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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 analyze a speech for the rhetorical situation.  I can annotate a speech.  I can analyze an author’s choices. | <https://www.youtube.com/watch?v=BqhEBFvDU4U>  Take notes on how to annotate for rhetorical analysis |  | Bush’s Address to the Nation on 9/11  annotate and discuss what Bush is doing in this speech. |  | Video of speech can be found on Canvas.  <https://www.youtube.com/watch?v=WA8-KEnfWbQ> | What was the most impactful part of his speech? |
| **Tuesday** | I am learning how to analyze a speech for the rhetorical situation.  I can annotate a speech.  I can analyze an author’s choices. | <https://www.youtube.com/watch?v=acbU51ubD8w>  Take notes on how to annotate for rhetorical analysis | Video:  <https://www.youtube.com/watch?v=OkvsjOEzhzQ> | Bush’s Address to Fireman on 9/14  annotate and discuss what Bush is doing in this speech. |  |  | Compare Bush’s address to the nation to the address he gave to the New York Fireman. What is similar/different between them. |
| **Wednesday** | I am learning how to analyze a speech for the rhetorical situation.  I can annotate a speech.  I can analyze an author’s choices. | <https://www.youtube.com/watch?v=W35OgPLWgzE>  Take notes on how to annotate for rhetorical analysis |  |  | Bush’s Address to Congress on 9/20  annotate and discuss what Bush is doing in this speech. | Video of the speech can be found on Canvas.  <https://www.youtube.com/watch?v=a1tnRhIpzqQ> | What is Bush’s main rhetorical appeal? |
| **Thursday** | I am learning how to analyze rhetorical situation and make comparison based on the same exigence.  I can complete a comparison chart.  I can use evidence to support the purpose and message of the differed speeches. | What is the message of this song?  <https://www.youtube.com/watch?v=p6yLQRF-cEU&list=RDp6yLQRF-cEU&start_radio=1> |  |  | Finish annotating and analyzing Bush’s address to congress | Comparison Chart:  Bush’s Three Addresses in September 2001  Exigence/Purpose/Message/Audience  Make sure to fully explain the message and purpose and use textual evidence. | What was the most impactful part of his speech to Congress? |
| **Friday** | I am learning how to write with a specific audience in mind.  I can tailor my writing to a specific audience. | 2:Skill 1.B Daily Video 1  (AP Classroom)  What is something that make an argument crafted specifically for you? |  |  |  | Think of a tragedy that has impacted you. Write a short speech that focuses on the audience you are addressing. | In your opinion, what is the best way to make sure you are staying true to the audience you are speaking/writing to? |

*a\*key literacy strategies*