Perspective, Purpose, and Persuasive Appeals

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **8-10 Weeks**
Status: **Published**

Brief Summary of Unit

This unit will be used to introduce rhetoric, rhetorical analysis, and close reading strategies as foundational elements of the AP Language and Composition course. Discussion of rhetoric will include an author's purpose, audience, organization, and development of claims that are made in both oral and written discourse. Students will come to understand the Toulmin Model of Argumentation as well as the use of Aristotle's Rhetorical Triangle to determine the role appeals, including Logos, Pathos, and Ethos, play in the development of a persuasive argument. Within this unit, students will explore different modes of writing with a focus on understanding the purposeful usage of varied rhetorical strategies including diction/syntax, details, imagery, and tone as elements which help establish an author's perspective in connection with the meaning of a work. Students will make use of effective problem-solving strategies as they utilize primary and secondary sources, including those gleaned from research, to establish relevance, significance, and accuracy within the scope of their inquiry.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

Revision: June 2023

Standards

Information Literacy: This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

The identified standards reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
RI.TS.11–12.4	Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
RI.PP.11–12.5	Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
RI.AA.11–12.7	Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
RI.CT.11–12.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
W.AW.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.
W.AW.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.
W.AW.11–12.1.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.
W.AW.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.
W.IW.11–12.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.IW.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.
W.IW.11–12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.IW.11–12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.IW.11–12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.IW.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.
W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting

	on personal writing progress (e.g., using portfolios, journals, conferencing); 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.RW.11–12.7	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.
SL.PE.11–12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.PE.11–12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.PE.11–12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
SL.PE.11–12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.PE.11–12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Essential Questions

- How do argumentative and persuasive writing complement each other?
- How do evidence and reasoning develop a complex argument?
- How do the elements of Aristotle's Rhetorical Triangle allow for effective development of a sophisticated argument?
- How does language support an author's purpose?
- How does language work to persuade audiences?
- How does one write in a stylistically strong manner?
- What are the characteristics of critical readers and writers?
- What considerations have to be taken into effect when designing an argument for a specific audience?
- What is a claim statement and how should it be presented for an argument to be effective?
- What is rhetoric and rhetorical analysis?
- What is the Toulmin Model of Argumentation?
- What types of rhetorical strategies are commonly found in AP Language models?

Enduring Understandings

- A speaker or writer's tone conveys purpose and intent
- Almost every piece of writing may be considered an argument
- Claims are best supported by a balance of evidence and reasoning
- One's experiences and perspective form the basis of an argument

- Purposeful selection of precise language helps convey concrete meaning
- Understanding how writing serves as a form of inquiry

Students Will Know

- A variety of diction to define and articulate an author's tone
- How to calibrate and score essays using the AP rubric
- How to critically read and analyze an AP objective passage
- How to organize and draft a persuasive AP-style essay
- How to organize and draft a rhetorical strategies AP-style essay
- How to organize and draft a synthesis AP-style essay
- How to read critically using pre-reading, interpretive, synoptic, and post-reading strategies
- Key strategies and devices used in argumentative and persuasive writing
- Key terms such as rhetoric, claim, counterargument, concession, logos, pathos, ethos, Toulmin argument
- The differences between rhetorical modes of communication

Students Will Be Skilled At

- Accurately calibrating AP-style essays
- Actively using persuasive appeals in writing
- Developing claims and supporting evidence in writing
- Discerning a writer's purpose and audience
- Integrating quotations and paraphrases from sources into written responses
- Reading complex texts for deep understanding
- Structuring different modes of writing to meet College Board/AP expectations
- Utilizing appropriate terminology to distinguish rhetorical strategies and techniques in the analysis of writing

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Teacher Observations
- Accountable Talk, Socratic Seminars/Fish Bowls
- Analysis of multimodal text sets
- Analysis of critical commentary, literary criticism
- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft
- Close reading analysis of text using evidence as substantiation
- Conferences: Individual and small group, accompanying conference notes
- Reflective exercises and assessments
- Oral Reading and Interpretation
- Peer and self-evaluations of learning
- Entrance and Exit Tickets
- Open-Ended Responses in Journal

Summative, including Alternative Assessments:

- On-demand Writing Assessments, timed and untimed
- Researched Presentations
- Performance Assessments
- Project-based Learning
- Problem-based Learning
- Personalized Learning
- Visual Literacy Prompts
- Digital Portfolios
- Online Discussion Forums

Benchmark:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-aligned; based on NJSLA, reported twice per year
- Engage in text set analysis using visual literacy and close reading analysis strategies to compose a claim and use evidence as support
- Grade-level Standards-based Rubrics
- Common Lit Reading Benchmark, three times per year
- Advanced Placement Test
- NJGPA
- SAT
- PSAT/NMSQT

Additional AP-Specific Formative and Summative Assessments:

- Independent close reading, annotation, and analysis of complex, AP-style non-fiction texts
- Analysis of tone in writing by distinguishing shades of meaning in similar words and supplying written explanations as proof of these differences
- Articulation and analysis of rhetorical strategies and techniques used in complex texts
- Calibration of AP-style essays using the College Board rubric to develop understanding of the holistic scoring system
- Collaborative presentations that highlight the development of an author's claim, evidence, and language using various digital tools
- Collaborative reading, discussion, and analysis of longer fiction and non-fiction texts
- Completion of AP-style objective questions in conjunction with complex reading and analysis tasks
- Completion of timed objective AP-style quizzes
- Drafting of appropriate critical reading responses using evidence from the text as support
- Substantiation of written and verbal rationales for AP objective responses
- Timed writing of AP-style synthesis, rhetorical strategies, and persuasion essays

Learning Plan

Instructional time for reading will be divided into thirds; one third of the time will be dedicated to whole class text instruction; one third will include literature circles; one third, independent reading. The intent is for student-readers to have clear modelling through whole-class instruction. These strategies are practiced through literature circles in a group setting of peers and through independent practice monitored through teacher conferencing with students. An emphasis will be based on the transfer of skills instruction, teaching the reader, not merely the content of the text. The text complexity and rigor of reading will be appropriate for grade 11; materials selection for whole-class and literature circles will be from the book list approved by the Board of Education. Classrooms will house rich and diverse independent reading libraries of both contemporary and canonical works.

The reading of text during the eleventh grade targets not only comprehension, but also analysis, and synthesis. Students will read both long-and short-form, exceprted and full-length, print and electronic, fiction and nonfiction texts. Study will include the analysis of visual texts including film clips, art, infographic, maps, charts, graphs, cartoons, graphic novel. Technique and terminology specific to a genre of reading is examined. Research tasks are embedded throughout the year and a minimum of one task is completed during each unit. Vocabulary instruction will be chosen from the reading material.

Students write in all modes of rhetoric including narration/description, argument/persuasion, and exposition. Various forms of writing including digital writing are emphasized as well. Grammar instruction is embedded in writing instruction through mini-lessons, holding students accountable for skills taught and practiced; modelling is done through mentor texts, both published and student-crafted. Teachers focus on process in addition to product with an emphasis on synthesizing texts with nuanced understanding; teacher-created multi-modal text sets as well as text sets gleaned from APCentral.collegeboard.org will be used as materials. High- and low-stakes, timed and untimed pieces are all important.
Students will be taught how to speak and listen in addition to being assessed on these skills.

This unit of study will focus on "Perspective, Purpose, and Persuasive Appeals."

For this particular unit, teachers may . . .

- Create a collaborative lesson, using classroom technology (Google Slides, Prezi), that presents an author's claim and dissects the development and evidence utilized in the text
- Critically read and analyze both non-fiction and fiction mentor texts that utilize key rhetorical strategies used on the AP exam
- Engage in basic calibration of AP written responses in small groups
- Engage in both untimed and timed writing of synthesis, rhetorical strategies, and persuasive AP-style essays
- Engage in untimed AP objective question practice
- Have students develop written examples that mirror the use of rhetorical strategies in mentor texts presented in class
- Introduce key terminology in relation to rhetorical strategies, development of a written argument, and the writing process
- Introduce the objectives, structure, and components of the AP Language and Composition College Board Examination
- Orally and in writing, justify explanations for AP responses and calibrated scoring
- Present essential questions in conjunction with selected AP critical reading and writing assignments
- Use scaffolding to build verbal and written rationales to justify AP question responses
- Work in collaborative teams to read, discuss, and thus analyze an author's developed argumentative claim, evidence/data, and use of appeals

Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Teachers must refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources.

Instructional Materials

Common Reading

Selections from The Language of Composition (Bedford, Freeman, and Worth), 4th edition by R. Shea, L.A. Scanlon, and R. Aufses

NonFiction Text (Short, Long)

Selections from The Language of Composition (Bedford/St. Martin's) by R. Shea, L.A. Scanlon, and R. Aufses

"Politics and the English Language" by G. Orwell

"The Decline of Grammar", Atlantic Monthly, 1983 by Geoffrey Nunberg

"Speech in the Virginia Convention" by P. Henry

"Coming to an Awareness of Language" by Malcolm X

What is Literature? by Terry Eagleton

"Shooting an Elephant" by G. Orwell

"A Hanging" by G. Orwell

"A Speech in Favor of Capital Punishment" by J. S. Mill

"Why the Death Penalty Does Us No Credit" by L. Morrow

"Capital Punishment Statistics" by The U.S. Department of Justice

"Why I Write" and/or "On Keeping a Notebook" by J. Didion

"Why I Write" by G. Orwell

"The Allegory of the Cave" by Plato

"You Can't Pray a Lie" by M. Twain

Fast Food Nation by E. Schlosser

Selections from 75 Readings Plus by S. Buscemi and C. Smith

Selections from Everything's An Argument (Bedford/St. Martin's) by A. Lunsford, J. Ruszkiewicz, and K. Walters

Selections from Thank You For Arguing by J. Heinrichs

Selections from The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century by S. Pinker

Varied AP Non-Fiction selections from APCentral.collegeboard. org

Selected articles from *The New York Times*

Selected articles from The New Yorker

Selected articles from The Atlantic

Selected articles from Time

Fictional Text (Novel, Short Story, Poetry)

Selections from Prentice Hall Literature: The British Tradition (Pearson/Prentice Hall)

Selections from The Language of Composition (Bedford/St. Martin's) by R. Shea, L.A. Scanlon, and R. Aufses

Visual Text (Art, Photography, Infographic, Film)

Varied AP Visuals from APCentral.org including charts, graphs, comics, paintings, and images presented in connection with AP prompt

Selections from The Language of Composition (Bedford/St. Martin's) by R. Shea, L.A. Scanlon, and R. Aufses

World Wildlife Fund, Tarzan (advertisement)

PETA, You Wouldn't Let Your Child Smoke (advertisement)

Heap Analytics, Same Data, Different Y-Axis (graphs)

US Department of Education, High School Graduation Rate (graph)

Migrant Mother , Dorothea Lange (photograph)

What I Learned: A Sentimental Education from Nursery School through Twelfth Grade by Roz Chast (cartoon)

- https://www.guggenheim.org/collection-online/ The online Guggenheim Museum, NYC
- https://nmaahc.si.edu/ The National Museum of African American History and Culture, Washinton DC
- http://hispanicsociety.org/museum/ The Hispanic Society Museum, NYC
- https://asiasociety.org/new-york/ Asian Society Museum, New York
- https://www.metmuseum.org/ Metropolitan Museum of Art, NYC
- https://www.moma.org/ Museum of Modern Art, NYC
- https://www.amnh.org/ American Museum of Natural History, NYC
- https://www.nyhistory.org NY Historical Society,NYC
- https://whitney.org/ Whitney Museum of American Art, NYC
- https://thejewishmuseum.org/ The Jewish Museum, NYC
- https://www.themorgan.org/ The Morgan Museum, NYC
- https://nmai.si.edu/visit/newyork/ National Museum of the American Indian, NYC

Independent/Small Group Reading:

Blink by M. Gladwell

Outliers byM. Gladwell

The Tipping Point by M. Gladwell

David and Goliath by M. Gladwell

Various selections from Commonlit.org

Speaking and Listening

George Orwell's last interview on Youtube.com

Audio version of "Politics and the English Language"

Audio version of "Shooting an Elephant"

Interview with President Obama by Bill Keller of the Marshall Project in regard to the death penalty at deathpenaltyinfo.org

Interview with Eric Schlosser on Fast Food Nation at PBS.org

Selected TEDTalks

www.american rhetoric.com (Rhetorical devices in sound and speeches)

Writing (Narrative, Informational, Argument):

Power point and teacher handouts on the stages of the writing process

Power point and teacher handouts on rhetoric and voice

Power point and teacher handouts on argument and emotional appeals

Sample essay prompts from APCentral.collegeboard.org

www.fas.harvard.edu/~wricntr/resources.html (The Writing Center at Harvard)

Owl.english.purdue.edu (Purdue's Online Writing Lab)

College Board Website (AP Classroom):

* Unit Guides

* Daily Videos

* Topic Questions

* Progress Checks

* Question Banks

* Instructional Reports

* Practice Exams/Released Questions

Research:

Use of Purdue Online Writing Lab at owl.english.purdue.edu

Modern Language Association at mls.org

Cranford High School Media Center Database Collection:

- JStor
- Ebsco Host
- Facts on File
- Follet Fiction Ebooks
- Gale Reference Ebooks
- New York Times
- Salem History Database
- Salem Literature
- Goodreads
- Readingrants
- Historychannel

Cranford Public Library Online Resources: http://cranford.com/library/

Additional Student Resources:

- Chromebooks/laptops
- Google Classroom Suite
- Turnitin.com
- AP Classroom independent practice
- Albert IO
- Common Lit
- Google Tools including Docs Voice Typing
- Audible
- Writing Portfolios
- Writer's Notebook/Journal
- Padlet
- Socrative.com
- Poll everywhere
- Soundcloud

- Podcasting equipment
- Film production equipment
- Netflix
- YouTube

Teacher Resources

- *The Language of Composition*, 4th Edition
- Prompts and practice materials listed on AP Classroom
- *Multiple Choice & Free Response Questions in Preparation for the AP English Language & Composition Examination*, D& S Marketing Systems
- *5 Steps to a 5: 500 AP English Language Questions to Know by Test Day,* Allyson Ambrose
- *Everything's An Argument*, Lunsford et. al.
- *They Say/I Say*, G. Graff and C. Birkenstein
- *The British Tradition/Teacher's Edition*, Prentice Hall Literature
- *Readicide*, Kelly Gallagher
- *A Novel Approach*, Kate Roberts
- *When Kids Can't Read*, Kylene Beers
- *Beyond Literary Analysis,* Allison Marchetti & Rebekah O'Dell
- *Writing with Mentors*, Allison Marchetti & Rebekah O'Dell
- *Argument in the Real World*, Kristen Hawley Turner and Troy Hicks
- *Writing Instruction that Works: Proven Methods for Middle and High School Classrooms*, Arthur Applebee and Judith Langer
- *Teaching Adolescent Writers*, Kelly Gallagher
- *Write Like This,* Kelly Gallagher
- *Book Love*, Penny Kittle
- *The Journey is Everything*, Katherine Bomer
- *How to Read Literature Like a Professor*, Thomas C. Foster
- *The Digital Writing Workshop*, Troy Hicks
- *Crafting Original Writing*, Troy Hicks
- *Fearless Writing: Multigenre to Motivate and Inspire*, Tom Romano
- *Understanding Comics, Scott McCloud*
- *Making Comics*, Scott McCloud
- *The Art of Styling Sentences*, Ann Longknife and K.D. Sullivan
- *The Well-Crafted Sentence*, Nora Bacon

Suggested Strategies for Accommodations and Modifications

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

Possible accommodations include:

- Access speech-to-text function on computer
- Use visual presentations of all materials to include organizers, charts
- Allow students to set individual goals for writing/reading
- Offer graphic organizaers, note-taking models, strategies for summarizing, and questioning techniques
- Offer oral assessments
- Supply study guide questions and access to class notes
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Scaffold by chunking material and texts
- Individualize reading choices based on ability and level
- Take frequent breaks
- Use an alarm to help with time management
- Small group and one on one assessment
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Modify the length and quantity of assignments to fit individual
- Differentiate roles in discussion groups
- Use digital technology, eBooks,, audio version of printed text
- Create alternate assignments or homework
- Provide distinct steps in a process; elminate unnecessary steps, as needed
- Use art, music, and film to convey alternate interpretation of literature and assessment
- Manage executive function by scaffolding process and amending deadlines

Possible modifications to content during writing workshop include, but are not limited to:

- Adhere to all modifications and accommodations as prescribed in IEP and 504 plan