Unit 8: Rhetorical Analysis

Content Area: **Language Arts Literacy**
Course(s): **English 10 Honors**
Time Period: **Marking Period 4**
Length: **10 Blocks**
Status: **Published**

Course Description

Credits: 5

Prerequisite: 85 in English 9 Honors OR 91 in English 9 CP with teacher recommendation

Grade: 10 This course is designed for the student who has developed an exceptional proficiency in critical reading and thinking as well as advanced writing skills. The literary content of this course is predominantly derived from American literature and connected non-fiction. Quantity and sophistication of selections surpasses that which is called for in the English 10 CP course. Students will study authors such as Benjamin Franklin, Nathaniel Hawthorne, Edgar Allan Poe, Kate Chopin, David Grann, and Herman Melville. Students will do a significant amount of reading independently; in addition, the writing is extensive and more sophisticated. Several research papers and/or problem-based research projects using The BIG6 information literacy model and MLA format is required.

Unit Description

Stage 1-- Desired Results

Unit Purpose: The purpose of Unit 8: Rhetorical Analysis is to study pivotal pieces of American rhetoric to recognize the impact rhetorical devices have the speaker, the speech, and the audience. Students will study mentor texts to facilitate ideas for their rhetorical analysis essay. Additionally, students will brainstorm, confer, peer edit, revise their writings in this unit to produce their final piece.

New Jersey Student Learning Standards: English Language Arts Grades 9 and 10

Explicit:

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.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

C. Use transitions (e.g. words, phrases, 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.

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.

E. Provide a concluding paragraph or section that supports the argument presented.

W.9-10.4. 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.)

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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.

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).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

Apply grades 9–10 Reading standards to nonfiction informational e.g., "Delineate 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 fallacious reasoning").

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

Implicit:

W.9-10.10. 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, and audiences.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization,

punctuation, and spelling when writing.

Understandings:

Students will understand that…

-Rhetoric is the study of how writers and speakers use words to influence an audience.

-A rhetorical analysis explains how each part of the text creates a certain effect.

-Good writers employ all parts of the writing process to create well-developed works.

Essential Questions:

- How do writers and speakers persuade audiences?

- How do audience and occasion impact a speech?

- How does the mode of delivery shape the message?

Students will know…

The persuasive appeals.

-Rhetorical devices and their effects.

-The components of an argument.

-Logical fallacies.

-MLA formatting

Students will be able to…

-Write a rhetorical analysis essay.

- Evaluate and critique a speaker's message.

- Analyze rhetorical devices and persuasive skills.

-Use standard English conventions.

Stage 2 -- Assessment Evidence

Summative Assessments:

Writing On-Demand Skills Assessment

Rhetorical Analysis Essay

Formative Assessments:

Quizzes (3 “Minor” Assessments)- Demonstration of explicitly-taught skills through quizzes

Writer's’s Notebook (5 “Homework” student-selected entries) - Five entries over the course of the unit in which writing skills are explored.

Stage 3 -- Learning Plan

Learning Activities:

-Introduce the standards, essential questions, assessment evidence and corresponding rubrics, and calendar of lessons to students.
-Execute standards-based mini-lessons to develop skills and strategies.
-Collaborate with assigned partners.
-Experience activities where speaking and listening skills are used during Book Talks.

-Confer individually with teacher and peers.

Mini-Lessons

-Logos, Pathos, Ethos introduction

-Speakers triangle

-Logical Fallacy story telling

-Annotations

-Reader's/Writer's Notebook

Resources

All student selected choices available through classroom library, school or public library, or bought buy student.

Works of Study:

from *Julius Caesar*- William Shakespeare

Potential Works of Study:

"Gender Equality is Your Issue Too"- Emma Watson

"Stanford Commencement Speech"- Steve Jobs

"Beyond Vietnam" Dr. Martin Luther King

"Why School Should Start Later in the Day"- Lisa Lewis

"Why Was Harambe the Gorilla in a Zoo in the First Place?" Marc Bekoff

"Labeling the Danger in Soda"- Tina Rosenberg

"September 13 2001: Hatred is Unworthy of Us" Leonard Pitts

SAT Connection:

Command of Evidence, *The Official SAT Study Guide,* p. 55

Words in Context, *The Official SAT Study Guide,* p. 61

Reading Information, *The Official SAT Study Guide,* p. 73

Reading Synthesis, *The Official SAT Study Guide,* p. 87

Writing & Language, *The Official SAT Study Guide,* p. 135-154

Vocabulary:

Students will keep a list of self-selected vocabulary words in their writers' notebooks.

CONSIDERATIONS FOR DIVERSE LEARNERS

Accommodations and Modifications:

Students with Disabilities, English Language Learners,

Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating

- Follow a routine/schedule
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios
- Problem-based learning
- Interest-based research
- Authentic problem-solving

Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Personal vocabulary
- Text-to-speech
- Simplified instructions
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension

- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Strategies and Practices that Support At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Guided reading
- Introduce key vocabulary before the lesson
- Work in a small group
- The lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability
- Choice Boards
- Literature circles
- Project-based learning
- Graphic organizers
- Choice books
- Mini-Workshops to reteach or extend
- Jigsaw
- Goal-setting with students
- Use of a reading buddy

- Exploration based on interest

Strategies and Practices that Support Students with 504 Plans:

- Follow all the 504 plan modifications
- Text-to-speech/audio-recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high-frequency words and phonemic patterns

Standards

LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
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.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LA.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
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.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
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.RI.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of

	themes and significant concepts.
LA.RI.9-10.10a	By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.RI.9-10.10b	By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.
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.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
LA.W.9-10.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LA.W.9-10.1.C	Use transitions (e.g., words, phrases, 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.
LA.W.9-10.1.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.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LA.W.9-10.4	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.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.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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.W.9-10.10	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, and audiences.

LA.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
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.

Anchor Standards

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.K-12.NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.K-12.NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.K-12.NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.K-12.NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
LA.K-12.NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.K-12.NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.K-12.NJSLSA.W10	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, and audiences.

Interdisciplinary Standards

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

A. 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.

B. Develop claim(s) and counterclaims using sound reasoning, 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.

C. Use transitions (e.g. words, phrases, 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.

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.

E. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Holocaust & Amistad Connections

SOC.6.1.12.A.3.h	Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.
SOC.6.1.12.A.3.i	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
SOC.6.1.12.A.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
SOC.6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human

	rights that occurred during the Holocaust and other genocides.
SOC.6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
SOC.6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Computer Science & Design Thinking (CS & DT):

8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.D.4 - Assess the credibility and accuracy of digital content

LGBTQ & Persons With Disabilities

NewsELA - Famous Speeches: Harvey Milk, "The Hope Speech"

The Hope Speech

NewsELA - Famous Speeches: Melvin Boozer at the 1980 Democratic National Convention