



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 4: Unit 3: Lesson 9**

## **Speech Writing: Identifying Reasons, Evidence, and Linking Words**



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

I can explain how the evidence a speaker provides supports the points they're trying to make. (SL.5.3)

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

- b. I can identify reasons that support my opinion.
- c. I can use linking words to connect my opinion and reasons

**Supporting Learning Targets**

- I can explain how the evidence provided by Adora Svitak and President Obama support their opinions.
- With peers, I can identify linking words and phrases in President Obama's speech that connect his opinion, reasons, and evidence.
- With peers, I can write the body for an opinion speech about prioritizing aid after an earthquake.

**Ongoing Assessment**

- Transcript: Opening Remarks by President Obama (with text-coding, from homework)
- President Obama Reasons and Evidence Sorting task card
- Shared Writing Body Paragraphs



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Homework Review and Engaging the Writer (5 minutes)</li> <li>B. Introducing Learning Targets (3 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Identifying Criteria for the Body of an Opinion Speech: Adora Svitak’s TED Talk (12 minutes)</li> <li>B. Matching Reasons, Supporting Evidence, Linking Words and Phrases (15 minutes)</li> <li>C. Planning the Body of an Opinion Speech: Reasons, Evidence, and Linking Words (20 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Debrief and Reviewing Learning Targets (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Write the following vocabulary words/phrases in the glossary of your student journal. For each word/phrase, write a synonym and draw a visual to help you remember what the word/phrase means: <i>explain, aid, body (of a speech), support, on the other hand, indeed, then again.</i></li> <li>B. Continue reading your independent reading book.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In this lesson, students focus on identifying reasons, evidence, and linking words or phrases that support the opinion expressed in the introduction of a speech. To practice this skill, they listen to a part of the body of the Video: Adora Svitak’s “What Adults Can Learn from Kids” TED Talk (1:28–3:15) three times. After the first two views, students identify reasons and evidence Adora uses to support her opinion. During the third viewing, students identify linking words and phrases Adora Svitak uses to connect her opinion, reasons, and evidence. Students add their findings to the Criteria for an Opinion Speech anchor chart and Linking Words anchor chart respectively (from Module 3A or 3B). Note that students are not given a typed transcript of the Adora Svitak video. In order to meet the criteria of SL.5.3, students must be able to listen for details rather than read.</li> <li>• Following this, students work with portions of Transcript: Opening Remarks by President Obama to reinforce their understanding of how reasons, evidence, and linking words or phrases support a speaker’s opinion.</li> <li>• From here, students put their learning into action by working in their regular small groups to craft a body paragraph for the class’s shared writing piece. As in Lesson 8, students assess each group’s paragraph and vote on the strongest one to be included in the class example.</li> <li>• Keep the body paragraph students choose as the strongest, as this will be referenced in Lessons 10–15.</li> <li>• In advance:           <ul style="list-style-type: none"> <li>• Ensure the technology used to view Video: Adora Svitak “What Adults Can Learn from Kids” TED Talk is functioning.</li> <li>• Create a Class Body of an Opinion Speech anchor chart (see supporting materials).</li> <li>• Review: Four Corners protocol and Fist to Five in Checking for Understanding Techniques (see Appendix).</li> <li>• Post: Learning targets; Four Corners sheets; Criteria for an Opinion Speech anchor chart; Linking Words anchor chart; Class Body of an Opinion Speech anchor chart.</li> </ul> </li> </ul>



Lesson Vocabulary	Materials
<p>explain, reasons, evidence, opinion, aid, body (of a speech), identifying, support, linking words</p>	<ul style="list-style-type: none"><li>• Journals</li><li>• Four Corners sheets (one for each corner/area of the room)</li><li>• Video: Adora Svitak “What Adults Can Learn from Kids” TED Talk (1:28–3:15)</li><li>• Computer, LCD projector, and speakers</li><li>• Criteria for an Opinion Speech anchor chart (begun in Lesson 8)</li><li>• Criteria for an Opinion Speech anchor chart (Criteria and Examples, for teacher reference)</li><li>• Linking Words anchor chart (begun in Module 2A or 2B)</li><li>• President Obama Reasons and Evidence Sorting task card (one per student)</li><li>• President Obama Reasons and Evidence Sorting task card (answers, for teacher reference)</li><li>• Earthquake Concepts note-catcher (from Unit 1, Lesson 5)</li><li>• Model essay: “Earthquakes” (from Unit 1, Lesson 6)</li><li>• Body of an Opinion Speech task card (one per group)</li><li>• Chart paper (one piece per group)</li><li>• Class Body of an Opinion Speech anchor chart (new; teacher-created; see supporting materials)</li><li>• Stickers (one per group)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Homework Review and Engaging the Writer (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their <b>journals</b> and Transcript: Opening Remarks by President Obama that they text-coded for homework and join their regular small groups.</li><li>• Invite students to share the reasons and evidence they text-coded with a partner in their group.</li><li>• Cold call one or two students to share out.</li><li>• Say: “Today we will continue to think about how to craft an opinion speech that motivates and compels people to act by focusing on adding reasons and evidence to the body of our shared class speech. We will, again, work with President Obama’s speech to do this.”</li><li>• Remind students of their new guiding question for the unit:<ul style="list-style-type: none"><li>* “How do speeches motivate and compel people to act?”</li></ul></li><li>• Review directions for the Four Corners protocol with students. Read aloud the four choices on the <b>Four Corners sheets</b> that students may choose from. Ask students:<ul style="list-style-type: none"><li>* “How should U.S. humanitarian aid organizations prioritize assistance to a neighboring country when a natural disaster strikes?”</li><li>* “Which one of these types of aid is the most important?”</li></ul></li><li>• Invite students to choose and stand in one of the four corners.</li><li>• Ask them to discuss with others who chose that same type of aid:<ul style="list-style-type: none"><li>* “Why is this type of aid most important?”</li></ul></li><li>• Cold call members from each group to share out.</li></ul>	<ul style="list-style-type: none"><li>• Post directions for Four Corners protocol.</li></ul>



Opening (opening)	Meeting Students' Needs
<p><b>B. Introducing Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the posted learning targets and read them aloud:               <ul style="list-style-type: none"> <li>* "I can explain how the evidence provided by Adora Svitak and President Obama supports their opinions."</li> <li>* "With peers, I can identify linking words and phrases in President Obama's speech that connect his opinion, reasons, and evidence."</li> <li>* "With peers, I can write the body for an opinion speech about prioritizing aid after an earthquake."</li> </ul> </li> <li>• Cold call students to share out the meaning of key words from these targets:               <ul style="list-style-type: none"> <li><i>explain</i>—give details, clarify, describe</li> <li><i>reasons</i>—why I believe the opinion</li> <li><i>evidence</i>—facts, information</li> <li><i>opinion</i>—what I believe; contains a judgment word</li> <li><i>aid</i>—help, assistance, support</li> <li><i>body</i> (of a speech)—main part of a written piece</li> <li><i>identifying</i>—recognizing, finding</li> <li><i>support</i>—prove, strengthen</li> <li><i>linking words</i>—connecting words or phrases; transition words or phrases</li> </ul> </li> <li>• As time allows, cold call students to restate each target in their own words.</li> </ul>	<ul style="list-style-type: none"> <li>• To support ELL students, consider allowing students to work in pairs or small groups and share out as a group .</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Identifying Criteria for the Body of an Opinion Speech: Adora Svitak's TED Talk (12 minutes)</b></p> <ul style="list-style-type: none"> <li>• Be sure students have access to their journals. Say: "Yesterday, we discussed the structure of an opinion speech and criteria for a high-quality introduction. Remember that an opinion speech contains an introduction, body, and conclusion. Today, we will watch another section of the <b>Video: Adora Svitak "What Adults Can Learn from Kids" TED Talk (1:28–3:15)</b> in order to identify criteria for the body of a high-quality opinion speech."</li> <li>• Make sure a computer, <b>LCD projector, and speakers</b> are ready to show the video.</li> <li>• Ask students to turn to the page where they recorded the gist of Adora Svitak's introduction in their journals. Remind students that the gist is also Adora's opinion.</li> <li>• Ask for a volunteer to read his or her gist aloud to the group. 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."</li> <li>• Focus students' attention on the "body" row of the <b>Criteria for an Opinion Speech anchor chart</b>.</li> <li>• Ask students to think about the opinion pieces they wrote in Module 3, then discuss in their regular small group:             <ul style="list-style-type: none"> <li>* "How does an author support his or her opinion in the body of a written piece?"</li> </ul> </li> <li>• Ask for volunteers from each group to share out their recollections. Listen for: "They use reasons to explain why they believe the opinion; they provide evidence to support each reason; they use linking words and phrases to connect the opinion to the reasons and evidence."</li> <li>• Add "reasons," "evidence," and "linking words" to the body section of the <b>Criteria for an Opinion Speech anchor chart (see Criteria for an Opinion Speech anchor chart, Criteria and Examples, for teacher reference.)</b></li> <li>• Tell students they will view and listen to the body section of Adora Svitak's speech twice in order to identify the reasons and evidence she uses to support her opinion.</li> <li>• Play the body portion of the <b>Video: Adora Svitak "What Adults Can Learn from Kids" TED Talk (1:28–3:15)</b>. Ask students to discuss with group members reasons and evidence they heard Adora use.</li> </ul>	<ul style="list-style-type: none"> <li>• To support ELL students, consider allowing students to work in pairs or small groups and share out as a group.</li> <li>• Students who struggle with auditory learning may benefit from listening to and viewing the video clip multiple times before identifying reasons or evidence Adora uses to support her opinion .</li> <li>• Provide a transcript of the video only for those students who have an IEP or other learning plan that indicates they are not able to access information that is presented orally.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Play the body portion again. Then, give students 2 minutes to discuss any new reasons or evidence they heard the second time around:<ul style="list-style-type: none"><li>* “What reason(s) did Adora use to support her opinion?”</li><li>* “What evidence did Adora provide to support her reason(s)?”</li></ul></li><li>• Cold call students to share out. Listen for:<ul style="list-style-type: none"><li>– • “One reason she provides is ‘certain types of irrational thinking are what the world needs,’ which she supports with evidence such as:<ul style="list-style-type: none"><li>• ‘Kids aren’t hampered as much as adults when it comes to thinking about reasons why not to do things’</li><li>• ‘Kids are full of hopeful thinking, kids still dream about perfection.’</li></ul></li><li>– “A reason she gives is that kids’ imaginations push the boundaries of possibility,’ which she supports with evidence like:<ul style="list-style-type: none"><li>• ‘Artists said they got some of their best ideas from kids because kids don’t think about limitations or how hard something can be.’</li><li>• ‘Kids just think about good ideas.’”</li></ul></li></ul></li><li>• Add students’ ideas to the example column of the Criteria for an Opinion Speech anchor chart.</li><li>• Next, display the <b>Linking Words anchor chart</b>. Briefly review the words and phrases listed with students.</li><li>• Say: “Now we’ll watch the body section of Adora’s Svitak’s Ted Talk a third time. During this viewing, pay close attention to the linking words and phrases she uses to connect her reasons and evidence to her opinion.”</li><li>• Play the body portion of Video: Adora Svitak “What Adults Can Learn from Kids” TED Talk (1:28–3:15) for a third time.</li><li>• Give students 1 minute to share with group members the linking words and phrases they heard.</li></ul>	





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Cold call students from each group to share out whole group. Add students' ideas to the Linking Words anchor chart if not already listed. Listen for :<ul style="list-style-type: none"><li>– Then again</li><li>– Maybe you</li><li>– Like</li><li>– How many of you</li><li>– Sometimes</li><li>– Because</li><li>– Then</li><li>– On the other hand</li><li>– In many ways</li><li>– Now</li></ul></li><li>• Help students synthesize their thinking by providing an opportunity to transition from focusing on more discrete mechanics of speech writing to more abstract concepts of generating a compelling message.</li><li>• Ask students to review the examples of reasons, evidence, and linking words they identified. Then, invite students to discuss the following in their groups:<ul style="list-style-type: none"><li>* “What makes the body of Adora Svitak’s opinion speech compelling?”</li></ul></li><li>• Invite two or three students to share their ideas. Listen for: “She compares kids to adults, how kids’ thinking is different or more creative because they aren’t hampered by reasons not to try new things; she provides specific examples, evidence related to what adults have learned from kids; she links her ideas together with words and phrases that transition smoothly from one idea to the next and clearly signal the differences between the ways adults and kids think.”</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Matching Reasons, Supporting Evidence, Linking Words and Phrases (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Say something like: “We just viewed a small part of Adora Svitak’s speech in order to determine criteria for the body of an opinion speech, as well as to analyze how her reasons, evidence, and linking words or phrases are compelling. Now we will work with selections from President Obama’s speech to reinforce our understanding of the criteria we identified.”</li><li>• Distribute the <b>President Obama Reasons and Evidence Sorting task card</b> to each student. Read the directions aloud to students and invite them to work with their groups. Circulate to support.</li><li>• After 7 to 8 minutes, cold call students from each group to share out their answers and explain why they chose each piece of evidence to support each reason. <b>See President Obama Reasons and Evidence Sorting Task (answers, for teacher reference)</b> for possible answers.</li><li>• Remind students that different reasons and evidence can be used to support an opinion. However, they must ensure that there is a clear link between the opinion, each reason, and the evidence used to support it.</li><li>• Redirect students’ attention the Linking Words anchor chart.</li><li>• Give students 2 to 3 minutes to work with group members to review the reasons and evidence on their President Obama Reasons and Evidence Sorting task cards and identify the linking words or phrases that President Obama uses in those excerpts.</li><li>• Cold call members from each group to share out the linking words and phrases the president uses to connect his ideas logically. Listen for:<ul style="list-style-type: none"><li>– Here at home</li><li>– Because</li><li>– By coming together in this way</li><li>– Indeed</li></ul></li><li>• Add student responses to the Linking Words anchor chart if not already listed.</li></ul>	<ul style="list-style-type: none"><li>• Provide a transcript with the line already drawn for students who struggle to locate information in a lot of text .</li><li>• Consider having fast finishers add the examples from President Obama’s speech to the Criteria for an Opinion Speech anchor chart.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Planning the Body of an Opinion Speech: Reasons, Evidence, and Linking Words (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that the final performance task involves delivering an opinion speech about how aid should be prioritized when a neighboring country is struck by a hypothetical hurricane.</li><li>• Say something like: “During the previous lesson, you worked in groups to write an introduction to our shared opinion speech. Then you used the Criteria for an Opinion Speech anchor chart to vote for the strongest introduction. Today we will craft the body of our class opinion speech about how aid should be prioritized after an earthquake. The body section of our class speech should clearly connect the opinion from our introduction to reasons and supporting evidence that explain the four types of aid, prioritized from most important to least important. The body should also include linking words and phrases that create smooth transitions between ideas. Today you will use the same process as in the previous lesson to plan the body of our shared opinion speech. Then you will select the strongest body paragraph for our shared opinion speech.”</li><li>• Read aloud the introduction the class chose in Lesson 8. If time permits, revisit the criteria of a high-quality introduction of an opinion speech.</li><li>• Ask students to take out the materials they will need for the next portion of this lesson: <b>Earthquake Concepts note-catcher and model essay: “Earthquakes.”</b></li><li>• Distribute a <b>Body of an Opinion Speech task card</b> and one piece of <b>chart paper</b> to each group. Display the <b>Class Body of an Opinion Speech anchor chart</b>.</li><li>• Read the task card directions aloud. Give students 10 to 12 minutes to complete these tasks, and circulate to support. Listen for students to:<ul style="list-style-type: none"><li>– Rank order of the four types of aid from most important to least important.</li><li>– Provide reasons that explain why each type of aid should be most important, second most important, third most important, and least important.</li><li>– Support each reason with evidence (facts, information, details).</li><li>– Use linking words and phrases between the opinion, reasons, and evidence.</li></ul></li><li>• Refocus students whole group. Ask each group to display their body paragraphs for all students to view.</li></ul>	<ul style="list-style-type: none"><li>• Leave the Criteria for an Opinion Speech and Linking Words anchor charts posted for student reference during Work Time C.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Give each group one <b>sticker</b>. Then invite each group to review each group's body paragraphs and vote for the one they think should be used for the class opinion speech.</li><li>• Remind students to refer to the body row of the Criteria for an Opinion Speech anchor chart to help them make their decision.</li><li>• Once all students have voted, ask them to notice which group received the most votes and declare that one the body paragraph for the class opinion speech. If there is a tie, then make the decision for the class.</li></ul>	<ul style="list-style-type: none"><li>• 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 .</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Refocus students' attention whole group. Ask them to discuss the following with a partner:               <ul style="list-style-type: none"> <li>* "How are reasons and evidence different? Explain and provide an example."</li> </ul> </li> <li>• Cold call on one to two students to share out. Listen for ideas such as: "Reasons are <i>why</i> you believe your opinion and <i>evidence</i> are facts and information that support your reason. For example, water sanitation efforts keep people from getting sick and dying from preventable causes after the disaster (reason). The Red Cross can prevent outbreaks of diseases passed through the water supply like cholera (evidence)."</li> <li>• Direct students' attention to the posted learning targets and read each one aloud.</li> <li>• Ask students to indicate the target they felt most successful with using a <b>Fist to Five</b>. Cold call students to share their reasons for their perceived success.</li> <li>• If time permits, ask students to indicate which target caused them to work the hardest. Cold call students to share out the reasons for their struggle(s). Push students to say more than "because it was easy" or "because it was hard."</li> <li>• Ask probing questions such as:               <ul style="list-style-type: none"> <li>* "Which part of the target(s) was most difficult for you (e.g., 'identifying,' 'explaining,' 'supporting reasons with evidence,' 'working with peers,' 'prioritizing') and why?"</li> <li>* "What strategies helped you overcome your struggle(s) (e.g., 'discussing ideas with peers,' 'listening and viewing the video more than once'), and how did they help you?"</li> </ul> </li> <li>• Listen for students to share details like: "It was difficult for me to explain how Adora supported her reasons because she speaks quickly" or "linking words are easy for me to identify, but difficult to explain how they link ideas together because they are used throughout the speech, either at the beginning or in the middle of a sentence."</li> </ul>	<ul style="list-style-type: none"> <li>• Display or distribute the informal definitions of these words for student reference. (reasons—why you believe what you do; evidence—facts and examples to support your reasons )</li> <li>• Consider posting a sentence starter to support ELL students, "reasons and evidence are different because ... an example of a reason is ... an example of evidence is ..."</li> </ul>



Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Write the following vocabulary words/phrases in the glossary of your student journal. For each word/phrase, write a synonym and draw a visual to help you remember what the word/phrase means: <i>explain, aid, body (of a speech), support, on the other hand, indeed, then again.</i></li><li>• Continue reading your independent reading book. Look for examples of linking words or phrases to add to the Linking Words anchor chart.</li></ul>	<ul style="list-style-type: none"><li>• Provide an audio recording of students' independent reading book for those who struggle reading complex text.</li><li>• Consider narrowing the list of vocabulary words to three to four words for students who struggle with language.</li></ul>



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# Grade 5: Module 4: Unit 3: Lesson 9

## Supporting Materials



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The MOST important type of aid to provide after a natural disaster is  
**Transitional and Permanent Homes**

The MOST important type of aid to provide after a natural disaster is  
**Health, Water, and Sanitation**





The MOST important type of aid to provide after a natural disaster is  
**Disaster Risk Reduction**

The MOST important type of aid to provide after a natural disaster is  
**Livelihood and Host Families**

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

\*Adora Svitak “Examples of criteria ...” are in plain type.

\*President Obama “Examples of criteria ...” are in **bold** type.

Structure of an Opinion Speech	Criteria for each part of an opinion speech ...	Examples of criteria ...
Introduction	<ol style="list-style-type: none"> <li>1. Uses an “attention getter.”</li> <li>2. Clearly states opinion with a judgment word.</li> <li>3. Provides compelling reason(s) and sound evidence to support opinion.</li> </ol>	<ol style="list-style-type: none"> <li>1. Asks a question (Adora Svitak); <b>greet</b>s audience (<b>President Obama</b>).</li> <li>2. “... we should abolish this age-discriminatory word when it comes to criticizing behavior associated with irresponsibility and irrational thinking.” (Adora Svitak); “<b>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</b>” (<b>President Obama</b>).</li> <li>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.” (Adora Svitak); “<b>... Americans have always come together ... to save lives and to deliver relief that averts an even larger catastrophe</b>” (<b>President Obama</b>).</li> </ol>

Criteria for an Opinion Speech Anchor Chart  
(Answers, For Teacher Reference)

Structure of an Opinion Speech	Criteria for each part of an opinion speech ...	Examples of criteria ...
Introduction	<p>4. Emphasizes or repeats key words/ideas.</p> <p>5. Connects personally to audience.</p>	<p>4. Childish, irrational, adults, behavior; serve, generosity, contributions, relief efforts, compassion, catastrophe, service, mission.</p> <p>5. Uses pronouns like “you,” “we” (Adora Svitak); <b>uses pronoun “we” and phrases like “American people,” “Americans have always come together to lend a hand” (President Obama).</b></p>
Body	<p>1. Reasons that support the opinion (explain “why” you believe the opinion).</p> <p>2. Evidence that supports each reason (facts, information, details).</p>	<p>1. “Certain types of irrational thinking are what the world needs, kids’ imagination pushes the boundaries of possibility” (Adora Svitak); <b>“Here at home, Presidents Bush and Clinton will help the American people to do their part, because responding to a disaster must be the work of all of us” (President Obama).</b></p> <p>2. “... kids aren’t hampered as much as adults when it comes to thinking about reasons why not to do things, kids are full of hopeful thinking, kids still dream about perfection, artists said they got some of their best ideas from kids because kids don’t think about limitations or how hard something can be, kids just think about good ideas” (Adora Svitak); <b>“Indeed, those wrenching scenes of devastation remind us not only of our common humanity but also of our common responsibilities” (President Obama).</b></p>



Criteria for an Opinion Speech Anchor Chart  
(Answers, For Teacher Reference)

Structure of an Opinion Speech	Criteria for each part of an opinion speech ...	Examples of criteria ...
	3. Linking words and phrases.	3. *Add examples to the Linking Words anchor chart, for students' ongoing reference.
Conclusion		

President Obama Reasons and Evidence:  
Sorting Task Card

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Name:

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Date:

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1. Review 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.”

2. With group members, read “Reason #1” and review the four examples of evidence: “a,” “b,” “c,” and “d.”
3. With group members, discuss which TWO pieces of evidence best support “Reason #1” and record the letters (“a,” “b,” “c,” or “d”) on the lines next to “Evidence to support Reason #1.”
4. Repeat Steps 2 and 3 for “Reason #2.”
5. Be prepared to share your thinking with the class.

Reason #1: “Here at home, Presidents Bush and Clinton will help the American people to do their part, because responding to a disaster must be the work of all of us.”

Evidence to support Reason #1 \_\_\_\_\_

Evidence to support Reason #1 \_\_\_\_\_

Reason #2: “And by coming together in this way, these two leaders send an unmistakable message to the people of Haiti and to the people of the world: In these difficult hours, America stands united.”

Evidence to support Reason #2 \_\_\_\_\_

Evidence to support Reason #2 \_\_\_\_\_

EVIDENCE:

- a. We stand united with the people of Haiti, who have shown such incredible resilience.
- b. This time of suffering can and must be a time of compassion.
- c. Indeed, those wrenching scenes of devastation remind us not only of our common humanity but also of our common responsibilities.
- d. We will help the people of Haiti to rebuild and recover.

President Obama Reasons and Evidence:  
Sorting Task Card  
(Answers, for Teacher Reference)

1. Review 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.”

2. With group members, read “Reason #1” and review the four examples of evidence: “a,” “b,” “c,” and “d.”
3. With group members, discuss which TWO pieces of evidence best support “Reason #1” and record the letters (“a,” “b,” “c,” or “d”) on the lines next to “Evidence to support Reason #1.”
4. Repeat Steps 2 and 3 for “Reason #2.”
5. Be prepared to share your thinking with the class.

Reason #1: “Here at home, Presidents Bush and Clinton will help the American people to do their part, because responding to a disaster must be the work of all of us.”

**Evidence to support Reason #1** \_\_\_\_\_ **c** \_\_\_\_\_

**Evidence to support Reason #1** \_\_\_\_\_ **b** \_\_\_\_\_

Reason #2: “And by coming together in this way, these two leaders send an unmistakable message to the people of Haiti and to the people of the world: In these difficult hours, America stands united.”

**Evidence to support Reason #2** \_\_\_\_\_ **a** \_\_\_\_\_

**Evidence to support Reason #2** \_\_\_\_\_ **d** \_\_\_\_\_



Class Body of an Opinion Speech Anchor Chart  
For Teacher Reference

Reason: The most important type of aid to provide is ... because ...

Evidence: \_\_\_\_\_

Evidence: \_\_\_\_\_

Reason: The second most important type of aid to provide is ... because ...

Evidence: \_\_\_\_\_

Evidence: \_\_\_\_\_

Reason: The third most important type of aid to provide is ... because ...

Evidence: \_\_\_\_\_

Evidence: \_\_\_\_\_

Reason: The least important type of aid to provide is ... because ...

Evidence: \_\_\_\_\_

Evidence: \_\_\_\_\_

**Body of an Opinion Speech Task Card**

As a group, take approximately 10 to 12 minutes to do the following:

1. Refer to the Class Introduction to an Opinion anchor chart to review the class opinion established in Lesson 8.
2. Briefly discuss what you recall about the four types of aid:
  - a. Livelihood and Host Families
  - b. Disaster Risk Reduction
  - c. Health, Water, and Sanitation
  - d. Transition and Permanent Homes
3. Discuss how to rank order the four types of disaster relief aid from most important to least important and why you ranked them the way you did.
4. On your own, review the Earthquake Concepts note-catcher and model essay: “Earthquakes” from Unit 1 and underline evidence that support the group’s opinion and reasons for prioritizing each type of aid from most to least important.
5. After hearing from every member of the group, determine two pieces of evidence to support each reason for prioritizing aid from most to least important.
6. Record the reasons and evidence in order of priority onto your group chart (use the same format as the Class Body of an Opinion Speech anchor chart)
7. Be ready to share with the whole class.