

Lesson Name: Websites & Rhetoric	
Goals, Objectives, Assessment, and Goals	<p><u>Goal:</u></p> <ul style="list-style-type: none"> Initially, the goal is to have students explore the qualities of the Quartz Valley Indian Reservation Website in a holistic manner. Once they obtain an overview of the website, they will then work in groups with the goal of taking a more in depth look at specifics of the website by being assigned a certain tab or resource of the website. <p><u>Lesson Objective:</u></p> <ul style="list-style-type: none"> The objective is to provide a complex rhetorical analysis of Quartz Valley Indian Reservation Website as a whole, to start with. Then, in groups, the objective will be to become rhetorical analysis experts on a specific piece of the website, whether it is a specific tab, picture, or resource. <p><u>Assessment:</u></p> <ul style="list-style-type: none"> Day 1- Rhetoric & Rhetorical Analysis of a Website Handout Day 2- Group Rhetorical Analysis Expert Slides Day 3- Presentations & Observation Notes
Required Materials	Instructional Slides , Chromebook, Handout , Notes , Pencils
In-Class Lesson Breakdown	
<p><u>65 minutes per lesson:</u></p> <p>Day 1:</p> <p>5 Minutes:</p> <ol style="list-style-type: none"> Pass out hand out, students take out writing materials, and provide instructions for note taking while watching the YouTube video. Call on a student to read the objective for today. Have the class say “rhetoric” together <p>15 minutes:</p> <ol style="list-style-type: none"> Play the video and assist students in their note taking Complete the rhetorical analysis activity at the end of video Have students collaborate with a peer to compare responses Whole Class Discussion <ol style="list-style-type: none"> Emphasize textual and visual rhetoric <p>25 Minutes:</p> <ol style="list-style-type: none"> Students access the Quartz Valley Indian Reservation Website and complete Rhetorical Analysis on the backside of the handout with a peer <p>10 Minutes:</p> <ol style="list-style-type: none"> Peers collaborate with another set of partners to compare responses, discuss, and revise answers <p>10 Minutes:</p>	

10. Whole class discussion
11. Closure:
 - a. What is one take away from today's lesson?
 - b. What is a question you have regarding today's lesson?

Day 2:

5 Minutes:

1. Recap: Meaning of rhetoric, emphasizing visual *and* textual.

10 minutes:

2. Assign groups of 3 & have students sit together
3. Go over the assigned roles designated for group members
4. Clarify assignment expectations for the Rhetorical Analysis Experts [Slides](#) Assignment
 - a. Check for understanding

Remainder of class (40 minutes):

5. Groups collaborate & complete assignment

5 Minutes:

6. **Closure**-Google Classroom Question/Exit Ticket: What is one appeal the rhetoric appeals to in your findings today?

Day 3:

10 - 15 Minutes:

1. Set up Presentations & Expectations
 - a. Norms
 - i. Respectfully listen
 - ii. Raise hand to ask questions
 - iii. Note down observations quietly
 - iv. Rotate only when prompted
 - v. Give thanks to the presenter for sharing
 - b. Ways to differentiate
 - i. Presenters share with whole class
 - ii. Presents share in small groups
 - iii. Presenters share in gallery walk
 - c. Viewers differentiation
 - i. Can writer down 3-4 observations from each presentation in notebook or graphic organizer

Remainder of class time (40 minutes):

2. Presentations & Observations

5 Minutes:

3. Closure (elevator pitch style): What is your favorite take away from today?