

ARTS IN MOTION CHARTER SCHOOL | 11th Grade AP English Language CURRICULUM MAP

Projects	Essential Questions	Enduring Understandings	Cognitive Skills	CCSS	Final Product
Visual Rhetorical Analysis	<ul style="list-style-type: none"> How can we effectively persuade a diverse community to believe in the message we present? 	<ul style="list-style-type: none"> Rhetoric acts as a universal and timeless tool to persuade and share arguments through various media. Rhetorical strategies and rhetorical devices effectively, but sometimes deceptively, strengthen the impact of an argument on the intended audience. 	<ul style="list-style-type: none"> Critiquing the Reasoning of Others Explanation of Evidence Selection of Evidence Structure Theme/Central Idea Word Choice 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RI.11-12.3 CCSS.ELA-LITERACY.RI.11-12.4 CCSS.ELA-LITERACY.RI.11-12.5 CCSS.ELA-LITERACY.RI.11-12.6 CCSS.ELA-LITERACY.RI.11-12.8 CCSS.ELA-LITERACY.W.11-12.1 CCSS.ELA-LITERACY.W.11-12.5 	<ul style="list-style-type: none"> Rhetorical Analysis Essay Marketing Campaign
Literary Analysis Essay (AP Lang)	<ul style="list-style-type: none"> How do writers communicate ideas through literature? 	<ul style="list-style-type: none"> Creative writing is a powerful means of conveying ideas about humanity and the world in which we live. 	<ul style="list-style-type: none"> Conventions Development Explanation of Evidence Integration of Evidence Introduction and Conclusion Selection of Evidence Style and Language (Tone, Academic Language, Syntax) Theme/Central Idea Word Choice 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.RL.11-12.1 CCSS.ELA-LITERACY.RL.11-12.2 CCSS.ELA-LITERACY.RL.11-12.3 CCSS.ELA-LITERACY.RL.11-12.4 CCSS.ELA-LITERACY.RL.11-12.5 CCSS.ELA-LITERACY.W.11-12.2 CCSS.ELA-LITERACY.W.11-12.5 	<ul style="list-style-type: none"> Performance Task
Dear Editor	<ul style="list-style-type: none"> How do writers utilize logic to convince and/or distract their audience from their true purpose? How does one construct a logical argument that is persuasive? 	<ul style="list-style-type: none"> Logic is an argumentation skill that can effectively persuade an audience. By utilizing logic, students will understand that logic can both mask a writer's true purpose and reveal the level of validity of an argument. 	<ul style="list-style-type: none"> Argumentative Claim Counterclaims Critiquing the Reasoning of Others Explanation of Evidence Introduction and Conclusion Organization (Transitions, Cohesion, Structure) Selection of Evidence 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RI.11-12.3 CCSS.ELA-LITERACY.RI.11-12.4 CCSS.ELA-LITERACY.RI.11-12.5 CCSS.ELA-LITERACY.RI.11-12.6 CCSS.ELA-LITERACY.RI.11-12.8 CCSS.ELA-LITERACY.W.11-12.1 	<ul style="list-style-type: none"> Final Op-Ed
Nuclear Technology	<ul style="list-style-type: none"> Would humanity be better off without radioisotopes? 	<ul style="list-style-type: none"> Nuclear technology is an issue with no easy answers; we must weigh both the benefits and drawbacks of it to reach a conclusion. 	<ul style="list-style-type: none"> Argumentative Claim Comparing/ Contrasting Counterclaims Explanation of Evidence Integration of Evidence Point of View/Purpose Precision Synthesizing Multiple Sources 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RI.11-12.3 CCSS.ELA-LITERACY.RI.11-12.4 CCSS.ELA-LITERACY.RI.11-12.5 CCSS.ELA-LITERACY.RI.11-12.6 CCSS.ELA-LITERACY.RI.11-12.8 CCSS.ELA-LITERACY.W.11-12.1 CCSS.ELA-LITERACY.W.11-12.5 	<ul style="list-style-type: none"> Synthesis Essay

<p>Creative Nonfiction Project</p>	<ul style="list-style-type: none"> • How do writers tell true stories that are as engaging as fictitious ones? • How does the structure of a creative nonfiction essay impact the essay's effect on a reader? 	<ul style="list-style-type: none"> • Writers use tone, diction, imagery, detail, syntax, and organization to depict an experience that communicates some universal truth about life. • The structure of a creative nonfiction essay is as important as its content and language. 	<ul style="list-style-type: none"> • Conventions • Development • Discussion / Contribution • Narrative • Organization (Transitions, Cohesion, Structure) • Structure 	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RI.11-12.1 • CCSS.ELA-LITERACY.RI.11-12.2 • CCSS.ELA-LITERACY.RI.11-12.3 • CCSS.ELA-LITERACY.RI.11-12.4 • CCSS.ELA-LITERACY.RI.11-12.5 • CCSS.ELA-LITERACY.RI.11-12.6 • CCSS.ELA-LITERACY.RI.11-12.8 • CCSS.ELA-LITERACY.W.11-12.1 • CCSS.ELA-LITERACY.W.11-12.3 • CCSS.ELA-LITERACY.W.11-12.5 	<ul style="list-style-type: none"> • Creative Nonfiction Essay
<p>Humanities Research Paper</p>	<ul style="list-style-type: none"> • How can I use my research, communication and critical thinking skills to inform and influence others about a specific aspect of an APUSH historical era? 	<ul style="list-style-type: none"> • Informational and argumentative writing is an important tool to spread knowledge and effect change; a strong grounding in credible, reliable and relevant research makes our ideas and arguments stronger, more effective and more influential. 	<ul style="list-style-type: none"> • Asking questions • Counterclaims • Explanation of Evidence • Informational/Explanatory Thesis • Integration of Evidence • Multimedia in Oral Presentation • Oral Presentation • Organization (Transitions, Cohesion, Structure) • Selecting Relevant Sources • Style and Language (Tone, Academic Language, Syntax) 	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RI.11-12.1 • CCSS.ELA-LITERACY.RI.11-12.2 • CCSS.ELA-LITERACY.RI.11-12.3 • CCSS.ELA-LITERACY.RI.11-12.4 • CCSS.ELA-LITERACY.RI.11-12.5 • CCSS.ELA-LITERACY.RI.11-12.6 • CCSS.ELA-LITERACY.RI.11-12.8 • CCSS.ELA-LITERACY.SL.11-12.2 • CCSS.ELA-LITERACY.SL.11-12.4 • CCSS.ELA-LITERACY.SL.11-12.5 	<ul style="list-style-type: none"> • Final Product: Oral Presentation • Final Product: Research Paper

ARTS IN MOTION CHARTER SCHOOL | 11th Grade AP English Language UNIT PLAN

Project	Visual Rhetorical Analysis
Suggested Time	<ul style="list-style-type: none"> ● 5 Weeks
Essential Questions	<ul style="list-style-type: none"> ● How can we effectively persuade a diverse community to believe in the message we present?
Enduring Understandings	<ul style="list-style-type: none"> ● Rhetoric acts as a universal and timeless tool to persuade and share arguments through various media. ● Rhetorical strategies and rhetorical devices effectively, but sometimes deceptively, strengthen the impact of an argument on the intended audience.
Cognitive Skills	<ul style="list-style-type: none"> ● Critiquing the Reasoning of Others ● Explanation of Evidence ● Selection of Evidence ● Structure ● Theme/Central Idea ● Word Choice
Focus Areas	<ul style="list-style-type: none"> ● Appeals 2 ● Logic 1 ● Audience and Purpose 3 ● Rhetoric 3B
CCSS	<ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.RI.11-12.1 ● CCSS.ELA-LITERACY.RI.11-12.2 ● CCSS.ELA-LITERACY.RI.11-12.3 ● CCSS.ELA-LITERACY.RI.11-12.4 ● CCSS.ELA-LITERACY.RI.11-12.5 ● CCSS.ELA-LITERACY.RI.11-12.6 ● CCSS.ELA-LITERACY.RI.11-12.8 ● CCSS.ELA-LITERACY.W.11-12.1 ● CCSS.ELA-LITERACY.W.11-12.5
Checkpoints	<ul style="list-style-type: none"> ● Rhetorical Device Analysis ● AP timed Write ● Imitate an Ad Campaign ● Create an Ad Campaign ● Essay Pre-Write

Final Product	<ul style="list-style-type: none"> ● Rhetorical Analysis Essay (See attached Sample) ● Marketing Campaign
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ARTS IN MOTION CHARTER SCHOOL 11th Grade AP English Language LESSON PLAN					
Project	Visual Rhetorical Analysis	Essential Questions	<ul style="list-style-type: none"> ● How can we effectively persuade a diverse community to believe in the message we present? 	Final Product	<ul style="list-style-type: none"> ● Rhetorical Analysis Essay ● Marketing Campaign

Checkpoint	<ul style="list-style-type: none"> ● Rhetorical Device Analysis
Cognitive Skills	<ul style="list-style-type: none"> ● Theme/Central Idea ● Structure ● Word Choice
Objective	<ul style="list-style-type: none"> ● Students will learn how to use the SOAPStone technique to analyze rhetoric in texts, such as the “I Have a Dream” speech by Martin Luther King.
Activities	<ul style="list-style-type: none"> ● “I Have a Dream” by Martin Luther King Jr. (See attached Sample) ● Group Review of Advertisements
Resources	<ul style="list-style-type: none"> ● N/A
Assessment	<ul style="list-style-type: none"> ● Performance task assessment using cognitive skills (See attached Sample)

Graphic organizer to analyze rhetorical techniques in a text.

Graphic Organizer

Name:

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content, and ideas text. What is this piece the key points of the text?	
Context of the piece; the current situation which gave rise to the	
Audience to whom this piece is intended. Who may be one person, a small group. What interests or values do the audience share?	
Style of the text. What does the speaker want the audience to do, say or choose?	
Background of the story, or in the author. What do we know about the author's life and views that shape	
Language and use of rhetorical techniques. How does the speaker's tone? Is the speaker sincere or deadly serious?	

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Rhetorical Analysis Essay Assignment Sheet

Assignment Description:

You will now write a standard, five (or more) paragraph rhetorical analysis essay about the advertising campaign that you created. For this analysis you should identify all elements of the rhetorical triangle (rhetor, audience, purpose, context) for your company. You will also need to analyze the effectiveness of your text-heavy ads and your visual ad (i.e. your overall effectiveness as a marketer). To do this, you'll explain the choices you made when it comes to medium (where your ads appear) and rhetorical devices (both text-based and visual), and explain why those choices were effective in sending the message you were trying to send to your target market. Finally, you will critique the effectiveness of your campaign: in which ways does it fall short? How could it have been more persuasive? For whom?

Grading Specifications:

Your paper will be graded on the following Cognitive Skills:

- Theme/central idea
- Word choice
- Structure
- Critiquing the reasoning of others
- Selection of evidence
- Explanation of evidence

Expectations:

Your paper should . . .

- Be written INDIVIDUALLY and in entirety in your own words.
- Be 4-6 pages in length, with at least three body paragraphs (analysis of text-heavy ads, analysis of visual ad, critique paragraph) and three pieces of evidence PER paragraph.
- Follow Standard English conventions, meaning that spelling and grammar errors should be extremely minimal.
- Follow MLA format. (Times New Roman, Size: 12 font, NO EXTRA SPACES BETWEEN PARAGRAPHS, heading, title etc.) If your paper does not follow these guidelines, I will not grade it. **I will be looking for proofreading errors and marking them as I go; once I get to three proofreading errors, I will send it back to you for immediate revision without a grade.**
- Be accompanied by an advertising campaign. This should be uploaded in to the PowerPoint deck found in the PLP step titled: "Create Advertising Campaign." You might also include a link to that powerpoint deck at the end of your essay.

I Have a Dream

Martin Luther King, Jr.

Context for this Speech

Dr. Martin Luther King, Jr. delivered this speech to marchers in front of the Lincoln Memorial in Washington D.C. on August 28, 1963. Dr. King was a leader during the American Civil Rights movement from 1955 until 1968. He helped African Americans protest for rights towards racial equality in America. He is one of the greatest nonviolent leaders in world history.

Speech

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself in exile in his own land. So we have come here today to dramatize an shameful condition.

In a sense we've come to our nation's Capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check; a check which has come back marked "insufficient funds."

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient

funds in the great vaults of opportunity of this nation. So we have come to cash this check- a check that will give us upon demand the riches of freedom and the security of justice.

Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

And as we walk, we must make the pledge that we shall march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?"

We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating "for whites only." We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident; that all men are created equal." I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

I have a dream that one day down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification, that one day right down in Alabama little black

boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

This is our hope. This is the faith that I will go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood.

With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with new meaning, "My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the Pilgrims' pride, from every mountainside, let freedom ring."

And if America is to be a great nation, this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania. Let freedom ring from the snow-capped Rockies of Colorado. Let freedom ring from the curvaceous slopes of California. But not only that; let freedom ring from the Stone Mountain of Georgia. Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring. And when this happens, and when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! Free at last! Thank God Almighty, we are free at last!"