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| **Standard**:  **1.B Reading-**Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.  **2.B Writing**- Demonstrate an understanding of an audience’s beliefs, values, or needs.  **3.A** **Reading-** Identify and explain claims and evidence within an argument.  **3.B** **Reading**- Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.  **4.A** **Writing-** Develop a paragraph that includes a claim and evidence supporting the claim.  **4.B** **Writing-** Write a thesis statement that requires proof or defense and that may preview the structure of the argument.  **Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None** | | | | | | | |
|  | **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 |
| **Monday** | I am learning how rhetorical appeals (devices, elements, etc.) impact an audience.  I can find examples of ethos, pathos, and logos in Harris’s speech.  I can explain the rhetorical effect of those examples. | [Skill 1.B Daily Video](https://apclassroom.collegeboard.org/d/pzlvcu9q56?sui=12,2)  Watch and take notes on ways to determine an author's assumptions about their audience. |  |  |  | In textbook: Considering the Audience page 86-89  Read: “I will not be the last” by Kamala Harris page 90-92 \*Complete the Graphic Organizer | Who is Harris’s audience? What values does Harris share with her audience? |
| **Tuesday** | I am learning how rhetorical appeals (devices, elements, etc.) impact an audience.  I can discuss my examples with a group and explain the rhetorical effect of those examples.  I can analyze the impact of the rhetorical appeals on Harris’s audience. | Remember a time when someone important (to you) offered advice that you listened to. How did that persons status in your life help you appreciate the message more than if the message came from a stranger. How did they establish credibility with you? Why is it that some advice from some people is more credible than from others? |  |  | Using the completed graphic organizer, students will get into groups of 3 and discuss the different appeals they recognized. Briefly explain what appeals they discovered and why their examples show the effect the author was trying to elicit from the intended audience. | **Answer question 3 on page 92.**  How does Harris connect to her audience through the appeals of logic, emotion, and credibility? Give a specific example of each and explain the effect of each appeal for her audience. | What is Harris’s message specifically for young women? How does Harris’s ethos qualify her to offer this message? |
| **Wednesday** | I am learning how to select appropriate evidence for a audience.  I can find examples of evidence to use for one audience.  I can explain why that evidence would influence that audience. | Take notes on pages 93-95.  \*Look at what information can become evidence and how to evaluate that evidence. |  | Activity Handout: Selecting Evidence for an Audience (page 95)  Topic: Recess |  | **Homework:**  2: Skill 3.A Daily Video 2 (AP Classroom)  Look at the “Selecting Evidence for an Audience” worksheet. Write a C.E.R. paragraph that explains why the evidence chosen for Audience A would not work for Audience B. | Look at the “Selecting Evidence for an Audience” worksheet. Write a C.E.R. paragraph that explains why the evidence chosen for Audience A would not work for Audience B. |
| **Thursday** | I am learning how to analyze evidence and explain its impact on an audience.  I can complete the graphic organizer for “Give the Kids a Break” on evidence and the impact on audience.  I can identify Steve Rushin’s three reasons in his article. | What is the purpose of recess? Why does it exist for elementary students, but not for high school students? |  |  |  | Read: “Give the Kids a Break” by Steve Rushin pages 96-98  Complete graphic organizer: Connecting Evidence to an Audience (page 96) | Rushin gives three reasons for the problem. What are those three reasons? |
| **Friday** | I am learning how to tailor rhetorical choices for a purpose.  I can analyze and explain rhetorical choices (clothing items), effects on audience and message (overall look) to a purpose. | List the clothes you are wearing today (include your shoes)  Why did you pick each one?  What do you think your outfit is portraying today? (tired, fashionable, boring, unique, etc.)  What is your favorite Friday/non-dress code outfit right now?  What do you like about it?  What do you think it portrays about you? |  |  | Barbie Activity/Rhetorical Fashion Activity | Barbie Activity/Rhetorical Fashion Activity | Barbie Activity/Rhetorical Fashion Activity |

*a\*key literacy strategies*