**NWCTA/ Curriculum Engine:  Daily Lesson Plans**
**Teacher: Schilleci**
Subject: AP Lang & Comp                       Periods: 5                          Lesson Dates: 02.17.2021
UNIT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Common Core Curriculum Standards: See attached. |
| Essential Question: |
| Learning Activities: Review AP Rhetorical Strategies Cheat SheetGo through with the class and simply reviewNow that we have the reading analysis mostly down it is time to kickstart the rhetorical analysis writing again. Today we are looking to draft an introduction paragraph for a rhetorical analysis essay on the Churchill and Roosevelt speeches. Items to focus on:* What does a skillful introductory PP include?
* What are the qualities of a clarified and comprehensive thesis statement?

*Rhetorical Situation*: (rhetorical triangle)* Who is the speaker?
* What is the occasion? When/where?
* Who is the audience? Stated vs. Implied. Values?
* What is the subject?
* What is the purpose?

*Rhetorical Analysis*:* Device: What is the device? Explain how the evidence is an example of the device.
* Appeal: What is the effect:
* Purpose: How will the persuade the audience?

   Example: Martin Luther King, Jr.’s “I Have a Dream” speech is widely regarded as one of the most important pieces of oratory in American history. Delivered in 1963 to thousands of civil rights activists outside the Lincoln Memorial in Washington, D.C., the speech has come to symbolize the spirit of the civil rights movement and even to function as a major part of the American national myth. This rhetorical analysis argues that King’s assumption of the prophetic voice, amplified by the historic size of his audience, creates a powerful sense of ethos that has retained its inspirational power over the years.TEXT: this opening sentence introduces the text(s) and author(s)/speaker(s). It also emphasizes the speeches established status. [HOOK- bold statement, rhetorical question…]CONTEXT: this sentence provides some background on the context of the speech—when and where it was given, and its historical significance. [BACKGROUND INFORMATION]THESIS STATEMENT: the introduction ends with the thesis statement, a clear and concise statement of what this analysis will express about the text. [YOUR OPINON WITHOUT SAYING “MY OPINION IS…”]Your Turn:Develop a rhetorical analysis introductory paragraph where you set yourself up to create a well throughout essay. This will be due by our next class period via CANVAS.  |
| Materials:  Evaluation: |
| Knowledge | x | Comprehension | x | Application | x | Synthesis | x | Evaluation | x |
| Homework:Develop a rhetorical analysis introductory paragraph where you set yourself up to create a well throughout essay. This will be due by our next class period via CANVAS.  |

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