

Grade 9-12 Speech Writing Model

Phase 1

1. Discussion of final project:

- I. **Experiential communicative project: “The Mr./Ms. X Report”
(Rick Mercer rant-style)**
- II. **Genre: promotional text**
- III. **Choice of text: speech**
- IV. **Support activities: viewing clip and discussion**
- V. **Learning goals: conventions, relative markers, review of present indicative tense, voice and organization**

2. Presentation of writing type: rant

3. Individualization and activation of prior knowledge:

- A. **Presentation of appropriate clip from *Infoman* or *Acadieman***
- B. **Have a discussion about them:**

What is he talking about?

Do you think he is expressing an opinion?

Do you ever want to do what he is doing? Tell me about it.

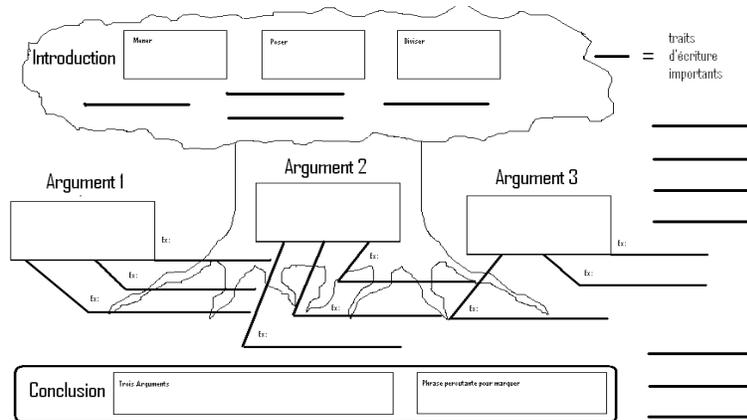
4. Explanation of the steps in the writing process:

We will:

- I. **Study some texts for their structure, write a text as a class, write a text in pairs and write one alone.**
- II. **Create videos of our informal speeches.**
- III. **Watch the videos in class.**

5. **Present “Tree Organizational Chart” to be used for drafting:**

Introduction - Advance – Raise - Divide = important writing traits
Argument 1- Argument 2 -Argument 3
Conclusion - Three arguments sentences that stands out



Phase 2

Lesson 1

Required materials: p. 101-102, 370 of *Trousse d'écriture A* [writing kit A]

A. Play *Survivor* soundtrack.

B. Discuss TV reality shows:

- Do you recognize this music? Where does it come from?**
- What is a “reality show”?**
- Are you familiar with any reality shows?**
- Which one is your favourite?**
- What do you think of reality shows? Are they real?**

C. Teacher reads “La télé réalité doit être supprimée” [Reality shows should be eliminated].

E. Personal reflection using voice evaluation grid.

F. Discussion of voice:

- **What do we learn from this text that could help us as writers?**
- **Is the voice appropriate for a persuasive text? Why?**
- **Does the voice help to persuade us that the writer is right? Why/why not?**
- **Does the voice ever lose its persuasive power?**
- **In which passages is the voice strongest? Where is it weakest?**
- **If it were your text, what would you do to modify the voice?**
- **Does the text have specific points that, if they were presented better and in more depth, could become solid arguments? Which points? (questions from p. 369, *Trousse A*)**

G. Support activity: “carte de sortie” [hall pass]

How do you think reality show producers would react to this text? Quickly write an e-mail that a producer might send in response to it.

Lesson 2

Required materials: p. 101-102, 375 of *Trousse d'écriture A*, SVA organizational chart (Je sais, je veux savoir, j'ai appris) [I know; I want to know; I learned] and tree organizational chart

A. Feedback on lesson from previous day:

- I. Setting the scene: reading of “e-mails” from *Survivor* producer
- II. SVA: review concepts learned yesterday and what they want to learn

B. Read “Rejetons la télé réalité” [Let's reject reality shows].

C. Reflection in pairs using the voice evaluation grid.

D. Record notes from each pair, and invite students to share their opinions:

- What do we learn from this text that could help us as writers?

D. Discussion of voice:

- Try to imagine what the writer is feeling. Is the writer angry or does he or she simply have strong opinions? What is the writer saying to you?
- Is the voice sustained or does it tend to appear and disappear?

E. Teacher asks students to identify the structure of this text: use tree organizational chart to organize ideas.

F. Homework: make a list of words in “Rejetons la télé réalité” to help us:

1. Give a structure to the text
2. Express its opinion

Lesson 3

Required materials: p. 101-102, 375 of *Trousse d'écriture A*, SVA organizational chart, tree organizational chart and sheets for word wall

A. Feedback on lesson from the previous day:

SVA: ask students what they learned yesterday about voice

Homework check

B. Support activity: group creation of word wall:

Words that give structure and words that express opinions

Divide class into two groups

Distribute materials to create two word walls

Ask students to explain their word choices

C. Complete chart together: ask students to identify the elements of a persuasive text

Traits	Strong text (often, always, excellent, very good)	Adequate text (sometimes, good)	Weak text
Ideas			
Organization			
Voice			
Word choice			
Sentence fluency			
Conventions			

Phase 3

Lesson 4

Materials: a list of additional relative markers and teacher's draft speech introduction; **goal:** to help students advance, raise and divide subject

A. Feedback on lesson from the previous day: ask students to contribute to word wall

To express an opinion

In my opinion

I believe/think that

From my perspective

Personally

I must/it must

It is important/crucial/necessary

I am convinced/persuaded

To introduce: first of all, above all

To indicate continuation: then, second, on the one hand/on the other hand, furthermore

To indicate conclusion: finally, in conclusion, to summarize

To indicate an example or explanation: for example, in other words, specifically, in particular

To indicate a cause: because, in fact, since, due to

To indicate a purpose: for this purpose, to that end, in order to

To indicate opposition: however, conversely, although, contrary to

Phase 3, Lesson 4 (cont.)

B. Oral sharing of teacher’s reasoning with regard to her/his choices during writing process

Nowadays, physical activity seems less important for young people than their infamous video games. Do video games harm their physical health? I really believe that they do! To prove it to you, I will discuss the following three points: no young people outside, obesity and computers. (Example taken from document available here (in French):

<http://www.envolee.com/boutique/web/en/high-school/french/writing/p17105540.html>, p. 24 (Écrire différents types de texts) [writing different types of texts].

C. Invite students to make suggestions. Teacher makes changes if appropriate.

D. Ask students to refer to the tree organizational chart to see if it contains:

A defined voice: who do you think is the writer of the text?

A subject that is advanced, raised and divided

Appropriate verb conjugation/tenses

D. Evaluate the text shared, especially for the following traits, in accordance with the standard chart:

Traits	Strong text (often, always, excellent, very good)	Adequate text (sometimes, good)	Weak text
Organization			
Voice			
Word choice			

E. Homework: ask students to select a theme that is important to them that they could defend with arguments

Phase 4

Lesson 5

Materials: SVA organizational chart, subject choices (if students don't have them) and checklist for the introduction

Goals: In groups of two, to help students to advance, raise and divide the subject and establish the voice well in an introduction

A. Feedback on writing traits: return to SVA organizational chart, and ask students to add to the “what they have learned” section

B. Collectively create an introduction with students:

Divide class into pairs based on student interests, strengths and weaknesses.

Ask students to consult each other by brainstorming on their ideas.

Ask students to select their three best ideas or most interesting arguments.

Ask students to use their trees to structure their introduction.

Ask students to draft their introduction while keeping the genre in mind.

Ask students to consult their checklist to revise their draft.

C. Share some drafts in front of the class in order to analyze texts as a class and compare them to the chart.

(See phase 5 for materials to use).

Checklist:

1. Have I advanced the subject?
2. Have I raised the subject?
3. Have I divided subject?
4. Have I made it clear that I'm expressing my opinions (I-statements)?
5. Is my verb conjugation and subject-verb agreement correct?

Phase 5
Brainstorming