

Birkdale High School	English Department Examination Stage	Curriculum Map
Unit: Rhetoric	Year Group: Year 9	
INTENT: Aims of the Unit	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment
<ul style="list-style-type: none"> For pupils to explore how Aristotle’s three means of persuasion (ethos, logos, pathos) can be used effectively in viewpoint writing. Pupils will explore how to develop ethos. They will learn how to present themselves as credible, knowledgeable and trustworthy. Pupils will develop understanding of logos – learning how to implement a counter argument, present analogies and use factual information to convince any audience. Pupils will learn how to appeal to pathos, persuading their audience through the use of anecdotes, emotive language and vivid imagery. For pupils to encounter a range of non-fiction texts. For pupils to explore terminology such as AFOREST techniques, person pronouns, hyperboles, oxymorons, analogies. For pupils to explore the use of structural features in their work such as juxtaposition, cyclical structure, short sentences, extended metaphors, repetition. To explore how linguistic devices are used by writers to persuade and inform. Student with practice reciprocal reading tasks: prediction, clarify, questioning and summarising. For pupils to experience using challenging techniques such as diacope, anadiplosis, anaphora. Pupils will be introduced to a variety of different forms of viewpoint writing, such as articles, letters, leaflets and speeches. Pupils will develop their vocabulary through pathos fuelled vocabulary. 	<ul style="list-style-type: none"> The booklet is split into four key sections. Introducing rhetoric as a concept, ethos, logos and pathos. At the end pupils will have an opportunity to combine their knowledge of the elements into a longer writing task. Teachers should familiarise themselves with the Knowledge Organiser as well as the Tier 2 vocabulary and Aristotelian Triad. Teachers will need to know what contributes to each element of the triad. The Knowledge Organiser should be given to students at the start of the unit and weekly self-quizzing homeworks allocated on specific sections. The Tier 2 and Tier 3 vocabulary that has been picked out (on the Knowledge Organiser) should be explicitly taught at the start of each lesson as a ‘vocabulary builder’ depending on what section is being covered. We use the model of defining the word, providing examples, students identifying correct and incorrect usage, applying the term to their own experiences, and then using the word in their own sentences. It should then be explored in the context used by the writer when the students come across it whilst reading. When reading the non-fiction texts the teacher may choose to read out loud themselves or get students to read. Reciprocal reading (predict, clarify, question, summarise) should be used to help develop pupils understanding. Teachers should encourage pupils to use challenge and extension techniques in their work, building on these techniques as the unit progresses. 	<p>Students will receive multiple choice quizzes throughout the unit on the information from the Knowledge Organiser - this will ensure that they are retaining knowledge and embedding it in their long-term memories.</p> <p>Students will answer comprehension questions throughout the scheme to ensure understanding of non-fiction texts. They will focus on reciprocal reading tasks: predict, question, clarify and summarise.</p> <p>The unit will culminate with students writing a response in their purple assessment books – Students will be given a final unseen summative assessment piece. This will be a viewpoint writing task which will give them scope to incorporate the elements of the Aristotelian Triad.</p> <p>The impact of this unit will hopefully influence pupils understanding of rhetoric. They will be able to apply the Aristotelian triad (ethos, logos, pathos) to their viewpoint writing, using it to persuade their reader or audience. Pupils will be able to incorporate linguistic devices, ambitious vocabulary and ambitious punctuation into their work. They will learn to write with purpose, structuring their work in a way that engages the reader/audience.</p>

- The teacher will use the visualizer to annotate key terminology, devices and summarise. This is a good opportunity to question pupil's comprehension.
- Pupils should be developing their viewpoint writing skills throughout the unit. Pupils will need to know how to write a persuasive letter, article, leaflet and speech.

<p>Enabling Learning</p> <p>Year 8 pupils will have studied Allusions as the first module of year 7 which should assist them in locating allusions and underlying themes within the text. They will also have studied Animal Farm in year 8 and will have encountered characterisation/authors use of language and structure and how to start analysing a text. Students will have also had the chance to consider how social/historical context influence a text – which is an essential skill to then understanding Of Mice and Men.</p> <p>Students will learn about pre-WWII in history prior to the unit. This will help pupils understand the basics, such as the Great Depression, and life between the world wars.</p> <p>Students in year 7 and 8 have completed fortnightly writing challenges from the start of the year so their stamina should be building throughout the year and techniques/ vocabulary used in these earlier challenges should be revisited to ensure they are being retained in students’ Long-Term Memories.</p> <p>Analytical skills will assist pupils as they move forward into GCSE level texts such as ACC, Blood Brothers, Macbeth and the poetry unit. By practicing reciprocal reading tasks they will become more independent in regards to reading, it will also allow them to achieve a more holistic view of a text.</p>		
Key Vocabulary	Wider Learning	
<p><i>Tier 2: High frequency / Multiple meaning</i></p> <p>Patriarchal, Itinerant, marginalise, segregation, racism, objectify, desperation, prosperous, isolation, hierarchy, agriculture, hesitated, morosely, imprisonment, pugnacious, puerile,</p>	<p><i>Tier 3: Subject related.</i></p> <p>Colloquialism, antithesis, animal imagery, foreshadowing, symbolism, inference, antonym, synonym, allusion, metaphor, analyse, predict, clarify, question, summarise, comprehension, tragedy, cyclical structure, theme, parallel.</p>	<p>SMSC / RWCM / CEIAG</p> <p>Writing challenges will aid writing communication – along with the analysis of certain extracts. Reading questions will be constantly included to improve reading skills, along with practising reading for fluency and thus improving understanding. (Please see implementation.)</p>

<p>prestige, admiration, disdain, discrimination, American Dream.</p> <p>See knowledge organiser and booklet for definitions.</p>	<p>See knowledge organiser and booklet for definitions.</p>	<p>Students will learn about societal hierarchies as well as marginalised members of societies. This should enable pupils to explore the idea of objectification, segregation, and racism and consider to what extent it still exists in present society.</p>
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Big Questions: Rhetoric Unit

What is rhetoric?

What is the Aristotelian Triad (ethos, logos, pathos)?

How does Martin Luther King Jr. effectively use ethos?

How are personal pronouns used to persuade an audience?

How does Charlie Chaplin's speech in *'The Great Dictator'* appeal to his audience?

How is logos used to support the speaker's claims or thesis?

How does the tone of the speaker influence the audience?

What elements of rhetoric are needed to make a successful pitch?

How can you appeal to the audience's pathos?

What is emotive language and how does it affect the audience?

How can you connect all the elements of the Aristotelian Triad?

1. Aristotelian Triad		2. Challenge Techniques		3. Tier 2 Vocabulary		4. Tier 3 Vocabulary	
<p>Rhetoric: the art of persuasion – getting people to do or think what you want.</p> 		<p>Polyptoton: using the same word in different forms within a phrase or sentence. <i>E.g. – Nothing you can sing that can't be sung.</i></p> <p>Anadiplosis: starting a new sentence with the last word of the last sentence. <i>E.g. – Fear leads to anger. Anger leads to hatred. Hatred leads to suffering.</i></p>		<p>Degrading (adj): causing someone to feel that they have no value.</p> <p>Emancipation (n): to free from control or power of another.</p> <p>Abhorrent (adj): Causing or deserving strong dislike or hatred.</p> <p>Unyielding (adj): unlikely to change a decision or opinion.</p>		<p>Anecdote: a short amusing story.</p> <p>Analogy: a comparison between two things that have similar features.</p> <p>Fact: a thing that is known or proved to be true.</p> <p>Statistic: a fact or piece of data from a study with numerical data.</p>	
Ethos	<p>The speaker. The public persona you portray. How to build credibility and trust.</p>	Use personal pronouns. Show you are trustworthy, knowledgeable and you genuinely care.	<p>Anaphora: starting consecutive sentences with the same words. <i>E.g. – We shall not flag or fail. We shall go on to the end. We shall fight in France.</i></p>	<p>Reprehensible (adj): extremely bad or unacceptable behaviour.</p>	<p>Rhetorical question: a question asked for dramatic effect.</p>		
Logos	<p>Your argument. The logic/reasons/proof that you have. The message.</p>	Use facts and statistics. Mention historical/literary analogies. Construct logical and well-structured arguments. Build up to a final argument.	<p>Epizeuxis: repeating a word immediately in exactly the same sense. <i>E.g. – the first rule of fight club is you do not talk about fight club. The second rule of fight club is you do not talk about fight club.</i></p>	<p>Deplorable (adj): deserving disapproval; completely unacceptable.</p>	<p>Personal Pronoun: used as a substitute for a proper name (e.g I, we, you, they...)</p>		
Pathos	<p>Your audience. Relies on the emotional response of the audience. Inspire and motivate the audience.</p>	Use anecdotes, emotive language and flattery to appeal to emotion.	<p>Diacoep: repeating a phrase with a word or two stuck in between. <i>E.g. – Bond. James Bond.</i></p>	<p>Momentous (adj): especially important because of effects on future events.</p>	<p>Emotive Language: words to evoke an emotional response.</p> <p>Tripling: three words in succession used for effect.</p> <p>Hyperbole: exaggerated language.</p>		
5. Structural techniques		6. Connective phrases		7. Fab Four		8. Forms of viewpoint writing.	
<p>Short sentence: used to emphasize a point.</p> <p>Cyclical structure: When a text ends with a reference to something that was mentioned in the beginning – a cycle.</p> <p>Juxtaposition: contrasting ideas.</p> <p>Extended metaphor: when a metaphor is sustained throughout a text.</p> <p>Repetition: repeating a word or phrase for effect.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Furthermore... <input type="checkbox"/> In addition to this... <input type="checkbox"/> Also... <input type="checkbox"/> As well as... <input type="checkbox"/> Moreover... <input type="checkbox"/> Additionally... <input type="checkbox"/> Consequently... 				<p>Formal letter: a letter written to a person you may or may not know. Includes: address, greeting, short introductory paragraph, ¼ middle paragraphs, closing paragraph.</p> <p>Speech: to give information, to raise issues and to advise and/or persuade. Welcoming opening, engaging introduction, direct address throughout, ¼ key points, conclusion.</p> <p>Article: written to inform, persuade and entertain. Includes a headline, strapline, engaging introduction, ¾ paragraphs, lively style, conclusion.</p>	
9. Engaging sentence starters							
<p>S -Simile. For example: Like an incurable disease, discrimination has infected society.</p> <p>P - Preposition. For example: On top of all this, female works are expected to be responsible for raising a family as well.</p> <p>A -Adverb: For example: worryingly, 65% of employers admitted to purposely not hiring young men.</p> <p>C – Connective. For example: Although some might disagree, it is time to stand up and take action about this now!</p> <p>E – ed. For example: Demotivated, some female workers feel like they are undervalued in the workplace due to their male colleagues earning more than them.</p>							



Word	Student-friendly Definition	Visual/ etymology / morphology	Two example sentences	Question to build understanding...
Degrading (adj)	Causing someone to feel that they have no value.	Late Middle English: from Old French <i>degrader</i> , from <i>de-</i> 'down, away from' + Latin <i>gradus</i> 'step or grade'.	Before arriving at the RSPCA centre, the animals had been subjected to cruel and degrading treatment. Charlie Chaplin believed that no one should have to suffer degrading treatment.	What kind of degrading behaviour is commonplace in modern society?
Unscrupulous (adj)	Behaving in a way that is dishonest or unfair to get what you want.		Cruel, vicious, unscrupulous and strong, the country groaned beneath its oppression. The unscrupulous Dragon's Den contestant used false statistics and facts to win over the judges.	Do you believe it is ever acceptable to behave in an unscrupulous manner?
Deplorable (adj)	Deserving disapproval; completely unacceptable.	From <i>-able</i> + <i>deplore</i> (v.) "lament, bewail, give up as hopeless," from French <i>déplorer</i> (13c.).	John's deplorable behaviour is going to get him arrested one day! It's outrageous that you are trying to sell me a car in such a deplorable condition!	When is a time you have witnessed deplorable behaviour on the news?
Emancipation (n)	To free from the control or power of another.	early 17th century: from Latin <i>emancipat-</i> 'transferred as property', from the verb <i>emancipare</i> , from <i>e-</i> (variant of <i>ex-</i>) 'out' + <i>mancipium</i> 'slave'.	In 1961 and 1962 Martin Luther King made multiple pleas to President John F. Kennedy to issue a second Emancipation Proclamation to make segregation illegal in America. Abraham Lincoln's Emancipation Proclamation declared freedom to slaves in the south.	Do you believe that African Americans in the U.S. truly have emancipation in modern day society?
Momentous (adj)	Especially important because of effects on future events.	1650s, from <i>moment</i> + <i>-ous</i> to carry the sense of "important"	Where or not to move overseas was a momentous decision for the family. The assassination of President JFK was a momentous occasion in US history.	What momentous incident took place in 2020?
Abhorrent (adj)	Causing or deserving strong dislike or hatred.		As I looked around the litter-covered playground, I wondered what kind of pupils could play in such abhorrent conditions. The idea of being stuck in an office all day is abhorrent to a nature lover like myself.	What food or drink do you consider abhorrent ?

Unyielding (adj)	Unlikely to change a decision or opinion.		The unyielding father refused to increase the boy's pocket money. Since Bill had an unyielding passion for science, he had been working for NASA for 20 years.	Why can it be dangerous to have an unyielding opinion?
Reprehensible (adj)	Extremely bad or unacceptable behaviour	From the Latin reprehendere "to blame, censure, rebuke; seize, restrain"	Stealing from the canteen is an utterly reprehensible action! Texting while driving in a reprehensible behaviour.	What actions by pupils do you believe are utterly reprehensible ?
Persecution (noun)	Unfair or cruel treatment over a long period of time, especially because of race, religion or political beliefs.		Many people flee their countries due to persecution at the hands of their government. During WWII, persecution of Jewish men, women and children was rife in Europe.	Can you think of any moments in history when a group of people came up against persecution ?