

## Teaching Notes

The goal of RI.7.7 is for students to compare and contrast text versions of speeches to their audio or video versions. The following information contains ideas that teachers can incorporate into their classroom as well as additional resources to peruse and integrate into instruction as appropriate.

### Activities

1. Divide students into three groups. Each group will discuss the advantages and disadvantages of audio, video, or text speeches. After 10 minutes, the groups will share with the class using examples from the speeches in this module or from other speeches they know.
2. Divide students into three groups and assign each group one of the following speech techniques: repetition, Rule of Three, or flattery. (Refer to this slideshow for definitions of the terms: [http://www.slideshare.net/gmurphy\\_tvo.org/15-oral-persuasion-techniques](http://www.slideshare.net/gmurphy_tvo.org/15-oral-persuasion-techniques)) Have each group study the speeches in this module to look for examples of their assigned speech technique and analyze its effect. Then, have each group share what they found with the rest of the class.
  - a. Repetition exemplar: President Roosevelt uses repetition when he begins four sentences with “Last night,” which shows how sudden the attacks were and how the Japanese forces were acting secretly.
  - b. Rule of Three exemplar: At the end of Steve Jobs’ speech, he repeats a certain phrase. He does this to emphasize the message that his audience should keep seeking to do what they love, even if it does not fit most people’s idea of success.
  - c. Flattery exemplar: President Roosevelt uses flattery when he says, “the American people in their righteous might will win through to absolute victory.” By calling the American people “righteous,” the President is making the audience feel good about themselves, which means they are more likely to agree with his decision to declare war against Japan.

### Writing Prompts

1. Ask students to choose a speech given by a historical or current leader. Have them read and listen to or watch the speech, then write an essay comparing and contrasting both versions.
2. Ask students to write a speech about a topic they feel is important. Have them present the speech in front of the class or record a video of the speech.

### Additional Resources

Consider these additional resources when teaching RI.7.7:

Speech Analysis Questions:

[http://www.readwritethink.org/files/resources/lesson\\_images/lesson885/speech-analysis.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson885/speech-analysis.pdf)

Persuasive Speaking: A classroom model: <http://www.learnnc.org/lp/editions/artspersuade/639>