Unit 3: Rhetorical Analysis

Content Area: **Language Arts Literacy**
Course(s): **Freshman Seminar**
Time Period: **November**
Length: **12 blocks**
Status: **Published**

Transfer Skills

Analyzing written and oral arguments for their use of rhetorical strategies and logical fallacies aids in understanding how writers and orators persuade their audience.

Enduring Understandings

- Being able to differentiate between relevant and irrelevant information, logical and illogical reasoning, and the use of effective and ineffective rhetoric enables writers, readers, and listeners to comprehensively understand and interpret a topic and the point of view of its presenter.
- Effective readers, writers, and listeners are able to evaluate an author's or orator's use of rhetoric.
- Capturing and maintaining the reader’s interest through the use of rhetorical strategies is essential in the process of persuasion.
- There is a difference between what an author says explicitly and what the author implies. (*The Official SAT Study Guide, page 74.)*

Essential Questions

- What is rhetoric?
- What is rhetorical analysis?
- Why is it important to understand what rhetorical strategies are and how they are used to persuade an audience?
- How does deconstructing an author's argument make you a more effective argumentative writer?
- *(The Official SAT Study Guide*, page 81.)

Content

Potential Works of Study:

- Queen Elizabeth I's Speech to the Troops at Tilbury, 1588
- Their Finest Hour by Winston Churchill, 1940
- JFK's Inaugural Address, 1961
- Elie Wiesel's Nobel Prize Acceptance Speech, 1986
- Various speeches by:
    - Martin Luther King, Jr.
    - Malcolm X
    - Maya Angelou
    - Presidents of the United States

Skills

- Recognition of rhetorical strategies and understanding of how they are used.
- Write an expository text that analyzes an argument.
    - Introduce a topic.
    - Use appropriate transitions.
    - Use appropriate vocabulary.
    - Match style and tone to purpose and audience.
    - Create a conclusion that supports the essay written.
- Write clearly.
- Follow the writing process.
- Use the internet to revise and edit.
- Assess the validity of an argument.
- Write for extended periods of time.
- Write for shorter periods of time.

Resources

- The Official SAT Study Guide: Ch. 13, 14, 15, 16, 17
- Analyzing Rhetoric: http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-famous-speeches-arguments-30526.html?tab=4
- Queen Elizabeth I's Speech to the Troops at Tilbury, 1588: http://www.readwritethink.org/files/resources/lesson-docs/QueenElizSpeech.pdf
- Their Finest Hour by Winston Churchill, 1940: https://pdcrodas.webs.ull.es/anglo/ChurchillTheirFinestHour.pdf
- JFK's Inaugural Address, 1961: https://www.ourdocuments.gov/doc.php?flash=true&doc=91&page=transcript
- Elie Wiesel's Nobel Prize Acceptance Speech, 1986: https://www.nobelprize.org/nobel_prizes/peace/laureates/1986/wiesel-acceptance_en.html

- American Rhetoric-Top 100 Speeches: http://www.americanrhetoric.com/top100speechesall.html

Standards

- W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
    - A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
    - 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.
    - 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.
    - D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
    - 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.
    - F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- 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.9-10.5. 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.
- 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.9-10.9.B. 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").
- 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.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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.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.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.9-10.9.B	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").
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.