



Marietta City Schools
2023–2024 District Unit Planner

AP Language and Composition

Unit title	<i>Rhetorical Analysis</i>	Unit duration	<i>6 weeks</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

[AP Language and Composition](#)
[Big Ideas and Skill Categories](#)

Big Ideas:

Rhetorical Situation: RHS

Claims and Evidence: CLE

Required AP Language and Composition Skills

RHS

1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.

CLE

3.A Identify and explain claims and evidence within an argument.

CLE

4.A Develop a paragraph that includes a claim and evidence supporting the claim.

Concepts/Skills to be Mastered by Students

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Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

Key concept	Related concept(s)	
The Rhetorical Situation, Rhetorical Appeals, Analyzing Rhetoric and Style, Crafting an AP Rhetorical Essay, Components of an Argument	Annotating, Developing a Thesis, Writing a Conclusion, Embedding Evidence	
Essential questions		
<p>What is rhetoric?</p> <p>What are the elements of the rhetorical situation?</p> <p>What makes rhetoric effective for specific audiences?</p> <p>What are the basic components of an argument?</p> <p>How do you use evidence to support an argument?</p>		
<p>Assessment Tasks</p> <p>Common formative and summative assessments</p>		
<p>Common Formatives:</p> <p>MCQ assessment on rhetorical situation</p> <p>Rhetorical analysis paragraph</p> <p>Paragraph analyzing use of logos in “How High School Ruined Leisure”</p> <p>Paragraph analyzing use of pathos in “On Recognition and Nation”</p>		

<p>MCQ assessment on rhetoric and style</p> <p>Paragraph analyzing rhetoric and style (diction, syntax, tone, irony</p> <p>Paragraph analyzing visual rhetoric</p> <p>AP Classroom Topic Questions for 1.A, 3.A, and 4..A</p> <p>Common Summatives:</p> <p>College Board Multiple Choice Personal Progress Check</p> <p>College Board Free Response Question: Rhetorical Analysis Essay</p>	

<u>Learning Experiences</u> Add additional rows below as needed.		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
1.A: Identify and describe components of the rhetorical situation.	<ol style="list-style-type: none"> Teacher will provide mini-lessons on elements of the rhetorical situation (exigence, audience, purpose, context, writer, method) Teacher will model annotations. Teacher will model close reading for focus on specific elements of the rhetorical situation. Students will examine anchor text(s) for strong textual details that reveal intricacies of a rhetorical situation. Students will produce an initial claim regarding the elements of a rhetorical situation. Students will peer review their responses using the AP rubric. Teacher will provide individual and trended feedback. 	<ul style="list-style-type: none"> Utilize AP Personal Progress Check (PPC) multiple choice questions to identify retention and/or instructional gaps to be addressed in mini-lessons. Partners to discuss and refine thinking before sharing with a full group. Gradual release for analyzing elements of the rhetorical situation
3.A: Identify and explain claims and evidence within an argument, 4.A: Develop a paragraph that includes a claim and evidence supporting the claim.	<ol style="list-style-type: none"> Teacher will gauge student understanding of claims and evidence within an argument to address learning gaps. Teacher will provide mini-lesson on developing a thesis. Teacher will provide a mini-lesson on evidence and developing a line of reasoning. Students will examine anchor text(s) for claims, evidence and line or reasoning. Students will write a paragraph using evidence from a text to support a model thesis. Students will peer review their responses. Teacher will provide individual feedback. 	<ul style="list-style-type: none"> Utilize AP Personal Progress Check (PPC) multiple choice questions to identify retention and/or instructional gaps to be addressed in mini-lessons. Partners to discuss and refine thinking before sharing with a full group. Gradual release for analyzing elements of claims, evidence and lines or reasoning.
Content Resources		
Common Anchor Text (s) Abraham Lincoln's "The Gettysburg Address" <i>Billie Jean King's "Serena is Still Treated Differently Than Male Athletes"</i>		

J.D. Vance excerpt from Hillbilly Elegy
KJ Dell’Antonio’s How High School Ruined Leisure
Richard Nixon’s “The Checkers Speech”
Diana Abu-Jaber’s “On Recognition and Nation”
William Faulkner’s “A Rose for Emily”
Amy Sayer Baptista’s “Bait”Hellen Keller’s Letter to Mark Twain
Nate Beeler’s Government is Watching (cartoon)
John Muir from Save the Redwoods
Laila Lalami from Why Vote?
KFC Spicy Chicken advertisement
Manuel Munoz’s from Leave Your Name at the Border
Shirley Chisolm’s from People and Peace, Not Profits and War
Dight D. Eisenhower’s Order of the Day
Jonathan Edwards’ “Sinners in the Hands of an Angry God”

Common Supplemental/Ancillary Text (s)

Octavia E. Butler, excerpt (Sections 10-13) from “Positive Obsession” from *BloodChild and Other Stories*. (AP Classroom)

From "My Parents Were Deported" by Diane Guerrero (AP Classroom)

Commencement speech delivered by then First Lady Barbara Bush at Wellesley College in 1990

Gish Jen’s 2012 Op-Ed on the New York Knicks’ Jeremy Lin

Common Media Text (s)

AP Classroom Daily Videos:

- 1: Skill 1.A Daily Video 1In this video, we will learn about rhetoric and the rhetorical situation.
- 1: Skill 1.A Daily Video 2In this video, we will learn about audience and its relation to the rhetorical situation.
- 1: Skill 1.A Daily Video 3In this video, we will learn about analyzing rhetoric and how rhetoric is effective for specific audiences.
- 1: Skill 3.A Daily Video 1In this video, we will learn about the basic components of an argument.
- 1: Skill 3.A Daily Video 2In this video, we will learn about types of evidence and how writers use evidence to support an argument.
- 1: Skill 3.A Daily Video 3In this video, we will learn about how to introduce and embed quoted, paraphrased, or summarized information from outside sources.