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| **Standards:**  9.P.AC.3.d Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.  9.P.CP.2.b Integrate modes and genres most appropriate to purpose and audience.  9.P.CP.2.a Communicate clearly to present ideas, information, and texts.  9.P.EICC.2.a Share real or imagined experiences by interpreting and constructing texts that tell or include stories.  9.P.CP.1.d Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.  **9.T.SS.1.a Analyze the effectiveness of a text’s organizational structure to meet the needs and expectations of the target audience.**  **9.T.C.1.c Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes.**  9.P.ST.1.a Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.  9.P.AC.1.a Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text’s purpose.  **9.T.T.3.c Apply argumentative techniques strategically to enhance writing and engage audiences.**  9.P.ST.2.c Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.  9.P.AC.1.d Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text’s accessibility, and support the text’s purpose.  9.P.AC.2.a Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.  9.P.EICC.1.e Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.  **9.T.T.3.a Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea.**  **9.T.SS.1.d Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience; purposefully organized and developed supporting facts, reasons, explanations, details, descriptions, and/or events; and a memorable conclusion.**  9.T.T.1.e Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text, achieve specific purposes, engage audiences, and enhance writing. | | | | | | | |
|  | **Pre-Teaching**  *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  **Learning Target**    **Success Criteria 1**    **Success Criteria 2** | **Activation of Learning**  *(5 min)* | **Focused Instruction**  *(10 min)*  ***\*I DO*** | **Guided Instruction**  *(10 min)*  ***\*WE DO*** | **Collaborative**  **Learning**  *(10 min)*  ***\*Y’ALL DO*** | **Independent Learning**  *(10 min)*  ***\*YOU DO*** | **Closing**  *(5 min)* |
| * Do Now * Quick Write\* * Think/Pair/Share * Polls * Notice/Wonder * Number Talks * Engaging Video * Open-Ended Question | * Think Aloud * Visuals * Demonstration * Analogies\* * Worked Examples * Nearpod Activity * Mnemonic Devices\* | * Socratic Seminar \* * Call/Response * Probing Questions * Graphic Organizer * Nearpod Activity * Digital Whiteboard | * Jigsaw\* * Discussions\* * Expert Groups * Labs * Stations * Think/Pair/Share * Create Visuals * Gallery Walk | * Written Response\* * Digital Portfolio * Presentation * Canvas Assignment * Choice Board * Independent Project * Portfolio | * Group Discussion * Exit Ticket * 3-2-1 * Parking Lot * Journaling\* * Nearpod |
| **Monday** | I am learning how to identify ethos, pathos, and logos.  I can explain why I chose a rhetorical appeal for a commercial. | What is ethos, pathos, and logos? | Ethos, Logos, and Pathos notes-video and guided notes  <https://www.youtube.com/watch?v=BpTb2RjbMn4> | Watch the six videos and decide what the main rhetorical appeal is.  \*Kevin Hart Hyundai, VMA’s with Kevin Hart, John West Salmon, Colgate, SPCA-Sarah McLauchlin, OK Surgeon AT&T |  |  | Look at the following examples and decide which one is ethos, pathos, and logos.  \*A child is shown covered in bug bites after using an inferior bug spray.  \*Tiger Woods endorses Nike.  \*A 32-oz. bottle of Tide holds enough to wash 32 loads. |
| **Tuesday** | **I am learning how to analyze a graphic memoirs text organizational structure.**  **I can identify graphic memoir text structures.**  **I can explain why the author chose that technique to tell his story.** | Test Tip Tuesday  Slides 6-7 | Art Spiegelman Background (page 73) | Read *Maus* page 74-78  Page 74-What is a flashback? **Analyze Graphic Memoirs** Annotate: Mark the narrative text (text that is not dialogue) on this page. Who is speaking these words?  Page 76- **Analyze Graphic Memoirs** Annotate: Mark details on this page that show the setting of this scene. Analyze: Why do you think the author used different-size panels to depict this event? | Page 77- **Analyze Graphic Memoirs** Annotate: Mark different sizes and styles of text you see on this page. Interpret: How do the various text treatments help you “hear” the way characters speak the dialogue?  **Analyze use of flashback** Review the start of this flashback on page 74. Briefly summarize the events, up to the point where Spiegelman’s grandfather is climbing over the fence. What is the significance of how the flashback ends? | Before reading complete the Make a Prediction section on page 72  Page 78- **Analyze Graphic Memoirs** Annotate: Mark where another person’s experience is described. Analyze: What is the impact of this story on the memoir? | Complete the assessment practice questions on page79. Have the teacher check for correctness. |
| **Wednesday** | I am learning how to work with a partner to create texts.  I can create a text that will emotionally impact an audience (pathos).  I can create a text that uses descriptive language and dialogue. | Read the following sentences and make changes to make them more emotionally impactful.  “I don’t want to go to school today.” Said Mary to her mother.  “Why don’t you want to go to school today?” asked Mary’s mother.  “I have a test today.” |  |  | **Convert the Graphic Memoir to a Text-Only Memoir**  Students will work with a partner to create a text-only memoir of one of the pages they read from *Maus*. Must include: descriptive details-based on the visual details of the panels and text details of the captions, dialogue-based on the text of the bubbles and of the captions.  Think about what words would make your reader emotionally invested in the story. (Assign page number to partner or have students choose) |  | Checklist:  Does your page of *Maus* contain the following:  Descriptive words/phrases  List an example  Dialogue  List an example  Used  Made it emotionally impactful for the reader (used pathos)  List an example |
| **Thursday** | **I am learning how to identify ethos, pathos, and logos in a speech.**  **I can identify the most used rhetorical appeal in “Perils of Indifference”.** | Look at the following examples and decide which one is ethos, pathos, and logos.  Sprite Zero is 100% sugar-free.  A commercial shows an image of a happy couple riding in a Corvette.  Advil Liquid-Gels provide up to 8 hours of continuous pain relief. |  | Read the first 5 paragraphs of Elie Wiesel’s “Perils of Indifference” speech. Highlight examples of rhetorical appeals. | Read through the rest of the speech, marking examples of ethos, pathos and logos (use 3 different colored highlighters/pens) |  | Based on what you read today, what do you think is Elie Wiesel’s main rhetorical appeal in his speech? Is it similar or different to what we see in the excerpt from *Night*? Explain. |
| **Friday** | **I am learning how to identify ethos, pathos, and logos in a speech.**  **I can identify the most used rhetorical appeal in *Night*, *Maus*, or “Perils of Indifference”.**  **I can write a C.E.R. paragraph that supports my answer and uses textual evidence.** | Look at the following examples and decide which one is ethos, pathos, and logos.  Miley Cyrus appears in Oreo advertisements.  Nine out of ten dentists agree that Crest is better than any other brand.  A commercial shows images of starving children and then asks for people to donate money. |  |  |  | C.E.R. choose one of the readings: *Night*, *Maus*, or “Perils of Indifference “and what is the main rhetorical appeal used in that selection. | Checklist:  Look back at your paragraph and make sure it has the following before submitting:  Your claim mentions what reading you are using and what the main rhetorical appeal is.  Your textual evidence is word for word.  You introduce your textual evidence.  You have quotation marks around your textual evidence.  You have a citation in parentheses.  Your reasoning is the longest part of your paragraph and fully explains your claim and how your evidence is an example of that. |

*cabulary\*key literacy strategies*