

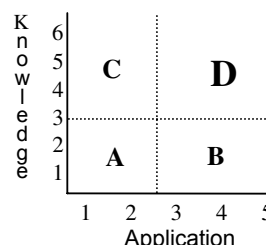
**GOLD
SEAL
LESSON**



Persuasive Speech/Writing Project

Subject(s)
Speech, Writing,
Language Arts,
Home and Careers

**Rigor/Relevance
Framework**



Grade Level 9–12

**Instructional
Focus**

Reading: Students read a variety of grade level materials, applying strategies appropriate to various situations.

Writing: Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Listening: Students listen for a variety of purposes appropriate to the grade level.

Speaking: Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Language Arts Integration: Students synthesize individual language arts skills.

**Student
Learning**

- Students communicate successfully as members of a small work group for the purpose of researching and clarifying ideas for effective persuasive communication.
- Students' skillful integration of information, ideas, rhetorical techniques, and strategies is evident in the success of speeches to persuade a specific audience for a specific purpose.

**Performance
Task**

Overview

Working in small groups, students will design and tabulate a survey on the student body's opinions of the lunch menu. The small groups will follow up the survey with research on nutritional guidelines for school hot lunch programs. After groups have shared the information they have gathered with the class, individual students prepare and deliver persuasive speeches meant to sell a food service program to the their school district.

Description

- Students form small groups to discuss what is favorable and unfavorable about the current hot lunch program.
- Each group designs, conducts, and tabulates a survey that will indicate what menus are the most and least popular with the student body.
- Each group presents the results of the survey to the class. After all presentations, the class compares/contrasts the results of each group's findings.
- Groups will meet again to research nutritional guidelines for school hot lunch programs. The group will write a sample 5-day lunch menu that is based on their research.
- Students receive direct instruction on ethos, logos, and pathos.

Performance Task
(con't.)

- Individual students begin to brainstorm ideas, draft, revise, and practice their persuasive speeches selling the improved food service program to the school community.
- Students present their persuasive speeches to the audience. If possible, arrange for a panel, including an administrator, board member, parent, and student to ask questions and evaluate speeches.

Assisting English Language Learners

Before starting this project, make sure that English Language Learners understand the instructions. If necessary, break the directions down into simple steps. Check for comprehension by asking the students to explain the directions back to you in their own words.

Likewise, give students essential vocabulary in advance. Words such as *needs*, *wants*, *persuade*, *appeal*, *support*, *survey*, *audience*, and *nutrition* are important for understanding the project. Work with students to define the words, and help them draw pictures or use visuals to represent the words.

Alleviate oral presentation anxiety by allowing students to present in groups, present a poster or visual, or read from written notes.

Essential Skills

- E1 Apply writing rules and conventions, (grammar, usage, punctuation, sentence structure, and spelling).
 - E8 Prepare and deliver individual speeches that address the needs of the target audience by gathering information, rehearsing, making eye contact, speaking loudly enough, and delivering information in a well-organized fashion.
 - E7 Research information from a variety of sources and draft a well-organized, accurate, and informative report or essay that engages an audience and addresses its needs.
 - E9 Organize supporting detail in logical and convincing patterns that focus on audience and purpose.
 - E14 Write clear and concise directions or procedures.
 - E6 Collect and focus thoughts about the writing activity (brainstorming, listing, drafting, etc.).
 - E18 Apply rules of appropriate diction and grammar in formal and informal speaking situations.
 - E10 Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.
 - E33 Define a position on a controversial topic and write an essay to persuade a specific audience to change an opinion or take a particular action.
 - E36 Define a position on a controversial topic and make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action.
 - E32 Evaluate the logic and organization of technical or other nonfiction texts for clarity and effectiveness in describing a set of directions or procedures.
 - E22 Use a variety of organizational formats (compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important) that support the purpose of a writing activity.
 - E43 Identify and interpret idiomatic expressions and figures of speech that enhance oral communication.
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**Attachments/
Resources**

An Improved Food Service Program: Activity Guide

Submitted by: Toni Hood, Fort Dodge Senior High School

Scoring Guide

4	3	2	1	Score
Appeal is highly persuasive.	Appeal is persuasive.	Appeal lacks persuasive qualities.	Fails to deliver appeal.	
Makes a clear appeal designed to win the lunch program contract.	Makes a clear appeal designed to win the lunch program contract.	Purpose is hinted at but is not readily apparent.	Does not attempt to sell the food service program.	
Is fully supported with appropriate factual information.	Is supported with factual information.	Provides minimal support.	Support was insufficient or inaccurate.	
Makes expert use of rhetorical strategies and techniques.	Makes use of rhetorical strategies and techniques.	Shows little awareness of rhetorical strategies and techniques.	Does not use rhetorical techniques or strategies.	
Effectively uses voice and gestures to impress the audience and keep them engaged.	Uses voice and gestures to connect with the audience.	Speech lacks expression and fails to connect with the audience.	Speech may be inaudible or too short, or both.	

An Improved Food Service Program: Activity Guide

A successful persuasive speech appeals to the needs and wants of the audience. That takes time, effort, and research.

You are a representative for Nutrition for You Food Service Company. As a customer service representative, you need to discover the needs and wants of the school community, communicate those needs to the company, and work with the nutrition and culinary team to design a hot lunch program that meets both the nutritional and financial needs of the school community. Your final challenge is to persuade representatives from the district to award the contract to provide the hot lunch program to their schools to the Nutrition for You Food Service Company.

Group Project

Many of the tasks will be part of a group project. Your group should consult the list below to keep your team focused and on schedule:

- Design a survey for the purpose of discovering what menus are the most and least popular with the student body.
- Administer the survey to the student body.
- Tabulate the survey.
- Present the results of the survey to the class.
- Research nutritional guidelines for school hot lunch programs.
- Design a sample 5-day lunch menu that is informed by your research as well as research reported by other groups.

Now you are on your own...

- Brainstorm ideas, and then draft, revise, and practice your persuasive speech selling the company's service to the school community.
- Give your speech pitching your company's lunch proposal. Keep in mind that the lunch proposal must satisfy the needs of the entire school community. Your speech should be written for a panel that will include a school administrator, a board member, a parent and a student.

Be prepared to answer questions. Be ready to sell.