



Marietta City Schools
2024–2025 District Unit Planner

AP Language and Composition

Unit title	<i>Rhetorical Analysis</i>	Unit duration	<i>9 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.

RHS 2.B Demonstrate an understanding of an audience's beliefs, values, or needs.

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.

CLE **3.B** Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.

STL **7.A** Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.

CLE **4.B** Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

STL **8.A** Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

Concepts/Skills to be Mastered by Students

Key concept	Related concept(s)	
The Rhetorical Situation, Rhetorical Appeals, Analyzing Rhetoric and Style, Crafting an AP Rhetorical Essay, Components of an Argument, Claims and Evidence.	Annotating, Developing a Thesis, Writing a Conclusion, Embedding Evidence	

Essential questions

What is rhetoric?

What are the elements of the rhetorical situation?

What makes rhetoric effective for specific audiences?

What are the basic components of an argument?

How do you use evidence to support an argument?

Assessment Tasks

Common formative and summative assessments

Common Formatives:

MCQ assessment on rhetorical situation

Rhetorical analysis paragraph

Rhetorical Precis "I am Reading More Books By Women" (Pitts) and Albright speech

Rhetorical Analysis paragraphs

MCQ assessment on rhetoric and style

Paragraph analyzing rhetoric and style

Paragraph analyzing visual rhetoric

AP Classroom College Board Multiple Choice Quizzes

Common Summatives:

Rhetorical Analysis Paragraphs

College Board Multiple Choice Reading Assessments

College Board Free Response Question: Rhetorical Analysis Essay

Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>1.A: Identify and describe components of the rhetorical situation.</p>	<ol style="list-style-type: none"> 1. Teacher will provide mini-lessons on elements of the rhetorical situation (exigence, audience, purpose, context, writer, method) 2. Teacher will model annotations. 3. Teacher will model close reading for focus on specific elements of the rhetorical situation. 4. Students will examine anchor text(s) for strong textual details that reveal intricacies of a rhetorical situation. 5. Students will produce an initial claim regarding the elements of a rhetorical situation. 6. Students will peer review their responses using the AP rubric. 7. 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
<p>3.A: Identify and explain claims and evidence within an argument,</p> <p>4.A: Develop a paragraph that includes a claim and evidence supporting the claim.</p> <p>2.B. Demonstrate an understanding of an audience’s beliefs, values or needs.</p> <p>3.B.: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.</p> <p>4.B.: Write a thesis statement that requires proof or defense and that may preview the structure of an argument</p> <p>7.A.: Explain how word choice, comparisons and syntax contribute to a specific tone and</p>	<ol style="list-style-type: none"> 1. Teacher will gauge student understanding of claims and evidence within an argument to address learning gaps. 2. Teacher will provide mini-lesson on developing a thesis. 3. Teacher will provide a mini-lesson on evidence and developing a line of reasoning. 4. Students will examine anchor text(s) for claims, evidence and line or reasoning. 5. Students will write a paragraph using evidence from a text to support a model thesis. 6. Students will peer review their responses. 7. Teacher will provide individual feedback. 8. Teacher will give a mini-lesson on understanding audience and writing based on audience. 9. Students will write an argument, considering their audience’s beliefs, values, or needs. 10. Teacher will gauge student understanding of thesis and how it provides evidence of an argument’s structure. 11. Teacher will give a mini lesson on diction, denotation and connotation, and syntax. 12. Students will apply knowledge or diction, syntax and style in various short writing assignments. 	<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.

style.		
8.A.: Strategically use word choice, comparisons and syntax to create a specific tone or style in an argument.		

Content Resources

<p>Common Anchor Text (s)</p> <p>Abraham Lincoln’s “The Gettysburg Address”</p> <p><i>Billie Jean King’s “Serena is Still Treated Differently Than Male Athletes”</i></p> <p><i>J.D. Vance excerpt from Hillbilly Elegy</i></p> <p><i>KJ Dell’Antonio’s How High School Ruined Leisure</i></p> <p><i>Richard Nixon’s “The Checkers Speech”</i></p> <p><i>Diana Abu-Jaber’s “On Recognition and Nation”</i></p> <p><i>Hellen Keller’s Letter to Mark Twain</i></p> <p><i>Nate Beeler’s Government is Watching (cartoon)</i></p> <p><i>John Muir from Save the Redwoods</i></p> <p><i>Laila Lalami from Why Vote?</i></p> <p><i>KFC Spicy Chicken advertisement</i></p> <p><i>Manuel Munoz’s from Leave Your Name at the Border</i></p> <p><i>Shirley Chisolm’s from People and Peace, Not Profits and War</i></p> <p><i>Dight D. Eisenhower’s Order of the Day</i></p> <p><i>Jonathan Edwards’ “Sinners in the Hands of an Angry God”</i></p> <p><i>Leonard Pitts’ “I am Reading More Books by Women”</i></p> <p><i>Madeleine Albright’s Commencement Speech</i></p>	
<p>Common Supplemental/Ancillary Text (s)</p>	

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 1 In this video, we will learn about rhetoric and the rhetorical situation.

1: Skill 1.A Daily Video 2 In this video, we will learn about audience and its relation to the rhetorical situation.

1: Skill 1.A Daily Video 3 In this video, we will learn about analyzing rhetoric and how rhetoric is effective for specific audiences.

1: Skill 3.A Daily Video 1 In this video, we will learn about the basic components of an argument.

1: Skill 3.A Daily Video 2 In this video, we will learn about types of evidence and how writers use evidence to support an argument.

1: Skill 3.A Daily Video 3 In this video, we will learn about how to introduce and embed quoted, paraphrased, or summarized information from outside sources.