Cycle 5: April 7-May 23 Human Rights and Rhetoric

Here we stand or here we fall. History won't care at all.

Know: at the end of this cycle, students will know…	**Understand:** at the end of this cycle, students will understand that…	**DO:** at the end of this cycle, students will be able to…
Content from Previous Units: ● Locke: state of nature, natural rights, abundance, social contract ✓ Rhetorical devices ✓ Context and content of Thomas Paine's *Common Sense* and Patrick Henry's *Give Me Liberty* ✓ Major causes of the American Revolution ✓ Language and meaning of the Declaration of Independence, Constitution, and Bill of Rights ✓ How life differed among regions of early America ✓ The impact that geography and especially cotton had on the development of the United States ✓ The contradictions inherent in early America: slavery and the treatment of Native Americans	● **Language is a powerful tool that can be used to manipulate beliefs and actions.** ● **Geography limits or extends the possibilities for civilization.** ● **Where we are born geographically dictates what rights and freedoms we have.**	In addition to individual student targets from previous units, all students will be able to… ✓ Determine an author's POV or purpose in a text. ✓ Analyze how an author uses rhetoric to advance that POV or purpose ✓ Write an argument to support a claim using valid reasoning and relevant evidence. ✓ Use a variety of rhetorical strategies to intentionally advance purpose. ✓ Present with effective physical expression, including eye contact, movement, and mannerisms. ✓ Present with effective vocal expression, including rate, volume, and tone. ✓ Express data/ information clearly through my use of media.

Summative Assessments: Details to Follow

- Call to Action Speech (Written and Presented)
- Rhetorical Analysis of a Speech

Scales for Cycle 5

	1	2	3	4
Reading: Comprehension: (ESL 3.3, CCRI.6-2.9/10)		I can determine the main ideas of a text.	**I can determine an author's POV or purpose in a text.**	I can determine the main purpose in a text as well as the sub-purposes that support the main purpose.
Reading: CC RI.9-10.6 (ESL 3.4)		I can locate/observe rhetorical devices in a text and can explain what they are.	**I can analyze how an author uses rhetoric to advance a specific POV or purpose in a text.**	I can analyze the effect of multiple rhetorical devices on the text as a whole, considering context and audience.
Writing: CC W.9-10.1 (ESL 2.1, 2.3e, 2.3a)		I can write an argument to support a claim using general evidence and explanation.	**I can write an argument to support a claim using valid reasoning and relevant evidence.**	I can write an argument to support a substantive claim using strong reasoning, and a variety of specific, relevant evidence.
Writing: CC W.9-10.1 (ESL 2.1, 2.4)		I can use rhetorical strategies in my writing.	**I can use a variety of rhetorical strategies to intentionally advance my purpose.**	I can choose rhetorical strategies based on my purpose and my audience, and can use them together to build to an argument.
Speaking: 10th grade scales (ESL 1.2)		I look up occasionally, but mostly read from my notes; sometimes my physical or vocal mannerisms interfere with my communication; I may not show much interest in my topic.	**I maintain some eye contact with my audience and do not read extensively from my notes; I use mannerisms and gestures that support my purpose and do not distract; I communicate interest.**	I maintain natural eye contact with my audience, and refer to my notes sparingly and smoothly; I speak with energy and poise; I use gestures effectively; I communicate passion for my topic.
Speaking: 10th grade scales (ESL 1.3)		Sometimes my vocal mannerisms interfere with my communication; I may speak too loud or too softly, too quickly or too slowly, or not vary my tone enough.	**I control distracting vocal mannerisms; I speak with appropriate volume and rate; I vary my tone to communicate meaning.**	I have intentional control of my volume, articulation, and speaking rate; I use emphasis to engage my audience.
Using Media: (ESL 1.5)		I can use the chosen form of media to present my data/information. I am able to access some of the capabilities of the form of media.	**I can express data/ information clearly through my use of media. My use of media follows an accepted process and standard for that form of media.**	I can enhance my data/ information through my use of media. I am able to go beyond the standard processes and capabilities of the form of media.