

The World of Persuasion

English III – Second Semester

Unit Overview and Contract

The second semester of English III consists of one nine-week unit. This unit is centered around the following

ESSENTIAL QUESTIONS:

1. How does emotion control and influence people?
2. How/Why do people use emotion to influence?
3. How can we combat the use of emotion as a tool for persuasion?
4. What distracts us from an awareness of our society's problems?
5. Why do we "buy into" or allow these distractions?
6. How do people in power use distractions to maintain their power?
7. What problems exist/occur when the government tries to control the minds of the people?

During this unit you will:

1. Read two core pieces of literature: *The Crucible* and *Fahrenheit 451*.
2. Take reading quizzes to verify you've completed the selections.
3. Work in groups to address specific projects related to the unit's essential questions.
4. Create a presentation for each of the projects.
5. Act as group leader for one of your group's projects.
6. Present your projects to the class.
7. Complete various other daily assignments.

The 6 Traits of Reading

Projects 1-3

The Crucible

1. Conventions

Prepare and perform an assigned section of the play using stage settings, props, appropriate tone, etc.

2. Comprehension

Explain the central conflicts between John Proctor, Abigail Williams, Elizabeth Proctor, Rev. Parris, and Rev. Hale. Show what caused their conflicts and how their relationships were dynamic. Also, trace Abigail's evolving relationship with and control of the High Court.

Group Leader: _____

3. Synthesis

Analyze characteristics of a modern-day public figure (politician, celebrity, news broadcaster, etc.) and find comparable qualities within characters from *The Crucible*. Also, discuss how the modern-day figure uses emotion as a tool and/or how the figure combats the use of emotion as a tool.

Group Leader: _____

The 6 Traits of Reading

Projects 4-6

The Crucible

4. Interpretation

Prepare a debate arguing which form of government is more effective, a theocracy or a democracy. Present both sides of the issue in a balanced manner.

Group Leader: _____

5. Evaluation

Choose two opposing speeches on the same topic. Then, using specific sentences, determine the speakers' biases that shaped his/her view. Also, analyze the persuasive elements of each speech and determine which one is more effective. Support your opinion with examples.

Group Leader: _____

6. Context

Using the following examples, or others you may consider, explain why these people were effective persuaders in their time period and determine if they would be effective today. The list may include Hitler, Martin Luther King Jr., or Senator Joseph McCarthy. Address the factors that contribute to people "buying into" rhetoric during certain time periods.

Group Leader: _____

Project Expectations

Group:

1. The entire group will be graded on each project.
2. Each member will act as "Team Leader" for one project.
3. When not "Team Leader" each member is expected to do everything possible to help ensure the leader's success.
4. The group will use a minimum of four different formats for presenting its projects (i.e., they can't all be PowerPoints).

Team Leaders:

1. Prepare for and attend Team Leader meetings with Mr. Hoover.
2. Establish procedures for their project.
3. Monitor progress and participation of each group member.
4. Complete "teammate reports" and return them to Mr. Hoover.
5. Assume responsibility for the final product on presentation day.
6. Receive double points for their project.

Group Norms (decided among group members):

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Unit Contract

I, _____, hereby agree to the above terms of the unit. I understand that my failure to fulfill the expectations of the unit will result in my removal from my group and/or course failure. I understand everything that is expected of me and have no questions regarding the unit.

Student Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

Unit Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				22 Unit Introduction	23 Establish Norms Read Act I	24
25	26 Act I Reading Quiz Acting Prep Group 1 Read Act II	27 Act II Reading Quiz Perform Act 1 Acting Prep Group 2	28 Perform Act II Read Act III	29 Act III Reading Quiz Acting Prep Group 3 Read Act IV	30 Act IV Reading Quiz Perform Act III Acting Prep Group 4	31
1	2 Perform Act IV Play Discussion	3 Work Time Projects 2 & 3	4 Work Time Projects 2 & 3 Team Leader Meeting	5 Work Time Projects 2 & 3	6 Presentations Projects 2 & 3	7
8	9 Presentations Projects 2 & 3	10 Work Time Project 4	11 Work Time Project 4 Team Leader Meeting	12 Work Time Project 4	13 Presentations Project 4	14
15	16 Presentations Project 4	17 Work Time Projects 5 & 6	18 Work Time Projects 5 & 6 Team Leader Meeting	19 Work Time Projects 5 & 6	20 Presentations Projects 5 & 6	21
22	23 Presentations Projects 5 & 6	24 Unit Wrap Up	25	26	27	28