

**Middletown Public Schools  
Unit Planning Organizer**

<b>Subject</b>	English 10 – American Literature and the Use of Rhetoric	<b>Grade</b>	10
<b>Unit Title</b>	Author’s Purpose and Message	<b>Duration</b>	30-35 days

	<b>Common Core Standards</b>
<b>Essential Question</b>	<ul style="list-style-type: none"> <li>• How does the manner in which the author unfolds thoughts and ideas impact students’ understanding?</li> <li>• How does the author’s use of language impact students’ understanding of point of view?</li> <li>• How does the author’s use of rhetorical devices impact students’ understanding of point of view?</li> </ul>
<b>Big Idea</b>	Authors use rhetorical devices to convey purpose, point of view, and tone.

	<b>Common Core Standards</b>
<b>Conceptual Objectives</b>	<ul style="list-style-type: none"> <li>• Students will know and understand what a rhetorical device is.</li> <li>• Students will know and understand author’s purpose</li> <li>• Students will understand author’s message (theme)</li> <li>• Students will know and understand point of view</li> <li>• Students will know and understand tone</li> <li>• Students will understand the relationship between the author’s use of the critical appeals/devices, and their intended message (theme)</li> </ul>
<b>Skill Objectives</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze the author’s purpose and explain how it affects the interpretation of the author’s message to the reader (theme)</li> <li>• Write Arguments to support an literary analysis, using valid reasoning and relevant/sufficient evidence.</li> <li>• Support ideas with details and quotes from the text.</li> <li>• Analyze and evaluate various methods of rhetoric that an author uses to convey their intended message to the reader.</li> </ul>

### Overarching Standards

**RI.10.10. By the end of Grade 9 read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

**W 10.10 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.**

### Priority and Supporting Common Core State Standards

*Bold Standards are Priority*

RI 10.1 Cite strong and thorough textual evidence to support analysis of what text says explicitly as well as inferences drawn from text.

RI 10.4 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 10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**RI 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.**

SL 10.3 Comprehension and Collaboration: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

<b>Standard</b>	<b>Skills</b> <i>What Students Need to Be Able to Do</i>	<b>Concepts</b> <i>What Students Need to Know</i>
<b>RI 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.</b>	<ul style="list-style-type: none"> <li>▪ Determine</li> <li>▪ Analyze</li> </ul>	<ul style="list-style-type: none"> <li>▪ Point of view</li> <li>▪ Rhetoric</li> </ul>
RI 10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	<ul style="list-style-type: none"> <li>▪ Analyze</li> <li>▪ Determine</li> <li>▪ Evaluate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Specific details</li> <li>▪ Main idea</li> <li>▪ Vocabulary</li> </ul>
RI 10.4 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>▪ Determine</li> <li>▪ Analyze</li> <li>▪ Define</li> </ul>	<ul style="list-style-type: none"> <li>▪ Central idea</li> <li>▪ Main ideas</li> <li>▪ Specific details</li> </ul>

<b>Learning Progressions</b>		
<b>Standard</b>	<b>Remediate Learning</b>	<b>Accelerated Learning</b>
<b>RI 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.</b>	RI 8.6 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	RI 11.6 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.
RI 10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	RI 8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	RI 11.5 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.
RI 10.4 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RI 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts	RI 11.4 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).

Suggested Materials	
Texts	Media
<p>Teachers select from fiction texts using the theme of American Identity:</p> <ul style="list-style-type: none"> <li>• <i>To Kill A Mockingbird</i></li> <li>• <i>How the Garcia Girls Lost Their Accents</i></li> <li>• <i>I Know Why the Caged Bird Sings</i></li> <li>• <i>Freedom Writers</i></li> <li>• <i>Color Purple</i></li> <li>• <i>The Things They Carried</i></li> <li>• “Fences”</li> <li>• “Piano Lesson”</li> <li>• Martin Luther King Jr. “I Have a Dream” speech</li> <li>• Selections of short stories from <i>Multicultural Anthology</i></li> <li>• Various Poems</li> </ul> <p>Articles related to the fiction and the theme of American Dream  Migrant Workers  Immigration  Civil Rights Movement  Segregation  Inaugural addresses  Influential speeches</p>	<ul style="list-style-type: none"> <li>• Sojourner Truth speech</li> <li>• Chief Joseph speech</li> <li>• Media of Martin Luther King Jr. speech</li> <li>• PPT on using rhetorical devices</li> <li>• Ethos, logos, and pathos PowerPoint</li> <li>• YouTube clip of Sarah McLachlan/BCSPCA commercial.  <a href="http://www.youtube.com/watch?feature=player_detailpage&amp;v=9gspElv1yvc">http://www.youtube.com/watch?feature=player_detailpage&amp;v=9gspElv1yvc</a></li> <li>• YouTube clip of various speeches so the students can connect with the speech</li> <li>• PowerPoint presentations on various background information for Chief Joseph and the Native American tribes</li> </ul>

**Unit Assessments**

Performance Task	Students will be able to analyze Sojourner Truth's, "Ain't I a Woman" speech and write an essay exploring Truth's use of the Rhetorical Appeals/Devices and Tone in order to convey his message to his audience.
Common Formative Assessment	Graphic organizer – Advanced graphic organizer with specific rhetorical strategies
Informal Progress Monitoring	Guided note-taking with notes or highlighted aspects of articles