

6-17-2010

In Defense of the Indefensible [9th grade]

Patricia Rogers
Trinity University

Sarah Berce
Trinity University

Follow this and additional works at: http://digitalcommons.trinity.edu/educ_understandings



Part of the [Education Commons](#)

Repository Citation

Rogers, Patricia and Berce, Sarah, "In Defense of the Indefensible [9th grade]" (2010). *Understanding by Design: Complete Collection*. 144.

http://digitalcommons.trinity.edu/educ_understandings/144

This Instructional Material is brought to you for free and open access by the Understanding by Design at Digital Commons @ Trinity. For more information about this unie, please contact the author(s): . For information about the series, including permissions, please contact the administrator: jcostanz@trinity.edu.

UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: In Defense of the Indefensible

Grade Level: Ninth Grade

Subject/Topic Area(s): Pre-AP English

Designed By: Patricia Rogers and Sarah Berce

Time Frame: 6-8 Weeks

School District:Northside ISD

School: Marshall High School

School Address and Phone: 8000 Lobo Lane
San Antonio, TX 78240
210-397-7100

Brief Summary of Unit (Including curricular context and unit goals):

Through the study of *To Kill a Mockingbird*, students will understand the importance of empathy in human relations, the effect of point of view in a story, and the power of words and actions in an argument. As students read, they will discover the theme that “to fully understand others, we must walk in their shoes.” They will explore how perspective and point of view shape a story and the reader’s understanding of that story. Modeling the rhetorical devices Atticus uses in his closing argument, the unit’s culminating activity will be for students to defend themselves in an apology from an unsympathetic character’s point of view. Students will write their apology and perform it in front of the class to assess their understanding of empathy, rhetoric, and point of view and perspective. Students will also write a thematic literary analysis paper to demonstrate their understanding of theme and the relationship between the book and the issues that still face our society today. Students, through the understandings/big ideas, daily activities, and culminating activities, will come to see *To Kill a Mockingbird* as an authentic American classic in which to learn and grow from as a community today.

Unit: In Defense of the Seemingly Indefensible: Empathy and Point of View in *To Kill a Mockingbird*

Grade: 9th Pre-AP

Stage 1: Desired Results

Established Goals (Standards)

TEKS or Scope & Sequence

1 A, B, E
5 A, B, C
7
8
10 A, B
13 A, B, C, D, E
16 A, B, C, D, E
18 A, B
19
24 A, C
25
26

Understandings

Students will understand that...

To truly understand another person, you must attempt to see the world from his perspective.
The power that you have to affect change in the world depends on both your command of rhetoric and the example you set through your actions.
Our understanding of a story is based upon the perspective of the person telling the story.
Literary analysis should be a means to discover theme and how the theme is conveyed.

Essential Questions

How can we better get along with others given our differences?
How can we influence others through our actions and words?
How does our understanding of a story change depending on who tells the story?
How does an author convey a theme through tone and literary conventions?

Knowledge

Students will know...

Definition and examples of empathy.

Varying definitions and examples of role models.

How the way an audience views a story is affected by the point of view from which it is told.

How an author creates sympathetic and unsympathetic characters through characterization and tone.

Skills

Students will be able to...

Recognize rhetorical techniques and their intended effects.

Analyze arguments for use of rhetorical devices.

Use rhetorical techniques to craft their own argument.

Examine and retell a portion of an established narrative from a different perspective.

Recognize types of POV and the strengths of each relative to author's intended message.

Identify ways in which the narrator's POV may be altered throughout a story to reflect changing perspective.

Recognize author's use of literary conventions and explain how they contribute to theme.

Stage 2: Assessment Evidence

Performance Task:

1. The student will write a processed speech in which he or she assumes the persona of an unsympathetic character from *TKAMB*. This speech will be a first-person defense of one of the character's actions which might, from a different perspective, appear indefensible. The student will write a thesis statement and support this defense with a basis in evidence from the novel, including dialogue and direct and indirect characterization, but also elaborating on the information provided by applying the concept of empathy to explain a character's motivation. The student will incorporate rhetorical appeals and other devices, and will annotate his/her final draft to indicate the use of at least three of these devices. Each student will present his/her 2-3 minute speech to the class. The audience will take notes on the relative strengths of the apologies for each character, with special attention to the development of that character's POV and the speaker's use of rhetoric.
2. Given a list of topics, write a thematic statement for *TKAMB*, and write a processed literary analysis essay on how an author establishes this theme through the use of tone and other literary devices. Advanced students may develop a theme based on a topic that is not on the list. Students who are developing their understanding of theme may choose to write about the theme, "to truly understand another, one must attempt to see things from his point of view," because it will have been discussed extensively in class.

Other evidence:

(quizzes, tests, academic prompts, self-assessments, etc.)

note – these are usually included where appropriate in Stage 3 as well)

Ongoing:

Vocabulary quizzes

Full circumstance quizzes on reading

Class discussion

Rhetorical terms quiz

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

See attached calendar for schedule of activities. Activities on the calendar that require further explanation are denoted with a * and explained below.

Day One:

*Introduce UdB questions by creating scenarios based on each one and posting them around the room. Students will read each and choose one to respond to using a post-it. Students will have a few moments to read other students' responses to their questions.

*Diction and Connotation (*Laying the Foundations* Lesson)

Analyzes the use of diction in creating tone. Students will in groups to find denotations for various words and then group them according to connotation. Students will use paint samples to create a continuum of connotations for a group of close synonyms from positive to negative. Students will work in groups to develop descriptions for subjects that will be assigned by the teacher (such as a house, an elderly passenger on a bus, a new pet, etc.), choosing diction in order to convey different tones (nostalgic, superior, etc.) towards the subject. Teacher will differentiate by assigning to advanced groups subjects that were not previously discussed in the connotation assignment. Groups who are still developing their vocabulary and understanding of connotations will be assigned subjects that allow them to use the previously developed connotation charts to pull vocabulary to help them express their assigned tone. Groups will share descriptions with the group assigned a different tone for the same subject.

Day Two- Three:

*Discuss use of racist language in video and in novel. Connect to lesson on connotation by discussing how racist language reveals historical reality, but also the attitude of the speaker.

Watch clips from *Anywhere but Here*, a documentary on the Mississippi Delta in the 1930s. Students will take notes on the following questions:

In what ways were African-Americans facing discrimination in this setting?

How does the diction of the African-Americans interviewed establish their tone towards the discrimination they describe?

In what ways did African-Americans establish a cohesive community in order to fight the dominant, oppressive culture?

Students will answer these questions using quotes from the movie when possible.

Class discussion of these key questions will follow the clips.

* Class will read family lineage portion of Ch. 1 in *TKAMB*. Students will complete fill-in-the-blank activity paraphrasing introduction to the family and graphic organizers to help them visualize the layout of Maycomb and the

members of the Finch household.

* Teacher will give students a bookmark with essential questions for the unit on one side and a literary terms word bank on the other side. These will be used to answer full circumstance questions and to create DNs as well as to write the literary analysis paper at the end of the unit.

Day Four:

*Students will practice close reading on a short passage from Chapter 1 of *TKaMB*. Teacher will model annotation and tiered reading, with the first reading for understanding, second for diction and tone, and third for literary and poetic devices. Students will use “Think, Pair, Share” activity to develop and discuss a main idea for the passage. Pairs will discuss how literary elements (specifically simile and allusion) contribute to creating this theme.

Day Five:

*Characterization Activity

Class will review methods of characterization.

Student-selected groups will meet to create charts for their assigned characters. These charts will cover Chapters 1 and 2 and will require students to track direct characterization in one area and indirect characterization in another. For the indirect characterization, students will chart quotes on the right side of a T-chart and inferences that can be made about character on the left. After the charts have been completed, student groups will share their charts with groups who were assigned different characters.

Students will continue this activity with their reading outside of class. Each group of students will be assigned a different character on which to focus for HW each night until chart is collected on day eight.

Day Six:

* Empathy Lesson

- Use OED definition of empathy. Ask students to explain, elaborate or give examples. Have students do a quick-write explaining the difference, in words or pictures, the difference between sympathy and empathy.
- Display Atticus’ advice to Scout about dealing with Miss Caroline:
"[I]f you can learn a simple trick...you'll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view...until you climb into his skin and walk around in it."
- Discuss: What is Miss Caroline’s POV? How is it different from that of the children in her class? (This question will provide an opportunity to clarify and discuss the passage which describes Miss Caroline’s background.)Which of Scout’s conflicts so far in the novel might be resolved using this advice?
- Students will find a partner and discuss the following:
 1. Describe a time you felt you were treated unjustly at school, and explain why you feel you were treated unjustly. (3 minutes)
 2. Assume the persona of the person who treated you unfairly. Explain the situation again from his/ her perspective.
 3. Choose either your or your partner’s situation, and TOGETHER write a proposed resolution to this conflict that shows an understanding of both points of view.

Day Seven:

* Teacher will model dialectical note format using a passage from Ch. 5 and give out DN samples and requirements. Students will again be encouraged to link responses to the essential questions for the unit. DNs will also require students to include analysis of literary devices used and how those devices contribute to theme. These DNs will require students to be active readers, to explicate their reading process, and will prepare them for their literary analysis essay.

Day Eight:

*Peer Editing Workshop for DNs

Students will be paired in heterogeneous groups of three or four to peer edit each other’s DN assignments. Students will rank each other’s DN assignments using the list of standards above. This will reinforce the idea that writing is always a process and that collaboration is an effective technique improve reading and writing skills and provide me with a basis for conferencing with each student on the following day.

Day Eleven-Twelve:

*POV Lesson

Class will review the types of POV and the reason authors choose first person narrators. This will lead to a discussion of the importance of this story being told from Scout’s POV. We discuss again the essential question asking how our understanding of a story changes based on who tells the story.

The following activity will illustrate how POV can change based on the changes in the narrator.

Students will create a triptych foldable to answer the following prompts:

Pretend you are four years old. Write a paragraph or two about what your parents mean to you at this age. How do you feel about them? How do they appear to you? What kinds of things do they do for you or with you?

(4 mins.) Share one. Discuss voice, tone and diction.

Repeat present, and 10 years in the future.

Discuss POV in TKAMB: Scout writes as an adult, so she has perspective on herself as a child. (Compare to writing activity- you have perspective that you did not have at age four.) Her POV is adult, but the voice, at times, is that of a child (obviously when she speaks as a character, but even at times when she speaks as a narrator). For example, on page 6 Scout narrates that she had “felt [Calpurnia’s] tyrannical presence” in the house as long as she could remember. Do you think the adult narrator sees Calpurnia as a tyrant? Does Calpurnia do things a tyrant would do? Annotate with a post-it.

In groups, find at least one quote that shows a child or adult’s voice through the narration and write it in on a sentence strip, along with the page number. Avoid quoting dialogue. As a class we will discuss each example and classify each quote as belonging to the child’s perspective or the adult’s. We will annotate each in our books.

As a class, we will find at least one place in Scout’s dialogue or narration where she is obviously repeating something an adult has told her without understanding what it means fully. Explain that humor is often achieved through Scout’s adult knowledge that her childish self was often ignorant of what she was actually saying.

Day Thirteen:

*Parenting and Role Model Activity

In *To Kill a Mockingbird*, Atticus plays many roles. He acts as both a role model and a parent to Jem, Scout, and in some cases, Maycomb. In addition, the children find many role models and parent figures besides their own father. Students will be asked to share their own examples of parent-figures and role models.

To explore these roles, the class will be divided into two groups. One group will explore the characteristics of a role model, and the other, characteristics of a good parent. An advanced group will be assigned to do the same assignment through the eyes of an older version of themselves who is about to become a parent. A recorder will document these characteristics as the group brainstorms. Then, the group will create a wanted advertisement for a parent or role model who meets their criteria. Each group will read its wanted ad.

The class will discuss which job description Atticus is most qualified for and why.

Day Fourteen:

*Advertisement Analysis

Students will choose an advertisement or combination of advertisements and analyze their use of two or more of the rhetorical appeals. The student will explain why each advertisement uses the identified appeals and evaluate the effectiveness of the appeals. Bonus points will be awarded for students who can also find another rhetorical device in an advertisement and explain how and why it is used.

Day Sixteen:

*Chalk Talk

Students will respond in writing only at tables to the following questions:

Are actions or words more convincing to you when someone is trying to persuade you? Give examples to support your answer.

When you are trying to convince someone of something, are you more likely to use actions or words? Give examples.

What is more important in a role model, their words or their actions? Give examples.

What makes Atticus a good role model? Are there any ways in which he is a bad role model?

Students will rotate so that they have a chance to answer several questions.

Day Nineteen:

*Performance workshop

Class will watch video clip of Atticus’ closing arguments. Class will discuss gestures, tone, and other elements of his delivery and how they might use these elements to make their own speeches more effective.

Students will choose an appropriate tone for their own speeches based on their characters.

Each student will brainstorm a list of words or phrases that may help them to establish that tone in their speeches.

Students will share words and phrases, and classmates will try to identify the intended tone. This activity will help break the ice for student performances and guide students who may still be struggling with the relationship between tone and diction.

<p>Finish benchmark.</p> <p>Begin vocabulary for TKAMB.</p> <p>HW: Complete Vocab by Friday.</p>	<p>1</p> <p>*Introduce UbD questions.</p> <p>*Diction and Connotation (<i>Laying the Foundations</i> lesson)</p>	<p>2</p> <p>Complete diction and connotation lesson.</p> <p>Build background for novel by completing KWL activity on the 1930s, focusing on race relations and Great Depression.</p> <p>*Watch clips from <i>Anywhere but Here</i>.</p>	<p>3</p> <p>Finish viewing, notes and discussion on <i>Anywhere but Here</i>.</p> <p>*Read Ch. 1.</p> <p>* Bookmark</p> <p>HW: Students will finish reading Ch. 1.</p>	<p>4</p> <p>Vocab due (grade in class)</p> <p>Full circumstance quiz will test reading comprehension for Ch. 1. Students will be encouraged to include a connection to one of the essential questions in their answer.</p> <p>*Close-reading activity</p> <p>End of 2nd cycle</p>
<p>5</p> <p>Return vocab words to students.</p> <p>Quiz on Chapter 2: Retell the lunchtime incident from Walter's POV.</p> <p>*Characterization activity.</p> <p>HW: Read Ch. 3 and complete characterization chart for assigned character. Study vocab for quiz Friday.</p>	<p>6</p> <p>Discuss each group's assigned character as presented in Ch. 3 using character charts. Assign new characters for tonight's reading.</p> <p>*Empathy lesson</p> <p>HW: Read Ch. 4-5 and add to character charts.</p>	<p>7</p> <p>Discuss each group's assigned character as presented in Ch. 4-5. Students will turn in character charts.</p> <p>*DN modeling</p> <p>HW: Read Ch. 6. Complete DN.</p>	<p>8</p> <p>*Peer workshop on DNs</p> <p>Teacher will model strategies for taking tomorrow's fill-in-blank vocab quiz.</p> <p>HW: Read Ch. 7-8.</p>	<p>9</p> <p>Vocab Quiz</p> <p>Students will begin work on reading and DNs for Ch. 9-12. Teacher will conference with each student using the peer-feedback sheet completed in yesterday's workshop.</p> <p>HW: Read Ch. 9-12 and complete DN for each chapter.</p>
Thanksgiving Break				
<p>10</p> <p>Students will lead discussion of Chs. 9-12 using quotes and responses from DNs.</p> <p>Students will choose two of their four written DNs to be graded. Students will mark these with post-its. Each will be one QUIZ grade.</p> <p>HW: Read Ch. 13-14, filling out POV questionnaire.</p>	<p>11</p> <p>Discuss POV questionnaire.</p> <p>*POV lesson</p> <p>HW: Read Ch. 14-15.</p>	<p>12</p> <p>*POV lesson, continued</p> <p>HW: Read Ch. 16-17.</p>	<p>13</p> <p>*Role model lesson</p> <p>HW: Read Ch. 18-19.</p>	<p>14</p> <p>Students will take notes on a graphic organizer over PowerPoint presentation on rhetorical devices and appeals. Teacher will provide examples for each term taken from advertisements and other media. Students will also supply examples in class discussion.</p> <p>*Advertisement Analysis assignment</p> <p>HW: Read Ch. 20.</p>
<p>15</p> <p>Class will review Atticus' closing arguments in trial. Class will listen to sound clip from Americanrhetoric.com, listening for examples of rhetorical devices. Class will discuss the example found, then will work as a class to thoroughly analyze speech for its use of rhetorical devices and appeals. (Handout)</p> <p>HW: Read Ch. 21.</p>	<p>16</p> <p>*Chalk Talk</p> <p>Review for rhetorical terms quiz using note cards with term, definitions, and examples. Students will be given a card. Students with def. cards will read def. Class will help each definition card-holder find his matching definition card and example card.</p> <p>HW: Read Ch. 22. Study for quiz on rhetorical appeals.</p>	<p>17</p> <p>Quiz on rhetorical devices and appeals</p> <p>Students will learn definition of sympathetic and unsympathetic characters. Groups will create a continuum of characters from most unsympathetic to most sympathetic.</p> <p>HW: Read Ch. 23.</p>	<p>18</p> <p>Class will use OED to examine several denotations of the word apology. Students will give examples of each. Class will focus on the definition of apology as a justification. Class will begin process for writing their own apology. (See attached handout on performance assessment: "In Defense of the Seemingly Indefensible")</p> <p>HW: Read Ch. 24.</p>	<p>19</p> <p>*Performance workshop</p> <p>Students will have time to work on their speeches, peer edit in groups, or rehearse speeches.</p> <p>HW: Finish Speech</p>

<p>20 Students will have time to work on their speeches, peer edit in groups, or rehearse speeches.</p> <p>HW: Read Ch. 25</p>	<p>21 ¼ of class will give their speeches each day for the rest of this week. Ideally, they will be divided by character, but adjustments may need to be made.</p> <p>The audience will take notes on each performance, noting the strengths of each in the areas of tone, performance and body language, and rhetorical appeals and devices.</p> <p>Any remaining class time will allow students to read that night's homework assignment in class.</p> <p>HW: Read Ch. 26.</p>	<p>22</p>	<p>23</p>	<p>24</p>
<p>Christmas Break</p>		<p>HW: Read Ch. 27.</p>	<p>HW: Read Ch. 28.</p>	<p>HW: Read Ch. 29-31.</p>
<p>25 Clarification of the end of TKAMB (Handout)</p> <p>Students will begin process for literary analysis paper (see attached handout on performance assessment: "Literary Analysis Essay")</p> <p>Students in heterogeneous ability groups pre-write for thematic essay.</p>	<p>26 Students will receive instructions for outline and begin writing outlines.</p>	<p>27 Outlines due</p> <p>Students will begin first drafts.</p>	<p>28 First drafts due</p> <p>Student/teacher conferences</p> <p>Students will work on revision activities, choosing three from a tic-tac-toe diagram.</p>	<p>29 Essay groups will complete editing workshop with drafts.</p> <p>Final drafts will be due Monday.</p>

In Defense of the Seemingly Indefensible **An Apology for _____**

Refer back to the continuum of sympathetic and unsympathetic characters you created in your groups. Choose one of the characters on the unsympathetic end of the spectrum. You will be writing an apology, or defense, for this character from his or her perspective. In writing this apology, you should keep in mind that

- a. You will write in first person from this character's POV.
- b. You must write a justification for at least one of your actions that may seem indefensible from another character's (or even the reader's) POV.
- c. You must incorporate rhetorical appeals and other rhetorical techniques in your apology.
- d. You will present this apology to the class in a 2-3 minute speech, and you will be expected to create an appropriate tone in your writing and speaking voice.

Tips to Aid You in the Writing Process:

1. Write a thesis statement around which your entire argument will be centered.
2. Organize your argument in a way that you feel is most effective.
3. Use the words and actions of your character from the novel
Remember to cite anything you quote directly.
Develop your character's voice and motivation using the concept of empathy to walk around in the skin of that character.
4. Remember that this should be an impassioned defense of your very character. Speak effectively.

Use at least two of the rhetorical appeals: logos, ethos, and pathos.

Use at least two of the rhetorical devices from the following list:

- Rhetorical question
- Parallelism or repetition
- Analogy
- Syllogism
- Play on words
- Allusion
- Figurative language
- Irony

Your final draft:

You will use a highlighter to highlight appeals to logos in green, pathos in pink, ethos in yellow.

You will annotate your draft to indicate where you used rhetorical devices. You will label each rhetorical device clearly in the right margin of your paper.

Self- analysis:

Stepping outside the persona of your assumed character and back into your own persona as the student writer, you will write one to three paragraphs explaining why you used each of the rhetorical devices you chose. What effect is each intended to create? You will also explain the tone you assume in your speech. Why did you choose this tone? What diction helps you create this tone?

Performance:

Rehearse your apology. You must show evidence of being well-prepared for this speech in your defense. Consider your use of

- Gestures
- Body language
- Eye contact
- Volume

And adjust each to be true to your character and the effect you are trying to have on your audience.

Be sure you are clearly understood by your audience at all times.

Audience participation:

As an audience we will take notes on the relative strengths of the apologies for each character, with special attention to rhetorical devices that each speaker uses to his/ her advantage.

Rubric

In Defense of the Seemingly Indefensible- Speech Rubric

Expectations	Points and Comments
<p>Rhetorical devices are correctly applied to the argument and at least two rhetorical devices are annotated.</p> <p>Awareness is shown of how and why rhetorical devices and tone are used in the written argument.</p>	<p>_____ of 25 points</p>
<p>The idea of empathy or “walking around in other people’s shoes” is shown through development of the character’s point of view.</p>	<p>_____ of 25 points</p>
<p>Appropriate tone, eye contact, speaking rate, body language, gestures, volume, enunciation, and conventions are used to accurately communicate the character’s argument.</p>	<p>_____ of 25 points</p>
<p>The argument includes a clear thesis and organized supporting evidence.</p>	<p>_____ of 25 points</p>

You will write a literary analysis essay over the novel, *To Kill a Mockingbird*. Your essay will contain textual evidence from the book as well as your own analysis or commentary.

- In the essay you will identify a central theme of *To Kill a Mockingbird* and explain, using evidence from the text, how that theme is developed in at least TWO different examples from *TKaMB*.
- You must reference the author's use of tone, characterization, POV, or other literary elements and how they are used to develop this theme.

Choose from the following topics.

1. Prejudice
2. Justice
3. Maturity or Maturing
4. Appearance vs. Reality
5. Understanding the Point of View of Others

Develop a theme (complete statement) based on one or more of the above topics:

Choose a theme from those you have developed above.

Please follow this schedule for writing.

Date	Task	Due
_____	Pre-writing assignment: TKM themes	_____
_____	Outline	_____
_____	Rough Draft	_____
_____	Revision and second draft	_____
_____	Editing and final draft	_____

Your paper must be typed using the following guidelines:

Heading: Upper right-hand corner: name, date, period

Title: Centered above essay

Typed in size 12 font, Times New Roman

Double-spaced

Number your pages

TKAMB Literary Essay Rubric

Student Name: _____

CATEGORY	4 90-100	3 80-89	2 70-79	1 60-69
Introduction	creative and interesting includes title, author, and succinct background info all ideas in intro are clearly related includes a well-written thesis	includes title, author, and succinct background info background info given is connected to thesis includes a thesis	may be missing info or contain too much summary ideas in intro do not seem to be related	absent
Body Paragraph 1	Smooth transitions Clear topic sentence unique ideas well-written ideas are clearly supported by text evidence ideas are clearly related	Clear topic sentence ideas clearly related ideas well-supported	ideas may not be clearly expressed or sufficiently supported more commentary may be needed evidence not clearly related to thesis	ideas are unreasonable or too vague to determine if they are reasonable or paragraph is absent
Body Paragraph 2	Smooth transitions Clear topic sentence unique ideas well-written ideas are clearly supported by text evidence ideas are clearly related	Clear topic sentence ideas clearly related ideas well-supported	ideas may not be clearly expressed or sufficiently supported more commentary may be needed evidence not clearly related to thesis	ideas are unreasonable or too vague to determine if they are reasonable or paragraph is absent
Conclusion	insightful	sufficient	present	absent or not appropriate for this kind of paper
Understanding of Literary Elements	Thoughtful analysis of connections between the use of literary elements and theme are evident in each body paragraph.	A least one body paragraph shows evidence of a connection between the use fo literary elements and the theme.	Limited evidence is given connecting the use of literary elements to the theme.	No connection is established between the use of literary elements and the theme.
Mechanics	work cited flawlessly few, if any, GUM errors	A few grammatical, spelling or punctuation errors work cited correctly	Grammatical, spelling, or punctuation errors weaken the effectiveness of the essay work may be cited incorrectly	Many grammatical, spelling, or punctuation errors make the essay difficult to read/understand. Work may not be cited

late -10 per class day

TOTAL _____

Peer Editing DN Assignment

Your name _____

Partner's name _____

Check to ensure that the following standards are met for your partner's DN assignment. Rate each standard on the following scale.

- 1- The portion is absent from the DN assignment
- 2- The portion is surface level, brief, or insufficient.
- 3- The portion is present, but lacks in-depth analysis and understanding.
- 4- The portion approaches an in-depth analysis and understanding of the quotation.
- 5- The portion exceeds expectations through in-depth analysis and understanding.

- At the top of the DN page:

_____ A **summary** of the chapter is included at the top of the DN page. Summaries should be two to three sentences and include key information from the chapter.

_____ The **chapter, author (Harper Lee), and the page numbers** of the chapter are included at the top of the DN page.

_____ The student writes his or her name at the top of the page.

- In the right column of the t-chart:

_____ The **meaning** of the quotation is included. The meaning should give the context (the circumstances and background behind the quotation).

_____ The **relevance** of the quotation is included. The relevance should connect to a theme, characterization, or mood and explain the importance of the quotation to the chapter and book as a whole.

_____ The **information** from the quotation is included. The information should include a literary element from the quotation and its function or importance in relation to the meaning and relevance.

_____ A **connection** to the quotation is made. The connection may relate to the student's life or the world today.

- In the left column of the t-chart:

_____ The quotation is in the left column in **quotation marks** and the **page number** of the quotation comes after the quotation marks in **parentheses**. The punctuation mark should go outside of the parenthesis.

Review Chapter 20 of TKM, listening for the types of appeals and rhetorical devices Atticus uses to convince the jury to vote for acquittal. Jot down some notes here:

After class discussion, analyze the persuasive techniques Atticus uses. Write answers to the questions; then, when asked, write the type of appeal he is using:

- logical (logos)
- emotional (pathos)
- moral (ethos)

Page 220, starting with the words “we looked down again” is Paragraph 1 for the purposes of this assignment:

1. DICTION: Select several words that convey Atticus' calmness.

2. PURPOSE: Why does Atticus want to create a calm mood with the jury? TYPE OF APPEAL:

Paragraph 2 and 3:

3. PURPOSE: What does Atticus do relative to his clothing? Why? TYPE OF APPEAL:

Paragraph 4 and 5:

4. PURPOSE: How does he talk to the jury? TYPE OF APPEAL:

Paragraph 6:

5. PUN: State the play on words Atticus uses and discuss his purpose for using this technique.

Paragraph 7:

6. EVIDENCE: What does Atticus say about the state's evidence? TYPE OF APPEAL:

Paragraph 8:

7. TONE: What is Atticus' stated attitude toward Mayella? TYPE OF APPEAL:

Paragraph 9:

8. DICTION: What words does Atticus use to express sympathy for Mayella? TYPE OF APPEAL:

9. DICTION: What negative words does Atticus use to emphasize her guilt? TYPE OF APPEAL:

10. ANALOGY: To what does he compare her?

Paragraph 10:

11. DICTION: As what does Atticus identify Tom? TYPE OF APPEAL:

Paragraph 10-11:

12. SENTENCE STRUCTURE: What is the length of these sentences as opposed to most of the previous ones? How does it affect the pace of the speech? What is the purpose?

Paragraph 12:

13. EVIDENCE: What is proof of Tom's innocence? Implicit (implied) or Explicit (stated)? TYPE OF APPEAL:

Paragraph 13:

14. DICTION: What words does Atticus choose to characterize Tom? TYPE OF APPEAL:

15. TONE: What does Atticus say that is sarcastic? Why is he using this tone?

16. SYLLOGISM: Complete this description of Atticus' argument: TYPE OF APPEAL:

If you vote guilty, you believe these "evil assumptions."
If you believe these assumptions, you are not logical.

Therefore, if you vote _____, you are not logical.

Paragraph 14:

17. REPETITION: What words are repeated in this paragraph?

18. PURPOSE: What basic truth does Atticus stress in this paragraph? TYPE OF APPEAL:

Paragraph 15:

19. PURPOSE: What does Atticus' sweat show about his feelings? TYPE OF APPEAL:

Paragraphs 16 and 17:

20. ALLUSION: To what American icons does Atticus refer? TYPE OF APPEAL:

21. REPETITION / PARALLEL STRUCTURE: Example? TYPE OF APPEAL:

Paragraphs 18, 19, and 20:

22. EXPLICIT: What does Atticus say he wants the jury to avoid using when they review the evidence? TYPE OF APPEAL:

23. PURPOSE: What is the last thing Atticus says to the jury? TYPE OF APPEAL:
