

NOTE: Today is a computer lab day. Please make sure you have signed up for the lab in advance.

TITLE OF LESSON

English 2 Unit 2 Lesson 29 – Presenting an Argument
How do we convince people of our truth?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: L/S1.3-9, 2.0, 2.5a-d
NETS for Students – 3, 4, 5

MATERIALS

CyberSpeech Guidelines – Student Page
Outside Reader Questionnaire – Student Page
CyberSpeech Rubric – Student Page

LESSON OBJECTIVES

- To practice the CyberSpeech with a partner
 - To present the CyberSpeech to small groups
 - To listen to the CyberSpeeches of other group members
 - To offer constructive feedback to other students about their CyberSpeech
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Pass back graded assignments. Have students place them in the appropriate section of their binders.
- 2) Computer Protocol – Remind students of appropriate computer lab behavior and the consequences you have established for misbehavior. Computer monitors should be turned off until the teacher says to turn them on.
- 3) [Daily Log](#) – Have students copy down their Daily Log entry below.
- 4) [Applaud/critique](#) – Tell students to practice their speech in front of their group. Each person should take no more than two minutes to present, and at the end of each presentation, the group members should [applaud/critique](#) the delivery, telling the presenter one thing they liked and one thing that could be improved in the presentation. They should focus on the presentation quality, and not the content, since it is too late to change the content. Spend no more than ten minutes on practice.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. CyberSpeech practice 2. CyberSpeech presentations 3. CyberSpeech evaluation.		1. Continue reading novels. 2. Select a project or a piece of writing you have done this unit that you would want to submit to a newspaper editor.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Present and Evaluate – Distribute four **CyberSpeech Rubrics** to every student. Tell them to decide on a speaking order. Every student will present their CyberSpeech to their group and another group (combined). As

they present, the members of the other group will be looking at their CyberSpeech on the computer and taking notes on the rubric. After each presentation, the members of the group must complete the rubric for each speaker, looking at the text and images again, if necessary. These rubrics will be turned in for credit. In order to get credit, each student must turn in four rubrics, which show that they have evaluated the other members of their group. The rubrics must be completed, with point values filled in. (Suggestion: Divide the rubric into parts, with each group member focusing on a specific area of evaluation. There are six sections, so some people may need to evaluate two areas.) Each speaker must turn in the notecards from their CyberSpeech, as well as their floppy disks with their CyberSpeech in order to get credit. Using the rubric as your guide, you will use the notecards and CyberSpeech to grade the students. Half of their final grade will be the average rubric grade from their evaluators and the other half will be the rubric grade from you.

2. Present – Have speakers present to another group (and their own group). Each speaker should spend no more than two minutes presenting their CyberSpeech. After each presentation, group members should spend three to five minutes completing the rubric. Call time at the end of each presentation period and each evaluation period.
 3. Circulate through the room observing the CyberSpeeches. Make sure to visit each group at least once.
 4. Golden Lines – When all students have finished presentations, ask them to look at the Golden Lines they chose from the presentations they heard. Have them pick just one that they really liked. Ask students to stand in a circle. Tell students that when you say go, every student will read their Golden Line out loud to the class. There should be no pauses in between each reading. Ask for a volunteer to read their line first. If no one volunteers, you choose. Ask that student if they would like to go to their right or their left. When they have chosen, tell the rest of the class that you will read around the circle without stopping in the direction the volunteer has chosen. Ask students to listen carefully to the power of persuasion that comes from them. They may get some ideas for ways to improve their piece, if they choose to revise it. This way, everyone in class gets a small sample of the flavor of every speech. Tell students to listen carefully, as they may eventually want to work with someone on the staff of their online newspaper.
 5. Collect the **CyberSpeech Rubrics** and the notecards from each student. Remind students to write their names on their notecards.
 6. Review Homework – Distribute the **Outside Reader Questionnaire**. Ask students to take out all of their writing from this unit. Tell students to select one of their pieces of writing from this unit that they would take through the drafting process and submit as an exemplary piece to be used in the class online newspapers. Explain to them that they will all submit a web page to you so that you may select editors-in-chief for the online newspapers. Then the editors-in-chief will select people to be in charge of specific sections of the newspaper. The individual web pages the students create in lesson 31 will be the page they submit to be considered for a position on the editor's staff. Then, they may choose the editor they would like to work for and submit their web page to him/her for consideration. So they should make sure they are satisfied with the page they create. The piece they select tonight will be the one that they will submit. The piece of writing they choose should reflect a section of the paper they are interested in working on. It is important that they choose a piece/genre of writing they like and want to continue to work with. The sections of paper include the following: a letters column, political cartoons, editorials, book reviews, and hard news stories. Tell them that the piece they choose tonight need not have been through the drafting process (or it could be a piece that they did take through the drafting process and would like to revise and resubmit because they think they can make it better). Perhaps they would like to use one of their journal entries that they are proud of. (There are many rough pieces they might choose from: the evaluation of the literary devices in *Maus*, the journal entry persuading a friend to read a book they enjoyed, and the drawing to accompany *Malcolm X For Beginners*, to name a few.) They should find an outside reader to evaluate this piece and have them fill out the **Outside Reader Questionnaire**. This reader may be a friend, a parent, another teacher – but it should be someone who has not already read the piece.
 7. Remind students to meet in the lab tomorrow.
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HOMEWORK

- 1) Continue reading novels.

- 2) Select a project or a piece of writing you have done this unit that you would want to submit to a newspaper editor.
 - 3) Study vocabulary to date.
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GROUP ROLES
None

DOCUMENTATION FOR PORTFOLIO

Unit 1

Evaluation Essay #1
Evaluation Essay #2
Project 2
Evaluation Essay #3
Project 3 – Planning Your First Image
Project 4 – Planning Your Second Image
Novel Evaluation
Project 5 – Planning Your Third Image
Evaluation Essay #4
Final Project Image
Final Exam

Unit 2

Essay 1: War
Essay 2: Communication
Novel Evaluation 2
Project 1 – Letters to the Editor
Evaluation Essay #5
Project 2 – Political Cartoons
Project 3 – Editorials
Project 4 – CyberSpeech