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| **Essential Questions:** How do writers use the strategies of definition to define a concept?  What is the American Dream? | | |
| **Possible Readings**:  *LBJ’s speech on Voter’s Rights Act*  *The Gettysburg Address* by Abraham Lincoln  *First Inaugural Address* by Franklin D. Roosevelt  *Inaugural Address* by John F. Kennedy  *9/11 Address to Nation* by George W. Bush  *Ain’t I a Woman?*  By Sojourner Truth *Red Jacket’s Speech to the US Senate*  *Farewell to Baseball* by Lou Gehrig  *Chs. 1-5, 7 of Everything’s an Argument*  *Declaration of Sentiments and Resolutions by Elizabeth Cady Stanton*  Sample columns by Lenard Pitts  “The Lost Baby” by Lucille Clifton | **Writing:**  -Students will be expected to write informal responses to the texts as directed. These informal writings will include thoughts, connections to own experience, questions about the text, words, images, phrases or details that make an impression, along with identification of the author’s purpose, audience, and tone.  -Columnist Project  -AP practice exam: essay #2 (2012/2014) | **Research:**  Persuasive Speech on a debatable topic |
| **Assessments:** In-Class Essay (Question 2), Persuasive Speech, Binder Checklist, Columnist Project | | |
| **Unit Goals:**  1. Analyze and interpret purposeful writing, identifying and explaining an author’s use of rhetorical strategies.  2.Develop increasing maturity and complexity in both reading and writing.  3. Analyze the social, cultural, political, and historical contexts of a literary text and its contributions to society.  4. Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience  5. Use effective rhetorical strategies and techniques when composing | | |

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
|  | 2/28  Characteristics of Speakers and Audiences  What Makes a Great Speech?  Watch Bush 9/11 & Gehrig Farewell  SoapsStone  HW: LBJ Speech | 3/1  Substitute Plans  Students read Ch. 13 of Everything’s an Argument and complete guided notes  Read and annotate *Ain’t I a Woman* | 3/2  Snake Story – flesh out all appeals and rhetorical devices  Listen to part of LBJ’s speech and fill out graphic organizer  In small groups write a rhetorical analysis of the speech | 3/3  Essential Questions  Unpack Persuasive Speech Embedded Assessment  Florence Nightingale close reading exercise  Timed writing for HW |
| 3/6  Review Essays / Scoring Camp  Gettysburg Address by Lincoln  Review 3 Appeals  HW – Read JFK’s inaugural Speech | 3/7  SB 2.24  Review Syntax  Read JFK’s inaugural Address  Syntax Posters | 3/8  Finish Syntax Posters  Discuss Vocal Delivery  SB 2.23 – 1st Inaugural Address FDR | 3/9  Argument through Poetry  The Lost Baby by Lucille Clifton | 3/10  NMSI – Deconstructed RA Question  Plan in class and write for HW |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 3/13  Introduce Columnist Project  Read Leonard Pitts *Idiot Warnings*  Write a Precis in Class  Elements of an effective Speech: Rhetorical and Physical (SB p. 165) | 3/14  Work day on Columnist Project  HW: Read Red Jacket’s speech | 3/15  Analysis of Red Jacket  Rhetorical Situation  Vs.  Chief Wahoo editorial | 3/16  **No Class**  **Kalahari Field Trip** | 3/17  **No School – Professional Day** |
| 3/20 - 3/22  **Persuasive Speech Presentations**  1st Period: *Everything’s an Argument* Chs. On Ethos, Logos, Pathos  Work on Columnist Project  **Columnist Project due Monday 3/20**  **Binders Due Wednesday 3/22**  **Distribute ACT spring break packets 3/22** | | | 3/23  **No School – Parent Teacher Conference Day** | 3/24  **Field Trip – The Wiz**  NMSI – Deconstructed Lesson for Argument |