Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

American Literature (On-Level & Honors)

See extensions in the Unit Planner for Honors

Unit title	Unit 3 *Belief and Revolution through Argument and Rhetoric*	MYP year	*N/A*	Unit duration	*8 Weeks (30 hours)*

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Georgia English Language Arts Standards		
DOMAIN	**UNIT BIG IDEA (S)**	**UNIT FOCUS STANDARDS**
LANGUAGE	**Grammar Conventions (GC)** Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.	**STANDARD 11.L.GC.1: Grammar, Usage, & Mechanics** Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating and constructing texts.* **STANDARD 11.L.GC.2: Syntax** Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects.
	Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skill sets (morphology), and determine or clarify the meanings of words and phrases.	**STANDARD 11.L.V.1: General, Academic, & Specialized Vocabulary** Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts.
TEXTS	**Context (C)** Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors.	**STANDARD 11.T.C.1: Purposes & Audiences** Analyze the impact of purpose and audience on a wide variety of texts. **STANDARD 11.T.C.2: Authors & Speakers** Evaluate how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.
	Structures & Style (SS) Students analyze and use organizational structures and styles	**STANDARD: 11.T.SS.1: Organization** Analyze, evaluate, and use organizational structures and style to shape thoughts

	to shape ideas and information.	across genres. **STANDARD 11.T.SS.2: Craft** Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts.
	Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning.	**STANDARD 11.T.T.1: Narrative Techniques** Evaluate and apply narrative techniques to enhance text's appeal to audiences or achieve specific purposes. **STANDARD 11.T.T.2: Expository Techniques** Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes. **STANDARD 11.T.T.3: Argumentative Techniques** Evaluate and apply argumentative techniques to enhance text's appeal to audiences. **STANDARD 11.T.T.4: Poetic Techniques** Evaluate and apply poetic techniques to enhance text's appeal to audiences or achieve specific purposes.
	Periods & Movements (PM)- Students demonstrate her knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.	**STANDARD 11.PM.1: Periods and Movements** Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.
	Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversions, activities, and projects about a range of grade-level texts and topics.	**STANDARD 11.T.RA.1: Research & Inquiry** Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.
PRACTICES	**Situating Texts (ST)** Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.	**STANDARD K-12.P.ST. 1: Context** Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.
	Author's Craft (AC) Students apply knowledge of author's craft to enhance the interpretation and construction of texts.	**STANDARD K-12.P.AC.3: Text Design** Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.

	Collaboration & Presentation (CP)	STANDARD K-12.P.CP.1: Collaboration
	Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.	Collaborate with others to accomplish shared goals and projects.

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MCS Gifted Standards
(applicable to advanced content course level only)

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MCS.Gifted.S2C. *Develop and apply the affective components of creative thinking: risk-taking, curiosity, complexity, and imagination.*

MCS.Gifted.S3A. *Develop and apply core critical thinking skills of metacognition, observation, questioning, prediction, analysis, interpretation, inference, summarization, evaluation, synthesis, explanation, and transference.*

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Unit Vocabulary

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Academic	Specialized	General
(frequently encountered terms in academic contexts derived from ELA standards)	(Discipline-specific terms to ELA Content within the standards)	(critical terms taught from unit text (s) and concepts to aid in comprehension)
Argument Claim Evidence Counterclaim Reasoning Audience Purpose Context	Rhetoric Rhetorical Transaction Logical Fallacies Ethos, Pathos, Logos Counterargument Propaganda	Revolution Liberty Freedom Justice Rights Conscience Conformity Equality

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Essential questions

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Essential Questions

How do authors use argument and rhetoric to influence beliefs and inspire change?

How do historical, social, and cultural contexts shape authorial purpose, voice, and tone?

How can rhetorical analysis deepen our understanding of (American) revolutions and social movements?

How do we see argument and rhetoric constructed and working in Revolutionary texts, and how do we practice constructing it ourselves?

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Assessment Tasks

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Each unit includes the following assessment types. Texts are interpreted through reading, viewing, and listening and constructed through writing, speaking, or creating.
Text Techniques (narrative, expository, argument, and poetic) will be applied to the various texts students will write, speak, or create.

• *3- 6 constructed texts (at least 1 of which is an extended constructed text)* • *2 student discourse assessments (interacting, speaking and listening, using academic language to discuss and analyze)* • *2 selected response and new read assessments for skills application to new text (s)* • *1 MYP Task or Performance Task (project, presentation, etc. with integrated writing/creating and speaking component assessing the 4 MYP Criteria) .* **Add additional rows as necessary**	
Assessment Title, Description, and Type (formative, summative, **MYP, Performance Task)** *(H) - indicates Honors level assessment*	**Standard + Grade Level** **Expectation (s) Assessed and/or** **MYP Criterion Assessed** *(applicable only to MYP Task)*
Informational Research: Anatomy of a Revolution, Mini-Research Launch **Description:** Students are introduced to the concept of the "anatomy of a revolution" — the recurring social, political, and rhetorical components often present in revolutionary movements (e.g., causes/conditions, leadership, ideas/ideology, communication/rhetoric, turning points, outcomes). In small groups or individually, students choose one historical revolution or reform movement (from a curated, safe list or teacher-approved extension) and complete mini-research to identify how the movement exhibits these components. Students then create a short one-pager, infographic, or presentation connecting their findings to the framework of "what makes a revolution." **Type:** ☑ **Formative** ☐ **Summative** ☐ **MYP Task** ☐ **Performance Task**	**11.T.RA.1.a** – Generate and refine self-directed and teacher-directed questions for inquiry, including questions that require evaluating sources, considering credibility, and synthesizing ideas across multiple texts. **11.T.RA.1.b** – Locate, evaluate, and synthesize information from a variety of credible print and digital sources to answer questions, solve problems, and support arguments. **11.T.C.1.c** – Analyze how context (historical, cultural, social, political) shapes an author's choices in purpose, perspective, and rhetorical approach. **11.T.SS.2.a** – Analyze how authors use language, rhetorical devices, and style to convey meaning, achieve purpose, and influence an audience.
Rhetorical Transaction Checkpoint **Description:** Students map the Rhetorical Transaction (author–audience–message–purpose) for a Revolutionary text. They annotate for rhetorical appeals and devices, then discuss in small groups	11.T.RA.1.a Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation. 11.T.RA.1.b Synthesize information from a variety of credible sources to support a central thesis, citing appropriately.

how these elements influence persuasion. **Type:** ☑ **Formative** ☐ **Summative** ☐ **MYP Task** ☐ **Performance Task**	11.T.C.1.c Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes.
Title: Rhetoric in Context **Description:** Students select a Revolutionary text and investigate its historical and cultural context. They produce a short written analysis connecting context → rhetoric → audience impact, and then engage in a student discourse to refine their thinking. Students would then create a short analysis of their findings. **Type:** ☑ **Formative** ☐ **Summative** ☐ **MYP Task** ☐ **Performance Task**	**11.T.RA.1.a-b** – Generate and refine inquiry questions; locate, evaluate, and synthesize credible sources. **11.T.C.1.a-b** – Analyze how historical, cultural, and social contexts influence authorial choices in purpose, voice, and tone. **11.T.SS.2.a** – Analyze how authors use language, rhetorical devices, and style to convey meaning, achieve purpose, and influence an audience.
Title: Logical Fallacies Practice **Description:** Students analyze text excerpts to identify logical fallacies and explain how they weaken arguments. **Type:** ☑ **Formative** ☐ **Summative** ☐ **MYP Task** ☐ **Performance Task**	**11.T.T.3.c** – Apply argumentative techniques, including reasoning, rhetorical appeals, and organization, to strengthen arguments. **11.T.SS.2.a** – Analyze how authors use language, rhetorical devices, and style to convey meaning, achieve purpose, and influence an audience. **11.L.V.1** – Acquire and apply academic and disciplinary vocabulary in speaking and writing.
Title: Mini-Argument Task **Description:** Students compose a short argumentative response. On-Level: argue which Revolutionary text was most persuasive.	**11.T.T.3.c** – Apply argumentative techniques, including reasoning, rhetorical appeals, and organization, to strengthen arguments. **11.T.T.3.d** – Integrate rhetorical devices and stylistic choices to develop voice and strengthen arguments. **11.L.V.1.b** – Use precise academic and disciplinary vocabulary to write and speak clearly.

Honors: argue *what makes rhetoric revolutionary.* **Type:** ☑ **Formative** ☐ **Summative** ☐ **MYP Task** ☑ **Performance Task**	
Title: Comparative & Multimodal Rhetorical Analysis **Description:** Students analyze rhetorical strategies across Revolutionary texts of different genres (pamphlet, speech, poem) *and/or* different modes (visual, auditory, print). They compare similarities and differences in tone, diction, structure, and appeals, then argue which was more effective. Product: Short comparative essay. **Type:** ☑ **Formative** ☑ **Summative** ☐ **MYP Task** ☐ **Performance Task**	**11.T.T.3.a** – Evaluate argumentative techniques, including claims, counterclaims, reasoning, evidence, and rhetorical appeals, in a variety of texts. **11.T.T.3.c** – Apply argumentative techniques, including reasoning, rhetorical appeals, and organization, to strengthen arguments. **11.T.C.2.c** – Evaluate how context, authorial perspective, and rhetorical strategies shape meaning and impact. **11.T.SS.2.a** – Analyze how authors use language, rhetorical devices, and style to convey meaning, achieve purpose, and influence an audience. **K-12.P.AC.3.b** – Analyze how genre shapes the communication of ideas. **K-12.P.AC.3.c** – Compare how mode shapes the communication of ideas.
Title: Capstone Synthesis Project: Rhetoric as Revolution **Description:** Students research a U.S. revolution/reform movement and create a multimodal product (speech, podcast, video, or digital essay) showing how rhetoric spurred change using the following prompt: "How does this text show the power of rhetoric to inspire or sustain revolution?" **Type:** ☑ **Formative** ☑ **Summative** ☐ **MYP Task** ☐ **Performance Task**	**11.T.RA.1.a** – Generate and refine self-directed and teacher-directed questions for inquiry, including questions that require evaluating sources, considering credibility, and synthesizing ideas across multiple texts. **11.T.RA.1.b** – Locate, evaluate, and synthesize information from a variety of credible print and digital sources to answer questions, solve problems, and support arguments. **11.T.C.1.c** – Analyze how context (historical, cultural, social, political) shapes an author's choices in purpose, perspective, and rhetorical approach.

Learning Experiences
Add additional rows below as needed.
Learning Experiences include *how* students will learn what they need to know and be able to do for *interpreting texts* and *constructing texts* expectations.

Learning Experience and Description	Grade Level Expectation (s) (from Unit Focus Standards)	Personalized Learning and Differentiation	Learning Experience Resources
Learning Experience 1. Anatomy of a Revolution (Remember/Understand) Students are introduced to the common components of revolutions and reform movements (e.g., causes and conditions, leadership, ideology, communication/rhetoric, turning points, outcomes). In small groups or individually, they conduct mini-research on historical revolutions (from a curated, teacher-approved list) to see how they "fit the bill." Findings are shared on a class anchor chart or concept map, creating a working framework of what makes a revolution. **Outcomes** Students will: ● Identify recurring components of revolutions (causes, leadership, rhetoric, outcomes). ● Conduct short, focused research using credible sources. ● Explain how rhetoric consistently plays a role in revolutionary movements. ● Contribute to a class framework for analyzing rhetoric within revolutions.	**11.T.RA.1.a** Generate and refine self-directed and teacher-directed questions for inquiry, including questions that require evaluating sources, considering credibility, and synthesizing ideas across multiple texts. **11.T.RA.1.b** Locate, evaluate, and synthesize information from a variety of credible print and digital sources to answer questions, solve problems, and support arguments. **11.T.C.1.c** Analyze how context (historical, cultural, social, political) shapes an author's choices in purpose, perspective, and rhetorical approach.	Mini-research scaffolds (question stems, curated sources); collaborative graphic organizers; flexible groupings.	Curated revolution/reform list (U.S. anchor movements, teacher-approved global examples with parent consent).
Learning Experience 2. Foundations of Argument and Rhetoric (Remember/Understand) In this introductory learning experience, students build foundational knowledge of argumentation by exploring how writers and speakers use language to persuade audiences. Teachers will explicitly introduce the essential components of argument—**claims**, **evidence**, **counterclaims**, and	**11.T.T.3.a** Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea **11.T.T.3.c** Apply argumentative techniques strategically to enhance writing and engage audiences. **11.T.SS.2.a** Analyze and evaluate how the use of	Teachers will guide students in reading argumentative texts that reflect moments of belief, resistance, or revolution. Through close reading and annotation, students will identify rhetorical structures, trace the development of arguments, and evaluate the author's use of rhetorical appeals. Instruction will include modeling, guided analysis, and structured discussion to support student	Revolutionary pamphlets Speeches Foundational documents

reasoning—as well as the **three classical rhetorical appeals**: **ethos** (credibility), **pathos** (emotional appeal), and **logos** (logical reasoning). Students will examine historically significant texts that were written or delivered during times of social or political change.Through close reading and annotation, students identify claims, trace reasoning, and analyze how rhetorical devices such as repetition and parallelism shape audience response. **Outcome** Students will: ● Identify claims, evidence, counterclaims, and reasoning in Revolutionary texts. ● Explain how ethos, pathos, and logos function to influence audiences. ● Analyze how rhetorical devices strengthen arguments. ● Explain how Revolutionary authors strategically constructed arguments to inspire action.	figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in line with the intended purpose.	understanding and use of academic language related to argument and rhetoric. ● Scaffolded graphic organizers for identifying claims, evidence, and appeals ● Modified or chunked text selections ● Peer or teacher-supported annotation groups ● Sentence stems for academic discussion and writing	
Learning Experience 3: Historical Context and Authorial Purpose **EQ: How do historical, social, and cultural contexts shape authorial purpose, voice, and tone?** In this learning experience, students explore how a text's argument is shaped by the time, place, and social conditions in which it was created. Teachers will guide students to understand how an author's background and the historical context of a text influence its **purpose** (the reason for writing), **voice** (the author's unique perspective and style), and **tone** (the attitude conveyed toward the subject or audience). Students examine argumentative texts written	**11.T.C.1.a** Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension. **11.T.C.1.b** Assess the impact of voice and tone on a text's reception by the audience. **11.T.C.2.c** Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text. **11.T.SS.2.a** Analyze and evaluate how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in line with the intended purpose.	Teachers will model how to identify elements of context and connect them to voice and tone. Students will annotate for word choice, imagery, references to setting or culture, and rhetorical stance. Instruction will include comparative discussions and written analysis connecting context to rhetorical purpose. ● Timelines or context-building visuals to support background knowledge ● Highlighted or color-coded excerpts for tone, voice, and setting clues ● Sentence stems for discussing purpose and historical influence	

during moments of significant cultural change. Through analysis of setting, word choice, and stylistic choices, students evaluate how authorial perspective and tone reflect and respond to the circumstances of the time. **Outcome** Students will: ● Analyze how historical and cultural context shape authorial purpose. ● Identify how voice reveals personal or communal perspective. ● Explain how tone signals an author's stance toward subject and audience. ● Evaluate how Revolutionary texts reflect and respond to the conditions of their time.		● Small-group analysis tasks to build understanding collaboratively ● Scaffolded charts for connecting argument elements to historical context	
Learning Experience 4: Argument Construction and Analysis **EQ: How do writers construct effective arguments to engage audiences in critical thought?** Students move from identifying arguments to constructing and critiquing them with purpose. Teachers introduce logical fallacies and model counterclaim structures. Students examine Revolutionary and modern texts to evaluate reasoning, identify fallacies, and analyze counterarguments. They then compose a short argumentative response (mini-argument task), applying claims, evidence, counterclaims, and appeals. Teachers also introduce organizational strategies (outlines, claim–counterclaim frameworks) as a scaffold for the Capstone project. **Outcome** Students will: ● Trace reasoning in Revolutionary texts.	**11.T.T.3.c** – Apply argumentative techniques, including reasoning, rhetorical appeals, and organization, to strengthen arguments. **11.T.T.3.d** – Integrate rhetorical devices and stylistic choices to develop voice and strengthen arguments. **11.L.V.1.b** – Use precise academic and disciplinary vocabulary to write and speak clearly.	Teachers will model how to trace the development of a line of reasoning and identify rhetorical choices that build connection and credibility. Students will apply this structure in their own writing and speaking, with feedback and revision opportunities. ● Argument planning frameworks or graphic organizers ● Modeled sentence structures for claims, transitions, and evidence analysis ● Peer and teacher conferences for feedback during writing development ● Exemplars with annotations showing line of reasoning and rhetorical moves	

- Identify and explain logical fallacies. - Compose a short argumentative response with claim, evidence, counterclaim, and appeals. - Apply organizational structures for argument writing as preparation for the Capstone.			
Learning Experience 5: Rhetorical Patterns in Revolutionary Texts (Analyze/Evaluate) EQ: *How do authors across genres use rhetorical strategies and patterns to persuade audiences around enduring themes of revolution?* Students examine how Revolutionary authors across genres—pamphlets, speeches, and poetry—develop rhetorical strategies to engage audiences around enduring themes such as liberty, justice, and rights. Students analyze texts across multiple genres, comparing how rhetorical choices such as tone, diction, figurative language, and structure reveal persuasive patterns. Through comparative analysis and discussion, students evaluate how Revolutionary authors used similar rhetorical strategies in distinct ways to inspire audiences. **Outcome** Students will: - Compare rhetorical strategies across multiple Revolutionary texts. - Analyze how authors use tone, diction, and figurative language to persuade. - Evaluate how rhetorical patterns engage audiences around common themes. - Argue which strategies were most effective in spurring Revolutionary thought.	**11.T.PM.1.a** Explain how a group of writers in a particular time and place came together to constitute a social/cultural/political movement. **11.T.PM.1.b** Identify and discuss major authors and works of three periods of English and American literary history, including key themes and stylistic features. **11.T.C.2.c** Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text. (I) **11.T.SS.2.a** Analyze and evaluate how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in line with the intended purpose. (I)	Teachers will guide students to trace how authors structure arguments around universal themes while adapting tone and style to suit their audiences. Students will annotate texts for rhetorical patterns and participate in structured discussions and comparative writing tasks. - Thematic tracking tools to organize observations across texts - Teacher-curated text sets with varying complexity levels - Group discussions using scaffolded questions or sentence frames - Visual mapping of the Rhetorical Transaction and its relationship to theme	

Learning Experience 6: Research on Rhetoric and Revolution (Evaluate/Create)	11.T.RA.1.a Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation. (I)	Teachers will model how to identify and interpret visual and sound-based elements, then support students in making connections to argument structure and rhetorical intent. Analysis will focus on how these features function within the Rhetorical Transaction framework.	Curated U.S. revolutions and reform movements list
Learning Experience 6: Research on Rhetoric and Revolution (Evaluate/Create) EQ: How can research help us understand how rhetoric shaped beliefs and spurred social or political change? In this culminating experience, students conduct research into how Revolutionary rhetoric influenced change. Using the curated U.S. revolutions/reform list (with optional parent-consent extensions), they select a text or movement and investigate how rhetorical strategies shaped public beliefs and spurred action. Students examine primary argumentative texts from their chosen movement and analyze how rhetorical appeals and strategies persuaded audiences in context. They synthesize findings in a multimodal product such as a speech, podcast, or video that demonstrates both their understanding of rhetoric and their ability to construct an argument. **Outcomes** Students will: ● Conduct research using credible sources to answer questions about rhetorical influence. ● Analyze rhetorical appeals and strategies in texts from Revolutionary and reform movements. ● Explain how rhetorical strategies shaped beliefs and spurred social or political action. ● Create a multimodal product that applies rhetorical techniques to communicate a clear argument to an intended audience.	**11.T.RA.1.a** Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation. (I) **11.T.RA.1.b** Synthesize information from a variety of credible sources to support a central thesis, citing appropriately. (I) **11.T.C.2.c** Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text. (I) **11.T.C.1.c** Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes. (C) **11.T.T.3.d** Integrate multiple rhetorical devices or appeals strategically.(C) **11.T.PM.1.a** Explain how a group of writers in a particular time and place came together to constitute a social/cultural/political movement. (I)	Teachers will model how to identify and interpret visual and sound-based elements, then support students in making connections to argument structure and rhetorical intent. Analysis will focus on how these features function within the Rhetorical Transaction framework. ● Use of visual analysis checklists or structured note-catchers ● Play-pause discussions during video or audio playback ● Comparison of multimodal texts to written texts with shared themes ● Choice-based analysis of different types of media ● Collaborative annotation of visual components using digital tools	Curated U.S. revolutions and reform movements list

Unit Texts
All texts meet grade level complexity guidelines regardless of course level. Support with reading comprehension, fluency, and vocabulary are provided to meet student needs.

Unit Core Texts	On-Level *grade level appropriate texts*	Honors *extensions/additional texts noted here for advanced study as applicable*	Support *grade level complex text (s) accessibility support provided for access to grade level content/texts*

Published: 10/2025 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

	that meet grade level complexity guidelines*		
Unit Novel (s), Plays, Extended Work (s) (Reading)	Thomas Paine: Common Sense	Thomas Paine: Common Sense	Leveled version of Common Sense
Other Prose Texts and Poetry (Reading)	Phyllis Wheatley: On Being Brought from Africa to America Declaration of Independence "Give Me Liberty, or Give Me Death", Patrick Henry (Speech)	Phyllis Wheatley: On Being Brought from Africa to America Declaration of Independence "Give Me Liberty, or Give Me Death", Patrick Henry (Speech) Gettysburg Address, Abraham Lincoln	Phyllis Wheatley: On Being Brought from Africa to America (Optional for ESOL Sheltered and SG SPED) EL and SG: excerpts from ● Declaration of independence ● "Give Me Liberty, or Give Me Death", Patrick Henry (Speech)
Visual Texts (Viewing)	The Declaration of Independence, July 4, 1776	Paul Revere: wood engraving titled "The Bloody Massacre Perpetrated in King-Street Boston on March 5th 1770"	
Auditory Texts (Listening)			
Multimodal Texts *(A single text that includes Integrated Modes)*	Benjamin Franklin: Join, or Die. a 1754 political cartoon	Paul Revere: wood engraving titled "The Bloody Massacre Perpetrated in King-Street Boston on March 5th 1770"	

Unit Novel (s), Plays, Extended Work (s): Fiction and non-fiction novels, memoirs, plays, etc. that are central to the unit context, topic, and theme.
Other Prose Texts and Poetry: Short stories, articles, poetry, essays, written speeches, etc.
Visual Texts: Art, photographs, images, graphs/charts, video/film, etc.
Auditory Texts: Selected excerpts of audio texts, podcasts, oratory/speeches, Ted Talks, etc.
Multimodal Texts: Text that includes Integrated Modes such as an article with an embedded video or infographic, websites, etc..