Unit and Lesson Context

- This is Lesson 13: Context is Everything from Introduction Rhetoric and Composition, Unit 1.
- This lesson is part of a unit that serves an overview of rhetorical choices that writers make when crafting letters. Students explore what rhetorical situation means, and how that impacts both the writer and the reader. Students will have recently read and analyzed "My Dungeon Shook", a letter from James Baldwin to his 15-year-old nephew. The letters presented in this lesson are part of a selection of letters that deal with race and ethnicity, confidence and hope, and family relationships.
- The purpose of this lesson is to build analytical reading skills as students consider context and exigence so that they can incorporate those elements into their analytical writing.

Unit Plan Daily Details

<table>
<tr><th colspan="2">Lesson 13: Context is Everything</th></tr>
<tr><th colspan="2">What</th></tr>
<tr><th>Standards: What knowledge and/or skills are students working towards?</th><th>Daily Objectives: What will students do today?</th></tr>
<tr><td>IRC R1.A: Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
CCR.I.A.4: Make evidence-based inferences about a text's meaning, intent, and values.
IRC W2.A: Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
H8.4: (D) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise.</td><td>SWBAT identify and analyze components of the rhetorical situation
SWBAT integrate context and exigence in written analysis</td></tr>
<tr><th colspan="2">Key Points: What will students know today?</th></tr>
<tr><th colspan="2">What Key Points</th></tr>
<tr><td>Task
• Identify: to know and say who someone is or what something is
• Analyze: to uncover the nature and relationship of the parts of a text through close and careful examination
• Integrate: to make something a part of a larger thing</td><td>Knowledge
• The rhetorical situation is the context surrounding a piece of rhetoric.
○ Exigence: an issue, problem, or situation that causes or prompts someone to write or speak
○ Writer: someone who uses communication for a particular purpose
○ Audience: the intended reader/listener for a piece of writing
○ Context: the social and political climate at the time of the publication and major historical events or movements leading up to that era
○ Message: the idea that the writer is attempting to convey to the audience
○ Purpose: (Author's): what the writer intends the audience to know or do
○ Tone: the author's attitude towards the subject</td></tr>
<tr><th colspan="2">How Key Points</th></tr>
<tr><td colspan="2">Write an Introduction Paragraph
a. Provide necessary background information on topic
b. Use transition words or phrases to connect topic to text</td></tr>
</table>

c. Draft thesis that includes rhetorical moves and author's purpose or message

OUTPUT: ET: Analysis Paragraph

How

For This Lesson…

TEACHER PREP:

- Divide students into small groups for collaborative practice.
- Research and reflect on the long history of family separation as a means of oppression. Examine the ideologies underlying the policies (first during times of slavery and presently with immigrant families).
- Complete and annotate the lesson handout as a teacher guide

MATERIALS

- **OneNote:** L13: Context is Everything

TEXT: "I Long for Freedom" and "To My Old Master"

How do we use historical context and exigence to analyze a text?

PRE (20)

- **DO FIRST** (5)
- Students look over the two timelines and then watch this 4-minute video about the 3/5 compromise
- Call on students to share their comments/conclusions with the whole class
- Present the guiding question and review the elements of the rhetorical situation, focusing on exigence and context
- Direct students to "I Long for Freedom" in the Unit 1 Reading Anthology

DURING (45)

- Allow a few moments for students to read the letter to themselves. Ask students to think about what Hannah Glover wants her son to feel.
- Guide students in answering Question 1 (listing phrases and identifying the rhetorical effect [AKA feelings involved])
- Focus your feedback on having them shorten quotes or being specific about which words they are quoting rather than inputting large pieces of text.
- Select students to share out
  - Push students to think about WHY Glover wrote her son in 1805 (exigence = she found out where he was/his address)
- Direct students to collaborate in pairs or groups to work on questions 2-4
- Return to whole group to debrief
  - Possible response to #4: in 1805, enslaved people were only considered 3/5th of a person and therefore treated like property. Many families were split up and sold to different masters. Because Hannah Glover, an elderly enslaved person, recently found her son's address, she wrote a letter to her son to ask him to help her gain freedom.
- Present Criteria for Success (CFS) for Independent Practice.
- Provide context for the Jourdon Anderson letter:
  - *Jourdon Anderson was formerly enslaved by Colonel Anderson. Jourdon and his family were freed by Northern soldiers. Colonel Anderson wrote a letter to Jourdon asking him to come back and work from him the plantation. This letter is Jourdon Anderson's response. It was published in local newspapers.*
- Students independently read "To My Old Master" by Jourdon Anderson and answer the IP questions
- T circulates to academically monitor

POST (20)

- Students use the context and exigence from their rhetorical situation chart to craft the first 3 sentences of an introduction paragraph (General statement + 2 sentences of specific context)

Other Notes

The purpose of this lesson is to have student practice using the elements of rhetorical situation IN their analysis writing.

Student Facing Materials

“I Long for Freedom”, Hannah Glover

Hannah Glover was a slave who had lost contact with her son, Cato, in 1785. Twenty years later, she wrote this letter, asking him to come rescue her.

Caldwell

June 3d 1805

My dear Son Cato

I long to see you in my old age I live in Caldwell with Mr. Glover the Minister of that place now my dear son I pray you to come and see your dear old Mother – Or send me twenty dollar and I will come and see you in Philadelphia – And if you can’t come to see your old Mother pray send me a letter and tell me where you live what family you have and what you do for a living – I am a poor old servant I long for freedom – And my Master will free me if any body will ingage to maintain me so that I do not come upon him – I love you Cato you love your Mother – You are my only son

This from your affection Mother –

Hannah Van Buskerk now –

Hannah Glover

P.S. My dear son I have not seen you since I saw you at Staten Island at Addee Barker’s 20 years ago – If you send any money send it by Dotr. Bonr and he will give it to me – If you have any love for you poor old Mother pray come or send to me My dear son I love you with all my heart ---

Hannah Van Buskerk

“To My Old Master”, Jourdon Anderson

In 1864, Jourdon Anderson and his wife Amanda escaped slavery when Union soldiers freed them from the plantation where they had been working for over 30 years. A year later, shortly after the end of the Civil War, Jourdon received a letter from a desperate Patrick Henry Anderson, urging him to return to the plantation to help save the family business. Jourdon dictated the following letter in reply. It was later reprinted in several newspapers. Jourdon Anderson and his family never returned to the Anderson plantation.

DAYTON, OHIO, August 7, 1865

To my old Master, Colonel P.H. Anderson, Big Spring, Tennessee.

Sir: I got your letter and was glad to find you had not forgotten Jourdon, and that you wanted me to come back and live with you again, promising to do better for me than anybody else can. I have often felt uneasy about you. I thought the Yankees would have hung you long before this for harboring

Rebs they found at your house. I suppose they never heard about your going to Col. Martin's to kill the Union soldier that was left by his company in their stable. Although you shot at me twice before I left you, I did not want to hear of your being hurt, and am glad you are still living. It would do me good to go back to the dear old home again and see Miss Mary and Miss Martha and Allen, Esther, Green, and Lee. Give my love to them all, and tell them I hope we will meet in the better world, if not in this. I would have gone back to see you all when I was working in the Nashville Hospital, but one of the neighbors told me Henry intended to shoot me if he ever got a chance.

I want to know particularly what the good chance is you propose to give me. I am doing tolerably well here; I get $25 a month, with victuals and clothing; have a comfortable home for Mandy, —the folks here call her Mrs. Anderson),—and the children—Milly, Jane and Grundy—go to school and are learning well; the teacher says Grundy has a head for a preacher. They go to Sunday- School, and Mandy and me attend church regularly. We are kindly treated; sometimes we overhear others saying, "Them colored people were slaves" down in Tennessee. The children feel hurt when they hear such remarks, but I tell them it was no disgrace in Tennessee to belong to Col. Anderson. Many darkies would have been proud, as I used to be, to call you master. Now, if you will write and say what wages you will give me, I will be better able to decide whether it would be to my advantage to move back again.

As to my freedom, which you say I can have, there is nothing to be gained on that score, as I got my free papers in 1864 from the Provost- Marshal- General of the Department of Nashville. Mandy says she would be afraid to go back without some proof that you are sincerely disposed to treat us justly and kindly; and we have concluded to test your sincerity by asking you to send us our wages for the time we served you. This will make us forget and forgive old scores, and rely on your justice and friendship in the future. I served you faithfully for thirty-two years and Mandy twenty years. At twenty-five dollars a month for me, and two dollars a week for Mandy, our earnings would amount to eleven

thousand six hundred and eighty dollars. Add to this the interest for the time our wages has been kept back and deduct what you paid for our clothing and three doctor's visits to me, and pulling a tooth for Mandy, and the balance will show what we are in justice entitled to. Please send the money by Adams Express, in care of V. Winters, Esq., Dayton, Ohio. If you fail to pay us for faithful labors in the past we can have little faith in your promises in the future. We trust the good Maker has opened your eyes to the wrongs which you and your fathers have done to me and my fathers, in making us toil for you for generations without recompense. Here I draw my wages every Saturday night, but in Tennessee there was never any pay-day for the Negroes any more than for the horses and cows. Surely there will be a day of reckoning for those who defraud the laborer of his hire.

In answering this letter please state if there would be any safety for my Milly and Jane, who are now grown up and both good-looking girls. You know how it was with Matilda and Catherine. I would rather stay here and starve, and die if it comes to that, than have my girls brought to shame by the violence and wickedness of their young masters. You will also please state if there has been any schools opened for the colored children in your neighborhood, the great desire of my life now is to give my children an education, and have them form virtuous habits.

P.S. —Say howdy to George Carter, and thank him for taking the pistol from you when you were shooting at me.

From your old servant,

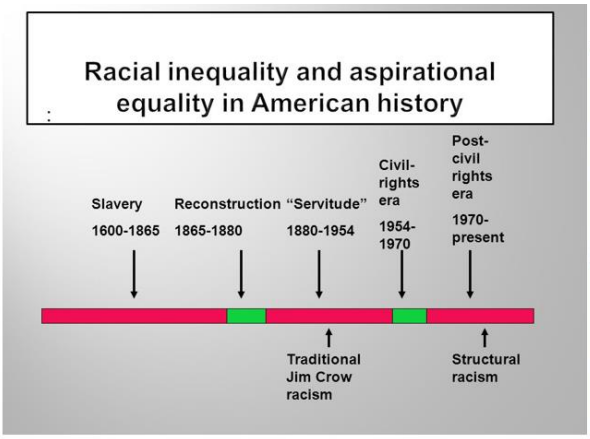
Jourdon Anderson

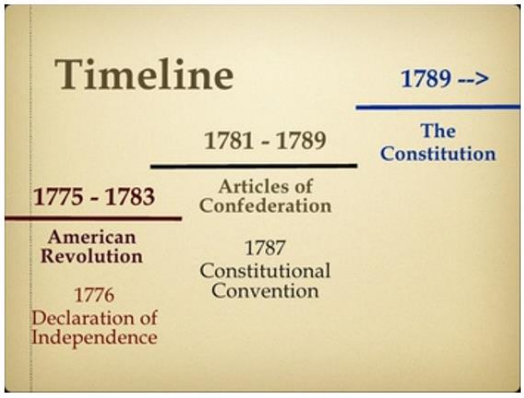
Unit 1 L13 Context is Everything

	Today we will… identify and analyze components of the rhetorical situation Integrate context and exigence in written analysis

PRE **20 mins**

Do First:





Watch this video about the 3/5 Compromise and write down bullet points about the 3 Ws. The 2 timelines help put this historic decision in context.

- When?
- What?
- Why?

[write here]

Guiding Question:
How do we use historical context and exigence to analyze a text?

Key Points

- The **rhetorical situation** is the context surrounding a piece of rhetoric.
  - **Exigence**: an issue, problem, or situation that causes or prompts someone to write or speak
  - **Writer**: someone who uses communication for a particular purpose
  - **Audience**: the intended reader/listener for a piece of writing
  - **Context:** the social and political climate at the time of the publication and major historical events or movements leading up to that era
  - **Message**: the idea that the writer is attempting to convey to the audience
  - **Purpose**: (Author's): what the writer intends the audience to know or do
- **Tone**: the author's attitude towards the subject
  *You can use the Emoji Tone Chart to find words to describe tone.

DURING 45 mins

Guided Practice

Analyzing Context and Exigence in "I Long for Freedom"

☐ In your U1 Reading Anthology, read "I Long for Freedom" by Hannah Glover.

- List 4 short phrases Glover uses to create an emotional appeal. What feeling is she trying to invoke?

[write here]

- Let's think about the social and political climate at the time of this letter. **Answer both questions below.**
  - Hannah Glover lost contact with her son between 1785 and 1805. What was happening in the United States approximately at that time?
  - What impact might the political decisions of the time (i.e. the 3/5 compromise) have on Hannah Glover's situation?

[write here]

- What is the **exigence** of this letter?

[write here]

- Now, let's put the information #2 (context) and #3 (exigence) together to write introductory sentences for an analysis paragraph.

In [insert time period], [description of what was happening]. Because [exigence], [describe the speaker] wrote a letter to her son [briefly state her message].

[write here]

Independent Practice

☐ In your U1 Reading Anthology, read "To My Old Master" by Jourdon Anderson.

☐ Highlight phrases where Jourdon Anderson is throwing shade (aka sarcasm).

☐ Fill out the rhetorical situation for the letter. Focus on context and exigence.

Speaker	[what you know or can infer about Jourdon Anderson]?
Audience	[describe primary and secondary audience]
Message	[what is Jourdon Anderson saying?]
Context	[what was the social and political events of the time?]
Exigence	[what prompted Jourdon Anderson to write?]
Purpose	[what did he want others to know and do?]

How would you describe Jourdon Anderson's tone? Provide at least 2 text examples.

[write here]

POST **20 mins**

Exit Ticket – Analysis Intro Paragraph

Combine the context and exigence from the rhetorical situation to write the first 3 sentences of an analysis paragraph for "To My Old Master". (General statement + 2 sentences of Specific Context)

[write a 2-3 sentence response here]

Scoring Rubric

Provides necessary background information in a concise, yet detailed manner. Introduces the speaker and accurately addresses exigence.	Provides adequate background information. Introduces the speaker and addresses exigence appropriately.	Background information is slightly generic or choppy. Attempts to address exigence, but relevant information may be missing. May be too wordy or too brief.	Does not effectively establish the context or exigence for the text. Sentence construction makes it difficult to understand. Response is unacceptably brief.

Emoji Tone Chart

Mood (Emotion) Words makes the audience feel...	Tone Words (author's attitude)
Startled Shocked	Sarcastic Cynical
Sentimental Contemplative Wistful	Lighthearted Amused
Empowered Enlightened	Reassuring Optimistic
Remorse Guilt	Sentimental Nostalgic
Empathy Sympathy	Stern Scornful
Awe Wonder	Arrogant Moralistic
Grief Distress Concern	Flippant Glib
Aggravated Incensed	Candid Resigned Passive
Cheerful Hopeful	Incisive Authoritative
Sober Solemn	Passionate Urgent
	Serious Mournful