

Lesson Plan

Subject/Grade	English 11		
Unit/Skill/Topic of Lesson	Intro to Rhetorical Appeals Using Mixed Media		
INTRODUCTION			
Standards Addressed What specific standards are being assessed?	CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-LITERACY.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). CCSS.ELA-LITERACY.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.		
Learning Essentials <ul style="list-style-type: none">TargetOverarching Essential Question(s)Measurement of Knowledge/Skill/Ability	Target	Essential Question	Criteria
	Students will be able to use rhetorical appeals in their nonfiction analysis.	How do advertisers use rhetorical appeals to persuade consumers?	Students will be able to independently identify, analyze, and write about rhetorical appeals (logos, ethos, pathos) as it applies to a variety of media.
Technology Integration Rationale Briefly state how the technology is being used to enhance the learning experience for the student..	Chromebooks are used to access a number of different online learning platforms including CommonLit, Google Classroom, Google Suite, Quizizz, and Pear Deck. These platforms enhance the students' learning experience by allowing them to receive instant feedback on their work, collaborate with their peers, and access their learning material in a single place.		
Warm Up / Do Now Meaningful activity to activate prior knowledge, practice a skill, or provide an opportunity to deepen an understanding.	Students were given "A Modest Proposal" by Jonathan Swift to read for homework. For a bellringer/reading check, an excerpt from this text will be given along with 6 multiple choice questions from CommonLit Poem (passages are downloaded and questions are transferred to Google Forms) (Passages can be modified to fit past student performance, weakness, or area of study) https://www.commonlit.org/en/texts/a-modest-proposal		
BODY			

Launch Activities “I Do” Model (think-alouds) Whole-group instruction Check for understanding	<p>Introduce the concept of rhetorical appeals using TED Ed video “How to use rhetoric to get what you want” by Camille A. Langston. As a class, answer the multiple choice and discussion questions on TED Ed. While we are discussing, draw Aristotle's rhetorical triangle and review pathos, logos, and ethos as explained in the video. Focus on how effective communication is also the relationship between the speaker, the audience, and the message.</p> <p>https://ed.ted.com/lessons/how-to-use-rhetoric-to-get-what-you-want-camille-a-langston</p>		
Exploration Activities “We Do” Gradual release Check for understanding	<p>Show “Letters to Dad” by the paper and packaging industry on YouTube. Class discussion checking for understanding on what rhetorical appeals are used.</p> <p>Students will brainstorm other commercials that use rhetorical appeals. Discussion on what makes them effective and what does not.</p> <p>https://www.youtube.com/watch?v=Xu6ftuw48Zk</p>		
Practice “Peers Do Together” Partner or Triad Activity Check for understanding	<p>Have students get into pairs. Have students close their eyes OR play the audio only on “All You Can Eat” Weight Watchers 2015 Superbowl Commercial. Pair discussion on the rhetorical appeals used. Replay the commercial, now with video paired with the audio. Pairs will discuss and analyze how the images influenced their analysis. Pairs will apply the rhetorical appeals to what they saw with specific examples.</p> <p>https://www.youtube.com/watch?v=DRhIECBKvvo&disable_polymer=true</p>		
Independent Work “You Do” Individual Activity Formative Assessment	<p>Students will log into their Chromebooks and open the FlipGrid app. Students will watch a brief YouTube commercial for ChatBooks. Using EITHER FlipGrid to make a video about their analysis OR Google Suite to create a Slide presentation, students will create either a 3 minute or 10 slide rhetorical analysis of the commercial. Students must use specific evidence from the video to support their analysis.</p> <p>https://www.youtube.com/watch?v=mF2eKaOc3wo</p> <p>https://www..flipgrid.com</p>		
Small Group Reteach or Differentiation What strategies and/or technology will you use to accelerate learners to achieve the goal? Consider how you might scaffold the lesson.	Proficient/Advanced	Confused	Struggling
	<p>Students who are familiar with the technology and concepts will be invited to share their analysis (without names) on Google Classroom and/or FlipGrid so other students may use their analysis as a model.</p> <p>Students will also be asked if they are interested in acting as a peer coach to students who are confused.</p>	<p>Students will meet in small groups (or one-on-one if possible) with classroom peer coaches who feel proficient in the assignment. These peer coaches will answer questions as needed.</p>	<p>Students will meet in a small group with the teacher so she can reteach the concepts, practice in a smaller group, and guide students through the step at a slower pace.</p> <p>Students will be invited to after school one-on-one or group tutoring.</p>
CLOSURE			
Exit Ticket How will you measure what the student learned?	<p>Students will find or create a meme for “A Modest Proposal” and write a brief (5 sentences) analysis and upload it into Google Classroom.</p> <p>https://www.kapwing.com/meme-maker</p>		
Reflection	<p>Much of this unit assumes that the students are familiar with the technology used (Google</p>		

<p>How will data and formative assessments drive your next lesson? What went well? What would you do differently?</p>	<p>Classroom, Google Suite, Common Lit, FlipGrid, etc.) These platforms would obviously need to be integrated prior to this lesson so the students were both learning both new technology and new skills at the same time.</p> <p>Students can use other tech to record videos without FlipGrid (their phones, for example) and post them in Google Classroom as a link. The goal is that they are able to view one another's word, comment, and collaborate.</p>
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