

INSTRUCTIONAL TASK 16

TASK 16 SPEECH

SPEECH teaches students a simple thematic organizational strategy that allows them to analyze informational text for main ideas, inferences, and author perspective. It also allows students to approach argumentative and explanatory writing in a methodical way. Many social studies standards require students to examine and understand social, political, economic, environmental, cultural, and historic elements of events, documents, and individuals; the mnemonic device of SPEECH allows students to categorize the information from a text and then create arguments or explain events in the same categorized/organized way. Many students are lacking a clear, initial vision of the topic but by categorizing what they know/learned into SPEECH they can focus and organize their writing. Once students are familiar with the mnemonic device this strategy can be adapted for use with any text, explanatory writing, or speaking/listening assignment. This strategy can be used to help students sift these categories out of a text first, then determine the main idea (helpful with texts that might be advanced).

Steps Outlined:

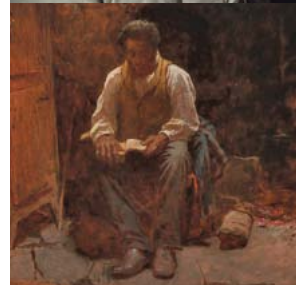
1. Select a text or set of texts for students to examine.
2. Students read the selected texts without stopping.
3. Review the elements of SPEECH with students.
4. Students then re-read the text, prepared to annotate the text using SPEECH. They will identify key ideas, facts, and arguments as Social, Political, Economic, Environmental, Cultural, and/or Historical.
5. Once the re-read is complete, students tabulate and rank the categories most represented in the text; determining category houses the most information. A graphic organizer is provided below.
6. Students then 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.
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.

Options for Step 7.

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

Source:

Fitzpatrick, Anthony. Social Studies can be SPEcTacular. New Jersey: American Institute for History Education. 2011.



INSTRUCTIONAL TASK 16 (continued)

ADDITIONAL INFORMATION FOR USING SPEECH

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

Note: Social and Cultural maybe combined for students having difficulty distinguishing the two. Also, Environmental and Historical can be eliminated. The systematic categorization of information from the text or in writing is more important than the differentiation between those elements. Use the mnemonic device of SPEctacular (or SPEcial or SPEcifics) rather than SPEECH if students are struggling with these distinctions.

SPEECH ORGANIZER

TOPIC:

S

(social)

P

(political)

E

(economic)

E

(environmental)

C

(cultural)

H

(historical)

THESIS: