

REVISING SPEECHWRITING TECHNIQUES	TOPIC	Revising Speech Writing techniques/ Writing Speeches
A lesson plan revising features of style	SUBJECT	English
	YEAR	Second/Third Year

KEY LEARNING OUTCOMES	TAKE THE PLUNGE! MATERIALS	RESOURCES NEEDED
R2 W1, 4, 6, 10,11, 12 13 OL 5, 12, 13	Textbook (flipbook link here and page extracts below): ‘I Have a Dream’ speech (pp 71–73) Chart Your Progress Journal (flipbook link here and page extracts below): pp 25–27 and p. 33	<ol style="list-style-type: none"> Exemplars of speeches (written and spoken) pages 49-83 in <i>Take the Plunge!</i> Features of Quality for Speech Writing Success Criteria for Speech Writing Reflection and Feedback Rubric for corrections

1. INTRODUCTION	2. CLASS DISCUSSION	3. FEATURES OF GOOD SPEECH WRITING	4. PAIR WORK: FINDING EXAMPLES
Read/Watch ‘I Have a Dream’ speech. (30 minutes)	Discuss initial impression of referring to examples from material. (5-10 minutes)	Read through features of quality (p73) with students and discuss. (5-10 mins)	In pairs ask the students to re-visit the speech and find examples of the features of quality. (10-15 mins)
5. FEEDBACK	6. REVISION	7. PLANNING A SPEECH	8. SHARE SUCCESS CRITERIA
Students use the notes that they have made to share the examples they have found discussing them with the class.	Students complete the revision handout below, referring to the features of quality they have encountered in any speeches written or spoken.	Using the Fishbone diagram, students research main points and evidence for a speech on a given or chosen topic. (Full class & homework)	Share success criteria with the class using the handout “Teacher Feedback”. (10 mins)
9. ASSESSMENT	10. FEEDBACK	11. REFLECTION	12. FINAL ASSESSMENT
Assign a completed version of their speech to be written by students as an assessment or a homework task.	Teacher corrects the students’ work using the feedback rubric.	Students are handed back the feedback rubric and asked to reflect on their work.	The students can use their reflection on the process to assist with their analysis of speeches in their Final Assessment.

ADDITIONAL INFORMATION

This unit can be expanded or contracted depending on how long the teacher wishes to spend on looking at exemplar speeches. It can also be used as part of a research activity by encouraging the students to find examples of speeches that they wish to use as models for their own work. If this unit is done ahead of CBA1 this speech can then be an option for use as assessment. The written speech is also intended as an option for CBA2.

I Have a Dream

Dr Martin Luther King, Jr

Dr Martin Luther King, Jr was a famous African-American civil rights leader and religious minister in the USA in the 1950s and 1960s. This is an excerpt from one of his most famous speeches.

I say to you today, my friends, that in spite of the difficulties and frustrations of the moment I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident: that all men are created equal.'

creed – a system of religious belief; a faith

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a desert state sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

I have a dream today. I have a dream that one day the state of Alabama, whose governor's lips are presently dripping with the words of interposition and nullification, will be transformed into a situation where little black boys and little black girls will be able to join hands with little white boys and little white girls and walk away together as sisters and brothers.

interposition – a US legal term for when a state takes action to prevent the federal government from enforcing laws that the state considers to be unconstitutional
nullification – this refers to when a state nullifies or does not use federal laws that it believes to be wrong

I have a dream today. I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plains, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.



This is our hope. This is the faith with which I return to the South. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with new meaning, 'My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountain side, let freedom ring.'

And if America is to be a great nation this must become true. So let freedom ring from the prodigious hill-tops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania!

Let freedom ring from the snow-capped Rockies of Colorado!

Let freedom ring from the curvaceous peaks of California!

But not only that; let freedom ring from Stone Mountain of Georgia!

Let freedom ring from every hill and molehill of Mississippi. From every mountain side let freedom ring.

When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of that old Negro spiritual, 'Free at last! Free at last! Thank God Almighty, we are free at last!'

hamlet – a small village

DIVE IN!

1. In your own words, what does Martin Luther King say is his nation's creed?
2. What does he hope will happen between the sons of former slaves and the sons of former slaveowners?
3. How does he hope his children will be judged?
4. What does he want to happen in Alabama?
5. Find evidence of religious language in this speech.
6. What phrase is repeated in the final section of the speech?
7. What does Martin Luther King hope that people will be freed from?
8. What do you think it would have felt like to be in the crowd listening to this speech?

The imperative is used to give commands and orders, for example, 'Walk next to me'. Speakers often use imperatives, commanding their audience to feel or do something. This gives their speech an authoritative quality.

Speeches often contain exaggeration, also known as hyperbole. Superlatives are words that suggest something has more of a particular quality than anyone or anything else of the same type, for example, 'the finest restaurant', 'the slowest runner ever!'

TAKE THE PLUNGE!

1. While listing various US states, Martin Luther King uses striking adjectives. Select two and say why you chose them.
2. This speech is full of powerful contrasts, for example:
“The state of Mississippi, a desert state sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.”
 Here a desert is contrasted with an oasis, while simultaneously injustice is contrasted with justice.
 Can you find another example of contrast and explain why it is effective?
3. A phrase is repeated at the start of this speech. What is it? Why do you think he uses it? What effect does this repetition have? **P Q E**
4. Find an example of the use of the imperative in this speech. What command is Martin Luther King giving?
5. Martin Luther King uses imagery that is almost poetic to help the audience visualise the dream of unity. Pick an image which you found moving and comment on it. **P Q E**

THRASH IT OUT!

The table below contains (in no particular order) a variety of techniques that can be used in speeches.

1. A phrase which is repeated	6. Use of superlative words	11. Audience addressed directly
2. Use of the imperative	7. Religious language	12. Repetition
3. Contrast	8. Use of quotation	13. Hyperbole
4. Use of striking adjectives	9. Short sentence followed by long sentence	14. Emotive language
5. Series of dramatic short sentences	10. Use of imagery	15. Inclusive language

- * Search for 'I have a dream' on **YouTube** to watch Martin Luther King's famous speech. Before you begin watching, write the numbers of the different techniques into your copy, spacing them out. Then:
 - Look for a specific example of each of the techniques mentioned above.
 - Note the example next to the matching number in your copy.
- * When you have found and noted an example of all the techniques, put up your hand. Your teacher will note the order in which the hands go up.
- * When the speech is finished, the first person who put up their hand should read out their examples. If any are incorrect, the teacher will move on to the second person and so on.



This speech is regularly named as one of the best speeches of the twentieth century. Using the information you have gathered above, write a brief paragraph outlining why this is the case.

Focus on Final Assessment

Revision notes: Speeches and debates

Write one example for each of the features of style. You may need to go back through your copy or your Textbook – or go online. (Use p.97 of your Textbook to remind you of the definitions.)

An example of an **attention-grabbing opening** is

This got the attention of the audience/reader by

An example of **contrast** in a speech is

This makes the audience/reader think by

Imagery was used in the line

The effect of this was

Inclusive language was used in this speech when the writer said

This made the audience/reader feel

An example of a **rhetorical question** is

The statement being made was

Effective use of **repetition** was evident in

This had an impact because

The **imperative** was used when

The effect of this was

An example of **exaggeration** or **hyperbole** in a speech was

The writer used this to

A **superlative** adjective was used when

This was used to make the audience/reader believe

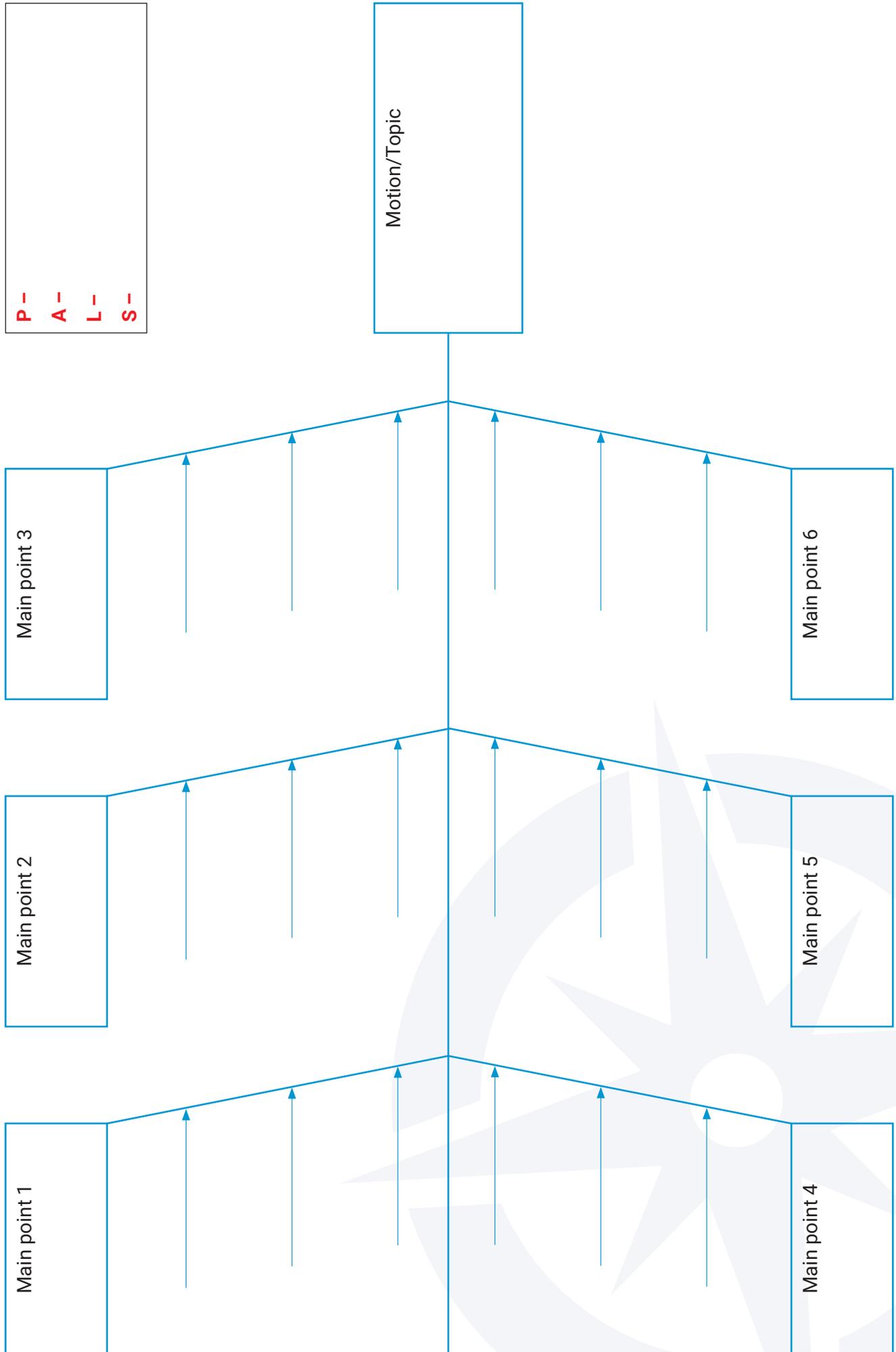
An example of an argument being **rebutted** occurred when

This was/was not an effective rebuttal because

Revise key steps for writing a speech/debate

Use the fishbone diagram on p.27 to revise or plan a speech or debate on a topic of your choice. Establish **PALS**. Organise and prioritise your main points using the top and bottom boxes. Use the 'bones' to include your evidence and reasoning.

Remember: When you are actually writing your speech, incorporate some of the features of style from the revision points above to make your facts and arguments more persuasive.



Teacher feedback: Writing a speech or debate

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Features of quality of Collection of Student's Texts: Speechwriting	Y. to M.	I. L.	A. Exp.	Exc.
Command of genre: Speechwriting <i>(effective opening, inclusive language, use of stylistic features)</i>				
Competent writing <i>(evidence of research and organisation, structuring and sequencing of material, logical flow of ideas, sense of focus)</i>				
Evidence of originality and creativity <i>(expression of ideas, use of quotations/statistics, lively phrasing and use of imagery)</i>				
Quality and accuracy of word choice <i>(varied vocabulary, accuracy of mechanics, persuasive language)</i>				
Awareness of audience <i>(use of language appropriate to the purpose and audience who will be reading the piece)</i>				
Other comments				

Reflecting on writing a speech

Title of the speech: _____

A change I made while planning was _____

This improved my writing by _____

Two features of my speech which are typical of persuasive and argumentative writing are

These are effective because _____

Based on feedback from _____,

if I was redrafting this piece I would _____

This improved my writing by _____
