



# Perris Union High School District Course of Study

A. COURSE INFORMATION				
<p><b>Course Title:</b> (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">ERWC 11</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	<p><b>Subject Area:</b></p> <input type="checkbox"/> Social Science <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	<p><b>Grade Level(s)</b></p> <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12		
<p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">English III ERWC</div>	<p>Is this classified as a Career Technical Education course?</p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>			
<p><b>Transcript Course Code/Number:</b></p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">101031-101032</div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED:    <b>CALPADS CODE:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="padding: 2px;">English</td> <td style="padding: 2px;">9107</td> </tr> </table>	English	9107	<p>If yes, which pathway does this course align to? Pathway Name:</p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <p><b>CTE CDE Code:</b></p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div>	
English	9107			
<p><b>Was this course <u>previously approved by UC for PUHSD?</u></b></p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <p style="text-align: center; font-size: small;">(Will be verified by Ed Services)</p> <p>If Yes, which A-G Requirement does this course meet? <b>B English</b></p>	<p style="text-align: center;"><b>Credential Required to teach this course: <u>To be completed by Human Resources only.</u></b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Single Subject: english</div> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width: 70%; text-align: center; padding: 5px;">   <b>Signature</b> </td> <td style="width: 30%; text-align: center; padding: 5px;">           11/29/23  <b>Date</b> </td> </tr> </table>		 <b>Signature</b>	11/29/23 <b>Date</b>
 <b>Signature</b>	11/29/23 <b>Date</b>			
<p><b>Submitted by: Matthew Thomas</b>  <b>Site: PUHSD Student Service Center</b>  <b>Date: 11/06/23</b>  <b>Email: Matthew.Thomas@puhsd.org</b></p>	<p><b>Unit Value/Length of Course:</b></p> <input type="checkbox"/> 0.5 (half-year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one-year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other:			
<p><b>Approvals</b></p>	<p><b>Name/Signature</b></p>	<p><b>Date</b></p>		
Director of Curriculum & Instruction		11/30/23		
Asst. Superintendent of Educational Services		12/10/23		
Governing Board				

<b>Prerequisite(s) (REQUIRED):</b>
None
<b>Corequisite(s) (REQUIRED):</b>
None
<b>Brief Course Description (REQUIRED):</b>
<p>The ERWC is an integrated reading, writing, and oral communication curriculum that employs an inquiry-based, rhetorical approach. It is designed to inculcate the strategies, abilities, and habits of mind of fluent academic readers and writers through rhetorical analysis of compelling issues and interesting texts. Building deep conceptual understandings that transform how students read, write, listen, speak, and think, the curriculum is intended to help students transfer their literacy skills to new situations and increase student agency. Developed by teachers for teachers in a continuing collaboration between high school and university faculty, the ERWC modules have been edited and revised according to feedback from practicing teachers in classrooms across CA, Washington (WA), and Hawaii. New emphases in the third edition are transfer of learning; greater variety of literary and informational texts and writing and speaking tasks; and the inclusion of integrated and designated English language development and features from Universal Design for Learning, including student goal setting and formative assessment.</p>

<b>B. COURSE CONTENT</b>
<b>Course Purpose (REQUIRED):</b>
<i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
<p>The grade 11 Expository Reading and Writing Course (ERWC) engages students in the discovery of who they are as persons, the realization of the ways in which they can participate in society, and their development as critical consumers and effective communicators within society.</p> <p><b>Course Learning Goals</b></p> <ol style="list-style-type: none"> <li>1. Value reading and writing for communication, learning, and pleasure.</li> <li>2. Read intentionally for a variety of purposes, including to learn content, to understand a variety of perspectives, to critique, and to learn writer’s craft.</li> <li>3. Understand the ways in which reading and writing inform and support each other.</li> </ol>

4. Understand the ways that different aspects of rhetorical situations—especially audience, purpose, occasion, and genre—influence communicative choices.
5. Engage in intellectual conversations about important issues, including personal, societal, and academic.
6. Evaluate arguments, considering their purposes, audiences, structure, methods of persuasion, evidence, and reasoning.
7. Write effectively in a variety of academic, civic, and workplace genres.
8. Revise writing rhetorically at all levels of meaning from individual word to entire essay.
9. Examine and reflect on strategies, processes, tools, and practices for ongoing learning and development.
10. Be inquisitive, motivated, self-directed learners.

**Course Outline (REQUIRED):**

*Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.*

**Portfolio: PORTFOLIO - Introducing ERWC 11: Portfolios and Metacognition**

**Module Purpose:**

The purpose of this short module is to introduce eleventh grade students to ERWC 11; to give them an opportunity to reflect upon and write about their reading, writing, thinking, and goal setting processes; to review the importance of establishing and maintaining a portfolio; and to learn about metacognitive processes while reading in order to improve comprehension.

**Learning Goals:**

- Understand how their portfolios will be kept during the course and how they will be used to monitor their progress toward achieving learning goals
- Explain what the learning goals for the ERWC 11 course are and how those goals are relevant to them in their own language
- Understand ERWC learning goals and set personal learning goals
- Understand what metacognition while reading is and how to apply metacognitive skills and knowledge to their own reading

**Essential Questions/Questions at Issue:**

- How will each student obtain and maintain a portfolio for ERWC 11?
- What do students know now about their reading, writing, and thinking processes?
- What is metacognition? How can students apply metacognitive knowledge and skills to their reading processes?

**Culminating Task:**

At the end of this module, students write a letter to themselves in which they formulate learning goals for the course that they believe are likely to contribute to their success in ERWC 11.

**Texts:**

- Lincoln, Abraham. “The Gettysburg Address.” Lit2Go, Educational Technology Clearinghouse, 19 Nov.1863, etc.usf.edu/lit2go/184/a-lincoln-anthology/4822/the-gettysburg-address/.
- Kennedy, John F. “Inaugural Address.” American Rhetoric, edited by Michael Eidenmuller, 2018, www.americanrhetoric.com/speeches/jfkinaugural.htm.
- Frost, Robert. “Mending Wall.” North of Boston. Daniel Nutt, 1914. Poetry Foundation, 2019, www.poetryfoundation.org/poems/44266/mending-wall.
- Frost, Robert. “After Apple-Picking.” North of Boston. Daniel Nutt, 1914. Poetry Foundation, 2019, www.poetryfoundation.org/poems/44259/after-apple-picking.

**Module (Book): The Boy Who Harnessed The Wind**

This module explores the memoir of an African teenager, William Kamkwamba, who struggles with poverty, famine, and lack of access to school, but succeeds in teaching himself how to build a windmill to bring power to his home and community in Malawi. Many students struggle with poverty, separated families, being first in the family on the path to graduation, and language barriers. They can relate to the challenges that William encounters but will likely have differing opinions on how one should respond to adversity. As they read, students reflect how an individual, through innovative action, can arrive at solutions.

**Learning Goals: Students will be able to recognize the following rhetorical concepts:**

- Annotate and use metacognitive strategies to improve comprehension.
- Discuss ideas from the text with their peers in a variety of formats using academic language.
- Write in response to the text in a variety of genres.
- Provide text-based evidence to support their thinking, discussion, and writing.
- Create a portfolio notebook that reflects their learning and development over the course of the

**Essential Questions/Questions at Issue:**

- What personal characteristics enable someone to take action when facing horrific circumstances when others remain helpless?
- How does design theory help explain the process of creative innovation?

**Culminating Task:**

This module includes four writing tasks in different genres distributed across the module, including a short narrative, a character analysis, a book review blog, and a

reflective essay.

**Potential Mini-Module Pairings:**

Mini-module: Introducing Ethos, Pathos, and Logos

Mini-module: Introducing Genre as Rhetoric

Mini-module: Introducing Exigence

**Texts:**

- Bri, “The Book Thief by Marcus Zusak.” Book Nerd Blog: A Book Blog for the Book Smart, 15 July 2013, [www.booknerdblog.com/2013/07/15/the-book-thief-by-markus-zusak/](http://www.booknerdblog.com/2013/07/15/the-book-thief-by-markus-zusak/). Accessed 4 Feb. 2019. [Text provided in Activity 28]
- Kamkwamba, William, and Bryan Mealer. *The Boy Who Harnessed the Wind*. 2009. William Morrow, 2010.
- Tenthani, Raphael. “Malawi’s ‘Worst-Ever’ Famine.” BBC News, 14 May 2002, [news.bbc.co.uk/2/hi/africa/1985765.stm](http://news.bbc.co.uk/2/hi/africa/1985765.stm). Accessed 13 Feb. 2019.

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- Kamkwamba, William, and Bryan Mealer. *The Boy Who Harnessed the Wind*. 2009. William Morrow, 2010.
- Tenthani, Raphael. “Malawi’s ‘Worst-Ever’ Famine.” BBC News, 14 May 2002, [news.bbc.co.uk/2/hi/africa/1985765.stm](http://news.bbc.co.uk/2/hi/africa/1985765.stm). Accessed 13 Feb. 2019.

**Module (Book): The Distance Between Us**

Immigration has been and continues to be a subject that invites not only controversy, but a myriad of stories, experiences, and viewpoints. Reyna Grande’s full-length memoir *The Distance Between Us* provides students with an astonishingly honest depiction of the struggles of an immigrant—before, during, and after. Her story appeals to a variety of readers, as it is not only a tale of transition in geography, but in age, family dynamics, and identity. The module is designed to guide students as they evaluate Reyna Grande’s memoir and analyze her development as a character before writing an argument essay about which event in Grande’s life serves as the turning point in her coming of age.

**Learning Goals:**

- Analyze the impact of the author’s choices regarding how to develop and relate elements of a narrative
- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, and events interact and develop over the course of the text
- Determine an author’s point of view and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power and persuasiveness of the text



- Write arguments to support claims in an analysis of a text, using valid reasoning and relevant and sufficient evidence
- Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
- Exchange information and ideas with others through oral collaborative discussions on a range of social and academic topics
- Interact with others in written English in various communicative forms
- Offer and justify opinions, negotiating with and persuading others in communicative exchanges
- Read closely literary nonfiction to determine how meaning is conveyed explicitly and implicitly through language
- Justify own arguments and evaluate others' arguments in writing

**Essential Questions/Questions at Issue:**

- What are the effects of immigration on a family? How does the experience change the family before, during, and after the actual immigration has taken place?
- What drives immigration and how does family separation affect children?
- How do writers of memoirs manage the maintenance of a narrative while staying true to their actual stories?
- How can family dynamics influence an individual's coming of age?

**Culminating Task:**

Students construct an argument essay about which event in Grande's life serves as the turning point in her coming of age. They write with Grande as their audience and are encouraged to submit their essays to her via her Website, [reynagrande.com](http://reynagrande.com).

**Potential Mini-Module Pairings:**

- Introducing the Rhetorical Situation
- Introducing Ethos, Pathos, and Logos
- Introducing Genre as Rhetoric
- Analyzing the Rhetorical Situation
- Using the Toulmin Model to Analyze Arguments
- The Toulmin Model as Inquiry into Audience

**Text:**

- Grande, Reyna. *The Distance Between Us: A Memoir*. Washington Square Press,

2012.

**Module (Book): The Great Gatsby**

The module is designed to help students read and engage with a great American novel. The themes explored in the module are self and identity, the American dream, love and desire, images and illusions, and friendship.

**Learning Goals:**

At the conclusion of this module, students will be able to:

- Read and enjoy a major American novel without resorting to online summaries and notes
- Analyze character traits and motivation
- Make predictions about events and the actions of characters
- Analyze the effects on the reader of stylistic choices and modes of exposition
- Discuss the major themes of the novel
- Write multiple responses connecting issues in the novel to their own worlds and experiences
- Revise rhetorically to meet the needs of their audience
- Edit with a focus on improving readability

**Module Essential Questions/Questions at Issue:**

- What is the American Dream?
- Is the American Dream achievable?
- What defines a person's true identity?
- How can money or wealth affect people's behaviors and relationships?

**Culminating Task:**

Rather than one task at the end of the module, there are four writing assignments, one after each major section of the text. The first is a letter to Nick Carraway about the social landscape of the student's own neighborhood, the second is an essay about Gatsby's true identity, the third is a definitional essay about love, and the fourth is an essay about how the novel has affected each student's attitudes toward literature and life.

**Potential Mini-Module Pairings:**

- Introducing Genre as Rhetoric

**Text:**

- Fitzgerald, F. Scott. *The Great Gatsby*. 1925. Scribner, 2004.



**Module (Book): Service and Sacrifice**

The core text in this module focuses on how fifteen-year-old Claudette Colvin stood up against Jim Crow segregation in 1955 Montgomery, Alabama. Almost a year before Rosa Parks sparked the Montgomery bus boycott, Colvin stood her ground and refused to give up her seat on a bus to a White woman. As a result, Colvin was arrested, handcuffed, jailed, and ostracized by many in her community, but she continued to fight for civil rights. While her actions resulted in serious compromises for her and her family's lives, they ultimately brought significant cultural change for her and her community. In this module, students analyze how change happens socially and rhetorically in the core text and then through self-selected articles on other community movements. Students learn the difference between primary and secondary research and consider rhetorically effective ways to incorporate multimodal elements.

**Learning Goals:**

At the conclusion of the module, students will be able to:

- Investigate and compare the role of kairos and the rhetorical situation in community action and representations of community action
- Apply knowledge of kairos and the rhetorical situation to a writing project, including the integration of multimodal elements, and revise with these ideas in mind
- Understand the difference between primary and secondary research and learn to integrate, compare, and synthesize primary and secondary research
- Identify and edit for dependent clauses

**Essential Questions/Questions at Issue:**

- What are the risks and rewards of advocating for rights?
- What rights are worth the risks?
- What risks are we willing to take to advocate for equal rights?
- In what ways are we responsible for serving our communities?

**Culminating Task:**

Students will investigate community movements and write a narrative journalism response to one of two self-selected prompts either comparing two community movements or researching a lesser-known community movement to share its story.

**Potential Mini-Module Pairings:**

- Introducing the Rhetorical Situation
- Introducing Genre as Rhetoric

- Introducing Kairos
- Analyzing the Rhetorical Situation

**Text:**

- Hoose, Phillip. Claudette Colvin: Twice Toward Justice. Farrar Straus Giroux, 2009.

**Module (Book): *The Things They Carried and the Power of Story***

This module is designed to help students deepen their understanding of narrative writing through close reading and analysis of the literary technique employed by Tim O’Brien in his innovative 1990 “arc of fiction” *The Things They Carried*. Students contemplate and reflect on the nature of storytelling and practice, in turn, their own narrative techniques through short formative writing assignments that ask them to emulate some of O’Brien’s style moves.

**Learning Goals:**

At the conclusion of the module, students will be able to:

- Read a collection of war stories from both a literary and a rhetorical perspective
- Analyze how an author’s narrative strategies and techniques make stories more powerful and effective in conveying certain truths
- Understand how memory and emotion affect the telling of past events
- Write short narratives that practice Tim O’Brien’s writing moves in preparation for a summative writing at the end of the module

**Essential Questions/Questions at Issue:**

- What is the power of stories, and how can telling them transform the lives of both the teller and the audience?
- How is the telling of a story affected by memory or changing points of view?
- How can storytellers convey important truths to their readers?

**Culminating Task:**

Students revisit one of the narrative letters or stories written after the reading assignments for this book and then expand upon and revise it. Students write a fictionalized version of an event similar to the one they have experienced using two or more of O’Brien’s writing moves to convey the felt truth of this event—the point they are trying to make. This summative writing features a central image that is enhanced through repetition and/or recurring imagery.

**Potential Mini-Module Pairings:**

- Introducing the Rhetorical Situation

- Introducing Genre as Rhetoric
- Introducing Kairos
- Analyzing the Rhetorical Situation

**Text:**

- O'Brien, Tim. *The Things They Carried*. 1990. Mariner Books, 2009.

**Module (Drama): The Crucible - Power Play**

In this module, students explore the concept of power, where power comes from, and how power can be used (or abused) by people. In addition to making meaning of the play and examining Arthur Miller's purpose in writing it, students will read and apply the concepts from the accompanying text, "French and Raven's Five Forms of Power: Understanding Where Power Comes From" during their discussions regarding the role of power. They will also refer to this text while writing their culminating task.

**Learning Goals:**

At the conclusion of the module, students will be able to:

- Use concepts from social science to analyze literature.
- Use close readings of text and videos to make meaning.
- Engage effectively in collaborative conversations.
- Write and edit persuasive academic arguments to support claims.
- Write and edit analytical essays examining a character's use of power throughout a literary text or comparative essays exploring similarities and differences between the use and abuse of personal power in a literary text and personal power in modern society

**Essential Questions/Questions at Issue:**

- What is personal power and how can it be used to influence others?
- How does an author use a historical period to reflect a contemporary situation?
- How do culture and circumstances affect personal power and choice?
- How do characters' decisions and their use of power reveal their personalities?
- At what point should power be checked by humanity?
- How is personal power used or abused in recent history and contemporary society?

**Culminating Task:**

The module offers two writing task options for students, both of which address the concept of the use and abuse of power. In one option, students select a major character from the play and evaluate how that character assumes, utilizes, and

maintains (or loses) power throughout the play. In the second option, students explore the connections between McCarthyism, the Salem witch trials, and a more modern situation that students feel is timely and important.

**Potential Mini-Module Pairings:**

- Introducing the Rhetorical Situation
- Introducing Ethos, Pathos, and Logos
- Introducing Genre as Rhetoric
- Introducing Exigence
- Analyzing the Rhetorical Situation
- The Classical Patterns of Persuasion

**Texts:**

- Miller, Arthur. *The Crucible: A Play in Four Acts*. Penguin Books, 2003.
- Mind Tools Team. “French and Raven’s Five Forms of Power: Understanding Where Power Comes From.” Adapted. Mind Tools, [www.mindtools.com/pages/article/newLDR\\_56.htm](http://www.mindtools.com/pages/article/newLDR_56.htm).

**Module (Drama): “So What’s New?” Zoot Suit and New Dramatic Potentials**

In this fast-paced module, students read Luis Valdez’s play *Zoot Suit* and consider the authorial choices he makes in order to address a number of themes and achieve a variety of purposes. Students explore the craft and structure of the play as readers and as an audience, analyzing how specific details, extensive research, and the use of language, including songs, are combined to create a dramatic work. Although praised as work about and for a Chicano audience, Valdez stated “I wrote *Zoot Suit* for an American audience,” and its themes resonate beyond specific racial or cultural consciousness to address human issues central to all.

**Learning Goals:**

At the conclusion of this module, students will be able to

- Read and comprehend a complex literary (dramatic) text
- Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or inventive
- Analyze the impact of an author’s choices regarding the use of rhetorical concepts (ethos, pathos, logos), structure, and elements of drama
- Determine the central ideas and themes of a text and analyze their development
- Analyze multiple interpretations of a drama, in written form and on film
- Engage in intellectual conversations about important issues, both personal and societal, and the role of art and literature in our understanding of such issues

- Write sophisticated dramatic works, applying the analysis conducted throughout the reading process to their own creative practices and purposes
- Revise their work using collaborative processes
- Act as motivated, self-directed, and creative individuals

**Essential Questions/Questions at Issue:**

- In what ways does being asked to write a third act for *Zoot Suit* enhance students' experience of the play as readers and audience members and empower them to think about its themes in a deep and meaningful way?

**Culminating Task:**

Students have two options for the culminating task. Each one requires them to take on the role of dramatist. Option one is to write a scene that presents a present-day incarnation of one of the characters in the play and explore one or more of the themes of the play through a contemporary lens. The second option is to write a short one-act play that portrays a conversation between two characters who have just watched a production of *Zoot Suit* and are discussing it as they leave the theater.

**Potential Mini-Module Pairings:**

- Introducing Kairos
- Analyzing Audience: Pathos as Inquiry

**Texts:**

- Valdez, Luis. *Zoot Suit and Other Plays*. Arte Público Press, 1992.
- *Zoot Suit*. Valdez. Directed by Luis Valdez, performances by Daniel Valdez, Edward Olmos, and Tyne Daly, Universal, 1981.

**Module (Foundational Document): The Big Breakup: Declaration of Independence**

This module is designed to address a key American foundational document, the Declaration of Independence, and starts with the reading and analysis of the Declaration itself. Students read and analyze this text in various ways from multiple perspectives, then have the opportunity to read two additional articles that bring the document into a current context.

**Learning Goals:**

At the conclusion of the module, students will be able to

- Demonstrate an understanding of the text on their own terms

- Analyze the rhetorical situation of the texts, both at the time of the writing of the Declaration of Independence and now
- Write a compelling argument engaging the arguments of the texts
- Revise writing with respect to kairos and rhetorical purpose
- Develop strategies for identifying keywords and phrases (collocations) and making connections between language choices and rhetorical situation
- Demonstrate persistence in the face of difficult texts

**Essential Questions/Questions at Issue:**

- Why was the Declaration of Independence written the way it was?
- What is the role of the Declaration of Independence in our country today?

**Culminating Task:**

After reading the Declaration and completing several activities, students are asked to write a broadside taking either a Loyalist or a Revolutionary position. If the teacher chooses to use the two additional texts, students are asked to write an essay discussing what role the Declaration should have in our society today. Both assignments are argumentative.

**Potential Mini-Module Pairings:**

- Introducing Ethos, Pathos, and Logos
- Introducing Kairos
- The Classical Pattern of Persuasion

**Texts:**

- The Declaration of Independence of the United States, 1776.
- Gerson, Michael. “America Is Not a Normal Country.” Washington Post, 3 July 2017, [www.washingtonpost.com/opinions/america-isnt-a-normal-country/2017/07/03/5e6b82a0-6024-11e7-a4f7-af34fc1d9d39\\_story.html?noredirect=on&utm\\_term=.ad2c8cf756ec](http://www.washingtonpost.com/opinions/america-isnt-a-normal-country/2017/07/03/5e6b82a0-6024-11e7-a4f7-af34fc1d9d39_story.html?noredirect=on&utm_term=.ad2c8cf756ec). Accessed 11 Oct. 2017.
- Wang, Amy B. “Some Trump Supporters Thought NPR Tweeted ‘Propaganda.’ It Was the Declaration of Independence.” Washington Post, 5 July 2017, [www.washingtonpost.com/news/the-fix/wp/2017/07/05/some-trump-supporters-thought-npr-tweeted-propaganda-it-was-the-declaration-of-independence/?utm\\_term=.8368e929e7f7](http://www.washingtonpost.com/news/the-fix/wp/2017/07/05/some-trump-supporters-thought-npr-tweeted-propaganda-it-was-the-declaration-of-independence/?utm_term=.8368e929e7f7). Accessed 11 Oct. 2017.

**Module (Foundational Document/Book): March: Book Three and the Civil Rights Movement – Then and Now**

In this module, students consider the Declaration of Independence and the Bill of Rights in context. They then work to find connections between 1776 and 1965 by reading *March: Book Three*, a graphic memoir offering John Lewis's perspective of the Civil Rights movement of the 1950s and 1960s. The module is designed to have students make meaning of texts through independent notetaking and book club discussions.

**Learning Goals:**

At the conclusion of the module, students will be able to

- Read purposefully and independently for understanding, appreciation, and analysis
- Contribute helpfully and respectfully in equitable intellectual discussion
- Analyze texts with attention to audience, purpose, appeals, and stylistic choices
- Synthesize multiple ideas and perspectives from various texts
- Develop targeted research questions as needed
- Compose and revise with attention to audience and purpose

**Essential Questions/Questions at Issue:**

- How can foundational documents help us understand historical events and contemporary life?
- How has strategic thinking about purpose and audience contributed to the evolution of rights in America?
- What are tactics and struggles related to collective work for civic change?
- What role(s) can story play in civic life?

**Culminating Task:**

Students write an argumentative essay with a works cited page. They have three prompts from which to pick, each one calling upon students to apply key concepts relating to the foundational documents they read to a contemporary issue. The skills spotlighted in the culminating task include attributing, explaining, and citing material from sources.

**Potential Mini-Module Pairings:**

- Introducing the Rhetorical Situation
- Introducing Ethos, Pathos, and Logos
- Introducing Genre as Rhetoric
- Analyzing the Rhetorical Situation
- Using the Toulmin Model to Analyze Arguments
- The Toulmin Model as Inquiry to Audience



**Texts:**

- Baker, Ella J. "Letter to Democratic Party Convention Delegates." Mississippi Freedom Democratic Party, Civil Rights Movement Archive, 20 July 1964, [www.crmvet.org/docs/640720\\_mfdp\\_letter.pdf](http://www.crmvet.org/docs/640720_mfdp_letter.pdf). Accessed 20 Nov. 2019.
- The Bill of Rights: A Transcription. National Archives, United States National Archives and Records Administration, [archives.gov/founding-docs/bill-of-rights-transcript](http://archives.gov/founding-docs/bill-of-rights-transcript). Accessed 20 Nov. 2019.
- The Declaration of Independence: A Transcription. National Archives, United States National Archives and Records Administration, [archives.gov/founding-docs/declaration-transcript](http://archives.gov/founding-docs/declaration-transcript). Accessed 20 Nov. 2019.
- Lewis, John and Andrew Aydin. March: Book Three. Art by Nate Powell, Top Shelf Publishing, 2016.
- Optional Module Texts Reynolds, Barbara. "I Was a Civil Rights Activist in the 1960s. But it's Hard for Me to Get Behind Black Lives Matter." Washington Post, 24 Aug. 2015, [www.washingtonpost.com/posteverything/wp/2015/08/24/i-was-a-civil-rights-activist-in-the1960s-but-its-hard-for-me-to-get-behind-black-lives-matter/](http://www.washingtonpost.com/posteverything/wp/2015/08/24/i-was-a-civil-rights-activist-in-the1960s-but-its-hard-for-me-to-get-behind-black-lives-matter/). Accessed 20 Nov. 2019
- Stephen, Bijan. "Social Media Helps Black Lives Matter Fight the Power." Wired, Nov. 2015, [www.wired.com/2015/10/how-black-lives-matter-uses-social-media-to-fight-the-power/](http://www.wired.com/2015/10/how-black-lives-matter-uses-social-media-to-fight-the-power/).
- Optional Video Text Cullors, Patrisse, Alicia Garza, and Opal Tometi. "An Interview with the Founders of Black Lives Matter." TEDWomen2016, interviewed by Mia Birdsong, Oct. 2016, [www.ted.com/talks/alicia\\_garza\\_patrisse\\_cullors\\_and\\_opal\\_tometi\\_an\\_interview\\_with\\_the\\_founders\\_of\\_black\\_lives\\_matter?language=en--](http://www.ted.com/talks/alicia_garza_patrisse_cullors_and_opal_tometi_an_interview_with_the_founders_of_black_lives_matter?language=en--)

**Module (Foundational Document): Speech in America: Rhetoric of Foundational Public Speeches**

Public speeches both shape our country and reflect its history. In this module, students will identify powerful public speaking techniques by analyzing a variety of historically important speeches and then incorporate those techniques into a speech of their own. They begin with a close reading of Lincoln's "Second Inaugural Address" to identify how a writer appeals to a certain audience at a particular time. Students then work in small groups to repeat the process as they analyze a second speech and jigsaw to share their learning and develop a list of common speech writing techniques used by writers they have read.

**Learning Goals:**

At the conclusion of the module, students will be able to

- Identify and analyze elements of the rhetorical situation, especially audience and purpose
- Understand the structure of arguments, considerations of validity, and connections between arguments and evidence

- Write effectively in a variety of academic and workplace genres

**Essential Questions/Questions at Issue:**

- What makes a speech effective for a particular rhetorical situation?

**Culminating Task:**

After reading and analyzing the choices made by writers in several speeches, and developing a list of best practices for speech writing, students write their own “great speech” on a topic of their choosing. Students will determine their audience and consider kairos as they write a speech to persuade an authentic group of people to take action or change their views about a problem in the school, community, or larger world. Students will consider how their choices, including use of figurative language, impact the ethos, pathos, and logos of their speech.

This task has a fair amount of flexibility, with optional research activities and optional presentation activities provided.

**Potential Mini-Module Pairings:**

- Introducing Ethos, Pathos, and Logos
- Introducing Transfer of Learning
- Introducing Kairos
- Analyzing Audience: Pathos as Inquiry
- Using the Toulmin Model to Analyze Arguments
- The Toulmin Model as Inquiry to Audience
- The Classical Pattern of Persuasion

**Texts:**

- Lincoln, Abraham. “Second Inaugural Address.” American Rhetoric, edited by Michael Eidenmuller, 2018, [www.americanrhetoric.com/speeches/abrahamlincolnsecondinauguraladdress.htm](http://www.americanrhetoric.com/speeches/abrahamlincolnsecondinauguraladdress.htm). Accessed 31 Mar. 2020.

**Module (Issue): Chance Me: Recognizing Merit**

Students and families experience a lot of confusion in regard to the college admissions process and whether or not they have what it takes to be admitted to their “dream” schools. This module enables students to consider answers to the question “What is merit?” in the context of applying to college. It prompts them to recognize their own merit—whether or not they are going to be applying to or attending college. Through study of this module, students gain a better understanding of factors at play in admissions decisions, including what it means to have merit and in defining the

merit they already possess. The module invites students to explore real life scenarios of students with diverse characteristics and personal qualities who have been admitted to top-ranked universities and consider how diversity should be valued in the admission process.

### **Learning Goals:**

At the conclusion of the module, students will be able to:

- Contribute to extended discussions, sustaining conversations by following turn-taking norms, asking and answering relevant questions, affirming others, and expressing their own ideas coherently and persuasively
- Identify the main arguments or claims within a text and the evidence and reasoning used to support them
- Analyze how authors present and develop arguments, and how they make connections between points over the course of a text
- Evaluate the rhetorical effectiveness of arguments
- Write and revise an argument, with a focus on organizational structure, rhetorical effectiveness, and academic language use
- Negotiate with and persuade others in discussions and conversations
- Explain inferences and conclusions drawn from close readings of grade-appropriate texts
- Explain how writers structure texts and use language to persuade the reader
- Write increasingly concise summaries of texts and justify opinions and positions by writing a text-based argumentative letter
- Create text cohesion by selecting appropriate connecting words and verb tenses

### **Essential Questions/Questions at Issue:**

- When applying to college, what does it mean to have merit?
- Who should be admitted to universities? What role should creating diversity play?
- How does one prepare themselves to be a good candidate for college admission?

### **Culminating Task:**

Students assume the role of a member of an admissions committee and write a letter of recommendation in which they frame an argument on behalf of a college applicant.

### **Potential Mini-Module Pairings:**

- Introducing the Rhetorical Situation
- Introducing Genre as Rhetoric
- Analyzing the Rhetorical Situation

**Texts:**

- Hyman, Jeremy S., and Lynn F. Jacobs. “Why Does Diversity Matter at College Anyway?” Adapted. U.S. News, 12 Aug. 2009, [www.usnews.com/education/blogs/professors-guide/2009/08/12/why-does-diversity-matter-at-college-anyway](http://www.usnews.com/education/blogs/professors-guide/2009/08/12/why-does-diversity-matter-at-college-anyway). Drawn from Aaron Thompson and Joseph B. Cuseo, *Diversity and the College Experience*, Kendall-Hunt, 2014.
- Resmovits, Joy. “From Living in Cars to UC Davis; One Student’s Journey.” *Los Angeles Times*, 3 July 2016, p. B1.
- Scott, Sam. “Saving Stockton.” *Stanford Magazine*, Sept./Oct. 2012, [alumni.stanford.edu/get/page/magazine/article/?article\\_id=56942](http://alumni.stanford.edu/get/page/magazine/article/?article_id=56942).
- Song, Jason. “For an Illegal Immigrant, Getting into UCLA Was the Easy Part.” Excerpts. *Los Angeles Times*, 2 Feb. 2009, p. A1.
- University of California Admissions. “Personal Insight Questions.” [admission.universityofcalifornia.edu/how-to-apply/applying-as-a-freshman/personal-insight-questions.html](http://admission.universityofcalifornia.edu/how-to-apply/applying-as-a-freshman/personal-insight-questions.html).
- “How Applications are Reviewed.” [admission.universityofcalifornia.edu/how-to-apply/applying-as-a-freshman/how-applications-are-reviewed.html](http://admission.universityofcalifornia.edu/how-to-apply/applying-as-a-freshman/how-applications-are-reviewed.html).

**Module (Issue): Civil Disobedience**

Students advocate a call to action in a written argument or speech that is situated in relation to the tradition of nonviolent civil disobedience, as articulated in the work of Henry David Thoreau, Martin Luther King, Jr., and/or Cesar Chavez. Students engage in two Socratic Seminars and practice annotating to pull relevant quotations from the texts to support their claims while regularly reflecting on their progress towards meeting their module learning goals.

**Learning Goals:**

At the conclusion of the module, students will be able to

- Analyze the rhetorical features of texts: speaker, occasion, audience, purpose, style, and tone
- Provide evidence to support their analysis of texts
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)
- Write arguments in support of a position regarding a current social issue
- Situate an appropriate call to action within or in response to the tradition of nonviolent civil disobedience
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach, focusing on the needs of a specific purpose and audience

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases

**Essential Questions/Questions at Issue:**

- What is civil disobedience?
- When does civil disobedience successfully bring about change? When does it fail to bring about change?
- How do the arguments we have studied contribute to the writers' acts of civil disobedience?
- What are some reasons we might want to read an argument or listen to an argumentative speech?
- How can we use well-crafted arguments (in this case, letters and speeches) to bring awareness to a current social issue, as well as to issue a clear call to action?

**Culminating Task:**

Students write an argumentative letter or speech that takes a stand on a current social issue. Developing and supporting their arguments through research-based evidence, emotional appeals, and a consideration of alternate viewpoints, students propose a call to action that is situated in relation to the tradition of nonviolent civil disobedience established by Thoreau, King, and Chavez, among others.

**Potential Mini-Module Pairings:**

- Introducing the Rhetorical Situation
- Introducing Ethos, Pathos, and Logos
- Introducing Genre as Rhetoric
- Analyzing the Rhetorical Situation
- Using the Toulmin Model to Analyze Arguments
- The Toulmin Model as Inquiry to Audience
- The Classical Pattern of Persuasion

**Texts:**

- King, Jr., Martin Luther. "Letter from Birmingham Jail." The Martin Luther King, Jr., Research and Education Institute, Stanford University, 16 Apr. 1963, [okra.stanford.edu/transcription/document\\_images/undecided/630416-019.pdf](https://okra.stanford.edu/transcription/document_images/undecided/630416-019.pdf).
- Thoreau, Henry David. "Yankee in Canada (1866)/Civil Disobedience." Wikisource, 13 July 2017, [en.wikisource.org/wiki/Yankee\\_in\\_Canada\\_\(1866\)/Civil\\_Disobedience](https://en.wikisource.org/wiki/Yankee_in_Canada_(1866)/Civil_Disobedience).

**Module (Issue): Changing Minds: Thinking About Immigration**

This module asks students to apply a framework of psychology to analyze what causes people to hold certain views on contentious topics such as immigration and what can cause them to change. The module enables students to develop a theory about how people change their views through a combination of formative experience and new information, and then apply what they have learned to understand the evolution of another person's or their own thinking about immigration. There is also guidance for constructing norms for civil discourse as students discuss the topic.

**Learning Goals:**

At the conclusion of the module, students will be able to:

- Agree upon norms for civil discourse on a controversial topic and apply them during oral discussion and in written texts
- Understand how arguments and counterarguments are developed and supported with evidence
- Apply a theoretical framework to a text written for a different audience and purpose
- Create a persuasive document tailored for its purpose, audience, and occasion
- Apply strategies to determine the meaning of long, information dense sentences
- Analyze how writers create coherence and indicate time relationships and apply during the editing process
- Use academic vocabulary relevant to the topic in discussion and writing
- Increase the use of academic English in pairs and small groups

**Essential Questions/Questions at Issue:**

- Why do people cling to their views about immigration tenaciously and what does it take to change those views?
- How can setting norms for civil discourse enable us to have open-minded discussions about contentious topics?

**Culminating Task:**

Students have a choice of two writing topics. One asks students to consider how best to change other people's minds about controversial topics like immigration, and one asks them to analyze their own views about immigration. Both writing tasks are formatted as short articles that may be posted on a Web site or submitted to an online school newspaper; both require students to engage in analytical thinking and writing and civil written discourse.

**Potential Mini-Module Pairings:**

- Introducing Ethos, Pathos, and Logos
- Introducing Kairos
- Using the Toulmin Model to Analyze Arguments
- The Toulmin Model as Inquiry to Audience

- The Classical Pattern of Persuasion

**Texts:**

- Anti-Defamation League (ADL). “Myths and Facts about Immigrants and Immigration.” ADL, 2017,  
[www.adl.org/resources/fact-sheets/myths-andfacts-about-immigrants-and-immigration](http://www.adl.org/resources/fact-sheets/myths-andfacts-about-immigrants-and-immigration).
- Machado, Amanda. “My Family Immigrated Here Legally. I Used to Think that Made Us Special.” Washington Post, 13 Oct. 2017,  
[www.washingtonpost.com/outlook/my-family-immigrated-here-legally-iused-to-think-that-made-us-special/2017/10/13/ee08b130-aec6-11e7-be94-fabb0f1e9ffb\\_story.html?utm\\_term=.3105d8b60a8f](http://www.washingtonpost.com/outlook/my-family-immigrated-here-legally-iused-to-think-that-made-us-special/2017/10/13/ee08b130-aec6-11e7-be94-fabb0f1e9ffb_story.html?utm_term=.3105d8b60a8f).
- Ropeik, David. “Why Changing Somebody’s Mind, or Yours, Is Hard to Do.” Psychology Today, 13 July 2010,  
[www.psychologytoday.com/us/blog/howrisky-is-it-really/201007/why-changing-somebody-s-mind-or-yours-is-harddo](http://www.psychologytoday.com/us/blog/howrisky-is-it-really/201007/why-changing-somebody-s-mind-or-yours-is-harddo).

**Module (Issue): The Danger (and Power) of a Single Story**

This module teaches students to identify both narrative and rhetorical purposes of contemporary fiction. Students analyze how narrative strategies can be used rhetorically in a variety of genres to appeal to specific audiences. Framed by an argument raised in Adichie’s TED Talk, this module offers choices of texts and topics, then shifts into an inquiry-driven writing task blending narrative and rhetorical strategies.

**Learning Goals:**

At the conclusion of the module, students will be able to demonstrate the following:

- Analyze the rhetorical situation in contemporary short fiction, paying particular attention to audience and purpose.
- Engage in intellectual conversations about important issues, both personal and societal.
- Evaluate and synthesize information from sources across multiple genres.
- Identify a specific purpose and audience, and make rhetorical choices to communicate effectively.
- Construct meaning from oral presentations and literary text through grade-appropriate listening and reading.
- Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
- Adapt language choices to purpose, task, and audience when speaking and writing.

**Essential Questions/Questions at Issue:**



- What is the relationship between power and storytelling? How can stories deconstruct traditionally held ideas of power, specifically with regard to gender, race, and class?
- What “single stories” exist in America today that lead to prejudice, stereotypes, and misunderstandings? How are authors, journalists, and artists using narratives to complicate these simplistic beliefs?
- How can students use narrative writing to complicate a single story relevant to their lives?

### **Culminating Task:**

Students have two options for the culminating task. One option is a narrative writing task and the other is an argumentative writing task. Both require students to apply their study of narrative strategies used for rhetorical purposes and to make choices about genre, structure, and style to appeal to a specific audience.

### **Potential Mini-Module Pairings:**

- Introducing the Rhetorical Situation
- Introducing Ethos, Pathos, and Logos
- Introducing Genre as Rhetoric
- Introducing Inquiry Questions
- Analyzing the Rhetorical Situation

### **Texts:**

- Adichie, Chimamanda Ngozi. “The Danger of a Single Story.” Transcript. TED, TEDGlobal 2009, July 2009, [www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story/transcript](http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story/transcript). Accessed 28 Feb. 2020.
- Earnshaw, Jessica. “Aging Inmates: Photographer Shines Light on Loneliness and Isolation.” National Geographic, 4 Aug. 2016, [www.nationalgeographic.com/photography/proof/2016/07/aging-in-prison--photographer-shines-light-on-loneliness-and-soc/#/01\\_aging\\_in\\_prison.jpg](http://www.nationalgeographic.com/photography/proof/2016/07/aging-in-prison--photographer-shines-light-on-loneliness-and-soc/#/01_aging_in_prison.jpg).

### **Module (Issue): Daily Challenge: Mental Illness in Our Lives**

Mental illness and mental wellness are commonly misunderstood topics in today’s society. This module is designed to help students engage in a true inquiry process regarding aspects of mental illness, turning what they wonder into research questions, and using those questions to drive high quality research. When the research is complete, they take what they have learned and apply their findings in two different

genres to persuade two different audiences.

### **Learning Goals:**

At the conclusion of this module, students will be able to

- Rhetorically analyze messages in a variety of mediums, including their own work and the work of peers
- Use parallel structure in their own writing
- Develop research questions and appropriately narrow or broaden them as needed
- Gather, analyze and evaluate sources
- Analyze models to determine the expectations and conventions of genres
- Write a précis and an annotated bibliography
- Design and complete a PSA proposal packet with attention to audience

### **Essential Questions/Questions at Issue:**

- In our society, what are some of the challenges faced by people with a mental illness, and what are contributing factors?
- How can we find trustworthy information to answer our questions?
- How can we support individuals suffering with mental illness and the people who love them?
- In the PSA medium, how can we best persuade others to do so?

### **Culminating Task:**

The culminating task for this module is a three-part project. Part one asks students to write a mock project proposal overview seeking a grant to fund a public service announcement (PSA) for a problem related to mental health. This proposal overview includes citations of research completed regarding the topic. For part two, students complete a storyboard of their PSA including images and text for each panel. Part three is an annotated bibliography of the sources they used during their research phase of the project.

### **Potential Mini-Module Pairings:**

- Introducing the Rhetorical Situation
- Introducing Genre as Rhetoric
- Introducing Inquiry Questions
- Analyzing the Rhetorical Situation
- Analyzing Audience: Pathos as Inquiry
- Using the Toulmin Model to Analyze Arguments
- The Toulmin Model as Inquiry to Audience

**Texts:**

- Chivers, Christopher J. “Love’s Road Home.” New York Times, 10 Nov. 2017, [www.nytimes.com/2017/11/10/fashion/weddings/sam-siatta-marries-ashley-Volk.html](http://www.nytimes.com/2017/11/10/fashion/weddings/sam-siatta-marries-ashley-Volk.html).
- Wong, Eunice C., et al. “Racial and Ethnic Differences in Mental Illness Stigma and Discrimination Among Californians Experiencing Mental Health Challenges.” Rand Health Quarterly, vol. 6, no. 2, 2016, Figures 1-4 and 6, [www.rand.org/pubs/periodicals/health-quarterly/issues/v6/n2/06.html](http://www.rand.org/pubs/periodicals/health-quarterly/issues/v6/n2/06.html).
- This text includes several infographics presenting data related to mental health and public perceptions, helping students better understand mental illness and allowing them to address misconceptions they may have about the topic that could derail their comprehension and schema-building.
- The module begins with students watching several videos about mental illness to provide some basic understanding and to challenge some common misconceptions and those links are provided within the module.
- The module also includes several PSA video texts for students to watch and analyze as they prepare to design their own PSA.

**Module Issue (includes a Book): Generation to Generation: Learning From Each Other**

This module is designed to strengthen the student’s ability to recognize and use narrative as a rhetorical strategy to develop pathos and ethos in argument. Students will read texts about the elderly and understanding the power of story. They will then interview a senior citizen to learn their story and gather additional ideas for a narrative and to form a claim about the role of the elderly in society. Finally, students develop an essay or blog using narrative to support their argumentative writing.

**Learning Goals:**

At the conclusion of the module, students will be able to:

- Analyze the use of narrative in making an argument
- Analyze current informational texts to discover the importance of story in communication
- Read rhetorically to build knowledge and understanding of current issues concerning the elderly in society
- Synthesize print text with personal interview to form a claim
- Use narrative writing as a rhetorical device to create ethos and pathos in an argumentative essay or blog

**Essential Questions/Questions at Issue:**

- What is the role of the elderly in society?
- What can be learned from the elderly and what can they learn from younger generations?
- How does narrative impact the development of ethos and pathos in an argument?
- How do we conduct interviews to learn the most from the interviewee?

**Culminating Task:**

Students write an argumentative blog or essay using narrative as the predominant style to establish and develop their claim regarding the elderly and their role in society. The purpose of the argument is to raise awareness on the importance of the student’s claim, to call the audience to action, or to ask the audience to take a stand.

**Potential Mini-Module Pairings:**

- Introducing Ethos, Pathos, and Logos
- Using the Toulmin Model to Analyze Arguments

**Text:**

- Wallis, Velma. *Two Old Women: An Alaska Legend of Betrayal, Courage and Survival*. Illustrated by Jim Grant. Harper Perennial, 2013.

**Module (Issue): Human Impact on Climate**

This module is designed to engage students in deep analytical conversations about human impact on climate in our global society. Throughout the module students build understanding about the effects humans have on climate through reading closely, analyzing and discussing texts on the topic of climate change, and writing to learn.

**Learning Goals:**

At the conclusion of the module, students will be able to:

- Contribute to extended discussions, sustaining conversations by following turn-taking rules, asking and answering relevant questions, affirming others, and expressing their own ideas coherently and persuasively
- Identify the main arguments or claims within a text and the evidence and reasoning used to support them
- Analyze arguments for structure and organization and persuasive language
- Evaluate the rhetorical effectiveness of arguments, the credibility of various sources
- Write and revise an argument, with a focus on organizational structure, rhetorical effectiveness, and academic language use

- Engage in extended academic discussions, adapting language choices and using academic language as appropriate
- Analyze arguments for text organization and structure and to better understand the claims and evidence in them
- Analyze complex sentences to understand their structure and determine the densely packed meanings in them
- Evaluate how well authors structure texts, present their claims and evidence, and use language to persuade
- Apply knowledge of register, academic language, cohesion, and complex sentences to writing an argument

**Essential Questions/Questions at Issue:**

- What is climate change, and what causes it?
- How are humans impacted by climate change? (What drives policy?)
- What are the current policies around climate change? (What is the policy?)
- What can we do about climate change? (How might we respond to policy?)

**Culminating Task:**

The culminating task takes the form of an argumentative letter to an elected official (at any level of government), expressing favor of or opposition to a particular legislative policy, which includes an explanation about the causes of climate change and its effects on a specific aspect of the environment related to the policy, and reasons and evidence for why the particular legislative action would benefit or harm constituents. The culminating task for designated ELD asks students to argue their policy positions or present their proposals in the form of a five- to seven-minute town hall speech.

**Potential Mini-Module Pairings:**

- Introducing the Rhetorical Situation
- Introducing Ethos, Pathos, and Logos
- Introducing Kairos
- Analyzing the Rhetorical Situation
- Using the Toulmin Model to Analyze Arguments
- The Toulmin Model as Inquiry into Audience

**Texts:**

- Garegnani, Danielle. “Climate Adaptation Policy Proposal for Houston.” 2018.
- Garegnani, Danielle. “Summary of the Paris Climate Accord.” 2018.

- NASA’s Jet Propulsion Laboratory. “Global Warming and Climate Change.” Adapted from NASA Global Climate Change: Vital Signs of the Planet, 2018, [climate.nasa.gov/causes](http://climate.nasa.gov/causes); [climate.nasa.gov/effects](http://climate.nasa.gov/effects); and [climate.nasa.gov/resources/global-warming](http://climate.nasa.gov/resources/global-warming).
- NASA’s Jet Propulsion Laboratory. “Responding to Climate Change.” Adapted from NASA Global Climate Change: Vital Signs of the Planet, 2018, [climate.nasa.gov/solutions/adaptation-mitigation/](http://climate.nasa.gov/solutions/adaptation-mitigation/).
- Obama, Barack. “Remarks by President Obama at the First Session of COP21.” The White House: President Barack Obama, 20 Nov. 2015, [obamawhitehouse.archives.gov/the-press-office/2015/11/30/remarks-president-obama-first-session-cop21](http://obamawhitehouse.archives.gov/the-press-office/2015/11/30/remarks-president-obama-first-session-cop21).

**Module (Issue): Poetry for the People**

Poetry is sometimes thought of as inaccessible, as only for a select few who can read the symbolism and metaphor. In fact, poetry can be accessible to all readers, and it is part of everyday life. In this module, students analyze the rhetorical use of poetry with an emphasis on poets’ purposes for writing and the variety of audiences that can access, enjoy, and learn from poetry. In particular, the module starts by asking: “Why do poets write poetry? What is poetry for?” Then, the module gives students the option to choose different kinds of poems within contemporary American poetry that make poetry accessible for an adolescent audience. Students will read four to five poems closely and examine how the writer made rhetorical choices. Last, as a book review is a common genre used by poets to write and to learn about and evaluate poetry, students will write a review of the poems they have read, using criteria from poets, as well as their own ideas, as a means for reviewing the poems they chose.

**Learning Goals:**

- At the conclusion of the module, students will be able to
- Consider poetry from a rhetorical perspective
- Situate poetry rhetorically, considering why poets write poetry, for what purposes, and for whom
- Analyze audience, purpose, and kairos of several poems
- Draw on professional texts and personal experience to create criteria for reviewing poetry
- Summarize and evaluate poetry in a review genre
- Choose their primary, secondary, and tertiary audiences for their writing project
- Revise their writing based on feedback from peers and teacher

**Essential Questions/Questions at Issue:**

- How is poetry used in the world?

- What audiences and purposes do poets have for writing poetry?
- What rhetorical qualities do poems have that engage readers?

### **Culminating Task:**

For this culminating task, student write a poem review that examines the quality of the poems they read and supports them in engaging in a disciplinary conversation about what poems do for different kinds of readers.

### **Potential Mini-Module Pairings:**

- Introducing the Rhetorical Situation
- Introducing Genre as Rhetoric
- Analyzing the Rhetorical Situation

### **Texts:**

- Alarcón, Francisco X. “A Blank White Page.” *Iguanas in the Snow and Other Winter Poems/Iguanas en la nieve y otros poemas de invierno*, Lee & Low Books, 2001, np, <https://www.poetryfoundation.org/poems/91107/a-blank-white-page>.
- Herrera, Juan Felipe. “Let Me Tell You What a Poem Brings.” *Half of the World in Light: New and Selected Poems*, University of Arizona Press, 2008, p. 301, <https://www.poetryfoundation.org/poems/52286/let-me-tell-you-what-a-poem-brings>.
- Lund, Elizabeth. “Poem-a-Day Review: Your Guide to Befriending Poetry in 2016.” *Washington Post*, 22 Dec. 2015, [https://www.washingtonpost.com/entertainment/books/poem-a-day-review-your-guide-to-befriending-poetry-in-2016/2015/12/22/68323afe-a7fc-11e5-9b92-dea7cd4b1a4d\\_story.html?noredirect=on&utm\\_term=.93c2b4fe72bf](https://www.washingtonpost.com/entertainment/books/poem-a-day-review-your-guide-to-befriending-poetry-in-2016/2015/12/22/68323afe-a7fc-11e5-9b92-dea7cd4b1a4d_story.html?noredirect=on&utm_term=.93c2b4fe72bf).
- Moore, Marianne. “Poetry.” *New Collected Poems*, edited by Heather Cass White, Farrar, Straus and Giroux, 2017, pp. 27-28, <https://www.poets.org/poetsorg/poem/poetry>.
- Seitz, Matt Zoller. “Solo: A Star Wars Story” *Movie Review*. 22 July 2018, <https://www.rogerebert.com/reviews/solo-a-star-wars-story-2018>.

### **Module (Issue): Racin’ America**

Students learn in this module how writers’ choices—in terms of content, sentence structure, and diction—serve to create relationships with particular audiences. They also learn more about the concepts of race and privilege and how those concepts may appear differently from different perspectives.



**Learning Goals:**

At the conclusion of the module, students will be able to:

- Read purposefully for information and understanding
- Connect the elements of the rhetorical situation, especially audience and purpose, to writers' choices
- Engage in intellectual conversations about important issues, both personal and societal
- Describe the structure of arguments, considerations of validity, and connections between arguments and evidence
- Integrate multiple types of writing in a single text for a specific purpose

**Essential Questions/Questions at Issue:**

- What role does race play in Americans' lives?

**Culminating Task:**

For this culminating writing task, student compose a reflective argument on the role of race in American lives. All students' compositions will be compiled into a class blog, which will determine the audience students should be considering as they write.

**Potential Mini-Module Pairings:**

- Introducing the Rhetorical Situation
- Introducing Genre as Rhetoric
- Analyzing the Rhetorical Situation

**Texts:**

- Coates, Ta-Nehisi. "What We Mean When We Say 'Race Is a Social Construct.'" *The Atlantic*, 15 May 2013, [www.theatlantic.com/national/archive/2013/05/what-we-mean-when-we-say-race-is-a-social-construct/275872/](http://www.theatlantic.com/national/archive/2013/05/what-we-mean-when-we-say-race-is-a-social-construct/275872/).
- Dalton, Harlon L. "White Skin Privilege." *Racial Healing: Confronting the Fear Between Blacks and Whites*, Doubleday, 1995, pp. 105-116.
- Vance, J.D. "Why Race Relations Got Worse: The Racial Conversation We're Having Today is Tribalistic." *National Review*, 29 Aug 2016, <https://www.nationalreview.com/2016/08/race-relations-getting-worse-america-why/>.

**Module (Issue): The Rhetoric of the Op-Ed Page: Ethos, Logos, and Pathos**

The purpose of this module is to help students use the three Aristotelian appeals of ethos, logos, and pathos to evaluate the rhetoric of editorials and opinion (op-ed) pieces in newspapers.

**Learning Goals:**

At the conclusion of the module, students will be able to:

- Understand and use the concepts of ethos, logos, and pathos to analyze the rhetorical strategies of an author
- Understand the concept of “persuasion” and make distinctions between beliefs and knowledge
- Understand key rhetorical concepts such as audience, purpose, occasion, and genre through analysis of texts
- Write a letter to the editor or an essay responding to the issues of the text(s) making effective rhetorical choices in light of audience and purpose

**Essential Questions/Questions at Issue:**

- Are animals really so different from humans?
- Should humans treat animals better?
- What are useful strategies for developing inquiry questions?
- How can inquiry questions be used to improve critical thinking?
- How can those questions improve the depth and detail of our writing?

**Culminating Task:**

There are two writing genres and four possible writing assignments in this module. Students may elect to write a letter to the editor in response to one of the two articles they read for the module, or they may write a letter to the editor about another issue they are passionate about. The second genre option would be an essay taking a stance toward a proposed Animal Bill of Rights based on the scientific studies of animal behaviors and capacities.

**Potential Mini-Module Pairings:**

- Introducing the Rhetorical Situation
- Introducing Ethos, Logos, and Pathos
- Introducing Genre as Rhetoric
- Analyzing the Rhetorical Situation
- Analyzing Audience: Pathos as Inquiry
- Using the Toulmin Model to Analyze Arguments
- The Toulmin Model as Inquiry into Audience

**Texts:**

- Braithwaite, Victoria. “Hooked on a Myth: Do Fish Feel Pain?” Los Angeles Times, 8Oct. 2006, p. M5.
- Edlund, John R. “Letters to the Editor in Response to ‘A Change of Heart About Animals.’” 2003.

- Rifkin, Jeremy. "A Change of Heart About Animals." Editorial. Los Angeles Times, 1 Sept. 2003, p. B15.

**Module (Issue): Segregation, Integration, Justice: *Brown v. Board of Education***

This module introduces students to the foundational document *Brown v. Board of Education*, the Supreme Court decision that ended segregation in public schools based on race. The articles and the Supreme Court excerpt included in this module all advocate for integration or inclusion, but the real question is: how can we do this equally, fairly, honorably, and respectfully? While the readings all favor integration, the purpose of the readings is to acquire the information, experiences, and outcomes, and to filter them through the lenses of equality, equity, and justice.

**Learning Goals:**

At the conclusion of the module, students will be able to:

- Recognize and summarize key ideas in an important Supreme Court decision
- Interpret and apply information from readings to consider what is at stake with integration
- Consider the legacy of *Brown v. Board of Education*
- Recognize and formulate a rhetorical situation for making arguments about what is at stake with integration
- Organize reasoning and evidence from texts to make an argument
- Evaluate the rhetorical situation and the use of rhetorical appeals for the purpose of revision
- Integrate outside texts to distinguish the writer's ideas from an outside text's ideas

**Essential Questions/Questions at Issue:**

- What is at stake with integration?

**Culminating Task:**

Students choose between writing an academic essay, recording a podcast, or creating a video arguing their perspective on what is at stake with integration.

**Potential Mini-Module Pairings:**

- Introducing the Rhetorical Situation
- Introducing Kairos
- Introducing Inquiry Questions
- Analyzing the Rhetorical Situation
- Using the Toulmin Model to Analyze Arguments
- The Toulmin Model as Inquiry into Audience

**Texts:**

- Glass, Ira, host, and Nikole Hannah-Jones, reporter. “The Problem We All Live With, Prologue.” This American Life Podcast, 7 Aug. 2015, [www.thisamericanlife.org/562/the-problem-we-all-live-with-part-one](http://www.thisamericanlife.org/562/the-problem-we-all-live-with-part-one).
- Warren, Earl. Opinion in *Brown v. Board of Education*. Excerpt of Transcript, 17 May 1954, [www.ourdocuments.gov/doc.php?doc=87&page=transcript](http://www.ourdocuments.gov/doc.php?doc=87&page=transcript).

**Module (Issue): What’s Next? Thinking About Life After High School**

Designed for the last semester of eleventh grade or the first semester of twelfth grade, this module supports students as they confront choices they have to make about life after high school. It provides students with an opportunity to consider not just what they wish to do after high school, or what options they have available to them, but also how well prepared they are for that next phase of life. The readings in the module serve to promote self-reflection—making the student and their future the main text of this module—and they provide information about various choices students have after high school.

**Learning Goals:**

- At the conclusion of the module, students will be able to
- Discuss college and career expectations for reading independently
- Discuss the intellectual habits necessary for success in college and careers, including curiosity, openness, engagement, creativity, persistence, flexibility, responsibility, and metacognition
- Generate questions about ideas, arguments, analyses, perspectives, or the rhetorical presentation of text in order to make an informed response
- Manage information gathered through reading in preparation for writing
- Make writerly decisions grounded in rhetorical contexts and genre
- Write in response to an audience, occasion, and/or intention

**Essential Questions/Questions at Issue:**

- What options do I have for life after high school?
- How well prepared am I to pursue these options?

**Culminating Task:**

Students generate a portfolio of work for this module that documents their research and findings of potential paths after high school. The portfolio will include at least three pieces of writing that contributed the most to their understanding in this module; a personal FAQ with at least 10 entries that represents their research; and a cover letter to a potential employer, a letter of introduction for the military, or a personal application essay for college entrance.

**Potential Mini-Module Pairings:**

- Introducing Ethos, Pathos, and Logos
- Introducing Genre as Rhetoric
- Introducing Transfer of Learning
- Introducing Inquiry Questions
- Analyzing Audience: Pathos as Inquiry
- Using the Toulmin Model to Analyze Arguments
- The Toulmin Model as Inquiry into Audience

**Texts:**

- CDR Salamander. "Sunday Funnies." CDRSalamander.blogspot.com, 5 Feb. 2012, cdrsalamander.blogspot.com/2012/02/sunday-funnies.html.
- Graff, Gerald. "Hidden Intellectualism." *They Say/I Say: The Moves That Matter in Academic Writing*. 4th ed., Gerald Graff, and Cathy Birkenstein, W.W. Norton, 2018, pp. 248-255. Adapted from *Clueless in Academe: How Schooling Obscures the Life of the Mind*, Gerald Graff, Yale UP, 2003.
- Hansen, Rick, and Ginny Crisco. "FAQ Guide for College, Work, or Military." 2018.
- Hansen, Rick, and Ginny Crisco. "Web Site Resources." 2018.
- Lieber, Ron. "5 High Schoolers and Their College Application Essays About Work, Money, and Social Class." Excerpt. *New York Times*, 11 May 2018, [www.nytimes.com/2018/05/11/your-money/college-essay-topic-money-social-class.html](http://www.nytimes.com/2018/05/11/your-money/college-essay-topic-money-social-class.html).
- Pérez, Angel B. "Want to Get Into College? Learn to Fail." *Education Week*, 31 Jan. 2012, [www.edweek.org/ew/articles/2012/02/01/19perez\\_ep.h31.html](http://www.edweek.org/ew/articles/2012/02/01/19perez_ep.h31.html).

**Portfolio: Final Reflection on Learning: The ERWC 11 Portfolio****Module Purpose:**

The purpose of this short portfolio module is to engage students in a thorough, evidence-based examination of their work throughout grade eleven in ERWC and to write a portfolio reflection letter based on that examination so that they learn more about what they have learned and how they have learned it. It is a "Final Reflection on Learning" and has been designed to give you and your students an opportunity to review and reflect upon student learning through long-term engagement in the ERWC.

**Learning Goals:**

- Review and reflect upon their learning through long-term engagement in the ERWC
- Draft an evaluative letter addressing their performance in the course and based on their review of their portfolio

- Describe what next steps they believe will enable them to progress in their learning of rhetorically based reading and writing skills

**Essential Questions/Questions at Issue:**

- How has each student progressed in learning about rhetorical reading and writing?
- What evidence of that learning is manifested in the ERWC portfolio maintained throughout the year?
- What strengths and needs for improvement in reading and writing are present in the portfolio?
- How might those needs for improvement be addressed in the future as students continue on the path toward becoming expert learners?

**Culminating Task:**

At the end of this module, students write a portfolio reflection letter in which they examine their portfolio of ERWC documents and explain how their reading and writing processes are manifested in those documents. They also describe, using evidence from the portfolio, how their reading and writing processes have changed, identify their strengths and needs for improvement, and consider their level of readiness for the reading and writing they are likely to face in college or in postsecondary work.

**Writing Assignments (REQUIRED):**

*Give examples of the writing assignments and the use of critical analysis within the writing assignments.*

**Culminating Task: The Boy Who Harnessed The Wind**

This module includes four writing tasks in different genres distributed across the module, including a short narrative, a character analysis, a book review blog, and a reflective essay.

**Culminating Task: The Distance Between Us**

Students construct an argument essay about which event in Grande’s life serves as the turning point in her coming of age. They write with Grande as their audience and are encouraged to submit their essays to her via her Website, reynagrande.com.

**Culminating Task: The Great Gatsby**

Rather than one task at the end of the module, there are four writing assignments, one after each major section of the text. The first is a letter to Nick Carraway about the social landscape of the student’s own neighborhood, the second is an essay about Gatsby’s true identity, the third is a definitional essay about love, and the fourth is an

essay about how the novel has affected each student's attitudes toward literature and life.

**Culminating Task: Service and Sacrifice**

Students will investigate community movements and write a narrative journalism response to one of two self-selected prompts either comparing two community movements or researching a lesser-known community movement to share its story.

**Culminating Task: *The Things They Carried* and the Power of Story**

Students revisit one of the narrative letters or stories written after the reading assignments for this book and then expand upon and revise it. Students write a fictionalized version of an event similar to the one they have experienced using two or more of O'Brien's writing moves to convey the felt truth of this event—the point they are trying to make. This summative writing features a central image that is enhanced through repetition and/or recurring imagery.

**Culminating Task: The Crucible - Power Play**

The module offers two writing task options for students, both of which address the concept of the use and abuse of power. In one option, students select a major character from the play and evaluate how that character assumes, utilizes, and maintains (or loses) power throughout the play. In the second option, students explore the connections between McCarthyism, the Salem witch trials, and a more modern situation that students feel is timely and important.

**Culminating Task: "So What's New?" Zoot Suit and New Dramatic Potentials**

Students have two options for the culminating task. Each one requires them to take on the role of dramatist. Option one is to write a scene that presents a present-day incarnation of one of the characters in the play and explore one or more of the themes of the play through a contemporary lens. The second option is to write a short one-act play that portrays a conversation between two characters who have just watched a production of *Zoot Suit* and are discussing it as they leave the theater.

**Culminating Task: The Big Breakup: Declaration of Independence**

After reading the Declaration and completing several activities, students are asked to write a broadside taking either a Loyalist or a Revolutionary position. If the teacher chooses to use the two additional texts, students are asked to write an essay discussing what role the Declaration should have in our society today. Both assignments are argumentative.

**Culminating Task: March: Book Three and the Civil Rights Movement – Then and Now**

Students write an argumentative essay with a works cited page. They have three prompts from which to pick, each one calling upon students to apply key concepts relating to the foundational documents they read to a contemporary issue. The skills spotlighted in the culminating task include attributing, explaining, and citing material from sources.

**Culminating Task: Speech in America: Rhetoric of Foundational Public Speeches**

After reading and analyzing the choices made by writers in several speeches, and developing a list of best practices for speech writing, students write their own “great speech” on a topic of their choosing. Students will determine their audience and consider kairos as they write a speech to persuade an authentic group of people to take action or change their views about a problem in the school, community, or larger world. Students will consider how their choices, including use of figurative language, impact the ethos, pathos, and logos of their speech.

This task has a fair amount of flexibility, with optional research activities and optional presentation activities provided.

**Culminating Task: Chance Me: Recognizing Merit**

Students assume the role of a member of an admissions committee and write a letter of recommendation in which they frame an argument on behalf of a college applicant.

**Culminating Task: Civil Disobedience**

Students write an argumentative letter or speech that takes a stand on a current social issue. Developing and supporting their arguments through research-based evidence, emotional appeals, and a consideration of alternate viewpoints, students propose a call to action that is situated in relation to the tradition of nonviolent civil disobedience established by Thoreau, King, and Chavez, among others.

**Culminating Task: Changing Minds: Thinking About Immigration**

Students have a choice of two writing topics. One asks students to consider how best to change other people’s minds about controversial topics like immigration, and one asks them to analyze their own views about immigration. Both writing tasks are formatted as short articles that may be posted on a Web site or submitted to an online school newspaper; both require students to engage in analytical thinking and writing and civil written discourse.

**Culminating Task: The Danger (and Power) of a Single Story**



Students have two options for the culminating task. One option is a narrative writing task and the other is an argumentative writing task. Both require students to apply their study of narrative strategies used for rhetorical purposes and to make choices about genre, structure, and style to appeal to a specific audience.

**Culminating Task: Daily Challenge: Mental Illness in Our Lives**

The culminating task for this module is a three-part project. Part one asks students to write a mock project proposal overview seeking a grant to fund a public service announcement (PSA) for a problem related to mental health. This proposal overview includes citations of research completed regarding the topic. For part two, students complete a storyboard of their PSA including images and text for each panel. Part three is an annotated bibliography of the sources they used during their research phase of the project.

**Culminating Task: Generation to Generation: Learning From Each Other**

Students write an argumentative blog or essay using narrative as the predominant style to establish and develop their claim regarding the elderly and their role in society. The purpose of the argument is to raise awareness on the importance of the student's claim, to call the audience to action, or to ask the audience to take a stand.

**Culminating Task: Human Impact on Climate**

The culminating task takes the form of an argumentative letter to an elected official (at any level of government), expressing favor of or opposition to a particular legislative policy, which includes an explanation about the causes of climate change and its effects on a specific aspect of the environment related to the policy, and reasons and evidence for why the particular legislative action would benefit or harm constituents. The culminating task for designated ELD asks students to argue their policy positions or present their proposals in the form of a five- to seven-minute town hall speech.

**Culminating Task: Poetry for the People**

For this culminating task, student write a poem review that examines the quality of the poems they read and supports them in engaging in a disciplinary conversation about what poems do for different kinds of readers.

**Culminating Task: Racin' America**

For this culminating writing task, student compose a reflective argument on the role of race in American lives. All students' compositions will be compiled into a class

blog, which will determine the audience students should be considering as they write.

**Culminating Task: The Rhetoric of the Op-Ed Page: Ethos, Logos, and Pathos**

There are two writing genres and four possible writing assignments in this module. Students may elect to write a letter to the editor in response to one of the two articles they read for the module, or they may write a letter to the editor about another issue they are passionate about. The second genre option would be an essay taking a stance toward a proposed Animal Bill of Rights based on the scientific studies of animal behaviors and capacities.

**Culminating Task: Segregation, Integration, *Justice: Brown v. Board of Education***

Students choose between writing an academic essay, recording a podcast, or creating a video arguing their perspective on what is at stake with integration.

**Culminating Task: What’s Next? Thinking About Life After High School**

Students generate a portfolio of work for this module that documents their research and findings of potential paths after high school. The portfolio will include at least three pieces of writing that contributed the most to their understanding in this module; a personal FAQ with at least 10 entries that represents their research; and a cover letter to a potential employer, a letter of introduction for the military, or a personal application essay for college entrance.

INSTRUCTIONAL MATERIALS (REQUIRED)	
<b>Textbook #1 Select modules from the ERWC online Curriculum (3rd Edition)</b>	
Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
<b>Textbook #2</b>	
Title:	Edition:

Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

**Supplemental Instructional Materials** *Please include online, and open source resources if any.*

**The Boy Who Harnessed the Wind, by William Kankwamba and Bryan Mealer**

- Publisher: Rocky Pond Books
- ISBN: 978-0147510426
- Cost per novel: \$8.29
- Read in entirety or near

**The Distance Between Us, by Reyna Grande (ELD)**

- Publisher: Washington Square Press; Illustrated edition (March 12, 2013)
- ISBN: 978-1451661781
- Cost per novel: \$11.69
- Read in entirety or near

**The Great Gatsby, by F. Scott Fitzgerald**

- Publisher: Independently published (September 1, 2022)
- ISBN: 979-8351145013
- Cost per novel: \$5.00
- Read in entirety or near

**Twice Toward Justice, by Claudette Colvin**

- Publisher: Square Fish; Reprint edition (December 21, 2010)
- ISBN: 978-0312661052
- Cost per novel: \$11.69
- Read in entirety or near

**The Things They Carried, by Tim O'Brien**

- Publisher: Mariner Books
- ISBN: 978-0618706419
- Cost per novel: \$11.13
- Read in entirety or near

**The Crucible, by Arthur Miller (Drama)**

- Publisher: Penguin Classics
- ISBN: 978-0142437339
- Cost per novel: \$9.99
- Read in entirety or near

**Zoot Suit, by Luis Valdez (Drama)**

- Publisher: Arte Publico Press
- ISBN: 978-1558850484
- Cost per novel: \$15.98
- Read in entirety or near

**March: Book Thee, by Andrew Aydin and John Lewis (Graphic Novel)**

- Publisher: Top Shelf Productions
- ISBN: 978-1603093002
- Cost per novel: \$8.25
- Read in entirety or near

**The Boy Who Harnessed The Wind Additional Resources:**

- Kamkwamba, William. “How I Built a Windmill.” YouTube, uploaded by TED, 1 Aug. 2007, [www.youtube.com/watch?v=G8yKFVPOD6o](http://www.youtube.com/watch?v=G8yKFVPOD6o). Accessed 14 Feb. 2019.
- “The 10 Most Important Facts about Education in Malawi.” The Borgen Project, 18 Aug. 2017, [borgenproject.org/10-facts-education-in-malawi/](http://borgenproject.org/10-facts-education-in-malawi/).
- “Interesting Facts about Malawi.” Just Fun Facts, 2019, [justfunfacts.com/interesting-facts-about-malawi/](http://justfunfacts.com/interesting-facts-about-malawi/)
- “Malawi.” Lonely Planet, 2019, [www.lonelyplanet.com/malawi](http://www.lonelyplanet.com/malawi).

**The Distance Between Us Additional Resources:**

- Grande, Reyna. Reyna Grande: Award Winning Author and Inspirational Speaker, 2020, [reynagrande.com](http://reynagrande.com). Accessed 6 Jan. 2020.

**March: Book Three and the Civil Rights Movement – Then and Now Additional resources:**

- Reynolds, Barbara. “I Was a Civil Rights Activist in the 1960s. But it’s Hard for Me to Get Behind Black Lives Matter.” Washington Post, 24 Aug. 2015, [www.washingtonpost.com/posteverything/wp/2015/08/24/i-was-a-civil-rights-activist-in-the1960s-but-its-hard-for-me-to-get-behind-black-lives-matter/](http://www.washingtonpost.com/posteverything/wp/2015/08/24/i-was-a-civil-rights-activist-in-the1960s-but-its-hard-for-me-to-get-behind-black-lives-matter/). Accessed 20 Nov. 2019.
- Stephen, Bijan. “Social Media Helps Black Lives Matter Fight the Power.” Wired, Nov. 2015, [www.wired.com/2015/10/how-black-lives-matter-uses-social-media-to-fight-the-power/](http://www.wired.com/2015/10/how-black-lives-matter-uses-social-media-to-fight-the-power/).
- Cullors, Patrisse, Alicia Garza, and Opal Tometi. “An Interview with the Founders of Black Lives Matter.” TEDWomen2016, interviewed by Mia Birdsong, Oct. 2016, [www.ted.com/talks/alicia\\_garza\\_patrisse\\_cullors\\_and\\_opal\\_tometi\\_an\\_interview\\_with\\_the\\_founders\\_of\\_black\\_lives\\_matter?language=en](http://www.ted.com/talks/alicia_garza_patrisse_cullors_and_opal_tometi_an_interview_with_the_founders_of_black_lives_matter?language=en).

**Speech in America: Rhetoric of Foundational Public Speeches Additional resources:**

- Anthony, Susan B. “On a Woman’s Right to Vote.” American Rhetoric, edited by Michael Eidenmuller, 2018, [www.americanrhetoric.com/speechbanks-z.htm](http://www.americanrhetoric.com/speechbanks-z.htm). Accessed 31 Mar. 2020.
- Chavez, Cesar. “Address to the Commonwealth Club of California.” Cesar Chavez Foundation, 2016, [chavezfoundation.org/speeches-writings/#1549063419713-afbc7b0e-e4f1](http://chavezfoundation.org/speeches-writings/#1549063419713-afbc7b0e-e4f1). Accessed 31 Mar. 2020.
- Gehrig, Lou. “Farewell to Baseball Address.” American Rhetoric, edited by Michael Eidenmuller, 2018, [www.americanrhetoric.com/speeches/lougehrigfarewelltobaseball.htm](http://www.americanrhetoric.com/speeches/lougehrigfarewelltobaseball.htm). Accessed 31 Mar. 2020.
- Henry, Patrick. “Give Me Liberty or Give Me Death.” American Rhetoric, edited by Michael Eidenmuller, [www.americanrhetoric.com/speeches/patrickhenrygivemeliberty.html](http://www.americanrhetoric.com/speeches/patrickhenrygivemeliberty.html). Accessed 31 Mar. 2020.
- Kennedy, John F. “Presidential Inaugural Address.” American Rhetoric, edited by Michael Eidenmuller, 2018, [www.americanrhetoric.com/speeches/jfkinaugural.htm](http://www.americanrhetoric.com/speeches/jfkinaugural.htm). Accessed 31 Mar. 2020.
- King Jr., Martin L. “I Have a Dream.” American Rhetoric, edited by Michael Eidenmuller, 2018, [www.americanrhetoric.com/speeches/mlkihaveadream.htm](http://www.americanrhetoric.com/speeches/mlkihaveadream.htm). Accessed 31 Mar. 2020.
- Lincoln, Abraham. “Gettysburg Address.” American Rhetoric, edited by Michael Eidenmuller, 2018, [www.americanrhetoric.com/speeches/gettysburgaddress.htm](http://www.americanrhetoric.com/speeches/gettysburgaddress.htm). Accessed 31 Mar. 2020.
- MacArthur, Douglas. “Duty, Honor, Country.” American Rhetoric, edited by Michael Eidenmuller, 2018, [www.americanrhetoric.com/speeches/douglasmacarthurhayeraward.html](http://www.americanrhetoric.com/speeches/douglasmacarthurhayeraward.html). Accessed 31 Mar. 2020.
- Reagan, Ronald. “Address to the Nation on the Challenger.” American Rhetoric, edited by Michael Eidenmuller, 2018, [www.americanrhetoric.com/speeches/ronaldreaganchallenger.htm](http://www.americanrhetoric.com/speeches/ronaldreaganchallenger.htm). Accessed 31 Mar. 2020.
- Red Jacket. “Address to White Missionaries and Iroquois Six Nations.” American Rhetoric, edited by Michael Eidenmuller, 2018, [www.americanrhetoric.com/speeches/nativeamericans/chiefredjacket.htm](http://www.americanrhetoric.com/speeches/nativeamericans/chiefredjacket.htm). Accessed 31 Mar. 2020.
- Roosevelt, Franklin D. “First Inaugural Address.” American Rhetoric, edited by Michael Eidenmuller, 2018, [www.americanrhetoric.com/speeches/fdrfirstinaugural.html](http://www.americanrhetoric.com/speeches/fdrfirstinaugural.html). Accessed 31 Mar. 2020.
- Truth, Sojourner. “Ain’t I a Woman?” Voices of Democracy, The U.S. Oratory Project, University of Maryland, <https://voicesofdemocracy.umd.edu/truth-address-at-the-womans-rightsconvention-speech-text/>. Accessed 31 Mar. 2020.

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**Estimated costs for classroom materials and supplies (REQUIRED).** Please describe in detail. If more space is needed than what is provided, please attach backup as applicable.

Cost for class set of textbooks: \$	Description of Additional Costs:
Additional costs:\$	

<b>Total cost per class set of instructional materials:</b>	\$
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<b>Key Assignments (REQUIRED):</b>
Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete
<p><b>Portfolio: PORTFOLIO - Introducing ERWC 11: Portfolios and Metacognition</b></p> <p>At the end of this module, students write a letter to themselves in which they formulate learning goals for the course that they believe are likely to contribute to their success in ERWC 11.</p> <p><b>Final Reflection on Learning: The ERWC 11 Portfolio</b></p> <p>At the end of this module, students write a portfolio reflection letter in which they examine their portfolio of ERWC documents and explain how their reading and writing processes are manifested in those documents. They also describe, using evidence from the portfolio, how their reading and writing processes have changed, identify their strengths and needs for improvement, and consider their level of readiness for the reading and writing they are likely to face in college or in postsecondary work.</p>