

Unit 4: Language and Politics
ECE/AP English Language and Composition
13 Class Meetings

Rev. August 2017

Essential Questions

- How do language and politics intertwine?
- What implications does the idea of civic responsibility have for our behavior?

Enduring Understandings with Unit Goals

EU 1: The language we use reflects and connects us to the various communities in which we live.

- Identify the ways language reflects and influences identity.
- Consider one's own multiple literacies.

EU 2: Language is a powerful political tool.

- Analyze how politicians and others use language to effect change.
- Analyze how changes in language affect and or reflect societal change.

EU 3: There is a long history of the debate about the responsibility of the individual to the democratic state.

- Analyze a classical essay: Thoreau's Civil Disobedience.
- Consider the implications of political protest.

EU 4: Satire is a complex style of writing that can be very effective.

- Analyze complex satire
- Create an original satire

Standards

Common Core State Standards

- **RL.11-12.2:** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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- **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).
- **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.
- **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.11-12.4:** 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.
- **L.11-12.3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **L.11-12.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

MSMHS 21st Century Learning Expectations

Competency 1. Read and write effectively for a variety of purposes

Competency 2. Speak effectively with a variety of audiences in an accountable manner

Competency 5. Contribute to a positive learning environment with respect and responsibility

Unit Content Overview

- Construction and Evaluation of Argument
- Close Reading Skills
- Language as it pertains to Identity
- Political Correctness
- Orwellian Language
- History of Political Protest (Nonviolence)
- Contemporary Politics
- Satire

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- Grammar Topic: Direct, Precise, and Active Verbs
 - Vocabulary: agitate, altruism, ambivalence, aptitude, archaic, arduous, barbarism, barrenness, benign, bias, brittle, capricious, cataloging, complacency, contentious, credentials, decry, deplore, diabolical, dialect, earnest, egregious, elusive, embellish, emigrate, ferocity, flourish, foresight, futility, glibly, grudgingly, haphazard, hyperbole, implausible, impressionistic, indignant, indisputable, innate, jargon, justifiable, kinship, lapse, longevity, lyrical, melodramatic, motif, mythic, negation, nostalgia, onomatopoeia, ornamentation, poignant, precarious, preoccupation, remedy, reprehensible, rhetorical, tedious, turmoil, underscore
- Interdisciplinary Connections**
- US History – Current Events, Political Protest
 - AP Psychology – language and cultural identity
 - AP Human Geography – Language and Culture
 - Civics: Civic Responsibility

Learning Objectives

Students will be able to...

- Analyze the idea of “different Englishes”
- Explain the relationship between slang and formal speech
- Describe ways that language evolves
- Analyze rhetorical techniques in complex classic essay
- Identify examples of Orwell’s argument in contemporary speeches
- Collaborate with others to arrive at a conclusion about the effectiveness of efforts to reduce social injustice through language or whether changes in language merely mask issues (politically correct speech)
- Make connections between Thoreau’s ideas of civil disobedience and more recent event
- Perform rhetorical analysis on politically charged speech
- Identify the claim/argument of a politically charged poem
- Analyze the rhetoric in writing about a contemporary issue
- Identify the satirical elements in a classic satire
- Identify a contemporary issue worth satirizing
- Develop strategy for original satire
- Present satire to larger group

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Instructional Strategies/Differentiated Instruction

- Lecture with notes
- Homework
- Close reading with annotations
- Accountable Talk discussions
- Graphic organizers
- Self-assessments
- Strategic grouping
- Student choice
- Flash cards for vocab
- Learning through competitive games
- Personal connections
- Process checks on writing assignment

Assessments

FORMATIVE ASSESSMENTS:

- Original Satire about Contemporary Social or Political Issue
 - MSMHS Rubric 2: Accountable Talk
- ECE 1010 Analytical Essay: Comparison of Language on Two Sides of an Issue
 - MSMHS Rubric 1: Literacy
- Group Work
- Harkness Discussions
- Homework
- White board review games
- Warm Ups
- End of Class Checks
- Think-pair-shares
- Observations
- Self-assessments
- Graphic Organizers
- AP Style Writing
- Multiple Choice Practice

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SUMMATIVE ASSESSMENTS:

- Original Satire about Contemporary Social or Political Issue
 - MSMHS Rubric 2: Accountable Talk
- ECE 1010 Analytical Essay: Comparison of Language on Two Sides of an Issue
 - MSMHS Rubric 1: Literacy

Unit Task

Unit Task Name: Original Satire about Contemporary Social or Political Issue

Description: Students will use information and skills learned in this unit to create an original satire. Students will work with partners to identify a contemporary issue and develop a satirical piece in response. Students will analyze the rhetoric around the issue (EU 2) and develop strategies for effective satire (EU 4). Students will pay particular attention to language choices in their satires. Students will make presentations to the class about their work, focusing in particular on intended audience and how their original satire might serve as a form of social or political commentary or protest (EU 3)

Evaluation: MSMHS Rubric 2: Accountable Talk

Unit Resources

- Textbook: *The Language of Composition*
- Amy Tan's "Mother Tongue"
- Richard Lederer's "The Case for Small Words"
- George Orwell's "Politics and the English Language"
- Jonathon Swift's "A Modest Proposal"
- Youtube videos
- Marjane Satrapi's *Persepolis*
- Aldous Huxley's *Brave New World*
- George Orwell's *1984*
- Henry David Thoreau's "On Civil Disobedience"
- Additional articles concerning language and politics