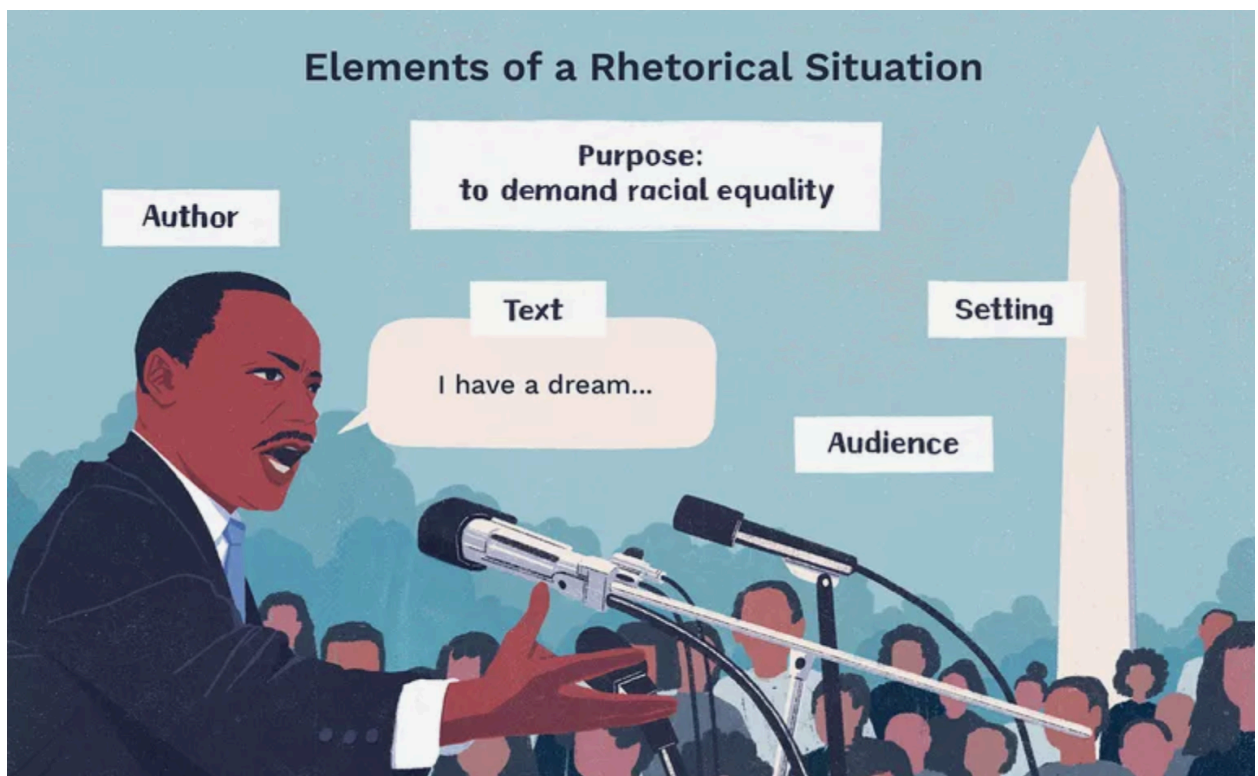


Introduction to Rhetorical Analysis



Unit Introduction

Throughout the first term of AP Language and Composition, we will be working on building a foundation for strong rhetorical analysis skills by learning what the elements of the rhetorical situation are and then learning about some common strategies that a speaker might use to achieve their purpose within a given rhetorical situation. We will start our analysis journey by applying these concepts to texts like advertisements and other familiar types of texts. We will then read and locate rhetorical strategies in several short written texts as well.

As we perform analysis, you will also learn how to write rhetorical analysis paragraphs that will become the building blocks of rhetorical analysis essays you will write in the next unit. Your assessment at the end of this term will ask you to write a timed rhetorical analysis paragraph about a text that is new to you that meets the requirements of the rubric linked below.

Unit Priority Standards

- 1A - Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message
- 1B - Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs
- 3A - Identify and explain claims and evidence within an argument
- 4A - Develop a paragraph that includes a claim and evidence supporting the claim

Unit Transfer Goals

- Accurately infer, interpret, and draw conclusions through critical analysis of various texts
- Effectively support arguments with evidence

| Unit Essential Questions | |
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| 1. How does the particular rhetorical situation of an argument help to shape a writer's strategic choices? | |
| Acquisition of Knowledge Skill | |
| <i>Students will know...</i> <ol style="list-style-type: none">1. The components of the rhetorical situation: speaker, audience, subject, context, exigence, purpose, take home idea2. The importance of the relationships between speaker, audience, and subject3. The three appeals and strategies commonly used to build them4. The components of a rhetorical precis | <i>Students will be skilled at...I can...</i> <ol style="list-style-type: none">1. Identify the elements of the rhetorical situation of a text2. Identify the relationships between speaker, audience, and subject3. Identify rhetorical strategies and choices used within a text4. Compose a paragraph accurately describing the rhetorical situation of a text |

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| 5. The steps involved with “The Method,” a heuristic for analysis 6. Common rhetorically accurate verbs (RAVs) and their precise meaning 7. The three components of a rhetorical analysis paragraph | 5. Utilize “The Method” to uncover the meaning of a text 6. Use RAVs accurately and precisely to describe moves and choices made by a speaker in a text 7. Compose a paragraph that accurately identifies a notable choice made within a text, provides evidence of that choice, and then explains the effect of that choice on the precise audience |
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Unit Plan

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| Week 1: Dates | Making Claims Introduction to the Rhetorical Situation |
| Learning Target(s): | Identify the elements of the rhetorical situation of a text (with support) |
| Acquired Knowledge: | The components of the rhetorical situation: speaker, audience, subject, context, exigence, purpose, take home idea |
| Skills, Activities, Due Dates and Assessments: | Making Claims Activity and Whole Class Discussion EdPuzzle introducing the rhetorical situation |

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| Week 2: Dates | The Rhetorical Situation |
| Learning Target(s): | Identify the most basic elements of the rhetorical situation of a text (speaker, audience, subject) |
| Acquired Knowledge: | The most basic components of the rhetorical situation: speaker, audience, subject The importance of the relationships between speaker, audience, and subject |

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| Skills, Activities, Due Dates and Assessments: | Read or watch new texts Whole-class and small group analysis discussion of various texts Individual analytical writing |
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| Week 3: Dates | Rhetorical Situation Rhetorical Strategies |
| Learning Target(s): | Identify more elements of the rhetorical situation of a text (exigence, context, purpose) |
| Acquired Knowledge: | Exigence, context, purpose |
| Skills, Activities, Due Dates and Assessments: | Read or watch new texts Whole-class and small group analysis discussion of various texts Individual analytical writing |

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| Week 4: Dates | Rhetorical Strategies (continued) |
| Learning Target(s): | Identify rhetorical strategies and choices used within a text (with support) Compose a paragraph accurately describing the rhetorical situation of a text (rhetorical precis) |
| Acquired Knowledge: | The three appeals and strategies commonly used to build them |
| Skills, Activities, Due Dates and Assessments: | Advertisement Analysis - individual and whole class |

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| Week 5: Dates | “The Method” |
| Learning Target(s): | Utilize “The Method” to uncover the meaning of a text |
| Acquired Knowledge: | The steps involved with “The Method,” a heuristic for analysis |
| Skills, Activities, Due Dates and Assessments: | EdPuzzle Read or watch new texts Individual work with “The Method” Whole class debriefs on “The Method” for various texts |

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| Week 6: Dates | The Rhetorical Analysis Paragraph (RAP) |
| Learning Target(s): | Compose a paragraph that accurately identifies a notable choice made within a text, provides evidence of that choice, and then explains the effect of that choice on the precise audience |
| Acquired Knowledge: | The three components of a rhetorical analysis paragraph |
| Skills, Activities, Due Dates and Assessments: | EdPuzzle on RAP Read or watch a new text Small group and whole group evaluation of a rhetorical analysis paragraph Individual writing practice (RAP) |

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| Week 7: Dates | The Rhetorical Analysis Paragraph (RAP) |
| Learning Target(s): | Compose a paragraph that accurately identifies a notable choice made within a text, provides evidence of that choice, and then explains the effect of that choice on the precise audience |
| Acquired Knowledge: | The three components of a rhetorical analysis paragraph |

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| Skills, Activities, Due Dates and Assessments: | Read a new text Discuss new text Small group and whole group evaluation of a rhetorical analysis paragraph Individual writing practice (RAP) |
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Assessment Details

| Evidence | |
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| I will check students' understanding throughout the unit by... | |
| Summative Rhetorical analysis paragraph (RAP) | Formative Practice rhetorical analysis paragraphs (at least 3) (RAP) Practice rhetorical precis paragraph Advertisement analysis Practice “The Method” Kahoot Class discussions |