

Essential Question:

How do the media and political campaigns employ rhetoric to persuade voters?
And how do we know whom to trust?

Background/Context:

We've spent the last couple of weeks developing our skills to become more critical viewers of media and more cognizant of the tools people use to persuade us. We've learned about the different appeals and the many kinds of propaganda that politicians employ.

Now, we are going to combine all of these skills and apply them to real-life. Each of you will spend your time deeply focused on the current election, both on the state and national level. You will not only spend time analyzing a candidate's rhetoric, but also fact-checking and building knowledge about the issues at play in their campaign. Finally, you will consider the larger implications of media in our democracy, the Supreme Court's decision to allow unlimited corporate spending, and the role that we as citizens have to effect change.

Common Core Standards:

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.

Task Prompt:

How do candidates employ rhetoric to persuade voters and what are the implications of

media- that may or may not be true- playing such a significant role in our democracy?

Task Requirements

- Each student has been assigned to a political campaign – either the presidential campaign or an important California proposition. You will be examining how this campaign uses rhetoric to attempt to persuade voters of its position.
- Your essay will consist of three different parts, answering the following questions

Part One: *What’s happening nationally and in individual states about two or three major issues relevant to this campaign?*

Part Two: *How does your campaign use specific rhetorical appeals and propaganda techniques in order to persuade specific audiences?*

Part Three: *What are the implications of having media- that may or may not present accurate views- play such a central role in our elections?*

We will work on these components on each section separately, and you will be able to receive feedback as you go.

- Your essay will combine research and analysis, and incorporate a huge variety of essay writing skills that you have developed over the past four years, including developing a persuasive argument, supporting it with relevant claims, explaining your issue with trust-worthy research, embedding textual and visual evidence, analysis of evidence, appropriate citations, and effective writing conventions.

How will you be assessed?

- You will be assessed using the College Success Portfolio ELA Research/Argumentation Rubric.

Skill-based Formative Assessments

Learning Target	Formative Assessment
Define, identify and analyze the rhetorical triangle, methods of appeal, and types of propaganda	Ad Analysis posters
Identify and Analyze 8 campaign ads— identifying rhetorical triangle and methods of appeal	Ad Analysis Graphic Organizer and exit ticket
Research and explain the background of the issues raised in their campaign	Research Graphic Organizer
Explain four advanced format for thesis statements	Notes, practice sheet and post-it exit ticket

Benchmarks/Check-ins

Benchmark	Description	Deadline (see attached calendar)
Ad Analysis Graphic Organizer	Graphic Organizer that requires students to find 10 ads; analyze the speaker, audience and message, the methods of appeal or propaganda and record bibliographic information	
Part Two Thesis statement	Synthesizes their ads in order to write part of their thesis statement. This section of their thesis presents the methods of appeal and messages in their campaign	
Background research graphic organizer	Graphic Organizer that requires students to research the “reality” of the issues discussed in part of their essay. This research will allow them to compare the reality of the issues to the rhetorical presented in the campaign.	
Thesis Statement	Synthesize the arguments presented in part one and part two of their essay and then add their opinion/reflection.	
Body Paragraphs for Part Two	Student needs to present three rhetorical trends and messages presented in their campaign. They must identify the speaker, message/method of appeal, and audience. Follows a typical lit. analysis paragraph structure. All paragraphs must have at least two pieces of evidence.	
Body Paragraphs Part One	Student needs to present research about the issues relevant to their campaign. This should follow an argumentative paragraph structure (not analytical)	
Introduction	Their introduction should include a hook, context for their essay, and then their thesis statement (which was approved earlier)	
3 paragraph conclusion (Part Three)	Conclusion is the same as part three of their essay. It ask them to compare the two sections of their essay and predict an outcome for the election. This will require them to evaluate the quality of the campaign. It also requires them to consider the implications of having so much advertising in our political systems. This asks students to be reflective about the issues raised in their essay.	
Works Cited Page	Uses APA format.	

Sample Calendar, with due dates. (We did this during WLE, so only had three day weeks)

	Tuesday	Wednesday/ Thursday	Friday
October 1st			In-class: - Analyze political ads - Explain the essay assignment - Begin gathering evidence
October 8th	No School- Teacher PD Day	Due: 3 ads In-class: - explain Part Two - ad collection and analysis time	Due: 10 ads on tracker In-class: - ad collection - identify three rhetorical trends for P2
Oct. 15th	Due: P2 Body Paragraph 1 In-class: P2 Body Paragraph 2 <i>Support Afterschool with Nida and Tess</i>	College Trips – No Class	Due: P2 Body Paragraph 3 In-class: - Explain Part ONE - Identify and research key issues
Oct. 22nd	Due: 6 DIFFERENT articles/sources about issues In-class: - P1 Body Paragraph 1 <i>Support Afterschool with Nida and Tess</i>	In-class: - common errors - thesis types review - work time	Due: P1 Body Paragraph 2 In-class: - develop thesis statement - EXPLAIN part THREE
Oct. 29th	Due: Introduction, Part One and Part Two In-class: - P3 Paragraph 1 <i>Support Afterschool with Nida and Tess</i>	In-class: - Exhibition Prep Time	Due: Exhibition Intros In-class: Exhibition Prep!
Nov. 5th	Due: First Draft of Essay In-class: Peer Edit and Work Time Draft Two due at 8 pm		