Westside High School - Weekly Plan to Align Lessons (Week At a Glance) ς SY 24-25

Teacher: Mattice, Bickle, Porter Subject: ELA Course: Brit Lit Grade: 12 Date(s): 12/3

Standard: ELAGSE11-12RI1, ELAGSE11-12RI6

Assessment: Quiz Unit Test Project Lab No1 9f1 28 50 80 28 48 eW*nB F1 F1 EMC Artifact BMC 8 4 8 8 7 7 [f

		I am learning to identify an authors use of ethos, pathos, and logos as persuasive elements of their argument I can explain the impaact of an author's structural choices in the development of the argument.			Students will review a short example of ethos, pathos, logos and compare that to the definitions of these rhetorical arguments	Students will read the opening three paragraphs of "A Modest Proposal" by Jonathan Swift and identify an example of each of the three arguments expalining Swifts purpose.		Students will define Swift's thesis based on the beginning of his text.
		I am learning to identify an authors use of ethos, pathos, and logos as persuasive elements of their argument I can explain the impaact of an author's structural choices in the development of the argument.	Students will review the reading from the previous day and identify Swifts given purpose for his essay	I will quickly review ethos, pathos, logos, for any students who are still struggling with these concepts.		Students will identify the specific examples of ethos, pathos, logos used in the first two pages of "A Modest Proposal" leading to the proposal itself.	Students will identify Swift's Proposal and give feedback on its efficacy.	Students will identify one example of ethos, pathos, logos that works in the text and another that does not.
		I am learning to identify an authors use of ethos, pathos, and logos as persuasive elements of their argument I can explain the impaact of an author's structural choices in the development of the argument.					Sub Day: students will read the remainder of " A Modest Proposal" and answer six questions about satire.	
Thursday		I am learning to identify an authors use of ethos, pathos, and logos as persuasive elements of their argument I can explain the impaact of an author's structural choices in the development of the argument.	Students will review the line "A knowing American" from MP and explain its true meaning and why it is satirical.		Students will give examples of modern satire as we review the working parts of how satire works.	Students will review three specific sections from the previous days reading and identify what is rediculous about Swift's argument and the point he is actually making.		Students will decide whether Swift was successful at getting his true message across.
Friday		I am learning to identify an authors use of ethos, pathos, and logos as persuasive elements of their argument I can explain the impaact of an author's structural choices in the development of the argument.	Students will watch a video version of "A Modest Proposal."		The class will discuss whether humor is required in satire.	Students will watch Stephen Colbert's piece on "Truthiness" and discuss the modern problem being raised and the rediculous solution given.		Students will compare the two videos for effectiveness.