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| **Standard**:**1.A** Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.  **1.B** Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.  **2.A** **Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.**  **2.B**  Demonstrate an understanding of an audience’s beliefs, values, or needs.  **3.A** Identify and explain claims and evidence within an argument.  **3.B** Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.  **3.C** Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.  **4.A** **Develop a paragraph that includes a claim and evidence supporting the claim.**  **4.B** **Write a thesis statement that requires proof or defense and that may preview the structure of the argument.**  **4.C** Qualify a claim using modifiers, counterarguments, or alternative perspectives.  **Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None** | | | | | | | |
|  | **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 components of the rhetorical situation.  I can identify the speaker and his claim. | Think about the unique appeal of life-threatening recreational activities (amusement park rides, skydiving, etc.)Why do thrill seekers choose to put their lives in danger for fun if humanity has spent much of our time on Earth trying to stay alive? |  |  |  | Read pages 10-12 in the textbook.  Read *Why We Crave Horror Movies* by Stephen King and complete the graphic organizer. | Complete the following sentence:  Horror movies invite us to lapse into thinking less analytically and more \_\_\_\_\_\_\_\_. |
| **Tuesday** | I am learning how to understand an author’s choices.  I can dissect an author’s evidence  I can determine why the author made the choices that he made. | Answer the following question:  At what point in our lives does King say we learn which emotions are socially acceptable to express and which are not? |  |  | Work with a partner to complete the following three questions (page 15)   1. Consider the title of the essay: “Why We Crave Horror Movies.” How does King answer the question in the title? King begins the text with a thesis but waits until the end of his essay to present his claim. What is the idea of the claim, and what is the perspective of the claim? 2. King uses various types of evidence. Choose one example and discuss the effect of this evidence. How effectively does it support his claim? 3. Reread paragraph 13. List the evidence in this paragraph and discuss how this evidence supports the ideas and perspectives in King’s original claim. |  | Last week and the last couple days we have dived into the **Rhetorical Situation** and **Claims and Evidence**. Which Big Idea (rhetorical situation or claims and evidence) are you still struggling with and why do you think that is? |
| **Wednesday** | I am learning how to understand an author’s choices.  I can dissect an author’s evidence  I can determine why the author made the choices that he made. | King visualizes our emotions and fears as having their own body and \_\_\_\_\_\_\_.   * 1. Emotions   2. Fears   3. Mind   4. muscles |  |  | Work with a partner to complete the following three questions (page 15)   1. Consider the title of the essay: “Why We Crave Horror Movies.” How does King answer the question in the title? King begins the text with a thesis but waits until the end of his essay to present his claim. What is the idea of the claim, and what is the perspective of the claim? 2. King uses various types of evidence. Choose one example and discuss the effect of this evidence. How effectively does it support his claim? 3. Reread paragraph 13. List the evidence in this paragraph and discuss how this evidence supports the ideas and perspectives in King’s original claim. |  | “Freda Jackson as the horrible melting woman in *Die, Monster, Die!* Confirms for us that no matter how far we may be removed from the beauty of a Robert Redford or a Diana Ross, we are still light-years from true ugliness.” (King, 14)  Why does King reference these actors and actresses? |
| **Thursday** | I am learning how to understand an author’s choices.  I can complete a graphic organizer on SPACECAT.  I can find evidence to support my thoughts. | What are rhetorical appeals? | Explain the project, group students, random song assignment. |  | Complete the SPACECAT Graphic Organizer on your mystery Song.  Once you have your graphic organizer finished, create a poster/presentation that you will have one representative of your group present in a gallery walk on Monday. |  | What is the main rhetorical appeal being used in your song? What evidence supports your thought? |
| **Friday** |  |  |  |  |  |  |  |

*\*key literacy strategies*