

Unit 1 Winter 2014

Subject/Grade: English 11

Course: American Literature

Unit Title: The Power of Rhetoric

Stage 1 - Desired Results

Content Standards: *This section lists the secondary content standards that are addressed in the unit (e.g., CCSS, GSEs, NGSS, Industry Standards, etc.)*

Anchor Standards:

- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-LITERACY.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.
- [CCSS.ELA-LITERACY.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.
- [CCSS.ELA-LITERACY.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.
- [CCSS.ELA-LITERACY.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
- [CCSS.ELA-LITERACY.W.11-12.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Supporting Standards:

- [CCSS.ELA-Literacy.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. (Include Shakespeare as well as other authors.)
- [CCSS.ELA-LITERACY.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.
- [CCSS.ELA-LITERACY.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.

Essential Questions: *This section identifies core essential questions in this unit*

1. How does rhetoric shape our society?
2. In what ways, does bias contort reality?
3. How can digital media expose, conceal, or distort the truth?
4. How do historical injustices affect contemporary society?

Understanding: *This section identifies the big, enduring ideas of the unit*

1. Students will understand the ways that rhetoric can shape popular opinion on major social issues and injustices.
2. Students will see the way that bias distorts events and can be manipulated to fit different arguments.
3. Students will conceptualize the ways digital media can be used as a tool both to perpetuate and to challenge injustice.
4. Students will connect the history of systemic racism in the United States to existing race-based oppression and violence.

Students will know: *This section identifies key concepts and knowledge students will acquire as a result of this unit*

1. The definitions of argument, bias, evidence, and warrant.
2. The definitions of tone, purpose, and audience.
3. Background information on the Shooting of Mike Brown as well as other examples of race-based violence.
4. Rhetorical Strategies commonly used in speeches
5. Different types of text and different forms of text (multimedia)
6. Research Steps
7. Process of Evaluating Sources (C.R.A.A.P. method)
8. Bibliography Format

Students will be able to: *This section identifies what students should be able to do as a result of such knowledge. What skills do they now have?*

1. Students will be able to identify arguments, bias, evidence, and warrants in different types of texts and be able to employ them in their own writing.
2. Students will be able to identify tone, purpose, and audience of different type of texts as well as adapt their writing to fit these different artistic choices.
3. Students will be able to refer to specific details from the Shooting of Mike Brown and the subsequent unrest in Ferguson, MO and explain how those facts have been manipulated to support different perceptions of the event.
4. Students will be able to identify different rhetorical strategies in different contexts as well as employ them in their own writing.
5. Students will be able to navigate and choose different types of text and different forms of text to suit their needs/interests.
6. Students will be able to research a topic of their choosing to gather source materials for their own speeches.
7. Students will be able to evaluate sources for their currency, relevance, authority, accuracy, and purpose.
8. Students will cite source material properly and completely.

Stage 2 - Assessment Evidence

Assessments: *This section identifies assessment tasks that the teacher will employ to assess student performance on the content standards identified in this unit. This section may also identify the rubrics used for scoring each assessment task*

Summative Assessments:

Speech on a Contemporary Issue
Political Campaign Proposal

Interim Assessments:

Blog Posts (RL 4, RL 1, RI 5, RI 6, RI 7, W2, W6)
DBQ Essay (RL 1, RL 9, RI 5, RI 6, RI 7, W2)

Formative Assessments:

Entrance & Exit Tickets (RL 4, RL 1, RI 5, RI 6, W2)
Socratic Seminars (RL 4, RL 1, RI 5, RI 6, SL 1)
Graphic Organizers and Cornell Notes (for recording important information and brainstorming) (RL 1, RI 5, RI 6, RI 7)
Group Carousels (RL 4, RL 1)
Focus Passages with Questions (RL 4, RL 9, RI 7)
Twitter Discussions (RL 1, RL 4, RI 6, RI 7, W2, W6)
Creative Projects: Vines, Collages, Scenes, Poetry, etc
Textual Annotations

Stage 3 - Learning

Learning Activities: *This section lists suggested ENGAGING & EFFECTIVE activities for students to demonstrate their competency in the standards identified in this unit*

Note: These activities are differentiated in order to best reach all levels & types of learners:

Activities for ALL students:	Supports Provided:
<ol style="list-style-type: none"> 1. Four Corners 2. Respond to Quotations and prompts (Carousel) 3. Self-Assessment 4. Annotation Activities 5. Socratic Seminar Discussions 6. Note-Taking Graphic Organizers 7. Inferences Activity with Images, Twitter, Video Clips, etc 8. Rhetorical Speech Analysis 9. Focus Passages in Small Groups 10. Creative Writing Prompts 11. Twitter Notes & Discussion 12. Peer-Editing Checklists 13. Self-Assessment Worksheets 14. Videos + Cornell Notes 15. Creative Projects: Vines, Collages, Scenes, Poetry, etc. 	<ol style="list-style-type: none"> 1. Graphic Organizers 2. Modeling - Teacher & Student Work Samples 3. Group Work 4. Multimodal options (using art, videos, etc as prompts) 5. Directions presented in different ways (visually, audibly, etc) 6. Explicit Instruction 7. Organizational Systems (Notebook with Dividers for each section) 8. Focused Grading 9. Support of Inclusion Teacher and Reading Specialist 10. Seating Chart 11. Preferential Seating 12. Use of Auditory aids such as audiobooks and read-aloud software. 13. Accessible materials (all documents, plans, and handouts available on website)
Activities for MOST students:	Supports Provided:
<ol style="list-style-type: none"> 1. Empathetic Feedback on student work 2. Extension Writing Activities 3. More Choice in research topics 4. Further Connections to contemporary issues 	<ol style="list-style-type: none"> 1. Explicit Instruction 2. Group Work 3. Modeling with student samples
Activities for SOME students:	Supports Provided:
<ol style="list-style-type: none"> 1. Further Research Opportunities 2. Leadership Roles within Group Activities (i.e. Socratic Seminars, Group Work, etc) 3. Song Composition 4. Extension Activities with Song Analyses 5. Further Creative Writing Prompts 6. Choice in research and presentation of connections to contemporary issues 	<ol style="list-style-type: none"> 1. Modeling 2. Explicit Instruction 3. Targeted Feedback 4. Individual conferences/instructions

Instructional Resources: *This section of the unit lists instructional resources & equipment available to teachers for this unit*

Twitter resources

- #iftheygunnedmedown
- #fergusonsyllabus
- #mikebrown
- #ferguson
- #handsupdontshoot

Contemporary Articles concerning racism and economic equality (especially on St. Louis & Ferguson):

- Lives Unlived & Dreams Undone: America's Siege on Blackness | #Ferguson
- 10 Hours in Ferguson: A Visual Timeline of Michael Brown's Death and Its Aftermath by Julia Lurie
- "America is Not For Black People" by Greg Howard
- "The New Racism" by Jamelle Bouie
- "Things to Stop Being Distracted By When a Black Person Gets Murdered by the Police" by Mia McKenzie
- NY Times article: *Michael Brown Spent Last Weeks Grappling With Problems and Promise* by John Eligon, "Police Officer in Ferguson Is Said to Recount a Struggle" by Michael S. Schmidt, Matt Apuzzo, and Julie Bosman

Songs:

- J.Cole's "Be Free"
- Lauryn Hill's "Black Rage"

Video Clips

- John Oliver
- Jon Stewart
- Stephen Colbert

Speeches

- Letter from a Birmingham Jail by MLK Jr.
- Statement by Attorney General Eric Holder on Latest Developments in Ferguson, Missouri

Chart paper

Daily Powerpoints

Notebooks divided into sections (Essential Questions, Entrance/Exit Tickets, Writing, Class Notes, Vocabulary, and HW)