

Unit Overview

Essential Question/Unit Intention:

How do the use of persuasive techniques affect a text?

Summative Assessment

Q1 Exam

Education Standards Addressed:

- LACC.910.SL.1.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- LACC.910.SL.2.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- LACC.910.RI.2.5 - Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- LACC.910.W.1.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Agenda for the week of:

Day	LISC	Bell Work	Activities (formative)	Wrap-up	Leading Questions DOK 2-4
Monday	<p>Learning Intentions: Today I will break down a text using SOAPSTONES</p> <p>Lesson Purpose: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>Success Criteria: I will have succeeded when I can:</p> <ol style="list-style-type: none"> 1. Provide evidence for each part of a SOAPSTONE. 2. Apply the concepts of rhetoric by creating an advertisement for the assigned text. <p>Learning Intentions: Today I will</p>	<p>Journal 14</p> <p>Section 2: Why is distracted texting a problem? Give support.</p> <p>Section 1: Sending Texters a Message (4)</p>	<p>Cockroach Milk:</p> <ul style="list-style-type: none"> • Review the SOAPSTONES hand outs • Read <i>Cockroach Milk</i> as a class. • Go through the SOAPSTONES activity together • Break into small group if the concept is going well. 	<p>Stand-Share-Chair: Assigned section of the soapstone.</p>	<p>How does citing textual evidence lend an air of authority to your writing?</p> <p>What is the difference between summarizing and paraphrasing? Why do we need each of them?</p> <p>What is the weak spot in your essay? Why is that?</p> <p>Why is eating insects such a popular thing in many cultures? Examples?</p> <p>What techniques of persuasion do authors use? How effective are they?</p>
Tuesday	<p>look at the styles of persuasion (ethos, logos, and pathos).</p> <p>Lesson Purpose: Determine an author’s point of view or purpose in a text and analyze how an author</p>	<p>Journal 15</p> <p>Section 2: Would you ever eat chocolate covered ants. Why or why not?</p>	<p>Cockroach Milk:</p> <ul style="list-style-type: none"> • Watch <i>Shark Tank</i> clips • As students view they will fill out the graphic organizer. Putting examples when each persuasive technique is used. • At the end of each clip discuss the evidence seen and 	<p>Exit Ticket: What did you notice the entrepreneurs use to get their money?</p>	<p>How does the use of ethos, logos, and pathos strengthen an argument? Give a real-world example.</p>

	<p>uses rhetoric to advance that point of view or purpose.</p> <p>Success Criteria: I will have succeeded when I can:</p> <ol style="list-style-type: none"> 1. Provide evidence for each part of a SOAPSTONE. 2. Apply the concepts of rhetoric by creating an advertisement for the assigned text. <p>Learning Intentions: Today I will</p>	Section 1: Supreme Showdown (6)	why it worked. Students should add to their charts.		
Wednesday	<p>create an advertisement/sales pitch.</p> <p>Lesson Purpose: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>Success Criteria: I will have succeeded when I can:</p> <ol style="list-style-type: none"> 1. Apply the concepts of rhetoric by creating an advertisement for the assigned text that utilizes ethos, logos, and pathos. 	<p>Journal 16</p> <p>Section 2: How would you feel if someone told you that you couldn't drive because of your gender? Explain why.</p> <p>Section 1: How is feminism affecting your culture?</p>	<p>Cockroach Milk:</p> <ul style="list-style-type: none"> • Introduce RAFT <ul style="list-style-type: none"> • Look at any examples and discuss rubric expectations. • Allow groups time to begin working and planning. 	Exit Ticket: Plan outline	
Thursday		Go over RAFT before presentations in groups.	<p>Cockroach Milk:</p> <ul style="list-style-type: none"> • Finish RAFT • Section 1 Presentations • Section 2 – Gallery Walk 	Exit Ticket: What is my task to prepare for tomorrow?	
Friday		Go over RAFT before presentations in groups.	<p>Cockroach Milk:</p> <ul style="list-style-type: none"> • Section 1 Presentations • Section 2 – Gallery Walk 	Vote on who made the best use of ethos, logos, and pathos (cannot vote for their group).	