

Course Title – English III

Implement start year – 2015-2016

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Unit # 1 – Rhetoric, Wit, and Satire

Transfer Goal – Students will be able to understand and apply rhetorical strategies to their own writing throughout the year.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

RL.11-12.1

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.

RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

(Include Shakespeare as well as other authors.)

RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective

- _x_Flexibility and Adaptability
- _x_Initiative and Self-Direction
- _x_Social and Cross-Cultural Skills
- _x_Productivity and Accountability
- _x_Leadership and Responsibility

selection, organization, and analysis of content.

W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice,

<p>points of emphasis, and tone used.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1 rhetorical strategies are used to influence characters/people in literature and life.</i></p> <p><i>EU 2 rhetorical strategies are closely connected to the occasion and context surrounding their use.</i></p> <p><i>EU 3 various types of satire and humor are used to highlight societal differences in literature and life.</i></p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What are rhetorical appeals? • How are the rhetorical appeals used to influence change? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How does the author's\creator's intent relate to the issues surrounding the work? • What is the purpose for using certain rhetorical strategies? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • What are the types of satire and humor? • What is the purpose behind the use of each type of satire and humor? • What is the difference between satire and humor? • How do satire and humor highlight societal differences?

Knowledge:

Students will know . . .

EU 1

- the three appeals. (ethos, pathos, logos)
- the Aristotelian Triangle.

EU 2

- SOAPStone
- occasion and context surrounding a given work.

EU 3

- definitions for satire, irony, parody, sarcasm, humor and wit.
- methods by which satire is delivered.
- audience and target within a satirical/humorous work.
- background information on the society of a given work.
- various ways that humor and wit appear in literature and life.

Skills:

Students will be able to . . .

EU 1

- identify the use of the three appeals in a work.
- evaluate the effectiveness of the use of the appeals within the work.

EU 2

- apply SOAPStone to literature and life.
- research context and occasion as it applies to a work.

EU3

- analyze the effectiveness of humor and satire utilized in fiction, non-fiction, and multimedia sources.
- compare and contrast the methods used for strength of purpose.
- identify the audience of a given work and connect the background information to the purpose behind the satire and humor used.
- identify the use of satire, irony, parody, sarcasm, humor and wit.

- compare and contrast the use of satire and humor from differing perspectives.

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- annotations of selected works
- quizzes on types of humor/satire
- quizzes based on knowledge of appeals and SOAPStone
- writing assignments using studied appeals
- student oral responses on issues and classroom literature
- discussions on societal issues at time of given works
- debates centered around the effectiveness of message and appeals
- presentation of found speeches that utilize appeals

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Consider the *WHERE TO* elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Incorporate mini-lessons in ethos, logos and pathos, giving examples of each as seen in literature and life. (A)
- Incorporate mini-lessons on SOAPStone, identifying and connecting each element. (A)
- Incorporate mini-lessons on writing a narrative. (A)
- Incorporate mini-lessons on humor (i.e. satire, irony, parody, wit). (A)
- PARCC: Choose a commercial (live or print) which demonstrates appeals to ethos, logos and pathos equally well. Present the commercial to the class and explain how each element is seen. (M)
- PARCC: Evaluate the effectiveness/ineffectiveness of marketing strategies. (M)
- PARCC: Find an example of a political/social cartoon and explain the context and the effectiveness of the satire. (M)
- Given a real-life or literary example, identify the target audience and justify the choice. (M)
- Choose and present a quote from a satirist/humorist which can be used as a tag-line for students' lives and explain why. (M)
- Evaluate a historic example of satire/wit and a comparable modern version (i.e. "Modest Proposal" to Colbert's "A Modest Porpoisal") (T)
- Keep a log of humorous experiences and determine the source of the humor. (M)
- Research and present current events which are objects of satire (i.e. John Stewart's "Crisis in Dairyland"). (A)
- View and evaluate clip of satirist explaining the craft of satire. (i.e. "Frost on Satire") (A)
- Compare/contrast the different types of humor in British and American sitcoms (i.e. *The Office*). (M)
- Research the context of an article from a satiric newspaper (i.e. *The Onion*) and explain how satire reflects the context. (M)
- PARCC: Create a brochure for a resort that seeks to increase its revenue and appeals to a certain audience. (T)
- Write an original satiric piece dealing with a modern-day issue. (T)
- PARCC: Pick an ad from a major brand and track the history of changes over time to analyze the purpose behind its changes. I.e. Coke, McDonalds, Levis, Ford, etc. (T)
- PARCC: PARCC Research Simulation Tasks (T)