



**Literacy Design
Collaborative**

Rhetorical Analysis for Pre-AP English

by Beverly A. Higgins

The purpose of this module is to prepare Pre-AP English students for AP Language and Composition by teaching them the basics of analyzing the elements of rhetoric that authors use to make their writing more effective. Students will become familiar with basic rhetorical devices. They will also learn to identify elements employed in specific texts and explain their contribution to the overall effect of the work. Students will demonstrate their understanding of rhetorical elements by independently analyzing a piece of non-fiction text and writing an essay describing the way the author uses specific rhetorical devices and the overall effect these devices have on the text.

GRADES

10 - 11

DISCIPLINE

 **ELA**

COURSE

 **Pre-AP
English**

Section 1: What Task?

Teaching Task

Task Template 21 - Informational or Explanatory

How does Sarah Vowell use rhetorical elements in the essay "Shooting Dad," and how does the use of these elements create a specific effect? After reading selected texts, write an essay in which you analyze the author's rhetorical strategies to answer these questions, providing examples to clarify your analysis.

D 3

What conclusions or implications can you draw?

Common Core State Standards

College and Career Readiness Anchor Standards for Reading

CCR.R.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCR.R.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCR.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR.R.6

Assess how point of view or purpose shapes the content and style of a text.

CCR.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

CCR.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCR.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCR.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCR.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

College and Career Readiness Anchor Standards for Language

CCR.L.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.

CCR.L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Additional Standards

No standards selected

Texts

 Brady, Judy
"Why I Want a Wife."

 Goodman, Ellen
"The Company Man"

 Queen Elizabeth I
"Speech to the Troops at Tilbury:"

 Twain, Mark
"On the River"

 Vowell, Sarah
"Shooting Dad"

 **Excerpt from "Los Angeles Notebook" by Joan Didon**

 **Excerpt from "A Hanging" by George Orwell**

 **Excerpt from "Fall of the House of Usher" by Edgar Allen Poe**

 **Excerpt from Frankenstein by Mary Shelley**

 **Excerpt from "Once More to the Lake" by E.B. White**

LDC Student Work Rubric - Informational or Explanatory

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately, but with a weak or uneven focus.	Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.	Establishes a controlling idea with a general purpose.	Establishes a controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and detailed information to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

When authors write for publication, everything they do is intentional. Every word chosen is chosen for its effect. Every sentence is structured for effect. Each figurative element is chosen intentionally to create a specific effect. In AP English Language and Composition, students study how writers *craft* a text for a specific purpose and to create a specific effect. The first step in understanding how an author achieves his or her purpose using words is to analyze the rhetorical elements that an author uses. A deep understanding of this will assist you in analyzing all types of texts. This will also be beneficial for students planning to take other higher level classes that require reading and interpreting texts (such as AP US History, AP World History, etc.).

Scholarly Writing Reminders:

- Avoid 2nd person (you, your).
- Avoid 1st person (I, me, my, we, us, our).
- Avoid statements that begin with “I think,” “I find,” “I believe,” “In my opinion,” etc.
- Avoid exclamation points! Seriously!!
- Avoid contractions (or at least use apostrophes correctly).
- Avoid starting or ending any paragraph with quoted information; always begin and end with your own thoughts.

Style Terms

Diction: word choice intended to convey a specific effect

Imagery: vivid descriptions appealing to sensory experiences that help to create the author's tone—If you choose to focus on imagery in a literary analysis, you must select examples that contribute to the reader's understanding. Writers use imagery for purposes beyond taking the reader on a visual field trip. Think about why it's essential for the reader to experience that image.

Deliberate Details: facts given by the author as support for attitude or tone

Language: the entire body of words used in a text...may be formal language, ordinary language, informal language

Syntax: sentence structure an author uses to convey tone, mood

Juxtaposition: the placement of normally unassociated ideas, words or phrases next to one another

Parallel Structure: a grammatical or structural similarity between sentences or parts of sentences

Repetition: when words, sounds, and ideas are used more than once to enhance rhythm and create emphasis

Tone: the writer's attitude toward the subject and the audience

Figurative Language: similes, metaphors, or personifications that compare two things; the comparison conveys the writer's attitude toward the subject being compared

Irony: In verbal irony, a word or phrase is used to support the opposite of its usual meaning. In dramatic irony, there is a contradiction between what a character thinks and what the audience or reader knows to be true. In irony of situation, an event occurs that directly contradicts the expectations of the characters, the reader, or the audience.

Symbol: any object, person, place, or action that has both a meaning in itself and that stands for something larger than itself, such as a quality, attitude, belief or value

Lens: the individual perspective through which the piece should be read, the writer is a observant participant

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

PRE-READING > TEXT SELECTION: Ability to identify appropriate texts.

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

Transition to Writing

BRIDGING CONVERSATION > PREPARING FOR WRITING: Ability to begin linking reading results to writing task.

Writing Process

INITIATION OF TASK > ESTABLISHING THE CONTROLLING IDEA: Ability to establish a claim and consolidate information relevant to task.

PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.

REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
Not provided	<p>BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>BREAKFAST CEREAL ANALYSIS <i>Analyze the characteristics of an anonymous breakfast cereal to determine the consumer group for whom this is targeted. First, notate elements that contribute to your choice of target group and the effects these elements may have on this specific group of consumers. Next, brainstorm elements of marketing that the manufacturer might use to enhance the appeal of this cereal to the identified group. What effect would each of these elements create?</i></p>	<ul style="list-style-type: none"> Students make a list of characteristics of the cereal and identify to whom these would appeal and how. Students identify elements of marketing that would make the cereal appeal to target group. 	<ul style="list-style-type: none"> Randomly place students in small groups. Lead students through Cereal analysis activity. (see attached) Monitor small groups and use questioning to encourage student thought and group discussion. Each group will share with class. Facillitate discussion.
Additional Attachments:				
 Breakfast Cereal Analysis				
Not provided	<p>BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>RHETORICAL ELEMENTS POSTERS <i>Add rhetorical analysis packet to AP notebook. Watch video then discuss how analysis of breakfast cereal relates to rhetorical analysis. In small group, choose a rhetorical element for poster and begin brainstorming ways to represent this element using definition, examples, and graphics.</i></p> <p><i>Your group is to create a poster that aids in the understanding of each of the elements of rhetorical analysis then present this poster to the class.</i></p>	<ul style="list-style-type: none"> Discussion of terms. Brainstorming of representations of terms. Rhetorical Elements Posters Explanations of how the poster represents the term. 	<ul style="list-style-type: none"> Hand out rhetorical analysis packets Discuss Rhetoric Chart View Rhetorical Analysis Rap (Youtube 4:18) Lead students to connections between cereal analysis and rhetorical analysis. Review elements Divide students into small groups for activity. Individual assistance to groups as they create posters. Focused questions during presentations to clarify ambiguous information.
Additional Attachments:				
 Rhetorical Elements Terms				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	<p>TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.</p>	<p>TASK ANALYSIS <i>Restate the task in student-friendly language. Make sure that all elements of the task are included. Post your group's creation and be prepared to discuss your choices.</i></p>	<ul style="list-style-type: none"> Students will rewrite the task in simple language then post this for class discussion. 	<ul style="list-style-type: none"> Divide students into small groups. Give students prompt and lead discussion of rewritten tasks. Direct students to dictionaries and thesauruses as needed.
Not provided	<p>TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.</p>	<p>RUBRIC ANALYSIS <i>With members of your group, rewrite levels 3 and 4 of your area of the rubric in student-friendly language. Be prepared to explain the elements necessary for achieving each score in your area of the rubric.</i></p>	<ul style="list-style-type: none"> Students will create posters and explain to the class the requirements for a 3 & 4 in each particular area of the rubric. 	<ul style="list-style-type: none"> Divide students into random groups. Give each student a copy of the rubric and assign areas of the rubric to each group. Direct students to dictionaries and thesauruses as needed. Provide help clarifying unfamiliar terms as needed. Use questioning techniques to guide students during sharing phase as needed.
Reading Process				
Not provided	<p>PRE-READING > TEXT SELECTION: Ability to identify appropriate texts.</p>	<p>STUDENT TEXT SELECTION FOR ANALYSIS <i>Read the excerpts of text provided by the teacher and choose one that you feel is a good example of the author's use of rhetoric. Discuss the text with others who have chosen this work and work collaboratively to identify elements that make the rhetoric particularly effective.</i></p>	<ul style="list-style-type: none"> Students choose an excerpt. Students work in small groups to generate a list of effective rhetorical elements and explain the effect that these have on the work. Groups will present their findings to the class. 	<ul style="list-style-type: none"> Give students a packet of excerpts for independent reading. Divide students based on choice of excerpt. Have students explain identified elements and effects and use questioning to guide students as needed. Direct students during presentation of findings. Use questioning to prompt students as needed.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	<p>ACTIVE READING: Ability to identify the central point and main supporting elements of a text.</p>	<p>TEACHER MODELED ANNOTATION - GRADUAL RELEASE Annotate text "Speech to the Troops at Tilbury" as teacher models rhetorical analysis. Participate in discussion of the effect created by each of these rhetorical elements.</p> <p>Read "Why I Want a Wife" independently and complete a guided reading worksheet. List unfamiliar terms in the vocabulary section of your writer's notebook then use a dictionary to define these terms.</p>	<ul style="list-style-type: none"> Annotated text. Participation in discussion Guided Reading worksheet Defined words added to writer's notebook. 	<ul style="list-style-type: none"> Model finding and annotating rhetorical elements (annotation was taught in earlier lessons). Model determining the theme and author's purpose (taught in earlier lessons). Model determining what effect these elements have on the reader. Remind students that these elements are intentional characteristics created for effect on the reader just as the characteristics of the breakfast cereal were intentionally created for effect on the consumer. Lead students in discussion.
<p>Additional Attachments:</p> <p> Guided Reading Worksheet "Why I Want a Wife"</p>				
Not provided	<p>ACTIVE READING: Ability to identify the central point and main supporting elements of a text.</p>	<p>INDEPENDENT ACTIVITY IN PREPARATION FOR GROUP ANALYSIS Read "Why I Want a Wife" independently and complete a guided reading worksheet. List unfamiliar terms in the vocabulary section of your writer's notebook then use a dictionary to define these terms.</p>	<ul style="list-style-type: none"> Guided Reading worksheet Defined words added to writer's notebook. 	<ul style="list-style-type: none"> Provide clear instructions and expectations Give relevance for the assignment Provide guided reading worksheet
<p>Additional Attachments:</p> <p> "Why I Want a Wife" reading worksheet</p>				
40 mins	<p>ACTIVE READING: Ability to identify the central point and main supporting elements of a text.</p>	<p>GROUP ANALYSIS OF "WHY I WANT A WIFE" Participate in group identification of the effective rhetorical elements in the text "Why I Want a Wife."</p>	<ul style="list-style-type: none"> Completed worksheet Participation in shared analysis Discussion 	<ul style="list-style-type: none"> Annotate and identify rhetorical elements students identified in their independent reading with the assistance of reading worksheets. Use prompting and questioning to help students identify the theme and author's purpose and the ways the identified rhetorical elements contribute to these.
<p>Additional Attachments:</p> <p> "Why I Want a Wife" reading worksheet</p>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	<p>ACTIVE READING: Ability to identify the central point and main supporting elements of a text.</p>	<p>INDEPENDENT READING IN PREPARATION FOR SMALL GROUP ANALYSIS <i>Read "Reading the River" independently and identify rhetorical elements used by the author. List unfamiliar terms in the vocabulary section of your writer's notebook then use a dictionary to define these terms.</i></p>	<ul style="list-style-type: none"> Annotated text Defined words added to writer's notebook. 	<ul style="list-style-type: none"> Give students directions concerning independent reading.
<p>Additional Attachments:</p> <p> "Reading the River" reading questions</p>				
Not provided	<p>ACTIVE READING: Ability to identify the central point and main supporting elements of a text.</p>	<p>SMALL GROUP ANALYSIS AND IDENTIFICATION OF EFFECT <i>In your group, share your identified rhetorical elements from "Reading the River" and add additional annotation to the text as necessary. Work with members of the group to determine the effect the use of these elements have on the theme or the text as a whole.</i></p>	<ul style="list-style-type: none"> Annotated text Ability to discuss select elements identified and the effect these have on the text. Demonstration of familiarity with text 	<ul style="list-style-type: none"> Divide students into small groups and give directions for activity. Circulate and observe students as they work in groups. Provide individual assistance and small group teaching as needed as well as clarify any ambiguous information and guide students to missed misinterpreted information.
Not provided	<p>ACTIVE READING: Ability to identify the central point and main supporting elements of a text.</p>	<p>SMALL GROUP COMPLETION OF RHETORICAL ANALYSIS CHART <i>Working with members of your group, complete a Rhetorical Analysis chart based on your analysis of "Reading the River." Be sure to use specific examples from the text and give multiple examples of the use of rhetorical elements if they occur.</i></p>	<ul style="list-style-type: none"> Discussion participation Completion of a rhetorical analysis prewriting chart 	<p>Mini-lesson</p> <ul style="list-style-type: none"> Using relevant and effective examples from the text. Use the text "Why I Want a Wife" along with the elements identified to demonstrate how to complete the prewriting chart to help ensure correct and relevant examples from the text. Provide individual conferencing as well as individual or small group instruction as needed
<p>Additional Attachments:</p> <p> Rhetorical Analysis Chart</p>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<p>Not provided</p>	<p>ACTIVE READING: Ability to identify the central point and main supporting elements of a text.</p>	<p>INDEPENDENT READING IN PREPARATION FOR INDEPENDENT ANALYSIS <i>Read "The Company Man" independently and use annotation to identify rhetorical elements used by the author.</i></p>	<ul style="list-style-type: none"> Annotated text Familiarity with text 	<ul style="list-style-type: none"> Give directions for independent reading.
<p>Additional Attachments:</p> <p> "The Company Man" reading questions</p>				
<p>Not provided</p>	<p>ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.</p>	<p>VOCABULARY COMPONENT <i>As you read each selected text, define the terms identified on the guided reading worksheets</i></p> <p><i>As you read each text, record then define unfamiliar terms encountered in your reading in the vocabulary section of your writer's notebook.</i></p>	<ul style="list-style-type: none"> Reading Worksheets Defined terms in writer's notebook 	<ul style="list-style-type: none"> Direct students to record unfamiliar words in their writer's notebooks Lead vocabulary discussions
<p>Not provided</p>	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>IDENTIFYING ELEMENTS FROM INDEPENDENT READING THAT WILL TRANSITION INTO PRE-WRITING <i>Use your annotated copy of "The Company Man" to complete a Rhetorical analysis prewriting chart in which you identify the major rhetorical elements that the author uses to support his theme and/or create a specific effect. Use specific examples from the text and multiple examples if the elements is used multiple times. Use clear statements to explain how each supports the theme or creates a specific effect.</i></p>	<ul style="list-style-type: none"> Annotated text Peer review with feedback Completed Rhetorical Analysis chart 	<ul style="list-style-type: none"> Give directions for the activity, provide students with a blank rhetorical elements graphic organizer, and assign shoulder partners for the peer review. Monitor student progress and provide guidance as needed. Use questioning as needed to help students examine theme, effects, etc. on a deeper level.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	PEER REVIEW OF IDENTIFIED ELEMENTS <i>After you have completed the chart, exchange charts with your partner, review the information he or she has recorded, and exchange feedback. Make any revisions you deem necessary based on this review.</i>	<ul style="list-style-type: none"> • Discussion • Peer Collaboration 	<ul style="list-style-type: none"> • Monitor peer collaborations and use questioning to determine how well students did independently and to promote deeper exploration as needed.
Not provided	ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	INDEPENDENT READING AND ANALYSIS OF "SHOOTING DAD" <i>Read independently "Shooting Dad" and identify rhetorical elements that the author uses to support her theme or create a specific effect. Complete a Rhetorical Analysis chart using specific and multiple (if apply) examples from the text. Clearly state the effect these elements have on the text or the way in which these support the author's theme.</i>	<ul style="list-style-type: none"> • Completed Rhetorical Analysis Chart 	<ul style="list-style-type: none"> • Give students specific directions for the activity and make sure students have blank rhetorical elements graphic organizers.
Transition to Writing				
Not provided	BRIDGING CONVERSATION > PREPARING FOR WRITING: Ability to begin linking reading results to writing task.	CREATING A THESIS STATEMENT AND OUTLINE FOR SMALL GROUP REVIEW <i>Review the task prompt. Using the graphic organizer from "The Company Man," create a thesis statement and an outline of topic sentences for a rhetorical analysis of this work. When you are finished, exchange your work with your partner for review and feedback.</i>	<ul style="list-style-type: none"> • Completed Rhetorical Analysis graphic organizer • Completed thesis statement and topic sentence outline Provides feedback to partner 	<ul style="list-style-type: none"> • Use completed Rhetorical Analysis graphic organizer from "Reading the River" to model creating a thesis statement and an outline of topic sentences. • (Thesis statements, topic sentences, and outlines have been taught in earlier lessons) • Give students specific directions and assign partners. • Monitor student progress and provide assistance as needed. When possible, use questioning to allow student to reach an understanding.
Writing Process				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	<p>INITIATION OF TASK > ESTABLISHING THE CONTROLLING IDEA:</p> <p>Ability to establish a claim and consolidate information relevant to task.</p>	<p>CREATE A THESIS STATEMENT FOR "SHOOTING DAD"</p> <p><i>Review the task prompt then create a thesis statement for a rhetorical analysis of "Shooting Dad."</i></p>	<ul style="list-style-type: none"> Thesis Statement 	<ul style="list-style-type: none"> Review creating thesis statement Individualized assistance
Not provided	<p>PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.</p>	<p>CREATE THESIS STATEMENT AND OUTLINE FOR "SHOOTING DAD"</p> <p><i>Review the task prompt then below your thesis statement, create an outline of topic sentences for a rhetorical analysis of "Shooting Dad."</i></p>	<ul style="list-style-type: none"> Thesis statement and outline of topic sentences. 	<ul style="list-style-type: none"> Individual assistance as needed
Not provided	<p>DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p>WRITE FIRST DRAFT OF ESSAY</p> <p><i>Review prompt then write the first draft of the rhetorical analysis of the essay "Shooting Dad." Follow the guidelines for introductions when writing about written works that we studied earlier in the year.</i></p>	<p>Completed first draft</p>	<ul style="list-style-type: none"> Remind students of characteristics of an effective introduction (taught earlier). Individualized assistance as needed Monitor student progress
Not provided	<p>REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p>REVISION FOR FLOW AND COHERENCE</p> <p><i>Read and revise your essay to ensure there is a logical flow of ideas as well as coherence.</i></p>	<ul style="list-style-type: none"> Student revision of own essay 	<p>Mini-lesson – Coherence.</p> <ul style="list-style-type: none"> Review the elements required to achieve coherence: explanation of the support, reminder of the topic, and transitions. Monitor student progress Individualized assistance as needed

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	<p>REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.</p>	<p>PEER EDITING Exchange papers with a class member. Each of you will perform a peer edit using the rubric for guidance. Sign the top of the first page to indicate that you have edited this paper. Once your edited paper has been returned, make necessary revisions then exchange revised papers with a different classmate and repeat the process. You should perform a minimum of two peer edits, and you should have a minimum of two signed peer edits and the resulting revised copies.</p>	<ul style="list-style-type: none"> • Students will peer edit and sign two other papers • Students will have their papers peer edited by two other students • Students will make necessary revisions to their essays after each edit. 	<ul style="list-style-type: none"> • Monitor student progress • Individualized assistance as needed
Not provided	<p>REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.</p>	<p>FINAL DRAFT Create a final draft of your essay. This essay must be typed. Use the writer's checklist to make sure that your paper contains all the necessary information.</p>	<ul style="list-style-type: none"> • Students will turn in all drafts of work along with completed writer's checklist for final draft 	<ul style="list-style-type: none"> • Individualized assistance as needed

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

Not Yet

Student Sample 1

Approaches Expectations

Student Sample 2

Meets Expectations

Student Sample 3

Teacher Reflection

This lesson worked exceeding well.

Day 1 – Teaching Rhetorical Analysis using cereal

The class will be broken up into groups of five. Each group will be given the contents of a box of cereal but not the box itself. They will be given the following directions and ten minutes to work:

In your groups identify the brand of cereal that you think you might have. Decide to whom this cereal is marketed. Determine the types of marketing strategies that would be used for this particular cereal. Be as specific and be prepared to discuss your reasoning. You may eat cereal as you work.

After the time has elapsed, students will share determinations and reasoning with the class. The teacher should use questioning about and discuss of specific characteristics of the cereal with students to help identify the group's rationale for choosing the particular marketing or target audience. After all groups have disclose their findings, the teacher will hand out the boxes that go with each variety of cereal. Students will have about 10 minutes (depending on class length) to look at the boxes determine if the marketing characteristics fits their idea of the targeted audience. Students will pay particular attention to ethos (character) and pathos (passion).

Day 2 – 4

Rhetorical Elements discussed include (but need not be limited to):

- Imagery
- Diction
- Syntax
- Periodic Sentences
- Loose Sentences
- Coordination
- Subordination
- Parallelism

- Juxtaposition
- Repetition
- Tone
- Figurative Language
- Metaphor
- Simile
- Personification
- Allusion
- Irony

Students will share the element they were assigned and explain it using their representation. Posters will be hung in the room for the duration of this module.

Day 5 – Introduce the task

Especially if this is the first module that students have done in this class, don't assume that they know what basic academic words mean. Circulate throughout the room and question students about what words that they use means. If students cannot explain the meaning of a word, in such a manner that you *know* they understand, they should not be allowed to use it in a student-friendly prompt.

Day 6 – Analyze the rubric.

The same caution given for Task Analysis applies to Rubric analysis. Students should be able to verbalize the requirements. If possible, hang these posters in the room and leave them up until after the students have finished this module.

Day 7-10

Use the gradual release method. First, the teacher will perform the analysis verbalizing his or her thoughts and decisions while the students record what the teacher identifies (annotates). With the second work, the teacher will use questioning to get the class to offer information for annotating. With the third passage students will work with a group. Students will become more independent. The text on which the writing is based will be analyzed independently.

When the graphic organizer is introduced, it is vital that students be required to fully complete the chart. They should use good examples and multiple examples when possible. They should also be required to be as specific as possible in explaining the effect of the examples. This is best accomplished by using questioning techniques that require the student to explain what he or she is saying. The use of these organizers will be taught using a shortened gradual release method.

Days 11-12

I have found that even though I group these students by their chosen excerpt, I do get a pretty random grouping. By this point in the lesson, students do well with this.

Days 13-17

Monitor student progress. Refer to earlier lessons as needed.

Days 18-20

Make sure that students give feedback to each other during peer review. I have had students say that they cannot find anything wrong with a paper. I have found that when this happens, it is helpful to sit down with that

student and help him or her edit the paper. This way he or she gets assistance in peer editing and the author of the essay gets beneficial feedback.

All Attachments

 **Excerpt from "Los Angeles Notebook" by Joan Didon :**

<https://s ldc.org/u/dxqqlw6styx7rh98zx1o18xc4>

 **Excerpt from "A Hanging" by George Orwell :** <https://s ldc.org/u/8kdr6wijeffrntq9ft88h8kd>

 **Excerpt from "Fall of the House of Usher" by Edgar Allen Poe :**

<https://s ldc.org/u/zkydmgyfvp0unvtle637t7si>

 **Excerpt from Frankenstein by Mary Shelley :** <https://s ldc.org/u/a0n31xi2noxbul17bpp6p6kmd>

 **Excerpt from "Once More to the Lake" by E.B. White :**

<https://s ldc.org/u/agct7f1jbtxkt2w1y5vahm1u>

 **Student Sample 1 :** <https://s ldc.org/u/b0fz2vz172934avu7u174ql2c>

 **Student Sample 2 :** <https://s ldc.org/u/7afne9hhcy07aqvc2cknem1xw>

 **Student Sample 3 :** <https://s ldc.org/u/aaapvfr6tvt07z9hvsind5nqo>