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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 | 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. | Part A: Which sentence states the purpose of Martin Luther King Jer.’s speech?   1. To celebrate the end of slavery and oppression of Black Americans 2. To describe his dreams and interpret them for his audience 3. To give a lecture about the Emancipation Proclamation 4. To urge all people to peacefully work together for racial equality   Part B: Select the sentence that best supports the purpose in Part A.   1. “…the Negro is still languishing in the corners of American society and finds himself in exile in his own land.” (paragraph 3) 2. “There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights.” (paragraph 7) 3. “Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred.” (paragraph 8) 4. “I say to you today…even though we face the difficulties of today and tomorrow, I still have a dream.” (paragraph 11) |  |  | Finish questions for “I Have a Dream” with your partner. |  | How does the metaphor of the check in paragraph 5 contribute to the development of King’s ideas?   1. by giving an example of poverty in King’s community 2. by persuading demonstrators that they should avoid banks 3. by explaining that America must keep its promise of freedom for all people 4. by asking the government to provide more financial assistance for Black Americans |
| **Tues** | I am learning how to identify examples of rhetorical devices (figurative language).  I can practice close and critical reading.  I can identify examples of rhetorical devices in MLK’s “I Have a Dream” speech. | Read the below quote from MLK’s “I Have a Dream” Speech and then decide what rhetorical appeal is being used.  "Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation."   1. Ethos 2. Pathos 3. Logos |  | MLK’s “I Have a Dream” figurative language  -Allusion  -Extended Metaphor  -Symbolism | MLK’s “I Have a Dream” figurative language  -Personification  -Metaphor  -Simile  -Repetition | Write down definitions for the different figurative language. | How does MLK’s use of his allusion to Abraham Lincoln and the Emancipation Proclamation build his credibility (ethos)? |
| **Wed** | I am learning how to identify rhetorical appeals in a speech.  I can practice close and critical reading.  I can identify ethos, pathos, and logos in MLK’s “I Have a Dream” Speech. | Look at the following quote from MLK’s “I Have a Dream” speech and decide if it is an example of repetition, parallelism, or both.  Repetition- repeats the same word(s) for emphasis (significant words and 3x’s or more)  Parallelism- uses similar grammatical constructions to express related or equally important ideas. It often creates a rhythm.  “Now is the time to make real the promises of democracy; now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice; now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood; now is the time to make justice a reality for all of God’s children.” |  |  | Rhetorical Appeal Scavenger Hunt  Find three examples of ethos, three examples of pathos, and three examples of logos.  Explain which one MLK uses the best |  | Read the following sentence.  Every man, woman, and child deserves equal rights.  What is the best way to revise the sentence to include parallelism for greater impact? |
| **Thurs** | I am learning how to demonstrate my knowledge of rhetoric.  I can get a 70% or higher on the quiz.  I can show my understanding of rhetoric and MLK’s “I Have a Dream” speech. | What is Martin Luther King Jr.’s central claim in the speech? |  |  |  | Quiz on “I Have a Dream” | What is one thing you have learned as we analyzed rhetoric in MLK’s “I Have a Dream” speech. |
| **Fri** | I am learning how to identify rhetorical appeals in different mediums.  I can support my answer with evidence. | How might rhetorical appeals be different in different mediums? (Example: speech vs commercial) |  | Commercial Analysis  Watch several videos as a class and have students decide what rhetorical appeal is being used the most.  <https://www.youtube.com/watch?v=KwUUdl22mkA>  <https://www.youtube.com/watch?v=CVS1UfCfxlU>  [Colgate Dentist DRTV](https://www.youtube.com/watch?v=8ULR68LTmbw)  <https://www.youtube.com/watch?v=IO9d2PpP7tQ>  [Super Bowl 50 - Mountain Dew: "Puppy Monkey Baby" (2016)](https://www.youtube.com/watch?v=nQcfK9EKfL4)  <https://www.youtube.com/watch?v=pIFNZ9NpLIE> |  |  | Which commercial do you think used rhetoric the best to sell their product? Explain why. |