

WAUCONDA SCHOOL DISTRICT 118

UNIT PLANNING ORGANIZER

Subject: English

Grade Level or Course: Sophomore (English II)

Unit: 2 Rhetorical Analysis

Pacing: 3-4 Weeks

STAGE 1 – DESIRED RESULTS

Essential Questions:

1. How do individuals persuade others?
2. What are the essential strategies of persuasion?
3. How is communication organized?

Big Ideas:

1. Using rhetoric to provide a method for studying the work that language and writing do.
2. The meanings and the effects of writing are contingent on context, on situation, on readers, and on a text's purposes/uses.
3. Writing is a form of action. Through writing people respond to problems and can create change in the world.

CCSS (Overarching Standards):

1. RL.9-10.10 By the end of grade 10, read and comprehend literature, at the high end of the text complexity band independently and proficiently.
2. RI.9-10.10 By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
3. W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
4. W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
5. L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
6. L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STAGE 1 – DESIRED RESULTS *(continued)*

CCSS (Priority Standards):

1. RL/I.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
4. W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research
5. SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively

CCSS (Supporting Standards):

1. RL.9-10.2: Analyze effectiveness of textual evidence/supporting details
2. RL.9-10.6: Identify author's point of view and bias
3. RL.9-10.4: Analyze the cumulative impact of specific word choices on meaning and tone
4. RL.9-10.4: Evaluate author's argument for logical coherence (do facts presented support main argument?)
5. CCSS.ELA: Literacy.W.9-10.1.A: Write a thesis statement/argumentative claim
6. CCSS.ELA: LITERACY.W.9-10.2.B: Develop paragraph(s) with evidence to support thesis statement
7. CCSS.ELA: LITERACY.W.9-10.1.B: Analyze relationship between specific evidence and the topic sentence.

STAGE 2 – EVIDENCE

Concepts <i>(What students need to know)</i>	Performance Tasks <i>(What students will be able to do)</i>	21st Century Skills
<ol style="list-style-type: none"> 1. GrammarAppositive Phrase <ul style="list-style-type: none"> ○ Coordinate Adjectives ○ Dependent vs. Independent ○ Items in a Series ○ Nonessential Information ○ Parallel Structure ○ Literary devices 2. Literature <ul style="list-style-type: none"> ○ Extended Metaphor ○ Motif ○ Analogies ○ Persuasive speeches/writing 3. Reading 	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Analyze the difference between ethical decisions and moral decisions. 2. To comprehend and identify the concepts of Ethos, Pathos, and Logos. 3. To identify the speaker, occasion, audience, purpose, and argument of a rhetorical piece of literature. 4. To analyze various rhetorical strategies that help enhance an argument. 5. To determine the effectiveness of an 	<ol style="list-style-type: none"> 1. Plan strategies to guide inquiry 2. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks 3. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity 4. Apply existing knowledge to generate new ideas, products, or processes 5. Exhibit leadership for digital citizenship

<ul style="list-style-type: none"> ○ Connections <ul style="list-style-type: none"> ■ Text-to-Text ■ Text-to-Self ■ Text-to-World ○ Context Clues ○ Inference/Generalization ○ Main Idea ○ Supporting Detail <p>4. Writing</p> <ul style="list-style-type: none"> ○ Construction of major writing sequences: CER formatting <ul style="list-style-type: none"> ■ Claim ■ Evidence ■ Reasoning ■ Evidence 2 ■ Reasoning 2 ■ Develop 	<p>argument.</p> <ol style="list-style-type: none"> 6. Compose a well-developed argumentative essay, providing relevant and sufficient reasons, evidence, and analysis 7. Develop a counterclaim that can be refuted with relevant reasoning and evidence 8. Demonstrate command of the conventions of standard English grammar and usage 	
---	--	--

STAGE 3 – LEARNING PLAN
(*INSTRUCTIONAL PLANNING*)

Suggested Resources/Materials/Informational Texts

Anchor Text	
➤ “In Praise of the ‘F’ Word.” by Mary Sherry (Used for Summative Assessment)	
Supporting Fiction	Supporting Non-fiction
<ol style="list-style-type: none"> 1. Death, be not Proud by John Donne 2. Crossing Brooklyn Ferry by Walt Whitman 	<ol style="list-style-type: none"> 1. “I Have a Dream” by Martin Luther King Jr. 2. Ashton Kutcher- Teen Choice Award Speech. 3. Mindy Kaling’s Address to Harvard’s Graduating Class. 4. “You’re not Special.” by David McCullough
Poetry	Media
“Playground Elegy” by Clint Smith “Bittersweet” by Alyanne Cooper	<ol style="list-style-type: none"> 1. Election Speeches- Obama Candidacy speeches. 2. News Reporting and persuasive elements. 3. Allegories 4. Court Trials- such as Brown V. Board of Education.
Writing	Grammar
Argumentative Paper Prompt: <i>What is Mary Sherry’s argument and how effective is she in persuading her audience?</i>	<ol style="list-style-type: none"> 1. Comma Rules 2. S/V Agreement 3. Conventional Sentence Structure 4. Dashes/Hyphens 5. Colons and semicolons

** Denotes work to be used for summative assessment*

Suggested Research-based Effective Instructional Strategies

- CRISS Strategies

Academic Vocabulary/ Word Wall	Enrichment/Extensions/ Modifications
Essential Vocabulary: <ol style="list-style-type: none"> 1. Rhetoric 2. Diction 3. Purpose 4. Logic 5. Imagery 	<ul style="list-style-type: none"> ● Extended time on analysis ● Graphic Organizers provided for all major assessments ● Breaking down (chunking) large tasks ● Translated copies of texts available upon

6. Anecdote
7. Allusion
8. Experience
9. Simile
10. Metaphor
11. Hyperbole
12. Ethos
13. Pathos
14. Logos

Worth-Knowing Vocabulary:

1. Ethics
2. Morality
3. Proverbs
4. Socio-Cultural Context
5. Parallel Structure
6. Authenticity

request

- Visual and Audio versions played in accompaniment with the literature.