



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 10

Speech Writing: Identifying Criteria for a High Quality Conclusion



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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 my own clearly. (SL.5.1)

d. I can review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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

d. I can construct a concluding statement or section for my opinion piece.

Supporting Learning Targets

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

Ongoing Assessment

- Vocabulary glossaries in student journals
- Shared Writing Conclusion paragraphs



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Homework Review and Engaging the Writer (8 minutes)B. Introducing Learning Targets (3 minutes)2. Work Time<ol style="list-style-type: none">A. Summarizing a Speech and Criteria for an Opinion Speech Conclusion: Adora Svitač's TED Talk (20 minutes)B. Speech Conclusion: Critiquing President Obama's Speech Conclusion (10 minutes)C. Shared Writing: Conclusion (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Review Learning Targets (5 minutes)4. Homework<ol style="list-style-type: none">A. Complete Lesson 10 task card: Mechanics.	<ul style="list-style-type: none">• This lesson follows a similar pattern to Lessons 8 and 9.• In this lesson, students listen to the introduction, body, and conclusion of Adora Svitač's TED Talk, "What Adults Can Learn from Kids" three times. During the first listen, students summarize the introduction, body, and conclusion. On the second and third listens, students identify criteria and examples of a high-quality conclusion in an opinion speech.• Following this, students work with portions of Transcript: Closing Remarks by President Obama to reinforce their understanding of how compelling conclusions call listeners to action.• Students move on from these two activities to work with their regular small groups in crafting the conclusion of the class's shared writing piece. After this, they vote on the strongest conclusion to be added to their class example.• In advance:<ul style="list-style-type: none">• Ensure the technology used to view Video: Adora Svitač "What Adults Can Learn From Kids" TED Talk is functioning.• Create a Class Conclusion to an Opinion Speech anchor chart (see supporting materials).• Review: Milling to Music and Fist to Five in Checking for Understanding Techniques (see Appendix).• Post: Learning targets; Criteria for an Opinion Speech anchor chart.



Lesson Vocabulary	Materials
summarize, conclusion, speech, identify, criteria, opinion, prioritizing, aid	<ul style="list-style-type: none">• Journals• Linking Words anchor chart (begun in Lesson 9)• Video: Adora Svitak “What Adults Can Learn from Kids” TED Talk (0:00–3:15 and 6:00–8:02): http://www.ted.com/talks/adora_svitak.html• Computer, LCD projector, and speakers• Criteria for an Opinion Speech anchor chart (begun in Lesson 8)• Criteria for an Opinion Speech anchor chart (criteria and examples, for teacher reference)• Transcript: Closing Remarks by President Obama (one per student)• Earthquake Concepts note-catcher (from Unit 1, Lesson 5)• Model essay: “Earthquakes” (from Unit 1, Lesson 6)• Chart paper (one piece per group)• Class Conclusion to an Opinion Speech task card (one per group)• Class Conclusion to an Opinion Speech anchor chart (new; teacher-created; see supporting materials)• Class Introduction to an Opinion Speech anchor chart (begun in Lesson 8)• Class Body of an Opinion Speech anchor chart (begun in Lesson 9)• Stickers (one per group)• Lesson 10 task card: Mechanics (one per student)• Index cards (one per student)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Writer (8 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their journals and turn to the linking words they identified from their independent reading book.• Display the Linking Words anchor chart and briefly review the currently listed words.• Review Milling to Music with students.• Ask students to mill throughout the room and share with their partner:<ul style="list-style-type: none">* “What is one new linking word or phrase you found that could be used in our opinion speech writing?”* “How could you use this linking word in your own speech?”• Give students 1 to 2 minutes to share their thinking with partners.• Then ask students to mill once again, find a new partner, and discuss another new linking word they found in their book and how they might use it in their own speech.• Give students 1 to 2 minutes to share their ideas in pairs.• Direct students' attention to the Linking Words anchor chart. Cold call several students to share out a linking word or phrase they heard from a partner that isn't on the chart and ideas about how they could use the linking word in their own speech. Add students' words to the chart.• Ask students to quietly join their regular small groups.• Remind students of the guiding question for the second half of this unit:<ul style="list-style-type: none">* “How do speeches motivate and compel people to act?”• Tell students they will listen to the introduction, body, and conclusion of Adora Svitak's TED Talk speech in order to both summarize and consider how this speech, as a whole, is compelling. Then they will listen to just the conclusion of the speech to determine criteria for a high-quality conclusion to an opinion speech. Lastly, they will critique President Obama's Closing Remarks before crafting a conclusion for the class opinion speech.	<ul style="list-style-type: none">• Display the directions for Milling to Music for student reference.• Consider briefly checking in with students who struggle with narrowing their choices to help them choose one of the linking words they'll share from homework.



Opening (opening)	Meeting Students' Needs
<ul style="list-style-type: none">Reiterate to students that their work during the past three lessons supports their ability to identify and apply high-quality criteria to the shared class speech, but also builds their capacity to create high-quality opinion speech drafts for the End of Unit 3 Assessment.	
<p>B. Introducing 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 conclusion of the speech given by Adora Svitak."* "I can identify criteria for the conclusion of an opinion speech."* "With peers, I can write a conclusion for the class opinion speech about prioritizing aid following an earthquake."Cold call students to share out the meaning of key terms in the targets: summarize (give a brief explanation of the main ideas; sum up; review the main ideas and details), conclusion (ending, closing), speech (oral presentation, talk delivered to an audience), identify (recognize, determine), criteria (measure, standard), opinion (belief; judgment), prioritizing (rank according to importance), and aid (help; assistance; support).Cold call several students to restate the learning targets in their own words.	<ul style="list-style-type: none">Display the learning targets and write student definitions or synonyms above or below the key terms. Leave them displayed for student reference.



Work Time	Meeting Students' Needs
<p>A. Summarizing a Speech and Criteria for an Opinion Speech Conclusion: Adora Svitak's TED Talk (20 minutes)</p> <ul style="list-style-type: none"> • Say: "We've been studying Adora Svitak's TED Talk as a model of a high-quality opinion speech. Today, we are watching the introduction, body, and conclusion of her TED Talk to summarize the speech as a whole and to identify criteria for a high-quality conclusion to an opinion speech. You will watch the video three times and have a different task during each viewing. Watching it one time to summarize the main points of her speech and consider why it is compelling will free up your mind to focus on the criteria of a high-quality conclusion in subsequent viewings." • Tell students they will now watch the introduction, body, and conclusion of the Video: Adora Svitak "What Adults Can Learn from Kids" TED Talk (0:00–3:15 and 6:00–8:02). During this first listen: <ol style="list-style-type: none"> 1. Determine what her speech is about; summarize it. 2. Decide what makes this speech compelling. • Using a computer, LCD projector, and speakers, play the introduction, body, and conclusion of the Video: Adora Svitak "What Adults Can Learn from Kids" TED Talk (0:00–3:15 and 6:00–8:02). • Give students 2 to 3 minutes to discuss in groups: <ul style="list-style-type: none"> * "What is Adora Svitak's speech mostly about?" * "What makes this speech compelling?" • Cold call members from each group to share out. Listen for: "This speech is about how adults shouldn't underestimate what kids can do; the only way kids can grow up to change the world for the better is if adults listen to them and expect to learn great things from them; this speech is compelling because she reiterates her opinion throughout in new and interesting ways; she supports her argument with reasons and sound evidence; she uses real life examples to reinforce her ideas; she links ideas together smoothly." • Have students turn to a new page in their journals and record a two-to-three-sentence summary of Adora Svitak's speech. • Direct students' attention to the "conclusion" row of the Criteria for an Opinion Speech anchor chart. 	<ul style="list-style-type: none"> • Students who struggle with auditory learning may need to have the video played more than once before summarizing. • Display directions for each video viewing for student reference. • For visual learners, consider assigning each criterion a color and providing a colored highlighter to the students to mark in their transcript. • Students who struggle with auditory learning may need to have the video played multiple times or paused to think about and discuss criteria and examples with group members. • For students who have trouble listening for several criteria at once, provide them with only one criterion to listen for, ensuring that every criterion is listened for by at least a few students in the classroom.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Say something like: "This time we'll watch only the conclusion of Adora Svitak's speech. During this second viewing, you should:<ol style="list-style-type: none">1. "Determine criteria for a high-quality conclusion to an opinion speech."• Play the conclusion portion of the video (6:00–8:02).• Ask students to discuss in groups:<ul style="list-style-type: none">* "What criteria should we add to the 'conclusion' row of the Criteria for an Opinion Speech anchor chart?"• Cold call a member from each group to share out the group's thinking. Record students' ideas on the Criteria for an Opinion Speech anchor chart. Responses will vary, but listen for comments similar to the following:<ul style="list-style-type: none">– "She appreciated the audience."– "She clearly restated her opinion."– "She used a quote and a thoughtful statement to reinforce her opinion."– "She ended with a powerful remark that compels the audience to act and provides closure."• Refer to the Criteria for an Opinion Speech anchor chart (criteria and examples, for teacher reference) as necessary.• During the final viewing, ask students to listen for examples of conclusion criteria they just named.• Play the conclusion portion of the video (6:00–8:02) for a third time.• Give students 2 minutes to discuss in groups:<ul style="list-style-type: none">* "What examples of each criterion did you hear in Adora Svitak's conclusion?"	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask each group to share out and record their ideas in the examples column of the Criteria for an Opinion Speech anchor chart. Responses will vary, but listen for comments such as the following:<ul style="list-style-type: none">– “I appreciate your attention today because to show that you actually care, you listen.”– “Adults and fellow Tedsters, you need to listen and learn from kids and trust us and expect more from us.”– “You must lend an ear today, because we are the leaders of tomorrow.”– “Kids need opportunities to lead and succeed. Are you ready to make the match?”• Refer to the Criteria for an Opinion Speech anchor chart (answers, for teacher reference) as necessary.	



Work Time (continued)	Meeting Students' Needs
<p>B. Speech Conclusion: Critiquing President Obama's Speech Conclusion (10 minutes)</p> <ul style="list-style-type: none">• Say something like: "We'll now look for examples of this criteria in the conclusion, or closing remarks, of President Obama's speech given after the earthquake in Haiti."• Distribute the Transcript: Closing Remarks by President Obama to each student.• Ask students to take 5 to 6 minutes with their regular small group members to do the following:<ol style="list-style-type: none">1. Refer to the "conclusion" row of the Criteria for an Opinion Speech anchor chart.2. Independently read the Transcript: Closing Remarks by President Obama.3. Independently underline words and phrases in the Transcript: Closing Remarks by President Obama that are high-quality examples of the criteria for an opinion speech conclusion.4. Discuss the words and phrases you underline with group members.• Invite groups to share out:<ul style="list-style-type: none">* "What examples of each criterion were you able to locate?"• Answers will vary, but listen for comments such as the following:<ul style="list-style-type: none">– "... really what they're going to be doing is just tapping into the incredible generosity, the ingenuity, the can-do spirit of the American people in helping our neighbors in need."– "I've been in contact with President Préval. I've been talking to the folks on the ground. We are going to be making slow and steady progress ..."– "... when the news media starts seeing its attention drift to other things but there's still enormous needs on the ground ... ensure that these efforts are sustained."– Record students' ideas on the Criteria for an Opinion Speech anchor chart. See the Criteria for an Opinion Speech anchor chart (answers, for teacher reference) as necessary.	<ul style="list-style-type: none">• For students who struggle with language, provide a sentence starter to support during group discussions (I heard her start her conclusion with _____; she used _____; she used words and phrases such as _____).• For students who may have difficulty remembering, consider including a task card with instructions with the Transcript: Closing Remarks by President Obama and their group members.



Work Time (continued)	Meeting Students' Needs
<p>C. Shared Writing: Conclusion (15 minutes)</p> <ul style="list-style-type: none"> Remind students that their final performance task is to deliver an opinion speech to their classmates about how aid should be prioritized when a neighboring country is struck by a hypothetical hurricane. Say something like: "We have been working our way through a shared writing experience about 'How the U.S. Should Prioritize Aid to a Country Struck by an Earthquake.' We have decided on an introduction, as well as reasons and evidence for the body of our speech. Today, you'll work with your regular small groups to write a high-quality conclusion. We will use the criteria we have developed to vote on the strongest conclusion. This shared writing experience will help you prepare for the opinion speech draft you'll write for the End of Unit 3 Assessment in the next lesson." Then, ask students to get out the materials they will need: Earthquake Concepts note-catcher and model essay: "Earthquakes" in their journals. Distribute: one piece of chart paper and a Class Conclusion to an Opinion Speech task card to each group. Display the Class Conclusion to an Opinion Speech anchor chart. Tell students that as necessary, they should refer to the Class Introduction to an Opinion Speech anchor chart and Class Body of an Opinion Speech anchor chart. Read the task card directions aloud and clarify as necessary. Give students 6 to 7 minutes to complete these tasks, and circulate to support groups. Listen for students to: <ul style="list-style-type: none"> Appreciate the audience. Restate the opinion (from the introduction). Use a quote or thoughtful statement to reiterate important reasons and evidence. Close with a final remark that compels the audience to act and provides closure. Refocus students' attention whole group. Invite one member from each group to display their group's conclusion for all students to see. 	<ul style="list-style-type: none"> For students who struggle with language, provide a sentence starter for support during group discussions (An example of the conclusion criteria in President Obama's speech is ____; an example of appreciation is ____; an example of a thoughtful statement is ____). 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. Consider assigning roles to students in groups who may have difficulty making decisions about who is going to do what.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Give each group one sticker. Then, invite them to review each group's conclusion and vote for the one they want for the class conclusion. Remind students to refer to the Criteria for an Opinion Speech Conclusion anchor chart to help them decide.• Once students have voted, ask them to notice which conclusion received the most votes and declare it the class conclusion. If there is a tie, then make the decision for the class.	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Ask students to turn to a neighbor to discuss:<ul style="list-style-type: none">* "What is a thoughtful statement you could make to compel people to provide aid after a hurricane? Explain why your statement is compelling."• Invite a few students to share out their ideas.• Direct students' attention to the posted learning targets and read each one aloud. Ask students to use the Fist to Five checking for understanding technique demonstrate their level of mastery of each target.• Distribute the Lesson 10 task card: Mechanics and one index card to each student.• Read the directions aloud and clarify as needed.	<ul style="list-style-type: none">• Display a sentence starter for students who struggle with language: "A thoughtful statement I could make to compel people to provide aid is ... It's compelling because ..."• Make a note of students who show 0, 1, or 2. They may need additional support writing a high-quality conclusion.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Complete Lesson 10 task card: Mechanics.	<ul style="list-style-type: none">• Provide an audio recording of the Transcript: Closing Remarks by President Obama for students struggling with reading complex text independently.• For students who struggle with complex text, consider asking them to look for just one or two things in the Transcript: Closing Remarks by President Obama.



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Supporting Materials



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



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); uses pronoun “we” and phrases like “American people,” “Americans have always come together to lend a hand” (President Obama).</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); “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).</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); “Indeed, those wrenching scenes of devastation remind us not only of our common humanity but also of our common responsibilities” (President Obama).</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		

Class Conclusion to an Opinion Speech Anchor Chart
For Teacher Reference

Name:

Date:

Conclusion:

Audience appreciation:

Clear restatement of the opinion:

Quote or thoughtful statement to reiterate important reasons and evidence:

Closing remark that compels people to act and provides closure:

Transcript: Closing Remarks by President Obama
after the 2010 Haiti Earthquake

Name:

Date:

Excerpt from “Remarks by President Obama, Former President Bill Clinton, and Former President George W. Bush on the Recovery and Rebuilding Effort in Haiti” (January 16, 2010)

President Obama:

Well, these gentlemen are going to do an extraordinary job, but really what they’re going to be doing is just tapping into the incredible generosity, the ingenuity, the can-do spirit of the American people in helping our neighbors in need. So I want to thank each of them not only for being here today but what I know is going to be an extraordinary effort.

I want to make sure that everybody got that website one more time. Obviously we’re just standing it up, but it will immediately give people a means to contact our offices—www.clintonbushhaitifund.org.

And I just want to amplify one thing that was said. We were talking in the back. In any extraordinary catastrophe like this, the first several weeks are just going to involve getting immediate relief on the ground. And there are going to be some tough days over the next several days. People are still trying to figure out how to organize themselves. There’s going to be fear, anxiety, a sense of desperation in some cases.

I’ve been in contact with President Préval. I’ve been talking to the folks on the ground. We are going to be making slow and steady progress, and the key now is to—for everybody in Haiti to understand that there is going to be sustained help on the way.

But what these gentlemen are going to be able to do is when the news media starts seeing its attention drift to other things but there’s still enormous needs on the ground, these two gentlemen of extraordinary stature I think are going to be able to help ensure that these efforts are sustained. And that’s why it’s so important and that’s why I’m so grateful that they agreed to do it.

Thank you, gentlemen.

Class Conclusion to an Opinion Speech Task Card

Choose one member of your group to record the group's conclusion on the chart paper.
Refer to the Criteria for an Opinion Speech anchor chart to complete the following:

1. With group members, discuss ideas for an “appreciation of the audience” to use in the conclusion. Come to consensus (agreement) and record ONE appreciation for your group to share with the class.
2. With group members, refer to the Class Introduction to an Opinion Speech anchor chart, then work together to restate the class opinion statement about how aid should be prioritized after an earthquake destroys a community.
3. With group members, refer to the Class Body of an Opinion Speech anchor chart to determine ONE quote or thoughtful statement that reiterates important reasons and evidence.
4. With group members, discuss ideas for a strong final statement that will compel your audience to act and provide closure. Come to consensus and record ONE final statement.
5. Work as a team to combine these ideas into a paragraph.
6. Have one person from your group display the conclusion you decided on so everyone in the class can see it.



Lesson 10 Task Card:
Mechanics

Name:

Date:

Reread the Transcripts: President Obama's Opening Remarks and Closing Remarks.
As you read, try to locate examples of the following:

- Punctuation that separates items in a series (*e.g., We bought apples, oranges, grapes, and pears at the market*).
- A comma that separates an introduction/transition word or phrase from the rest of the sentence (*e.g., Therefore, we must act now*).
- Use of a comma to indicate direct address (*e.g., Is that you, Steve?*).
- Use of underlining, quotation marks, or *italics* to indicate titles of websites or texts.

Record each example you can locate onto your index card.
Be prepared to share and explain your examples during homework review in the next lesson.