

Researched Persuasive Speaking: The Patient Protection and Affordable Care Act (PPACA)
Tennessee State Standards for Literacy in CTE Aligned Activity

This resource is best for:

Teachers of:	Medical Therapeutics*	Career Cluster:	Health Science
Addressing Standard(s):	Career Planning and Compliance: Standard 6	Grade-Band:	9-10, 11-12
In alignment with CTSO:	HOSA: Future Health Professionals www.tennesseehosa.org , www.hosa.org	CTSO Event: (if applicable)	Researched Persuasive Speaking

*Teachers can use this activity to develop an understanding of various medical issues and controversies in healthcare to meet standards covered in this course as well as others. This lesson can be adapted for use in other courses with other standards requiring research and presentation of an issue in a persuasive argument in both a research paper and in a prepared speech.

Learning Objective: The goal of this activity is to improve students’ skills in researching a health issue, preparing written documentation supporting a thesis, and presenting information orally while practicing the skills necessary to become proficient in the Tennessee State Standards for Literacy in Technical Subjects. Teachers can use this activity to develop an understanding of how to critically evaluate health issues such as legislation that affects the healthcare industry to meet standards covered in the course. Discussions in class, reading, researching, and writing exercises are coordinated in class to help students construct a technical meaning of their research in a way that “sticks.”

The following should be used during this teaching:

- Essays should be evaluated using the Tennessee 9-12 ELA Argument Rubric, found at <http://tncore.org/sites/www/Uploads/TNCORE/Rubrics/OpArgRubric-Gr9-12-Literacy.pdf>.

CTSO Competition Overview: Competitors shall write a paper and develop a speech in which they must take a stand, either in favor of or opposed to a health-related issue. Two topic areas will be selected each summer and will be announced in HOSA publications. Competitors select one of the topics and develop a speech and written paper to reflect the position taken on the selected topic, either for or against, supporting one position or the other.

The competitive event guidelines needed for this activity are:

- **Researched Persuasive Speaking:** These guidelines are available through the national HOSA website.

Tennessee State Standards for Literacy in Technical Subjects addressed by task		
Strand	Grades 9-10	Grades 11-12
TN Reading for Technical Subjects: Key Ideas and Details	<p>1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p>	<p>1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p>
	<p>2. Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>	<p>2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>
TN Writing for Technical Subjects: Text Types and Purposes	<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>1b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>1e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s) from alternate or opposing claims, distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases</p> <p>1c. Use words, phrases, and clauses as well as the varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>1e. Provide a concluding statement or section that follows from or supports the argument presented.</p>

Tennessee CTE Standards addressed by this activity	
Medical Therapeutics	<p>Career Planning and Compliance</p> <p>6. Construct an argumentative essay developing a claim about the impact of a specific piece of local, state or federal legislation (such as, but not limited to, bans on smoking, changes to entitlements, etc.) on the health of Tennessee. Develop claim(s) and counterclaim(s) fairly, supplying data and evidence for reasoning, including an accurate summary of the legislation. (TN Reading 1, 2; TN Writing 1)</p>
What key insights should students take from this activity?	
<p>1. The Patient Protection and Affordable Care Act presents numerous challenges for Tennesseans, including:</p> <ol style="list-style-type: none"> Increased number of people having access to healthcare and its effects on the current healthcare system as previously uninsured individuals will have better access to healthcare. Increased need for healthcare professionals, especially primary care physicians and nurse practitioners, in order to meet the increase demand for healthcare services until the supply of providers is able to meet the demands on the system created by the legislation. Increased need for state funding due to the increased number of people qualifying for healthcare services as well as decreased number of employer provided healthcare programs. 	
Writing Mode	Topic
Argumentative	<p>The Patient Protection and Affordable Care Act (PPACA) passed by the US Congress in March 2010 will have both direct and indirect effects on the healthcare system in Tennessee. This legislation will affect the number of people qualifying for healthcare services, the supply and demand of healthcare providers, and state funding required to provide healthcare services to enrolled Tennesseans. Research the pros and cons of the PPACA, and determine whether or not it should be considered beneficial legislation for Tennessee.</p> <p>Write an argumentative research paper and develop a speech on this topic in which you must take a stand, either in favor of or opposed to the PPACA following the guidelines presented in the HOSA Researched Persuasive Speaking competitive event guidelines. Present your speech to the class.</p>
Additional Resources	
<p>Suggested Additional Website References:</p> <ul style="list-style-type: none"> • Healthcare Marketplace • www.hhs.gov/healthcare/rights/ • www.healthcarereform.procon.org • https://www.bcbst.com/health-institute/research/ReformImpact.pdf 	

Potential Lesson Plan Design: This sample lesson plan was created for 90-minute class periods using the HOSA Researched Persuasive Speaking competitive event to instruct Standard 6 in the Medical Therapeutics course in the Health Science career cluster.

This lesson may also be modified to teach any other piece of legislation affecting the health of Tennesseans for this same standard in this course or to teach a standard in other Health Science courses requiring students to research other issues or controversies and form an argument. The number of days or amount of time allotted for the activities can be adjusted at the discretion of the teacher.

Day 1

1. Warm up activity: (10-15 minutes)

- As students enter the classroom, the bell ringer activity should be written on the board: “List any/all governmental legislation affecting our health and the healthcare industry that you are aware.”
- The instructor should afford students three to five minutes to think of and create their lists.
- After students are finished, the instructor should ask for volunteers to share what they have written.

2. Introduce activity and topic: (30 minutes)

- Provide students with an overview of the healthcare legislation, local, state, and/or federal, and its effects on the health of Tennessee.
- Provide students with the HOSA Researched Persuasive Speaking guidelines and instructions for the activity and process. Teacher should provide students with details his/her expectations related to formatting and content. A copy of the HOSA grading rubric for the paper and for the speech is included in the guidelines but the teacher is encouraged to score the paper using the Tennessee ELA Argument Rubric for Science and Technical Subjects.
- Explain to students that they will use their research to develop persuasive essays that will be used as a guide in delivering their speeches on the topic, in this case on the Patient Protection and Affordable Care Act and its effects on the welfare of Tennesseans. Speeches will eventually be presented to the class.

3. Research: (45 minutes)

- The students will begin individual research for information from multiple authoritative print and digital sources, assessing the usefulness of the sources, and citing sources using a standard format specified by the instructor.

Day 2

1. Research (cont’d): (90 minutes)

- Students will continue their individual research for information from multiple authoritative print and digital sources, assessing the usefulness of the sources, and citing sources.

Day 3

1. Create the Outlines: (25 minutes)

- Using the research conducted on the subtopic, students should create an outline for their essays.

2. **Write the Essay:** (45 minutes)
 - Students will construct an essay using relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples pertaining to the selected subtopic.
 - Teacher will grade essays using the Tennessee ELA Argument Rubric for Science and Technical Subjects.
3. **Cite the Sources:** (20 minutes)
 - Review selected format for bibliography with students.
 - Create a bibliography citing the sources that are being used in the essay using a standard format.

Day 4

Speaking Activity

- The teacher will determine the order in which students will give their presentations.
- Using their essays, students will deliver four-minute speeches on the PPACA. The speeches should follow proper public speaking technique using a speaking outline or index cards, not read the essay word-for-word.
- Research papers should be scored using the Tennessee ELA Argument Rubric for Science and Technical Subjects and speeches should be scored using the rubric provided here in the [HOSA Researched Persuasive Speaking Event Guidelines](#).

Scaffolding and support for special education students, English language learners, and struggling readers: Consider pre-teaching synonyms of difficult vocabulary words. Lower-level readers and ELL students can still be challenged without being overloaded with difficulty. This strategy can also be used to differentiate for stronger readers by introducing new, and more challenging, vocabulary. Struggling readers would also benefit from visual aids to illustrate many of the ideas presented. A few pre-selected references, pictures, diagrams, and charts alongside the text will go far to aid students as they dissect these resources provided by the teacher.

Note: Social, ethnic, racial, religious, and gender bias is best determined at the local level where educators have in-depth knowledge of the culture and values of the community in which students live. TDOE asks local districts to review these materials for social, ethnic, racial, religious, and gender bias before use in local schools.