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EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

English I

Grant funded by:



Lesson 1: What is Rhetoric?

Focus Standard(s): RI.9.2

Additional Standard(s): RI. 9.4; RI.9.1; W.9.2a, b, e, f; L.9.2b

Estimated Time: 2-3 days

Text(s): “What is Rhetoric” from Brigham Young University and “Ethos, Pathos, Logos” by Krista Price

Resources and Materials:

- Handout 1.1: Vocabulary Prediction
- Handout 1.2: Summarizing Practice
- Summarizing Steps Anchor Chart (created by the teacher)
- Annotations and Text Coding Anchor chart based on [Annotation Bookmarks](#)
- [Annotation Bookmarks](#)
- Highlighter
- Small square cut blank slips of paper in envelope or Ziploc bag
- [Dialectical Journals](#)

Lesson Target(s):

- Write an accurate summary.
- Determine the central ideas in text.
- Determine how audience and purpose affect techniques of persuasion.
- Show an understanding of the following concepts about rhetoric through their summary of the texts:
 - Rhetoric refers to writing or speech that is intentionally persuasive.
 - Authors may employ rhetorical appeals and devices used to advance their point of view and purpose.
 - Audience, an author’s background, the context impact what rhetorical appeals and devices author’s use to advance their point of view and purpose.
 - Ethos, pathos, and logos are rhetorical appeals used to advance an author’s point of view and purpose.

Guiding Question(s):

- What’s the rhetoric?
- How does an author create rhetoric?
- What is the purpose of rhetoric?
- What influences an author’s use of rhetoric?
 - How does the audience influence rhetoric?
 - How does the author’s purpose influence rhetoric?
 - How does the author’s point of view influence rhetoric?
- How is the audience behavior and thinking influenced by rhetoric?

Vocabulary

Academic Vocabulary:

- Discipline
- Persuasion
- Reconcile
- Rhetoric

Instructional Strategies for Academic Vocabulary:

- Read and discuss the meaning of word in multiple contexts
- Students write/discuss using the words

In-ConTEXT Vocabulary:

- Accommodated
- Conscious
- Employ
- Interdependence
- Ornament
- Varied
- Vigorous


Note: Words included as in-context are meant to aid in comprehension of the text through the instruction of context clue strategies. When assessing for student mastery of in-context vocabulary, assess students’ ability to use strategies. See RL/1.9-10.4 and L.9-10.4.

Strategies for Teaching How to Determine Meaning from Context Clues:

- Read and discuss the meaning of word in multiple contexts
- Students write/discuss using the words

Note: This strategy will need to be modeled if not previously used.

<p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> • Discerning • Embodied • Linguistic <p>Note: Words included for direct instruction are meant to aid in comprehension of the text. Decisions about vocabulary assessments and word walls are to be made based on individual needs of students.</p>	<p>Instructional Strategies for Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students write/discuss using the words
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Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Anticipatory Set/Introduction to the Lesson

Note: Read [“Who Says There’s No Rhetoric on Facebook”](#) in preparation for this activity. Students do not need to read this article, but this article will direct your decisions about this discussion.

Present/display some current and well-known images, memes, gifs, videos, posts, etc. that use one or more rhetorical devices. Base your choice on what you know most students will recognize. Ask several prompting questions related to the rhetorical device used. The following questions are examples of some, not all, types of questions you could ask:

- ✓ Who is the intended audience for the <image, meme, gif, video, post, etc.>?
- ✓ How does this <image, meme, gif, video, post, etc.> appeal to the audience’s emotion?
- ✓ Why would someone word/design this <image, meme, gif, video, post, etc.> in this manner?
- ✓ Why did the creator of this <image, meme, gif, video, post, etc.> decide to write/add/emphasize/include <a specific decision concerning rhetoric>?
- ✓ How does <a specific feature of the image, meme, gif, video, post, etc.> attempt to make the author/creator of the <image, meme, gif, video, post, etc.> appear credible?

Understanding the Unit

Display the culminating task and read it to students:

In the introduction of *The Speeches of Fannie Lou Hamer: To Tell It Like It Is*, the authors quote Reverend Edwin King’s opinion of Fannie Lou Hamer’s oratorical skills: “After she became the orator, she began, picking and choosing the spicy parts she’d put in her speeches, she was always ‘doing the best she had with whatever she had.’” Although Reverend King’s appraisal of Mrs. Hamer’s oratorical skills was favorable, others have criticized her skills and style.

Select a speech from *The Speeches of Fannie Lou Hamer: To Tell It Like It Is* that we have not read together, write an essay in which you evaluate the overall strength of the argument, including how effectively Fannie Lou Hamer uses rhetoric to advance her point of view and/or achieve her purpose. Support your claim with specific and sufficient evidence from her speech.

Have students evaluate on a scale of 1-5 (one being “not at all” and 5 being “absolutely can”) how well they think they can accomplish this task. Have discussions about their ratings.

Have students break down the task into bullet points of items that they need to learn about in order to accomplish this task at the end of the unit.

Understanding Lesson Purpose and Student Outcomes

Note: In this lesson students use their understanding of how the audience, speaker, subject, and occasion effects a writer’s choice of words. Students will use that knowledge when introduced to rhetoric and how speakers appeal to the audience and advance their purpose using ethos, pathos, and logos. The students will engage in collaborative discussions, annotate the text, and consider how the text develops the central idea, “rhetoric appeals to the emotion of the audience.” Students will demonstrate their understanding of rhetoric by writing a summary where they identify central idea of the texts.

Display the agenda and direct the students to read the agenda silently while you read it aloud. Tell the students that in this lesson they will analyze how an author introduces and develops the central idea of a text. They will learn the steps to writing an accurate summary and engage in collaborative discussions.

Cold call on students to review the learning targets for the lesson.

- Write an accurate summary.
- Determine the central ideas in text.

- Determine how audience and purpose affect techniques of persuasion.
- Show an understanding of the following concepts about rhetoric through their summary of the texts:
 - Rhetoric refers to writing or speech that is intentionally persuasive.
 - Authors may employ rhetorical appeals and devices used to advance their point of view and purpose.
 - Audience, an author’s background, the context impact what rhetorical appeals and devices author’s use to advance their point of view and purpose.
 - Ethos, pathos, and logos are rhetorical appeals used to advance an author’s point of view and purpose.

Ask students if they know the meaning of the word summary, and if they do, to put a thumbs up. Cold call on one or two students displaying a thumbs up to give the meaning. After the students give the meaning, provide students with a definition of summary: A brief statement of the main points of a text or a section of a text.

Explain to the students that an accurate summary is based on facts presented in the text and does not contain personal opinions or personal feelings. Inform students that they do not need to record the definition at this time.

Ask students if they know the meaning of central idea, and if they do to put a thumbs up. Cold call on one or two students displaying a thumbs up to give the meaning. After the students give the meaning, provide students with a definition of central ideas: The main message the author wants you to remember. The central idea can be stated or implied.

Explain to the students that it is important to identify the central idea of the text.

Activity 1: First Read and In-ConText Vocabulary Practice

Provide students individual copies of “What is Rhetoric” from Brigham Young University and **Handout 1.1: Vocabulary Prediction**. Tell the students that they will listen to the teacher read the text and they will use the highlighter and annotate the text only for words they do not know during this first read.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Chunk the text for students.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- If students are reading above grade level, provide a more complex (not necessarily longer) text about rhetoric for them to read.
- If students already understand rhetoric, have them summarize real-life ways that rhetoric can be/is used.

At the end of the read, arrange students into groups of three. Tell students to assign each group member three paragraphs from the text. Students should skip paragraph one. Once the paragraphs are divided among the group members, tell students to use the **Handout 1.2: Summarizing Practice** and fill in the handout for the words they selected in their assigned paragraphs. Tell students to predict the meaning from word roots, prefixes, suffixes, or through recognition of cognates and possible word relatives. Have them write their predictions in Row 2.

After 10 minutes, allow the students to share the words they selected and their predictions for the meaning. Have students discuss the prediction and whether they agree or disagree with the selection. Have students read the text again. As they read, they should confirm their predictions or revise the meaning based on the context clues. Tell students after they read the text, they will complete the **Handout 1.1: Vocabulary Prediction** sheet for homework, and they should look up the definitions and write the correct definition for the word.

Activity 2: Second Reading, Annotating, Discussing

Ask students to explain why it is important to mark or make notes on their text as they read. Allow students to respond. Students respond with explanation of why it is important to mark or take notes on text. Possible responses may include:

- It helps me understand where I stop understanding what I was reading.
- It helps me keep track of words I do not know.
- It helps me identify important ideas.

Explain to students that marking the text is called annotation, and annotation is writing about reading. Annotations help readers make sense of what they read. Annotations help readers stay engaged as they read. Annotations increase comprehension because academic reading requires sophisticated problem-solving strategies. Annotations also help the reader look closely at the text to find textual evidence, and annotation is a very important skill that good readers use.

Explain that good readers use codes or symbols when they annotate. Display a previously-created anchor chart with annotation codes, and tell them they will all receive an annotation bookmark and a key is taped to each desk. Tell students that the classroom expectation is for them to use the annotations as they closely read all their texts.

Distribute the [annotation bookmarks](#) to the students and capture the codes on chart paper as you review the annotation codes with them. Call on students to give the codes and read the explanation from the bookmark. Once all the codes are recorded on the chart paper, display the anchor chart in the classroom. Students review the annotation codes as they were captured on the chart paper.

Explain to students that they will use the annotation codes as they reread the text “[What is Rhetoric](#)” from Brigham Young University. Remind students that they have already heard this text read aloud, and they have discussed the key vocabulary words, and now they will reread the text in their group and identify the central idea of each paragraph and the entire text.

Provide students with the **Handout 1.2: Summarizing Practice**. Display the handout for students to see. Read the top portion of handout and direct students to the section.

Model for students using the first line of “[What is Rhetoric](#)” from Brigham Young University: “Rhetoric is the study of effective speaking and writing. And the art of persuasion. And many other things.” Ask the students what questions this line brings to mind. Cold call on students for responses. Students’ responses will vary.

Tell the students that a question that comes to mind for you is “What are the other concepts we need to remember about rhetoric?”

Redirect students to return to the text. Tell students that they will be chunking just as they did when they identified the vocabulary words. Explain to students that chunking the text is a reading strategy that good readers use to make text more manageable. It allows students to organize and synthesize information. Explain to students that they will chunk the text by paragraphs and each group member needs to take a paragraph to read. Using Paragraph 2, model for students how to annotate the paragraph and write a central idea for the paragraph. Be specific with your model. Use this Learn Zillion [resource 1](#) or [2](#) to help with the model. Ask:

- What seems most important from this section of the article?
- Why?
- If someone hadn't read this article, what would they most need to know?

Read the paragraph out loud, stopping at key points in the paragraph to annotate the text. Mark the annotations on the displayed text and direct students to make the same annotations on their text. After the paragraph has been read and annotated, ask the students if there are other ideas in the paragraph that need to be identified? Once the annotations have been made, model for the students how to look at the key points, to craft a central idea statement. Write the central idea in the Step 2 on the Summarizing document.

Tell students that they will work together and repeat what I have modeled for Paragraph 2 for Paragraph 3. Allow the students 5 minutes to complete Paragraph 3. Circulate through the room and ask:

- What seems most important from this section of the article?
- Why?
- If someone hadn't read this article, what would they most need to know?

Have students continue individually or in pairs for the rest of the paragraphs. Invite student pairs to share what they recorded.

Direct students to look at Step 3 on **Handout 1.2: Summarizing Practice**. Explain to students that identifying the central idea of a text is very important in comprehending text. Reinforce the meaning of central idea: The main message the author wants you to remember. The central idea can be stated or implied, but it is usually determined by seeing the connecting factors between all of the central ideas.

Circulate the classroom. As you circulate the class, identify groups that are creating strong central idea statements. After 5 minutes, direct the students back to the display summary handout, and call on some of the groups you identified as having strong central idea statements. Ask the group to share their statements, and direct the group to idea the annotations they made in the paragraph, and why those key ideas were important in identifying the central idea.

Repeat this process for Paragraphs 4 and 5. After you have guided the students with Paragraph 4 and 5, give the students 20 minutes to complete Paragraphs 6-10.

Note: Prior to conducting this lesson, the teacher should have completed Step 3 of the summary graphic organizer.

After the 20 minutes, redirect students back to the whole class. Cold call on groups you recognized as having sentences to share their central idea statements.

Display your completed Step 2 on your summary handout. Instruct groups to revise their central idea statements if needed.

Direct students to complete Step 3 of the handout. Remind students of your model.

Note: The model done previously could be broken down into steps by modeling first how to determine central ideas of the paragraphs. Then, at this point, model how to use the connections between the paragraphs to determine the central idea of the entire text after students have practiced determining central ideas of the paragraphs and before they use the central ideas from the paragraphs to determine the main idea.

- ✓ As students complete their sentences, monitor and provide immediate feedback for whether students do the following items:
 - Write accurate central ideas.

Direct students to Step 4: Writing a Summary.

Activity 3: Writing the Summary

Instruct students to review the central idea statements they identified in the text, and use those to help create the summary of the text. Once they have highlighted the words, instruct the students to use the words to write a summary of text.

Note: Tell students to try not to go over 3-4 sentences. Reinforce to students the purpose of a summary.

- ✓ As students complete their sentences, monitor and provide immediate feedback for whether students do the following items:
 - Write an accurate summary.
 - Show an understanding of the following concepts about rhetoric through their summary of the texts:
 - Rhetoric refers to writing or speech that is intentionally persuasive.
 - Authors may employ rhetorical appeals and devices used to advance their point of view and purpose.
 - Audience, an author's background, the context impact what rhetorical appeals and devices author's use to advance their point of view and purpose.
 - Ethos, pathos, and logos are rhetorical appeals used to advance an author's point of view and purpose.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Provide students with a model with annotations that provide labels and steps to explain what the summary should look like.

Activity 4: Viewing Video, Discussion, Notetaking

Before students begin Step 5, display or provide students with a copy of the [Modified Rhetorical Triangle](#). Remind students of Step 1. Show the “Ethos, Pathos, Logos” video by Krista Price, and after each appeal is introduced, stop the video, tell the students to turn to their partner and discuss what they just saw in the video and complete Step 2. Then have students repeat Step 3-4.

- ✓ As students complete their sentences, monitor and provide immediate feedback for whether students do the following items:
 - Write accurate central ideas.
 - Write an accurate summary.
 - Show an understanding of the following concepts about rhetoric through their summary of the texts:
 - Rhetoric refers to writing or speech that is intentionally persuasive.
 - Authors may employ rhetorical appeals and devices used to advance their point of view and purpose.
 - Audience, an author’s background, the context impact what rhetorical appeals and devices author’s use to advance their point of view and purpose.
 - Ethos, pathos, and logos are rhetorical appeals used to advance an author’s point of view and purpose.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Based on your formative assessments, if students already understand rhetoric, have them create their own script and video or a Prezi that shows an understanding of the following concepts about rhetoric:
 - Rhetoric refers to writing or speech that is intentionally persuasive.
 - Authors may employ rhetorical appeals and devices used to advance their point of view and purpose.
 - Audience, an author's background, the context impact what rhetorical appeals and devices author's use to advance their point of view and purpose.
 - Ethos, pathos, and logos are rhetorical appeals used to advance an author's point of

Activity 5: Quick Assessment

Direct students to return to Step 6. Instruct students to synthesize the information they learned from the text and the video.

- ✓ As students complete their sentences, monitor and provide immediate feedback for whether students do the following items:
 - Write an accurate summary.
 - Show an understanding of the following concepts about rhetoric through their summary of the texts:
 - Rhetoric refers to writing or speech that is intentionally persuasive.
 - Authors may employ rhetorical appeals and devices used to advance their point of view and purpose.
 - Audience, an author's background, the context impact what rhetorical appeals and devices author's use to advance their point of view and purpose.
 - Ethos, pathos, and logos are rhetorical appeals used to advance an author's point of view and purpose.

Ask for volunteers to read their summary.

Activity 6: Using a Colon to List Mini-Lesson

Have students refer to this sentences in “What is Rhetoric?” Aristotle said that when a speaker begins to consider how to compose a speech— that is, begins the process of invention—the speaker must take into account three elements: the subject, the audience, and the speaker.

Ask students to locate the colon and Think-Pair-Share why the author used a colon. Have them analyze the sentence and write a rule for the use of colons in this manner.

- ✓ Circulate the room listening for possible misconceptions. Record them but do not address them yet unless a student asks a question. Be sure to address the possible misconceptions in the following discussion.

Have students share out their rules and construct a classroom rule based on what they shared out. Ask students if they agree with the written rule and revise and refine based on the conversation. If students show understanding of the following items, be sure to work these concepts into the conversation:

- A colon is used to list.
- A colon can be used to list even one item.
- The items listed maintain parallelism.
- Words, phrases, and clauses can be listed. Be sure to maintain parallelism.
- The sentence prior to the colon needs to be complete. (Depending on the style Guide, there are exceptions to this rule, specifically *The Chicago Manual of Style*. It explains that the colon is often used before quotations longer than one complete sentence, even when the introductory text is not an independent clause. Here is an example: As Aristotle asserted: "We are what we repeatedly do. Excellence, then, is not an act but a habit.")
- Avoid placing a colon after a verb or a preposition. (Depending on the style Guide, there are exceptions to this rule, specifically concerning bulleted lists.)
- Avoid common errors with using-a-colon-to-list for beginners. See this resource: [Colons](#).

Decide on a final rule and post on chart paper.

Optional Activity: Show students a few examples of odes and have students write an ode to the colon. Direct students to show their understanding of the beauty of a colon by working in concepts discussed in the previous whole-class conversation.

Have students apply their understanding of the colon rule to their summaries written in Activity 5. It may be helpful to model how to identify existing lists (even of one item) and turn them into a list after a colon.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Based on previous assessments of students' writing, if students already understand how to use a colon, have them create their own script and video or a Prezi that shows an understanding of the following concepts about colons:
 - A colon is used to list.
 - A colon can be used to list even one item.
 - The items listed maintain parallelism.
 - Words, phrases, and clauses can be listed. Be sure to maintain parallelism.
 - The sentence prior to the colon needs to be complete. (Depending on the style Guide, there are exceptions to this rule, specifically *The Chicago Manual of Style*. It explains that the colon is often used before quotations longer than one complete sentence, even when the introductory text is not an independent clause. Here is an example: As Aristotle asserted: "We are what we repeatedly do. Excellence, then, is not an act but a habit.")
 - Avoid placing a colon after a verb or a preposition. (Depending on the style Guide, there are exceptions to this rule, specifically concerning bulleted lists.)
 - Avoiding common errors with using-a-colon-to-list beginners. See this resource: [Colons](#).

Reflection and Closing

Have students discuss what they learned from the lesson about rhetoric and in what contexts outside of school that they can apply this knowledge.

Homework

Students complete the Vocabulary Prediction Charts.

Handout 1.1: Vocabulary Predictions

Name: _____

Directions: For each word, fill in the chart as you read. Reflect on your learning process as you fill in the final two questions.

Vocabulary Word				
Prediction of Meaning Before Reading				
Revised Prediction After Reading				
Context Clues That Helped My Prediction				
Type of context clues				
Actual Definition				
Was my prediction correct?				

Context Clues Chart

Below are the major types of context clues with an explanation and an example of each. Please note that the terminology for the types varies from source to source. Also remember that not all **vocabulary is defined in context**.

Type of Clue	Explanation	Example
Definition	The unknown word is equated to a more familiar word or phrase usually a form of <i>to be</i> is used.	<i>Entomology</i> is the study of insects.
Restatement or Synonym	The meaning is usually right after the unfamiliar word and often separated from the rest of the sentence with commas, dashes, or parenthesis; sometimes <i>or, that is</i> or <i>in other words</i> is used.	<i>Meat eaters, that is carnivores</i> , are at the top of the food chain. The <i>goslings</i> – those fuzzy baby geese – waddled after their mother. She enjoyed <i>biology</i> (the study of living things).
Contrast or Antonym	The unfamiliar word is shown to be different from or unlike another word and is often an opposite; <i>but, however, although, otherwise, unless, instead, on the other hand, while, never, no, or not</i> may be used to signal the contrast.	Mike's parrot was <i>loquacious</i> but Maria's said very little.
Comparison	The unfamiliar word is shown to be the same as or like another word; <i>too, like, as, similar to, or in the same way</i> may be used as signals.	My brother is <i>enthralled</i> by birds similar to the way that I am fascinated by insects.
Examples	The unfamiliar word is cleared-up by giving an example; <i>for instance, such as, and for example</i> may be used as signals.	The archeologist found different <i>amulets</i> , such as a rabbit's foot and bags of herbs, near the ancient altar.
List or Series	The unfamiliar word is included in a series of related words that gives an idea of the word's meaning.	North American predators include grizzly bears, <i>pumas</i> , wolves, and foxes.
Cause and Effect	The meaning of the unfamiliar word is signaled by and cause-and-effect relationship between ideas in the text.	Due to the <i>dearth</i> of termites, the aadvark starved to death.
Description or Inference	The meaning of an unfamiliar word can be inferred from the description of a situation or experience	The monkey's <i>vociferous</i> chatter made me wish I had earplugs.

Handout 1.2: Summarizing Practice

Name _____ Date _____ Period _____

General Information: The ability to summarize is crucial for success in the big world! Summarizing is an important reading strategy because it helps readers understand what they have read. Effective summaries synthesize information, which is a very valuable higher-order thinking skill. Summaries should contain specific types of information. Remember a summary is: **A brief statement of the main points of a text or a section of a text.**

Step 1: 1st Read: Read and annotate the text **“What is Rhetoric?”** Use the following guiding questions to support your understanding of the text:

- What’s the rhetoric?
- How does an author create rhetoric?
- What is the purpose of rhetoric?
- What influences an author’s use of rhetoric?
 - How does the audience influence rhetoric?
 - How does the author’s purpose influence rhetoric?
 - How does the author’s point of view influence rhetoric?
- How is the audience behavior and thinking influenced by rhetoric?

Step 2: 2nd Read: Chunk the text, (sections or paragraph) and as you read the text in chunks, stop after each chunk and identify the central idea in the section. Recognize how the author introduces the ideas and develops the central idea(s), and identify the textual evidence to support your analysis.

Paragraph/ Section	Central Idea
1.	
2.	
3.	
4.	
5.	

Step 5: Repeat Steps 1-4 with the video. Use the space below to record your ideas.

Step 6: Write a summary sentence to summarize both texts.

For training or questions regarding this unit,
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