|  |  |
| --- | --- |
|  | **Standard: 10.T.T.3: Evaluate and apply argumentative techniques to enhance text’s appeal to audiences.** * 10.T.T.3. a: Read, discuss, evaluate and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea.
* 10.T.T.3. b: Analyze the use of rhetorical appeals; identify fallacies in a text.
* 10.T.T.3. c.: Apply argumentative techniques strategically to enhance writing and engage audiences.
* 10.T.T.3. d: Integrate multiple rhetorical devices or appeals strategically.

**10.T.C.1: Analyze the impact of purpose and audience on a wide variety of texts.** * 10.T.C.1.a: Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension.
* 10.T.C.1.b: Evaluate the impact of context and language on a text’s reception by the audience.
* 10.T.C.1.c: Construct and self-evaluate multimodal texts and/or presentation that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes.

**10.T.C.2: Evaluate how authors’ and/or speakers’ perspectives influence texts and how circumstances shape their creation.** * 10.T.C.2. a: Identify overtly commercial influences on texts in audiovisual and digital modes and platforms.
* 10.T.C.2.b: Explain how multiple contexts (including historical and disciplinary) influence perspectives across time and the associated implications text creation.
* 10.T.C.2. d: Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.

**10.T.SS.1: Analyze, evaluate, and use organization structures and style to shape thoughts across genres.** * 10.T.SS.1.a: Analyze and evaluate the effectiveness of a text’s organizational structure to meet the needs and expectations of the target audience or serve a specific purpose.
* 10.T.SS.1.b.: Craft and organize texts using an appropriate structure and format for mode, genre, purpose, and audience.
* 10.T.SS.1.c.: Guide the audience through texts using varied transitions, including between paragraphs and text sections to enhance cohesion.
* 10.T.SS.1.d.: Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience; purposefully organized and developed supporting facts, reasons, explanation, details, descriptions, and/or events; and a memorable conclusion.

**10.T.SS.2: Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts.** * 10.T.SS.2.a.: Analyze how the use of figurative, conative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts.
* 10.T.SS.2.b.: Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience.
* 10.T.SS.2.c: Use formal style when speaking or writing to establish credibility and tone.
 |
|  | **Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab X Essay Response ☐ None** |

|  |  | **Pre-Teaching** | **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)* |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* **Learning Target** **Success Criteria 1** **Success Criteria 2** | Do NowQuick Write\*Think/Pair/SharePollsNotice/WonderNumber TalksEngaging VideoOpen-Ended Question | Think AloudVisualsDemonstrationAnalogies\*Worked ExamplesNearpod ActivityMnemonic Devices\* | Socratic Seminar \*Call/ResponseProbing QuestionsGraphic OrganizerNearpod ActivityDigital Whiteboard | Jigsaw\*Discussions\*Expert GroupsLabsStationsThink/Pair/ShareCreate VisualsGallery Walk | Written Response\*Digital PortfolioPresentationCanvas AssignmentChoice BoardIndependent ProjectPortfolio | Group DiscussionExit Ticket3-2-1Parking LotJournaling\*Nearpod |
| Monday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am reviewing my understanding of the essential parts of argumentative writing. I am reviewing the excerpt from *Texas v. Johnson Majority Opinion.*  | Do Now: Answer the following: * An idea is *implicit* if the author assumes readers will understand it even though it is not stated directly. How do Brennan use the state’s implicit assumption to support his argument?
* Confirming or stating again that something is correct would be reaffirmation. Why does Justice Brennan make a reaffirmation (paragraph 4)?
* Justice Brennans says the nation’s ability to return to normal after a disturbing event is proof of its resilience. Explain the use of resilience in paragraph 4.
 | Instruction: Gallery Walk and Questions  | Call/Response: To check for understanding, review the assigned questions on page 70. Rephrase each question in your words.  | Gallery Walk: In groups of 3-4, answer the questions posted around the room. After discussing, write your answers in complete sentences. [HMH pg. 70, questions 1, 2, 3, and 4]  | n/a | Exit Ticket: Writers express ideas both explicitly and implicitly. They may use facts, statistics, examples, and expert opinions as evidence to support their arguments. One inference we can make is that Justice Brennan respects Justice Holmes. What text evidence can we find to support this claim?  |
|  | I can identify the essential parts to an argumentative text. I can identify rhetorical devices and appeals in an argumentative text. I can identify the evidence in an argumentative text. |
| Tuesday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am identifying the essential parts of argumentative writings. I am reading an excerpt from *Texas v. Johnson Dissent.*I am learning about Latin/Greek roots and affixes.  | Engaging Video: [Latin and Greek Roots and Affixes](https://www.youtube.com/watch?v=fiaPqgwJFo4) | Instruction: Review Argumentative TechniquesInstruction: Guided AnnotationsDemonstration: Reading w/ Annotations [pars. 1-2, HMH 67] | Probing Questions: Continue annotations during the read aloud following the teacher’s prompts. [pars. 3-4, HMH 68] | Think/Pair/Share: Read paragraphs 5-7 and annotate. After the given time, compare your annotations with a partner.  | Assessment Practice: Complete questions on page 69 | Exit Ticket: The vocabulary words *compulsion, reaffirmation,* and *resilience* have Latin roots. When you know the meaning of a root, you can determine the meanings of various words derived from it by examining their structures. Identify one new word that belongs to the word family. Then, write a definition that incorporates the meaning of the Latin root, identify the part of speech, and use the word in a sentence that reflects the meaning. * *Firmus* (meaning strong)
* *Resilire* ( means to leap back)
* *Pulsus* (to drive; to force)
 |
|  | I can identify the essential parts to an argumentative text. I can identify rhetorical devices and appeals in an argumentative text. I can identify the evidence in an argumentative text.I can identify 5 Latin/Greek roots and affixes.  |
| Wednesday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am identifying the essential parts of argumentative writings. I am reading an excerpt from *Texas v. Johnson Dissent.*I am learning about Latin/Greek roots and affixes.  | Think/Pair/Share: Answer the following questions. Once the timer stops, share your answers with a partner.* Why does Rehnquist discriminate between the burning of the flag and other forms of protest?
* Why does Brennan think it is best for the government not to intervene in a protest involving flag burning?
* Which argument seems more rational? Why?
 | Instruction: Rhetorical Analysis Using SPACECATDemonstration: SPACECAT Graphic Organizer | n/a | Chunked Think/Pair/Share: With a partner, pick a text. In each 2-person group, complete a SPACECAT graphic organizer for each Supreme Court opinion following the class prompts. When the organizer is complete, compare your graphic organizer with your partner’s. Based on each author’s use of rhetorical devices, who do you think has the strongest argument? | n/a | Group Discussion/ Discussion Board Post: Based on each author’s use of rhetorical devices, who do you think has the strongest argument? |
|  | I can identify the essential parts to an argumentative text. I can identify rhetorical devices and appeals in an argumentative text. I can identify the evidence in an argumentative text.I can identify 5 Latin/Greek roots and affixes. |
| Thursday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am learning to analyze an argument.  | Prediction: Read the title, the first and last paragraphs, and skim the topic sentences for “The American Flag Stands for Tolerance.” How might the author put the controversy about the American flag into perspective? What might people arguing over flag burning have lost sight of? [HMH pg. 77] | Instruction: Guided AnnotationsDemonstration: Reading w/ Annotations [par. 1, HMH 77] | Probing Questions: Continue annotations during the read aloud following the teacher’s prompts [pars. 2-3, HMH 77-78] | Think/Pair/Share: Read paragraphs 4-9 and annotate. After the given time, compare your annotations with a partner. | n/a | Group Discussion: Does the author agree or disagree with the Court’s ruling? What’s the author’s attitude? |
|  | I can evaluate a text’s use of evidence. I can identify rhetorical devices and appeals. I can evaluate a text’s use of rhetorical devices and appeals.  |
| Friday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am learning to analyze an argument. I can write a strong analytical paragraph.  | Assessment Practice: Complete the assessment practice on page 79 [HMH pg. 79] | Instruction: Writing Developed ParagraphsVisuals: Analyze the sample CER paragraph | Graphic Organizer: Complete the CER graphic organizer if you need extra help with writing developed paragraphs.  | n/a | Written Response: Being sure to include evidence from the text, answer either question 2, 4, 5, or 6 on page 80 in your textbook.  | Exit Ticket: Once an idea is accepted as **dogma**, it is not questioned. What are the possible dangers In imposing or following dogma.  |
|  | I can develop a claim. I can use evidence to support a claim.  |