Unit Plan

11th Grade Contemporary Composition

The Rhetoric of War

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Professor Rowlands

S ED 525 EN

May 5, 2010
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UNIT PLAN INTRODUCTION

A. This unit, focusing on the use of rhetoric in persuasive texts, takes place during the second semester of an 11th grade Language Arts course. The second semester is devoted primarily to contemporary composition, while the first semester focuses on American Literature. This is the second unit covered in the semester, with students familiarizing themselves with how to read and write a descriptive, expository text in the first unit of study. In the first unit of the semester, students had a brief introduction to the rhetorical strategies of ethos, pathos, and logos. The second unit, presented here, focuses on students’ ability to identify these rhetorical strategies in persuasive texts such as Ronald Reagan’s speech “The Campaign Against Drug Abuse” and John Hooten’s article “Fighting Words: The War Over Language,” and demonstrate their knowledge by a variety of written and oral assignments which culminate in students writing a persuasive essay of their own in which they must effectively use ethos, pathos, and logos in proving their point.

B. The entire unit and its associated texts are connected with the ERWC template in that the texts and most activities are based on the mandated textbook for this course developed by LAUSD in conjunction with the ERWC template. The unit uses scaffolding and Bloom’s taxonomy to introduce students to reading the persuasive texts followed by students writing their own text. A number of reading and writing strategies such as vocabulary development, pre reading, predicting, free writing, chunking, summarizing, and note taking are used throughout the unit.

C. Each lesson in the unit provides students the opportunity to develop their skills in listening, reading, writing, and speaking. Students frequently work in small groups, pairs, or a class, listening and speaking about the written material they have read or listened to. Students write on a daily basis either through the use of a warm up question or homework questions asking for a student response to the text. In the unit students read two persuasive texts as mentioned above and listen to a persuasive speech delivered by President Obama.

D. In order to make learning more interesting, tangible, and differentiated for all students, media and technology are used intermittently throughout the unit. Students begin their study of Ronald Reagan’s
speech by listening to and interacting with the teacher as she presents a PowerPoint on the context of the speech. Students then read along as they listen to audio of the speech from an mp3. To reinforce students’ understanding of war metaphors and rhetorical strategies in persuasive speeches, they watch a video of President Obama’s address to students. An overhead projector is also used in two of the unit’s lessons to assist students in sharing their responses to an assignment with the class.

E. During the course of this unit, the needs of Visual/Spatial learners were met through activities such as illustrating student discussion points on a poster, using numerous graphic organizers to outline, extend and make connections with the text, and viewing video to reinforce ethos, pathos, and logos. Verbal/Linguistic learner’s needs were met through discussion, verbal brainstorming, and orally presenting their responses to a variety of texts. This unit also implemented the use of collaborative groups, which appeal to Verbal/Linguistic learners as well as Interpersonal and English language learners. Since much of the class is made up of varying levels of ESL students, the groups are pre-selected by the teacher to help students enhance their ease of usage of the English language. Conversely, independent work done through journals, quick writes, and reflections aided in meeting the needs of Intrapersonal learners.

F. The unit’s summative assessment tool is a persuasive essay written on a topic of the student’s choosing (having been approved by the teacher.) Students demonstrate in their essay that they are able to identify and use the rhetorical strategies of ethos, pathos, and logos by using these to persuade their reader. Students spend class time working on the assessment by brainstorming in groups ways they can incorporate these different strategies into their essay, writing a draft of the essay that may be taken home for completion, and revising the essay in small groups. In addition to demonstrating their practical knowledge of ethos, pathos, and logos in the essay, students are also graded on their knowledge of standard English written conventions such as grammar, diction, and paragraph and sentence structure, and an understanding of English usage. Students are graded using a rubric based on the CSU Essay Scoring Guide which students have had previous experience with.
**UNIT OVERVIEW**

Unit Topic: The Rhetoric of War  
Course: 11th Grade Contemporary Composition/American Lit

Standards addressed:  
Reading 1.3 Discern the meanings of analogies encountered…
Reading 2.1 Analyze both the features and rhetorical devices of different types of public documents
Writing 1.7 Use systematic strategies to organize and record information
Writing 1.1 Demonstrate an understanding of the elements of discourse in persuasive writing
Reading 2.6 Critique the power validity and truthfulness set forth in public documents.…

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<tr>
<td>Objectives</td>
<td>When students read or write persuasive essays they WBAT identify instances of war metaphors and describe what those metaphors do for a reader.</td>
<td>When students read “Fighting Words: The War over Language” they WBAT: explain how use of the war metaphors makes a reader feel, list facts about the author of the text they will read, predict what a piece of text will be about, and summarize the main points of a text after reading it</td>
<td>When students read “Fighting Words: The War over Language”, they WBAT use their knowledge of words to figure out meanings of vocabulary they don’t know and identify use of other rhetorical strategies in the text</td>
<td>When students listen to Ronald Reagan’s speech they WBAT explain the speech’s background and context and WBAT identify ways in which the author uses rhetorical devices to effectively persuade their audiences.</td>
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</table>
| Summary of Student Activities | I Students brainstorm war language  
II Students write a narrative for a picture  
III Students identify war language in a partner’s writing  
IV Students look at other examples of war metaphors  
V Students answer questions in journal on what the war metaphors do/what their purpose is | I Students read short paragraph  
II Students write how the paragraph made them feel  
III Students discuss responses with class, IV Students learn background info on author  
V Students make a written prediction on what article will be about  
VI Students read article, marking any words they don’t know  
VII Students summarize main points of article in discussion | I Students review vocabulary from the previous day’s reading  
II Students re-read text marking words that are war related  
III Students discuss if they think war metaphors are necessary to persuade after reading the text  
IV Students describe other ways in which the author persuades in written form. | I Review of ethos, pathos, logos, in “Fighting Words: The War over Language”  
II Students watch President Obama’s national address to students  
III Students write examples of rhetorical strategies Obama used.  
IV Students answer comprehension questions about speech and then discuss their responses with their groups of 4 |
<p>| Assessment | Informal: short narrative, response to questions | Informal: students’ response to essay, prediction, summary | Informal: students’ oral responses to questions | Informal: responses to speech (oral and graphic organizer) | Informal: warmup, homework questions |</p>
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<td>of the rhetorical devices in Obama’s speech.</td>
<td>of the rhetorical devices in Obama’s speech.</td>
<td>pathos, logos and stylistic choices that aid in the effectiveness of a speech.</td>
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<td>**Summary of Student</td>
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<td>I Students finish pair</td>
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<td>describe any change</td>
<td>II Students discuss</td>
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<td>II Students review</td>
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<td>persuade someone on</td>
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<td>logos, war metaphors</td>
<td>II Students work in</td>
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<td>III Students work in</td>
<td>in the speech with</td>
<td>groups to brainstorm</td>
<td>III Students answer</td>
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<td>pairs to evaluate a</td>
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<td>III Students review</td>
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<td>pairs’ presentations</td>
<td>teacher assigns</td>
<td>III Students listen as</td>
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<td>culminating essay</td>
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<td>IV Students create</td>
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<td>outline for their essay</td>
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<td>Informal: first draft of</td>
<td>Informal: Revising</td>
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<td>presentations</td>
<td>essay, exit ticket</td>
<td>Evaluation Form</td>
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Unit Evaluation Tool: Culminating persuasive essay asking students to write on a topic of their choosing while demonstrating ethos, pathos, and logos in their writing.
DAILY LESSON PLAN 1

Teacher’s Name: Megan Jenrich  
Class/Period: 11th Grade Contemporary Composition

Unit: The Rhetoric of War  
Date: Monday March 15, 2010 (Day 1 of 10)

Agenda:
I Attendance/warmup
II Writing using war metaphors
III Peer Review
IV Other instances of war metaphors

California Content Standards: Reading 2.1 Analyze both the features and the rhetorical devices of different types of public documents and the way in which authors use those features and devices.

ELD Standards Addressed: Read and orally identify a few specific facts in simple expository text, such as consumer and workplace documents and content area text.

Objectives: When students read or write persuasive essays, they WBAT identify instances of war metaphors and describe what these metaphors do for a reader.

Materials Needed: student journals, student textbook Contemporary Composition Course, overhead projector, overhead transparency (see attachment 1 Lesson 1)

Activities:

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<tr>
<td>5 min</td>
<td>Teacher takes attendance and directs students to answer warmup question in their journals, Teacher gives students a few examples of possible responses such as “We’ve launched an all out attack on classroom tardiness”</td>
<td>Students answer warmup question: “Brainstorm as many examples of war metaphors as you can in the next 5 minutes. Be ready to share 2 examples with the class.”</td>
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<tr>
<td>5 min</td>
<td>Teacher facilitates review of warmup question by asking each student to share one of their examples.</td>
<td>Students share their responses orally with the class when called upon by the teacher.</td>
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<td>10 min</td>
<td>Teacher directs students to look at a picture placed on the overhead. (see attachment 1 to this lesson) Teacher tells students that war metaphors are used frequently in sports articles and asks students to write a narrative for the next 10 minutes on what they think is happening in the picture.</td>
<td>Students view and write a narrative for a picture placed on the overhead in their journals.</td>
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</table>
Teacher directs students to exchange journals with their partner seated next to them and underline any instances of war metaphors.

Teacher facilitates class discussion of what the students found in their partner’s narrative writing by asking students to share what war metaphors were used.

Teacher directs students to turn to page 66 in their textbooks.
Teacher directs students to read each pair of sentences, noticing any differences between the two.

Teacher directs students to answer questions based on the sentences they have just read in their journal. Questions for students to answer are found in student textbook page 66 and are reprinted on Attachment 2 following this lesson.

Students identify war language in a partner’s writing by underlining any use of war metaphors in their partner’s narrative.

Students share with the class war metaphors found in their partner’s work.

Students turn to page 66 in their texts and look at other examples of war metaphors. Students read the same sentence twice with one sentence of the pair containing a war metaphor.

Students answer questions in journal based on the sentences they have read. Questions ask them to consider what the war metaphors do, what their purpose is, and how they affect a reader.

**Assignment(s)/Homework:** Finish questions on page 66 for homework if you have not completed them.

How Student Learning is Assessed and Analyzed: Students’ prior knowledge of war metaphors is assessed through their responses (written and oral) to the warmup question. Students’ ability to use and identify war metaphors is assessed in the quick narrative writing they do in response to a picture. Students’ analysis of the use of war metaphors is assessed in their responses to the questions assigned on page 66 (see attachment 2)

**Reflection on the Lesson Plan (effectiveness, rationale for choices, etc.):** This lesson, when taught, served as a good introduction for the topics covered in this unit. Students were enthusiastic to share their examples of war metaphors and liked sharing their narratives with one another. I draw upon students’ prior knowledge in the warmup question to assess how much detail and/or explanation is needed to reach the objectives for the day. I rely heavily on Fisher and Frey’s gradual release model in order to differentiate instruction and keep this boisterous and energy filled group of students engaged. I switch between having the students work on their own, in pairs, and with the class, asking them to respond to prompts in oral and written form. Ample time is
given for students to begin the homework assignment in class as many students will fail to turn in the assignment otherwise.
Write a narrative detailing what is happening in this picture. Use war metaphors if you like =)
Attachment 2 Lesson 1
Questions to answer from page 66 of Contemporary Composition

Look at the first sentence in each of these pairs. What do these first sentences have in common? Identify words or phrases in these sentences that have a commonality. What makes them similar?

Next, look at each pair of sentences. How are the first and second sentences in each pair different? What are the differences in meaning and emphasis that you notice in each pair? How would you describe these differences between these sentences? Which are more effective? Believable? Persuasive? Why?
Teacher’s Name: Megan Jenrich  
Class/Period: 11th Grade Contemporary Composition  
Unit: The Rhetoric of War  
Date: Thursday, March 18, 2010 (Day 4 of 10)  

Agenda:  
I Attendance  
II Review Ethos, Pathos, and Logos in “Fighting Words: The War Over Language”  
III President Obama’s Speech  
IV Answer questions and Group sharing  

California Content Standards: Reading 2.1 Analyze both the features and the rhetorical devices of different types of public documents and the way in which authors use those features and devices.  
ELD Standards Addressed: Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.  
Objectives: When students encounter a persuasive speech in oral form, they will be able to summarize the speech’s main points and identify the use of ethos, pathos, and logos in the speech.  
Materials Needed: Computer with projector and screen, downloaded video/audio of President Obama’s speech, student journals, student text of Contemporary Composition, graphic organizer (see attachment 1 lesson 2)  
Activities:  

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<td>15 min</td>
<td>Teacher takes attendance and facilitates discussion of the use of ethos, pathos, and logos in the article “Fighting Words: The War Over Language.” Teacher asks for student volunteers to identify and share with the class instances of the rhetorical strategies in the article. Teacher writes student responses on the board in columns headed with “ethos” “pathos” and “logos.”</td>
<td>Students identify instances of ethos, pathos, or logos use in “Fighting Words: The War Over language.” Students share these findings with the class in a discussion.</td>
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<tr>
<td>20 min</td>
<td>Teacher tells students that they will be watching a speech by President Obama and that their assignment is to identify President Obama’s main points and use of rhetorical strategies by filling out a graphic organizer</td>
<td>Students watch and listen to President Obama’s national address to students. Students fill out graphic organizer as they watch and listen. (see attachment 1 for this lesson)</td>
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</table>
### Assignment(s)/Homework
No homework assigned. Students turn in graphic organizers at end of period.

### How Student Learning is Assessed and Analyzed:
Students’ retention of the information presented in the previous lesson in regards to “Fighting Words: The War Over Language” is assessed in the warmup by asking students to identify particular instances of ethos, pathos, and logos in that article. Students understanding of the main points of President Obama’s speech is assessed using the graphic organizer and student group conversations.

### Reflection on the Lesson Plan (effectiveness, rationale for choices, etc.):
The choice to use President Obama’s speech to students on education was extremely effective for this lesson. Students were engaged because they knew THEY were the intended audience. The speech was also something current and familiar to them. The use of the graphic organizer was important in helping students have something to bring to their small group discussions. The length of the speech proved to be tedious for the students and in future presentations of this lesson I would stop the speech every few minutes to check for comprehension and let students take a break from listening for a few moments. Placing student ideas up on the board during the discussion of the warmup questions helps students feel comfortable volunteering and I seem to get better feedback from students when their answer is validated by writing it on the board. Based on student performance today I feel that the students are ready to move on to the next lesson with continuous reinforcement of ethos, pathos, and logos in the persuasive texts.

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<tr>
<td>10 min</td>
<td>Teacher plays President Obama’s speech on the projector. Teacher directs students to talk with their groups of four (according to seating plan) about their responses to Obama’s speech. Teacher walks around monitoring student group discussions.</td>
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<td>10 min</td>
<td>Teacher has a group member from each group share something that their group found interesting or discussed in detail. This could also include a discussion of any confusion the groups had on the graphic organizer’s questions. Teacher collects graphic organizers.</td>
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<td>Students discuss their responses on the graphic organizer with their groups of 4.</td>
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<td>A representative from each student group shares what their group discussed in the previous 10 minutes with the entire class. Other students listen and respond as necessary. Students turn in graphic organizers.</td>
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Graphic Organizer for Obama Speech

Name_________________________________________

- What kind of hook does President Obama use in opening his speech?
  - Quotation
  - Startling Fact
  - Anecdote
  - Dialogue
  - A bold and challenging Statement
  - Definition

- What kind of general background or general information does President Obama give about education?

- How would you sum up President Obama’s position in one sentence? (Thesis statement)

- Identify three distinct points that President Obama makes in his speech. Do any of these points contain the use of ethos, pathos, or logos in presenting evidence?

- How would you categorize President Obama’s conclusion? Restating his position in a new and exciting way? A summary? A solution or call to action?
DAILY LESSON PLAN 3

Teacher’s Name  Megan Jenrich  
Class/Period  11th Grade Contemporary Composition  
Unit: The Rhetoric of War  
Date:  Friday March 19, 2010 (Day 5 of 10)

Agenda:  
I Attendance/ Warmup  
II Background of Speech  
III Pre Reading Chart  
IV Audio of the speech  
V Homework Assigned

California Content Standards: Reading 2.1 Analyze both the features and the rhetorical devices of different types of public documents and the way in which authors use those features and devices.

ELD Standards Addressed: Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.

Objectives: When students listen to Ronald Reagan’s speech they WBAT explain the speech’s background and context and WBAT identify ways in which the author uses rhetorical devices to effectively persuade their audiences.

Materials Needed: PowerPoint presentation (see attachment 1 lesson 3), student journals, audio of Reagan Speech, computer with projector, student textbook Contemporary Composition

Activities:

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<th>Time</th>
<th>Teacher Procedures</th>
<th>Student Responsibilities</th>
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<tr>
<td>5 min</td>
<td>Teacher takes attendance. Teacher directs students to respond to the warmup question that is posted on the projector.</td>
<td>Students respond to warmup question that is posted on the projector in their journal.(see attachment 1 lesson 3)</td>
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<td>10 min</td>
<td>Teacher facilitates class discussion of responses to warmup question by calling on students</td>
<td>Students share their responses to the warmup question with the class by either volunteering or being selected by the teacher to share.</td>
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<td>10 min</td>
<td>Teacher uses a PowerPoint presentation (see attachment 1 lesson 3) to give students the historical background of the speech. The teacher explains what the students will look for in this speech to complete the objective for this unit. The teacher explains what things must be</td>
<td>Students listen as teacher gives a focus lesson on the background of the speech. Students respond to teacher’s checks for understanding and ask questions as necessary.</td>
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<td>Time</td>
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<td>5 min</td>
<td>Teacher directs students to complete the Anticipation Guide in their textbook (page 95), placing an A for agree and a D for disagree next to the statements provided. Teacher tells students that these topics will be addressed during the Reagans’ speech and that the student’s opinions may or may not change after they read/hear the speech.</td>
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<td>20 min</td>
<td>Teacher plays audio of speech and directs students to silently read along with the audio in their books, marking anything in the speech such as unfamiliar words, persuasive language, or war metaphors that they notice. (Page 103)</td>
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<td>7 min</td>
<td>Teacher directs students to complete the 6 First Reading questions in their CCC book for homework on a separate sheet of paper. Teacher checks for student comprehension.</td>
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**Students complete anticipation guide in their books on page 95, placing an A for agree and a D for disagree next to the statements provided. Students listen as teacher explains the purpose for the students writing down their initial reactions.**

**Students follow along silently in their book as the audio of the speech is played. Students mark unfamiliar words, persuasive language, war metaphors, and/or main points on the speech as they listen.**

**Students listen as teacher assigns homework. Students ask questions as necessary and answer teacher’s checks for comprehension. Students begin assignment until the bell rings.**

**Assignment(s)/Homework**

**How Student Learning is Assessed and Analyzed:** Students prior knowledge of the speech’s topic is assessed through the use of the warmup question. Students understanding of the teacher’s background PowerPoint is assessed through the teacher’s oral checks for understanding. Students’ understanding of the speech is assessed by the student’s response to the 6 “first reading questions” which test the student’s ability to identify and analyze rhetorical devices including the use of word choice, tone, and organization. (See Attachment 2 lesson 3)

**Reflection on the Lesson Plan (effectiveness, rationale for choices, etc.):** This lesson seemed to be effective for most, if not all, students in the class. The use of the warmup question in activating the students' prior knowledge was an excellent idea as it made the students curious about what we were going to be studying in
addition to facilitating some class discussion about what the students already knew about the topic. My focus
lesson on the historical background of the speech also seemed to give the students some perspective on the
context of the speech. Some students did not remember the meaning of ethos, pathos, or logos from previous
lessons so the oral check for understanding as part of the lesson was also very important.

The use of the speech's audio also seemed to work very well for the students. Students were SO much more
focused on the reading than they normally are if they must read the text silently or listen to other students read. I
think the addition of the audio to having the text of the speech in front of them also helped the English
Language Learners as they were able to listen to inflections and tones that may have been harder to identify
when just reading the text.

While the speech was listened to/read students had the responsibility of marking the text either to
identify words they didn't understand, main arguments, use of rhetorical devices, or war metaphors. This gave
students the opportunity to choose what they focused on so all students could easily participate. I have never
seen this particular group of students so focused on a task they were given and I think this can be attributed to
the fact that I clearly told them in the PowerPoint presentation what things I wanted them to look for in this
reading of the speech and why looking for these things was important to the lesson and unit as a whole.

Getting the class to participate in discussions is a constant challenge and I think allowing the students time
to discuss their warmup questions in pairs or small groups would have made the students more comfortable in
sharing their ideas as a class. The length of the speech was also somewhat of a setback as students started
getting bored midway through the speech. Seeing this, I stopped the speech's audio and asked the students what
kinds of things they had marked up to help give them a break in addition to letting them share and learn from
one another about the things they had noticed. This also gave me the opportunity to see what students were
focused on and to alleviate any confusion through class discussion on words that were not understood.

As I monitored the students during the audio of the speech and watched them mark things up, I was able to
determine that they were going to be suitably prepared for the next day's lesson in addition to the homework
that I assigned for that night. Students were summarizing main ideas in the margins of their text, identifying
uses of pathos, ethos, and/or logos and highlighting war metaphors or words they didn't understand.
Just Say No!

Write your responses to the following questions in your journal:
- What do you know about this slogan?
- What does it refer to? What are we saying “no” to?
- What are some personal experiences you think of when you read this statement?
- When and how did this statement come about?
“On the Campaign Against Drug Abuse”

- September 14, 1986
- Part of a policy to help educate Americans, especially teens and children, about the dangers of using drugs
- "Understanding what drugs can do to your children, understanding peer pressure and understanding why they turn to drugs is... the first step in solving the problem."

- Nancy Reagan

### Drug Use and Abuse

<table>
<thead>
<tr>
<th>Drug</th>
<th>1978</th>
<th>1987</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marijuana</td>
<td>50.1%</td>
<td>36%</td>
</tr>
<tr>
<td>Psychedelic Drugs (Hallucinogens)</td>
<td>11%</td>
<td>6%</td>
</tr>
<tr>
<td>Cocaine</td>
<td>12%</td>
<td>10%</td>
</tr>
<tr>
<td>Heroin</td>
<td>1%</td>
<td>.5%</td>
</tr>
</tbody>
</table>
Things to Look for in this Unit

- Main argument(s)
- Use of rhetorical strategies
- How does the organization help/hinder the speech’s effectiveness?
- New Vocabulary words
- Your reactions
- Use of specific words and phrases to set the tone

The First Reading
(Things to look for in today’s lesson)

- Predicting
- Main points
- Vocabulary
- Your personal reaction
What do YOU think? (Page 95)

<table>
<thead>
<tr>
<th>Response BEFORE Lesson</th>
<th>TOPIC: The Reagans’ Speech</th>
<th>Response AFTER lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illegal cocaine is coming into our country at alarming levels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drugs are menacing our society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Everyone’s safety is at stake when drugs and excessive alcohol are used</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drug abuse is a denial of everything America is.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Questions assigned for homework following lesson 3

Taken from Student Contemporary Composition Course Textbook pages 95 and 96.

1. What is your initial reaction to the speech?
2. Why do you think President Reagan introduces and concludes the speech with his wife’s portion in the middle?
3. What do the Reagans view as the immediate threat to all Americans?
4. What inclusive language is used?
5. What is the tone of this speech?
6. What specific words and phrases are used to set this tone?
DAILY LESSON PLAN 4

Teacher’s Name: Megan Jenrich  
Class/Period: 11th Grade Contemporary Composition

Unit: The Rhetoric of War  
Date: Monday March 22, 2010 (Day 6 of 10)

Agenda:
I. Attendance/Warmup
II. Homework Review
III. Pair Work
IV. Pairs Share
V. Homework Assigned

California Content Standards: Reading 2.1 Analyze both the features and the rhetorical devices of different types of public documents and the way in which authors use those features and devices. Reading 2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.

ELD Standards Addressed: Identify techniques that have specific rhetorical or aesthetic purposes in literary texts.

Objectives: When students read President Reagan’s speech they WBAT identify the use of ethos, pathos and logos in the speech and compare it to the use of the rhetorical devices in Obama’s speech.

Materials Needed: student handout (attachment 1 lesson 4), student journals, student textbooks Contemporary Composition, Questions for student homework (attachment 2 lesson 4), student homework completed the previous day, overhead projector and pens, transparency with attachment 1 lesson 4 printed on it

Activities:

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher Procedures</th>
<th>Student Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Teacher takes attendance and directs students to answer warmup question</td>
<td>Students answer warmup question “After reading the Reagans’ speech, fill in your chart on page 95 of your textbook. In your journal, describe any change in your opinions and why your opinions did/didn’t change after listening/reading the speech”</td>
</tr>
<tr>
<td>10-15 min</td>
<td>Teacher leads review of warmup question responses followed by a review of homework questions on page 95 of the student text. Homework is collected by teacher.</td>
<td>Students discuss responses to warmup question and homework questions as a class with the teacher.  Students pass in homework assignment</td>
</tr>
<tr>
<td>10-15 min</td>
<td>Teacher breaks students into pairs and assigns them a section of the speech to</td>
<td>Students break into assigned pairs, review their assigned portion of the text, and fill in their worksheet for their</td>
</tr>
</tbody>
</table>
become experts on. Teacher distributes a worksheet (see attachment 1 Lesson 4) to each student to fill out the information for their portion of the speech. Teacher monitors group progress to ensure that all students have something to present to the class. Students present their findings to the class and take notes on other group’s findings on their worksheet.

15 min Teacher facilitates student group’s sharing their answers to the readings. Teacher writes down student responses on the overhead projector as students present their ideas. Students listen as teacher assigns homework and ask questions as necessary.

7 min Teacher explains students' homework which asks students to identify the organization of the Reagans’ speech (see Attachment 2 Lesson 4) by marking the text in a variety of ways and to compare the rhetorical strategies in the Reagan speech to the rhetorical strategies seen in the Obama speech.

**Assignment(s)/Homework** Students work in groups to fill in worksheet in class (see attachment 1 Lesson 4), Students complete questions that compare the Obama and Reagan speeches and that ask about the organization of the Reagan speech (see attachment 2 Lesson 4)

**How Student Learning is Assessed and Analyzed:** At the beginning of instruction, the students are asked to complete a warmup question which leads into a discussion of the speech's effectiveness in persuading its audience. This discussion helps me to evaluate if the objectives of the lesson from the previous day were absorbed and understood by the students. I then do a quick review of the homework in which students share their responses to the homework with the class. This also helps me to determine what I need to reinforce or re-teach to help students to reach the objectives from the previous lesson. The homework assignment discussion allows me to see what the students learned that they may or may not have written on their actual homework assignment that will be assessed.

The homework assignment collected in today’s lesson and assigned in lesson 1 serves as a formative assessment for my objective to have students identify and evaluate the use of rhetoric and war metaphors in a speech.

The group activity in today’s lesson serves as a self assessment for the students to see how well they are able to identify the use of ethos, pathos, logos, war metaphors, and what the use of the aforementioned does to a
reader's reaction. Students have the opportunity to listen to other students in the class present their material and are able to gauge their own level of understanding based on what other students say in regards to their assigned portion of the speech.

Students' understanding of the organization of the text is assessed using another formative assessment given for homework in which the students must mark the text to show where the conclusion begins, where the introduction ends, which point in the speech was the most persuasive, and how these compare to Obama’s speech. Students' work will be evaluated by a quick completion check at the beginning of the next lesson to be followed by a discussion of student responses. (For list of questions, see attachment 2 lesson 4)

**Reflection on the Lesson Plan (effectiveness, rationale for choices, etc.):** The use of the warmup question was effective for most students in the class. Students were able to identify the impact the speech did or didn't have on their opinions. Some students, however, insisted that their position had in fact changed after reading the speech, but were unable to articulate why. With some additional questioning focusing on the issues of ethos, pathos, and logos I was able to get the students to identify which of the three rhetorical strategies had the most impact on them. The discussion of the homework was effective for those students who completed the assignment as requested. The discussion on the homework, however, served as an opportunity for me to assess the level of understanding of those students who did not have their written assignment to turn in. The student presentations helped me to see that the students would be ready to receive the culminating writing assignment which I assigned the following day. Students are able to correctly identify instances of pathos, ethos, and logos in the speech and are able to hypothesize and/or reflect on what this use of rhetoric does for a reader of this text. After teaching this lesson, I realized that I would need to make adjustments to the following day's lesson in order to accommodate the presentations of the groups that didn't get to present today due to time constraints. I was happy to see that the presentations took longer than expected because the students had a lot to share about each section they were assigned. Placing the students into pairs seemed to work well with the ESL students in the class who were placed together. When placed with a student who is proficient in English they often become intimidated and will rely solely upon the proficient English speaker to do the group's assignment. Placing ESL students together also allowed me to work more closely with these groups to ensure that they understood the directions and what was being asked of them.
Handouts given to student groups to fill in as student groups present on their assigned section.

<table>
<thead>
<tr>
<th>What are they saying?</th>
<th>Paragraph Sections</th>
<th>How do they say it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Goodevening….They’re killing our children” (page 103)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“From the beginning…It is an uncontrolled fire” (page 103)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“And drug abuse is not….to share them with you this evening” (page 103-4)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
“Thank you. As a mother...suffered too strokes” (page 104)

“Now you can see why...making ourselves unpopular” (page 104)

“Our job is never easy...just say no” (page 105)

“I think you can see...public awareness and prevention” (page 105)
“In order to further… and that’s where you come in” (page 105)

“My generation… to drugs” (page 106)

“Those of you… alleyways to hide in” (page 106)
“In this crusade…this cancer of drugs” (page 106)

“And there’s one more…and shatter your life” (page 107)

“Right down….good night” (page 107)
Questions assigned for homework following lesson 4

Taken from Student Contemporary Composition Course Textbook Page 96

From the Reagan Speech:
1. Divide the speech into sections (this can be by topic, by method of persuasion, by speaker, whatever you think is appropriate)
2. Draw an arrow where the introduction ends
3. Divide President Reagan’s portion from his wife’s
4. Underline the problem the speech presents
5. Double underline the solutions the speech presents
6. Draw an arrow where the conclusion begins
7. Box what you consider to be the most convincing section
8. Looking at your responses to Obama’s speech on your graphic organizer and your responses to Reagan’s speech, what rhetorical strategies do both Presidents use? How does their usage of rhetorical strategies differ?
Teacher’s Name  Megan Jenrich  Class/Period  11th Grade Contemporary Composition

Unit: The Rhetoric of War  Date: Tuesday March 23, 2010 (Day 7 of 10)

Agenda:
I Attendance/Warmup Question
II Review of Thursday's Homework
III Finish Pair Presentations
IV Discussion of Rhetorical Devices in Speech
V Assign Summative Assessment

California Content Standards: Reading 2.1 Analyze both the features and the rhetorical devices of different types of public documents and the way in which authors use those features and devices.
Reading 2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.

ELD Standards Addressed: Identify techniques that have specific rhetorical or aesthetic purposes in literary texts.

Objectives: When students read President Reagan’s speech they WBAT identify the use of ethos, pathos and logos in the speech and compare it to the use of the rhetorical devices in Obama’s speech.

Materials Needed: student journals, student homework, overhead projector and pens, transparency used in the previous lesson, butcher paper, markers

Activities:

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher Procedures</th>
<th>Student Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Teacher takes attendance and directs students to answer the warmup question.</td>
<td>Students get out their journals and write an answer to the warmup question “What did you find difficult in last night’s homework? Was there any question that caused you confusion? What questions were easy for you to answer?”</td>
</tr>
<tr>
<td>10 min</td>
<td>Teacher reviews warmup question with students aloud. Teacher reviews homework responses by calling on students to share their answers with the class.</td>
<td>Students orally share their responses to the warmup question. Students review homework with teacher.</td>
</tr>
<tr>
<td>10 min</td>
<td>Teacher facilitates student group’s sharing their pairs’ responses to the readings assigned the previous day. Teacher writes down student responses on the overhead projector as students share their ideas.</td>
<td>Remaining pairs that did not get to present yesterday share their findings with the class and students write down other group’s responses on their worksheet.</td>
</tr>
<tr>
<td>20 min</td>
<td>Teacher facilitates discussion of ethos,</td>
<td></td>
</tr>
</tbody>
</table>
pathos, logos, and the rhetoric of war in the speech. Teacher writes student ideas on large pieces of paper on the board as students respond to questions and discuss their ideas. Teacher monitors and facilitates discussion to ensure that topics are covered and that all students get an opportunity to speak.

Teacher gives directions for the summative assessment that will be completed in class over the next two days. Teacher directs students to begin brainstorming ideas for their essay. Teacher tells students that their homework is to come up with a topic that they could write a persuasive essay on using ethos, pathos, and logos. Teacher uses remaining time to help students come up with ideas.

Students listen as teacher gives directions for the summative assessment. Students take note of required homework and begin brainstorming a topic for their essay. Students ask questions as needed.

**Assignment(s)/Homework** Students complete handout (attachment 1 Lesson 4) in class, Students brainstorm a topic for the summative assessment

**How Student Learning is Assessed and Analyzed:** At the beginning of this lesson, I use the warmup question to check how much time is needed to review the homework. If a majority of students are having trouble with one question, I use the homework review time to go over this question. This warmup helps me to see how many students actually completed the assignment in addition to enabling students to self assess their progress and understanding of the previous day's lesson. The oral review of the warmup and homework questions allows me to determine how much direction and guidance the students will need from me in the class discussion later on in the class. The homework assignment that we review is done entirely in the student textbook and I use the time when the students are writing their responses to the warmup question to walk around and see which students have completed their work. The group presentations started in yesterday's lesson and completed today, allows me to determine the speaking and listening ability of each student in order to better facilitate and guide the discussion later on in the lesson today. During the class discussion itself, I am able to assess the students' ability to understand the main points of the speech and their ability to critique the use of ethos, pathos, and logos the author of the speech employs. Students who are unable to effectively demonstrate their knowledge in written form are able to do so during the class discussion in oral form. At the end of today's lesson I introduce students to the summative assessment used for this unit: a persuasive essay written on the topic of their choosing (approved by the teacher) in which they use the rhetorical strategies of ethos, pathos, and logos. The students' ability to use these strategies in their own writing shows me whether or not they have achieved the previous lessons objectives.

**Reflection on the Lesson Plan (effectiveness, rationale for choices, etc.):** The use of the warmup question as a device to help me determine the students' understanding of the previous nights' homework was a good idea. Students showed me that they generally did not have any problems with the homework and were able to share their answers with the class effectively. This review of the homework helped students to validate their written
responses in oral form and helped me to determine how open/able the class would be to having a class discussion on their overall impression of the speech later on in the class. I think that the combination of writing and then speaking definitely helped the ELL students as they were able to have something concrete to base their ideas upon when sharing their ideas orally. The completion of the student presentations and the following class discussion showed me that all students had completed the lesson objectives thus far and were ready to receive the summative assessment at the end of today's lesson. I was extremely glad that I decided to write student ideas on the large pieces of paper during the class discussion. This group of students is not entirely comfortable speaking during class discussions and like to wait for the teacher to give them the "correct answer" as opposed to sharing and commenting on their own ideas. I think writing the ideas down was a big ego booster for all students, especially those that are more shy and hesitant to speak in front of others. After I started writing ideas down and praising students for good answers, more students began to participate and showed me what they had learned about the speech. After giving the students the directions for the summative assessment that they will complete in class over the next two lessons, I realized that I would need to spend time helping the students come up with a good topic that they could easily argue for or against. In the next lesson I will give the students time to work in groups and brainstorm their topics and specific ways that they can use ethos, pathos, and logos in their own essays.
Ongoing formative assessments in this unit consist of daily warmup questions, pre-reading activities, written and oral responses to comprehension questions, oral responses to class discussion, and student analysis of a particular part of the text using a graphic organizer and oral presentation.

The final summative assessment tool is a persuasive essay that the students write in class using the texts we have reviewed as examples for how to effectively use and integrate the rhetorical strategies of ethos, pathos, and logos. The students brainstorm and choose a topic they feel especially strongly about and work with a small group to figure out how they will use ethos, pathos, and logos in persuading their audience of their position. All student topics must be approved by the teacher. In addition to writing the essay, students will also be responsible for revising and editing their peers’ papers before a final draft is turned in.

The rubric used in assessing this essay is based on a 5 point scale with a score of 25 points being the highest score possible as the last criteria (support/use of ethos, pathos, and logos) is weighted to reflect the standards addressed in this unit.

<table>
<thead>
<tr>
<th>Structural Organization</th>
<th>Essay lacks logical progression of ideas</th>
<th>Essay includes brief skeleton (introduction, body, conclusion) but lacks transitions</th>
<th>Essay includes logical progression of ideas aided by clear transitions</th>
<th>Essay is powerfully organized and fully developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>Essay addresses topic but loses focus by including irrelevant ideas</td>
<td>Essay is focused on topic and includes few loosely related ideas</td>
<td>Essay is focused on the topic and includes relevant ideas</td>
<td>The essay is focused, purposeful, and reflects clear insight and ideas</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Frequent errors in spelling, grammar, and punctuation</td>
<td>Errors in grammar and punctuation, but spelling has been proofread</td>
<td>Occasional grammatical errors and questionable word choice</td>
<td>Nearly error-free which reflects clear understanding and thorough proofreading</td>
</tr>
<tr>
<td>Support/Use of Ethos, Pathos, and Logos (multiply score by two)</td>
<td>Few to no solid supporting ideas or evidence for the essay content. The use of ethos, pathos, and logos is absent.</td>
<td>Some supporting ideas and/or evidence for the essay content. The author uses 2 of the following: ethos, pathos, or logos, but the use of the strategies are undeveloped.</td>
<td>Support lacks specificity and is loosely developed. The author uses the rhetorical strategies of ethos, pathos, AND logos but the use of the strategies needs refining.</td>
<td>Specific, developed details and superior support and evidence in the essay content. The author uses the rhetorical strategies of ethos, pathos, AND logos in developing an effective persuasive piece.</td>
</tr>
</tbody>
</table>
Unit Planning Commentary

A. The central focus of this learning segment is to instruct students how to identify the use of rhetorical strategies such as ethos, pathos, and logos in a persuasive speech so that they may learn how to incorporate these strategies into their own persuasive writing. In addition to this skill being a required portion of the school curriculum and the student academic content standards, students should learn this content to be able to effectively communicate and persuade their audience of their ideas in oral and written form during and after they leave high school. Students will undoubtedly encounter some opportunity in their lifetimes that requires them to stand up for what they believe in or persuade someone of their ideas. This learning segment shows the students one way of doing this effectively.

B. One of the texts used in this learning segment is President and Mrs. Reagan’s “Address to the Nation on the Campaign Against Drug Abuse.” It is a written transcript of the speech given by President and Mrs. Reagan in September of 1986. The other text used is John Hooten’s “Fighting Words: The War Over Language.” The texts are used due to their excellent, easily identifiable use of rhetorical strategies such as ethos, pathos, and logos. They are also used as texts in the unit of “The Rhetoric of War” because in persuading their audience, the authors present their arguments either as a war to be fought by the American people, or as a plea to stop using these war metaphors, thereby appealing to their audiences in another way. The language of the texts are relatively easy with few difficult vocabulary words. Both are written in a conversational manner which makes reading and listening to them much easier for the students.

C. Students begin their interaction with the text by completing pre reading strategies in lessons 1 and 3 that include describing their prior knowledge on the topic, learning about the historical background of the text through a PowerPoint, and writing what their initial opinions are on the main points that the authors of the text bring up in their persuasive pieces. The students are then asked to do a first reading of each piece. Students are asked to mark what they think the main points of the pieces are. The homework given after these lessons consist of questions that check for students’ comprehension of the texts’ main points. Once this basic understanding of the text is reached by the students, move on to more analysis of the texts seen especially in Lessons 4 and 5. If the teacher assesses students to be knowledgeable about the text's main points and organization, the class
engages in a discussion that focuses more fully on the text's use of ethos, pathos, and logos. If the students demonstrate their understanding of the use of ethos, pathos, and logos in the speech during this discussion, the teacher assigns the summative assessment for this unit in which the students must write their own persuasive essay using ethos, pathos, and logos. By reviewing the text focused upon in this segment, and additional persuasive texts focused on earlier in the unit, the students are provided with examples which they have interpreted, responded to, and discussed in detail, on which to base their persuasive essay.

D. Since, my class has a fair number of ELL students, there were a few tasks that I had to modify in order to ensure proper scaffolding and support for these students. The unit provides a variety of ways for English learners to access the curriculum and demonstrate their learning. In every lesson English learners have the opportunity to practice the language in the areas of listening, speaking, reading, and writing. Before reading the text, students were asked about their previous knowledge of the subject presented in the text. This gave English learners something to connect with the text as they read. For the first reading of the Reagan speech, I had students read along as I played the audio of the text, helping English learners to glean meaning from the text that they may have otherwise missed without hearing the inflection of certain words. During the first reading, students were asked to mark the text as they read along, marking words they didn’t understand, things that confused them, main points of the speech-whatever they thought was important. Having a simple task to do while reading helped the English learners to focus on understanding the main points of the speech while giving them an opportunity to address anything that confused them without feeling alienated from the rest of the class. Throughout the series of lessons I used cooperative learning groups to help the English learners in their comprehension. When I split the class into pairs to work on understanding a specific portion of the text, I placed two of my English learners together so that I could easily monitor and help the pair. For this assignment, the students were allowed to discuss their ideas in their first language of Spanish, but then they had to work together to put their ideas onto paper in English. The students were expected to share their ideas with the class in English. Any assessment of these students, whether it was in written or oral form, was based more on content than on spelling or grammar. Students also demonstrated their learning through a class discussion on the use of ethos, pathos, and logos in the speech. English learners were expected to participate equally in this discussion.
For this activity, I extended my wait time for questions I posed and required that students wait to speak until I called on them to give the English learners an opportunity to think and respond.

E. The collection of assessments consisting of warmup questions, quickwrites, class discussions, responses to comprehension questions (both oral and written), and the summative persuasive essay allowed me to evaluate in a variety of ways whether students had mastered the objectives for each lesson. I made sure to differentiate my assessments so that students who were stronger in one area than another (such as speaking rather than writing) could really demonstrate their proficiency with the material. The assessments done in days 1-7 give students the support they need to successfully complete the summative assessment essay in days 8-10.