

Grade 11 Overview

Unit 3: American Activism

PBA:

Write an essay in which you explain how the author builds an argument to persuade his/her audience to inspire change. Be sure that your analysis focuses on the most relevant features of the passage. Your essay should not explain whether you agree with the author's claims, but rather explain how the author builds an argument to persuade his/her audience.

Note: The language of this mini unit should be adjusted to distinguish that students' claims do not reflect an original opinion on civil rights, but rather argue how these authors' speeches act to inspire change. That is, the focus should be that the rhetorical analysis itself is an argument, and the evidence students will provide in their claims will be the rhetorical features of the speeches as recognized and selected by the students.

Also, it should be noted that students do not have to reference all of the texts in their final claims, but should reference two or more, ultimately showing their ability to draw pieces of evidence (rhetorical features) from texts that will work together to serve their claim.

Essential Questions Covered:

How does an author use [rhetorical devices] to make an argument clear and convincing?

How do documents of historical and literary significance use rhetorical features to convey themes and purposes?

How does literature convey the idea of protest in America?

Standards:

CCSS.ELA-LITERACY.WHST.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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.

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Mini-Unit/Focus Argument Skill:

Connecting Evidence to Claims

Content Topic:

Speeches: Civil Rights

Possible Search Terms:

- Civil rights
- Current civil rights issues
- Racial discrimination
- Racial tension
- Civil rights through history
- Black lives matter

Number of Texts Needed:

4

Text	Link/Source	Genre/Type	Details/Notes	Text Complexity
Text 1: "Second Inaugural Address" by Abraham Lincoln	Collections, pg. 279	Speech	Lincoln, upon the start of his second term, defends his push to end slavery through the Civil War and urges the country to work on mending the wounds that it has caused.	<p>Suitable for Standard and Honors classes.</p> <p>Shorter text.</p> <p>Difficult vocabulary; use <i>Collections</i> textbook to help guide students' reading.</p>
Text 2: "What to the Slave is the Fourth of July?" by Frederick Douglass	Collections, pg. 285	Speech	Frederick Douglass questions his audience as they celebrate Independence Day, bringing up the blatant fact that they are celebrating freedom that does not belong to all Americans.	<p>Suitable for Standard and Honors classes.</p> <p>Longer text; use audio to help guide reading.</p> <p>Chunking of the text may be necessary for some students.</p> <p>Difficult vocabulary; use <i>Collections</i> textbook to help guide students' reading.</p>
Text 3: "I Have a Dream," by Martin Luther King, Jr.	https://www.archives.gov/files/press/exhibits/	Speech	Martin Luther King, Jr. recounts the ideas of the founding fathers that all men are created equal. He repeats that he has a dream that America will one day reflect those values.	<p>Suitable for Standard and Honors classes.</p> <p>This speech is ideal for standard level students because they are likely familiar with the text.</p> <p>Easily recognizable rhetorical features. Push higher level readers to catch on to more difficult rhetorical devices such as allusion rather than focusing on repetition or alliteration.</p>

<p>Text 4: "A More Perfect Union," by Barack Obama</p>	<p>http://www.npr.org/templates/story/story.php?storyId=88478467</p>	<p>Speech</p>	<p>Obama addresses the role race has played in the presidential campaign.</p>	<p>This is a lengthier speech; chunk the text or only assign specific segments to lower level readers.</p> <p>Context regarding the comments made by Reverend Wright should be provided to students.</p>
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