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Units *&* Lessons

ENGLISH LANGUAGE ARTS

English I

Grant funded by:



Lesson 3: Rhetorical Questions

Focus Standard(s): RI. 9.6

Additional Standard(s): RI. 9.3; RI. 9.7; W.9.2a, b, e, f; SL.9.3

Estimated Time: 2-3 days

Text(s):) Paragraphs 4-12 of [“We’re On Our Way, “Speech](#) (September 1964) by Fannie Lou Hamer; [No More: The Children of Birmingham 1963 and the Turning Point of the Civil Rights Movement](#)

Resources and Materials:

- Handout 3.1: Rhetorical Tracking Tool
- Handout 2.3: Short Response Rubric and Checklist
- [Audio of "We're On Our Way"](#)
- [PBS Black Culture Connection](#)
- [Dialectical Journals](#)

Lesson Target(s):

- Determine author’s point of view and purpose.
- Identify ethos, pathos, logos in text.
- Analyze how audience and purpose influence the speaker’s choice of words.
- Analyze how speaker’s lived experience influences the speaker’s choice of words.
- Analyze how the author uses rhetoric to advance the author’s purpose and point of view.
- Analyze the series of events in a text and determine its effect on the author’s purpose.

Guiding Question(s):

- How does rhetoric advance the author’s purposes?
- How does the author unfold events and details in the text to reveal the author’s purpose?

Vocabulary

Academic Vocabulary:

- Advance (advance the author’s purpose)
- [List of Rhetorical Devices](#) (Not every word will need to be memorized. Students should be expected to learn new words from repeated exposure to the list as the unit progresses.)

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

In-ConTEXT Vocabulary:

- Addressed
- Hot

Strategies for Teaching How to Determine Meaning from Context Clues:**Direct Instruction Text Vocabulary:**

- Before students read the text, have them choose words that they do not know and choose strategies from the “Instructional Strategies for Direct Instruction” Text Vocabulary list to the right to help them understand the word.

Instructional Strategies for Direct Instruction Text Vocabulary:

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Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<p>Anticipatory Set/Introduction to the Lesson</p> <p>Note: In this lesson, students will read and analyze Paragraphs 4-12, in which Mrs. Hamer documents the response of her action of registering to vote and the impact it had on her family and members of her community. Students will analyze the text through the lens of rhetoric and analyze how her use of rhetoric advances her purpose. Students will analyze specific methods of rhetoric such as rhetorical questions, appeal to consciences, and allusions. Students will also analyze narrative text structure in the paragraphs and analyze how the details presented help develop her purpose.</p> <p>Students will participate in a brief survey on PBS Black Culture Connection. Give the students the following instructions:</p> <p style="padding-left: 40px;">Based on what we have read so far in “We’re On Our Way,” I hope that you have become more aware of how important this time was for reform and change across the United States. 1963 was a huge year for the Civil Rights Movement, and I would like to challenge you to test your knowledge of the time by participating as a class answering these True and False questions. Now, when we begin, I ask that you do not raise your hands in the air. We are going to make this as quick, quiet, and discreet as possible. So, if you think the answer is true, give me thumbs up right about here (teacher indicates spot in stomach-region, placed right about the top of the desk, giving a thumbs up.) And, I’m sure you already know what I am going to say next—if you think the statement is false, do the thumbs down instead. Do not talk during this exercise; it is not a team effort.</p> <p>Teacher starts the quiz. For each question, the teacher counts for majority of thumbs per question on the True or False survey, plugs in answers, and submits the completed quiz, then reviews the answers quickly to see if the majority of the class was correct or incorrect.</p> <p>Understanding Lesson Purpose and Student Outcomes</p> <p>Post the RI. 9.6 standard for students to review. Cold call on a students to read the standard. Ask for a student volunteer to explain what the standard means, and what they are will be expected to do at the end of the lesson. Ask students how many of them</p>	

understand that they will analyze how effectively Mrs. Hamer uses rhetoric to advance her purpose in Paragraphs 4-12. Tell students that they will analyze how Mrs. Hamer present the information in the text, and identify and analyze the specific examples and determine how the specific examples help supports Mrs. Hamer’s purpose.

Remind students that rhetoric refers to the specific techniques that writers or speakers use to create meaning in a text, enhance a text or a speech, and in particular, persuade readers or listeners. Tell students that although they are familiar with some rhetorical devices, there are several other devices and they should refer to the [List of Rhetorical Devices](#) and the “Rhetorical Devices Notes” from the previous lesson. Tell students to turn to list take 3-5 minutes to quickly look at the list again, and reread the unfamiliar devices they identified during the previous lesson.

Activity 1: Video and Discussion

Tell student to take out their [Dialectical Journals](#). Display the sample entry and tell students to create the entry in their journal.

Have a discussion of the meaning of the word advance as it is used in RI. 9.6.

Tell students that they will watch the video [No More: The Children of Birmingham 1963 and the Turning Point of the Civil Rights Movement](#) which gives a brief overview of the climate of the 1963 Civil Rights Era. Students will watch the video and will understand a few things during the video, including the types of rhetoric (logos, pathos, ethos) the filmmaker is using. Students will analyze the images, the contrast, the music choice, the wording of the speaker’s speech, his tone of voice, etc., as well as how the author uses them to advance his/her point of view or purpose.

Appeal	Scene	Viewer Reaction/Analysis
Ethos: The appeal of a text to the credibility and character of the speaker, writer, or narrator,		
Pathos: The appeal of the text to the emotions or interests of the audience		
Logos: The appeal of the text based on the logical reasoning of the arguments presented		

Have students analyze how the filmmaker unfolds an analysis or series of ideas or events, including the order in which points are made, how they are introduced, and the connections being made. Ask students to remember what they can and will give them a few minutes after the video to jot some of their ideas down, and then share their thoughts with the person next to them.

Demonstrate an understanding of the group task by probing them with an example response created by the teacher, explaining how and why the film shows ethos, pathos, or logos.

Model a response to an analysis-unfolding question and make a connection between the filmmaker's presentation of the *Letter From Birmingham Jail* followed by the horrific events in Birmingham shortly after, involving the police dogs and fire hoses to disperse protesters. Be sure to discuss how this use of rhetoric advances the author's point of view or purpose.

Have students discuss and analyze the film and the rhetorical devices found in it.

Activity 2: Homework Accountability

Display a map of MS. Tell the students to take their homework from last night and volunteers to tell the class: 3 things you found out, 2 interesting things, 1 question they still have after reviewing the map for homework. After 3 or 4 students respond, collect the homework.

Activity 3: Reading and Discussion

Tell students to find Paragraphs 4-12 in their student manual. Inform students that they will continue to listen to the speech "We're On Our Way" and they will pause, annotate the text, and take notes on the **Handout 3.1: Rhetorical Tracking Tool**. Tell students that they will listen to each paragraph, stop and Turn and Talk to their partner about the paragraph, identify the rhetorical devices, the appeals, and analyze how the author unfolds the events in the paragraphs.

Note: Start and stop the audio of the text for each section discussed.

- Paragraph 4:
 - What is the purpose of paragraph?
 - What rhetorical device the author use? ("Hot"-Figurative language: imagery, emotional words)
 - What impact does the device have on establishing the author's purpose?
- Paragraph 4 and 5:
 - Reread the statement: "Pap, did you tell Fannie Lou what I said?" "He said, 'Yes, sir' and I walked out.'" How does Hamer's use of rhetoric in this statement help advance her purpose?

- Paragraphs 6, 7, 8:
 - How does Hamer use rhetoric in the paragraph to advance her purpose?
 - What impact does the rhetoric have on the audience?
- Paragraph 9:
 - What effect do the questions in the paragraph create?

Explain to students that Hamer is using a rhetorical device called rhetorical questions, which are “questions that a speaker or writer asks but does not necessarily expect the reader or listener to answer directly.” Rather, rhetorical questions are meant to cause the reader or listener to think.

Lead a brief share out of the examples of rhetoric student pairs identified in Paragraphs 10 and 11. Instruct students to discuss how the rhetoric they identified supports Hamer’s purpose for writing. Direct students to use their Rhetorical Impact Tracking Tool to record the examples of figurative language, alliteration, appeal to ethos, and rhetorical questions as discussed here. Have students share out responses.

Activity 4: Quick Write

Tell students to listen to and annotate Paragraph 12. Next, instruct students to respond to the following prompt: How does Hamer use rhetoric in Paragraph 12 to advance her purpose?

Instruct students to find the **Handout 2.3: Short Response Rubric and Checklist**. Review the rubric and checklist with the students. Instruct students to use their annotations to assist in writing their response and to include vocabulary from the lesson in their response.

Remind students that they will be completing an activity similar to this with a different speech without teacher or peer support in the final lesson, so they need to ask questions and make mental notes or physical study notes of their process they use so that they can apply it to a new text.

Call on students to share responses.

- ✓ This lesson may take multiple days. Although the quick write is the culmination assessment activity for the lesson, teachers should develop a formative assessment each day for students. The use of the [Tools for Formative](#)

[Assessment- Techniques to Check for Understanding- Processing Activities](#) and [Take Three! 55 Digital Tools and Apps for Formative Assessments Success](#) to help establishing formative assessment routines in the classroom.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Provide students with a model example about a different text.
- Provide students with an anchor chart or list of sentence starters.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Have students write the analysis discussing terms from [a more extensive list of rhetorical devices](#).

Activity 5: Individualized Conventions of Standard English Revision Mini-Lesson

View students' written products. Determine specific areas of need for errors in Standard English or general improvements (such as adding a colon) to their conventions, provide feedback on the most pressing area of need, and provide students with the opportunity (perhaps through videos on the internet) to view a tutorial to help them understand the convention concepts and skills they need to improve upon. Tell students that they will view a tutorial about a particular skill so that they can demonstrate command of a specific Standard English grammar, capitalization, punctuation, or spelling skill and concept they need to improve upon. Tell students that if the tutorial is not helping, they will need to ask for assistance.

Note: Look for common areas of need amongst students' writing and group students based on areas of need.

Have students write a short summary of what they learned with examples. Students should then apply what they have learned to their writing from Activity 4. Have students attach their summary to their revised writing and submit for a grade, if desired.

- ✓ Check to see if students have demonstrated command of the specific Standard English grammar, capitalization, punctuation, or spelling skills and concepts they focused on during their revisions.

Reflection and Closing

Have students reflect on how they accomplished the lesson targets and start to develop a study guide for writing about how writing an analysis evaluating an author's use of rhetoric to advance his/her purpose and point of view.

Homework

If students did not complete Quick Write, allow them to take the assignment home to complete.
Tell students they will need to continue working on **Handout 3.1: Rhetorical Tracking Tool** for homework.

Handout 3.1: Rhetorical Tracking Tool

Name:		Class:		Date:	
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Directions: Identify and record each of the following elements of the author’s argument in the text (or portion of text): central claim, supporting claims, evidence, and reasoning. Remember that evidence supports claims and reasoning connects evidence to a claim. Reasoning also may explain the relationship among claims or across evidence.

Text:	
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RI.9-10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose

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For training or questions regarding this unit,
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