

Title: Unit 4

Subject/Course: English I

**Topic: Argument, Rhetoric,
Propaganda and Satire**

Grade: 9

**Designer(s): Kluza, Jean-Paul,
Much**

Priority Standards:

- L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.
- L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.
 - L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text
 - L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
- L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
- L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
 - L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
- L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.
- L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

Secondary Standards:

- L.N.2.5.1 Differentiate between fact and opinion.
- L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.
- L.N.2.5.3 Distinguish essential from nonessential information.

Understandings:

- Students will define the terms and examples of logos, ethos, and pathos
- Determine the author's purpose and point of view in an speech, article, advertisement, or media clip
- Distinguish between argument, persuasion, propaganda and satire.

Unit Assessment:

Unit 4 test
Project for multiple intelligences demonstrating mastery of skills

Pre-Assessment

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Learning Event:

- Cornell notes from Argumentation, Rhetoric, and Propaganda
- Close reading of “Making American Pedestrian Friendly”; excerpts from famous speeches to identify ethos, pathos, logos; ending of “Give Me Liberty or Give me Death”; Gettysburg Address; “I Have Dream”; “Eulogy for Dr. MLK Jr.”
- Analysis of images to identify propaganda techniques from iCivics
- Princess and the Tin Box (Holt)
- Kanye satire article from Daily Currant (internet)
- Hurray for Homework Satire example (internet)
- Videos and print examples to analyze
- Do Nows to practice and review grammar, vocabulary skills, literary skills

Differentiation:

Adapted texts and lesson as provided by Pearson; iCivics

Technology:

Technology provided by Pearson (will be added as unit is taught)

Video clips:

<http://www.bing.com/videos/search?q=red+herring+fallacy&adlt=strict&view=detail&mid=B1E22B04132AAFAF32E>

Prezi: <https://prezi.com/az8btfk5uvr-/intro-to-rhetoric-argument-persuasion-and-propaganda/>

Enrichment: