

## UNIT ASSESSMENT

### INSTRUCTIONS

1. Read and/or listen to one of the following speeches:
  - [Obama's 2009 Inaugural Address](#)
  - [Amy Poehler's Class Day \(Graduation\) Speech](#) at Harvard University
  - Coach Gaines' "[On Being Perfect Speech](#)" (from the movie, *Friday Night Lights*).
2. Then, write a five-paragraph essay answering the question: ***Is the speech effective? Why or Why Not?***

### CRITERIA FOR SUCCESS

- An annotated copy of the speech.** On your annotated copy, you must highlight and name any rhetorical techniques or logical fallacies that you identify as you read and listen. You should also make notes in the margins about particular parts of the speech that you think are effective or ineffective.
- A completed brainstorming map and five-paragraph graphic organizer** (templates included below)
- A five paragraph essay answering the question:** Is this speech effective? Why or not?

### THINGS TO REMEMBER

- When analyzing the speech, remember to consider the speaker's audience. Is the speech effective for that particular audience?
- Remember to start with the brainstorming map and move on to the five-paragraph graphic organizer BEFORE you begin writing.
- Remember to develop a strong claim regarding the speech's effectiveness and support that claim with well-reasoned points and sufficient evidence from the speech itself.

## BRAINSTORMING MAP

<b>Claim:</b>		
<b>Point:</b>	<b>Point:</b>	<b>Point:</b>

## FIVE PARAGRAPH GRAPHIC ORGANIZER

Introduction		
<b>Hook:</b>	<b>Thesis:</b> <i>Is the speech effective or ineffective?</i>	
Body Paragraphs		
<b>Point 1:</b> <i>Does this speech effectively or ineffectively reach the intended audience?</i>	<b>Point 2:</b> <i>What is one rhetorical technique that makes the speech effective and why? OR what is one logical fallacy that makes the speech ineffective and why?</i>	<b>Point 3:</b> <i>What is another rhetorical technique that makes the speech effective and why? OR what is another logical fallacy that makes the speech ineffective and why?</i>
Conclusion		
<b>Acknowledge:</b> <i>Restate your thesis. Is the speech effective or ineffective?</i>	<b>Respond:</b> <i>What was your main point? What do you want people to learn from reading your essay?</i>	

Red: paragraph 1

Blue: body paragraphs (2,3,4)

Purple: paragraph 5

**In the box below, please write your five-paragraph essay, answering the question: Is the speech effective? Why or Why Not?** *Feel free to expand the text box as needed.*

**RUBRIC**

<b>5 (90 – 100)</b>	<b>4 (80 – 89)</b>	<b>3 (70 – 79)</b>	<b>2 (60 – 69)</b>	<b>1 (59 or less)</b>
<p>The annotated copy of the speech <b>correctly and clearly identifies</b> any rhetorical techniques, logical fallacies, and parts of the speech that the student thinks are effective or ineffective. The student <b>thoroughly</b> completed the brainstorming map and graphic organizer and utilized those tools to write their final essay. The essay contains <b>five extremely well-written</b> paragraphs, a strong thesis statement, and well-reasoned, strongly-supported points and evidence from the speech. The points directly support the thesis.</p>	<p>The annotated copy of the speech <b>clearly identifies</b> any rhetorical techniques, logical fallacies, and parts of the speech that the student thinks are effective or ineffective. The student completed the brainstorming map and graphic organizer and utilized those tools to write their final essay. The final draft of the essay contains <b>five well-written</b> paragraphs, a strong thesis statement, and well-reasoned, strongly-supported points and evidence from the speech. The points support the thesis.</p>	<p>The annotated copy of the speech <b>identifies most of the</b> rhetorical techniques, logical fallacies and parts of the speech that the student thinks are effective or ineffective. The student <b>mostly</b> completed the brainstorming map and graphic organizer and <b>mostly</b> utilized those tools to write their final essay. The final draft of the essay contains <b>five mostly well-written</b> paragraphs, a thesis statement, and points that are somewhat supported. The points somewhat support the thesis.</p>	<p>The annotated copy of the speech <b>identifies a few</b> rhetorical techniques, logical fallacies and parts of the speech that the student thinks are effective or ineffective. The student <b>somewhat</b> completed the brainstorming map and graphic organizer and <b>somewhat</b> utilized those tools to write their final essay. The final draft of the essay contains <b>less than five paragraphs or five poorly written paragraphs</b>. There is not a strong thesis statement, and the points are not well-supported or aligned with the thesis.</p>	<p>The annotated copy of the speech incorrectly <b>identifies or does not identify the</b> rhetorical techniques, logical fallacies and parts of the speech that the student thinks are effective or ineffective. The student <b>barely or did not</b> complete the brainstorming map and graphic organizer and barely or did not utilize those tools to write their final essay. The final draft of the essay is disorganized and has no clear paragraph structure. The essay includes a weak thesis that is not well supported.</p>
<b>Final Score:</b>	<b>Comments:</b>			