

Duration: 3 class periods of 45-55 minutes

Advice to a Presidential Candidate Prompt:

As the U.S. Presidential election season heats up, the voices of America's diverse citizenry cry out, expressing the people's needs, opinions, and visions for the future. In the midst of all these competing voices, the Presidential candidates have to carefully consider what they say in return. Imagine that you have the opportunity to speak privately to the candidate of your choice before he or she makes an important speech. What would you tell him or her to say to America?

In a multi-paragraph essay, discuss the advice you would give to a presidential candidate on a speech to be made to the American public. Include facts and details to support your discussion.

As you write, remember your essay will be scored based on how well you:

- develop a multi-paragraph response to the assigned topic that clearly communicates your controlling idea to the audience.
- support your controlling idea with meaningful examples, reasons, and information based upon your research or readings.
- organize your essay in a clear and logical manner, including an introduction, body, and conclusion.
- use well-structured sentences and language that are appropriate for your audience.
- edit your work to conform to the conventions of standard American English.

Day One: Consider Candidate Speeches and Topics (online)

- 1) Students read the prompt and highlight key verbs phrases (underlined above) that explain the task. Then, working independently or with a partner, they put the key verb phrases in the left column of the "Do What" T Chart. Teacher draws a T Chart on the board and elicits the verb phrases from the students. (5 minutes)
- 2) In the right column, students write (in their own words) what the verb phrase and the prompt are asking them to do. Teacher completes the right column of the T Chart on the board using students' responses. (5 minutes)
- 3) In pairs and then as a class, discuss the following:
 - a. Why would it be difficult to give a speech to the American people?
 - b. What do candidates have to consider when they give a speech?
 - c. What might a candidate do or say that would make him lose votes? (15 minutes)
- 4) Students begin their research. At their computers, students open a Web browser. Teacher gives each student a copy of Developing Informative Content. Students visit the following Web sites for their research while completing the worksheet with different types of details they would like to use in their essay:
 - a. CNN Election Center
 - b. NPR Election 2008
 - c. iSEEK Education Election 2008 Resources
 - d. iSEEK Education Preparing a Speech Resources (30 minutes)
- 5) Students complete their research and prewriting activity for homework.

Day Two: First Draft (online)

- 1) Using their prewriting materials to guide them, students begin drafting their essay in MY Access! Teacher circulates throughout the classroom or computer lab, spending a few minutes with each student discussing the direction of his/her essay. If they wish, students may submit once after 20 minutes. After a student has submitted, the teacher should focus his/her instruction on making sure that the student understands the feedback he/she received. (30 minutes)
- 2) Students submit again. They should receive a holistic score and, paging down, should find "My Tutor Revision Goals." Students should select the first two revision goals under "Focus and Meaning," and write the goals in their writers' journals as reminders. (3 minutes)
- 3) Teacher asks students for one revision goal and copies it onto the board. Teacher reviews any necessary vocabulary, like "thesis statement." Students suggest strategies for how one would complete the example revision goal. For example, if the revision goal is "Understand and write for your audience," students might suggest, "If you are addressing a presidential candidate, you should use formal language." (7 minutes)
- 4) Using the [Revision Plan Guidelines](#), students copy their revision goals under MY Goals. Then, considering his/her specific essay, each student brainstorms strategies to achieve his/her goals. Teacher circulates throughout the classroom, ensuring that each student fully understands his/her goals. (10 minutes)
- 5) Students may begin working on a second draft of their essays for homework if they so choose.

Day Three: Second Draft (online)

- 1) Teacher distributes [Giving Advice Activity](#). Teacher calls on one student to read the directions and another student to read the first quote. Class discusses the first quote together. The quote offers a **reason**. The speaker also states the **fact** of the six to eight month negotiation and the **anecdote** of the Israeli response to Syria. Verbs that indicate that Baker is giving advice include **advise** and **think**. (10 minutes)
- 2) Students complete the worksheet in pairs and review as a class. In the review, the teacher should focus on the last question, allowing students to think about the different ways one can advise and which ways are most effective or compelling. (10 minutes)
- 3) Students use the rest of class to complete a second draft, keeping in mind their revision goals, the details they generated in the Developing Informative Content worksheet, and the techniques discussed while completing the Giving Advice Activity. (30 minutes)