**CURRICULUM MAP Listening and Speaking 3 Grades 11-12**

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Listening and Speaking 3: Comprehension and Collaboration**  Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.  **Grades 11-12 Specific Standard:**  Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | Students will be able to evaluate rhetoric. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * What gives a speakers voice power, resonance, and individuality? * How does the use of rhetoric help to captivate and persuade an audience? * How can peer-critique help to foster better speakers? * How does constructive criticism improve one’s ability to speak and listen? * What is the purpose of a particular piece of spoken writing?   **Topical Questions:**   * What rhetorical strategies are used in Patrick Henry’s “Give me Liberty or Give me Death” speech? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * How to evaluate a speaker’s presentation for logic and correct use of evidence * To recognize the distinction between valid invalid reasoning. | **Students will be able to. . .**   * Recognize point of view and discern the use of reasoning and evidence |
| **CONTENT:** | |
| **Plays**  *Hamlet* by William Shakespeare  *Othello* by William Shakespeare  *Oedipus Rex* by Sophocles  *Death of a Salesman* by Arthur Miller  *The Crucible* by Arthur Miller  *Fences* by August Wilson  *A Raisin in the Sun* by Lorraine Hansberry  **Novels**  *Brave New World* by Aldous Huxley  *Lord of the Flies* by William Golding  *The Scarlet Letter* by Nathanial Hawthorne  *Frankenstein* by Mary Shelley  *Fahrenheit 451* by Ray Bradbury  *The Great Gatsby* by F. Scott Fitzgerald  **Short Stories**  “The Yellow Wallpaper” by Charlotte Perkins Gilman  “The Story of an Hour” by Kate Chopin  “The Lady or the Tiger” by Frank Stockton  “The Fall of the House of Usher” by Edgar Allan Poe  “Hop-Frog” by Edgar Allan Poe  “An Occurrence at Owl Creek Bridge” by Ambrose Bierce  “A Sound of Thunder” by Ray Bradbury  **Poetry**  Select poems by Emily Dickinson  Select sonnets by William Shakespeare  **Interviews/Film**  “Remarks on the Assassination of Martin Luther King, Jr.” by Robert F. Kennedy  *The Inconvenient Truth*  *King Corn*  *The Plow that Broke the Plains*  *The Grapes of Wrath*  *Eyes on the Prize*  **Speeches**  “Sinners in the Eyes of an Angry God” by Jonathan Edwards  “I Have a Dream” by Martin Luther King Jr.  “The Gettysburg Address” by Abraham Lincoln  Lincoln’s Inaugural Speeches  John F. Kennedy’s Inauguration Speech  “Remarks on the Assassination of Martin Luther King, Jr.” by Robert F. Kennedy  **Nonfiction/Informational Texts**  “The Communist Manifesto” by Karl Marx  “On Keeping a Notebook” by Joan Didion  *Pilgrim at Tinker Creek* by Annie Dillard  “Letter from Birmingham Jail” by Martin Luther King Jr.  “The Way to Rainy Mountain” by N. Scott Momaday | |
| **VOCABULARY:** | |
| Rhetoric, point of view, perspective, assess, persuade | |
| **ASSESSMENT / EVIDENCE** | |
| Performance Task:   * Students will create a rubric for what attributes are included in an effective speech. * Students will select a speech from any time period in history, study the speech and research its historical context. Examples: Abraham Lincoln’s Inaugural, Winston Churchill, Elizabeth I, and Mark Twain. Students will perform the speech in class and the class will use the rubric to evaluate the effectiveness of the speech.   Academic Prompts:   * How would a speech given by the President of the United States to Congress asking them to declare war differ from one given by the President asking the American Public to contribute donations for a major world disaster?   Self Assessment:   * How has the researching and analyzing of famous speeches changed your view of the purpose of public speeches? | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Listen or watch a recent political debate. After listening to the debate, evaluate which politician did a better job of defending their policies. Also, think about each politician’s strongest and weakest arguments. Students will take notes and then present their notes orally. * Watch an infomercial for a product for sale. In an oral presentation, explain the strong and weak points of the sales pitch. How could the salesman have marketed the product better? | |
| **RESOURCES:** | |
| Speeches by various politicians, teacher generated rubrics, Sample video of speech critique (CNN, MSNBC, Fox News) | |
| **TECHNOLOGY INTEGRATION:** | |
| Smartboard, Computer with internet access, Television with DVD player | |