*English Instructional Plan – Critical Reading of Nonfiction*

**Primary Strand: 11.5**

**Integrated Strand/s: 12.5**

**Essential Understanding:**

* Understand how to analyze informational material
* Understand a variety of persuasive techniques and rhetorical devices

**Essential Knowledge, Skills, and Processes:**

* Analyze non-fiction texts
* Analyze rhetorical devices, including ethos, pathos, logos
* Identify how authors use rhetorical devices to create ethos, pathos, and logos

**Primary SOL: 11.5**

* The student will read, interpret, analyze, and evaluate a variety of nonfiction texts, including employment documents and technical writing.

**Reinforced (Related Standard) SOL: 12.5**

12.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

**Academic Background/Language:**

* Nonfiction: A text based on facts and reality, including biography, history, and the essay
* Essay: A short piece of writing on one subject, usually presenting the author's own views
* Speech: A formal address or discourse delivered to an audience
* Audience: The assembled spectators or listeners at a public event, such as a play, movie, concert, or meeting
* Purpose: The reason an author decides to write about a specific topic
* Rhetoric: The art of effective or persuasive speaking or writing; the ability to convince someone to do or believe something
* Ethos: A type of rhetoric that uses the credibility or ethical appeal of a writer or speaker to persuade an audience
* Pathos: A type of rhetoric that is an appeal to the emotions and attempts to convince an audience by creating an emotional response
* Logos: A type of rhetoric that is an appeal to logic and is a way of persuading an audience by reason
* Anecdote: A short story used to engage the audience that serves to make the listeners laugh or ponder over a topic
* Bias: The way the audience or reader already feels about a topic or person prior to reading or listening to the person's ideas—may be favorable or unfavorable
* Propaganda: Information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view

## Materials

* Pens/pencils or computers/Chromebooks (if using this online)

**Student/Teacher Actions: What should students be doing? What should teachers be doing?**

* Ask students to talk with a shoulder partner to answer the following question: *Why is reading nonfiction in a critical way important? Why is reading persuasive text important?* After students have talked for a couple minutes, debrief. The understanding should be something like this:
  + Reading and understanding nonfiction can give us valuable insight into history and society, teaching us about people and groups, connect us to our world, and broaden our complex thinking.
  + Nonfiction exposes readers to the mighty power of rhetoric, which is also persuasion. Persuasion uses devices or methods to persuade a reader to believe something. Many powerful people in society and in the media use rhetoric to convince audiences to believe ideas that may or may not be true. Rhetoric in speeches and essays has existed for centuries, and the power of persuasion has caused both harm and good in society.
  + Tell students that they will learn about the elements and structures of nonfiction, analyzing the use of rhetoric for both good and evil, and finding examples in contemporary society.
  + Show students this video about the types of nonfiction: [Types of Nonfiction](https://youtu.be/D74bF5h9KjM)
    - While watching the video, students should take notes about two types of nonfiction with their characteristics and purposes. After the video, students should share with a different shoulder partner. Debrief.
* Show students this video about the qualities of nonfiction: [Qualities of Nonfiction](https://www.youtube.com/watch?v=92dvYQFaIec)
  + While watching the video, students should answer these questions:
    - What are the four goals of nonfiction writers?
    - What is a quality of logic?
    - Name two ways writing can be organized.
    - Why does a nonfiction writer use repetition?
* Tell students that they will be learning about rhetoric, a persuasion method, developed by the Greek philosopher Aristotle in the 4th Century BC. It is still used today in writing, speeches, and television; we have all been exposed to rhetoric to persuade us.
* The three types of rhetoric are:
  + Ethos: Uses credibility or ethical appeal to persuade the audience.
  + Pathos: Uses ideas or words to influence the audience emotionally.
  + Logos: Uses facts, evidence, or statistics to support claims.
* Ask students to identify the following as ethos, pathos, or logos and share why:
  + A speech from a teacher, a reliable source. (Ethos)
  + Commercials from the ASPCA that show starved and abused animals. (Pathos)
  + A statistic of which students perform better on a physical exam after eating breakfast versus those who do not. (Logos)
  + Show this video to students: [How to Use Rhetoric to Get What You Want](https://www.youtube.com/watch?v=3klMM9BkW5o)
    - Ask students to share with a shoulder partner when they have influenced by ethos, pathos, or logos. The teacher may want to share an example first.
    - Variation: If using an online platform, students can complete this quick assessment: [Ted Ed Assessment to Accompany Using Rhetoric to Get What You Want](https://ed.ted.com/lessons/how-to-use-rhetoric-to-get-what-you-want-camille-a-langston#review)
    - Teachers can also use this online discussion: [Ted Ed How to Use Rhetoric to Get What You Want Online Discussion](https://ed.ted.com/lessons/how-to-use-rhetoric-to-get-what-you-want-camille-a-langston#discussion)
    - Tell students that within ethos, pathos, and logos, writers also appeal using the following elements: anecdotes, bias, propaganda.
    - Show students the following video about analyzing nonfiction: [Analyzing Nonfiction](https://www.youtube.com/watch?v=saE3HUham3c).
  + Divide the class into six groups. Distribute copies of the article to each group member. Students should read the article and identify the elements of the nonfiction in each, using the [*Analyzing Nonfiction*](#Analyzing) form found at the end of this document. After groups have completed the reading, one member from each group should go to the other groups and review their conclusions drawn from the *Analyzing Nonfiction* activity.
    - “No News from Auschwitz” (1958) by Abraham Michael Rosenthal [No News from Auschwitz PDF](https://lor2.gadoe.org/gadoe/file/2044c986-ee9c-44fb-8424-2e170bc1661d/1/10thLitComp_Nonfiction_SHARED.zip/NoNewsfromAuschwitz.pdf)
    - "I am Prepared to Die" (1964) by Nelson Mandela [I Am Prepared to Die Speech](https://lor2.gadoe.org/gadoe/file/2044c986-ee9c-44fb-8424-2e170bc1661d/1/10thLitComp_Nonfiction_SHARED.zip/NelsonMandelaSpeech.pdf)
    - "International Human Rights Experts, States Call for Inquiry into Human Rights Abuses in North Korea" (North Korea Article) [Human Rights Article](https://lor2.gadoe.org/gadoe/file/2044c986-ee9c-44fb-8424-2e170bc1661d/1/10thLitComp_Nonfiction_SHARED.zip/NorthKoreaArticle.pdf)
    - "Did Nasa Discover Alien Life on Titan?" [Did Nasa Discover Alien Life on Titan Article](https://lor2.gadoe.org/gadoe/file/2044c986-ee9c-44fb-8424-2e170bc1661d/1/10thLitComp_Nonfiction_SHARED.zip/AlienLife.pdf)
    - "I Have a Dream" (1963) by Martin Luther King, Jr. [I Have a Dream Speech](https://lor2.gadoe.org/gadoe/file/2044c986-ee9c-44fb-8424-2e170bc1661d/1/10thLitComp_Nonfiction_SHARED.zip/MLKDreamSpeech.pdf)
    - "Irish and German Immigration [Irish and German Immigration Article](https://lor2.gadoe.org/gadoe/file/2044c986-ee9c-44fb-8424-2e170bc1661d/1/10thLitComp_Nonfiction_SHARED.zip/IrishGermanImmigration.pdf)
  + Closing: Distribute an index card to each student (if working face to face) or create an online form (if using technology) and ask students to identify the rhetorical devices and give an example of each, and identify ways writers persuade readers.

**Assessment (Diagnostic, Formative, Summative)**

* Diagnostic: Teacher will monitor and facilitate class discussions.
* Formative: Teacher will collect *Analyzing Nonfiction* sheet from students.
  + TedEd online assessment if using online/technology platform.
  + TedEd discussion board if using online/technology platform.
* Teacher will collect reflections from the lesson.
* Summative: Provide students with an article. ([Commonlit.org website](http://www.commonlit.org/) is a good source.) Students should read the article and complete the Analyzing Nonfiction organizer independently.
  + Provide students with a set of articles from [Procon.org website](http://www.procon.org/) and have them choose a side to support, using ethos, pathos, or logos and a persuasive technique.

**Writing Connections**

* Students will be analyzing nonfiction text.
* A summative assessment option is to have students write an essay using a rhetorical device.

**Extensions and Connections (for all students)**

* Students can refer to a nonfiction piece previously read in class and analyze it for the rhetorical device and persuasive techniques.

**Strategies for Differentiation**

* Students will be working in groups to support and collaborate
* Printed questions can be provided for students who need visual supports
* Small group discussions help students access information more readily.

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

[Lesson adapted from GoOpenVA source](https://goopenva.org/courses/10th-grade-literature-and-composition-nonfiction-speeches-essays-and-informational-texts/view)

**Analyzing Nonfiction**

**Directions:** As you read the text, analyze the way the writer attempts to persuade you by identifying the following characteristics.

1. **Identify the situation**
2. **Identify the author or speaker**
3. **Determine the author or speaker’s intention**
4. **Identify the intended audience**
5. **Determine the content of the message**
6. **Analyze the structure**
7. **Determine the result of the speech or text**
8. **Rhetorical device used (explain)**

Adapted from: [Chart adapted from GoOpenVA source](https://goopenva.org/courses/10th-grade-literature-and-composition-nonfiction-speeches-essays-and-informational-texts/view)