

# 2023 - Unit 3 - Argumentative and Synthesis Writing - 2A

Content Area: **English**  
Course(s): **English II**  
Time Period: **January**  
Length: **2 months**  
Status: **Published**

## Unit Overview:

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Students will be able to observe, analyze, and evaluate the use of argument in text. Students will be introduced to rhetorical analysis. Students should be able to compare and contrast opposing viewpoints in rhetoric. Students will be able to analyze rhetoric for audience, purpose, and the craft and structure of persuasive techniques employed in a text. Students will utilize rhetorical and persuasive techniques in their own argumentative writing. Students will synthesize information from sources to develop their own arguments. Students will develop their own argumentative voice in their persuasive speech.

## Essential Questions:

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1. What is rhetoric and how is it used to persuade or influence someone?
2. How are rhetorical devices and persuasive techniques effective tools to influence or persuade an audience?
3. How do speakers use ethos, pathos, and logos to appeal to a listener's sense of character, emotion, and logic?
4. How does a speaker's use of reasoning, evidence, and rhetoric establish their point of view?

## Enduring Understandings:

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Students are learning that

- the rhetorical situation exists in every text
- rhetorical devices and persuasive techniques are implemented to influence readers
- students can establish their point of view by employing these techniques in writing and speaking

## Standards/Indicators/Student Learning Objectives (SLOs):

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LA.RI.9-10.2

Determine a central idea of a text and analyze how it is developed and refined by specific

	details; provide an objective summary of the text.
LA.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LA.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
LA.RI.9-10.8	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
LA.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

## **Lesson Titles:**

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1. Introduction to Argument and Rhetoric - key terms: Logos, Pathos, Ethos, rhetorical situation
2. Reading and Analyzing Argument
3. Writing an rhetorical analysis of argument
4. Entering a conversation/debate
5. RST- synthesizing sources to create an argument
6. Writing an argumentative speech
7. Reading drama as an argument /commentary

## 8 Analyzing theme in drama

### **Career Readiness, Life Literacies, & Key Skills:**

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TECH.K-12.P.3

Consider the environmental, social and economic impacts of decisions.

TECH.K-12.P.5

Utilize critical thinking to make sense of problems and persevere in solving them.

### **Inter-Disciplinary Connections:**

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### **Equity Considerations**

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### **Amistad Mandate**

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Topic: Using Rhetoric in Social Protest

Materials Used: What to the Slave is the 4th of July by Frederick Douglass

Addresses the Following Component of the Mandate: Contributions

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

### **Holocaust Mandate**

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Topic: Prejudice/Bigotry

Materials Used: Indians are a People not a Mascot

Addresses the Following Component of the Mandate: Prejudice, Bigotry

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

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### **LGBTQ and Disabilities Mandate**

Topic (Person and Contribution Addresses): Barbara Jordan (LGBTQ)

Materials Used: Speech to the DNC Convention 1976

Addresses the Following Component of the Mandate: Political

- Economic
- Political
- Social

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### **Climate Change**

Greta Thunberg Speech to Global Climate Summit

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### **Asian American Pacific Islander Mandate**

Topic (Person and Contribution Addresses): Malala Yousafzai

Materials Used: Malala Yousafzai, Speech to the United Nations Youth Assembly

Addresses the Following Component of the Mandate: Social

- Economic
- Political
- Social

## **Resources & Materials:**

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### **Themes: Government Authority & the Individual's Response**

#### *Possible Readings:*

Salem Witch Trials Court Documents

McCarthy Trials Historical Resources

The Crucible by Arthur Miller

“Letter to the General Court and Testimony” by Mary Dyer

“Speech in the VA Convention” Patrick Henry

"Speech in the Convention" Benjamin Franklin

"The Crisis" Thomas Paine

“Declaration of Independence”

“What to the Slave is the 4th of July” by Frederick Douglass (Amistad)

“Speech to the DNC Convention 1976” Barbara Jordan (African American & LGBTQ)

“Speech on Child Labor” by Florence Kelley

“Hatred is Unworthy of Us” by Leonard Pitts

“He Showed Us The Way” by Cesar Chavez (Latinx)

“Indians are a People Not Mascots” by Fred Veilleux

Speech to the United Nations Youth Assembly by Malala Yousafzai (AAPI)

Speech to Global Climate Summit by Greta Thunberg (climate change)

Synthesis Prompt- Limits of Free Speech Conversations

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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Recommended strategies and activities include:

- Lecture
- Collaborative group work
- Jigsaw
- Graphic organizers
- Effective questioning
- Cooperative learning
- Conferencing
- Close reading
- Inquiry-based learning
- Individual practice
- Guided practice
- Group work
- Class discussion
- Chunking
- Socratic seminars
- Compare/contrast
- Modeling
- Workshop

## **Formative Assessment:**

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- Do-Nows
  - Vocab Warm ups
  - Grammar Edit the Sentence
  - Effective questioning
  - DOK questioning
  - Class polls
  - Lesson exit tickets
  - Self-assessments
  - Peer-assessments
  - Think-Pair-Share
  - Debriefing
  - Constructed response
  - Hand-signals
  - Misconception check
  - Conferencing
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- Anticipatory Set
  - Closure
  - Warm-Up

## **Summative Assessment:**

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Recommended:

1. Critical reading assessments
  2. Skills based assessments
  3. Synthesis essay - RST
  4. Rhetorical/Persuasive terms assessment
  - 5 Analyzing Rhetoric - essay
  6. Argumentative Speech- using rhetoric
- Alternate Assessment
  - Benchmark
  - Marking Period Assessment

## **Benchmark Assessments**

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Skills-based assessment

Reading responses

Writing responses

## **Alternative Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Modifications**

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### **ELL Modifications:**

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- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

### **G&T Modifications:**

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- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

### **At Risk Modifications**

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The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated



- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

## **IEP & 504 Modifications:**

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\*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts

- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

## **Technology Materials and Standards**

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- Google Suite (Docs, Forms, Slides, and Google Classroom)
- CommonLit
- Achieve3000
- ActivelyLearn
- IXL
- Quizlet
- Turnitin
- YouTube
- Read&Write
- Peardeck
- Blooket
- Jamboard
- GoGuardian
- YouTube
- Canva
- Padlet
- Kahoot
- Edpuzzle
- NoodleTools
- Delsea High School Media Center Databases
- Owl Purdue Writing Lab

## **Computer Science and Design Thinking Standards**

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