

Lifting Our Voices | Grades 11-12 English Language Arts

This is a sample planner for one version of the [Lifting Our Voices](#) project. As you plan this or any project for your own classroom, begin by identifying the learning goals you want to address. Then consider how you will make the project your own, as well as the formative assessments and scaffolds you will use to ensure growth for each of your students in relation to the project’s learning goals.

Step 1: Project Idea

<p>About This Section:</p> <p>This section provides a “big picture” overview of the project idea aligned to specific learning goals for the focus grade level and content area. It also includes hyperlinks to key project documents that you can revise and share with students.</p>	<p>Make It Your Own:</p> <ul style="list-style-type: none"> ● Consider Your Content: What content and skills do you need to teach in the coming months? How might you need to adjust the learning goals, driving question, and products so that the project can be a vehicle for students to learn this content and skills? ● Consider Your Students: What adjustments might you need to make to connect this project with your students’ interests, identities, and passions? ● Consider Your Context: What resources and/or challenges in your own community might help to make this project more authentic for students?
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Driving Question	How can we use our voices to effect change?
Learning Goals	<p>This sample project plan addresses learning goals aligned to the following standards. In some cases, a listed standard may be only partially addressed.</p> <p>Common Core State Standards—ELA-Literacy</p> <ul style="list-style-type: none"> ❖ RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. ❖ W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

	<ul style="list-style-type: none"> ❖ W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ❖ W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. ❖ SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. <p>PBLWorks Success Skills—Complex Communication 6-12 (Rubric)</p> <ul style="list-style-type: none"> ❖ Integration and Sharing <ul style="list-style-type: none"> ➤ Share an analysis of a main message to interpret, synthesize and/or evaluate the meaning of what was read or heard and how the message was achieved (e.g., use of techniques, tone, vocabulary, gestures). ➤ Draw a logical conclusion about a topic. ➤ Share information in an organized and interesting way. ❖ Discussion or Presentation of Information <ul style="list-style-type: none"> ➤ Speak loudly and clearly enough for everyone to hear. ➤ Speak appropriately for the situation, purpose, or audience. 	
Project Summary	Students learn about rhetoric and argumentation as they individually write and present persuasive speeches to convince first-time voters of their stance on a current social, economic, or political issue. As a team, students work together to research their topic and refine their position as they collaboratively create an issue guide pamphlet to further persuade members of their community.	
Major Product(s)	Individual Products	Team Products
	Persuasive speech presenting a position on a current social/economic/political issue	Issue guide pamphlet with information about the topic and support for the team’s stance on the issue
Making It Public	Delivery of speeches and showcasing of issue guide pamphlets at a community event	

Key Project Documents

- [Project Information Sheet](#)
- [Project Rubric](#)

Step 2: Project Path Overview

<p>About This Section:</p> <ol style="list-style-type: none"> 1. The left-hand column outlines the major milestones that tell the “story” of the project across the four phases of the Project Path. 2. The middle column addresses the questions students will be engaged in answering during each milestone– many of these questions will be generated by students during the Project Launch. 3. The right-hand column outlines the learning experiences that students will engage in at each milestone as they answer each question and grow in relation to the project learning goals. These learning experiences are also noted in the Day-by-Day Calendar. 	<p>Make It Your Own:</p> <ul style="list-style-type: none"> • Consider Alignment: If you made changes to the learning goals, driving question, or products, how might you need to adjust the learning experiences to align with those changes? • Consider Your Students: What learning experiences and scaffolds will engage, challenge, and support your learners? • Consider Your Context: How can you connect the learning experiences in this project with resources and challenges in your own community? • Consider Your Content: What learner-centered instructional materials and practices do you already like to use to teach this content, and how might you incorporate those into your project?
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Project Launch (1-2 hours)

Milestone	Anticipated Student Need to Know Question	Learning Experiences (Lessons, Activities, and Scaffolds)
<p>Entry event: Analyze and discuss examples of persuasive speeches and/or campaign ads.</p>	<p>What makes someone persuasive?</p>	<ul style="list-style-type: none"> → Watch video examples of persuasive speeches and/or campaign ads. → Analyze the sample speeches/ads and take notes on two questions: <ul style="list-style-type: none"> ◆ What is the speaker trying to get someone else to think and/or do? ◆ What are the distinguishing features of the speech/ad? → Use the Barometer: Taking a Stand activity to physically show how persuasive each example speech/ad was.

- Have a [Think-Pair-Share discussion](#) about what makes the example speeches powerful, such as language/word choice, tone of voice, storytelling techniques, music, and/or visual elements (clothing, make-up, props, special effects, etc.).
- Review the driving question, [project information sheet](#), and [rubric](#). Discuss the expectations for the final products.
- Use the [Think, Puzzle, Explore thinking strategy](#) to generate [need to know questions](#) in response to the entry event and the project.

Build Knowledge and Develop & Critique (11-15 hours)

Milestone	Anticipated Student Need to Know Question	Learning Experiences (Lessons, Activities, and Scaffolds)
<p>Explore contemporary issues and identify topic preferences in order to form project teams and reach consensus on a core issue.</p>	<p>What issue interests me?</p>	<ul style="list-style-type: none"> → Investigate a range of social, economic, and political issues as possible topics for persuasive speeches and issue guide pamphlets. In an election year, explore ballot measures or key issues being debated. Otherwise, create mind maps to brainstorm and reflect on community issues of personal interest and local/regional/national/global importance. (Sample topics might include mass incarceration, fracking, the electoral college, GMO labeling of foods, immigration policy, or any other issue of students' choice.) → Complete an exit ticket with an individual interest statement identifying top three issues of personal concern and using The 3 Whys thinking routine to reflect on why they matter. → Create project teams based on similar interests, develop team contracts, and establish team norms. → Share interest statements and reach consensus on one core

		<p>issue as the focus for the issue guide pamphlet and persuasive speeches.</p> <p>→ Determine team roles and responsibilities.</p>
<p>Identify a position and define a target audience, conduct research, and create an issue guide pamphlet.</p>	<p>How does our selected issue affect different people?</p>	<p>→ Research the chosen issue to narrow down the topic and determine the team’s position on the issue.</p> <p>→ Consider who the stakeholders are connected to the issue, where their views diverge, and the key differences between their perspectives.</p> <p>→ Discuss as a team to reach consensus about which stakeholder group to support. Identify the demographics of the selected stakeholders.</p> <p>→ Identify the main points from opposing viewpoints and establish support from relevant experts and organizations.</p> <p>→ Gather notes in a learning log including citation information for each source.</p> <p>→ Create an informative and visually appealing issue guide pamphlet.</p> <p>→ Participate in peer critique.</p> <p>→ Revise and improve issue guide pamphlets for publication.</p>
<p> Reflection Checkpoint:</p> <ul style="list-style-type: none"> ● Revisit the Driving Question and update the knows and need to know questions. ● Return to team working agreements/contracts and check in on the collaboration process. ● Consider learning strategies that have been working well, as well as areas of challenge, and identify next steps for learning. 		

Participate in Structured Academic Controversy discussion.

With empathy and understanding for both sides of the argument, what are the pros and cons of our issue?

- Engage in the [Structured Academic Controversy protocol](#) to move beyond either-or debates, gain greater empathy for opposing viewpoints, and develop a more nuanced understanding of the topic. Students use a [note-taking guide such as this one](#) to prepare their positions and track their analysis as they engage in the following process:
 - ◆ Framed by a controversial question, teams divide into pairs and read supporting documentation from the pro or con side of the issue.
 - ◆ Pairs come back together and present their opposing views to each other with listeners repeating back to the presenters what they understood.
 - ◆ Team members abandon their pro/con positions and work toward reaching group consensus.
- In an exit ticket, reflect on how increased empathy and understanding for the opposing viewpoint will help to be more persuasive in terms of changing their thinking.

 **Reflection Checkpoint:**

- Revisit the Driving Question and update the knows and need to know questions.
- Return to team working agreements/contracts and check in on the collaboration process.
- Consider learning strategies that have been working well, as well as areas of challenge, and identify next steps for learning.

Analyze famous persuasive speeches for examples of rhetorical technique before writing and preparing to present persuasive speeches.


What strategies and rhetorical devices will I use in my persuasive speech?

- Examine [famous persuasive speeches](#), looking for words, phrases, and techniques (e.g., reasons, repetition, comparisons, and counterarguments) that are designed to persuade the listener.
- Review the definition of rhetoric and examples of rhetorical devices. Discuss how rhetorical devices can help someone be more persuasive.
- Watch/listen to/read speeches and identify how rhetorical

		<p>devices are being used.</p> <ul style="list-style-type: none"> → Individually, draft a persuasive speech using rhetorical devices and argumentation to convince the audience of the team's position on the selected issue. → Give and receive peer feedback. Revise and finalize speeches. → Rehearse and prepare to give speeches. → Coordinate team presentations to include issue guide pamphlets and individual speeches.
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Present Products (1-2 hours)

Milestone	Anticipated Student Need to Know Question	Learning Experiences (Lessons, Activities, and Scaffolds)
<p>Host a community event to deliver speeches and share pamphlets with an authentic audience.</p>	<p>Did we successfully persuade and change others' thinking?</p>	<ul style="list-style-type: none"> → Deliver persuasive speeches and present issue guide pamphlets at a community event. → Gather and review audience feedback.

 **[Reflect on the Project Experience:](#)**

- Return to the Driving Question and the need to know questions.
- Use the [Self-Reflection on Project Work](#) to reflect on how the project went.
- Use the [Wraparound strategy](#) and the prompt: [I Used to Think... Now I Think...](#) to reflect and share learnings and takeaways from the project.

Step 3: Day-by-Day Calendar

<p>About This Section: This calendar shows an alternate, day-by-day view of the learning experiences outlined in the Project Path Overview.</p>	<p>Make It Your Own:</p> <ul style="list-style-type: none"> ● Consider Alignment: If you made changes to the learning goals, driving question, or products, how might you need to adjust the learning experiences to align with those changes? ● Consider Your Students: What learning experiences and scaffolds will engage, challenge, and support your learners? ● Consider Your Context: How can you connect the learning experiences in this project with resources and challenges in your own community? What scheduling considerations do you need to incorporate into your plan? ● Consider Your Content: What learner-centered instructional materials and practices do you already like to use to teach this content, and how might you incorporate those into your project?
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Day 1	Day 2	Day 3	Day 4	Day 5
<p>Entry Event: Watch video examples of persuasive speeches and/or campaign ads</p> <p>Analyze what the speaker is trying to achieve and the distinguishing features of each example.</p> <p>Barometer: Taking a Stand activity to discuss how persuasive each example was.</p>	<p>Review driving question, project information sheet, and rubric; discuss expectations.</p> <p>Generate need to know questions using Think, Puzzle, Explore thinking strategy.</p> <p>Investigate possible topics for persuasive speeches and issue guide pamphlets: social / economic / political issues</p>	<p>Create mind maps to brainstorm and reflect on community issues of personal interest. (Sample topics might include mass incarceration, fracking, the electoral college, GMO labeling of foods, immigration policy, or any other issue of students' choice.)</p> <p>(In an election year, explore ballot measures</p>	<p>Create project teams based on similar interests, develop team contracts, establish team norms.</p> <p>Share interest statements and reach consensus on one core issue as the focus for the issue guide pamphlet and persuasive speeches.</p> <p>Determine team roles and responsibilities.</p>	<p>Research chosen issue to narrow the topic and determine the team's position on the issue.</p> <p>Consider who stakeholders are and seek to understand their perspectives.</p> <p>Reach team consensus about which stakeholder group to support. Identify the demographics of the selected stakeholders.</p>

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<p>Think-Pair-Share discussion: what makes the examples powerful.</p>	<p>of local/regional / national / global importance.</p>	<p>or key issues being debated.)</p> <p>Exit ticket: Individual interest statement identifying top three issues of personal concern, using The 3 Whys thinking routine to reflect on why they matter.</p>		
Day 6	Day 7	Day 8	Day 9	Day 10
<p>Identify main points from opposing viewpoints and establish support from relevant experts & organizations.</p> <p>Gather notes in a learning log including citations for each source.</p>	<p>Continue research and note-taking.</p>	<p>Create an informative and visually appealing issue guide pamphlet.</p>	<p>Participate in peer critique.</p> <p>Revisit need to know questions (NTKs).</p>	<p>Revise and improve issue guide pamphlets for publication.</p>
Day 11	Day 12	Day 13	Day 14	Day 15
<p>Engage in Structured Academic Controversy protocol to move beyond either-or debates, gain greater empathy for opposing viewpoints, and develop a more nuanced understanding of the topic.</p> <p>◆ Framed by a controversial question,</p>	<p>Continue with Structured Academic Controversy.</p> <p>◆ Pairs come back together and present their opposing views to each other with listeners repeating back to the presenters what they understood.</p>	<p>Conclude Structured Academic Controversy protocol.</p> <p>◆ Team members abandon their pro/con positions and work toward reaching group consensus.</p> <p>Exit ticket: Reflect on how increased empathy and</p>	<p>Analyze persuasive speeches for words, phrases, and techniques (e.g., reasons, repetition, comparisons, and counterarguments) that are designed to persuade the listener.</p> <p>Review definition of rhetoric and examples of</p>	<p>Individually, draft a persuasive speech using rhetorical devices and argumentation to convince the audience of the team's position on the selected issue.</p>

<p>teams divide into pairs and read supporting documentation from the pro or con side of the issue.</p> <p>Use a note-taking guide to prepare positions and track analysis.</p>		<p>understanding for the opposing viewpoint will help to be more persuasive.</p> <p>Revisit NTKs.</p>	<p>rhetorical devices. Discuss how rhetorical devices help someone be more persuasive.</p> <p>Watch/listen to/read famous speeches and identify how rhetorical devices are being used.</p>	
Day 16	Day 17	Day 18	Day 19	
<p>Give and receive peer feedback.</p> <p>Revise and finalize speeches.</p>	<p>Rehearse and prepare to give speeches.</p> <p>Coordinate team presentations to include issue guide pamphlets and individual speeches.</p>	<p>Deliver persuasive speeches and present issue guide pamphlets at a community event.</p> <p>Gather and review audience feedback.</p>	<p><u>Final reflection:</u></p> <ul style="list-style-type: none"> ◆ Self-Reflection on Project Work ◆ Wraparound strategy responding to the prompt: I Used to Think... Now I Think... 	

Resources

<p>Persuasive Speeches and Campaign Ads</p>	<ul style="list-style-type: none"> ● 40 Inspirational Speeches in 2 minutes (2:14) ● Top 10 Famous Speeches (16:10) ● Greta Thunberg's speech to world leaders at UN Climate Action Summit (5:19) ● Malala Yousafzai - The right to learning should be given to any child (8:36) ● Emma Gonzalez's powerful March for Our Lives speech (7:03) ● 60 Years of Presidential Attack Ads, in One Video, from <i>The Atlantic</i> (8:06) ● A New Breed of Political Ad Enters the Midterms (3:16)
<p>Examples of Student-Created Issue Guide Pamphlets</p>	<ul style="list-style-type: none"> ● Gerrymandering ● Free Speech Zones
<p>Example Famous Persuasive Speeches with Rhetorical Devices</p>	<ul style="list-style-type: none"> ● Famous Persuasive Speeches playlist ● 40 Famous Persuasive Speeches You Need to Hear ● American Rhetoric: Top 100 Speeches

Lifting Our Voices - Grades 11-12 Rubric

Note to Teacher. This sample rubric is aligned to the standards in this sample project (see Learning Goals section of planner). Before implementing the project in your classroom, be sure to review your state-specific grade-level standards and revise the rubric accordingly. You may also wish to leverage assessment tools you already use (e.g., writing or problem-solving rubrics) to support the learning experiences in this project. Throughout the project, [use the rubric](#) with students to capture evidence of their growth and needs related to each learning goal.

	Feedback <i>Record any additional feedback to help the team improve.</i>	Developing	At Standard	Advanced <i>If the product exceeds expectations, how does it do so?</i>
Author's Point of View/Purpose (CCSS—ELA-Literacy) RI.11-12.6		<p>I can determine an author's point of view or purpose in a text.</p> <p>I can analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>I can determine an author's point of view or purpose in a text in which the rhetoric is particularly effective.</p> <p>I can analyze how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	
Integration and Sharing (PBLWorks Success Skills—Complex Communication 6-12)		I can share an analysis of the main message to interpret the meaning of what was read or heard and how the message was achieved (e.g., use of	I can share an analysis of a main message to interpret, synthesize and/or evaluate the meaning of what was read or heard and how	

		<p>techniques, tone, vocabulary, gestures).</p> <p>I can draw a conclusion about a topic.</p> <p>I can share information in an organized way.</p>	<p>the message was achieved (e.g., use of techniques, tone, vocabulary, gestures).</p> <p>I can draw a logical conclusion about a topic.</p> <p>I can share information in an organized and interesting way.</p>	
<p>Conduct Research (CCSS—ELA-Literacy) W.11-12.7</p>		<p>I can conduct short research projects to answer a question (including a self-generated question).</p> <p>I can generate additional related, focused questions that allow for multiple avenues of exploration.</p> <p>I can draw on several sources.</p>	<p>I can conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem.</p> <p>I can narrow or broaden the inquiry when appropriate.</p> <p>I can synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	

Draw Evidence from Informational Texts (CCSS—ELA-Literacy) W.11-12.9		I can draw evidence from informational texts to support research.	I can draw evidence from ... informational texts to support analysis, reflection, and research.	
Write Arguments (CCSS—ELA-Literacy) W.11-12.1		I can write arguments to support claims with clear reasons and relevant evidence.	I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
Present Information (CCSS—ELA-Literacy) SL.11-12.4		I can present information, findings, and supporting evidence, clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	I can present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	
Discussion or Presentation of Information		I can speak loudly and clearly enough for everyone to hear.	I can speak loudly and clearly enough for everyone to hear.	

<p>(PBLWorks Success Skills—Complex Communication 6-12)</p>		<p>I can speak appropriately for the situation, purpose, or audience most of the time.</p>	<p>I can speak appropriately for the situation, purpose, or audience.</p>	
<p>Reflection (general)</p>		<p>I can describe my learning process and explain the decisions I made as I learned.</p> <p>I can describe the value of the content and skills I've learned during this project.</p> <p>I can describe how my skills and knowledge have grown during this project.</p>	<p>I can analyze my learning process, evaluating the decisions I made to consider how I can improve as a learner.</p> <p>I can evaluate the potential future applicability of what I learned during this project.</p> <p>I can clearly identify how my understanding of key concepts and skills has deepened during this project.</p>	

Lifting Our Voices

Even if you aren't old enough to vote, you can effect real change in your local community and world. Through printed media and public speaking, you can create a compelling case to educate and persuade others. Your message is capable of affecting how people understand an issue, how they behave, and even how they vote in an election.

In this project, you'll explore the driving question: *How can we use our voices to effect change?*

First, you will investigate a local or global issue that matters to you. It may be a political issue, a humanitarian issue, or an environmental issue. Through careful research and analysis, you will determine the pros and cons of both sides of the issue, ultimately selecting the stance that you believe is the right fit for your target audience.

You will work with your group to create a compelling issue guide pamphlet. Your pamphlet, along with persuasive speeches given by every member of your group, will be presented at a community event. You will use evidence and facts, but you will also leverage the subtle strategies of rhetorical devices and argumentation to support your message.

Driving Question

How can we use our voices to effect change?

Major Products

- Issue guide pamphlet that persuades the reader to take a particular stance on an important issue
- Persuasive speech written and delivered to accompany the pamphlet

Key Deliverables and Deadlines

- Need to know questions about the project: [DATE]
- Individual interest statement on three issues: [DATE]
- Research notes, topic selection, and identification of target audience: [DATE]
- Draft issue guide pamphlet: [DATE]
- Final issue guide pamphlet: [DATE]
- Structured Academic Controversy discussion notes: [DATE]
- Draft persuasive speech: [DATE]
- Final persuasive speech: [DATE]
- Public presentation of issue guide pamphlets and speeches: [DATE]
- Final project reflection: [DATE]

Key Resources

- Need to know questions
- Research notes on team's focus issue
- Insights from Structured Academic Controversy discussion
- List of distinguishing features of an effective persuasive speech
- List of rhetorical devices
- High-quality examples of persuasive speeches
 - [40 Inspirational Speeches in 2 minutes](#) (2:14)
 - [Top 10 Famous Speeches](#) (16:10)
 - [Famous Persuasive Speeches](#) playlist
 - [40 Famous Persuasive Speeches You Need to Hear](#)
 - [American Rhetoric: Top 100 Speeches](#)
- Peer feedback on issue guide pamphlets and speeches
- [INCLUDE TECHNOLOGY TOOLS STUDENTS WILL BE USING TO CREATE THEIR ISSUE GUIDE PAMPHLETS]
- [INCLUDE ADDITIONAL RESOURCES HERE]

Evaluation Criteria

- [Lifting Our Voices - Rubric](#)