

September 19, 22, 2014 English II Pre-AP Lesson Plan Antigone 3, Rhetorical Analysis

Objectives: student will

- Pre-write a rhetorical analysis of Haemon's conversation with Creon from *Antigone* by Sophocles
- identify reasonable themes for *Antigone*
- TEKS: Fig 19, 110.32, 15A

Homework:

Re-read the father-son exchange between Haemon and Creon on p93-101. Analyze the rhetorical strategies Haemon uses to try to persuade his father. Chart Haemon's speech in three main sections identifying what he says, how he says it, his purpose, and the impact of his speech. Be sure to assign your value judgments and assessment of his success in each section. Be prepared to write an in-class, timed essay analyzing Haemon's rhetoric, language and arguments.

Warm-up Activity

Re-read the father-son exchange between Haemon and Creon on p93-101.

Haemon's Argument for Antigone's Pardon: Analysis Overview

- ❖ Rhetorical analysis answers the question: how does the author or speaker go about persuading the reader or listener?
- ❖ First, identify what the speaker's purpose is?
- ❖ Then, identify the rhetorical strategies or efforts made by the speaker to persuade or inform readers. Why did the author choose these strategies for the particular audience, occasion, and/or purpose?
- ❖ Evaluate the success or impact of the rhetorical devices or tools the author uses to help implement the strategy. Note: it is never enough to just identify a rhetorical device; instead you must explain the impact of the device. For example, explain why the author uses a particular metaphor or explain the impact of anaphora on the reader.

Pre-writing analysis or things you should know in order to accurately analyze a text

1. Rhetorical Strategies:

- a. Appeals (ethical appeals, logical appeals, emotional appeals)
- b. Style, (diction, syntax, details, imagery, tone, etc.)
- c. Structure (syntax, parallelism, anaphora, etc.)

2. Think about these questions: HOW do the rhetorical strategies help the author achieve his/her purpose? WHY does the author chose those strategies for that particular audience and for that particular occasion?

Create a Rhetorical Analysis Chart of Haemon's Speech P93-101

Use your close reading findings to create a rhetorical analysis of Haemon's speech.

What rhetorical strategies does he use?

How does Creon react?

Observations and value judgments?

Antigone Lesson Plan

Tharrenos Bratitsis



Antigone Lesson Plan:

Common Core Curriculum Maps in English Language Arts, Grades 9-12 Great Minds, 2011-10-13 The first books to present specific guidance for teaching the Common Core State Standards Forty three states plus the District of Columbia and the U S Virgin Islands have signed on to adopt the Common Core State Standards CCSS The need for curriculum guides to assist teachers in helping students meet these standards has become imperative Created by teachers for teachers the research based curriculum maps in this book present a comprehensive coherent sequence of thematic units for teaching the skills outlined in the CCSS for English language arts in Grades 9 12 Teachers can use the maps to plan their year and craft their own more detailed lesson plans Each grade is broken down into six units that include focus standards suggested works sample activities and assessments lesson plans and more The maps address every standard in the CCSS yet are flexible and adaptable to accommodate diverse teaching styles Any teacher school or district that chooses to follow the Common Core maps can be confident that they are adhering to the standards

Common Core Reading Lessons Stacey O'Reilly, Angie Stooksbury, 2013-12-04 The Common Core is placing a heavier emphasis on nonfiction but that doesn't mean you have to give up your literature lessons In this book English teachers Stacey O'Reilly and Angie Stooksbury describe how you can combine nonfiction with fiction to meet the standards and give students a deeper understanding of what they are reading This practical book provides a variety of nonfiction reading strategies as well as ready to implement lesson plans and text pairing suggestions You will get A variety of useful strategies to help students analyze nonfiction Sample units with step by step agendas and lesson plans Ready to use classroom handouts and rubrics for assessment Suggested text pairings across genres and time periods

Lesson Plans Eol 2000 G 10 Holt Rinehart & Winston, 1999-06-22

Common Core Curriculum: English, Grades 9-12 Great Minds, 2014-04-16 Common Core's English resources empower educators to meet the expectations of the Common Core State Standards CCSS for English Language Arts ELA and build essential content knowledge for students in grades 9 12 Each grade in The Wheatley Portfolio features a comprehensive coherent sequence of thematic units that engage students in deep study of worthwhile texts and topics Features of this book include Six thematic units for each grade each centered on a curated collection of literary and informational texts Focus standards for each unit that complement the topic and promote student mastery of essential literacy skills Suggested texts and activities to incorporate science art and history into English instruction This revised second edition includes a sample text study that guides students through a close read of an exemplary text updated web resources and refreshed suggested works Educators who create their curriculum based on Common Core's Wheatley Portfolio guarantee that students are exposed to content rich instruction and have ample opportunity to master the reading writing speaking listening and language skills articulated in the CCSS for ELA

Research on E-Learning and ICT in Education Tharrenos Bratitsis, 2023-06-30 This book is comprised of research based chapters developed from selected full papers presented at the Pan Hellenic and International

Conference ICT in Education It includes covering technical pedagogical organizational instructional as well as policy aspects of ICT in Education and e Learning Special emphasis is given to applied research relevant to the educational practice guided by the educational realities in schools colleges universities and informal learning organizations Further the book encompasses current trends perspectives and approaches determining e Learning and ICT integration in practice including learning and teaching curriculum and instructional design learning media and environments teacher education and professional development Since 2012 Springer has published a volume entitled Research on e Learning and ICT in Education Technological Pedagogical and Instructional Issues at the conclusion of every conference These volumes are based on research work originally presented in the conference series mentioned above but the call for chapters is open and disseminated to the international community attracting also international contributions Furthermore as the editors are also involved in EU funded international research projects in the area of educational technology we strongly focus on attracting submissions demonstrating the current state of the art and most recent research outcomes of such projects

Teaching Classics Worldwide Steven Hunt, John Bulwer, 2025-02-06 Designed for instructors in schools and universities as well as stakeholders and policy makers in education everywhere this book is a systematic guide to contemporary school teaching of classical languages literature and civilisation in major countries across the world This book examines the trends and assesses the rationale for such diversity in programmes of study and asks the question What are classical subjects for in today's schools Each chapter is arranged by geographical area and draws on the experiences of teachers and other education experts in each country commenting on contemporary practices Themes such as the impact of national education policies enrolment assessment accessibility and inclusion are discussed The teaching of Classics has wide variations in practices and purposes from one education system to another in some the teaching of Classics continues to be focused on the mastery of language and grammar in others active use of the ancient languages is growing in popularity and yet in others the focus is shifting towards the study of the languages and civilisations in translation Presenting an overview survey and comparison of practices across the world this book is essential reading for instructors and teaching training courses in the world of classical education

A Beginning Teaching Portfolio Handbook Bill R. Foster, Michael L. Walker, Kim Hyunsook Song, 2007 This book is based on the INTASC principles the most widely recognized and used set of national standards for classroom educators in the U S Specifically it teaches candidates how to select powerful artifacts of their teaching and how to construct meaningful reflective statements in the context of powerful professional portfolios Preface

The School Journal, 1885

Curriculum Planning Forrest W. Parkay, Eric J. Anctil, Glen Hass, 2006 The eighth edition of Curriculum Planning is a selection of readings that presents the knowledge skills and alternative strategies needed by curriculum planners and teachers at all levels of education from early childhood through adulthood The book offers a variety of learning experiences for students with wide ranging interests learning styles and backgrounds Part I Bases for Curriculum Planning emphasizes

the development of knowledge and skills in the three bases of the curriculum social forces human development and learning and learning styles Part II Developing and Implementing the Curriculum includes two new chapters Chapter 5 Developing the Curriculum examines curriculum designs that can be used to develop i e write curricula And Chapter 6 Curriculum and Instruction focuses on the interrelationships between curriculum and instruction Part III The Curriculum in Action emphasizes the application of curriculum planning skills for educational programs for children early middle and late adolescents and adult learners At each level current trends innovations and issues are examined from both theoretical and practical viewpoints The eighth edition includes 43 new articles nine of which were written for this book and two new chapters Ch 5 Developing the Curriculum and Ch 6 Curriculum and Instruction

Holt Social Studies Curriculum: The humanities in three cities ,1967 **Six Complete World Plays and a History of World Drama** Marcus Konick,1963
Resources in Education ,1996 **Antigone** Susan R. Woodward,2006-06-15 Essentially a complete teacher s manual for the novel this LitPlan Teacher Pack includes lesson plans and reproducible resource materials for Antigone by Sophocles It includes Daily Lessons Short answer study questions Multiple choice quiz questions Vocabulary worksheets for each reading assignment 3 detailed writing assignments Individual and group activities Critical thinking discussion questions 5 unit tests 2 short answer 2 multiple choice 1 advanced Evaluation forms Review puzzles games Bulletin board ideas Reproducible student materials and more

El-Hi Textbooks and Serials in Print ,2006 The Stage in Action Helen Manfull,1989
English Leadership Quarterly ,1991 **New Zealand Journal of Geography** ,1984 *Reframing Discussions* Michael B. Sherry,2010 Recitations and discussions are two types of interactions which have long been of interest to researchers who study classroom discourse in secondary English and Social Studies According to research teachers control the discourse during recitations through inauthentic questions requiring pre specified answers In contrast discussions involve shared control and include authentic questions allowing multiple interpretations This research has described recitations and discussions as opposites Moreover recitations and discussions have primarily been distinguished by who speaks and how many answers are possible In defining these interactions in terms of stable categories and a multiplicity of voices and interpretations little attention has been paid to dynamic relationships created through discourse during these interactions If recitations appear to be so persistent how might they be reframed as discussions through negotiation of the roles relationships and responses that are possible and appropriate in an interaction If discussions involve not only expressing multiple opinions but also engaging with texts and responding to others perspectives how do speakers relate their experiences to the topic and build on others contributions My dissertation addressed discussions in terms of dynamic discursive relationships through sociolinguistic discourse analysis of field notes class transcripts written reflections and interviews on 28 lessons over one year in an urban 10th grade English class a suburban 9th grade Social Studies class and a rural 12th grade Composition class Based on this research I make the following claims Recitations and discussions are not

stable discourse patterns determined by individual speakers or individual turns in conversation In contrast with prior English and Social Studies education research the teacher s intended purpose did not necessarily determine the nature of the interaction and inauthentic authentic questions were not necessarily indicators of recitations discussions Rather the discourse seemed to depend on how the interactional frame could be re negotiated among teacher and students Recitations were reframed as discussions by relating students to the topic through animation and by relating different opinions to each other via double voicing Animation that cast students as figures in a historical literary event reframed recitations as discussions by describing the topic as one with which students could identify This finding adds to English and Social Studies education research on how envisionment of story worlds can increase students comprehension engagement and on how imagining themselves into events can increase students empathy authority Double voicing students comments reframed recitations as discussions by repeating what others had said in ways that provoked debate This finding adds to English and Social Studies education research on how asking questions about what others have just said can contribute to discussion and on how interpretive questions encourage debate Discussions can depend on the framing of other classroom interactions Activities that preceded and followed discussions in these data shaped the frame for discussions The framing of similar activities among teacher and students during previous classes shaped the frame for discussions Repeated renegotiation of the frame led to emergence of genres or types of discussions The dissertation citations contained here are published with the permission of ProQuest llc Further reproduction is prohibited without permission Copies of dissertations may be obtained by Telephone 800 1 800 521 0600 Web page <http://www.proquest.com/en-US/products/dissertations/individuals.shtml>

Academy; a Weekly Review of Literature, Learning, Science and Art ,1875 The Poetical gazette the official organ of the Poetry society and a review of poetical affairs nos 4 7 issued as supplements to the Academy v 79 Oct 15 Nov 5 Dec 3 and 31 1910 *Creative Drama Magazine* ,1999

Whispering the Strategies of Language: An Mental Journey through **Antigone Lesson Plan**

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