

INSTRUCTIONAL TASK 16 MODEL

TASK 16 SPEECH

STEP 1: *Review the elements of SPEECH with students.*

Social: related to people/groups living together, can include issues such as gender and ethnicity.

Political: related to gaining, seeking, and organizing power and/or the function of government in making, enforcing, and interpreting laws

Economic: related to how people meet their basic needs, including the production, distribution and consumption of goods; domestic and international trade, monetary policies and taxation

Environmental: related to the climate, geography, or attitude (ie, a climate of fear)

Cultural: related to technology, arts, and institutions of a group.

Historical: related to the impact on future events

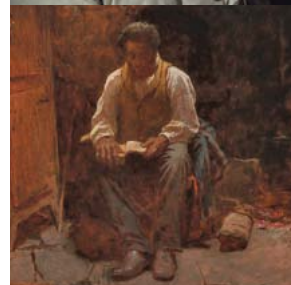
STEP 2: *Select a text or set of texts for students to examine.*

EVIL EMPIRE SPEECH

by Ronald Reagan

REMARKS AT THE ANNUAL CONVENTION OF THE NATIONAL ASSOCIATION OF EVANGELICALS
(FROM: THE EVIL EMPIRE—COLLECTION #10001)

STEP 3: *Students read the selected texts without stopping.*



INSTRUCTIONAL TASK 16 MODEL (continued)

STEP 4: *Students then re-read the text, prepared to annotate the text using SPEECH. They will identify key ideas, facts, and arguments as Social, Political, Economic, Environmental, Cultural, and/or Historical.*

Well, I think the refusal of many influential people to accept this elementary fact of Soviet doctrine illustrates a historical reluctance to see totalitarian powers for what they are. We saw this phenomenon in the 1930s. We see it too often today.

This doesn't mean we should isolate ourselves and refuse to seek an understanding with them. I intend to do everything I can to persuade them of our peaceful intent, to remind them that it was the West that refused to use its nuclear monopoly in the forties and fifties for territorial gain and which now proposes 50 percent cut in strategic ballistic missiles and the elimination of an entire class of land-based, intermediate-range nuclear missiles.

At the same time, however, they must be made to understand we will never compromise our principles and standards. We will never give away our freedom. We will never abandon our belief in God. And we will never stop searching for a genuine peace. But we can assure none of these things America stands for through the so-called nuclear freeze solutions proposed by some.

The truth is that a freeze now would be a very dangerous fraud, for that is merely the illusion of peace. The reality is that we must find peace through strength.

I would agree to a freeze if only we could freeze the Soviets' global desires. A freeze at current levels of weapons would remove any incentive for the Soviets to negotiate seriously in Geneva and virtually end our chances to achieve the major arms reductions which we have proposed. Instead, they would achieve their objectives through the freeze.

A freeze would reward the Soviet Union for its enormous and unparalleled military buildup. It would prevent the essential and long overdue modernization of United States and allied defenses and would leave our aging forces increasingly vulnerable. And an honest freeze would require extensive prior negotiations on the systems and numbers to be limited and on the measures to ensure effective verification and compliance. And the kind of a freeze that has been suggested would be virtually impossible to verify. Such a major effort would divert us completely from our current negotiations on achieving substantial reductions.

INSTRUCTIONAL TASK 16 MODEL (continued)

SPEECH ORGANIZER

TOPIC: Arms Race/Nuclear Weapon Reduction

S

(social)

- many influential people fail to see totalitarianism for what it is
- However, the US should not isolate itself.....rather come to an understanding
- We will never give away our freedom

P

(political)

- freeze would remove any incentive for the Soviets to negotiate seriously about arms control
- impossible to verify if the Soviets were in fact reducing arms.
- "Peace through Strength"
- would prevent modernization of our "aging" defenses and allied defenses, increased vulnerability
- extensive negotiations and possible compliance issues

E

(economic)

- Interestingly, no mention of economic hit that cutting defense would be

E

(environmental)

- "Cold War" mentality, "arms race", climate of mutual fear and mistrust

C

(cultural)

- Most Americans believe in God, will not stop doing that

H

(historical)

- remind them it was the West that refused to use its nuclear monopoly in the '40s and 50's for territorial gain
- we saw totalitarianism in the 1930's

STEP 5: Once the re-read is complete, students tabulate and rank the categories most represented in the text; determining which category houses the most information. A graphic organizer is provided in the Word document and an example is shown here.

(This is a SMART ART graphic, it can be easily adapted to make more pertinent categories bigger, should students have technology available; this makes it very obvious immediately which is the most pertinent category.)

TABULATION: *Arms Race/Nuclear Weapon Reduction*

STEP 6: Students organize this information into a thesis statement or an opinion based on how they categorized the key ideas and create a plan for writing/presenting the information.

THESIS: *In the 1980's the Cold War mentality pervaded the political landscape. Ronald Reagan used this climate of mistrust and re-enforce the view of the Soviets as "godless", and thereby morally inferior, to further his agenda of limiting the reduction of nuclear arms*

INSTRUCTIONAL TASK 16 MODEL (continued)

STEP 7: *Students then begin writing by building connections between the facts or ideas and their categories, making general statements explaining why a particular element best represents social elements, political elements and so on.*

Regan roots the topic in its "history", by referring to the dictatorships that lead to the outbreak of WW2, as well as the US "generosity" in not furthering territorial gain through nuclear force, again showing the "moral superiority" of the US.

DI/EXTENSION

1. explanatory essay about the topic
2. argumentative essay defending their categorizations of ideas
3. small (2-3 students) group discussion comparing categorizations and defending selections
4. class discussion about the categorizations leading to student generated questions for further research

What made you categorize the Cold War as "environmental"

TV shows or movies from that era always have "Soviet" bad guys... it is obvious they were the "enemy" and a threat in every way . . . this is a cultural "climate"

Evaluate the CONTENT:

Is the content of the argument correct or incorrect?
If it is correct, is it logical or illogical?

Evaluate the CONTEXT:

Is an argument necessary or appropriate for the content or situation?
Is the argument relevant to the circumstances in which is presented?

SUMMARY:

Using the elements of a strong argument, prove your case about the argument in question.