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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 understand an author’s choices.  I can determine the purpose and message of another group’s song.  I can find evidence to support their rhetorical appeal. | Read the following quote:  “It reminds me of the very first broadcast I made, in 1940, helped by my sister. We, as children, spoke from here at Windsor to children who has been evacuated from their homes and sent away for their own safety” -Queen Elizabeth, History Will Remember Your Actions  Would this be an example ethos, pathos, or logos and explain why? |  |  | Gallery Walk: Complete graphic organizer on the other three groups project.  Have project set up and one spokesperson. |  | Explain the difference between purpose and message. |
| **Tuesday** | I am learning how to determine the author’s tone and tonal shift.  I can analyze an author’s diction and claim.  I can identify an author’s claim. | Read page 25: Language and Style-The Writer’s Tone  Read page 25-26:  Writers Convey Attitude  Choose an emotion, such as happy, sad, or scared, and create a tonal scale of at least three words for that emotion from least intense to most intense. Then draw or pick an emoji for each of the words. |  |  |  | Read: Noah, The World Doesn’t Love You  By Trevor Noah  Language and Style: Describing Tone Graphic Organizer | “But now I was even more **petrified** because I didn’t want the judge to think I wasn’t taking him seriously because I was laughing.”  Why did Trevor Noah choose the word petrified? What other words could he have used in its place? |
| **Wednesday** | I am learning how to determine the author’s tone and tonal shift.  I can analyze an author’s diction and claim.  I can identify an author’s claim. | “I know you see me as some crazy old bitch nagging at you,” she said, “but you forget the reason I ride you so hard and give you so much s\*\*\* is because I love you. Everything I have ever done I’ve done from a place of love. If I don’t punish you, the world will punish you even worse. The world doesn’t love you. If the police get you, the police don’t love you. When I beat you, I’m trying to save you. When they beat you, they’re trying to kill you.”  After reading the last paragraph from Trevor Noah, what are your thoughts? What do you notice about his language? |  |  | Complete questions 1-5 on page 34 for *Noah, The World Doesn’t Love You* |  | **What is the overall tone of the piece,  *Noah, The World Doesn’t Love You*, and how does it impact his claim?** |
| **Thursday** | I am learning how to write a rhetorical analysis.  I can identify the rhetorical situation of a piece.  I can write a thesis statement. | Based on all the pieces that we have read, what one is your favorite and why?  What we have read:  -The Elite College Students Who Can’t Read Books  -History Will Remember Your Actions: Queen Elizabeth  -Why We Crave Horror Movies: Stephen King  -Be Prepares: Lion King  -I’ll Make a Man out of You: Mulan  -The Other Side: The Greatest Showman  -Under the Sea: The Little Mermaid  -Noah, The World Doesn’t Love You: Trevor Noah |  |  |  | Select one of the texts previously covered in this course (Any Disney song or Greatest Showman song, The Queen's Speech: History Will Remember Your Actions, Why We Crave Horror Movies: Stephen King, Noah, The World Doesn't Love You: Trevor Noah.) It CAN be one that you analyzed previously. You are going to be performing a rhetorical analysis of this text including: audience, purpose, exigence, context, and message. This analysis will take the form of an essay, which must be five paragraphs or more (at least five sentences each). You will have two days to perform your rhetorical analysis and write your essay. The purpose of this assignment is to show that you are learning the basic concepts of rhetorical analysis and apply them to a text that you are already familiar with. | What option did you choose and how far did you get on your essay? |
| **Friday** | I am learning how to write a rhetorical analysis.  I can use textual evidence in my body paragraphs. | **How to integrate quotations into the middle of the sentence (or making them a part of your writing).**  [**https://www.youtube.com/embed/gAjljGx6Eq4?cc\_load\_policy=1&rel=0**](https://www.youtube.com/embed/gAjljGx6Eq4?cc_load_policy=1&rel=0)  **Watch the video and take notes on how integrating quotes is different from introducing a quote.** |  |  |  | Continue and submit rhetorical analysis essay. | **What is an interesting rhetorical choice that was made in your chosen piece?** |

*a\*key literacy strategies*