



Marietta City Schools
2024–2025 District Unit Planner

AP Language and Composition

Unit title	<i>Rhetorical Analysis</i>	Unit duration	<i>10 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?		

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[ELA Resources](#)

[Approved Novel List](#)

<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>Rhetorical situation paragraph</p> <p>Rhetorical analysis paragraph(s)</p> <p>In-class annotations</p> <p>MCQ assessment on rhetoric and style</p> <p>Paragraph analyzing rhetoric and style</p> <p>Constructed responses analyzing rhetorical appeals</p> <p>AP Classroom College Board Multiple Choice Quizzes</p> <p>Common Summatives:</p> <p>Rhetorical Analysis Paragraphs</p> <p>Group Rhetorical Analysis Essay</p> <p>Descriptive Outline</p> <p>SPACECAT Analysis Poster</p> <p>Rhetorical Analysis Essay</p>	

<p style="text-align: center;"><u>Learning Experiences</u></p> <p style="text-align: center;">Add additional rows below as needed.</p>		
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
<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>	<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. Teacher will give a mini-lesson on understanding audience and writing based on audience. Students will write an argument, considering their audience's beliefs, values, or needs. Teacher will gauge student understanding of thesis and how it provides evidence of an argument's structure. Teacher will give a mini lesson on diction, denotation and connotation, and syntax. 	<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.

<p>7.A.: Explain how word choice, comparisons and syntax contribute to a specific tone and style.</p> <p>8.A.: Strategically use word choice, comparisons and syntax to create a specific tone or style in an argument.</p>	<p>12. Students will apply knowledge or diction, syntax and style in various short writing assignments.</p>	
<p>Content Resources</p> <p>Common Anchor Text (s)</p> <p>Pres. George W. Bush, address to the nation, 9/11/2001</p> <p>Helen Keller, letter to Mark Twain, 1906</p> <p>Stephen King, “Why We Crave Horror Movies”</p> <p>Virginia Woolf, “Professions for Women”</p> <p>Common Supplemental/Ancillary Text (s)</p> <p>Calvin & Hobbes comic strip</p> <p>Gene Weingarten, from “Pearls Before Breakfast”</p> <p>Pres. Abraham Lincoln, the Gettysburg address, 1863</p> <p>Alexandra Petri, “Barbie is Past Saving”</p> <p>Billie Jean King, “Serena is Still Treated Differently Than Male Athletes”</p> <p>Clare Boothe Luce, from a speech to the Women’s National Press Club</p> <p>J.D. Vance, from Hillbilly Elegy</p>		

Samuel Johnson, letter regarding the archbishop's patronage, 1762

KJ Dell'Antonia, "How High School Ruined Leisure"

John Downe, a letter to his wife, 1830

Pres. Richard Nixon, from the "Checkers speech"

Shirley Chislm, from "People and Peace, Not Profits and War"

John Muir, from "Save the Redwoods"

Laila Lalami, from "Why Vote?"

Manuel Munoz, from "Leave Your Name at the Border"

Dr. Martin Luther King, Jr., from "Letter from Birmingham Jail"

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.



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