



ELA Social Studies | Grades 9-12

## Lifting Our Voices

How can we use our voices to effect change?

### Project Summary

In this project, students examine political speeches and propaganda that were historically effective in shifting societal perceptions on major social issues (civil rights, women's rights, workers' rights, etc.). Student teams select a current political issue (local, state, federal) to

investigate and engage with their peers in a Structured Academic Controversy to develop their ideas on the topic. Individual students use what they learn about rhetorical devices, argumentation, and the issue at hand to write and present a persuasive speech that will convince first-time voters or other stakeholders of their stance. Teams create a compelling video to further persuade members of their community. Sample topics might include mass incarceration, fracking, the electoral college, GMO labeling of foods, immigration policy, or any other issue of students' choice.

## Learning Goals

### Key standards

#### Common Core State Standards—ELA-Literacy

- W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning relevant and sufficient evidence.
- RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
- SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, so 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.
- SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

#### C3 Framework for Social Studies

- D2.Civ.5.9-12 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
- D4.1.9-12 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- D4.3.9-12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technology (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

*(CCSS are listed for Grade 11–12, but this project can be applied in Grades 9–12.)*

### Key Vocabulary

This is a suggested list to get you started. Determine the key vocabulary words and terms you need to teach based on your focus content and the prior knowledge and needs of your students.

- Ballot measure
- Counterclaims
- Empathy

- Gerrymandering
- Propaganda
- Rhetoric/rhetorical devices
- Stakeholders

## Literacy Skills

- Argumentative writing
- Presenting ideas with evidence
- Addressing counterclaims
- Identify rhetoric and author's point of view

## Success Skills

- Critical thinking
- Creativity
- Communication

# Major Products

## Individual Products

Written statement about three high-interest topics

Persuasive speech

## Team/Whole Class Products

Compelling video, such as a campaign ad for voters, a public service announcement, or a short documentary, that persuades the viewer to consider siding with a specific stakeholder group or perspective

## Making It Public

Delivery of speech on a current political issue to stakeholders and production of online/ multimedia adaptation of the speech

# Considerations

## Consider Your Students

- What types of speeches have students seen and/or heard?
- Who are examples of effective public speakers with whom your students might relate?
- What current issues are affecting your students' lives?
- What language backgrounds are represented in your classroom? If some students are learning English, how can you leverage their expertise in their home languages while scaffolding their speaking, listening, reading, and writing skills in English?

## Consider the Context

- What opportunities are available for your students to hear and/or present speeches in your community?
- How can you leverage social media platforms and other technology tools throughout the course of this project?

## Consider the Content & Skills

- What historical movements/periods do you want students to learn about through their exploration of key speech from history?
- Which rhetorical devices will you study? What examples might best illustrate these rhetorical devices, and how will you scaffold students' understanding of these devices?
- How will you support students in understanding the distinction between persuasiveness and factual accuracy?
- What supports or scaffolds will students need as they craft and rehearse their speeches? As they prepare for debates? Prepare their multimedia products?

# Project Milestones

# Milestone 1: What makes someone persuasive?

Students analyze and discuss persuasive speeches and campaign ads and develop a set of need-to-know questions.

## Estimated Duration 1–

2 days **Assessment(s)**

Need-to-know questions (whole group)

Participation in turn and talk (individual)

## Key Student Question

What makes someone persuasive?

## Activities

Activity Title	Description	Resource Link			
<b>As an entry event, have students view a number of speeches or television campaign ads and discuss what makes them powerful.</b>	<p>Assemble a collection of sample videos that will hold students' interest and pique their curiosity. Provide students with a three-column chart similar to the one shown here:</p> <table border="1"><thead><tr><th>Video Name</th><th>What Is the Speaker Trying to Get Someone Else to Do?</th><th>Distinguishing Features</th></tr></thead></table> <p>As they watch the samples, ask students to try to figure out <i>what the speaker is trying to get someone else to do</i>. Have them record their thinking in the chart.</p> <p>Show the video examples a second time, but this time ask students to notice <i>distinguishing features</i> of the speaker or video, which might include the following:</p> <ul style="list-style-type: none"><li>• Unique make-up, clothing, or props</li><li>• Tone of voice</li><li>• Use of language</li><li>• Use of music, special effects, or visual supports</li><li>• Use of storytelling techniques</li></ul> <p>See the following examples of persuasive speeches and campaign ads:</p> <ul style="list-style-type: none"><li>• <a href="#">This two minute video</a> has 40–50 snippets of speeches from movies</li><li>• Student-created short documentary video for the C-SPAN StudentCam competition "<a href="#">Corporations Are Not People</a>"</li><li>• <a href="#">Greta Thunberg's speech to the UN Climate Summit</a></li><li>• Obama's 2004 <a href="#">Democratic National Convention Speech</a></li><li>• "<a href="#">Top 10 Famous Speeches in History</a>"</li><li>• Malala Yousafzai - "<a href="#">The Right to Learning Should Be Given to Any Child</a>" at the Nobel Peace Prize Concert</li><li>• For an example of campaign ads during an election year see "<a href="#">Campaign Ads Project Overview</a>" as implemented by the Metropolitan Arts and Technology High School</li><li>• <a href="#">Emma Gonzalez's March for Our Lives</a> speech or "<a href="#">We Call BS.</a>"</li></ul>	Video Name	What Is the Speaker Trying to Get Someone Else to Do?	Distinguishing Features	
Video Name	What Is the Speaker Trying to Get Someone Else to Do?	Distinguishing Features			






Have students document their observations as they view.

## Guide a reflective discussion.

Consider having students share their reflections in pairs or small groups before debriefing as a class. Use the following questions to guide these discussions:

- What did you notice about the speeches and ads?
- Which speech or ad did you find most powerful and why?
- How did the speakers or ads tailor their message to their audience?
- How did the speakers or ads use distinguishing features to support their messages?

Introduce the driving question: how can we use our voices to effect change?

**Review the project information sheet, the rubric, and the driving question.**

Discuss the expectations for the final product.

Capture students' [need-to-know questions](#) about the topic and the project.

Ask questions such as these to prompt student thinking about what they know and need to know:

- As you review the project information sheet, what questions come to mind?
- What do you already know about persuasive speeches based on your observations and discussions of the example(s) we've looked at so far?
- What else do you already know about speeches that will help you in this project?
- What do you need to know about making speeches in order to be successful on this project?
- What are some big issues or ballot measures for the upcoming election?
- What do you need to know or learn in order to be able to showcase the key ballot measures and propositions in the upcoming election?
- What do you already know about our community that may help you with this project?
- What questions do you have about your community as you prepare to write and give speeches to them?
- (If appropriate) What questions do you have about the upcoming election as you prepare to advocate for or against a ballot measure or candidate?

Authentic student curiosity should drive this process, but you may need to provide prompting and support to help students arrive at questions such as those listed here:

- How will I figure out what issue to focus on?
- How can I effectively persuade adults when I myself am not old enough to vote?
- How will I find the right people in my community to interview?
- How many people will see my video and my speech?
- How will I know if I've changed people's thinking? How will we measure effectiveness?
- What is a campaign ad/PSA/documentary?

**Notes**

Support student reflection throughout this milestone with prompts such as the following. For more information about structuring reflection in PBL, see the [Reflection strategy guide](#):

- What specific words seemed most persuasive? Why?
- How did the tone of voice and volume of speaking affect the effectiveness of the speech you heard?
- Are props and clothing important?
- Do you think that the human voice can be more effective than the written word? Why or why not?
- How has your thinking changed about public speaking?
- What elements of persuasion come more naturally to you? What elements are a challenge?

A sample editable project information sheet and rubric have been provided. Before sharing these documents with

students, customize them to align with the standards/grade levels you teach, the resources you plan to use, and the pathway you plan to take through the project.

Consider using a [barometer](#) activity to have students physically show how persuasive they found each key speech.

Use the [Think, Puzzle, Explore routine](#) to identify and capture students' need-to-know questions.

As an alternative to the major product for this project, think about having students produce a video documentary for [C-SPAN StudentCam annual competition](#), which annually invites students to explore a political issue connected to a theme. This competition begins every August; video submissions open in November with a final deadline in mid-Janua See the following details of the C-SPAN StudentCam competition:

- Students in Grades 6–12 create a short (5- to 6-minute) video documentary on a topic related to the competition theme.
- Cash prizes totaling \$100,000 each year given to 150 student documentaries and over 50 teacher advisors.
- This contest has been going on since 2004.
- See these student-facing "[Tips on Getting Started.](#)"
- See this teacher-facing "[Teaching With StudentCam.](#)"

Create a [project wall](#) to help visually scaffold this project and promote student self- management. Use a word wall section to track key vocabulary students learn throughout the project.

## Milestone 2: What three issues interest me the most?

Students explore the range of contemporary issues as possible topics for their persuasive speech and video product a identify three that interest them most.

**Estimated Duration** 1–  
2 days **Assessment(s)**

Interest statement with three ideas (individual)

### Key Student Question

What three issues interest me the most?

### Activities

Activity Title	Description	Resource Link
<b>Guide students as they investigate a range of potential topics.</b>	<p>If it's an election year, have students look at ballot measures or key themes that have emerged from the election discourse. Alternatively, have students reflect on their community and their own interests to see what potential topics they may want to address.</p> <p>Remember that students will eventually work with a team of other students and choose a topic. Before they form teams, have students identify their own interests and topic preferences. First, have students create a personal <a href="#">mind map</a> to explore and discover their own interests.</p> <ul style="list-style-type: none"><li>• See these prompts for exploring personal interests:<ul style="list-style-type: none"><li>◦ What's most important to you?</li><li>◦ What troubles you about our community?</li><li>◦ What do you love about our community?</li><li>◦ What is the biggest challenge we face in our world?</li><li>◦ What's one thing you would change if you had a magic wand?</li></ul></li></ul> <p>Ask students to review which political, social, or global issues are most aligned with the interests identified on their mind maps. See <a href="#">this video</a> for guidance on helping students identify a relevant topic.</p>	
<b>Have students write an individual interest</b>	Tell students that this statement will be turned in and used as a	

**statement that summarizes their top three political issues or ballot measures.**

formative assessment and will inform the creation of student teams. As an optional scaffold, provide students with a simple template that has a sentence starter written three times: I am interested in *(fill in the blank with your political issue)* because *(fill in the blank with a personal reason)*.

**Revisit the list of need-to-know questions with students.**

Identify questions that have been answered, as well as new questions that have emerged. For more information about revisiting the need-to-know questions, [see this strategy guide](#).

## Notes

Support student reflection throughout this milestone with prompts such as the following:

- How can you connect personally relevant issues to your project and learning?
- What do you care about in your community and why does it matter to you?

As an alternative to the mind mapping activity, think about creating a scaffolded survey activity, such as a multiple-choice student survey in which students are given statements relating to a current issue or a ballot measure and students answer yes, no, or maybe to what they think about it.

- For example, if a ballot proposition is about rent control, considering having one of your survey questions be “I think landlords should have complete control over rental pricing.” Note that students who say no may have a different perspective than those who say yes.
- Consider that an 8- to 15-question survey such as this will provide you and the individual students insight into their thoughts about their own community and their world, informing students about their own preferences and guiding them to look more closely at specific political issues.

Find more ideas about [assessing student interests](#) in the Read, Write, Think strategy guide by the International Literacy Association.

Find Mindmap tech tools at [Text2Mindmap](#) or [Alternatives to Text2Mindmap](#).

## Milestone 3: What can we learn about this issue and how it affects different people?

Student groups are formed based on similar interests. The groups select their one core issue, focus their research through the creation of an issues pamphlet, interview members of their community or affiliated stakeholder groups, and identify their target audience.

**Estimated Duration** 3–5 days **Assessment(s)**

Selection of focus political, social, or environmental issue (team)

Issue guide pamphlet (team)

### Key Student Question

What can we learn about this issue and how it affects different people?

### Activities

**Activity Title**

**Description**

**Resource Link**

**Form teams of about four students based on similar student interests or perspectives.**

Invite students to share the individual interest statements they created in Milestone 2 and reach consensus on what will be the one topic of focus for their video and speeches. Know that it's okay if students end up selecting an entirely new topic that was not mentioned in their interest statements, as long as every student is invested in the topic. See the [Forming Teams](#) strategy guide for more information.

**Have students**

**determine team roles and agree on team contracts and work plans.**

Have teams reflect on and discuss the following issues:

- How will they make decisions (majority rule? consensus?)
- What is everyone's role and primary responsibility in the group? (project manager? art designer? technologist/videographer?) Although it's important that students all contribute to project completion and success, remember that it's helpful if the group knows who is going to own tracking progress and keeping everyone on task for each unique element. See the [Using Roles in Teams](#) strategy guide for more detail and support.
- Consider what will be next steps if a group member breaks the agreement or is not keeping up their end of the deal? When is the appropriate time to notify human resources (your teacher)?
- Have every member of the group sign the agreement and then keep a copy for themselves and also give a copy to you (the teacher) to review and approve. For more detail, see the [Creating and Using Team Contracts](#) strategy guide and this resource from the [Center for Teaching Excellence](#).

**Introduce the issue guide pamphlet.**

Explain that each team will conduct research to create an informative and visually appealing issue guide pamphlet based on what they are learning about their chosen topic or proposition/ballot measure. Remember that the pamphlet is a central vehicle to focus student research by helping narrow down student topics, identify the main points from opposing viewpoints, and establish support from relevant experts and organizations. Use the pamphlet as the cornerstone of student videos and presentations and to guide their Structured Academic Controversy later in the project. Have groups also turn in an annotated bibliography with their final voter guide pamphlet. See the following examples of student-created pamphlets:

- [Gerrymandering](#)
- [Free speech zones](#)

**Support students in researching their topics.**

Have students use [learning logs](#) to guide their research. Consider using the [CRAAP test](#) to teach students how to evaluate sources. Have students include citation information for each source as well as a note indicating whether the source is primary or secondary. In addition, have students document the speaker/author and point of view, the occasion being described, intended audience, purpose (to inform, persuade, or entertain), and key ideas from the text.

Consider having students complete [SOAP](#) forms to document their research:

- Speaker
- Occasion
- Audience
- Purpose

**Have students identify and interview or survey stakeholders who care about or are affected by their focus issue.**

Guide students in a brainstorming activity to consider whom the issue affects or who might have different viewpoints on the issue, then have them identify stakeholders to interview or survey. Use the [Preparing For and Conducting Interviews](#) strategy guide to support the interview process. Consider using a tool such as [Google Forms](#), [Survey Monkey](#), or [Poll Everywhere](#) to support the survey process. If students conduct interviews, have them capture these interviews on video (with written consent from the interview subjects) for later use in their persuasive products.

**Provide time for students to develop their issue guide pamphlets.**

Circulate and confer with teams as needed.

**Have students identify the target audience for their persuasive messages.**

Guide each team to reflect on questions such as the following:

- Who are the stakeholders connected to this issue?
- Where do the stakeholders' views diverge? What are the central differences of their perspectives?
- Which stakeholder group does my team want to support?
- Who are the key members and their demographics (age, gender, socioeconomic status, etc.) of our selected stakeholder group? Whom are we targeting and where can we find them?

Confer with teams and guide them to identify and define audiences for their persuasive messages.

**Revisit the list of need-to-know questions with students.**

Identify questions that have been answered, as well as new questions that have emerged.

## Notes

Support student reflection throughout this milestone with prompts such as the following:

- What is challenging for you about this research process? What are you learning from it?
- What surprised you about the stakeholder perspectives? Have your ideas about this topic changed?
- What hopes do you have about how your team will work together throughout this project? What concerns do you have?

To further enhance this milestone and sustain student inquiry, consider having a local elected official or political organizer visit the class (either virtually or in person) and share about their work.

Consider using the following activities or thinking routines to deepen student empathy for stakeholders and to practice perspective-taking:

- [Empathy mapping](#)
- [Step Inside](#)
- [True for Who?](#)
- [Circle of Viewpoints](#)

## Milestone 4: With empathy and understanding for both sides of the argument what are the pros and cons of our issue?

Students participate in a Structured Academic Controversy protocol.

**Estimated Duration** 2–3 days **Assessment(s)**

SAC protocol (individual)

### Key Student Question

With empathy and understanding for both sides of the argument, what are the pros and cons of our issue?

### Activities

**Activity Title**

**Description**

**Resource Link**

**Guide students in a Structured Academic Controversy (SAC) protocol.**

Remember that an SAC is a discussion that moves students beyond either-or debates to a more nuanced synthesis. Have student teams break into triads or dyads for this activity. Review this thorough explanation of [how to implement the Structured](#)

[Academic Controversy](#) activity, then guide the discussion as follows:

- Frame the controversial question based on the topics in students' issue guide pamphlets. Have students read supporting documentation from the opposing stakeholder groups featured in the issue guides, with one triad/dyad reading the pro side and the other triad/dyad reading the con side. Have triads/dyads then come together as their full group (composed of the same four to five students who have been working together since Milestone 3). As a team, have students present their opposing views to each other, one dyad acting as the presenters and the other dyad acting as the listeners.
- Rather than refuting the other position, have the listening dyad repeat back to the presenters what they understood. Note that listeners do not become presenters until the original presenters are fully satisfied that they have been heard and understood.
- After the sides switch, have the dyads/triads abandon their original assignments and work toward reaching group consensus.
- If consensus proves unattainable, have the team clarify where their differences lie.

**Revisit the list of need-to-know questions with students.**

Identify questions that have been answered, as well as new questions that have emerged.

**Notes**

Support student reflection throughout this milestone with prompts such as the following:

- Did your team genuinely listen to understand?
- Did you personally develop increased empathy for an opposing viewpoint, even if you generally disagree with it?
- How does understanding the other side at a deep level help you be more persuasive with changing their thinking?
- What new thinking and critical elements will need to be added to your video to make it more persuasive or compelling?

During the SAC, consider giving students a note-taking guide such as [Handout 2](#) to help them track their analysis and prepare their positions.

## **Milestone 5: What techniques do videographers use to craft a compelling and persuasive video?**

Students analyze video samples to gain an understanding of effective persuasion techniques, use this knowledge to create a draft video, and revise their drafts after receiving feedback and critique.

**Estimated Duration** 7–9 days **Assessment(s)**

Assigned role with task list and action items (individual)

Storyboard (team) Draft video (team)

**Key Student Question**

What techniques do videographers use to craft a compelling and persuasive video?

**Activities**

Activity Title	Description	Resource Link
<b>Review sample persuasive videos and explore</b>	Have students watch examples of campaign ads, public service announcements (PSAs), or short video documentaries. Have them	

## **persuasive strategies.**

look for words, phrases, and techniques (e.g., reasons, repetition, counterarguments, comparisons, creativity, and originality in video creation) that are designed to persuade. Reference the [Persuasive Strategies PowerPoint](#) at Read, Write, Think to identify a common set of techniques.

Use the following video examples to support student analysis:

- [Video overview of project](#) as implemented by the Metropolitan Arts and Technology High School
- Student-created short documentary video for the C-SPAN StudentCam competition "[Corporations Are Not People](#)"
- "[60 Years of Presidential Attack Ads in One Video](#)" by The Atlantic
- [1952 Political Ad "I Like Ike"](#)

## **Ask students to identify the traits of a compelling campaign ad or video documentary.**

Support students in synthesizing their observations of the example videos and making meaning as they analyze and discuss the characteristics. Help students think deeply about how video producers use images to capture a moment, event, issue, idea, or feeling.

Ask them to reflect on the following questions as they generate words and phrases to describe an effective, high-quality campaign ad or video documentary:

- What are the characteristics of a compelling ad/video?
- What qualities do they all have in common?
- How are they different?

Create an anchor chart of characteristics with corresponding examples. Working in small groups, have students examine and discuss an exemplar video, using the words/phrases from the anchor chart to describe it.

## **Guide students to organize the elements they want to include in their videos.**

Have students create a plan for their videos using a [storyboard](#) to sequence the key points and images and write a caption, [headline](#), or [one-sentence summary](#) for each key point.

Facilitate the meaning-making process and help students consider the effects of their decisions as they choose community members to interview and key elements to include in their videos. Give in-the-moment feedback during the planning stage to help students refine their ideas.

## **Support students as they work together in teams to create their videos.**

Give students [structured work time](#) with a balance of flexibility and accountability to help ensure that students are fully engaged in meaningful and productive learning experiences throughout the work time.

## **Have students give and receive peer critique.**

Share a sample video you've created/found and have students practice giving feedback. Consider introducing a protocol for [giving and receiving peerfeedback](#).

Determine how students will receive feedback on an early version of their video, then facilitate a peer critique process. Consider these options for structuring this process:

- All draft videos are shown to a whole class and feedback is provided.
- Small teams view just one or two videos and provide peer feedback.
- Guest expert(s) meet(s) with teams and provide(s) feedback verbally.

**Have students reflect on the feedback they received and use it to improve the quality of their final products.**

Support reflection with prompts such as these:

- What were the most helpful pieces of feedback you received?
- How can you use that feedback to improve your video?

Provide time for student teams to revise their videos after receiving teacher, expert, or peer feedback.

As a formative assessment, have students reflect on and self-assess their revised videos in writing, using the following questions to guide them:

- How did you revise your video in response to the feedback you received?
- What are the strongest aspects of your team's video?
- If you had more time, what would you still like to improve?

**Confer with student teams.**

Check in on every team's progress to gauge their progress on deadlines, completion of tasks, and confidence about meeting final deadlines, as well as how teams are using the project rubric and shared quality criteria to guide their work.

Provide helpful feedback and suggestions on students' draft videos. Connect them to additional resources or experts as needed.

**Revisit the list of need-to-know questions with students.**

Identify questions that have been answered, as well as new questions that have emerged.

**Notes**

Support student reflection throughout this milestone with prompts such as the following:

- What is your preferred way to appeal to someone:
  - Logos (logic)
  - Pathos (emotion)
  - Ethos (ethics)
  - Kairos (time)
- What was an example of creativity in each of the video examples?
- What are the characteristics of visual propaganda?
- What technical skills will you need to learn in order to produce a video? What hardware and software will you use?
- How did you decide which images and key points to include in your video?
- Why did you organize your video key points the way that you did?
- In what ways did you incorporate creativity into your video?
- What were the most helpful pieces of feedback you received?
- How can you use that feedback to improve your video?
- How did you revise your video in response to the feedback you received from your teacher and peers?
- What are the strongest aspects of your team's video?
- If you had more time, what would you still like to improve?

Think about providing sentence stems or sentence frames for peer critique for students who need language support who are new to giving constructive feedback.

Consider whether students will have an opportunity to interview more community members/stakeholders after receiving feedback, which can result in students discovering a new idea for conducting a live video interview. If there is no time for more interviews, instead focus the feedback on the arrangement of the existing key elements or the selection of photos, videos, or other images from those already collected to include in the final product.

Consider different ways to manage conferring with students. Perhaps create a help desk area in the classroom or have students sign up for conference appointments.

Consider sharing the [PBL Work's Creativity Rubric](#) with students so that they can self-assess or provide peer feedback on creativity and originality in the draft video.

Use the following ideas and resources to assist students with technical production of their videos:

- Consider bringing in an expert to share with the class
- ["How to Make Effective Videos"](#) by CreatorUp (five short video lessons)
- ["Essential Elements of Documentary Filmmaking"](#) handout by Clifton Raphael
- ["In What Ways Did You Incorporate Creative Elements Into Your Piece?"](#) C-SPAN StudentCam video

Use the following resources to assist students with enhanced elements of persuasion:

- ["A New Breed of Political Ad Enters the Midterms"](#) by the Wall Street Journal
- ["50 Powerful Examples of Visual Propaganda and the Meanings Behind Them,"](#) includes free templates, by Canva
- [7 Types & Examples of Propaganda in Advertising](#) by Advergize

## Milestone 6: What strategies and rhetorical devices will I use in my persuasive speech?

Students write their individual persuasive speeches and coordinate their presentations with the rest of their team.

### Estimated Duration 2–

4 days **Assessment(s)**

Identification of three to five rhetorical devices from one or more famous speech (individual)

Written persuasive speech (individual)

Oral presentation (individual)

### Key Student Question

What strategies and rhetorical devices will I use in my persuasive speech?

### Activities

Activity Title	Description	Resource Link
<b>Support students as they explore rhetoric and rhetorical devices.</b>	<p>Introduce students to rhetorical devices. Consider clarifying how literary devices and rhetorical devices are similar and different. Provide students with a graphic organizer or informational handout such as <a href="#">"30 Rhetorical Devices and How to Use Them"</a> from the Reedsy Blog.</p> <p>Give students time to review the handout together and have them participate in a <a href="#">Think, Pair, Share protocol</a> about the prompt: what is rhetoric and why would these devices help someone be more persuasive?</p> <p>Have a whole-group discussion to determine which rhetorical devices the students see most often in their community or on social media. Can they give specific examples? Which rhetorical devices seem the most vague or confusing to them? Consider giving students real-world examples of the rhetorical devices that they find most baffling.</p>	
<b>Have students watch famous speeches and identify examples of rhetorical devices.</b>	<p>Consider having students work in their groups, with a partner, or individually or show a famous speech to the whole class.</p> <ul style="list-style-type: none"><li>• <a href="#">"40 Famous Persuasive Speeches"</a> by High Spark</li><li>• <a href="#">YouTube Playlist of Six Famous Persuasive Speeches</a> by Carissa Bussard</li></ul> <p>As a formative assessment, ask each student to identify three to five rhetorical devices from a famous speech.</p>	
<b>Guide students to deepen their</b>	<p>Introduce students to the concept of propaganda and connect to</p>	

## **understanding of propaganda.**

student need-to-know questions, if appropriate. Lead a brief lesson in which students explore propaganda and its impacts. Use these helpful resources:

- [Understanding the Mechanics of Propaganda](#)
- ["What Is Propaganda"](#) by Study.com
- [7 Types of Propaganda handout](#) (free) on Teachers Pay Teachers

## **Guide students in preparing for their presentations and rehearsing their speeches.**

Review the [PBLWorks 9–12 Presentation Rubric](#) and use it to help students make final preparations for their video presentation and speeches.

Have students fill out the [Presentation Plan](#) to organize their goals and plans for presenting their work to the audience. As needed, give students an opportunity to rehearse or role-play their presentation in advance.

Enlist the help and support of school colleagues, parent chaperones, and/or community volunteers as needed.

- Be sure that students invite everyone who appears in their videos to this community event!

Revisit the [Presentation Day Checklist](#) to ensure all tasks have been completed and make sure everything is ready for the event.

## **Revisit the list of need-to-know questions with students.**

Identify questions that have been answered, as well as new questions that have emerged.

## **Notes**

Support student reflection throughout this milestone with prompts such as the following:

- What are the most common examples of rhetoric you see in your community and on social media?
- How does rhetoric assist with persuasion?
- What rhetorical devices will you include in your persuasive speech?
- What are some negative connotations associated with propaganda?
- What types of propaganda exist?
- Will you use propaganda to any degree in your speech or video?
- What is the best speaking order for your team speeches? Will all speeches occur after the video has been shown

Consider guiding students in a discussion of white, black, and gray propaganda and the subtleties of their use in historical and modern times.

Consider using online resources such as the following to support students in developing their comfort with public speaking:

- [Five Basic Public Speaking Tips - Toastmasters](#) (video)
- [The 110 Techniques of Communication and Public Speaking](#) (video) (*Content warning: when he mentions "skill 6 he mutters "that is not intentional" and he raises his middle finger as a non-example of appropriate body language.*)
- [Better Public Speaking: Becoming a Confident Compelling Speaker](#) (video)
- [Public Speaking](#) (video collection)
- [Introduction to Public Speaking](#) (online course)

Guide students to understand how actual historians engage with articles: they do not engage with the content of an article the way we teach students to do in school. Instead, note that historians (1) assess the perspective of an author and the source, (2) place the argument in context, and (3) validate the veracity of a claim. For more information, begin with this EdSurge article, "[Vetting Social Studies Resources Is Important.](#)"

## **Milestone 7: Did we successfully persuade and change others' thinking?**

Teams present their videos and persuasive speeches to a real audience and then reflect the next day on the experience.

**Estimated Duration** 1–2 days **Assessment(s)**

Pre-survey of attendees (whole group)

Presentation of video (team)

Presentation of speeches (individual)

Final reflection (individual)

**Key Student Question**

Did we successfully persuade and change others' thinking?

**Activities**

Activity Title	Description	Resource Link
<b>Have student teams present their videos and persuasive speeches at an evening community event.</b>	<p>Invite a wide variety of community members to attend, including some or all of the following:</p> <ul style="list-style-type: none"> <li>• Students' families</li> <li>• Students and teachers from your school community</li> <li>• Students and teachers from nearby schools (e.g., elementary or middle schools in the neighborhood)</li> <li>• Community partners</li> <li>• Local newspaper reporters</li> <li>• Other educators from your school district, charter organization, and so on</li> <li>• Any community member who was featured or referenced in any of the student videos</li> <li>• Any expert who assisted your students with this project</li> </ul> <p>Consider making arrangements to hold the event at a local venue such as a community theatre, school auditorium, local library, or community center.</p> <p>Be sure to capture photographs and video footage of the night's speeches.</p> <p>Use an <a href="#">audience feedback form</a> to support audience engagement. Consider giving the audience a quick online poll before each group presents (a pre-survey) to capture their beliefs about the issue. At the conclusion of the group video presentation and speeches, ask the audience to take a post-survey and see if anyone's thinking was changed.</p>	
<b>Facilitate a whole-class discussion to debrief the event and the feedback students received.</b>	<p>First give teams the opportunity to review, reflect on, and discuss the feedback comments they received from the audience.</p> <p>Then use a whole-class discussion strategy such as one of the following:</p> <ul style="list-style-type: none"> <li>• <a href="#">Debrief Circles</a></li> <li>• <a href="#">Inside/Outside Circles</a></li> <li>• <a href="#">Wraparound</a></li> </ul> <p>Engage students in discussing questions such as these:</p> <ul style="list-style-type: none"> <li>• What are you most proud of from your community health fair/online resource guide?</li> <li>• How did you feel about the audience's response to your advice about achieving health goals?</li> <li>• How did this experience compare with your expectations?</li> </ul> <p>Celebrate with your students!</p>	

### **Engage students in a final self-assessment.**

Invite students to use the [Taxonomy of Reflection](#) (based on Bloom's model) to consider what they've learned and how it will inform their future projects and classwork. Have students complete an [exit ticket](#) in which they look inward, backward, and forward as they reflect on their project experience.

### **Guide a post-project reflection and feedback process.**

Have students return to their need-to-know questions and identify changes and new understandings.

Closing reflection activities and resources might include the following:

- [My Thoughts About the Project](#)
- [I Used to Think . . . , Now I Think . . .](#)

Use [this strategy guide](#) to support the post-project reflection process. You may want to have students reflect on what they did in the project and how well the project went using the [Self-Reflection on Project Work](#).

### **Notes**

If your students created a campaign ad, consider scheduling the community event to take place a couple of nights before the election.

For additional resources to support the planning and hosting of the community event, see the [Plan an Event Performance Task Guide](#) and/or the [Create and Implement an Action Plan](#) guide.

Consider providing sentence stems to guide audience feedback in a direction that is kind, specific, and helpful.

Help students transfer and apply their learning from this project into future experiences using [What? So What? Now What?](#) prompts.

### **Resources**

#### **Project Files**

[Lifting Our Voices Rubric.docx](#)

[Lifting Our Voices Project Information Sheet.docx](#)

[Lifting Our Voices: Rubric Google Doc](#)

[Lifting Our Voices: Project Information Sheet Google Doc](#)

#### **Adapting This Project For At-Home Learning**

#### **Launch Project**

Have students explore sample videos of persuasive speeches before engaging in a synchronous or asynchronous discussion of the challenge. Gather student need-to-know questions in a shared digital document.

#### **Build Knowledge, Understanding, & Skills**

Have students identify topics of interest and work individually or in teams to research their topics, documenting their learning in a digital version of the learning log. Have students conduct video interviews with relevant stakeholders. Consider using a tool such as [Parlay Ideas](#) or [Kialo](#) to facilitate the Structured Academic Controversy and/or help students explore all sides of their issue.

#### **Develop & Critique**

Meet with students or teams via video chat as they craft their issue statements, brochures, speeches, and multimedia presentations. Facilitate peer critique synchronously via video chat or asynchronously using a tool such as [Flipgrid](#).

#### **Present Products**

Host a live virtual event in which students present their speeches to interested members of the community. Post students' multimedia presentations on a class website and invite them to share on social media (with consent from the guardians).

## Additional Resources

### Public Speaking

- [5 Public Speaking Tips From TEDxPortland Speaker Coach](#) (3:27)
- [TED's Secret to Great Public Speaking](#), Chris Anderson (7:48)
- [How to Speak So That People Want to Listen](#), Julian Treasure (9:46)
- [The Secret Structure of Great Talks](#), Nancy Duarte (18:02) (*Content warning: in paraphrasing a speech by Steve Jobs, she says "sucky competitors" near 10:35.*)
- [How Great Leaders Inspire Action](#), Simon Sinek (17:50)
- [Speaking Up Without Freaking Out | Matt Abrahams | TEDxPaloAlto](#) (13:44)
- [The Surprising Secret to Speaking With Confidence | Caroline Goyder | TEDxBrixton](#) (18:55)

### C-SPAN StudentCam Competition

- [Competition rules](#)
- [Teacher's guide, lesson plans, rubrics](#)

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Special thanks to Michelle Spencer for curriculum development on this project.