

Unit Title	Length of Unit
The Art of Persuasion	5 weeks
Unit Abstract	Central Text Options
<p>This unit focuses on principles of persuasive speaking. Students will learn and utilize rhetorical appeals (logos, pathos and ethos) and analyze how they are used on famous speeches as well as applying this knowledge to writing and performing a persuasive speech.</p>	<p><a href="#">Essential Elements of Public Speaking</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Chapter 10</a></li> </ul> <p>Malcolm X <a href="#">The Ballot or the Bullet</a>            MLK Jr. <a href="#">Beyond Vietnam: Time to Break the Silence</a>            Greta Thurnberg <a href="#">Our House is On Fire</a>            Lincoln <a href="#">The Gettysburg Address</a>            X Gonzalez <a href="#">March for Our Lives</a>            Winston Churchill <a href="#">We Shall Fight Them on the Beaches</a></p>
Content Area Standards and CT Core Standards (as applicable)	
Assessed Standards	Addressed Standards
<p>Applicable prioritized standards assessed in the unit.</p> <p><b>Reading Standards</b></p> <ul style="list-style-type: none"> <li>• <b>CCSS.ELA-LITERACY.RL.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> </ul>	<p>These are standards the curriculum and instruction will support but not explicitly assess.</p> <p><b>Reading Standards</b></p> <ul style="list-style-type: none"> <li>• <b>CCSS.ELA-LITERACY.RI.9-10.3</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</li> <li>• <b>CCSS.ELA-LITERACY.RI.9-10.5</b> Analyze in detail how an author's ideas or claims are developed and refined by particular</li> </ul>

<ul style="list-style-type: none"> <li>● <b>CCSS.ELA-LITERACY.RI.9-10.6</b> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</li> </ul> <p><b>Writing Standards</b></p> <ul style="list-style-type: none"> <li>● <b>CCSS.ELA-LITERACY.W.9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> </ul> <p><b>Speaking &amp; Listening Standards</b></p> <ul style="list-style-type: none"> <li>● <b>CCSS.ELA-LITERACY.SL.9-10.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</li> <li>● <b>CCSS.ELA-LITERACY.SL.9-10.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</li> </ul>	<p>sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <ul style="list-style-type: none"> <li>● <b>CCSS.ELA-LITERACY.RI.9-10.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</li> <li>● <b>CCSS.ELA-LITERACY.RI.9-10.9</b> Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</li> </ul>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● How can individuals create effective arguments?</li> <li>● How are the roles of logos, pathos, and ethos used to effectively persuade others?</li> <li>● How can someone maintain integrity when trying to persuade?</li> </ul>	<ul style="list-style-type: none"> <li>● Studying persuasive oratory and rhetoric provides vital communication skills for advocacy and leadership roles across disciplines.</li> <li>● Delivering a persuasive speech with confidence and passion is essential for maximizing its impact on the audience.</li> <li>● The ability to speak persuasively enables writers and speakers to influence perspectives, motivate action, and create change.</li> </ul>
<b>Knowledge</b>	<b>Skills</b>

*This component reflects key content and vocabulary students will need to know in order to meet the standards and demonstrate their learning.*

Students will know...

- **The difference between ethos, pathos, and logos.**

Vocabulary:

- Ethos **Essential Elements of Public Speaking** 210
- Pathos **Essential Elements of Public Speaking** 208-210
- Logos **Essential Elements of Public Speaking** 205-207
- Thesis **Essential Elements of Public Speaking** 52-56, 189, 215
- Integrity
- Argument
- Rhetoric **Essential Elements of Public Speaking** 205
- Appeal **Essential Elements of Public Speaking** 202
- Audience **Essential Elements of Public Speaking** 5, 6, 199
- Tone
- Counterclaim/ Counterarguments
- Occasion **Essential Elements of Public Speaking** 69
- Selective exposure **Essential Elements of Public Speaking** 199-200
- Positive labeling **Essential Elements of Public Speaking** 200
- Social proof **Essential Elements of Public Speaking** 201
- Credibility proof **Essential Elements of Public Speaking** 210
- Logical proof **Essential Elements of Public Speaking** 205-207
- Motivated Sequence **Essential Elements of Public Speaking** 201-204
  - a. Attention
  - b. Need
  - c. Satisfaction
  - d. Visualization
  - e. Action

*CT Core Standards, content standards, and/or skills necessary to meet the standards.*

Students will be able to...

- Students will be able to identify and use effective principles in persuasive speeches.
- Students will be able to identify the use of logos, pathos, or ethos in persuasion. ([Essential Elements of Public Speaking](#) 205-210)
- Students will be able to use logos, pathos, or ethos within their own persuasive speeches. ([Essential Elements of Public Speaking](#) 205-210)
- Students will identify ethical considerations when making persuasive arguments. ([Essential Elements of Public Speaking](#) 35, 210)
- Students will understand and be able to use a motivated sequence in writing and delivering a persuasive speech. ([Essential Elements of Public Speaking](#) 201-204)
- Students will be able to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will be able to write and deliver a persuasive speech citing relevant evidence and using valid reasoning.

**Assessment Evidence**

**Evaluative Criteria**

<p>Summative Assessment and/or Performance Task:</p> <ul style="list-style-type: none"> <li>• <a href="#">Persuasive Speech Directions</a></li> </ul>	<p>Rubric &amp; Answer Key</p> <ul style="list-style-type: none"> <li>• <a href="#">Persuasive speech Scoring Guide</a></li> </ul>
<p>Other Evidence for Formative Assessment:</p> <ul style="list-style-type: none"> <li>• <a href="#">Ethos, Pathos, Logos Chart</a> - to be used when analyzing any persuasive speech</li> <li>• <a href="#">SoapStone Chart</a> - to be used when analyzing any persuasive speech</li> <li>• <a href="#">Motivational Sequence Practicing</a></li> <li>• <a href="#">Motivational Sequence Outline</a></li> <li>• <a href="#">Logical Arguments Practice</a></li> <li>• <a href="#">Ethical Question Seminar</a></li> <li>• <a href="#">Developing Main Points</a></li> <li>• <a href="#">Audience Analysis Chart</a></li> </ul>	<p>Criteria</p> <ul style="list-style-type: none"> <li>• <a href="#">Ethos, Pathos, Logos Analysis Rubric</a></li> <li>• <a href="#">SOAPStone Rubric</a></li> </ul>
<p><b>Required and optional instructional materials, teaching resources, and equipment to be used for this course</b></p>	
<p>Students who take this course will also make use of notebooks, pencils/pens, and relevant technology.</p>	