

Unit 2: Argumentative & Persuasive Writing 2023

Content Area: **English**
Course(s): **English III**
Time Period: **December**
Length: **2nd Marking Period**
Status: **Published**

Unit Overview:

Students will be able to observe, analyze, and evaluate the use of rhetoric in text and speech. Students will explore rhetoric's ability to persuade, inform, and manipulate its intended audience. In addition to being an audience for rhetoric, students will also engage in a

variety of conversations surrounding rhetoric as part of a class, in small groups, and with a partner. Students must be productive in contributing accurate, relevant information to conversations while also responding to and developing upon what others have said. Students should be able to compare and contrast opposing viewpoints in rhetoric. Students will be able to evaluate all parts of a speech and written rhetoric and analyze 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.

Essential Questions:

What is rhetoric and how is it used to persuade or influence someone?

How are rhetorical devices and persuasive techniques effective tools to influence or persuade an audience?

How do speakers use ethos, pathos, and logos to appeal to a listener's sense of character, emotion, and logic?

How does a speaker's use of reasoning, evidence, and rhetoric establish their point of view?

What makes argumentative and persuasive writing clear and coherent and ensures that is appropriate to its task, purpose, and intended audience?

How does a successful argument prove and support a claim by using valid reasoning and relevant, sufficient evidence?

How do planning, revising, editing, and rewriting help to develop and strengthen argumentative and persuasive writing?

Enduring Understandings:

Rhetoric, modes of persuasion, rhetorical devices, and persuasive techniques persuade or influence a speaker's intended audience.

Writers employ strong rhetoric through the use of effective rhetorical devices and persuasive techniques to influence or manipulate an audience.

Speakers use intentional appeals to an audience's character, emotion, and logic through sufficient reasoning, evidence, and rhetoric to establish their purpose and point of view.

Strong claims, relevant, sufficient evidence, and thorough analysis produce clear and coherent argumentative and persuasive writing that is appropriate to its task, purpose, and intended audience.

A successful argument proves and supports a claim by using valid reasoning and relevant, sufficient evidence along with planning, revising, editing, and rewriting help to develop and strengthen writing.

Standards/Indicators/Student Learning Objectives (SLOs):

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| LA.RI.11-12.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.RI.11-12.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
| LA.W.11-12.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| LA.W.11-12.1.A | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |

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| LA.W.11-12.1.B | Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| LA.W.11-12.1.D | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.W.11-12.2.A | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| LA.W.11-12.2.E | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.11-12.5 | 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.11-12.7 | 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.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals). |
| LA.W.11-12.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. |
| LA.SL.11-12.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |

Lesson Titles:

Recommended lessons include:

- Rhetoric
- Modes of Persuasion
- Rhetorical Devices
- Persuasive Techniques
- Argumentative Writing
- Persuasive Writing
- Rhetorical Analysis
- Problem - Solution Argumentative Research Paper
- Elements of a Tragedy

Career Readiness, Life Literacies, & Key Skills:

Recommended skills include:

- Collaborative learning
- Critical thinking and problem-solving
- Creativity and innovation
- Information literacy
- Media literacy
- Communication
- Collaborative thinking
- Life and career skills
- Global perspectives

Inter-Disciplinary Connections:

Recommended inter-disciplinary connections include:

History

- Roman Republic
- Civil Rights Movement

Sociology

- Socioeconomic status
- Social movements
- Gender roles
- Counterculture
- Stereotypes

SOC.6.1.12

U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Equity Considerations

Amistad Mandate

Topic: Contributions of African Americans to Literature and Society

Materials Used: Speeches by Dr. Martin Luther King Jr. and Sojourner Truth

Addresses the Following Component of the Mandate: To infuse the history of Africans and African-Americans into the social studies curriculum in order to provide an accurate, complete, and inclusive history.

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

Holocaust Mandate

Topic: Native American Tribes

Materials Used: "I Will Fight No More Forever" by Chief Joseph

Addresses the Following Component of the Mandate: Bias and Prejudice

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): Generation Z

Materials Used: "Gen Z Is Here To Help" article on Achieve 3000

Addresses the Following Component of the Mandate: Social and Political Impact

- Economic
- Political
- Social

Climate Change

Topic (Person and Contribution Addresses): Greta Thunberg

Materials Used: "Youth Climate Movement Takes Center Stage" article on Achieve 3000

Addresses the Following Component of the Mandate: Taking Action on Climate Change

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): Segregation and Civil Rights

Materials Used: "Mendez v. Inequality" article on Achieve3000

Addresses the Following Component of the Mandate: Social and Political Impact

- Economic
- Political
- Social

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

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:

Recommended formative assessments include:

- Do-nows
- Effective questioning
- DOK questioning
- Class polls
- Lesson exit tickets
- Self-assessments
- Peer-assessments
- Think-Pair-Share
- Debriefing
- Constructed response
- Hand-signals
- Misconception check
- Conferencing

- Anticipatory Set
- Closure
- Warm-Up

Summative Assessment:

Recommended summative assessments include:

- Unit assessment of rhetorical devices and persuasive techniques
- Unit assessment of the elements of a tragedy
- Skill-based assessment of rhetorical devices and persuasive techniques
- Rhetorical analysis LAT writing assessment
- Problem-solution argumentative research paper RST writing assessment
- Unit matching vocabulary quizzes

- Alternate Assessment
- Benchmark
- Marking Period Assessment

Benchmark Assessments

Skills-based assessment

Reading responses

Writing responses

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials:

Recommended resources and materials include:

Speeches:

“Gettysburg Address” by Abraham Lincoln

"Second Inaugural Speech" by Abraham Lincoln

“I Will Fight No More Forever” by Chief Joseph

“Ain't I A Woman?” by Sojourner Truth

“I Have A Dream” by Martin Luther King, Jr.

“The Hill We Climb” by Amanda Gorman

"Questioning the Universe" by Stephen Hawking

"Nobel Speech" by Malala Yousafzai

"Final Commencement Speech" by Michelle Obama

"His Last Words" by Harvey Milk

Short Stories:

"Occurrence at Owl Creek"

"Assassination of the President"

"The South Secedes"

"Election of 1860"

"An Episode of War" by Stephen Crane

Poem:

"Willie Has Gone to War"

Informational Text:

Student-selected credible resources from the Delsea High School Media Center Databases

G&T Modifications:

- 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

ELL Modifications:

- 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

At Risk Modifications

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:

*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

Recommended technology includes:

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

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| TECH.8.1.12 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.12.C | Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. |
| TECH.8.1.12.D | Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. |
| TECH.8.1.12.D.CS1 | Advocate and practice safe, legal, and responsible use of information and technology. |
| TECH.8.1.12.F | Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. |

Computer Science and Design Thinking Standards
