Unit 7: Shakespeare & Rhetorical Analysis

Content Area: **Language Arts Literacy**
Course(s): **English 10 CP**
Time Period: **Marking Period 4**
Length: **20 Blocks**
Status: **Published**

Course Description

The English 10 CP course is a survey of American Literature from pre-colonial to present day that includes textbook, novel, essay, and online resources that can be utilized via the Google Classroom and other applications. Students will embrace the approach of Workshop while working through the course curriculum. Teachers will present mentor texts to model/enrich alongside student selections of works that coincide with each unit of study.

Unit Description

Stage 1-- Desired Results

Unit Purpose: Students will deeply explore Shakespeare's *Julius Caesar* to gain understanding of historical context and the richness of Elizabethan text. Additionally, students will learn to rhetorically analyze non-fiction texts, beginning with key speeches from either of Shakespeare's works (i.e. Caesar's speeches). Subsequently, students will explore speeches, seminal documents, editorials, and modern works to see the use of rhetorical devices and appeals. Teachers will provide models and explanations prior to students moving on to independent study. Students will be able to recognize and differentiate rhetorical devices and appeals (Logos, Pathos, Ethos, Kairos) as they appear in both print and multimedia sources. Students will demonstrate mastery of concepts through a rhetorical analysis essay and student-choice project.

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

Explicit:

RL.9-10.1. Cite strong and thorough textual evidence 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.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop

the theme.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

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.

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.

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.

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).

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).

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.

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.

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.

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.

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

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

Use parallel structure.

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

Use a colon to introduce a list or quotation.

Spell correctly.

Implicit:

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.

Understandings:

Students will understand that…

- Drama contains commentary on opinions of the era; students will see how these opinions were formed and how they contrast when placed against modern viewpoints.

- The language of the text contains words that

Essential Questions:

How have characters and people, both in our past and present, successfully brought about change through persuasion?

How can we evaluate, interpret, and dissect information in our world to determine our own thoughts and opinions?

are still used today, however some words have different meanings and others are altogether extinct

-The key elements of texts can be analyzed through a rhetorical lense.

-Texts, in various mediums, offer commentary on similar subjects.

-Authors draw on and transform texts used as source material.

- Both historical and contemporary speeches, both fiction and non-fiction contain appeals to logic, emotion, and credibility (Logos, Pathos, and Ethos)

- Television and print advertisements contain varying means of persuasion (and logical fallacies) and one must understand how to recognize, and in some cases deflect, such presentations

How is language used to manipulate us?

How can rhetorical analysis be employed to evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric? How does rhetoric demonstrate an author's point of view and purpose and evoke a response in the audience?

How do readers analyze the types of evidence an author uses to support the text's central idea, claim or insight?

Students will know…

-Rhetorical Analysis Terms: SOAPSTone, ethos, pathos, logos, kairos, various rhetorical devices (i.e. juxtaposition, contrast, repetition, shift, polysyndeton, epanalepsis, etc.).

Academic Terminology: cite specific textual evidence. Conclusions drawn from the text, strong and thorough textual evidence, read closely, where the text leaves matters uncertain, trace the text's explanation or depiction, impact of author's choices, interpret, advance an explanation or analysis, integrate, interpretations, representation of a subject or key scene, source text, treatment, version

Students will be able to…

Apply practical knowledge, historical/cultural context, background and vocabulary knowledge to read literary nonfiction and seminal documents at grade-level complexity.

Analyze and evaluate an author's point of view, argument, claims, reasoning, and evidence.

Determine and evaluate the impact of nonfiction text structures.

Determine the meaning of words in context.

Perform rhetorical analysis.

Demonstrate knowledge of reading skills through on-demand assessments, critical reading, and discussion.

Stage 2 -- Assessment Evidence

Summative Assessments:

Rhetorical Analysis Essay

Editorial

Formative Assessments:

Quizzes (3 or more "Minor" Assessments)- Demonstration of explicitly-taught skills through quizzes:

HW/CW:

Reader's Notebook (5 "Homework" student-selected entries) - Five entries over the course of the unit in which reading 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.

- Establish each student's prior understanding of reading literature through literary lenses through a relatable hook (story, survey, posing question, etc.) or through individual conferences.

- Read Aloud from mentor texts.

- Think Alouds as part of mini-lessons in which teacher demonstrates the application of literary lenses.

- Execute standards based mini-lessons to develop skills and strategies.

- Identify and employ the tenets of literary theory to analyze and compare texts.

- Engage in protected time for independent reading.

- Engage in small-group reading-skills-based instruction.

- Collaborate with assigned reading partners.

- Experience activities with reading partners where critical reading skills are discussed.

- Confer individually with teacher and peers.

- Demonstrate understanding through various assessments.

Mini-Lessons

Reading complex texts -- vocabulary & background information

Rhetorical Analysis Part I: Evaluating an author's argument, Evaluating reasoning & evidence

Rhetorical Analysis Part II: Rhetorical Language Devices

Part to Part (correlating)/ Have students analyze how complex ideas or events interact and develop over time ("tracing," "correlating")

Part to Whole: Have students analyze how an author's ideas or claims are developed through sentences, paragraphs, and larger sections ("sorting")

Nonfiction text structures

Author's purpose (and how text structure can help us to figure it out)

Rhetorically analyze various perspectives as presented in different mediums

Resources

Works of Study: *Julius Caesar by William Shakespeare*

Potential Works of Study:

In the Heart of The Sea by Nathaniel Philbrick

"Gender Equality is Your Issue Too"- Emma Watson

“Inaugural Address” –John F. Kennedy [p.1104]

“I have a Dream” – Martin Luther King Jr. (Speech) [supplementary text]

“Second Inaugural Address” –Abraham Lincoln [supplementary text]

"Speech to the Second Virginia Convention" - Patrick Henry

"The Crisis #1" - Thomas Paine

Washington’s Farewell Address

The Gettysburg Address

Roosevelt’s Four Freedoms speech

MLK’s “Letter from Birmingham Jail”

Declaration of the Rights of Man and Citizen

U.N. Universal Declaration of Human Rights

Excerpts from *Souls of Black Folk*

"White Priveledge: Unpacking the Invisible Backpack" https://www.racialequitytools.org/resourcefiles/mcintosh.pdf

Excerpts from *Between the World and Me* by Ta-Nehisi Coates

NYT Opinion pieces

"A Whisper of AIDS" - Mary Fisher https://awpc.cattcenter.iastate.edu/2017/03/09/a-whisper-of-aids/

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

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

Online Resources: No Fear Shakespeare, Shakespeare.mit, Literature for Students (Gale Virtual Library)

Vocabulary:

*Students self-select words, keeping a running vocabulary collection in their reader's/writer's notebook.

SAT Connection:

Judge the correct definition for vocabulary in context questions. **(The Official SAT Study Guide p. 61)**

Write and revise timed essay responses to demonstrate command of standard English and the ability to apply specific writing formulas to the appropriate assessment. **(The Official SAT Study Guide p. 135)**

Access multiple readings. **(The Official SAT Study Guide p. 87)**

Recognize strong and thorough textual evidence within the text. **(The Official SAT Study Guide p. 55)**

Analyze how the author's choices contribute to the overall structure, meaning, and aesthetic impact. **(The Official SAT Study Guide p. 135)**

Analyze how the text develops two or more central ideas or themes throughout a text. **(The Official SAT Study Guide p. 81)**

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.RL.9-10.1	Cite strong and thorough textual evidence 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.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
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.

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

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.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.

LA.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.
LA.WHST.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.

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.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.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

"Was Shakespeare Gay?"

"Was Shakespeare Gay, and does it matter?"

"Shakespeare and gender: the 'woman's part'"

12 Arguments to Prove Shakespeare was Gay or Bisexual

*See potential works of study.