

ELA Lesson Plan
Grade 11

Unit of Study	Lesson Title	Duration of Lesson	Date(s)
The Role of the Individual in Advancing or Preventing Genocide	Dangerous Public Speech	5-6 lessons	
Design Question/Focus of the Lesson/Addressing Content			
<ol style="list-style-type: none"> 1. What is the power of a speaker to be able to influence/persuade audience? 2. How do words activate emotion in the audience? 3. What are the characteristics of dangerous public speech? 4. How do speeches and propaganda reinforce crowd manipulation? 5. What are the lines of separation between propaganda and excitement? 			
<input checked="" type="checkbox"/> Introducing New Knowledge	<input checked="" type="checkbox"/> Deepening or Practicing	<input checked="" type="checkbox"/> Generating and Testing Hypotheses	
Learning Goal/Objective (Based on standards.)			
<ul style="list-style-type: none"> • LAFS.1112.RH.3.8: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. LAFS.1112.RH.2.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. • LAFS.1112.RL.2.5: Analyze how an author’s choices concerning how to structure specific parts of a text...contribute to its overall structure and meaning as well as aesthetic impact. • LAFS.1112.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. 			
Scale			
2.0 Simpler Content	3.0 Target (Objective)	4.0 More Complex	
Identify artistic, literary, and rhetorical techniques used in political speeches.	Identify the main purpose and key arguments in a political speech.	Identify the use of propaganda in selected political speeches, and analyze its impact on people. Use evidence from text to support your analysis.	
Assessment and Monitoring (Checks for content and desired effect.)			
<p>Informal Assessment:</p> <p>Student responses during whole class discussion – based on warm-up activity</p> <p>Teacher observations during group activity</p> <p>Formal Assessment:</p> <p>“Speech Analysis Worksheet”</p> <p>Written response to question/s</p> <p>“Comparison of Speeches Worksheet”</p>			
Critical Information Chunks (As determined by learning targets.)			

“Proposed Guidelines on Dangerous Speech” - <http://voicesthatpoison.org/guidelines/>

Joseph Goebbel’s Speech – “Nation, Rise Up, and Let the Storm Break Loose” - <http://research.calvin.edu/german-propaganda-archive/goeb36.htm>

Joseph Goebbel’s Speech – “The Danger of Americanism” - <http://research.calvin.edu/german-propaganda-archive/sk03.htm>

Instructional Strategies/Lesson Activity

Warm-up Activity:

Homework before Class:

To prepare for a class discussion on the limits of First Amendment protections of freedom of speech, the teacher will:

- Distribute the document “Proposed guidelines on dangerous speech” - <http://voicesthatpoison.org/guidelines/>
- Ask students to read the document and be prepared to use it to discuss hate speech and First Amendment rights.

Option 1: The First Amendment (Freedom of Expression)

The teacher will write the following questions on the board and lead a discussion of the questions below using the homework document, “Proposed Guidelines on Dangerous Speech.”

- **Is hate speech permissible in context of the first amendment?**
- **How do we draw a line between freedom of expression and dangerous speech?**

Option 2: The teacher will project the two excerpts below on a white board. The teacher will instruct students to read excerpts from Goebbel’s speech, “Nation, Rise Up, and Let the Storm Break Loose,” delivered at the Berlin Sports Stadium on February 18, 1943.

“The German people, in any event, is unwilling to bow to this danger. Behind the oncoming Soviet divisions we see the Jewish liquidation commandos, and behind them terror, the specter of mass starvation and complete anarchy. International Jewry is the devilish ferment of decomposition that finds cynical satisfaction in plunging the world into the deepest chaos and destroying ancient cultures that it played no role in building.”

<http://research.calvin.edu/german-propaganda-archive/goeb36.htm>

OR

“We see Jewry as a direct threat to every nation. We do not care what other peoples do about the danger. What we do to defend ourselves is our own business, however, and we will not tolerate objections from others. Jewry is a contagious infection. Enemy nations may raise hypocritical protests against our measures against Jewry and cry crocodile tears, but that will not stop us from doing that which is necessary. Germany, in any event, has no intention of bowing before this threat, but rather intends to take the most radical measures, if necessary, in good time.”

<http://research.calvin.edu/german-propaganda-archive/goeb36.htm>

Based on the questions below, the teacher will lead a class discussion about the speaker's use of rhetorical devices (e.g. Jewry as a threat, Jewry as contagious infection, enemy nations, crocodile tears) to persuade the audience.

Discussion Questions:

- What do you think is this speech about?
- What do you think is the purpose of this speech?
- What terms/words catch your attention? Why?
- What is "Jewry" compared to?
- Would you consider this "dangerous speech?"

Main Activity:

Step 1: Divide students into four groups. Divide Goebbel's speech / excerpts in 4 parts (e.g. 3 thesis, intro.). Distribute one excerpt to each group (some excerpts may be repeated.) Instruct each group to read its excerpt (10-15 minutes.). Give students 10-15 minutes to read assigned parts of the speech, and to highlight key ideas. Ask student groups to discuss and complete the "Speech Analysis Worksheet." (Attached.)

Step 2: Each group will present the analysis of its excerpt based on the worksheet.

Step 3: The teacher will ask individual students to respond to the following questions.

- What are the lines of separation between propaganda and a speech delivered with excitement/enthusiasm?
- With reference to the "proposed guidelines on dangerous speech," was propaganda used in this speech?
- What impact could this type of speech have on the ability of people to live in peaceful coexistence with each other?
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Extension Activity:

The teacher and students will use the "Comparison of Speeches Worksheet" (Attached) to compare the following two political speeches:

Joseph Goebbel's Speech – "Nation, Rise Up, and Let the Storm Break Loose" - <http://research.calvin.edu/german-propaganda-archive/goeb36.htm>

Joseph Goebbel's Speech – "The Danger of Americanism" - <http://research.calvin.edu/german-propaganda-archive/sk03.htm>

Adaptations for Unique Student Needs

Use hands-on activities and co-operative learning strategies to support understanding of abstract concepts or complex information.

Provide an overview of the content or expected learning at the beginning of the session.

Link what is being learned to previous lessons or background knowledge.

Present material in a logical manner and use explicit cues to shift from one aspect to the next.

Change the tone of voice to alert the student and sustain attention.

Repeat and simplify instructions for the student.

Assignment(s)
“Speech Analysis Worksheet” Written response to question/s “Comparison of Speeches Worksheet”
Resources and Materials
“Proposed Guidelines on Dangerous Speech” - http://voicesthatpoison.org/guidelines/ (used with permission from Tonei Glavinic tonei@dangerousspeech.org) Joseph Goebell’s Speech – “Nation, Rise Up, and Let the Storm Break Loose” - http://research.calvin.edu/german-propaganda-archive/goeb36.htm (used with permission from Randall Bytwerk bytw@calvin.edu) Joseph Goebell’s Speech – “The Danger of Americanism” - http://research.calvin.edu/german-propaganda-archive/sk03.htm (Used with permission from Randall Bytwerk bytw@calvin.edu) Projector Computer Notebook paper Color pencils/makers Copy paper Rulers

Worksheets Attached.

Speech Analysis Worksheet

Group Members:	
Speech (paragraph #s):	
Purpose of the speech (to inform, to persuade, to explain etc.)	
Main ideas/arguments	
Use of rhetorical devices (evidence) & their significance	

What direct and subtle messages are conveyed in this speech?	
Additional questions/comments	

Comparison of Speeches Worksheet

Student Name:		
	Speech 1	Speech 2
Purpose of the speech (Propaganda?)		
Main ideas/arguments		
Use of rhetorical devices (evidence)		
Similarities		

Differences		
What kind of impact would this kind speech leave?		
Additional Comments		