



## Tuesday, March 10, 2020

### *What will we do?*

Apply our knowledge of how rhetoric functions to **judge** if an authors' rhetorical choices advance their purposes for writing texts.

### *Why will we do this?*

To consider how we can use rhetoric strategically in our speaking and writing to change opinions and to persuade others.

### *What do I need?*

- iPad
- Rhetoric terms list

Together/TED-Ed. *Rhetoric 101: The Art of Persuasive Speech*. 2017. *TED-Ed Blog*, <https://blog.ed.ted.com/2017/01/17/rhetoric-101-the-art-of-persuasive-speech/>

# Let's imagine...

A social worker sent us an original version and a revised version of a client report she created for her supervisor. She added rhetorical devices to the revised version of the report and underlined them. We must decide if the social worker's revisions more effectively describe her client's struggles and her plans to mitigate her client's conflicts than the original report. To do this, we will

1. Read the original report and identify its strengths and weaknesses.
2. Determine if the revised report's rhetoric conveys the client's situation more appropriately than the original report.
3. Cite the texts to recommend one version of the report.



Together/TED-Ed. *Rhetoric 101: The Art of Persuasive Speech*. 2017. TED-Ed Blog, <https://blog.ed.ted.com/2017/01/17/rhetoric-101-the-art-of-persuasive-speech/>

PreAP English 2019-2020: Hour 1, Hour 4, ...



## Rhetorical Analysis Work

◀ Prev

Next ▶



Add Materials ▼

Options ▼



[Social Worker's Original Report.pdf](#) 10 KB

4 sections



[Social Worker's Report for Annotation.pdf](#) 42 KB

4 sections





# Discuss

1. Describe the strengths and weaknesses of the original report.
2. What rhetorical devices would you add to the original report to improve its effectiveness?

Prepare to share your discussion with the class.



## Social Worker's Report for Annotation.pdf



### [Original report]

Mrs. Wallace is a 54-year-old, widowed cashier. When her husband died three years ago, Mrs. Wallace was left alone to care for her 78-year-old invalid mother. Before her husband's death, Mrs. Wallace had not worked outside the home, so when it became necessary for her to work, she was qualified only for a low-paying job as a cashier.

She contacted the social worker because she feels overwhelmed, powerless, and threatened. Her mother's health is deteriorating, she is feeling financial pressure, and her employer is upset about the number of hours she has missed recently, caused by her need to take her mother to the doctor or emergency room.

### [Revised report]

Mrs. Wallace is a 54-year-old, widowed cashier. When her husband died three years ago, Mrs. Wallace was left alone to care for her mother, now a 78-year-old invalid.<sup>1</sup> Before her husband's death, Mrs. Wallace had not worked outside the home, so when work became necessary, she was qualified only for a low-paying job as a cashier.<sup>2</sup>

She contacted the social worker because she feels overwhelmed and powerless and threatened.<sup>3</sup> Her mother's health is deteriorating, she is feeling financial pressure, and her employer is not at all happy<sup>4</sup> about the number of hours she has missed recently, caused by her need to take her mother to the doctor or emer-





# Group Work

1. Read the “Social Worker’s Report for Annotation” file on Schoology.
2. Use your rhetorical terms list to identify the numbered rhetorical devices. I will assign each group two numbers to identify.
3. Determine if the added rhetoric does or does not advance the author’s message and discuss how you can reference the texts to support your argument.
4. Decide who will share your group’s findings with the class.

# Example

“When her husband died three years ago, Mrs. Wallace was left alone to care for her mother...”





# Group Work

1. Read the “Social Worker’s Report for Annotation” file on Schoology.
2. Use your rhetorical terms list to identify the numbered rhetorical devices. I will assign each group two numbers to identify.
3. Determine if the added rhetoric does or does not advance the author’s message and discuss how you can reference the texts to support your argument.
4. Decide who will share your group’s findings with the class.



- Define the rhetorical devices in your section.
- Reference the texts to argue why the changes do or do not advance the author's purpose.

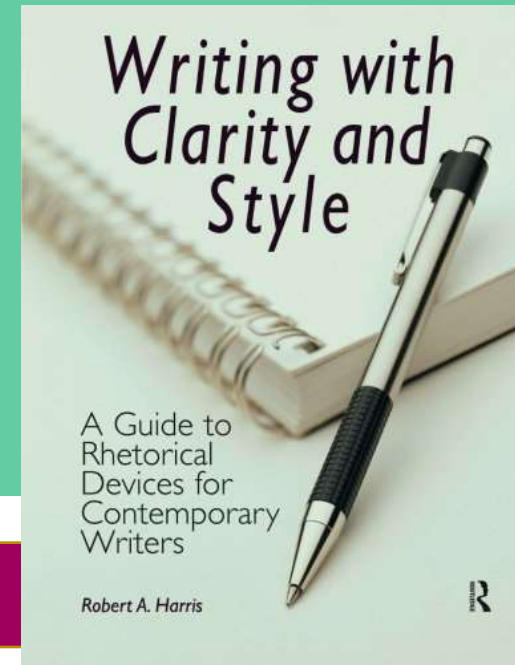
Mrs. Wallace is a 54-year-old, widowed cashier. When her husband died three years ago, Mrs. Wallace was left alone to care for her mother, now a 78-year-old invalid (1). Before her husband's death, Mrs. Wallace had not worked outside the home, so when work became necessary, she was qualified only for a low-paying job as a cashier (2).

Appositive

Periodic sentence with repetition

- Define the rhetorical devices in your section.
- Reference the texts to argue why the changes do or do not advance the author's purpose.

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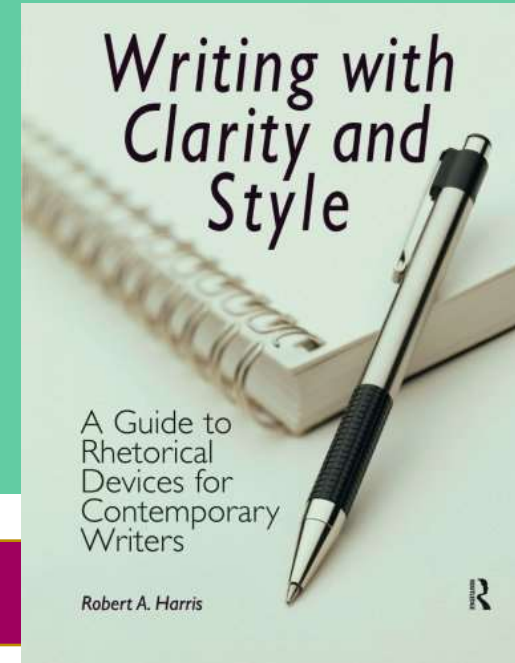


Polysyndeton

Litotes

- Define the rhetorical devices in your section.
- Reference the texts to argue why the changes do or do not advance the author's purpose.

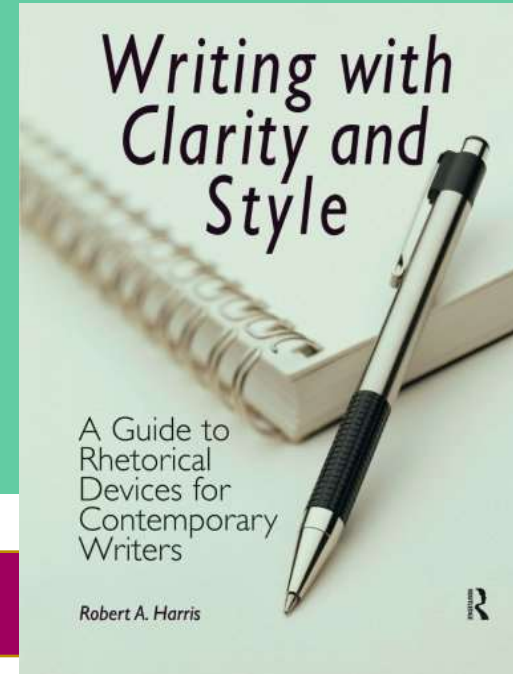
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Onomatopoeia and implied metaphor

Anaphora and parallelism

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Repetition

Metaphor

- Define the rhetorical devices in your section.
- Reference the texts to argue why the changes do or do not advance the author's purpose.

- Define the rhetorical devices in your section.
- Reference the texts to argue why the changes do or do not advance the author's purpose.

I told her that we would identify each problem and work on one at a time. We discussed the possibility of volunteer caregivers, such as church friends (9) who could be her mother's companions while Mrs. Wallace went to class. It is unclear whether this idea will be accepted (10).

Appositive

Pathos

# Prepare for Tomorrow

Add at least three rhetorical devices to a social worker's report to advance the author's purpose of clearly and effectively communicating her client's struggles.

1. Read page two of the "Social Worker's Report for Annotation" Schoology file.
2. Add at least three rhetorical devices to the report. Underline and label your additions.
3. In the margins or under the report, describe how each change improves the text's clarity or effectiveness.

Due at the start of class on Wednesday.



Together/TED-Ed. *Rhetoric 101: The Art of Persuasive Speech*. 2017. TED-Ed Blog. <https://blog.ed.ted.com/2017/01/17/rhetoric-101-the-art-of-persuasive-speech/>



Name the rhetorical device.

It's not exactly a walk in the park.



# Wednesday, March 11, 2020

*What will we do?*

- **Evaluate** the social worker's report we annotated for homework.
- **Identify** an author's purpose for writing and **explain** how an author uses rhetoric to advance the text's purpose.

*Why will we do this?*

To strengthen our abilities to read and evaluate an informational text critically.

*What do I need?*

- iPad
- Rhetoric terms list
- Homework (annotated report)



Together/TED-Ed. *Rhetoric 101: The Art of Persuasive Speech*. 2017. *TED-Ed Blog*, <https://blog.ed.ted.com/2017/01/17/rhetoric-101-the-art-of-persuasive-speech/>



# Group Work

1. Identify one section of the report that you think the social worker should revise to better communicate her client's situation or explain the advice she gave to her client.
2. Identify one rhetorical device that improves the section you identified.
3. Prepare to share.
  1. Name the rhetorical device.
  2. Analyze how it improves the original text's clarity or effectiveness.

# Example

“Even though she earned A's in high school, she has found the university to be substantially more challenging, and she fears failing. She feels conflicted because her father wants her to be a doctor, even though she would like to study art or architecture.”



# Example

“Even though she earned A's in high school, she has found the university to be substantially more challenging, and she fears failing her biology classes. She feels conflicted because her father wants her to be a doctor, even though she would like to study art or architecture.”





# Group Work

1. Identify one section of the report that you think the social worker should revise to communicate her client's situation or explain the advice she gave to her client.
2. Identify one rhetorical device that improves the section you identified.
3. Prepare to share.
  1. Name the rhetorical device.
  2. Analyze how it improves the original text's clarity or effectiveness.



>  **Anthem**   
4 sections

>  **TAM Movie Challenge**   
4 sections

∨  **Rhetorical Analysis Work**   
4 sections

 **Social Worker's Original Report.pdf** 10 KB 

 **Social Worker's Report for Annotation.pdf** 42 KB 

 **Social Worker's Report PPT (Tuesday's Class).pdf** 521 KB 

 **Governor's Budget Fiasco .pdf** 7 KB 

 **Governor's Budget Fiasco** 

# Prepare for Tomorrow: “Governor's Budget Fiasco”

1. Read the text and determine the author’s purpose for writing it. Write a sentence describing the author’s purpose at the top of the page.
2. Label at least ten rhetorical devices/terms you find in the text.
3. For each rhetorical device, annotate the text with a note explaining how the writer’s rhetorical choice affects the meaning, purpose, or effect of the text.

Work individually for the rest of the class period. Submit your annotations to Schoology by 8:05 AM tomorrow.



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# Thursday, March 12, 2020

*What will we do?*

- **Review** the “Governor’s Budget Fiasco.”
- **Discuss** strategies for analyzing informational texts.
- **Prepare** to write a rhetorical analysis.

*Why will we do this?*

To strengthen our abilities to read and evaluate an informational text critically.

*What do I need?*

- iPad
- Rhetoric terms list
- “Governor’s Budget Fiasco”



Together/TED-Ed. *Rhetoric 101: The Art of Persuasive Speech*. 2017. *TED-Ed Blog*, <https://blog.ed.ted.com/2017/01/17/rhetoric-101-the-art-of-persuasive-speech/>



# Discuss

Why should we consider how authors use rhetoric?



# Governor's Budget Fiasco Review

1. Open the annotated article you submitted to Schoology.
2. Go to the station that corresponds with the number I give you.
3. As a group, use your Post-It notes to label rhetorical devices on the poster boards with the article's text.
4. Rotate to the station to your right when you hear my direction.
5. Read the rhetorical devices the group before you added to the poster board and determine if you can add any more.
6. Repeat until you visit all poster boards.

Parallelism

Opposition/Contrast

Antithesis

Metaphor

Once again, the governor has proposed to the legislature a budget that spends more, taxes less, and remains balanced. However, a closer look reveals that what presumably is a politician's dream is in reality an accountant's nightmare.



Expletive

Alliteration

Personification

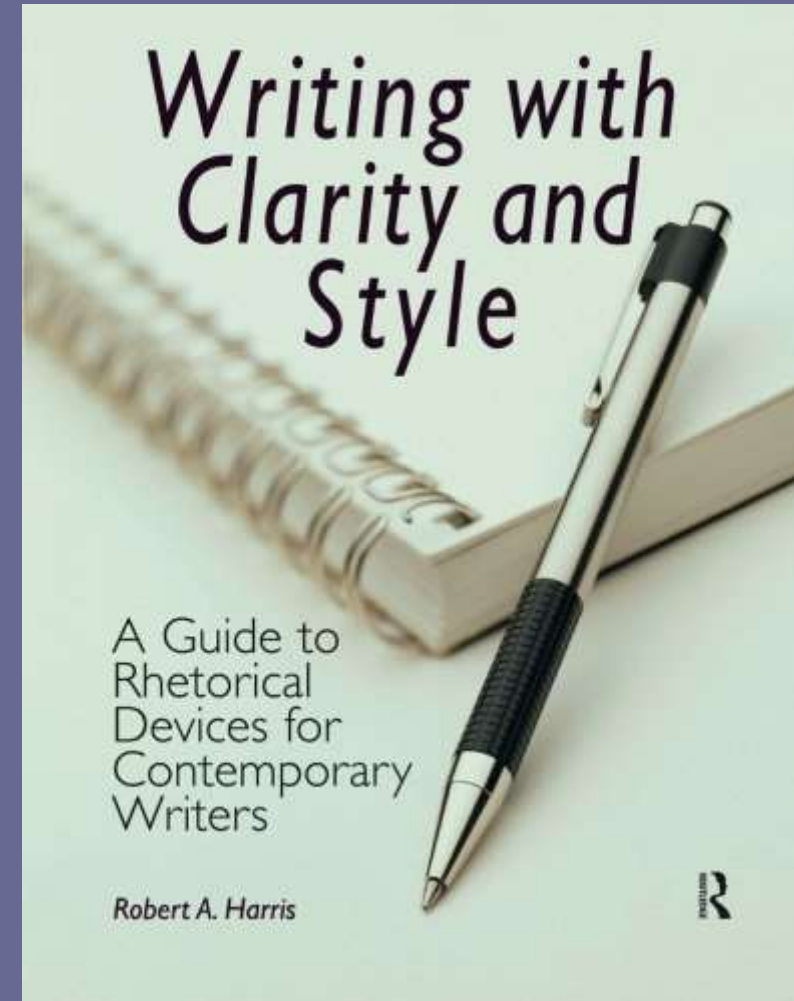
Anaphora

Parallelism

Asyndeton

Tricolon

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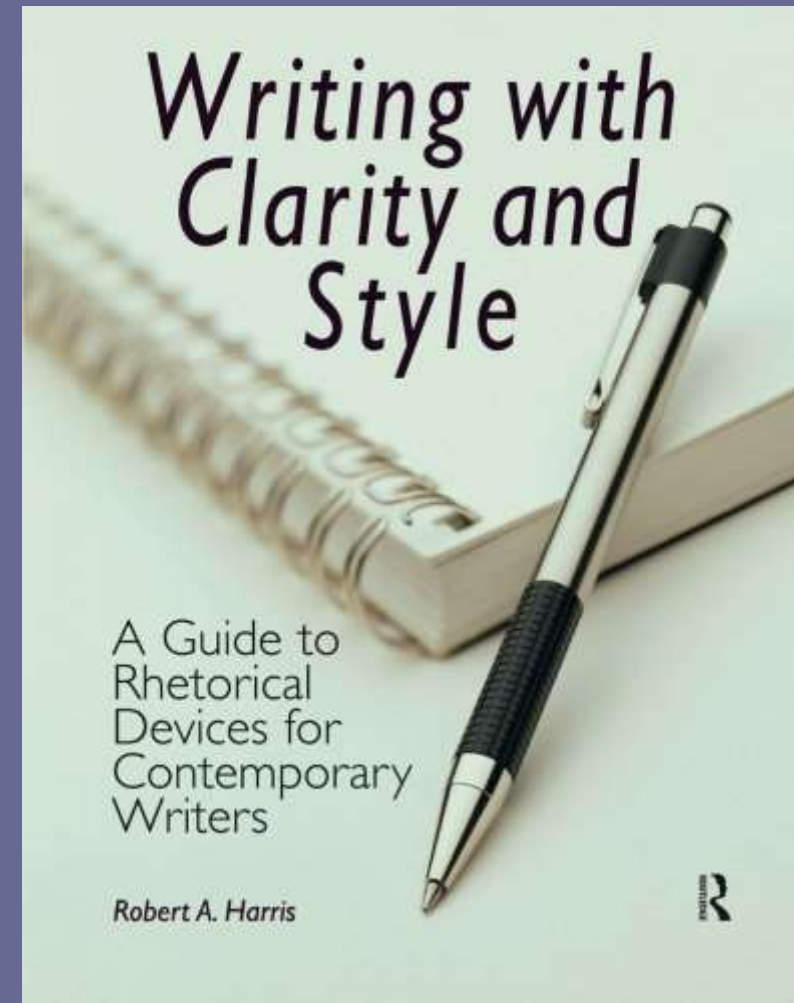


Euphemism

Parenthesis

Alliteration

Text covered to preserve the integrity  
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Rhetorical Question

Synecdoche

Understatement

Personification

Appositive

Where did the governor learn accounting, anyway?

We are saddened that this proposal was not thought through for twenty seconds before being presented to its only welcoming audience, the paper shredder.

# Looking Forward: *The Atlantic* Rhetorical Analysis

You will analyze an article in *The Atlantic* to explain how its author uses rhetorical devices to advance the text's purpose.

1. Select an article you like from the options linked to the “Article Links” document on Schoology.
2. After you find your article, begin
  1. Identifying the author's purpose (message).
  2. Annotating the article with the following:
    1. The author's strongest arguments to achieve his/her purpose.
    2. The rhetorical devices the author uses to support those arguments.



Together/TED-Ed. *Rhetoric 101: The Art of Persuasive Speech*. 2017. TED-Ed Blog. <https://blog.ed.ted.com/2017/01/17/rhetoric-101-the-art-of-persuasive-speech/>

# Friday, March 13, 2020

## *The Atlantic* Rhetorical Analysis

You will analyze an article in *The Atlantic* to explain how its author uses rhetorical devices to advance the text's purpose.

1. Select an article you like from the options linked to the "Article Links" document on Schoology.
2. After you find your article, begin
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# Share

1. Which articles did you explore?  
What did you learn?
2. Which article interested you the most?
  1. What opinions does the author hold about the topic? How do you know it?





## Monday, March 16, 2020

### *What will we do?*

- Examine an example rhetorical analysis essay.
- Begin work on our rhetorical analysis essays.

### *Why will we do this?*

To discover how to craft a clear, coherent argument about a text.

### *What do I need?*

- iPad
- Rhetoric terms list

Together/TED-Ed. *Rhetoric 101: The Art of Persuasive Speech*. 2017. *TED-Ed Blog*, <https://blog.ed.ted.com/2017/01/17/rhetoric-101-the-art-of-persuasive-speech/>



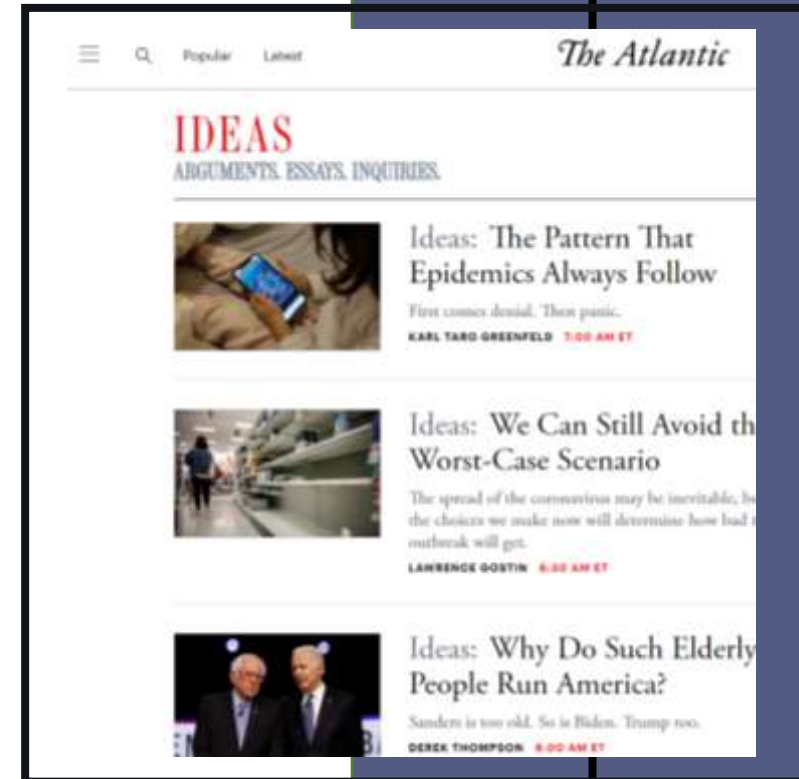
# Review

- This year, what have you learned about writing effective analysis essays?
- What are your strengths as an analysis essay writer?
- In what areas do you hope to grow as an analysis essay writer?

# *The Atlantic* Article Analysis

You will analyze an article in *The Atlantic* to explain how its author uses rhetorical devices to advance the text's purpose. To complete this task, you need to

1. Create a thesis regarding the author's purpose (message).
2. Identify the two most significant arguments the author uses to support that purpose.
  1. Write one paragraph for each of those two arguments explaining and expanding upon how the author uses rhetorical devices to support the text's purpose.
  2. Each paragraph must include two components:
    1. A quality topic sentence.
    2. Full analysis and support using evidence and rhetorical devices the author uses to support the argument.



# Sample Essay Review

1. Grab a worksheet.
2. Read the sample essay posted on Schoology.
3. For each prompt, answer “Strongly Agree,” “Agree,” “Disagree,” or “Strongly Disagree” and justify your reasoning.





# Four Corners Activity

Front of the classroom

Strongly Agree

Strongly Disagree

Agree

Disagree

# *The Atlantic* Article Analysis

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