Unit 5 Reading: Rhetorical Analysis of Argument

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **5-6 Weeks**
Status: **Published**

Brief Summary of Unit

Students will read and view a selection of argumentative texts, including articles, speeches, print advertisements, and commercials. They will first become familiar with the basic structure of an argument. As they focus their reading on speeches, they will identify the rhetorical devices used by speech-writers and analyze their impact on the audience. Students will also consider the possibility of "flawed" or "faulty" arguments and the ways in which audiences can be fooled by logical fallacies in order to become more critical readers and thinkers. Finally, students will read a novel in order to explore the role satire and allegory play in argument and analyze themes as arguments.

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.

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Pacing Guide

Please refer tothis Language Arts Reading and Writing Workshop Pacing Guide for grade 8 Advanced.

Standards

The identified standards reflect a developmental progression across grades/ 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.

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.

LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
LA.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LA.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LA.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LA.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
LA.L.8.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.8.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
LA.L.8.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
LA.L.8.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.L.8.5.A	Interpret figures of speech (e.g., verbal irony, puns) in context.
LA.L.8.5.B	Use the relationship between particular words to better understand each of the words.
LA.L.8.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
LA.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

- Are all arguments effective? What makes an argument effective?
- How can alternate forms of text (video, print advertisement, etc.) present arguments? How might non-verbal elements contribute to an argument's effectiveness?
- How can choosing one word (over another) create an impact?
- How can satire, parody, and allegory be effective ways of presenting arguments?
- How do readers or listeners consider the validity of another's argument? What would happen if we accepted everything at "face value"?
- How do writers present arguments?
- How does context impact understanding?

Enduring Understandings

- A deliberately chosen structure (including a narrative one) can contribute to an argument's effectiveness
- An author's words can significantly impact our reactions and thoughts
- Arguments can contain multiple claims
- Arguments often contain a concession to the opposing side and then deconstruct it
- Being able to identify a person's flawed logic can help us avoid being manipulated by propaganda
- Claims can be both explicit and implicit and can be found throughout an argument
- Context is important to understanding
- Non-verbal elements can also be used to construct powerful arguments
- Some arguments contain flawed or faulty reasoning
- Speech-writers employ a variety of rhetorical devices in order to impact their audience

Students Will Know

- The difference between connotation and denotation
- The following logical fallacies: slippery slope, begging the question, appeal to false authority, false cause
- The following rhetorical devices: figurative language, allusions, parallel construction, anaphora, repetition, rhetorical question
- The main components of an argument (the Toulmin model)

- The nature of satire, parody, and allegory and the ways in which they contribute to the craft of creating and developing an argument
- The purpose of a counterargument and a rebuttal
- The three main ways writers appeal to an audience in order to produce a desired effect (logical, emotional, and ethical)
- The three types of claims (fact, opinion, value)
- Various ways in which writers support their claims

Students Will Be Skilled At

- Determining the author's "claim" (when stated both explicitly or implicitly)
- Discussing texts with teachers and peers
- Identifying and analyzing the evidence used to support a claim
- Identifying various logical fallacies contained within arguments
- Identifying various rhetorical devices used in arguments and analyzing their effectiveness
- Reading argumentative and informational texts fluently and with comprehension
- Transferring concepts generally used with nonfiction to a fictional work
- Using a variety of reading strategies when encountering challenging texts

Evidence/Performance Tasks

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.

Developmental progression across years in both reading and writing is evidenced by benchmark assessments. Follow up diagnostic assessments may be used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

In addition to the "possible assessments" provided in the Learning Plan section, teachers may consider the performance tasks listed below:

Formative Assessments

- Responses to Essential Questions
- Self-Assessment (Reading Inventory)
- Model "Ways to Write About Reading"
- Teacher-generated "writing about reading" options
- Peer conferences/Partner Reading Time

- Large and Small-Group Discussion
- Whole group mini-lessons (model reading strategies)
- Accountable Talk
- Turn and talks
- Reading Responses on Post-its/Stop and Jots
- Reading Responses in Journals/Notebooks
- Quick-Writes about Reading
- Interactive Read Aloud Reading responses, written and oral (Thinkaloud and Close Reading)
- Exit tickets or Do Nows
- Engagement Observations
- Reading Logs and Reading Surveys
- Envision and prediction post-it notes/Board
- Monitor Stamina, Volume, and Fluency through rubrics
- Text and Video analysis
- Read increasingly complex text by monitoring student self-selection of leveled text
- Small Group Strategy Reading group work
- Knowledge of domain-specific vocabulary
- Grade-Level Engagement Rubric for Verbal and Non-Verbal Participation
- Logical Fallacy Quiz
- Center Work
- Claims Quiz

Summative Assessments including Alternative Assessments:

- Animal Farm Discussion Group Analysis Project
- Students listen to their classmates speeches (created as an assessment in the parallel writing unit) and provide evidence of critical listening and analysis
- Reading Notebooks using grade-level text questions
- Book Talk (written script and oral presentation)
- Timeline containing “impactful texts”
- Running Records
- Teachers College Reading and Writing Project: Reading learning progressions
- Teachers College Reading and Writing Project: rubrics with student samples
- Vocabulary/Word Study Assessments
- Presentations
- Performance- and project-based learning
- Personalized, student-designed assessments

Benchmark Asessments

- Complete Comprehension, Independent Reading Assessment, fiction, Jennifer Serravallo, Heinemann
- iReady Screener and Diagnostic Assessment
- Benchmark Grade-Level Reading and Writing Assessments align with New Jersey Student Learning Standards and NJSLA

Learning Plan

The Middle School Language Arts/Literacy program encompasses reading literature and informational text, speaking and listening and enhancing language skills (spelling, grammar, and vocabulary). The understandings and skills of each strand of the New Jersey Student Learning Standards are not isolated, but integrated, interactive, and embedded in all subject areas across the curriculum. Teachers may engage in two whole-class, closely-studied community readings per year, not to exceed four weeks each.

Reading instruction is literature-based and follows a balanced literacy approach through a number of strategies and techniques in Reading Workshop. These include read-alouds/alongs, shared reading, guided reading, independent reading, small group strategy instruction, one-to-one conferencing, and partnership or book club discussions. Reading Workshop provides students with the necessary tools to communicate orally, read and comprehend print, and write with clarity and purpose for a variety of audiences. Individual conferences with each student will address specific needs of the reader. Students will select from authentic literature at their independent and instructional reading levels.

Lessons should follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses 'think alouds' when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Writing/Student Conferences: Provides time for students to do independent writing while teacher confers with individual students, works with small groups, or writing clubs*.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point. (See end of section for closure ideas.)

This class establishes a "staircase" of increasing complexity in what students must be able to read so that all students are ready for the demands of high school-level reading. Additionally this unit requires the progressive development of reading comprehension so that students advancing are able to gain more from whatever they read. Students will read a diverse array of classic and contemporary literature and gain a greater appreciation of the various literary genres through a careful study of plot, character, setting, point of view, and theme. Genres may include but not limited to the following; novels, short stories, print and electronic articles, picture books, songs/lyrics, media clips, drama, poetry, folk tales, and fables.

Throughout this class, students will read challenging informational texts in a range of subjects. Informational text can be seen as a type of nonfiction. Informational text conveys facts about the natural or social world; crafted by an expert in the field to an audience of lay people; includes specialized features such as headings and technical jargon. Students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective while acquiring needed skills and strategies.

Please refer to the Middle School ELA, Grade 8 Folder for specific lessons and materials for Word Study.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Bend 1: What is the structure and purpose of an "argument"?

Teaching Point: Arguments follow a particular structure and are intended to persuade the audience to think or believe a certain idea or ideas

Teaching Point: The basis of any argument is the author's claim

Activity: Discuss why people "argue" and what we mean here by an "argument" (tie to idea of persuasion); introduce the term "claim" (tie to the idea of "thesis" in an essay) and the three types of claims using guided notes (or other method); students practice writing the three types of claims and share with classmates

Possible assessment: Quiz on the types of claims

Teaching Point: A claim may be stated explicitly, but more often it is implicit

Activity: Students view print ads (taken from magazines) and determine the ad's claim; since this is most likely implicit, they will need to figure out how to use the slogan (if included) and graphics to express it in their own words

Teaching Point: Claims may not always be found in the beginning of an argument

Teaching Point: Some authors may make more than one claim in one argument

Activity: Students read an argumentative piece (such as "The Case Against High School Sports" *excerpted by teacher due to length) in order to determine the author's claims; discuss what the claims are, what type(s) they are, whether they are stated explicitly or implicitly, and where in the text we can find them

Teaching Point: Most arguments include a brief acknowledgment of the opposingview in the form of a

counterclaim; then they immediately argue against it

Activity: Students use sports article from previous activity to find the author's counterclaim; discuss reason for including this piece and what what students notice happens right after it; introduce "rebuttal"

Teaching Point: An argument's overall strength depends on the amount and quality of the support provided for the claim

Activity 1: Discuss the difference between "reasons" and "evidence" and how they function together to create support; discuss various types of evidence writers draw upon (i.e., informal surveys/polls, scientific studies, expert opinions, personal experiences/anecdotes, etc); students use sports article from previous activity and identify three reasons with accompanying evidence used by the author; students can fill out a graphic organizer; discuss

Possible Assessment: Provide a new argumentative piece (such as "The Trouble with Television"); students do a "cold read"; identify the claim(s), counterclaim, rebuttal, and support included by the writer

Bend 2: How do writers craft arguments to impact their audience?

Teaching Point: Arguments often appeal to various parts of us in order to get us to agree with the claim

Activity: Introduce concept of emotional, logical, and ethical appeals; students view teacher-selected public service announcements or commercials and analyze them for their use of logos, pathos, and ethos (note the use of "non verbal" elements to add effect; i.e., music, use of powerful images, etc.)

Teaching Point: Word choice plays a significant role in swaying an audience

Activity: Introduce the concepts of diction (connotation and denotation); students read selected picture books and pick out words and phrases with positive and negative connotations; students explain how these choices help strengthen the character(s)' argument

Possible Assessment: Picture Book Diction Analysis

Teaching Point: Written arguments (most notably speeches) contain "rhetorical devices" to move the audience and create lasting impressions

Teaching Point: We should consider the context surrounding a historical address

Activity: Select a short speech (such as Lincoln's "Gettysburg Address") as amentor text; discuss the reason

for the speech and the state of the country at the time it was given; annotate speech with students to identify examples of rhetorical devices such as alliteration, repetition (parallelism, anaphora), intentional word choice, and figurative language; discuss how these create power for the reader or listener (connect back to "emotional appeal" from previous activity)

Activity/Assessment: Students work in groups to analyze a different speech (or excerpts of a speech if lengthy); groups should first research the context of the speech and then annotate it to show inclusion of some of the various rhetorical devices previously introduced; groups can present posters or they can be displayed around the room for a "gallery walk"

Bend 3: How do we spot flawed arguments, consume information critically, and avoid being mislead?

Teaching Point: Not every argument contains logical evidence; we should always consider the logic behind what is presented

Activity 1: Introduce idea of "logical fallacy" by showing videos "What Is a Logical Fallacy?" (an overview in verse); discuss the ideas of "logic" and "fallacy" and why this would be problematic in an argument

Activity 2: Students participate in a "jigsaw activity" in which they will research one of the logical fallacies; they will then report back to their group and teach their peers about their fallacy

Possible Assessment: Quiz on logical fallacies

Teaching Point: Consumers of argument can more easily counter-argue when they are able to find logical fallacies in a given argument

Teaching Point: If we are aware of the use of logical fallacies in argument, we can make more informed decisions and avoid being misled

Activity: Students work in centers to practice analyzing the use of various logical fallacies found in a variety of media (children's books, commercials, and clips from movies/TV shows)

Bend 4: How do writers craft strong arguments?

Teaching Point: Arguments do not always need to be presented in a direct manner (like an article or speech); some writers choose a more creative approach

Activity: Review "allegory" (remind students we read Terrible Things earlier this year as a mentor text); introduce the concepts of satire and parody by showing an example of a political cartoon and a either song with lyrics rewritten or a short clip from a show (like The Simpsons or SNL); discuss how these work as a genre and the impact on the audience

Teaching Point: Readers can consider certain themes in novels "arguments" if the author seems to be making a statement about something

Activity: Students read the novel Animal Farm in "discussion clubs". About halfway through, provide information on the Russian Revolution, Stalin's rise to
power, etc. Groups complete a culminating assignment where they use the novel to analyze the following:

- Old Major's speech in terms of rhetorical devices (similar to what they did in "Bend Two)
- The pigs use of propaganda to gain power in the society
- The use of "logical fallacy" by the pigs and why it works on the animals
- Orwell's claims about power and society (themes)
- How the author's choice to use allegory and satire/parodies helped him convey those claims?

Word Study

VOCABULARY

Domain specific vocabulary:

Argument

Persuasion

Claim

- *Claim of fact, claim of policy, claim of value*

Reason

Evidence

Appeal

- *Logical appeal, emotional appeal, ethical appeal (logos, pathos, ethos)*

Counterclaim

Rebuttal

Diction

- *Connotation*
- *Denotation*

Rhetoric

Rhetorical Device

- *allusion, rhetorical question, repetition, anaphora, alliteration, parallel construction, figurative language (simile, metaphor, personification)*

Logical Fallacy

- *slippery slope, begging the question, appeal to false authority, false cause, appeal to ignorance*

Satire

- Parody
- Allegory

A minimum of 10 words will be extracted from student reading materials.

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

- Animal Farm (by George Orwell) http://www.huzheng.org/geniusreligion/AnimalFarm.pdf

- Center Materials: -Links to Videos: -https://www.youtube.com/watch?v=kIv3m2gMgUU&feature=youtu.be (slippery slope) -https://www.youtube.com/watch?v=SOAPMjsHLDM (false authority) -https://www.youtube.com/watch?v=u5xrr4RyqaE (false cause) -https://www.youtube.com/watch?v=fbu0shSpsaY (appeal to ignorance) -Children's Books: -President Squid (by Aaron Reynolds) -The Pigeon Needs a Bath (by Mo Willems) -If You Give a Mouse a Cookie (by Laura Numeroff -Have I Got a Book for You (by Melanie Watt)
- Children's Books: -Click, Clack, Moo: Cows That Type (by Doreen Cronin) -The Day the Crayons Quit (by Drew Daywalt) -Dear Mrs. LaRue: Letters from Obedience School (by Mark Teague) -I Wanna Iguana (by Karen Orloff)
- https://www.northbergen.k12.nj.us/cms/lib/NJ01000984/Centricity/Domain/50/Textbook%20pgs%20921%20to%201051.pdf (link to essay "The Trouble with Television" by Robert MacNeil)
- https://www.theatlantic.com/magazine/archive/2013/10/the-case-against-high-school-sports/309447/ (link to article "The Case Against High School Sports" by Amanda Ripley)
- Public service announcements/commercials streamed from YouTube: -https://www.youtube.com/watch?v=IO9d2PpP7tQ (homeless animal support), -https://www.youtube.com/watch?v=3uBLdn_oEuA (active kids PSA)
- Speeches: -"I Have a Dream" (Martin Luther King, Jr.): https://www.archives.gov/files/press/exhibits/dream-speech.pdf (link to speech) -"The Gettysburg Address" (Abraham Lincoln): http://historytools.davidjvoelker.com/sources/lincoln-gettysburg.pdf (link to speech) -"A Day of Infamy" (Franklin D. Roosevelt): http://www.nationalww2museum.org/assets/pdfs/lesson-plan16.pdf (link to speech and resources) -"Inaugural Address" (John F. Kennedy): http://www.presidency.ucsb.edu/ws/index.php?pid=8032& (link to speech) -"Give Me Liberty..." (Patrick Henry): http://www.history.org/almanack/life/politics/giveme.cfm (link to speech) -"Challenger Disaster" (Ronald Reagan): https://history.nasa.gov/reagan12886.html (link to speech)
- Various print advertisements

Teacher Resources

- American Rhetoric website: http://www.americanrhetoric.com/top100speechesall.html ● https://www.theguardian.com/theguardian/series/greatspeeches
- Lesson from ReadWriteThink.com: http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-famous-speeches-arguments-30526.html?tab=4
- Resources on logical fallacies: https://www.varsitytutors.com/englishteacher/fallacies
- Sample poster project activity: http://thedaringenglishteacher.blogspot.com/2016/11/collaborative-rhetorical-analysis.html?m=1

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.

The structure of reading workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- Individual conferences with each student will address specific needs of the reader.

Possible accommodations during reading workshop include, but are not limited to:

- Use visual presentations of all materials to include organizers, charts, word walls.
- Have a designated reader for difficult content
- Work in partnerships
- Give responses in a format (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Take frequent breaks
- Modify the length and quantity of assignments to fit individual student's abilities and needs.
- Supply study guide questions, graphic organizers, and access to class notes.
- Individualize reading choices based on ability (reading level), readiness, and choice through extensive classroom library
- Use an alarm to help with time management
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework
- Provide discreet steps in a process; elminate unnecessary steps, as needed.
- Manage executive function by scaffolding process and amending deadlines
- Use digital ebooks, technology, audio and video version of printed text
- Differentiate roles in discussion groups
- Access speech-to-text function on computer

Adhere to all modifications and accomodations as prescribed in IEP and 504 plans.

Individual conferences with each student will address specific needs of the reader.