it will be necessary to practice these speeches from memory. I plan on moving the class to the media center where it will be easier for students to spread out and conduct their work in relative quiet. A significant portion of our time will be split between presentation of our collective work and peer review to ensure excellence and adherence to the rubric. Students should be able to demonstrate the ability to speak eloquently using a minimal amount of note cards, a visual aid if necessary, but overall to engage the audience with the strength of their presence, the choice of their words, the meaning that the students will convey through their syntactic diversity while keeping maximum eye contact with the audience and persuading them accordingly. It's important to remind the students pauses generally reflect punctuation and it's necessary to maintain a sustained pace with inflection and intonation throughout the oral execution of their speech.

Day 5: Conclusion

Composing a powerful conclusion is as important as captivating the interest of the audience in the introduction. Fluency journals should be implemented. However, unlike

the beginning of the unit where the journals were used to comprehend famous speeches, now the journals are tools to ensure that the students' speeches are reflecting the diversity of the lessons taught and their culminating conclusion ends their oratory as powerfully and comprehensively as the oratory were initiated. This is the day when all elements that have been learned previously come together as one. Peer review will play a much smaller role because only minor adjustments should be made. Students should be focusing on voice inflection, not moving too much as they should be comfortable with presenting, using appropriate but limited gestures and meeting the 6-8 minute goal as was previously outlined in the rubric.

Day 6: Presentation Celebration

Presentations will begin and students will be evaluated based on the rubric established at the start of class. Particular attention will be paid to eye contact, prosody, use of visual aids if necessary, influence on the audience, syntactic diversity, and word choices used in context that persuades or informs the class on a level by which grasping for knowledge is necessary. There will be time between presentations for the class to question the presenter and offer commentary for areas of success and well as places for improvement. I think it will be reasonable to expect that many students will display oratory techniques to which they learned from the famous orators we analyzed in class. This practice should be encouraged so long as the students are synthesizing the applications of others with their own voices and gestures.

Resources

Bibliography for Teachers and Students

Beers, G. Kyle. *Notice & note: strategies for close reading*. Portsmouth, NH: Heinemann, 2013.

This resource engages the teacher in matters of applying rigor to reading strategies that will benefit the struggling student who may require a new perspective on the ways to embrace learning.

Common core state standards for English language arts & literacy in history/social studies, science, and technical subjects. Washington, D.C.: National Governors Association Center for Best Practices (NGA Center), 2010.

Aligning standards to lesson planning and instruction facilitates greater comprehension, analysis, and application, synthesis, and evaluation skills for the students. Teachers engage their students on a more profound level as a result of these standards.

Copeland, Lewis, Lawrence W. Lamm, and Stephen J. McKenna. *The world's great speeches*. 4th enl. 1999 ed. Mineola, N.Y.: Dover Publications, 1999.

Exposing students to influential speeches from around the world entitles the learners to engage oratory as global citizens. Connecting the greater world to lesson plans is one of many goals for teaching 21st century skills.

Fleming, Gerald J., and Meredith Baký. *Rain, steam, and speed: building fluency in adolescent writers*. San Francisco, CA: Jossey-Bass, 2005.

This book explores and identifies how students representing all levels of ability can engage in writing activities to strengthen their understanding of the writing process and compose works in a variety of ways.

Harmin, Merrill. *Inspiring active learning: a handbook for teachers*. Alexandria, Va.: Association for Supervision and Curriculum Development, 1994.

This book is aimed towards teachers who require innovative strategies to assist students in becoming active learners who are responsible for their own education.

Killgallon, Don, and Jenny Killgallon. *Grammar for high school: a sentence-composing approach : a student worktext*. Portsmouth, NH: Heinemann, 2007.

Students need to be able to practice sentence structure in their own workbooks as well as composing examples in the classroom. This text instructs them on how to create sentences that reflect meaning and affect audience.

Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for college writing: a rhetorical reader and guide*. 9th ed. Boston: Bedford/St. Martin's, 2004.

Students can benefit in a variety of ways from this textbook. Patterns of development are showcased along with grammatical elements and the text provides structure for the creation thesis statements and outlines for essays and research papers. There are multiple examples of persuasive and expository texts written by well known authors.

Marzano, Robert J., Debra Pickering, and Jane E. Pollock. *Classroom instruction that works: research-based strategies for increasing student achievement*. Alexandria, Va.: Association for Supervision and Curriculum Development, 2001.

Teachers will enjoy practical instruction written to assist them in nonlinguistic learning as well as cooperative learning projects among many other techniques to ensure differentiated strategy is executed effectively in their classrooms.

Tovani, Cris. *I read it, but I don't get it: comprehension strategies for adolescent readers*. Portland, Me.: Stenhouse Publishers, 2000.

This resource assists teachers in developing approaches to engage students towards a more thorough understanding of how to overcome obstacles related to reading and writing. It provides practical advice for student to confront difficult text and embrace concepts that will help them in the classroom as much as the real world.

Safire, William. *Lend me your ears: great speeches in history*. New York: W.W. Norton, 2004.

Safire was a political speechwriter and authored political columns for years. The works he chose in this compendium of great speeches will excite students as well as offer historic examples syntactic structure, and exacting word choices that affect meaning for audiences.

"Writing a Researched Argument." *Argument*, January 1, 2013.

Argument is a comprehensive resource that teaches students how to research and compose effective arguments. It provides data, strategies, ideas, and contemporary arguments that can be utilized as exemplar work.

Materials for Classroom Use

Reading Material

There is tremendous scholarship to be found in the speeches of great orators from around the world that can be found in Copeland's and Safire's respective books. The magazine, *Argument*, provides resources for the students in researching and composing effective arguments.

My classroom makes extensive use of technology through student devices such as cell phones, ipads, and personal computers in tandem with my instruction that involves the projector or access to computers in the labs. All of my classes have access to online textbooks and all of my students maintain access to edmodo. Teachers use edmodo to post assignments, review work, add files for extension activities and provide resources through an online medium to which students can access when they are not in school.

¹ "Mallard Creek High School School Improvement Plan." CMS School Improvement Plan. <http://www.cms.k12.nc.us/cmsdepartments/accountability/cfsi/School%20Improvement%20Plans/2011-2012/Mallard%20Creek%20High%20School.pdf> (accessed November 20, 2013).

² D'Angelo, Frank J.. "The Search for Intelligible Structure in the Teaching of Composition." *College Composition and Communication* 27 (1976): 146. <http://www.jstor.org/stable/356978> (accessed October 25, 2013).

³ Rasinski, Timothy V., and James V. Hoffman. "Theory and Research into Practice: Oral Reading in the School Literacy Curriculum." *Reading Research Quarterly* 38 (2003): 513. <http://www.jstor.org/stable/4151839> (accessed October 15, 2013).

⁴ Lamb, Brenda. "Coming to Terms: Rhetoric." *The English Journal* 87 (1998): 108. <http://www.jstor.org/stable/822034> (accessed October 23, 2013).

⁵ Lamb, Brenda. "Coming to Terms: Rhetoric." *The English Journal* 87 (1998): 109. <http://www.jstor.org/stable/822034> (accessed October 23, 2013).

⁶ Prescott, Heather M.. "Helping Students Say How They Know What They Know." *The Clearing House* 74 (2001): 329. <http://www.jstor.org/stable/30192114> (accessed November 5, 2013).

⁷ McMahon, Susan D., Dale Rose, and Michaela Parks. "Multiple Intelligences and Reading Achievement: An Examination of the Teele Inventory of Multiple Intelligences." *The Journal of Experimental Education* 73 (2004): 42. <http://www.jstor.org/stable/20157383> (accessed November 11, 2013).

⁸ Marzano, Robert J., Debra Pickering, and Jane E. Pollock. "Non Linguistic Representations." In *Classroom instruction that works: research-based strategies for increasing student achievement*. Alexandria, Va.: Association for Supervision and Curriculum Development, 2001. 75.

⁹ Carter, Lisa, and Lawrence W. Lezotte. "Aligning Instruction ." In *Total instructional alignment: from standards to student success*. Bloomington, Ind.: Solution Tree, 2007. 71.

Implementing Common Core Standards

RI.12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

A component central to the success of this unit is for the student to analyze how an author uses words and why an author arranges the words in a certain way to affect a chosen meaning. The student then composes their work as a result of this analysis.

W.12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Students in this class have already displayed proficiency with essay construction. Adherence to this standard encourages them to deepen that awareness in order to facilitate a properly structured essay as well as to engineer an effective original oratory.

W.12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

The knowledge and varied use of syntactical structure is pertinent to the necessary synthesis that students will need to foster effective writing skills that will be performed in this unit.

L.11-12. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

This class will continue to demonstrate knowledge and understanding of the conventions of English grammar from previous English classes and I Have a Speech will help them to build upon that knowledge by grasping the command that is necessary for success.

SL.12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.