



MISSISSIPPI

EXEMPLAR

Units *&* Lessons

ENGLISH LANGUAGE ARTS

English I

Grant funded by:



Lesson 8: Performance/Culminating Task

Focus Standard(s): RI.9.6, RI.9.8, W.9.1, W.9.9b, L.9.2b

Additional Standard(s): RI.9.1, RI.9.2, RI.9.3, RI.9.4, W.9.4, W.9.5, W.9.10

Estimated Time: 1-2 days

Text(s): *The Speeches of Fannie Lou Hamer: To Tell It Like It Is* edited by Meagan Parker and Davis W. Houck

Resources and Materials:

- Handout 3.1: Rhetorical Tracking Tool
- Handout 5.1: Argument Visual Display
- Handout 5.3: Argument Delineation and Evaluation Tool


Lesson Target(s):

- Evaluate arguments:
 - Evaluate the validity, relevance, sufficiency in reasoning and evidence.
 - Identify false or fallacious reasoning and facts in a speech.
- Analyze how effectively the author uses rhetoric to advance her point of view and/or achieve her purpose. Support your claim with specific and sufficient evidence her speech.
 - Determine author’s point of view and purpose.
 - Identify ethos, pathos, logos in text.
 - Analyze how effectively
 - Analyze how the audience and purpose influence the speaker’s choice of words.
 - Analyze how speaker’s lived experience influences the speaker’s choice of words.

Guiding Question(s):

- What is the argument?
- How valid is the reasoning?
- How relevant is the evidence?

- Is the evidence sufficient?

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<p>Understanding Lesson Purpose and Student Outcomes Direct students to read their task individually and silently: In the introduction of <i>The Speeches of Fannie Lou Hamer: To Tell It Like It Is</i>, the authors quote Reverend Edwin King’s opinion of Fannie Lou Hamer’s oratorical skills: “After she became the orator, she began, picking and choosing the spicy parts she’d put in her speeches, she was always ‘doing the best she had with whatever she had.’” Although Reverend King’s appraisal of Mrs. Hamer oratorical skills was favorable, others have criticized her skills and style.</p> <p>Select a speech from <i>The Speeches of Fannie Lou Hamer: To Tell It Like It Is</i> that we have not read together, write an essay in which you evaluate the overall strength of the argument, including how effectively Fannie Lou Hamer uses rhetoric to advance her point of view and/or achieve her purpose. Support your claim with specific and sufficient evidence from her speech.</p> <p>Activity 1: Choose the Speech Have students choose one speech from <i>The Speeches of Fannie Lou Hamer: To Tell It Like It Is</i> edited by Meagan Parker and Davis W. Houck to complete their task.</p> <p>Activity 2: Complete the Performance/Culminating Task Have students complete their task.</p> <p>Reflection and Closing: Students write a letter to their parents or to a student who will experience this culminating task next year and explain what they learned and how these skills can help them in real life. They should also include their favorite parts of the culminating task.</p>	

Note: This could be finished after the students have received their scores.

Homework

For training or questions regarding this unit,
please contact:

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