

Course: English III
Unit #: 1 : Introduction to Rhetoric

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Curriculum Team Members Matt Carr (mcarr@lrhsd.org), Lora Griffin (lgriffin@lrhsd.org), Laura Lamberto (llamberto@lrhsd.org), Jeff Misuraco (jmisuraco@lrhsd.org), Jenn Strobl (jstrobl@lrhsd.org)

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf>

- **Unit Standards:**

- **Content Standards**

- RL.11-12.1.Cite strong and thorough textual evidence and make relevant connections 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. (e.g. 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 selection, organization, and analysis of content.
- 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, trying a new approach or consulting a style manual (such as MLA or APA Style), 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, share, 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 peers 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, qualitatively, 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, points of emphasis, and tone used.
- SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **21st Century Life & Career Standards**
 - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, *Social Studies Practice: Gathering and Evaluating Sources*).
 - 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., 7.1.AL.IPRET.6).
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **Interdisciplinary Content Standards**
 - 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
- **NJ Statutes**

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Transfer Goal: Students will be able to independently use their learning to identify various rhetorical strategies that are the backbone of persuasive writing and speaking and utilize this knowledge to become better communicators and critical thinkers beyond high school.

As aligned with LRHSD Long Term Learning Goal(s):

- Produce clear and coherent writing of various text types and purposes; utilize research-based strategies to produce, present and distribute these texts
- Employ the writing process (planning, revising, editing, rewriting, publishing)
- Produce and engage in a range of conversations using a variety of media and formats
- Evaluate speakers' use of evidence, point of view, logic and rhetoric

- Evaluate and respond to their and others' oral and written communication, including reading, writing, speaking and listening
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Enduring Understandings

Students will understand that . . .

EU 1 rhetorical strategies are used to influence characters/people in literature and life.

EU 2 rhetorical strategies are closely connected to the occasion and context surrounding their use.

EU 3 writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.

EU 4 one can determine the effectiveness of an argument based on the speaker's use of claims, evidence, and rhetorical appeals.

Essential Questions

EU 1

- What are rhetorical appeals and how are they used to influence change?
- Why do speakers use a variety of rhetorical strategies?

EU 2

- How does the author's\creator's intent relate to the issues surrounding the work?
- How are certain rhetorical strategies used for multiple purposes?

EU 3

- How does the speaker develop a claim/thesis?
- How does the speaker utilize evidence to support the claim?
- How does the author acknowledge and refute opposing arguments?

EU 4

- How effective is the speaker in persuading or convincing their audience?
- How is the audience affected by specific rhetorical strategies?

Knowledge

Students will know . . .

Skills

Students will be able to . . .

EU 1

- the three appeals. (ethos, pathos, logos). (RL.11-12.4)
- the Aristotelian Triangle. (RL.11-12.4)

EU 2

- SOAPStone and/or Space Cat. (SL.11-12.3)
- occasion and context surrounding a given work. (RL.11-12.4)
- common rhetorical devices and strategies. (RL.11-12.5)

EU 3

- the definition of a thesis statement. (L.11-12.1)
- methods to deliver evidence and reasoning. (RL.11-12.1)
- the definitions of counterargument and refutation. (RL.11-12.4)

EU 4

- that all writers and speakers make choices for their respective purposes. (RL.11-12.6)
- the effects of strategies and devices on the audience. (RL.11-12.5)

EU 1

- identify and discuss the use of ethos, pathos, logos.(SL.11-12.3)
- evaluate the effectiveness of the rhetorical appeals. (SL.11-12.3)
- explain the relationships between speaker, occasion, and audience. (RL.11-12.4)

EU 2

- identify and utilize the elements of SOAPStone / Space Cat. (SL.11-12.3)
- evaluate the influence of the occasion and context. (SL.11-12.3)
- identify and analyze rhetorical devices and strategies within a work. (SL.11-12.3)

EU 3

- produce a clear and concise claim in response to a given prompt. (W.11-12.4)
- generate specific evidence and reasoning to support a claim. (W.11-12.1)
- compose a counterargument accompanied by a refutation to show sophistication within the argument. (W.11-12.5)

EU 4

- evaluate the effectiveness of the strategies and devices in achieving the speaker's purpose. (W.11-12.2)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: 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. {place A, M and/or T along with the applicable EU number in parentheses after each statement} The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Incorporate mini-lessons in ethos, logos and pathos, giving examples of each as seen in literature and life. (A EU 1)
- Incorporate mini-lessons on SOAPStone/Space Cat, identifying and connecting each element. (A EU 2)
- Analyze commercials (live or print) which demonstrate appeals to ethos, logos and pathos equally well. (A, M EU 1, EU 2)
- Choose and present a commercial to the class and explain how each element is seen. (M EU 1, EU 2)
- Evaluate the effectiveness/ineffectiveness of marketing strategies. (M EU 1, EU 2, EU 4)
- Find an example of a political/social cartoon and explain the context and strategies (M EU 1, EU 2)
- Given a real-life or literary example, identify the target audience and justify the choice of rhetorical strategies. (M EU 2, EU 4)
- Compose a rhetorical précis based on SOAPStone / Space Cat (M EU 2)
- Evaluate the effectiveness/ineffectiveness of a speaker's claim in relation to purpose. (M EU 4)
- Create a commercial for a new or existing product or service. The commercial should include the use of rhetorical devices. (M, T EU 2, EU 3)
- Create and support original claims regarding the rhetorical situation. (M,T EU 3)
- Utilize rhetorical strategies in scenarios which mimic real life. (M, T EU 3)
- Compose an argument essay based on a relevant prompt. (M EU 3)
- Compose a rhetorical analysis essay after analyzing a specific work. (M EU 2, EU 3, EU 4)
- Create a print or digital brochure that appeals to a certain audience and uses rhetorical appeals to advertise a product/experience. (T EU 3)
- 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)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Rhetoric	Five weeks
2	The Making of a Hero	Eight weeks
3	Leadership and Power	Seven weeks
4	Societal Pressures and Responses	Eight weeks
5	The Nature of Humanity	Eight weeks
6	Personal Narrative/College Essay	Four weeks

Instructional Materials

Choose from any of the recommended options below. Suggested texts and works include:

- Chimamanda Ngozi Adichie: Danger of a Single Story
https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story
- Obama's A More Perfect Union <https://www.npr.org/templates/story/story.php?storyId=88478467>
- Article of the Week <http://www.kellygallagher.org/article-of-the-week>
- Flannery O'Connor: Everything That Rises Must Converge
<https://faculty.weber.edu/jyoung/English%206710/Everything%20that%20Rises%20Must%20Converge.pdf>
- LeBron James (Told to Lee Jenkins): I'm Coming Back To Cleveland <https://www.si.com/nba/2014/07/11/lebron-james-cleveland-cavaliers>
- Jim Valvano: 1993 ESPY'S Speech
<https://www.v.org/about/remembering-jim/espy-awards-speech/>
- "The Fourth of July" by Audre Lorde
<https://docs.google.com/viewer?a=v&pid=sites&srcid=ZWdycHMub3JnfG1zbGFncmFuZGVncmhzfGd4OjJzjdIMDM2ODk2YzRIZjY>
- George W. Bush 9/11 Speech
<https://www.youtube.com/watch?v=rGwxw4tUzlo>
- Queen Elizabeth I Speech to the Troops at Tilbury, Speech to her last Parliament 1601
<https://www.rmg.co.uk/stories/topics/queen-elizabeth-speech-troops-tilbury> ;

[https://www.wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/ModuleInstance/17583/Queen Elizabeths 1601 speech to Parliament.pdf](https://www.wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/ModuleInstance/17583/Queen_Elizabeths_1601_speech_to_Parliament.pdf)

- Winston Churchill speeches: We Shall Fight on the Beaches, Blood, Toil, Sweat, and Tears, War Speech
<https://winstonchurchill.org/resources/speeches/>
- King George VI War Speech (*The King's Speech*)
<https://www.americanrhetoric.com/MovieSpeeches/moviespeechthekingspeech.htm>
- Lou Gehrig Farewell Speech
<https://www.buckeyevalley.k12.oh.us/userfiles/73/Classes/321/Lou%20Gehrig%20Speech.pdf>
- Nikki Giovanni "We Are Virginia Tech" <http://pshs.psd202.org/documents/kmahoney/1505493477.pdf>
- Commencement Speeches
- Editorial Cartoons
- Commercials

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.