

Inspired by Lincoln: Student Speech Writing Competition

Teacher Resource Kit

October 7, 2016

Dear Educator,

We are excited to collaborate with you to give the young people in our city the opportunity to think critically about the problems we face and a platform in which to make their own voices heard and be civically engaged. Abraham Lincoln demonstrated his ability to move others with his words through many of his speeches, and this competition asks students to do the same! They will identify a contemporary issue, local, national or global, and write a short, persuasive speech about it with the hope that their speeches can also move others. Winners will be chosen for each grade band, and those winning students will be invited to the Museum to read their speeches at our Presidents' Day event on Monday, February 20, 2017. **This resource kit outlines key dates, submission information, classroom activities and much more to help you implement this contest in your classroom.**

The Chicago History Museum (CHM) is proud to offer the **Inspired by Lincoln: Student Speech Writing Competition** in conjunction with our exhibition *Lincoln's Undying Words* which explores Abraham Lincoln's changing views towards slavery and racial equality through five of his key speeches: A House Divided, 1858; his First and Second Inaugurals, 1861, 1865; the Gettysburg Address, 1863; and the Speech on Reconstruction, 1865. Presented with the Abraham Lincoln Presidential Library and Museum, *Lincoln's Undying Words* features many important artifacts including Lincoln's presidential carriage and his death bed. Along with the speech writing competition we hope you will consider planning a field trip to the Chicago History Museum to see *Lincoln's Undying Words* which is open through February 20, 2017.

Please feel free to modify these following materials as you incorporate the competition into your classroom instruction, and don't hesitate to contact us with any questions about the competition or the additional resources around Abraham Lincoln and the Civil War. We wish your students luck and hope you enjoy the competition.

Sincerely,

Heidi Moisan  
School Programs Manager

Megan Clark  
School Programs Coordinator

### Contest Logistics

#### Speech Writing Prompt:

*During Lincoln's political career the country was torn over issues of equality and slavery. Many of his speeches thoughtfully addressed these questions and reflected his personal growth and changing views.*

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What are you passionate about? What are some issues that you think currently challenge our communities, city, country and world? What do you wish to learn and share about this issue, with the hope to inspire others?

**Choose a local, national, or global issue that you care about. Write a persuasive speech that outlines the issue and propose two or three ways in which we can address it to better our city, country, or world.**

#### Key Dates:

- Monday, October 18, 2016 — Online Submission Opens at Noon please read through the submission guidelines on page 3 for important information.)
- Thursday, December 15, 2016 — Online Submission Closes at 5:00 PM
- Monday, January 16, 2017 — Contest Winners Announced via email
- Monday, February, 20, 2017 — Contest Winners Read Speeches at CHM's Presidents' Day event

#### Contest Sections:

The competition is organized into four grade band sections with different word count requirements:

- Grades 5-6 — word count 250-350 words
- Grades 7-8 — word count 250-350 words
- Grades 9-10 — word count 600-700 words
- Grades 11-12 — word count 600-700 words

#### Awards:

- Each section will have ONE overall winner.
  - Overall winners will have the opportunity to read their speech at the 2017 Presidents' Day Program at CHM, receive a trophy, and a membership to CHM for their family.
  - The teacher of the overall winner will receive funding for one bus (up to \$200) for a field trip to CHM and a membership to CHM.
- Each section will also have 3 honorable mentions. One each for best local, national, or global issue.
  - Honorable mentions will receive a ribbon for their achievement.
- Each student entered into the competition will receive a certificate.

### Submission Guidelines

- For submitted speeches, students should work individually, not in pairs or groups.
- The teacher or contest organizer should submit entries on behalf of the student. **(Note: please send the top 3 submissions per self-contained class OR 3 submissions per section of a course.)**
- All submissions will be uploaded via JotForm. This will become available October 18 at Noon. You will need the following information to complete the form. Please keep in mind that you will NOT be able to start the form, leave it, and start again.
  - Teacher/School Information:
    - Name
    - Email Address
    - Teacher Phone Number
    - School Name
    - School Address (including city, state, and zip code)
    - Overall Number of Students who wrote speeches
    - Number of Submissions Total (Up to 3)
  - Student Information (per submission):
    - Name
    - Grade
    - Topic (Local, National, Global)
    - Word Count
  - When uploading the speech file, it should be a Word Document or PDF. No Google docs, please.

This document should contain the speech, and at least three references for the information used in the speech. The header of the document should include the student's name and school; note, these will be blocked out during the judging process.

## Suggested Process and Other Classroom Resources

### Suggested Process:

We recommend that the **Inspired by Lincoln: Student Speech Writing Competition** be integrated into classroom instruction through a mini-speech writing competition, or as part of a persuasive writing unit.

- Analyze one or more of Lincoln's speeches with students laying the foundation for writing their own speeches using the enclosed resources.
- Have students select a local, national, or global issue we face and select a topic using the Topic Selection graphic organizer.
- Use the Speech Outline organizer to begin writing speeches.
- Write speeches.
  - One tip for young writers is the acronym:  
O-R-E-O (Opinion, Reasons, Elaborate, Opinion Restated).
- Give students the chance to deliver their speeches in front of a classroom audience.
- Select up to three speeches per class or course section to submit to the contest.

### Speech Writing Classroom Resources:

- Standards Alignment (page 5)
- Topic Selection graphic organizer (pages 6 and 7)
  - We recommend students complete a few so they can consider multiple speech topics.
- Speech Outline graphic organizer (pages 8 and 9)
  - This can be used by the students to begin to map out their speech.
- Written Speech Rubric (page 10)
  - This rubric can be used for the classroom competition and **will be used by the judges** for the official competition.
- Speech Presentation Rubric (page 11)
  - This rubric can be used by the classroom audience while students are delivering their speeches.
- Parent Information and Permission Form (page 12)
- Certificate for participation at the classroom level — ready to print and distribute. (page 13)
- Additional Resources List
  - Online materials from CHM & links to writing resources from national organizations (page 14)
- Lincoln's Speech Analysis worksheet
  - This worksheet can be used in conjunction with the speeches featured in *Lincoln's Undying Words*.

Feel free to adapt this process and these resources for your classroom use as needed.

### Learning Standards Alignment:

**Common Core State Learning Standards** — Students are encouraged to read closely and integrate content from a variety of media and formats and to formulate that information into a written speech and to present that speech before others.

#### Anchor Standards

- Reading 1 and 7;
- Writing 1 and 7;
- Speaking and Listening 1 and 4;
- Language 5

**IL State Social Science Standards** — Students think critically about current issues , investigate solutions, and use the speech competition as a platform in which they can make their voices heard.

<u>5th Grade</u>	<u>6th-8th</u>	<u>9th-12th</u>
- SS.IS.3.3-5	SS.IS.3.6-8	SS.IS.1.9-12
- SS.IS.4.3-5	SS.IS.4.6-8MC	SS.IS.4.9-12
- SS.IS.5.3-5	SS.IS.5.6-8MC	SS.IS.5.9-12
- SS.IS.6.3-5	SS.IS.6.6-8MC	SS.IS.6.9-12
- SS.IS.7.3-5	SS.IS.7.6-8	SS.IS.7.9-12
- SS.CV.4.5	SS.CV.3.6-8MC	SS.CV.7.9-12

**C3 Framework** — In choosing a topic and writing a speech students develop questions, engage in civic inquiry, and utilize sources and communicate their conclusions and recommendations for action.

<u>End of Grade 5</u>	<u>End of Grade 8</u>	<u>End of Grade 12th</u>
- D1.1.3-5	D1.1.6-8	D1.1.9-12
- D1.5.3-5	D1.5.6-8	D1.5.9-12
- D2.Civ.10.3-5	D2.Civ.10.6-8	D2.Civ.10.9-12
- D2.Civ.13.3-5	D2.Civ.13.6-8	D2.Civ.13.9-12
- D2.Civ.14.3-5	D2.Civ.14.6-8	D2.Civ.14.9-12
- D3.2.3-5	D3.2.6-8	D3.2.9-12
- D3.4.3-5	D3.4.6-8	D3.4.9-12
- D4.3.3-5	D4.3.6-8	D4.3.9-12
- D4.7.3-5	D4.7.6-8	D4.7.9-12

## Topic Selection

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Speech Writing Prompt:

*During Lincoln's political career the country was torn over issues of equality and slavery. Many of his speeches thoughtfully addressed these questions and reflected his personal growth and changing views.*

What are you passionate about? What are some issues that you think currently challenge our communities, city, country and world? What do you wish to learn and share about this issue, with the hope to inspire others?

**Choose a local, national, or global issue that you care about. Write a persuasive speech that outlines the issue and propose two or three ways in which we can address it to better our city, country, or world.**

What is the issue?	This issue is (circle one):    Local                      National                      Global
Who does it impact most ? Has it impacted you? How?	
What do you already know about this issue?	
What questions do you have about this issue?	
Where can you find out more information? Who could you talk to?	

How have others tried to solve this issue?

Why has it been difficult to solve?

What are your ideas for solving this issue?

Who should be included in the solution?

Why are you interested in this topic?

# Speech Outline

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Use this page to take notes and to help you as you write your speech.**

**Think about why your issue is important.**

*What issue is your speech about? Who does it impact? How?*

*Why is this a relevant issue today? Why should people care?*

**Introduce the issue with background information and facts. Don't forget to include where these facts are coming from.**

*Background/Facts:*

*Source:*

*Background/Facts:*

*Source:*

*Background/Facts:*

*Source:*

*Background/Facts:*

*Source:*



## Speech Outline

**What actions do you propose people take? What outcome do you hope will be achieved?**

*Action:*

*Outcome:*

*Why:*

*Action:*

*Outcome:*

*Why:*

*Many speech writers highlight key phrases and appeal to their listeners' emotions. Write down any key words or phrases that will make your speech stronger and draw in your listeners.*

*Summarize the issue and steps needed to bring about action!*

Written Speech Rubric (Content)

Category	Rating 4: Excellent	Rating 3: Good	Rating 2: Satisfactory	Rating 1: Needs Improvement
Focus	The student has strongly stated the issue and identifies its relevance, and provides two or more appropriate ways to address the issue.	The student clearly states the issue and provides one or two ways to address it.	The student mentions an issue but doesn't suggest ways to address the issue.	The student has not clearly stated an issue and does not propose any solutions.
Elaboration & Support	The student uses a variety of evidence (facts/background information) from two or more sources and detailed facts in their call to action.	The student uses a few pieces of evidence from at least two sources and facts in their call to action.	The student mentions one piece of evidence from one source in support of their stance.	The student does not include any support information.
Conventions	The student uses exemplary word choice and grade appropriate sentence structures which allows the reader to understand and connect with the speech.	The student makes good word choices and uses a variety of grade appropriate sentence structures which enable the reader to understand the speech.	The student uses simple words and sentence structures to convey meaning.	The student writing is contradictory and the speech does not make sense.

\*Please note, this rubric will be used by the Chicago History Museum during the judging process.

## Speech Presentation Rubric

Category	Rating 4: Excellent	Rating 3: Good	Rating 2: Satisfactory	Rating 1: Needs Improvement
Speaking	The student's voice is clear and loud enough at all times. Avoids 'ums', 'ers', and 'likes' completely and speaks with excellent pacing.	The student's voice is mostly clear loud enough, generally avoids 'ums', 'ers' and 'likes' and speaks with good pacing.	The student's voice is somewhat clear, loud enough, uses 'ums', 'ers', and 'likes' and pacing is rushed/slow.	The student can barely be heard, uses 'ums', 'ers', and 'likes' often, and has very rushed/slow pacing.
Mannerisms	The student maintains eye contact with the audience, is poised and has the attention of the audience.	The student mostly has eye contact with the audience and seems comfortable in front of the audience.	The student sometimes has eye contact with the audience and is uneasy in front of the audience.	The student does not have any eye contact with the audience and is clearly uncomfortable and distracted in front of the audience.
Style	The student is enthusiastic and passionate about the topic when giving the speech, and leaves a lasting good impression.	The student is eager and seems mostly passionate about the topic. The speech leaves a good impression on the listener.	The student is sometimes enthusiastic and passionate about the topic. The speech is somewhat memorable.	The student is not enthusiastic or passionate about the topic. The speech does not leave an impression on the listener.

\*Please note, this rubric was designed for educators holding a classroom competition.

Date: \_\_\_\_\_

Dear Guardian,

The \_\_\_\_\_ grade class at \_\_\_\_\_ will be participating in the **Inspired by Lincoln: Student Speech Writing Competition** organized by the Chicago History Museum. During this competition students will be researching and writing short speeches on a topic of their choosing related to a local, national, or global issue. Winning classroom speeches will be digitally submitted to the Chicago History Museum. Submitted work will be kept and may be used by the Museum in educational programming and resources. In these uses, student's identity will not be revealed.

The overall winner selected for each grade band will have the opportunity to read his/her speech at the Presidents' Day Program at the Chicago History Museum on Feb. 20, 2017, and will receive a family membership.

Please return the bottom portion if you would like to have your child to have the opportunity for their essay entered in the competition.

Best wishes,

\_\_\_\_\_  
☐ Yes, I consent for my child to have the opportunity to be entered in the Inspired by Lincoln Speech Writing Competition.

☐ No, I do not consent for my child to have the opportunity to be entered in the Inspired by Lincoln Speech Writing Competition.

Name of Child: \_\_\_\_\_

Guardian Name (Printed): \_\_\_\_\_

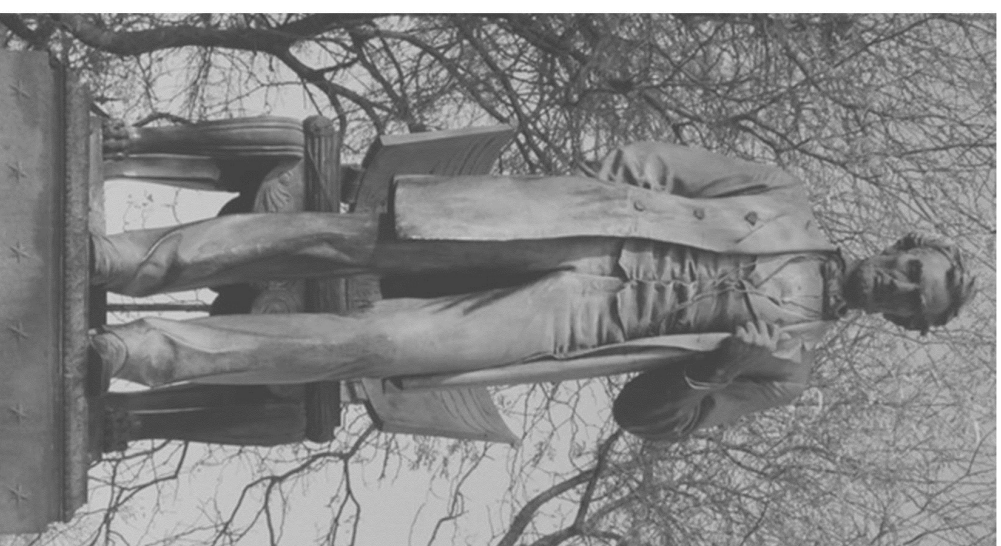
Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Certificate of Completion

This certificate is awarded to

In recognition of your speech for the  
*Inspired by Lincoln: Student Speech*  
*Writing Competition*



Principal Signature

Date

Teacher Signature

Date

### Additional Resources:

#### Lincoln Resources from the Chicago History Museum:

- Full Text of Lincoln's Speeches from *Lincoln's Undying Words*
    - "A House Divided" - 1858; "First Inaugural" - 1861; "Gettysburg Address" - 1863; "Second Inaugural" - 1865; "Speech on Reconstruction" - 1865"
  - Lincoln's Speech Analysis Worksheet (page 15)
  - Abraham Lincoln Lessons from the Chicago History Museum:
    - These four lessons examine key subjects and events in Lincoln's lifetime. Each lesson includes high-quality reproductions of images and documents from the Museum's collection as well as background information, analysis questions, instructional strategies, and extension activities. They can be used together or as stand alone lessons.
    - Lesson 1: "A House Divided: Slavery in the United States"
      - <http://www.chicagohistory.org/documents/education/CHM-L1-HouseDivided.pdf>
    - Lesson 2: "The Union is Perpetual: Lincoln is Elected"
      - <http://www.chicagohistory.org/documents/education/CHM-L2-UnionisPerpetual.pdf>
    - Lesson 3: "A New Birth of Freedom: Black Soldiers in the Union Army"
      - <http://www.chicagohistory.org/documents/education/CHM-L3-NewBirthofFreedom.pdf>
    - Lesson 4: "With Malice Towards None: Lincoln's Assassination"
      - <http://www.chicagohistory.org/documents/education/CHM-L4-MaliceTowardNone.pdf>
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#### Online Speech Analysis and Writing Tools

- Read, Write, Think — "Difference Between Persuasive and Argumentative Writing"
  - [http://www.readwritethink.org/files/resources/lesson-docs/Difference\\_Between\\_Persuasive\\_Argumentative.pdf](http://www.readwritethink.org/files/resources/lesson-docs/Difference_Between_Persuasive_Argumentative.pdf)
- Read, Write, Think — "Analyzing Famous Speeches as Arguments"
  - <http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-famous-speeches-arguments-30526.html?tab=4>
- National Archives and Records Administration "Sound Recording Analysis"
  - [https://www.archives.gov/education/lessons/worksheets/sound\\_recording\\_analysis\\_worksheet.pdf](https://www.archives.gov/education/lessons/worksheets/sound_recording_analysis_worksheet.pdf)
- National Archives and Records Administration "Written Document Analysis"
  - [https://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](https://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf)

Name: \_\_\_\_\_

## Lincoln's Speech Analysis Worksheet

Name of Speech: \_\_\_\_\_

Where was this speech given?

Who is in the audience? What was the occasion for the speech?

What is the main idea of the speech?

Why do you think this speech was relevant at the time?

Speeches often include powerful language to stir up the emotions of the listener. Write 1-2 phrases you found most powerful in the speech.

How do/did the phrases above make you feel?

Re-write the phrase in your own words.

What does Lincoln want listeners/readers to take away from this speech?