



MISSISSIPPI
EXEMPLAR
Units & Lessons

ENGLISH LANGUAGE ARTS

English I

Grant funded by:



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Introduction

Mission Statement

The Mississippi Department of Education (MDE) is dedicated to student success, including the improvement of student achievement in English Language Arts (ELA) and mathematics in order to produce citizens who are capable of making complex decisions, solving complex problems, and communicating fluently in a global society. The Mississippi College- and Career-Readiness Standards (MS CCRS) provide a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and to compete in the global economy. The goal of the MDE is to provide educators with the training and resources to understand and implement the MS CCRS effectively.

Purpose

In efforts to facilitate implementation and promote understanding of the MS CCRS for ELA and mathematics, the W. K. Kellogg Foundation generously awarded the MDE a grant to secure a cadre of effective educators to develop the MS CCRS Exemplar Units for teachers. Specifically, a group of highly-effective Mississippi educators developed exemplar instructional units and lessons aligned to the MS CCRS for ELA and mathematics. The MS CCRS Exemplar Units address difficult-to-teach standards as determined by teachers and are designed to serve as exemplar models for instructional units, lessons, and resources. The MS CCRS Exemplar Units have been vetted through nationally renowned vendors to ensure exemplar quality.

Design Overview

The MS CCRS Exemplar Units for ELA and mathematics address grade-level specific standards for Pre-Kindergarten-8th grade, as well as for Algebra, English I, and English II. The overall unit plan is described in the first section of the ELA and math units. This section includes the unit title, a suggested time frame, the grade level MS CCRS addressed and assessed, a unit overview with essential questions and a summary of lesson tasks, and the culminating/performance task description and rubric.

Though the math and ELA overall unit plan designs are very similar, some design aspects differ in order to accommodate the respective requirements of each content area. For mathematics, the first section also provides a segment designated for the Standards for Mathematical Practices (SMPs) addressed in the unit. For ELA, the first section also includes a text set with links to texts (if in the public domain) and a fresh/cold-read task.

The second section of each unit includes lesson plans. Within the lesson plans, provided are lesson-specific MS CCRS, suggested time frames, learning targets, guiding questions, required resources and materials, vocabulary terms and instructional strategies, teacher directions, instructional supports for students, enrichment activities, student handouts, assessments (formative, summative, pre-, and self-), and additional resources to aid in the implementation of the lessons.

Implementation

The intention of the MS CCRS Exemplar Units for ELA and mathematics is to provide educators with resources to understand and implement the MS CCRS effectively. The implementation of the MS CCRS Exemplar Units for ELA and mathematics is voluntary. Additionally, the MDE will provide ongoing support for implementation of the MS CCRS Exemplar Units with initial regional trainings followed by site-specific support through our regional service delivery model. For regional and site-specific training, please contact the MDE Office of Professional Development.

Grade Level	Unit Title	Duration
9	Mississippi's Unsung Hero: Analyzing the Effectiveness of Argument and Rhetoric In Fannie Lou Hamer's Speeches	17-23 Days
Mississippi College- and Career-Readiness Standards for English Language Arts		Unit Overview and Essential Questions
<p style="text-align: center;"><u>Reading Standards</u></p> <p>Focus: RI.9.6 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. RI.9.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. RL.9.2 Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis.</p> <p>Additional: RL.9.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>		<p>This unit focuses on an in-depth study of Fannie Lou Hamer, the first woman ever and the first African American since Reconstruction to serve as an official Mississippi Delegate to the Democratic National Convention. Although Mrs. Hamer was a prominent American voting rights activist, Civil Rights leader, and philanthropist, specifically in the state of Mississippi, there are limited instructional units that include a study of Mrs. Hamer's historical speeches. This unit will enable students to learn about this unsung hero by having them engage in a mentor text by Mrs. Hamer. Students will examine her persuasive power in her argument(s) in a variety of text and media and evaluate how her lived experience and audience influenced her rhetorical appeals. Students will learn to not only understand the power of words and language, but also develop an understanding of the difference between argument and persuasion. Additionally, the lessons in this unit will build students' proficiency in close reading and rhetorical analysis, as well as develop their ability to identify and evaluate the claims an author uses in support of her argument. Through collaborative discussions and written assessments, students will work to strengthen their analytical skills and abilities to articulate and support their ideas using textual evidence.</p>

RI.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9.2 Determine the central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based on this analysis.

RI.9.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

Writing Standards

Focus:

W.9.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- b. Apply grades 9-10 Reading standards to literary nonfiction and/or informational text (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing

Essential Questions:

- How does an author effectively use rhetoric to advance his/her point of view or purpose?
- How does an author craft an effective argument?
- How can knowing about rhetorical devices help someone in real life?

Note: Throughout this unit, several texts, templates, graphic organizers, and notes are provided. It is recommended that teachers provide students the opportunity to utilize a binder system and [dialectical journals](#). It is recommended that the texts and handouts are compiled into one document and distributed to the students at the beginning of the unit to be placed in a personal binder.

whether the reasoning is valid and the evidence is relevant and sufficient, identify false statements and fallacious reasoning”).

Additional:

W.9.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9.5 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 9–10.)

W.9.10 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.

Speaking and Listening Standards

Focus:

SL. 9.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Additional:

SL. 9.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicatively draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views

and understanding and make new connections in light of the evidence and reasoning presented.

Language Standards

Focus:

L.9.2b Use a colon to introduce a list or quotation.

L. 9.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical, advocate, advocacy).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

Additional:

L. 9.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- b. Analyze nuances in the meaning of words with similar denotations.

Text Set

Anchor Text

- [“We’re on our Way,” Speech before a Mass Meeting Held at the Negro Baptist School in Indianola, MS \(September 1964\)](#) by Fannie Lou Hamer

Complementary Texts

Literary Texts

- [“For My People”](#) by Margaret Walker

Informational Texts

- [“What is Rhetoric”](#) adapted from *Brigham Young University & AP Central Collegeboard*
- [I’m Sick and Tired of Being Sick and Tired](#) by Fannie Lou Hamer
- [The Speeches of Fannie Lou Hamer: To Tell It Like It Is](#) edited by Meagan Parker and Davis W. Houck

Nonprint Texts (e.g., Media, Video, Film, Music, Art, Graphics)

- [Testimony Before the Credentials Committee, DNC Convention](#) (video of Fannie Lou Hamer at 1964 DNC Convention)
- [“Ethos, Pathos, Logos”](#) (video) by Krista Price
- [No More: The Children of Birmingham 1963 and the Turning Point of the Civil Rights Movement](#)

Lesson Tasks

Lesson 1: What Is Rhetoric?

This lesson draws inspiration from Lesson 1 in Louisiana Believes’ [Grade 10: Rhetoric](#) unit. Students will read “What is Rhetoric?” from Brigham Young University to develop and demonstrate a comprehensive understanding of rhetoric and rhetorical devices. Students will demonstrate understanding of rhetoric and rhetorical devices by writing a summary that integrates the information from both the text and the video.

Lesson 2: Rhetorical Devices

Students will analyze an advertisement from the 1963 March on Washington and Paragraphs 1-3 of Fannie Lou Hamer's "We're On Our Way" speech. Students will look at the text through the lens of rhetoric and analyze how Hamer uses her lived experience to appeal to the audience ethos, pathos, and logos to advance her purpose.

Lesson 3: The Rhetorical Question

Students will read and analyze Paragraphs 4-12, in which Mrs. Hamer documents the response of her action of registering to vote and the impact it had on her family and members of her community. Students will analyze the text through the lens of rhetoric and analyze how her use of rhetoric advances her purpose. Students will analyze specific methods of rhetoric such as rhetorical questions, appeal to consciences, and allusions. Students will also analyze narrative text structure in the paragraphs and analyze how the details presented help develop her purpose.

Lesson 4: Dialect

Students continue to study Fannie Lou Hamer's speech "We're on our Way" and analyze the speech through the lens of rhetoric, and they will analyze the poem "A Mother's Plea" by Betty Gamble. In this lesson, students learn about dialect and the stereotypes and assumptions associated with dialect. Students examine the poem through the lens of rhetoric, and gain an understanding of the impact the words, style, and structure have on the development of central ideas in the text. Students will continue to examine "We're on our Way," Paragraphs 13-19, and connect how word choices in both text help develop the central idea.

Lesson 5: Delineate and Evaluate an Argument Model

Students will continue to examine the Fannie Lou Hamer text for its use of rhetoric, but they will also examine another speech that is written from another perspective and they will examine both texts for the arguments and claims presented in the text, and the reasoning presented with the arguments. The teacher will provide a model of how to evaluate an argument.

Lesson 6: Delineate and Evaluate an Argument Practice

Students will continue to examine the Fannie Lou Hamer text for its use of rhetoric, but they will also examine her speech for the arguments and claims presented in the text, and the reasoning presented with the arguments. This lesson provides students to practice the skills and activities modeled by the teacher in Lesson 5.

Lesson 7: Evaluating the Argument

Students will be guided by peers and the teacher through a mock performance/culminating task by using all of the information they have collected throughout the unit to write an extended response evaluating the effectiveness of Hamer's overall argument and use of rhetoric. Students will use the rubric to self- and peer-evaluate.

Lesson 8: Culminating/Performance Task

Students will complete the performance/culminating task and write a letter that self-evaluates what they have learned in this unit.

Performance/Culminating Task

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 her speech.

Standards Assessed: RI.9.6, W.9.1, W.9.9b, L.9.2b

Standards Addressed: RI.9.1, RI.9.2, RI.9.3, RI.9.4, W.9.4, W.9.5, W.9.10

Rubric for Culminating/Performance Task

See this resource: <http://teachers.sduhsd.net/mgaughen/docs/RA%20Generic%20Rubric.pdf>

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 authors 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/I.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
Symbol	
	<p style="text-align: center;">Type of Text and Interpretation of Symbol</p> <p>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</p>
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<p>Anticipatory Set/Introduction to the Lesson</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> ✓ 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, and the context impact what rhetorical appeals and devices authors 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. At the end of the read, display the Handout 1:1 Vocabulary Prediction and model how to complete the handout by using a word from the first paragraph of the text. Think aloud through the process in order to give the students a better understanding of what is required of them in the next task.

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.

After modeling how to complete the handout, 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 1.1: Vocabulary Prediction** 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 (use the bookmark as a reference) with annotation codes, tell students 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 Step 1.

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 statement 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 these 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.

Lesson 2: Rhetorical Devices

Focus Standard(s): RI. 9.6

Additional Standard(s): W.9.2a, b, e, f; SL.9.3

Estimated Time: 2 days

Text(s): Paragraphs 1-3 of [“We’re On Our Way,” Speech](#) (September 1964) by Fannie Lou Hamer

Resources and Materials:

- Handout 2.1: Ethos, Pathos, Logos in Text
- Handout 2.2: Annotating Rhetorical Appeals in Text
- Handout 2.3: Short Response Rubric and Checklist
- Place two index cards on each student’s desk before class
- Display these directions on a board before class: Take out your Vocabulary Prediction Sheet homework from last night. Select two words from the worksheet and write the word in bold at the top of the notecard, and write the definition you found for the word under the word. You will have 5 minutes to complete the task.
- A [List of Rhetorical Devices](#) (one copy per student)
- [Audio](#) of “We’re On Our Way”
- [“March On Washington” flyer](#)
- [Rhetorical Triangle](#)
- Highlighters

Lesson Target(s):

- Determine author’s point of view and purpose.
- Identify ethos, pathos, logos in text.
- Analyze how audience and purpose influence the speaker’s choice of words.
- Analyze how speaker’s lived experience influences the speaker’s choice of words.

Guiding Question(s):

- How does the audience and purpose influence the writer’s or speaker’s choice of words?
- How does the occasion/context impact the author’s choice of words?
- How does the speaker’s lived experience influence the speaker’s choice of words?

Vocabulary

Academic Vocabulary:

- Advance (advance the author’s purpose)
- [List of Rhetorical Devices](#) (Not every word will need to be memorized. Students should be expected to learn new words from repeated exposure to the list as the unit progresses.)

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

In-Context Vocabulary:

- Gospel

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

Direct Instruction Text Vocabulary:

- Before students read the text, have them choose words that they do not know and choose strategies from the “Instructional Strategies for Direct Instruction” Text Vocabulary list to the right to help them understand the word.

Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

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	
<p>Anticipatory Set/Introduction to the Lesson Have students discuss this question: If you wanted to convince your parents to do something, what kinds of words would you choose to include in your conversation with them?</p> <p>Have students share with a partner and have a whole-class discussion.</p> <p>Understanding Lesson Purpose and Student Outcomes Note: In this lesson, students analyze an advertisement from the 1963 March on Washington and Paragraphs 1-3 of Fannie Lou Hamer’s “We’re On Our Way” speech. Students begin to look at the text through the lens of rhetoric and analyze how Hamer uses her lived experience to appeal to the audience ethos, pathos, and logos to advance her purpose.</p> <p>Begin by learning targets and assessed standard for this lesson: RI.9.6. Explain that in this lesson, students will examine how the promoters for the 1963 March on Washington used ethos, pathos, and logos to advertise the March, as well as Paragraphs 1-3 of Fannie Lou Hamer’s “We’re on Our Way” speech to determine how Hamer’s used ethos, pathos, and logos to establish her purpose. Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.</p> <p>Activity 1: Homework Accountability and Vocabulary Word Wall Before students enter the class, put two index cards on student desk. Post the following instructions for students to view as they enter the room: Take out your homework from last night, Handout 1.1: Vocabulary Prediction. Select two words from the worksheet and write the word in bold at the top of the notecard, and write the definition you found for the word under the word. You will have 5 minutes to complete the task.</p>	

When the five minutes are complete, pull a name popsicle stick and the student whose name is pulled selects one of the words from their selection to share the word and the definition with the class. Then, the student posts the index card on the word wall. If the word another classmate has selected is one of your words, students must select another word to share with the class. We will continue until each student has had an opportunity to share a word and post on the word wall.

Note: The word wall should be interactive and used during the unit. Words should be added to the word wall during the lesson, and teachers should allow students to use the wall as a learning tool during instruction.

Activity 2: Rhetorical Devices Mini-Lesson

Provide students with a [List of Rhetorical Devices](#). Tell students they will have 5-10 minutes to read through the list and they will need to highlight any device that is not familiar to them. Tell students that they will use this list throughout this lesson, and although they will not be tested on the devices, they will need to become familiar with the different types because they will have to refer to them in their writing and discussions about speaker's or author's use of rhetoric.

Note: Students should not be expected to memorize or know all the rhetorical devices without looking at the list. Instead, stress repeated use of the list, and reinforce students' understanding of how the device impacts the author's purpose or point of view.

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

- Provide students with a shorter list of very specific rhetorical devices that are used specifically in the text they are analyzing.

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

- Provide students with [a more extensive list of rhetorical devices](#).

Have students identify the devices they believe they have used before and share out scenarios in which they have or could use the specific device.

Have discussions about how purpose and point of view impact the type of appeals that students chose to use in their specific scenarios/examples.

Have students create a bulleted list of concepts and information (titled “Rhetorical Devices Notes”) to remember about rhetorical devices. Remind students that they do not need to write down the definitions of the devices, as they will have access to these lists throughout the unit.

Activity 3: Model and Practice of Analysis of Rhetorical Devices and Appeals in a Text

Display and provide **Handout 2.1: Ethos, Pathos, Logos in Text** and **Handout 2.2: Annotating Rhetorical Appeals in Text**, and their rhetorical triangle handout in their student packet. Explain to students that the flyer was created in 1963. Cold call on students to find out what they understand about the 1963 time period in the United States/Mississippi. Conduct a discussion with students and ask them the following questions:

- Why would it have been dangerous to display this flyer in a community in Mississippi?
- How do you think the flyer was distributed?
- Who would have been the people responsible for displaying the flyer or advertising the event?

Note: The goal of the discussion questions is to lead the students to understanding the role of the church in the Black community during this time period and that most communications were distributed to church leaders, and discussed during church meetings and services. This understanding will be important as students begin to read the Fannie Lou Hamer texts.

Display and/or provide students with a copy of **Handout 2.1: Ethos, Pathos, Logos in Text**. Explain that they will analyze the advertisement for the following rhetorical appeals:

- Ethos: The appeal of a text to the credibility and character of the speaker, writer, or narrator
- Logos: The appeal of the text based on the logical reasoning of the arguments presented
- Pathos: The appeal of the text to the emotions or interests of the audience

Model and think aloud for students how to annotate one or more examples about rhetorical appeals and devices. Annotate directly on the advertisement. Have students finish annotating the text.

Have students record the answers to the questions on **Handout 2.1: Ethos, Pathos, Logos in Text**.

After the students discuss the advertisement, direct them to the advertisement on the Smart Board. Tell groups that they will come to the Smart Board and annotate directly on the advertisement the rhetorical appeal they identified on the advertisement. Tell students that they should be able to explain the appeal they identified to their classmates. Once the advertisement has been annotated, cold call on students to share their response of the questions with their classmates.

Explain to students that advertisements like the one they just analyzed were used throughout the African-American community during this time period, and although this event was being held in Washington, D.C., most meetings were held in churches in the African-American community. Tell them that the Fannie Lou Hamer speech they are going to analyze was given in a church.

Activity 4: Masterful Reading

Have students listen to a Masterful Reading of Paragraphs 1-3 of “[We’re on our Way.](#)” Inform students that they will follow along and annotate the text stopping at points on the text where they have questions and record their initial reactions to the text. Tell students to pay close attention to the two types of personae Mrs. Hamer presents during the speech. Tell students to use the annotations skills they learned in the previous lesson.

After the master read, lead a brief class share out of students’ initial reactions and questions. Ask students if they were able to identify the two personae Hamer used? Students should be able to tell the teacher that Hamer used the persona of a preacher and community member.

Activity 5: Group Talk and Discussion

Display the anchor chart for group talk and review with students the expectations of working in groups. Explain to students that today they will engage in conversations with their classmates and analyze the ethos, pathos, and logos in text.



Have students discuss the protocol for group work and share their understanding.

Tell students to form groups of three. Provide students with a copy of the text and instruct groups to read Paragraphs 1-3 of “[We’re on our Way.](#)”

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

- Provide students with a copy of the text that contains only the three paragraphs needed for this section so they are not overwhelmed with the entire text.
- Group students who read at a high level with students who read at a mid-level, and group students who read at a low level with students who read at a mid-level.

Tell students they should use the [List of Rhetorical Devices](#) and the “Rhetorical Devices Notes” from the rhetorical devices mini-lesson to assist with annotating the text and looking for rhetorical devices. Tell students that they will take turns reading and pausing to give initial reactions to the text. When the first group member reads the first paragraph, they need to stop and give their initial reaction to what they read. Display this annotation guide or provide students with individual copies of this guide:

When annotating, use the following items to assist with annotations:

- Unfamiliar Words – Highlight words you don’t know! It makes identifying words later easier. Look these up in the dictionary. If you don’t know what a word means, you might miss something important in the text.
- Important Information – Underline a sentence you think is really important to the text.
- Literary Terms/Rhetorical Devices – Underline the text and in the margins write what technique is being used.
- Things You Really Like – Draw stars around your favorite parts of the text. Typically this is just a sentence or two.
- Questions About the Text – Draw a question mark next to the section of text. In the white space, at the bottom or top of the page, write your question!
- Extra Information – Sometimes you might have too much to write and not enough space. When this happens, see if the book has any blank pages. Write a number next to the text and then on the blank page write the same number with your thoughts.

Group members need to use the annotating guide to formulate their response to the paragraph they are assigned. They must use evidence from the text to support their response. After the first reader gives their initial response, the second reader responds to what the first reader said. After they give a response, they pick up reading the text, and repeat the same process. Tell students that at the end of the discussion and annotating, they will write a response to the following prompts:

- How does Hamer’s purpose and point of view influence her decisions to include specific words, phrases, and events in the first three paragraphs of the speech?

After students have read first three paragraphs, lead a class discussion about the three paragraphs.

- Paragraph 1:
 - How does Hamer begin the speech?
 - What is the occasion of the speech?
 - Have the students stop and reread the text “But it’s good to see people ‘waking up to the fact’ something that you should’ve been awoken years ago.
 - What is the rhetorical device used? (Euphemism) Explain how this is a euphemism?
 - How does this rhetorical device advance Mrs. Hamer’s point of view?
- Paragraph 2:
 - Have student reread the statement: “my name is **Mrs.** Fannie Lou Hamer and I **live** at **626 East Lafayette Street in Ruleville, Mississippi.**”
 - Ask the students to highlight the words *Mrs.* and *live* if they had not previously highlighted words.
 - Tell the students that connotation of the two words are very important in the context to this speech and in the context of this time period. Tell the students to turn and talk to their shoulder partner and discuss why they think the two words are important. Allow students 2 minutes to discuss.
 - Cold call on students to respond. Most students may not understand the significance, so be prepared to explain:
 - Mrs.- During this time period the term Mrs. was reserved for married white women. Black women, even those who were married, were not referred to a Mrs.
 - Live: Many African-American did not own their own homes. Many of them were sharecroppers and the term “stay” was used more often than the word “live.” When Mrs. Hamer use the word “live” she is establishing her independence from a white property owner.
 - Also, by giving out her address, she is establishing her fearless attitude because with the work that she is doing, many people would try to harm her, so keeping her address a secret would have been safer.
 - How does the use of these words and phrases help establish the tone of and contribute to the author’s purpose?
 - What does this tell you about Mrs. Hamer’s character or personality?
- Paragraph 3:
 - Re- read Paragraph 3. Why does the author include this information?
 - What connection is the author trying evoke in the audience?
 - What mood does the information establish with the audience?
 - Reread the statement “this is the gospel truth.” What rhetorical device does Mrs. Hamer use? (hyperbole) What impact of Mrs. Hamer’s use of the word?

- What relationship is she trying establish with her audience?
- What does the first three paragraph reveal about Mrs. Hamer?

Activity 6: Quick Write

Display the Quick Write Prompt for the students: How does Hamer’s purpose and point of view influence her decisions to include specific words, phrases, and events in the first three paragraphs of the speech?

Instruct students to find the **Handout 2.3: Short Response Rubric and Checklist**. Review the rubric and checklist with the students. Instruct students to use their annotations to assist in writing their response and to include vocabulary from the lesson in their response.

Remind students that they will be completing an activity similar to this with a different speech without teacher or peer support in the final lesson, so they need to ask questions and make mental notes or physical study notes of their process they use so that they can apply it to a new text.

- ✓ This lesson may take multiple days. Although the quick write is the culmination assessment activity for the lesson, teachers should develop a formative assessment each day for students. The use of the [Tools for Formative Assessment- Techniques to Check for Understanding- Processing Activities](#) and [Take Three! 55 Digital Tools and Apps for Formative Assessments Success](#) to help establishing formative assessment routines in the classroom.

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

- Provide students with a model example about a different text.
- Provide students with an anchor chart or list of sentence starters.

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

- Have students write the analysis discussing terms from [a more extensive list of rhetorical devices](#).

Activity 7: Individualized Conventions of Standard English Revision Mini-Lesson

View students' written products. Determine specific areas of need for errors in Standard English or general improvements (such as adding a colon) to their conventions, provide feedback on the most pressing area of need, and provide students with the opportunity (perhaps through videos on the internet) to view a tutorial to help them understand the convention concepts and skills they need to improve upon. Tell students that they will view a tutorial about a particular skill so that they can demonstrate command of a specific Standard English grammar, capitalization, punctuation, or spelling skill and concept they need to improve upon. Tell students that if the tutorial is not helping, they will need to ask for assistance.

Note: Look for common areas of need amongst students writing and group students based on areas of need.

Have students write a short summary of what they learned with examples. Students should then apply what they have learned to their writing from Activity 6. Have students attach their summary to their revised writing and submit for a grade, if desired.

- ✓ Check to see if students have demonstrated command of the specific Standard English grammar, capitalization, punctuation, or spelling skills and concepts they focused on during their revisions.

Reflection and Closing

Students should ask themselves and discuss in partners as well as whole class the following question: What is your first impression of Mrs. Fannie Lou Hamer?

Homework

Find a map of Mississippi and locate Indianola, Cleveland, and Ruleville, Mississippi on the map. On a sheet of paper they need to write:

- 3 things you found out
- 2 interesting things
- 1 question you still have

Handout 2.1: Ethos, Pathos, Logos in Text

Name: _____ Date: _____ Period: _____

This activity will allow you practice identifying and analyzing ethos, pathos and logos as rhetorical devices in argumentative text.

Instructions: Analyze the “March on Washington” advertisement text. As a group, discuss the ad and respond to the following questions. Keep in mind that EACH member is responsible for completing and turning in a response.

Speaker Identity: Who is the creator/speaker of the ad?

Audience: Who is the targeted audience?

Purpose: What is the purpose of the ad? What does the speaker want the audience to think, believe, or do?

Counterpoint: What is a possible opposing argument? Is it included?

Mood: How/what does this ad make you feel?

Rhetorical Device:

- **Ethos:** What makes the speaker credible? If there is no credibility, what could you do to establish ethos?

- **Logos:** What facts and figures does the speaker use to support the argument of the text? If none, what could be added for logos?

- **Pathos:** How does the creator/speaker appeal to the audience's emotions?

Handout 2.2: Annotating Rhetorical Appeals in Text

As Appeal to You from

JAMES FARMER Congress of Racial Equality	MARTIN LUTHER KING, JR. Southern Christian Leadership Conference
JOHN LEWIS Student Non-violent Coordinating Committee	A. PHILIP RANDOLPH Negro American Labor Council
ROY WILKINS National Association for the Advancement of Colored People	WHITNEY YOUNG National Urban League

**to MARCH on
WASHINGTON**
WEDNESDAY AUGUST 28, 1963

*America faces a crisis . . .
Millions of Negroes are denied freedom . . .
Millions of citizens, black and white, are unemployed . . .*

We demand:

- Meaningful Civil Rights Laws
- Massive Federal Works Program
- Full and Fair Employment
- Decent Housing
- The Right to Vote
- Adequate Integrated Education

In our community, groups and individuals are mobilizing for the August 28th demonstration. For information regarding your participation, call the local Coordinating Committee for the

**MARCH ON WASHINGTON
FOR JOBS AND FREEDOM**

1417 You Street, N.W. Adams 2-2320

CO-CHAIRMEN

Rev. Walter E. Fauntroy, Coordinator	Edward A. Hales
Joseph A. Beavers	Julius W. Hobson
E. Charles Brown	Sterling Tucker

Step 1: Work in groups and examine the flyer from the 1963 March on Washington. Look for the following rhetorical appeals in the advertisement:

- **Ethos:** The appeal of a text to the credibility and character of the speaker, writer, or narrator.
- **Logos:** The appeal of the text based on the logical reasoning of the arguments presented
- **Pathos:** The appeal of the text to the emotions or interests of the audience.

Step 2: When you identify the appeal, annotate directly on the advertisement.

Step 3: Consider these questions as you analyze the ad:

1. Who is the creator/speaker of the ad?
2. What is the purpose of the ad?
3. Who is the target audience for the advertisement? How do you know this?
4. What does the speaker want the audience to think, believe, or do?
5. What is a possible opposing argument? Is it included?
6. Ethos-What makes the creator/speaker credible? If there is no credibility, what could you do to establish ethos?
7. Logos- What facts and figures does the speaker use to support the argument of the text? If none, what could be added for logos?
8. Pathos-How does the creator/speaker appeal to the audience's emotions? Explain and support with evidence.
9. Was the use of the appeal(s) effective for the intended audience? Why/why not?

Handout 2.3: Short Response Rubric and Checklist

Short Response Rubric

Assessed Standard(s): _____

	2-Point Response	1-Point response	0-Point Response
Inferences/Claims	Includes valid inferences or claims from the text. Fully and directly responds to the prompt.	Includes inferences or claims that are loosely based on the text. Responds partially to the prompt or does not address all elements of the prompt.	Does not address any of the requirements of the prompt or is totally inaccurate.
Analysis	Includes evidence of reflection and analysis of the text.	A mostly literal recounting of events or details from the text(s).	The response is blank.
Evidence	Includes relevant and sufficient textual evidence to develop response according to the requirements of the Quick Write.	Includes some relevant facts, definitions, concrete details, or other information from the text(s) to develop an analysis of the text according to the requirements of the Quick Write.	The response includes no evidence from the text.
Conventions	Uses complete sentences where errors do not impact readability.	Includes incomplete sentences or bullets.	The response is unintelligible or indecipherable.

Short Response Checklist

Assessed Standard(s): _____

Does my writing...	Did I...	✓
Include valid inferences and/or claims from the text(s)?	Closely read the prompt and address the whole prompt in my response?	<input type="checkbox"/>
	Clearly state a text-based claim I want the reader to consider?	<input type="checkbox"/>
	Confirm that my claim is directly supported by what I read in the text?	<input type="checkbox"/>
Develop an analysis of the text(s)?	Did I consider the author's choices, impact of word choices, the text's central ideas, etc.?	<input type="checkbox"/>
Include evidence from the text(s)?	Directly quote or paraphrase evidence from the text?	<input type="checkbox"/>
	Arrange my evidence in an order that makes sense and supports my claim?	<input type="checkbox"/>
	Reflect on the text to ensure the evidence I used is the best evidence to support my claim?	<input type="checkbox"/>
Use complete sentences, correct punctuation, and spelling?	Reread my writing to ensure it means exactly what I want it to mean?	<input type="checkbox"/>
	Review my writing for correct grammar, spelling, and punctuation?	<input type="checkbox"/>

Lesson 3: Rhetorical Questions

Focus Standard(s): RI. 9.6

Additional Standard(s): RI. 9.3; RI. 9.7; W.9.2a, b, e, f; SL.9.3

Estimated Time: 2-3 days

Text(s):) Paragraphs 4-12 of [“We’re On Our Way, “Speech](#) (September 1964) by Fannie Lou Hamer; [No More: The Children of Birmingham 1963 and the Turning Point of the Civil Rights Movement](#)

Resources and Materials:

- Handout 3.1: Rhetorical Tracking Tool
- Handout 2.3: Short Response Rubric and Checklist
- [Audio of "We're On Our Way"](#)
- [PBS Black Culture Connection](#)
- [Dialectical Journals](#)

Lesson Target(s):

- Determine author’s point of view and purpose.
- Identify ethos, pathos, logos in text.
- Analyze how audience and purpose influence the speaker’s choice of words.
- Analyze how speaker’s lived experience influences the speaker’s choice of words.
- Analyze how the author uses rhetoric to advance the author’s purpose and point of view.
- Analyze the series of events in a text and determine its effect on the author’s purpose.

Guiding Question(s):

- How does rhetoric advance the author’s purposes?
- How does the author unfold events and details in the text to reveal the author’s purpose?

Vocabulary

Academic Vocabulary:

- Advance (advance the author’s purpose)
- [List of Rhetorical Devices](#) (Not every word will need to be memorized. Students should be expected to learn new words from repeated exposure to the list as the unit progresses.)

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

In-ConTEXT Vocabulary:

- Addressed
- Hot

Strategies for Teaching How to Determine Meaning from Context Clues:**Direct Instruction Text Vocabulary:**

- Before students read the text, have them choose words that they do not know and choose strategies from the “Instructional Strategies for Direct Instruction” Text Vocabulary list to the right to help them understand the word.

Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

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	
<p>Anticipatory Set/Introduction to the Lesson</p> <p>Note: In this lesson, students will read and analyze Paragraphs 4-12, in which Mrs. Hamer documents the response of her action of registering to vote and the impact it had on her family and members of her community. Students will analyze the text through the lens of rhetoric and analyze how her use of rhetoric advances her purpose. Students will analyze specific methods of rhetoric such as rhetorical questions, appeal to consciences, and allusions. Students will also analyze narrative text structure in the paragraphs and analyze how the details presented help develop her purpose.</p> <p>Students will participate in a brief survey on PBS Black Culture Connection. Give the students the following instructions:</p> <p style="padding-left: 40px;">Based on what we have read so far in “We’re On Our Way,” I hope that you have become more aware of how important this time was for reform and change across the United States. 1963 was a huge year for the Civil Rights Movement, and I would like to challenge you to test your knowledge of the time by participating as a class answering these True and False questions. Now, when we begin, I ask that you do not raise your hands in the air. We are going to make this as quick, quiet, and discreet as possible. So, if you think the answer is true, give me thumbs up right about here (teacher indicates spot in stomach-region, placed right about the top of the desk, giving a thumbs up.) And, I’m sure you already know what I am going to say next—if you think the statement is false, do the thumbs down instead. Do not talk during this exercise; it is not a team effort.</p> <p>Teacher starts the quiz. For each question, the teacher counts for majority of thumbs per question on the True or False survey, plugs in answers, and submits the completed quiz, then reviews the answers quickly to see if the majority of the class was correct or incorrect.</p> <p>Understanding Lesson Purpose and Student Outcomes</p> <p>Post the RI. 9.6 standard for students to review. Cold call on a student to read the standard. Ask for a student volunteer to explain what the standard means, and what they are will be expected to do at the end of the lesson. Explain to students that they will</p>	

analyze how effectively Mrs. Hamer uses rhetoric to advance her purpose in Paragraphs 4-12. Tell students that they will analyze how Mrs. Hamer presents the information in the text, identify and analyze the specific examples she uses, and determine how these examples support her purpose.

Remind students that rhetoric refers to the specific techniques that writers or speakers use to create meaning in a text, enhance a text or a speech, and in particular, persuade readers or listeners. Tell students that although they are familiar with some rhetorical devices, there are several other devices and they should refer to the [List of Rhetorical Devices](#) and the “Rhetorical Devices Notes” from the previous lesson. Tell students to turn to the list take 3-5 minutes to quickly look at the list again and reread the unfamiliar devices they identified during the previous lesson.

Activity 1: Video and Discussion

Tell student to take out their [Dialectical Journals](#). Display the sample entry below and tell students to create the entry in their journal.

Tell students that they will watch the video [No More: The Children of Birmingham 1963 and the Turning Point of the Civil Rights Movement](#) which gives a brief overview of the climate of the 1963 Civil Rights Era. Students will watch the video and will understand a few things during the video, including the types of rhetoric (logos, pathos, ethos) the filmmaker is using. Students will analyze the images, the contrast, the music choice, the wording of the speaker’s speech, his tone of voice, etc., as well as how the author uses them to advance his/her point of view or purpose.

Appeal	Scene	Viewer Reaction/Analysis
Ethos: The appeal of a text to the credibility and character of the speaker, writer, or narrator,		
Pathos: The appeal of the text to the emotions or interests of the audience		
Logos: The appeal of the text based on the logical reasoning of the arguments presented		

Have students analyze how the filmmaker unfolds an analysis or series of ideas or events, including the order in which points are made, how they are introduced, and the connections being made. Ask students to remember what they can and will give them a few minutes after the video to jot some of their ideas down, and then share their thoughts with the person next to them.

Demonstrate an understanding of the group task by providing students with an example response created by the teacher, explaining how and why the film shows ethos, pathos, or logos.

Model a response to an analysis-unfolding question and make a connection between the filmmaker's presentation of the *Letter From Birmingham Jail* followed by the horrific events in Birmingham shortly after, involving the police dogs and fire hoses to disperse protesters. Be sure to discuss how this use of rhetoric advances the author's point of view or purpose.

Have students discuss and analyze the film and the rhetorical devices found in it.

Activity 2: Homework Accountability

Display a map of MS. Tell the students to take their homework from last night and volunteers to tell the class: 3 things you found out, 2 interesting things, 1 question they still have after reviewing the map for homework. After 3 or 4 students respond, collect the homework.

Activity 3: Reading and Discussion

Tell students to find Paragraphs 4-12 in their student manual. Inform students that they will continue to listen to the speech "We're On Our Way" and they will pause, annotate the text, and take notes on the **Handout 3.1: Rhetorical Tracking Tool**. Tell students that they will listen to each paragraph, stop and Turn and Talk to their partner about the paragraph, identify the rhetorical devices, the appeals, and analyze how the author unfolds the events in the paragraphs.

Note: Start and stop the audio of the text for each section discussed.

- Paragraph 4:
 - What is the purpose of paragraph?
 - What rhetorical device the author use? ("Hot"-Figurative language: imagery, emotional words)
 - What impact does the device have on establishing the author's purpose?
- Paragraph 4 and 5:
 - Reread the statement: "Pap, did you tell Fannie Lou what I said?" "He said, 'Yes, sir' and I walked out." How does Hamer's use of rhetoric in this statement help advance her purpose?

- Paragraphs 6, 7, 8:
 - How does Hamer use rhetoric in the paragraph to advance her purpose?
 - What impact does the rhetoric have on the audience?
- Paragraph 9:
 - What effect do the questions in the paragraph create?

Explain to students that Hamer is using a rhetorical device called rhetorical questions, which are “questions that a speaker or writer asks but does not necessarily expect the reader or listener to answer directly.” Rather, rhetorical questions are meant to cause the reader or listener to think.

Lead a brief share out of the examples of rhetoric student pairs identified in Paragraphs 10 and 11. Instruct students to discuss how the rhetoric they identified supports Hamer’s purpose for writing. Direct students to use their Rhetorical Impact Tracking Tool to record the examples of figurative language, alliteration, appeal to ethos, and rhetorical questions as discussed here. Have students share out responses.

Activity 4: Quick Write

Tell students to listen to and annotate Paragraph 12. Next, instruct students to respond to the following prompt: How does Hamer use rhetoric in Paragraph 12 to advance her purpose?

Instruct students to find the **Handout 2.3: Short Response Rubric and Checklist**. Review the rubric and checklist with the students. Instruct students to use their annotations to assist in writing their response and to include vocabulary from the lesson in their response.

Remind students that they will be completing an activity similar to this with a different speech without teacher or peer support in the final lesson, so they need to ask questions and make mental notes or physical study notes of their process they use so that they can apply it to a new text.

Call on students to share responses.

- ✓ This lesson may take multiple days. Although the quick write is the culmination assessment activity for the lesson, teachers should develop a formative assessment each day for students. The use of the [Tools for Formative](#)

[Assessment- Techniques to Check for Understanding- Processing Activities](#) and [Take Three! 55 Digital Tools and Apps for Formative Assessments Success](#) to help establishing formative assessment routines in the classroom.

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

- Provide students with a model example about a different text.
- Provide students with an anchor chart or list of sentence starters.

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

- Have students write the analysis discussing terms from [a more extensive list of rhetorical devices](#).

Activity 5: Individualized Conventions of Standard English Revision Mini-Lesson

View students' written products. Determine specific areas of need for errors in Standard English or general improvements (such as adding a colon) to their conventions, provide feedback on the most pressing area of need, and provide students with the opportunity (perhaps through videos on the internet) to view a tutorial to help them understand the convention concepts and skills they need to improve upon. Tell students that they will view a tutorial about a particular skill so that they can demonstrate command of a specific Standard English grammar, capitalization, punctuation, or spelling skill and concept they need to improve upon. Tell students that if the tutorial is not helping, they will need to ask for assistance.

Note: Look for common areas of need amongst students' writing and group students based on areas of need.

Have students write a short summary of what they learned with examples. Students should then apply what they have learned to their writing from Activity 4. Have students attach their summary to their revised writing and submit for a grade, if desired.

- ✓ Check to see if students have demonstrated command of the specific Standard English grammar, capitalization, punctuation, or spelling skills and concepts they focused on during their revisions.

Reflection and Closing

Have students reflect on how they accomplished the lesson targets and start to develop a study guide for writing about how writing an analysis evaluating an author's use of rhetoric to advance his/her purpose and point of view.

Homework

If students did not complete Quick Write, allow them to take the assignment home to complete.
Tell students they will need to continue working on **Handout 3.1: Rhetorical Tracking Tool** for homework.

Handout 3.1: Rhetorical Tracking Tool

Name:		Class:		Date:	
--------------	--	---------------	--	--------------	--

Directions: Identify and record each of the following elements of the author’s argument in the text (or portion of text): central claim, supporting claims, evidence, and reasoning. Remember that evidence supports claims and reasoning connects evidence to a claim. Reasoning also may explain the relationship among claims or across evidence.

Text:	
--------------	--

RI.9-10.6: 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.

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose

Lesson 4: Dialect

Focus Standard(s): RL. 9.2, RL. 9.4

Additional Standard(s): L.9.5a

Estimated Time: 2 days

Text(s): [A Mother's Plea](#) by Betty Gamble; Paragraphs 13-19 of ["We're On Our Way, "Speech](#) (September 1964) by Fannie Lou Hamer

Resources and Materials:

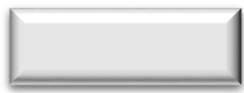
- Handout 4.1: Poetry Analysis
- [Audio of "We're On Our Way"](#)
- Teacher-read before class: ["Sound Effects: Challenge Language Prejudice in the Classroom"](#)

Lesson Target(s):

- Different communities and region have different dialect.
- There are assumptions and stereotypes associated with dialect.
- Appreciate the culture and heritage behind dialect.
- Language varies across different groups of people.

Guiding Question(s):

- Why is language classified as good or bad?
- How does stereotypes in language affect how people view people?
- Does using dialect make the writer less credible?

Vocabulary	
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Dialect 	<p>Instructional Strategies for Academic Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words
<p>In-ConTEXT Vocabulary:</p> <ul style="list-style-type: none"> • Conceived • Earnest • Mate • Stoop 	<p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Description and inference
<p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> • Before students read the text, have them choose words that they do not know and choose strategies from the “Instructional Strategies for Direct Instruction” Text Vocabulary list to the right to help them understand the word. 	<p>Instructional Strategies for Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words
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

Understanding Lesson Purpose and Student Outcomes

Note: In this lesson, students continue to study Fannie Lou Hamer’s speech “We’re on our Way” and analyze the speech through the lens of rhetoric, and they will analyze the poem “A Mother’s Plea” by Betty Gamble. In this lesson students learn about dialect and the stereotypes and assumptions associated with dialect. Students examine the poem through the lens of rhetoric, and gain an understanding of the impact the words, style, and structure have on the development of central ideas in the text. Students will continue to examine “We’re on our Way,” Paragraphs 13-19, and connect how word choices in both texts help develop the central idea.

Post the full text of standards RL. 9.2, RL. 9.4 and L. 9.5. Cold call one student to read the standard and ask the students to explain what they think the standards mean. Ask students to specifically explain the difference between formal and informal language, and ask students to give an example.

Review the meaning of the words:

- **Connotative:** Connotation refers to a meaning that is implied by a word apart from the thing which it describes explicitly. Words carry cultural and emotional associations or meanings in addition to their literal meanings or denotations.
- **Tone:** An attitude of a writer toward a subject or an audience. Tone is generally conveyed through the choice of words or the viewpoint of the writer on a particular subject.
- **Nuances:** A subtle difference in meaning, expression, or sound.

Have students discuss what they understand about the meaning of these words.

Anticipatory Set/Introduction to the Lesson

Note: Before class, record someone reading the poem [“A Mother’s Plea” by Betty Gamble](#).

Provide students with a copy of the poem “A Mother’s Plea.” Tell students that they will listen to the poem “A Mother’s Plea,” and they should document their initial reactions to the poem with annotations. Students should highlight the words they do not recognize in the text. Tell students that it is very important that they listen to the poem because they will examine the language in the poem with a partner. Once the audio begins, the teacher should circulate the room to assess if students are annotating.

When the audio ends, lead a discussion with the students on what they heard. Students should use their annotations to respond during the discussion. Use the following questions to guide discussion:

- How would you describe the speaker in the poem?
- With whom and where do you think this person lives?
- What images came to mind as you listened to and read the poem?
- How much education do you believe this person has?
- What do you think this person's job might be?
- Would you this person be considered a credible person?
- What is one example from the text that helped you answer the questions?
- Was the poem difficult to read? What made it difficult to read?

Display an anchor chart for the students, and tell them to create the same chart in their dialectical journal. Write the word *Dialect* at the top of a page and tell the students to do the same in their dialectical journal. Tell the students to leave two lines blank after the word. Under the skipped lines, tell the students to create three columns. Write *Passage/Word* at the top of the first column. Students should do the same. Leave the last two columns blank. It should look like this:

Dialect

Passage/Word	(Leave Blank)	(Leave Blank)

Next, tell students you will call on students to tell the class a word or passage they highlighted in the poem. When a student says a word/passage that represents dialect, write the word/passage in the first column. Tell students when you write a word/passage, they need to write the same thing in their first column. Continue this for 3-4 minutes.

Keep the word/passage displayed and tell the students that the word/passage displayed are examples of dialect. Now, tell the students to create groups of 3-4 students. Tell the groups they need to discuss the word/passages. Inform the students that they are not discussing each individual word/passage, but they should discuss their reactions the entire column:

- What do the words/passages tell you about the speaker?

- What would a teacher say about the words/passages?
- What would your parents say about the words/passages?
- What is your impression or reaction to the words/passages?

The column should not have a label yet. Model for the students with the first example and next, do one together for the second example. Allow the groups to work together for 5-7 minutes, unless you observe that the groups finish sooner. Tell students to record all the impressions/reactions they have for words/passages.

Model for students what to record:

Passage/Word	(Leave Blank)	(Leave Blank)
dis Done had the deep misfaution fus breaf in a wurl	(their opinion)	

Direct students to come back together as a class. Call on groups to tell you what they discussed and wrote down. Record what the students say on the anchor chart/board and tell the students if you write a statement that they did not have, they should record it on their list. Only write the statements that represent assumptions, bias, stereotypes, and prejudices. If a group gives a statement that applies to the meaning of dialect: (e.g., they live in a certain part of the country) do not record it on the anchor chart/board and tell the students to cross the statement off their list. Once you have recorded all the students' statements, tell students to make sure they have all the statements written on their list.

Display and have students read and discuss examples of this definition of *dialect*.

Dialect: The language used by the people of a specific area, class, district, or any other group of people. The term dialect involves the spelling, sounds, grammar, and pronunciation used by a particular group of people and it distinguishes them from other people around them.

Explain to students that dialect is a very powerful and common way of characterization, which elaborates the geographic and social background of a speaker. Also, dialect can be a powerful rhetorical device that a speaker/writer uses to establish credibility if the context and purpose calls for it, but only if the dialect is authentic and does not come off as a caricature or as a mock or parody because then it would have the opposite effect.

Have students watch the video [Three Ways to Speak English video](#) and turn and talk to their neighbor and respond to the following statement: Based on what I've learned about dialect from reading and analyzing the poem and the Hamer's speech and watching the video:

- I changed my attitude about...
- I became more aware...
- I was surprised...
- I felt...
- I related to...
- I empathize with...

Next tell the students to write the words *Myths, Stereotypes, Assumptions, Bias* at the top of the second column, and tell them that these are all the things that dialect does not represent. At the top of the third column, tell the students to write: *What I Learned*.

Explain to the students that they will closely examine dialect during this lesson, and now that they have recognized their biases, assumptions, stereotypes, and myths about dialect, they will now record what they learn that is an accurate representation of dialect. Tell them you will give them the first one to write in the column: Different dialects are represented in different regions.

Tell students they will need to keep an open mind as they explore the dialect in the text they will examine.

Activity 1: Reading and Discussion

Tell students to go back in their dialectical journal and find the meaning of the term *rhetoric*: the study and practice of good effective expression. Also a type of discourse- focusing on goals of the speech or piece of writing that attempts to sway the mind of the audience.

Call on a student to read the definition.

Ask students if anyone can explain the difference between a rhetorical device and a literary device. Allow students to give feedback but explain to students that rhetoric is used by using various literary devices. For example:

- Here comes the Helen of our school- an allusion to Helen of Troy is used to emphasize her beauty.

- I would die if you ask me to sing in front of my parents- a hyperbole is used to persuade others not to use forces to make you do something which you don't want to do. (Taken from <https://literarydevices.net/rhetoric/>)

Explain that a literary device and a rhetorical device are the same in meaning, but the difference is if the device is used to persuade or convince, it is rhetorical. Tell students that they will need to remember this as they being to analyze the poem "A Mother's Plea" by Betty Gamble.

Tell the students if they haven't highlighted the following words, tell them to highlight the words now:

- Conceived
- Earnest
- Mate
- Stoop

Tell students as they read the poem again to use the context clues description or inference to find the meaning of the words.

Instruct students to read the poem silently. Tell students to annotate the text and now that they have learned about dialect, they will need to write the formal word for the words we identified as dialect. Tell students to annotate directly on the text. Allow students 5-7 minutes to reread the text.

Tell students the need to turn to their shoulder partner and find the poetry analysis handout in their student packet. Read the directions for the students. Tell student to remember what we discussed about connotation, tone, and nuances. This knowledge will help them during their analysis of the poem. Give students a copy of Tone Words.

Model for the students how to complete part two.

Literary Device: Imagery

Textual Evidence: "A huge Negro Mother sitting on the stoops one day, Her big black baby sleeping on her knee," (Gamble)

Explain the impact on meaning or tone: The author's use of the word "huge" "big" "black" establishing a candid tone. The candid and straightforward used to introduce the poem prepares the reader for the rest of text where the mother described in the opening of the text becomes the speaker and continue the candid tone throughout the text.

Allow the students to work on completing the poetry analysis handout. If students do not complete the assignment, they should take the text home to complete for homework.

Activity 3: Collaborative Reading and Discussion

Students silent read along with the audio of Paragraphs 13-16 of Hamer’s “We’re on Our Way.” Students should annotate text as they listen and read. Once students have heard the audio of Paragraphs 13-16, students should locate **Handout 4.1: Poetry Analysis**. Tell students to divide the paragraphs up with the group. Inform students that they will reread the paragraphs and answer the questions. Explain to students that they will analyze the paragraphs and the poem to understand the cumulative impact of the words on the development of the central idea in both the paragraphs and the poem.

Activity 4: Quick Write Assessment

Analyze the cumulative impact of the word choices in Paragraphs 13-16 of “We’re on Our Way” and the poem “A Mother’s Plea”. Students should analyze the figurative language, the dialect, and the connotations used in the text. Students should use the Short Response Checklist and Rubric in their Student Handout Packet.

Instruct students to find the **Handout 2.3: Short Response Rubric and Checklist**. Review the rubric and checklist with the students. Instruct students to use their annotations to assist in writing their response and to include vocabulary from the lesson in their response.

Call on students to share responses.

- ✓ This lesson may take multiple days. Although the quick write is the culmination assessment activity for the lesson, teachers should develop a formative assessment each day for students. The use of the [Tools for Formative Assessment- Techniques to Check for Understanding- Processing Activities](#) and [Take Three! 55 Digital Tools and Apps for Formative Assessments Success](#) to help establishing formative assessment routines in the classroom.

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

- Provide students with a model example about a different text.
- Provide students with an anchor chart or list of sentence starters.

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

- Have students write the analysis discussing terms from [a more extensive list of rhetorical devices](#).

Activity 5: Individualized Conventions of Standard English Revision Mini-Lesson

View students' written products. Determine specific areas of need for errors in Standard English or general improvements (such as adding a colon) to their conventions, provide feedback on the most pressing area of need, and provide students with the opportunity (perhaps through videos on the internet) to view a tutorial to help them understand the convention concepts and skills they need to improve upon. Tell students that they will view a tutorial about a particular skill so that they can demonstrate command of a specific Standard English grammar, capitalization, punctuation, or spelling skill and concept they need to improve upon. Tell students that if the tutorial is not helping, they will need to ask for assistance.

Note: Look for common areas of need amongst students' writing and group students based on areas of need.

Have students write a short summary of what they learned with examples. Students should then apply what they have learned to their writing from Activity 4. Have students attach their summary to their revised writing and submit for a grade, if desired.

- ✓ Check to see if students have demonstrated command of the specific Standard English grammar, capitalization, punctuation, or spelling skills and concepts they focused on during their revisions.

Reflection and Closing:

Have students reflect on how well they understand RL.9.2, RL.9.4, and L.9.5.

Homework

Handout 4.1: Poetry Analysis

Name: _____ Date: _____ Period: _____

General Information: Poetry, like advertisements, is another genre that can be persuasive. Before they write a poem, poets consider who they will be writing to, and they write in such a way to appeal to and engage that audience. Poets, like advertisers, can use rhetorical appeals—ethos, pathos, and logos—to persuade their audience. Poets also employ rhetoric by using various literary devices to create their arguments.

Directions: Work with a partner to analyze a poem. The dialect in this poem makes this a complex text—it may be challenging to read and analyze. Complete the handout with your partner. Each person is responsible for completing his/her own handout. You must complete the handout to receive credit for the assignment. Whatever you do not finish in class you must complete for homework.

Part 1: Summarize the Text

Directions: Summarize the text by providing the following information:

What is the subject of the poem?

Who is the speaker of the poem?

Who is the target audience for the poem?

What is the author's argument?

Part 2: Identify Literary Devices

Directions: Identify three literary devices the author uses in the poem. Provide textual evidence. Cite the evidence using MLA. Then, explain why the passage from the text is an example of the literary term. Then explain why that passage is significant or meaningful to the poem.

Literary Device #1:

Textual Evidence:

“ _____

_____”

(_____).

Explain the impact on meaning or tone:

Literary Device #2:

Textual Evidence:

“ _____

_____”

(_____).

Explain the impact on meaning or tone:

Literary Device #3:

Textual Evidence:

“ _____

_____”

(_____).

Explain the impact on meaning or tone:

Lesson 5: Delineate and Evaluate an Argument Model

Focus Standard(s): RI.9.8

Additional Standard(s): W.9.9b

Estimated Time: 3-4 days

Text(s): Inaugural Address (1963): The “Segregation Now, Segregation Forever” Speech Governor George Wallace of Alabama; Paragraphs 20-20-35 [“We’re On Our Way,” Speech](#) (September 1964) by Fannie Lou Hamer

Resources and Materials:

- Handout 5.1: Argument Visual Display
- Handout 5.2: SOAPStone Strategy
- Handout 5.3: Argument Delineation and Evaluation Tool
- [Audio of “We’re On Our Way”](#)
- [Audio of “Segregation Now...”](#)

Lesson Target(s):

- Delineate arguments in text.
- Evaluate arguments:
 - Evaluate the validity, relevance, sufficiency in reasoning and evidence.
 - Identify false or fallacious reasoning and facts in a speech.

Guiding Question(s):

- What is the argument?
- How valid is the reasoning?
- How relevant is the evidence?
- Is the evidence sufficient?

Vocabulary

<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Delineate • Fallacious reasoning • Reasoning • Relevance • Sufficient • Valid 	<p>Instructional Strategies for Academic Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Students act out the words or attach movements to the words
<p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> • Before students read the text, have them choose words that they do not know and choose strategies from the “Instructional Strategies for Direct Instruction” Text Vocabulary list to the right to help them understand the word. 	<p>Instructional Strategies for Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words
Symbol	Type of Text and Interpretation of Symbol
	<p>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</p>
✓	<p>Assessment (Pre-assessment, Formative, Self, or Summative)</p>

Instructional Plan

Anticipatory Set/Introduction to the Lesson

Display this text for students to read:



Have students discuss this idea and share out what they think it means.

Understanding Lesson Purpose and Student Outcomes

Display the **Handout 5.1: Argument Visual Display** and anchor charts for the students. Review the chart with the students. Explain to the students that today they will evaluate the argument and claims in a text, determine if the author presented the argument with valid reasoning, and identify false or fallacious reasoning. Display standard RI.9.8 and have students explain how they think it is connected to RI.9.6. Provide clarification or validation for student responses.

Tell students they will continue to examine the Fannie Lou Hamer text today in class, but they will also examine another speech that is written from another perspective and they will examine both texts for the arguments and claims presented in the text, and the reasoning presented with the arguments. Display the guiding questions and explain that they will work towards answering these questions.

Activity 1: Homework Accountability

Instruct students to form pairs and share their quick response they completed in class or for homework. Once students have shared, lead a short discussion with the students about dialect and its impact on how people view other people. Discuss with the students how Mrs. Hamer's dialect affected how they view her as an influential speaker.

Activity 2: RI.9.8-Delineate the Argument Mini-Lesson

Explain to students that they will read and listen to the [audio](#) of the Inaugural Address (1963): The “Segregation Now, Segregation Forever” Speech by Governor George Wallace of Alabama and watch a model lesson of you delineating the argument. Explain to students that they will complete the **Handout 5.2: SOAPStone Strategy**.

Have a whole group discussion about students’ findings, being sure to correct misconceptions and validate understandings.

Explain to students that before they evaluate an argument, they must delineate it.

T: Before, you may remember tracing an argument.

Display the following questions and explain that someone tracing an argument looks for answers to these questions:

- What claim is the author making?
- What supporting claims does the author provide?
- What evidence does the author use to support his/her claim?
- What is the alternate/counter/opposing views presented?
- What is the rebuttal of the alternate/counter/opposing views?

T: But to delineate an argument means to describe or portray something precisely. So that means you will ask similar questions to tracing, but you will be more specific about the reasoning of the argument and how the author handles alternate/counter/opposing views.

Display the following questions and explain that someone delineating an argument looks for answers to these think-aloud questions:

- What claim is the author making?
- What supporting claims does the author provide?
- What evidence does the author use to support his/her claim?
- What reasoning does the author give for using this evidence?
- What is the alternate/counter/opposing views presented?
- How does the author handle alternate/counter/opposing views?

Display the text and direct students to emulate what you are doing with the text as you do it. Model for students how to think-aloud by answering the above questions and annotating chunks of this speech at a time.

Model for students how to complete **Handout 5.3: Argument Delineation and Evaluation Tool** using the annotations made based on the think-aloud questions. Complete only the claim, supporting claims, evidence, reasoning and alternate/counter/opposing views sections.

Have students Think-Ink-Share what they learned about delineating an argument.

Activity 3: RI.9.8-Evaluate the Argument Mini-Lesson

Tell students that you will now evaluate the Inaugural Address (1963): The “Segregation Now, Segregation Forever” Speech by Governor George Wallace of Alabama.

Display the following questions and explain that someone evaluating an argument looks for answers to these think-aloud questions:

- Is the author’s claim clear and obvious?
- Is the evidence relevant?
- How reliable is the evidence?
- Is this the best evidence or is there stronger evidence?
- Is the evidence sufficient?
- Is the reasoning valid — do they make sense for the claim? Are there any false statements and/or fallacious reasoning?
- What type of rhetoric and rhetorical devices does the author use to build his/her argument?
- Does counter or alternative claim offer valid reasons and relevant, strong, and sufficient evidence to help me understand why the writer’s viewpoint is superior?
- In describing opposing or alternate claims, does the writer use an objective tone, rather than resort to emotional, dismissive language?

Have students complete a Jigsaw activity where they divide into six groups. Before class, print and divide up the [Six Common Fallacies](#) to provide one to each group. Have students create a chart or visual to help other students understand the six different types of fallacies. Have them share out with the whole class while everyone takes notes on the different types of fallacies.

Display the text and direct students to emulate what you are doing with the text as you do it. Model for students how to think-aloud by answering the above questions and annotating chunks of this speech at a time.

Model for students how to complete **Handout 5.3: Argument Delineation and Evaluation Tool** using the annotations made based on the think-aloud questions. Complete the remaining boxes that involve evaluating the argument.

Have students Think-Ink-Share what they learned about evaluating an argument.

Activity 4: Modeling Writing

Model for the students how to use the information that they documented on the **Handout 5.3: Argument Delineation** for Inaugural Address (1963): The “Segregation Now, Segregation Forever” Speech by Governor George Wallace of Alabama and write a response to the following prompt: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, identify false statements and fallacious reasoning. Through class discussion and as you think aloud, write a collaborative response to the prompt on chart paper or SmartBoard.

Remind students that they will be completing an activity similar to this with a different speech without teacher or peer support in the final lesson, so they need to ask questions and make mental notes or physical study notes of their process they use so that they can apply it to a new text.

- ✓ This lesson may take multiple days. Although the quick write is the culmination assessment activity for the lesson, teachers should develop a formative assessment each day for students. The use of the [Tools for Formative Assessment- Techniques to Check for Understanding- Processing Activities](#) and [Take Three! 55 Digital Tools and Apps for Formative Assessments Success](#) to help establishing formative assessment routines in the classroom.

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

- Provide students with a model example about a different text.
- Provide students with an anchor chart or list of sentence starters.

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

- Have students write the analysis discussing terms from a more extensive list of logical fallacies.

Activity 5: Individualized Conventions of Standard English Revision Mini-Lesson

Determine specific areas of need for errors in Standard English or general improvements (such as adding a colon) to their conventions, provide feedback on the most pressing area of need, and provide students with the opportunity (perhaps through videos on the internet) to view a tutorial to help them understand the convention concepts and skills they need to improve upon. Tell students that they will view a tutorial about a particular skill so that they can demonstrate command of a specific Standard English grammar, capitalization, punctuation, or spelling skill and concept they need to improve upon. Tell students that if the tutorial is not helping, they will need to ask for assistance.

Note: Look for common areas of need amongst students' writing and group students based on areas of need.

Have students write a short summary of what they learned with examples. Students should then apply what they have learned to their writing from Activity 4. Have students attach their summary to their revised writing and submit for a grade, if desired.

- ✓ Check to see if students have demonstrated command of the specific Standard English grammar, capitalization, punctuation, or spelling skills and concepts they focused on during their revisions.

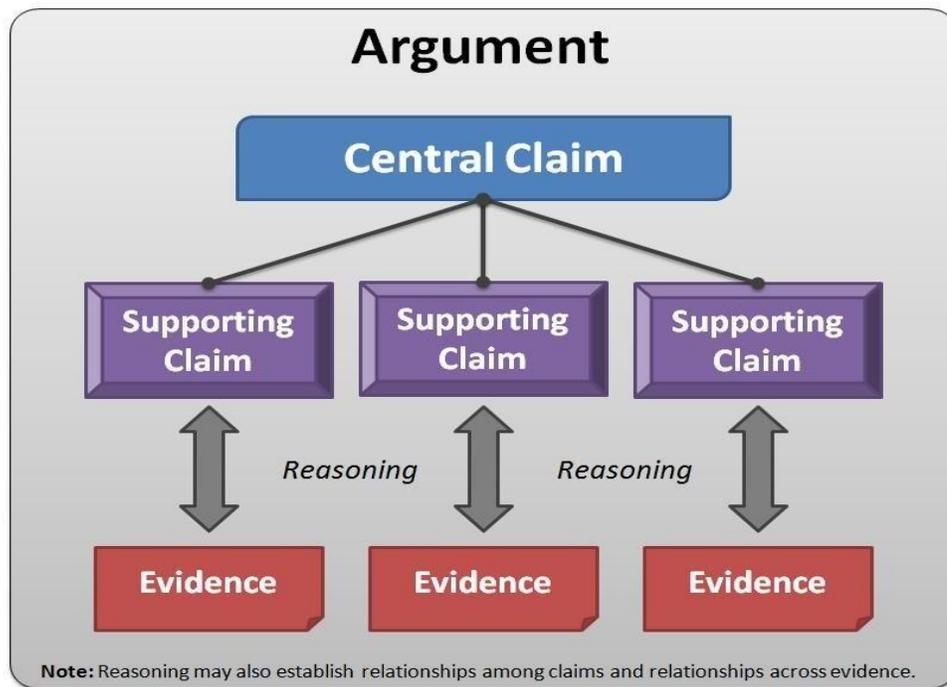
Reflection and Closing:

Have students reflect on how well they think they mastered the RI.9.8 standard by rating themselves with up to 5 stars and explaining why they feel that way. Have students add any information to their study guide (started in the previous lesson) to writing about how to write an analysis evaluating an author's argument and an author's use of rhetoric to advance his/her purpose and point of view.

Homework

Students need to read Paragraphs 20-35 of "We're on our Way." They should annotate the rhetorical devices used and their impact and add their ideas to the **Handout 3.1: Rhetorical Tracking Tool**.

Handout 5.1: Argument Visual



- **Argument:** The speech or composition of precise claims about a topic, issue or problem and supports the claim with relevant and sufficient evidence, and valid reasoning. An argument often takes into account other points of view, anticipating and answering objections that opponents of the position might raise.
- **Central Claim** is the writer's position on an issue or problem. Although an argument focuses on supporting one claim, a writer may make more than one claim in a work.
- **Supporting Claim:** Smaller, related points that reinforce or advance the central claim.
- A **counterclaim** or **opposing claim** would be the opposite of the claim--what the other side of the issue would claim
- An **alternative claim** would be the another option or perspective that is similar but different from the claim--what another side, not necessarily the opposite side, of the issue would claim
- **Evidence:** The topical and textual facts, events, and ideas from which the claims of an argument arise, and which are cited to support those claims.
- **Reasoning:** The logical relationships among ideas, including relationships among claims and relationships across evidence.

Adapted from: NYS Common Core ELA & Literacy Curriculum D R A F T Grade 10 • Module 2 • Unit 1 • Lesson 3

Handout 5.2: SOAPStone Strategy

<p><u>S</u>ubject</p> <p>What is the text video about?</p> <p>General topic, content, ideas in text</p>	
<p><u>O</u>ccasion</p> <p>Why did the speaker create the text/video?</p> <p><i>Time/Place</i> in context to history</p>	
<p><u>A</u>udience</p> <p>Who was the author writing to? What interest do they have?</p>	
<p><u>P</u>urpose</p> <p>What does the text/video tell you? What does it do? What is the result of reading and or viewing the video or text?</p>	
<p><u>S</u>peaker</p> <p>Who wrote the text?</p>	
<p><u>T</u>one</p> <p>What point of view is the text/video trying to portray? What is the <i>feel</i> of the text/ video?</p>	

Handout 5.3: Argument Delineation and Evaluation Tool

Name:		Class:		Date:	
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Directions: Identify and record each of the following elements of the author’s argument in the text (or portion of text): central claim, supporting claims, evidence, and reasoning. Remember that evidence supports claims and reasoning connects evidence to a claim. Reasoning also may explain the relationship among claims or across evidence.

Text:	

Central Claim:

Supporting Claim 1:

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
Reasoning:		Explain whether the reasoning is valid:

Supporting Claim 2:		
Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
Reasoning:		Explain whether the reasoning is valid:
Supporting Claim 3:		
Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
Reasoning:		Explain whether the reasoning is valid:

Alternate/counter/opposing claim:	
How the author addresses the alternate/counter/opposing views:	Explain whether the reasoning is valid:

Adapted From: NYS Common Core ELA & Literacy Curriculum D R A F T Grade 10 • Module 2 • Unit 1 • Lesson 5

Lesson 6: Delineate and Evaluate an Argument Practice

Focus Standard(s): RI.9.8

Additional Standard(s): RI. 9.6

Estimated Time: 1-2 days

Text(s): Paragraphs 1-43 [“We’re On Our Way,” Speech](#) (September 1964) by Fannie Lou Hamer

Resources and Materials:

- Handout 5.1: Argument Visual Display
- Handout 5.3: Argument Delineation and Evaluation Tool
- Handout 3.1: Rhetorical Tracking Tool
- [Audio of "We're On Our Way"](#)
- [Audio of "Segregation Now..."](#)

Lesson Target(s):

- Delineate arguments in text.
- Evaluate arguments:
 - Evaluate the validity, relevance, sufficiency in reasoning and evidence.
 - Identify false or fallacious reasoning and facts in a speech.

Guiding Question(s):

- What is the argument?
- How valid is the reasoning?
- How relevant is the evidence?
- Is the evidence sufficient?

Vocabulary	
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Delineate • Fallacious reasoning • Reasoning • Relevance • Sufficient • Valid 	<p>Instructional Strategies for Academic Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Students act out the words or attach movements to the words
<p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> • Before students read the text, have them choose words that they do not know and choose strategies from the “Instructional Strategies for Direct Instruction” Text Vocabulary list to the right to help them understand the word. 	<p>Instructional Strategies for Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words <input type="checkbox"/>
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	
<p>Anticipatory Set/Introduction to the Lesson</p> <p>Have students choose one rhetorical device, such as anecdote, from their lists and write an explanation of how they do or could use that device in their life outside of school. Have students share ideas with a partner.</p>	

Cold call on students to read their response.

Understanding Lesson Purpose and Student Outcomes

Tell students that in this lesson, they will analyze the argument presented in Paragraphs 36-41 of “We’re on our Way” and analyze the strength of the argument, just as they did with the speech in the previous lesson. Also, students will continue to analyze the text through the lens of rhetoric and determine if the rhetoric in the speech is effective in helping the author advance her purpose.

Review the agenda with the students and cold call on a student to explain the posted standard, RI.9.8. Tell students that they will work in groups today and they should keep in mind the group rules. Tell students that they will need to use all the information that they have obtained during this lesson.

Activity 1: Homework Accountability

Tell students to take out the **Handout 3.1: Rhetorical Tracking Tool** they completed on Paragraphs 19-35 of “We’re on our Way.” Have students share their responses with a partner and then with the whole group.

Tell students that this is a timed assessment based on their homework assignment last night to read Paragraphs 19-36. Students will have 10 minutes to write a response to the question: How does the author use rhetoric to advance her purpose and point of view in Paragraphs 19-35? Support your answer with evidence from the text.

Note: Expect students to respond that the device used is anecdote and explain how they know it is an anecdote. Some responses may include *Holy War*.

Activity 2: Skillful Read

Tell students they will listen to Chapters 36-43 of the text. Students should follow along and read and annotate the text as they listen. Review with students the annotation skills we have used during this unit:

Annotation Strategies

- Unfamiliar Words – Highlight words you don’t know! It makes identifying words later easier. Look these up in the dictionary. If you don’t know what a word means, you might miss something important in the text.
- Important Information – Underline a sentence you think is really important to the text.
- Literary Terms/Rhetorical Devices – Underline the text and in the margins write what technique is being used.
- Things You Really Like – Draw stars around your favorite parts of the text. Typically, this is just a sentence or two.

- Questions About the Text – Draw a question mark next to the section of text. In the white space, at the bottom or top of the page, write your question!
- Extra Information – Sometimes you might have too much to write and not enough space. When this happens, see if the book has any blank pages. Write a number next to the text and then on the blank page write the same number with your thoughts.

Have students add information to their **Handout 3.1: Rhetorical Tracking Tool**.

Activity 4: Individual Practice

Provide students with **Handout 5.3: Argument Delineation and Evaluation Tool**. Review how to complete this tool using the information from the previous lesson. Have students individually complete the same delineation and evaluation activities with Hamer’s “We’re On Our Way” speech.

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

- Refer students to the model provided in the previous section.
- Work with a small group, remodeling the steps and guiding them through with the think-aloud questions from the previous lesson.

Activity 5: Quick Write

Remind students and review the modeled writing from the previous lesson. Instruct students to use the information that they documented on the **Handout 5.3: Argument Delineation and Evaluation Tool** for Hamer’s “We’re On Our Way” speech and write a response to the following prompt: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, identifying false statements and fallacious reasoning.

Remind students that they will be completing an activity similar to this with a different speech without teacher or peer support in the final lesson, so they need to ask questions and make mental notes or physical study notes of their process they use so that they can apply it to a new text.

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

- Provide students with a model example about a different text.
- Provide students with an anchor chart or list of sentence starters.

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

- Have students write the analysis discussing terms from a more extensive list of logical fallacies.

Activity 6: Individualized Conventions of Standard English Revision Mini-Lesson

View students' written products. Determine specific areas of need for errors in Standard English or general improvements (such as adding a colon) to their conventions, provide feedback on the most pressing area of need, and provide students with the opportunity (perhaps through videos on the internet) to view a tutorial to help them understand the convention concepts and skills they need to improve upon. Tell students that they will view a tutorial about a particular skill so that they can demonstrate command of a specific Standard English grammar, capitalization, punctuation, or spelling skill and concept they need to improve upon. Tell students that if the tutorial is not helping, they will need to ask for assistance.

Note: Look for common areas of need amongst students' writing and group students based on areas of need.

Have students write a short summary of what they learned with examples. Students should then apply what they have learned to their writing from Activity 4. Have students attach their summary to their revised writing and submit for a grade, if desired.

- ✓ Check to see if students have demonstrated command of the specific Standard English grammar, capitalization, punctuation, or spelling skills and concepts they focused on during their revisions.

Reflection and Closing:

Provide students with their reflection and closing activity from the previous lessons. Have students revise their reflections on how well they think they mastered the RI.9.8 and R.9.6 standard by rating themselves. Have students add any information to their study guide (started in previous lessons) to writing about how to write an analysis evaluating an author's argument and an author's use of rhetoric to advance his/her purpose and point of view.

Homework

Students should locate a real-life argument (a political ad, a courtroom reality show, a clip from a T.V. show, a political debate, a conversation between family members, etc.) and use **Handout 5.3: Argument Delineation and Evaluation Tool** to delineate and evaluate the argument.

Lesson 7: Analyzing the Argument

Focus Standard(s): RI.9.6, RI.9.8, W.9.1, W.9.9b, L.9.2b

Additional Standard(s): RI.9.1, RI.9.2, RI.9.3, RI.9.4, W.9.4, W.9.5, W.9.10

Estimated Time: 4-5 days

Text(s): Paragraphs 42-50 [“We’re On Our Way,” Speech](#) (September 1964) by Fannie Lou Hamer

Resources and Materials:

- Handout 3.1: Rhetorical Tracking Tool
- Handout 5.1: Argument Visual Display
- Handout 5.3: Argument Delineation and Evaluation Tool
- [Audio of "We're On Our Way"](#)
- [Audio of "Segregation Now..."](#)

Lesson Target(s):

- Delineate arguments in text.
- Evaluate arguments:
 - Evaluate the validity, relevance, sufficiency in reasoning and evidence.
 - Identify false or fallacious reasoning and facts in a speech.

Guiding Question(s):

- What is the argument?
- How valid is the reasoning?
- How relevant is the evidence?
- Is the evidence sufficient?

Vocabulary

Direct Instruction Text Vocabulary:

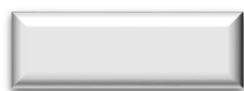
- Before students read the text, have them choose words that they do not know and choose strategies from the “Instructional Strategies for Direct Instruction” Text Vocabulary list to the right to help them understand the word.

Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

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

Have students list all the careers they think would benefit from knowing rhetoric and rhetorical devices.

Cold call on students to read their response. Create a classroom list. Ask students to share what careers they may desire and whether they think would benefit from knowing rhetoric and rhetorical devices.

Understanding Lesson Purpose and Student Outcomes

Tell students that in this lesson, they will finish analyzing the argument and rhetoric presented in Paragraphs 42-50 of “We’re On Our Way” and analyze the strength of the argument, just as they did in the previous lessons. At the end of the lesson, they will work with a partner to write an essay in which they 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.

Review the agenda with the students and cold call on a student to explain the posted standards, RI.9.8 and RI.9.6. Tell students that they will work in groups and they should keep in mind the group rules. Tell students that they will need to use all the information they have obtained during this lesson.

Activity 1: Homework Accountability

Tell students to take out the **Handout 3.1: Rhetorical Tracking Tool** they completed on a real-life argument (a political ad, a courtroom reality show, a clip from a T.V. show, a political debate, a conversation between family members, etc.).

Have students share their findings with a group member and then with the entire class.

Activity 2: Skillful Read

Tell students they will listen to Chapters 42-50 of the text. Students should follow along and read and annotate the text as they listen. Review with students the annotation skills we have used during this unit:

Annotation Strategies

- **Unfamiliar Words** – Highlight words you don't know! It makes identifying words later easier. Look these up in the dictionary. If you don't know what a word means, you might miss something important in the text.
- **Important Information** – Underline a sentence you think is really important to the text.
- **Literary Terms/Rhetorical Devices** – Underline the text and in the margins write what technique is being used.
- **Things You Really Like** – Draw stars around your favorite parts of the text. Typically this is just a sentence or two.
- **Questions About the Text** – Draw a question mark next to the section of text. In the white space, at the bottom or top of the page, write your question!
- **Extra Information** – Sometimes you might have too much to write and not enough space. When this happens, see if the book has any blank pages. Write a number next to the text and then on the blank page write the same number with your thoughts.

Have students add information to their **Handout 3.1: Rhetorical Tracking Tool**. Provide students with an extra copy if they need more space to add information.

Activity 4: Individual Practice

Review the **Handout 5.3: Argument Delineation and Evaluation Tool** from the previous lessons. Provide students with another **copy** if they need more space to add information. Have students individually complete the same delineation and evaluation activities with the remaining parts of Hamer’s “We’re On Our Way” speech.

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

- Refer students to the model provided in the previous section.
- Work with a small group, remodeling the steps and guiding them through with the think-aloud questions from the previous lesson.

Activity 5: Extended Write Rubric Evaluation

Tell students that they will be working with a partner and using the information that they documented on **Handout 3.1: Rhetorical Tracking Tool** and **Handout 5.3: Argument Delineation and Evaluation Tool** for Hamer’s “We’re On Our Way” speech to write a response to the following prompt: 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.

First, however, they will review the rubric for this task. Remind students that they will be completing an activity like this with a different speech without teacher or peer support in the next lesson, so they need to ask questions and make mental notes or physical study notes of their process they use so that they can apply it to a new text.

Distribute one copy of [the performance task rubric](#) to each student. Have students read each component one at a time and place a question mark (?) beside information they do not understand/need more information about and an exclamation mark (!) beside information that they understand.

Note 1: Ensure students understand that the part of the rubric on the Score Point 8 section that reads “the prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless” means that you will take into account their specific convention areas of need that they have been working on throughout the unit. This also involves the standard use of a colon.

Note 2: An example of the final product would be ideal so that students can use the rubric to evaluate the provided example. Have students work with a partner or a small group to develop a checklist of items to remember to include/attend to in their final draft of their script. Be sure students focus only on the Score Point 8-9 section.

Have students post their checklists (as they are or written on chart paper) on tables or on the wall to complete a Carousel feedback activity. Before students complete the Carousel feedback activity, provide examples and non-examples of how to provide feedback in this activity. Modify this [Grow and Glow](#) resource to help provide directions and examples to students. Provide students with sticky notes.

Note: Color-coding sticky notes is an easy way to monitor which group provided what feedback.

Direct students to take their sticky notes and stand in front of/beside their own checklist. Explain to students that they will rotate clockwise around the room (unless another direction or order is more suitable for your classroom), but only when the timer rings. Students are to provide one grow and one glow for each checklist on a sticky note and place those sticky notes on the back of the checklist so that other groups do not see the feedback. Have students rotate clockwise each time the timer rings until they are back at their own checklist. Have them check their feedback and apply appropriate changes to their checklists.

Activity 6: Extended Write

Instruct students to work with a partner and use the information that they documented on **Handout 3.1: Rhetorical Tracking Tool** and **Handout 5.3: Argument Delineation and Evaluation Tool** for Hamer’s “We’re On Our Way” speech and write a response to the following prompt: 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.

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

- Provide students with a model example about a different text.
- Provide students with an anchor chart or list of sentence starters.

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

- Have students write the analysis discussing terms from a more extensive list of logical fallacies.

Activity 7: Evaluating and Revising Extended Writing

Have students use the performance task rubric and their created checklists to evaluate their written responses. They may also switch with other partner groups and receive feedback from other groups. Have students make revisions based on their evaluations.

Reflection and Closing:

Provide students with their reflection and closing activity from the previous lessons. Have students revise their reflections on how well they think they mastered the RI.9.8 and R.9.6 standard by rating themselves. Have students add any information to their study guide (started in previous lessons) to writing about how to write an analysis evaluating an author's argument and an author's use of rhetoric to advance his/her purpose and point of view.

Homework

Study their self-created study guides

Lesson 8: Performance/Culminating Task

Focus Standard(s): RI.9.6, RI.9.8, W.9.1, W.9.9b, L.9.2b

Additional Standard(s): RI.9.1, RI.9.2, RI.9.3, RI.9.4, W.9.4, W.9.5, W.9.10

Estimated Time: 1-2 days

Text(s): *The Speeches of Fannie Lou Hamer: To Tell It Like It Is* edited by Meagan Parker and Davis W. Houck

Resources and Materials:

- Handout 3.1: Rhetorical Tracking Tool
- Handout 5.1: Argument Visual Display
- Handout 5.3: Argument Delineation and Evaluation Tool

Lesson Target(s):

- Evaluate arguments:
 - Evaluate the validity, relevance, sufficiency in reasoning and evidence.
 - Identify false or fallacious reasoning and facts in a speech.
- Analyze how effectively the author uses rhetoric to advance her point of view and/or achieve her purpose. Support your claim with specific and sufficient evidence her speech.
 - Determine author's point of view and purpose.
 - Identify ethos, pathos, logos in text.
 - Analyze how effectively
 - Analyze how the audience and purpose influence the speaker's choice of words.
 - Analyze how speaker's lived experience influences the speaker's choice of words.

Guiding Question(s):

- What is the argument?
- How valid is the reasoning?
- How relevant is the evidence?

- Is the evidence sufficient?

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	
<p>Understanding Lesson Purpose and Student Outcomes Direct students to read their task individually and silently: In the introduction of <i>The Speeches of Fannie Lou Hamer: To Tell It Like It Is</i>, 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 oratorical skills was favorable, others have criticized her skills and style.</p> <p>Select a speech from <i>The Speeches of Fannie Lou Hamer: To Tell It Like It Is</i> 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.</p> <p>Activity 1: Choose the Speech Have students choose one speech from <i>The Speeches of Fannie Lou Hamer: To Tell It Like It Is</i> edited by Meagan Parker and Davis W. Houck to complete their task.</p> <p>Activity 2: Complete the Performance/Culminating Task Have students complete their task.</p> <p>Reflection and Closing: Students write a letter to their parents or to a student who will experience this culminating task next year and explain what they learned and how these skills can help them in real life. They should also include their favorite parts of the culminating task.</p>	

Note: This could be finished after the students have received their scores.

Homework

For training or questions regarding this unit,
please contact:

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