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| **Standard**:  **1.B Reading-**Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.  **2.B Writing**- Demonstrate an understanding of an audience’s beliefs, values, or needs.  **3.A** **Reading-** Identify and explain claims and evidence within an argument.  **3.B** **Reading**- Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.  **4.A** **Writing-** Develop a paragraph that includes a claim and evidence supporting the claim.  **4.B** **Writing-** Write a thesis statement that requires proof or defense and that may preview the structure of the argument.  **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 an author’s use of credibility.  I can identify the author’s intended audience.  I can identify an author’s rhetorical choices to make them credible for their audience. | Watch the Skill 1.B Daily Video 2 on AP Classroom  Answer the following question:  How does Marian Evans Lewes build credibility? |  |  |  | Unit 2: Rhetorical Situation -Reading Quiz  AP Classroom | Look back at “Give the Kids a Break” (in the textbook) and find an example of how he builds his credibility with his audience. |
| **Tuesday** | I am learning how to analyze the rhetorical situation and claims and evidence of a chosen piece.  I can identify and analyze the rhetorical situation and claims and evidence.  I can use textual evidence to support my analysis. | **Based on the following quote from Kareem Abdul-Jabbar’s “Don’t Understand the Protests? What You’re Seeing is People Pushed to the Edge”, what is his audience?**  “If you’re white, you probably muttered a horrified, “Oh, my God” while shaking your head at the cruel injustice. If you’re black, you probably leapt to your feet, cursed, maybe threw something (certainly *wanted* to throw something), while shouting, “Not @#$%! again!” (page 113)  **What rhetorical device is he using in this quote?**  What do you see when you see an angry black protestors amassing outside police stations with raised fists? |  |  |  | You are going to pick one article from each category and complete the Rhetorical Situation, Claims and Evidence, and Putting it all Together Questions.  Ideas in American Culture: Reason and Revolution (page 116-117)   * Speech to the Virginia Convention by Patrick Henry (page 118-121) * You’ve Got to Have Hope by Harvey Milk (page 122-127)   Ideas in American Culture: Patriotism and Democracy (page 128-129)   * The American Crisis Number 1 by Thomas Paine (page 130-133) * On Patriotism by Donald Kagan (page 134-138) | What is the first article that you chose? Who is the audience and how do you know (textual evidence)? |
| **Wednesday** | I am learning how to analyze the rhetorical situation and claims and evidence of a chosen piece.  I can identify and analyze the rhetorical situation and claims and evidence.  I can use textual evidence to support my analysis. | Celebrities lead a huge impact on community engagement and activism. Identify a celebrity or influencer who have spoken out on public issues. What position have they taken? How and where have they shared their beliefs and what calls to action have they posed? What has been the impact of their efforts? |  |  |  | You are going to pick one article from each category and complete the Rhetorical Situation, Claims and Evidence, and Putting it all Together Questions.  Ideas in American Culture: Reason and Revolution (page 116-117)   * Speech to the Virginia Convention by Patrick Henry (page 118-121) * You’ve Got to Have Hope by Harvey Milk (page 122-127)   Ideas in American Culture: Patriotism and Democracy (page 128-129)   * The American Crisis Number 1 by Thomas Paine (page 130-133) * On Patriotism by Donald Kagan (page 134-138) | Based on what you have read so far, what is the tone of your piece and what word choice/sentences demonstrate that tone? |
| **Thursday** | I am learning how to analyze the rhetorical situation and claims and evidence of a chosen piece.  I can identify and analyze the rhetorical situation and claims and evidence.  I can use textual evidence to support my analysis. | What is one rhetorical choice you have found/noticed in what you have read so far? |  |  |  | You are going to pick one article from each category and complete the Rhetorical Situation, Claims and Evidence, and Putting it all Together Questions.  Ideas in American Culture: Reason and Revolution (page 116-117)   * Speech to the Virginia Convention by Patrick Henry (page 118-121) * You’ve Got to Have Hope by Harvey Milk (page 122-127)   Ideas in American Culture: Patriotism and Democracy (page 128-129)   * The American Crisis Number 1 by Thomas Paine (page 130-133) * On Patriotism by Donald Kagan (page 134-138) | What do your pieces have in common? |
| **Friday** | I am learning how to analyze current event articles for rhetorical choices.  I can annotate for rhetorical choices, confusing sections, and interesting sections.  I can reflect on what I learned about that current event. | How often do people get divorced and what do you think are the causes? Do you think the divorce rate is going up or down? |  |  |  | * Article of the Week: [“Everything You Think You Know about Divorce Is Wrong: The ‘Divorce Myth,’ Explained”](https://www.kellygallagher.org/s/AoW-2526_07-Divorce-Trends.pdf) by Adrianna Rodriguez for *USA Today*   -annotate as you read (anything that confuses you, stands out as interesting, word choice (connotation), etc.  -show evidence of close reading (don't summarize)  -Write a 1+ page (double spaced) reflection (use the questions to help you with that reflection: What are your thoughts about divorce trends? Explain. Did something in this article surprise you? Discuss. Pick a word/line/passage from the article and respond to it. Discuss a “move” made by the writer in this piece that you think is good/interesting. Explain. | Choose a word/line from the article and explain it’s impact on the rest of the article. (Think connotation vs. denotation) |

*a\*key literacy strategies*