Task #3
Persuasive Speech Evaluation: Defining Characteristics

Content Standards:
1. TSWBAT identify the defining characteristics of a persuasive piece.

Task:
Overview:
- The teacher will read a persuasive speech aloud to the class.
- The persuasive speech can come from a variety of resources, but it is suggested to use a famous speech that the students can relate to or identify from topics covered in other content areas. (United Streaming is a good resource for speeches so the students can see it as well.)

Introductory Activity:
1. Explain to the students that a persuasive piece can also come in the form of a speech.
2. Have the students discuss in their groups the defining characteristics of a persuasive piece in their groups.
3. Have grand conversation reviewing the characteristics.
4. Ask if they think those characteristics should still be included in a persuasive speech. (Answer: Yes, but discuss why).
5. Tell the students they will be evaluating the speech based on whether or not it has all the defining characteristics of a persuasive speech.

Whole Group Activity:
1. Model the activity using a good persuasive speech with all of the defining characteristics. (procedures of activity listed below)
2. Discuss
3. Pause to discuss when students identify one of characteristics (can put thumbs up when hear one).

Individual Practice:
1. Have students create a t-chart in their writing folder. On the left side, list the defining characteristics with space between each.
2. As the speech is given, write a quote or note describing how the speaker incorporated a specific defining characteristic. (written on the left side of T-chart)
3. At end of speech, have students write an explanation the speech is a good persuasive piece. (Should incorporate the defining characteristics heard and an example of when it was heard).

Conclusion Activity:
1. Have students discuss with group their explanations.
2. Have a grand conversation discussing if the speech is an example of a good persuasive piece and why.
**Criteria:**

1. On the left side T-chart, the students should have an accurate list of the defining characteristics they heard in the speech.
2. Each characteristic heard should include an example of how the speaker incorporated that characteristic.
3. Students’ explanation of why the speech is or is not a good persuasive piece is based on the defining characteristics they heard in the speech.

**Rubric:**

(Use the T-Chart to complete this rubric).

<table>
<thead>
<tr>
<th></th>
<th>0 points</th>
<th>1 point</th>
<th>2 points</th>
<th>3 points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>List of Defining</strong></td>
<td>There is no list of defining characteristics heard in the speech.</td>
<td>List of defining characteristics heard in the speech is somewhat accurate and complete.</td>
<td>List of defining characteristics heard in the speech is mostly accurate and complete.</td>
<td>Accurate and complete list of defining characteristics heard in the speech.</td>
<td>/3</td>
</tr>
<tr>
<td><strong>Characteristics</strong></td>
<td></td>
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<tr>
<td><strong>Examples of Defining</strong></td>
<td>There are no examples of defining characteristics heard in speech.</td>
<td>Includes very few examples of defining characteristics heard in the speech.</td>
<td>Includes some examples of defining characteristics heard in the speech.</td>
<td>Includes example of all defining characteristics heard in the speech.</td>
<td>x2 /6</td>
</tr>
<tr>
<td><strong>Characteristics</strong></td>
<td></td>
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<tr>
<td><strong>Good/Bad Persuasive</strong></td>
<td>There is no explanation of why book is a good or bad persuasive piece.</td>
<td>Weak explanation: does not include the defining characteristics heard or not heard.</td>
<td>Somewhat strong explanation: includes some of the defining characteristics heard or not heard.</td>
<td>Strong explanation: includes all the defining characteristics heard or not heard.</td>
<td>x3 /9</td>
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<tr>
<td><strong>Piece Explanations</strong></td>
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<td></td>
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<td></td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
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<td>/18</td>
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</table>

**Comments:**

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