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| **Standard: ELAGSE9-10RL6: ANALYZE a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.**  **ELAGSE9-10RL4: DETERMINE the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; ANALYZE the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)**  **ELAGSE9-10RI6: 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.**  **ELAGSE9-10RI4: DETERMINE the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; ANALYZE the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).**  **ELAGSE9-10W2: WRITE informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**  **ELAGSE9-10W7: CONDUCT short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**  **Assessment: Quiz Test Project Lab Writing None X** | | | | | | | |
|  | 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 |
| Mon | **No School** | **No School** | **No School** | **No School** | **No School** | **No School** | **No School** |
| **Tues** | **Asynchronous Day**  I am learning how to identify important details from a website.  I can take notes on important details from a website.  I can practice close and critical reading. | Asynchronous Day | Asynchronous Day | Asynchronous Day | Asynchronous Day | **Asynchronous Day**  Read the pdf: Civil Rights Movement  Choose one of the following sites to read:  [Ten Important Supreme Court Decisions in African American HistoryLinks to an external site.](https://www.infoplease.com/us/government/judicial-branch/ten-important-supreme-court-decisions-in-black-history)  Choose one court case to read about  [The Fight for Integrated Education – US Civil Rights TrailLinks to an external site.](https://civilrightstrail.com/experience/the-fight-for-integrated-education/)  [The Foundations of Black Power | National Museum of African American History and CultureLinks to an external site.](https://nmaahc.si.edu/explore/stories/foundations-black-power)  [Malcolm X: Biography, Civil Rights Activist, Nation of IslamLinks to an external site.](https://www.biography.com/activists/malcolm-x)  [Selma to Montgomery March | The Martin Luther King, Jr. Research and Education InstituteLinks to an external site.](https://kinginstitute.stanford.edu/selma-montgomery-march)  Write a summary of what you read. Tell me which site you went to and the most important details. | **Asynchronous Day** |
| **Wed** | I am learning how to analyze how an author uses rhetoric to advance his or her point of view or purpose.  I can practice close and critical reading.  I can identify the use of rhetoric. | Pathos: an appeal to emotion. An advertisement using pathos will attempt to evoke an emotional response in the consumer. Sometimes, it is a positive emotion such as happiness: an image of people enjoying themselves while drinking Pepsi. Other times, advertisers will use negative emotions such as pain: a person having back problems after buying the “wrong” mattress. Pathos can also include emotions such as fear and guilt: images of a starving child persuade you to send money.  Which of the below examples would be an example of Pathos?   1. A child is shown covered in bug bites after using an inferior bug spray. 2. Tiger Woods endorses Nike. 3. Sprite Zero is 100% sugar-free. | Notes on Ethos, Pathos, and Logos  (powerpoint and guided notes) | **Speech of the Pirate King: Rhetorical Analysis**  Speech Text:  Then, what shall we die for? You will listen to me! Listen! The Brethren will still be looking here, to us, to the Black Pearl, to lead. And what will they see? Frightened bilge rats aboard a derelict ship? No. No, they will see free men and freedom! And what the enemy will see is the flash of our cannons. They will hear the ring of our swords, and they will know what we can do. By the sweat of our brows and the strength of our backs, and the courage of our hearts. Gentlemen, hoist the colors!  Captain Elizabeth Swann, Pirates of the Caribbean: At World’s End  \*What is Captain Swann’s argument?  \*Does Captain Swann use **logos** (words and phrases that appeal to logic) in her speech? Cite specific examples to support your answer.  \*Does Captain Swan use **ethos** (words and phrases to establish the author’s credibility) in her speech? Cite specific examples to support your answer.  \*Does Captain Swann use **pathos** (words and phrases that appeal to emotion) in her speech? Cite specific examples to support your answer. |  |  | Is this a convincing composition? Why or why not? Cite evidence. |
| **Thurs** | I am learning how to analyze how an author uses rhetoric to advance his or her point of view or purpose.  I can practice close and critical reading.  I can identify the use of rhetoric. | Logos: an appeal to logic or reason. An advertisement using logos will give you the evidence and statistics you need to fully understand what the product does. The logos of an advertisement will be the "straight facts" about the product: One glass of Florida orange juice contains 75% of your daily Vitamin C needs.   1. A child is shown covered in bug bites after using an inferior bug spray. 2. Tiger Woods endorses Nike. 3. Sprite Zero is 100% sugar-free. |  | Start reading “I Have a Dream” speech by Martin Luther King Jr.  Students take notes as we go through his speech.  Videos to show how his inflection and tone changes as he goes through his speech.  Pg 467: Underline King’s claim. Mark details and evidence in paragraphs 3-5 that support his claim. What does King believe should happen?  Pg 468: Mark examples of extreme or absolute language in paragraph 7. Why did Dr. King use this language?  Rephrase the last sentence of paragraph 7 using less extreme or absolute language. How does it change the meaning? Does the sentence still support the author’s claim?  Pg. 469: What is the antonym for righteousness? How does the antonym help you understand the significance of “righteousness” in King’s message?  Why doesn’t King want things to *degenerate*?  How are the freedoms of all Americans *inextricably* bound?  While reading, also point out examples of ethos, pathos, and logos and have students highlight them in different colors. |  |  | What is an example of logos in MLK’s speech? |
| **Fri** | I am learning how to analyze how an author uses rhetoric to advance his or her point of view or purpose.  I can practice close and critical reading.  I can analyze the author’s use of rhetoric. | Ethos: an appeal to credibility or character. An advertisement using ethos will try to convince you that the company is more reliable, honest, and credible; therefore, you should buy its product. Ethos often involves statistics from reliable experts, such as nine out of ten dentists agree that Crest is the better than any other brand or Americas dieters choose Lean Cuisine. Often, a celebrity endorses a product to lend it more credibility: Catherine Zeta-Jones makes us want to switch to T-Mobile.   1. A child is shown covered in bug bites after using an inferior bug spray. 2. Tiger Woods endorses Nike. 3. Sprite Zero is 100% sugar-free. |  |  | Work with a partner to go through the example paragraphs and answer the questions.  Pg 470: What rhetorical appeal is being used in paragraph 10? What evidence supports your answer?  Pg 470: What phrase is repeated in paragraphs 11-15? How does the meaning of the phrase change as King repeats it?  Write down the quotation that King uses in paragraph 11. What is he quoting from? Why is this effective?  Write down the quotation that King uses in paragraph 15. What is he quoting from? Why is this effective? Would the passage have the same effect if the author had chosen to paraphrase or restate this information without quoting from this source?  What is the extended metaphor King uses in paragraphs 16-17, including details that develop it. Explain King’s vision in your own words.  What is the main idea of the concluding paragraphs of the speech? |  | What rhetorical appeal does MLK use mostly in his speech? Explain your answer with textual evidence. |