



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 8

Speech Writing: Identifying Criteria for a High Quality Introduction



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can summarize the points a speaker provides. (SL.5.3)

I can engage effectively in a range of collaborative discussions with diverse partners on grade 5 *topics and texts*, building on others' ideas and expressing their own clearly. (SL.5.1)

I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)

- a. I can introduction of opinion speech.
- b. I can create an organizational structure in which I group together related ideas.

Supporting Learning Targets

- I can summarize the introduction of the speech given by Adora Svitak.
- I can identify criteria for the introduction of an opinion speech.
- With peers, I can write an introduction for an opinion speech about prioritizing aid after an earthquake.

Ongoing Assessment

- Response on President Obama's Opinion (from homework)
- Shared Writing: Introduction for an Opinion Speech



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Homework Review and Engaging the Writer through Guiding Questions (10 minutes)Introduce Learning Targets (2 minutes)Work Time<ol style="list-style-type: none">Determining the Gist and Criteria for the Introduction of an Opinion Speech: Adora Svitak's TED Talk (15 minutes)B. Speech Introduction: Critiquing President Obama's Speech Introduction (10 minutes)C. Writing an Introduction for an Opinion Speech: Shared Writing (18 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief and Review Learning Targets (5 minutes)Homework	<ul style="list-style-type: none">This lesson marks a transition from Unit 3's first Guiding Question: "How should multinational aid organizations prioritize assistance when they respond to communities that are struck by a natural disaster?" to the unit's second Guiding Question: "How do speeches motivate and compel people to act?"In this lesson, students reflect on the first Guiding Question to build an understanding of the Big Idea that "Multinational aid organizations are part of the global community and therefore have a responsibility to provide aid to foreign countries that are struck by a natural disaster."Students are introduced to Adora Svitak's TED Talk, "What Adults Can Learn from Kids" as an exemplar opinion speech given by a 12-year-old. Explain to students that TED is an acronym that stands for Technology, Entertainment and Design. Talks given at TED conferences by innovators in these three fields are recorded and shared with the world with the tag line, "ideas worth spreading".Students listen to the introduction of Adora Svitak's speech in order to determine criteria for a high-quality introduction to an opinion speech. Part of this process involves students listening for key words that help emphasize Adora Svitak's opinion in her introduction.This is the first of three consecutive lessons in which the teacher guides students through a shared writing process about how aid should be prioritized after an earthquake. The purpose of the shared writing experience is to model parts (introduction, body, conclusion) of the opinion speech students will craft during the End-of-Unit 3 Assessment and deliver during the Final Performance Task.In shared writing, the teacher and students compose text together. Both parties contribute their ideas to the process, and the teacher acts as scribe, writing the text as it is composed. Shared writing enables teachers to make the writing process concrete and visible to students, which allows students to focus exclusively on the thinking involved in writing, not the process.Across Lessons 8-10, students help co-create the Criteria for an Opinion Speech anchor chart. This anchor chart is broken into three parts: introduction, body, and conclusion. Use a different colored marker for each category. This will help students differentiate the criteria and examples for each part of an opinion speech as they refer to the anchor chart during the End-of-Unit 3 Assessment.



Agenda (continued)	Teaching Notes
	<ul style="list-style-type: none"> • In advance: Create Criteria for an Opinion Speech anchor chart and Class Introduction to an Opinion Speech anchor chart. • Ensure the technology used to view Video: Adora Svitak “What Adults Can Learn From Kids” TED Talk is functioning. • Review: Milling to Music in Checking for Understanding Techniques (see Appendix 1) • Post: Guiding Questions for Unit 3, learning targets

Lesson Vocabulary	Materials
Motivate, compel, act, summarize, speech, introduction, opinion, prioritizing, aid; childish, irrational, irresponsible, behavior, bothers, abolish, discriminatory	<ul style="list-style-type: none"> • Video: Adora Svitak “What Adults Can Learn from Kids” TED Talk: http://www.ted.com/talks/adora_svitak.html (0:00-1:28) • Computer, LCD projector, and speakers • Criteria for an Opinion Speech anchor chart (new; teacher created; see supporting materials) • Criteria for an Opinion Speech anchor chart (criteria and examples, for teacher reference) • Transcript: Opening Remarks by President Obama (from Lesson 1, one clean version per student) • Class Introduction to an Opinion Speech anchor chart (new; teacher created; see supporting materials) • Earthquake Concepts note catcher (from Unit 1, Lesson 5) • Model Essay: “Earthquakes” (from Unit 1, Lesson 6; one for display) • Chart paper (one piece per group) • Introduction to an Opinion Speech task card (one per group) • Stickers (one per group)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Writer through Guiding Questions (10 minutes)</p> <ul style="list-style-type: none"> Students should be in their regular small groups (from Lessons 1-5). Ask students to take out the index cards on which they recorded President Obama's opinion. Review Milling to Music with students. Ask students to mill throughout the room, then share with their partner: <ul style="list-style-type: none"> * "What is President Obama's opinion about how the U.S. should support Haiti after the earthquake?" Give students 1-2 minutes to share their thinking with their first partner. Then, ask students to briefly mill once again, find a new partner, and discuss the opinion they recorded for homework. Focus student attention whole group. Cold call several partners to share out their thinking on President Obama's opinion about how the U.S. should support Haiti after the earthquake. Listen for students to name specific statements or phrases that include judgment words from the first three paragraphs of the speech and justify why they think each example is an opinion about how the U.S. should support Haiti. Ask students to quietly join their regular small groups. Remind students of the Guiding Question from the first half of Unit 3: <ul style="list-style-type: none"> * "How should multinational aid organizations prioritize assistance when they respond to communities that are struck by a natural disaster?" Remind students that Guiding Questions are big, open-ended questions that guide our inquiry on a given subject. Whereas, Big Ideas are the enduring understandings that stay with us long after we finish investigating a particular topic. Ask students to think about and discuss in groups: <ul style="list-style-type: none"> * "Based on the Guiding Question and the informational texts you have read so far, what do you think a Big Idea(s) could be?" Invite members from each group to share their thinking whole group. Listen for suggestions like, "Multinational aid organizations provide aid to people around the world who are struck by disaster; multinational aid organizations need to prioritize assistance to communities struck by a natural disaster." 	<ul style="list-style-type: none"> Display the instructions for Milling to Music for student reference . Consider modeling with a student a short conversation with this prompt to give students a vision for what you're expecting . Provide a sentence starter for students that struggle with language. ("President Obama's opinion about how people should support Haiti is..., because ...") Display the Guiding Questions and write the student responses about the key terms above or below them in the Guiding Question and Big Idea. Leave them displayed for students to refer to through out the lesson .



Opening (opening)	Meeting Students' Needs
<ul style="list-style-type: none">• Striving to paraphrase students' own suggestions, post the Big Idea: "Multinational aid organizations are part of the global community and therefore have a responsibility to provide aid to foreign countries that are struck by a natural disaster."• Say something like, "In the second half of Unit 3 we are focusing on a new Guiding Question:<ul style="list-style-type: none">* "How do speeches motivate and compel people to act?"• Ask students to discuss with group members what the terms <i>motivate</i>, <i>compel</i>, and <i>act</i> mean in the context of this question.• Invite members from each group to share their thinking whole group. Listen for, "Motivate means inspire, encourage, cause someone to do something; compel means to urge, make someone do something; act in this context means take action, do something, accomplish a goal."• Explain to students that they will have an opportunity to closely analyze opinion speeches during the next three lessons in order to better understand how to craft an opinion speech about how the U.S. should prioritize aid to communities struck by a natural disaster.	
<p>B. Introduce Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Direct student attention to the posted learning targets and read them aloud:<ul style="list-style-type: none">* "I can summarize the introduction of the speech given by Adora Svitak."* "I can identify criteria for the introduction of an opinion speech."* "With peers, I can write an introduction for an opinion speech about prioritizing aid after an earthquake."• Cold call students to share out what they recall about the key words in these targets <i>summarize</i> (give a brief explanation of the main ideas; sum up; review the main ideas and details), <i>introduction</i> (opening; beginning), <i>speech</i> (oral presentation, talk delivered to an audience), <i>identify</i> (recognize, determine), <i>criteria</i> (measure, standard), <i>opinion</i> (belief; judgment), <i>prioritizing</i> (rank according to importance), and <i>aid</i> (help; assistance; support).	



Work Time	Meeting Students' Needs
<p>A. Determining the Gist and Identifying the Criteria for the Introduction to an Opinion Speech: Adora Svita's TED Talk (15 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out their student journals and say something like, "A speech is structured in the same way that many essays are. It has an introduction, body, and conclusion." • Tell students they will now watch the introduction of the Video: Adora Svita "What Adults Can Learn from Kids" TED Talk, which is an exemplar opinion speech given by a young person that <i>motivates</i> and <i>compels</i> people to <i>act</i>. While watching, they should focus on determining the gist. • Explain to students that TED is an acronym for Technology, Entertainment and Design. Talks given at TED conferences by innovators in these three fields are recorded and shared with the world with the tag line, "ideas worth spreading". • Play the introduction portion of the Video: Adora Svita "What Adults Can Learn from Kids" TED Talk (0:00-1:28) • Give students 2 minutes to discuss in their regular small groups: <ul style="list-style-type: none"> * "What is the gist of Adora Svita's introduction?" • Cold call 1-2 students to share out. Listen for, "Kids should not be called childish, irrational or irresponsible just because they are kids; adults have done childish or irrational things; kids have done a lot of great things to improve the world." • Tell students to record the gist on a blank page in their student journals. • Draw students' attention to the new Criteria for an Opinion Speech anchor chart. • Tell students they will view the introduction of Adora Svita's speech again to determine criteria for a high quality opinion speech introduction." • Then, list and ask students to write the following key terms in the glossary of their journal: <i>childish, irrational, irresponsible, behavior, bothers, abolish, discriminatory</i>. • Ask students to consider the following during this second listen: <ul style="list-style-type: none"> * "What is Adora Svita's opinion?" * "What types of words or phrases does Adora Svita use to express her opinion?" * "How does Adora Svita use the key words (now listed in their journals) in her introduction?" 	<ul style="list-style-type: none"> • Students that struggle with auditory learning may need to have the video played more than once before discussing the gist. • Display the key words vocabulary for students to reference while they listen to the speech. • Display the instructions of what to do while watching the introduction for student reference. • Consider pacing the questions and discussions in groups to allow for students to discuss and share out about each one at a time. • Consider giving students that struggle with locating information in a lot of text, a Transcript with the line already drawn. • Provide a task card for groups with the instructions for identifying high quality criteria in a speech introduction.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Emphasize that the goal is not for them to determine the meaning of these terms but to focus on how the speaker uses them to emphasize her opinion.• Replay the Video: Adora Svitak "What Adults Can Learn from Kids" TED Talk (0:00-1:28).• Give students 4-5 minutes to discuss Adora's opinion and how she uses key terms in her introduction.• Cold call members from each group to share out. Listen for, "Adora's opinion is that kids should not be called childish just because they are not adults; we should abolish the word childish; the words and phrases she uses to express her opinion include judgment words like 'should,' 'bothers (me),' 'discriminatory (word)'; she repeats or emphasizes key words related to her opinion such as 'childish,' 'irrational,' 'adults,' 'behavior.'"• Refocus student attention on the Criteria for an Opinion Speech anchor chart. Ask students to discuss with group members:<ul style="list-style-type: none">* "What makes this speaker's introduction compelling?"* "What criteria should be included in a high quality introduction of an opinion speech?"• Invite members from each group to share out. If students do not mention the Criteria for an Opinion Speech anchor chart (criteria and examples, for teacher reference), add these criteria to the anchor chart.	



Work Time (continued)	Meeting Students' Needs
<p>B. Speech Introduction: Critiquing President Obama's Speech Introduction (10 minutes)</p> <ul style="list-style-type: none">• Distribute a clean version of the Transcript: Opening Remarks by President Obama to each student. Ask students to draw a line below the third paragraph ending, "...leading this urgent mission."• Say something like, "Now that we have determined criteria for a high quality introduction to an opinion speech, we are going to critique the introduction of President Obama's Opening Remarks in order to locate examples of these criteria in an opinion speech specifically about providing aid to a neighboring country struck by a natural disaster. This work helps to reinforce your understanding of how to infuse these elements into your own writing as you craft an opinion speech for the End of Unit 3 Assessment and Final Performance Task."• Ask students to work with group members to:<ol style="list-style-type: none">1. Review the Criteria for an Opinion Speech Introduction.2. Read the introduction of President Obama's speech.3. Underline words, phrases, and sentences in the introductory paragraphs that are examples of criteria listed on the anchor chart.• After 3-4 minutes, cold call members from each group to share out an example of the introduction criteria they were able to locate in President Obama's speech.• Student responses will vary. Listen for, "President Obama..."<ul style="list-style-type: none">– greeted the audience,– stated an opinion, such as, 'In times of great challenge in our country and around the world, Americans have always come together to lend a hand and to serve others and to do what's right,'– used key words like, "serve, generosity, contributions, relief efforts, compassion, catastrophe, service, mission," to emphasize his point– connected to the audience with pronouns like, 'we' and phrases like 'American people,' 'Americans have always come together to lend a hand.'	<ul style="list-style-type: none">• Consider assigning each criteria a color and providing that color highlighter to the students to mark in their Transcript for those that are more visual learners• . Consider pacing students by setting a timer for each step of the Task Card and encouraging them to make quick decisions while listening to input from all group members .



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Add students' responses to the examples column of the Criteria for an Opinion Speech anchor chart. If students do not mention the examples from President Obama's introduction listed on the teacher reference, add them to the anchor chart.• Leave the anchor chart with criteria and examples posted, for Work Time C.	
<p>C. Writing an Introduction to an Opinion Speech: Shared Writing (18 minutes)</p> <ul style="list-style-type: none">• Remind students that their final performance task is to deliver a speech to their classmates in which they share an opinion about how aid should be prioritized when a neighboring country is struck by a hypothetical hurricane.• Say, "We are going to use a shared writing strategy in this and the next two lessons to practice writing each part of an opinion speech about how the U.S. should prioritize aid to a country struck by an earthquake. This shared writing experience will help you prepare for the speech you will write about how to prioritize aid after a hypothetical hurricane. Today, our focus is on writing a high quality introduction for an opinion speech."• Display the Class Introduction to an Opinion Speech anchor chart.• Then, help students locate the materials they will need: Earthquake Concepts note catcher (from Unit 1, Lesson 5) and the Model Essay: "Earthquakes" (from Unit 1, Lesson 6).• Distribute: one piece of blank chart paper per group and the Introduction to an Opinion Speech task card (one per group).• Read the task card directions aloud and clarify as needed.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Invite students to take 7-8 minutes to work with group members to complete the steps on the task card. Circulate to guide and support groups. Listen in on group conversations for the following:<ul style="list-style-type: none">– an attention getter in the form of a question or greeting– a general opinion with a judgment word about prioritizing aid such as, “It is important that we prioritize aid in the best, most efficient way possible...;”– a reason such as, “The earthquake caused a great deal of harm to the community, to people and the environment...;”– evidence similar to, “Many people have been injured, homes were destroyed and little fresh water or food is available...” etc.• After 7-8 minutes, invite one member from each group to post their group’s speech introduction for all students to see.• Say to students, “Now we will vote as a class for the introduction to use in our class opinion speech about how aid should be prioritized after an earthquake. Remember, the introduction should include an attention getter, an opinion statement with a judgment word, and a reason with supporting evidence that includes and emphasizes key terms.”• Tell students to refer to the Criteria for an Opinion Speech anchor chart, criteria and examples for an introduction, to help them make their decision.• Give each group a sticker. Then, invite groups to review each introduction that is posted and vote for the one they think should be the class introduction.• Once all students have voted, ask them to notice which introduction got the most votes and declare that one the class introduction. If there is a tie, then make the decision for the class. Tell students that this is the introduction about how to prioritize aid to a community after an earthquake the class will use.• Keep the introduction students vote for posted for student reference in Lessons 9-15.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Focus student attention whole group. Then ask student to turn and discuss the following with a partner:<ul style="list-style-type: none">* “In your opinion, what type of aid should be the greatest priority after an earthquake and why?”• Cold call 2-3 students to share out. Listen for students to say, “Health, water and sanitation are most important because people can die from disease or lack of food and water after a disaster; livelihood and host families are most important because they help people get back to a normal life.”• Then direct student attention to the posted learning targets. Read each one aloud and ask students to show a thumbs-up or thumbs-down to demonstrate their level of mastery toward each target.	<ul style="list-style-type: none">• Provide a sentence starter for students that struggle with language. (“I think _____ should be provided first after and earthquake because _____.”)• Refer students to the four types of aid studied in previous lessons .• Note students who show a thumbs-down for a given learning target, as they may need more support summarizing or writing an introduction to an opinion speech.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Re-read paragraphs 4-13 of the “Transcript: Opening Remarks by President Obama” starting, “This is a model that works...” and ending, “songs of faith and songs of hope• Focus on President Obama’s opinion, “In times of great challenge in our country and around the world, Americans have always come together to lend a hand and to serve others and to do what’s right.” Text code reasons (R) and supporting evidence (E) you locate in the speech, that support this opinion.	<ul style="list-style-type: none">• Provide an audio recording of President Obama’s speech for students that struggle reading complex text independently .• Allow students that are visual learners to use color highlighters to mark reasons and evidence in President Obama’s speech .



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Supporting Materials



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Criteria for an Opinion Speech Anchor Chart:
Blank, For Teacher Reference

Structure of an Opinion Speech	Criteria for each part of an opinion speech...	Examples...
Introduction		
Body		
Conclusion		



Criteria for an Opinion Speech Anchor Chart:
Criteria and Examples, For Teacher Reference

Structure of an Opinion Speech	Criteria for each part of an opinion speech...	Examples...
Introduction	<ol style="list-style-type: none">1. Uses an “attention getter”2. Clearly states opinion with a judgment word3. Provides compelling reason(s) and sound evidence to support opinion.4. Emphasizes or repeats Key words/ideas5. Connects personally to audience	<ol style="list-style-type: none">1. Asks a question; greets audience2. “...we should abolish this age-discriminatory word when it comes to criticizing behavior associated with irresponsibility and irrational thinking.”; “In times of great challenge in our country and around the world, Americans have always come together to lend a hand and to serve others and to do what’s right.”



Criteria for an Opinion Speech Anchor Chart:
Criteria and Examples, for Teacher Reference

Structure of an Opinion Speech	Criteria for each part of an opinion speech...	Examples...
Introduction		<p>3. “Every time we make irrational demands, exhibit irresponsible behavior or display any other signs of being normal American citizens, we are called childish....After all take a look at these events: Imperialism and colonization, world wars...Now what have kids done? Well, Anne Frank...Ruby Bridges...Charlie Simpson...So as, you can see evidenced by such examples, age has absolutely nothing to do with it.”; “...Americans have always come together...to save lives and to deliver relief that averts an even larger catastrophe.”</p> <p>4. Childish, irrational, adults, behavior; serve, generosity, contributions, relief efforts, compassion, catastrophe, service, mission</p>



Criteria for an Opinion Speech Anchor Chart:
Criteria and Examples, For Teacher Reference

Structure of an Opinion Speech	Criteria for each part of an opinion speech...	Examples...
Introduction		5. Uses pronouns like 'you,' 'we'; uses pronoun 'we' and phrases like 'American people,' 'Americans have always come together to lend a hand.'
Body		
Conclusion		



Class Introduction to an Opinion Speech Anchor Chart:
Blank for Teacher Reference

Introduction:

Attention Getter:

Opinion Statement:

Reason:

Evidence:



Introduction to an Opinion Speech task card

Choose one member of your group to record the group's attention getter, opinion, reason and evidence, on the group's blank piece of chart paper.

Refer to the Criteria for an Opinion Speech anchor chart to complete the following:

1. As a group, discuss ideas for an "attention getter" to use in the introduction. Come to *consensus* (agreement) and record ONE attention getter for your group to share with the class.
2. As a group, create ONE opinion statement about how aid should be prioritized after an earthquake destroys a community. This opinion statement may be a combination of your opinions or the group may choose to just use one group member's opinion. Remember that an opinion statement **MUST** have a judgment word in it. Record ONE opinion for your group to share with the class.
3. As a group, refer to the Earthquake Concepts note catcher and Model Essay "Earthquakes" to come to consensus about ONE reason and ONE piece of supporting evidence to support your group's opinion about how aid should be prioritized following an earthquake. Remember to emphasize/repeat *key words* in your reasons and evidence.
4. As a group, work to combine these ideas into a paragraph.
5. Have one person from your group post the paragraph you created, for all students to view.