

**Unit 1: Introduction to Rhetoric**  
**AP/ECE English Language and Composition**  
5 Class Meetings

*Rev. August 2017*

**Essential Questions**

- What is rhetoric?

**Enduring Understandings with Unit Goals**

**EU 1:** Rhetoric is specific to a particular context

- Identify the occasion, context, and purpose of a text
- Identify the three major rhetorical appeals

**EU 2:** Close reading, through a variety of techniques, yields deep understanding of difficult or challenging text

- Observe and analyze author's style and determine effects
- Determine the best strategy for close reading based on needs of reader
- Observe and analyze visual texts as arguments

**Standards**

**Common Core State Standards**

- **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. .
- **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.)
- **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.

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- **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.11-12.6:** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)
- **L.11-12.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.
- **L.11-12.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**MSMHS 21<sup>st</sup> 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**

- Aristotelian (Rhetorical )Triangle
- SOAPSTone Analysis Technique
- Three Appeals
- Rhetorical Context
- Effective and Ineffective Rhetoric
- Grammar Topic: Sentence Craft: Periodic and Cumulative Sentences
- Key terms: audience, concession, connotation, context, counterargument, ethos, logos, occasion, pathos, persona, polemic, propaganda, purpose, refutation, rhetoric, rhetorical appeals, rhetorical triangle, mnemonic advice, speaker, subject, text, alliteration, allusion, anaphora, antimetabole, antithesis, archaic diction, asyndeton, cumulative sentence,

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hortative sentence, imperative sentence, inversion, juxtaposition, metaphor, oxymoron, parallelism, periodic sentence, personification, rhetorical questions, synecdoche, zeugma

**Interdisciplinary Connections**

- History: Current Events and Editorial Writing
- History: Historical Speeches

**Learning Objectives**

**Students will be able to...**

- Engage in Accountable Talk discussion about the definition and purposes of nonfiction
- Identify the occasion, context, and purpose of a text (rhetorical situation)
- Apply SOAPSTone analysis to a text
- Analyze use of the three classical appeals in visual and written text
- Apply multiple techniques for close reading of style
- Evaluate the effectiveness of multiple texts on same subject

**Instructional Strategies/Differentiated Instruction**

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

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**Assessments**

**FORMATIVE ASSESSMENTS:**

- Accountable Talk Discussion of Set of Related Texts
  - MSMHS Rubric 2: Accountable Talk
- Harkness Discussions
- Homework
- Warm Ups
- End of Class Checks
- Flash Cards
- Think-pair-shares
- Observations
- Self-assessments
- AP Style Writing Tasks
- Multiple Choice Practice

**SUMMATIVE ASSESSMENTS:**

- Accountable Talk Discussion of Set of Related Texts
- Memoir Essay
- Quiz on EU 1 and 2 including key terms

**Unit Task**

**Unit Task Name:** Discussion of Set of Related Texts

**Description:** Students will use skills and information learned in this unit to analyze and evaluate the effectiveness of three related texts (two written, one visual). After performing close readings of the texts using multiple strategies (EU 2), students will analyze the rhetorical situation (EU 1), style choices, and use of classical appeals to determine which piece achieves its purpose most

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effectively. Students will be expected to use domain-specific terms and to refer to the texts explicitly in the course of the discussion.

**Evaluation:** MSMHS Rubric 2: Accountable Talk

**Unit Resources**

- Textbook: *The Language of Composition*
- Editorial Writing from a range of sources
- Additional Readings
- Internet databases
- Laptops