

Agenda

- Bell work
- Review Romeo and Juliet
- Finish Posters

Attendance Question

Hot
chocolate,
apple cider, or
coffee?

Due Dates

- **ESSAY DUE TODAY**

Objectives

- Identify the MAIN idea of Romeo and Juliet.
- Use direct and indirect characterization to create a visual aid based on a character.

Materials

Bell Work

Pencil

Markers

No Fear Book

Bell Work

The background is a light pink color decorated with various Halloween-themed illustrations. At the top, there are green ghost silhouettes and orange pumpkins with carved faces. Some pumpkins have signs that say "CORN MAZE" with arrows pointing right. In the center, there are two large, rounded rectangular boxes with a dashed pink border. The left box contains text in English, and the right box contains text in Spanish. At the bottom, there are more pumpkins, some with faces, and signs that say "PUMPKINS" and "CORN MAZE".

What might the moral of “Romeo and Juliet” be?

Moral: The message that is conveyed or a lesson to be learned from a story or event

¿Cuál podría ser la moraleja de “Romeo y Julieta”?

Moraleja: El mensaje que se transmite o una lección que se debe aprender de una historia o evento.

Agenda

- Bell work
- Types of Evidence Notes
- Read “Teenagers Have Stopped Getting Summer Jobs-Why?” P. 366

Attendance Question

Any fun
Halloween
plans?

Due Dates

Bell Work - Friday

Objectives

- Evaluate reasoning and evidence and how it impacts a text.
- Analyze how an author's ideas or claims are

Materials
Bell Work
Pencil
Text Book
Notes

Bell Work

The background is a light pink color decorated with various Halloween-themed illustrations. At the top, there are green ghost silhouettes and orange pumpkins with carved faces. Some pumpkins have signs that say "CORN MAZE" with arrows pointing right. In the center, there are two large, rounded rectangular boxes with a dashed pink border. The left box contains the English question, and the right box contains the Spanish question. At the bottom, there are more pumpkins, some with "PUMPKINS" signs, and more "CORN MAZE" signs.

What different kinds of evidence have you used or seen in writing before?

¿Qué diferentes tipos de evidencia ha utilizado o visto por escrito antes?

The background is a light pink color decorated with various Halloween-themed illustrations. On the left, there are several pumpkins with different faces, some green and some orange, and a white ghost. On the right, there are more pumpkins, a pink ghost, and a wooden signpost with three arrows pointing in different directions, labeled 'CORN MAZE', 'PUMPKINS', and 'HAYRIDES'. The word 'BOO' is written in a stylized, orange, cursive font on the left side. The central text is enclosed in a white rounded rectangle with a dashed pink border.

Evidence

Evidence adds credibility and authority to the writer's statements, making the essay more persuasive and convincing. Without evidence, the essay becomes mere opinion or speculation, lacking the necessary foundation to convince readers of its validity. By incorporating relevant evidence, the writer enhances the overall quality of the essay.

Types of Evidence

Facts

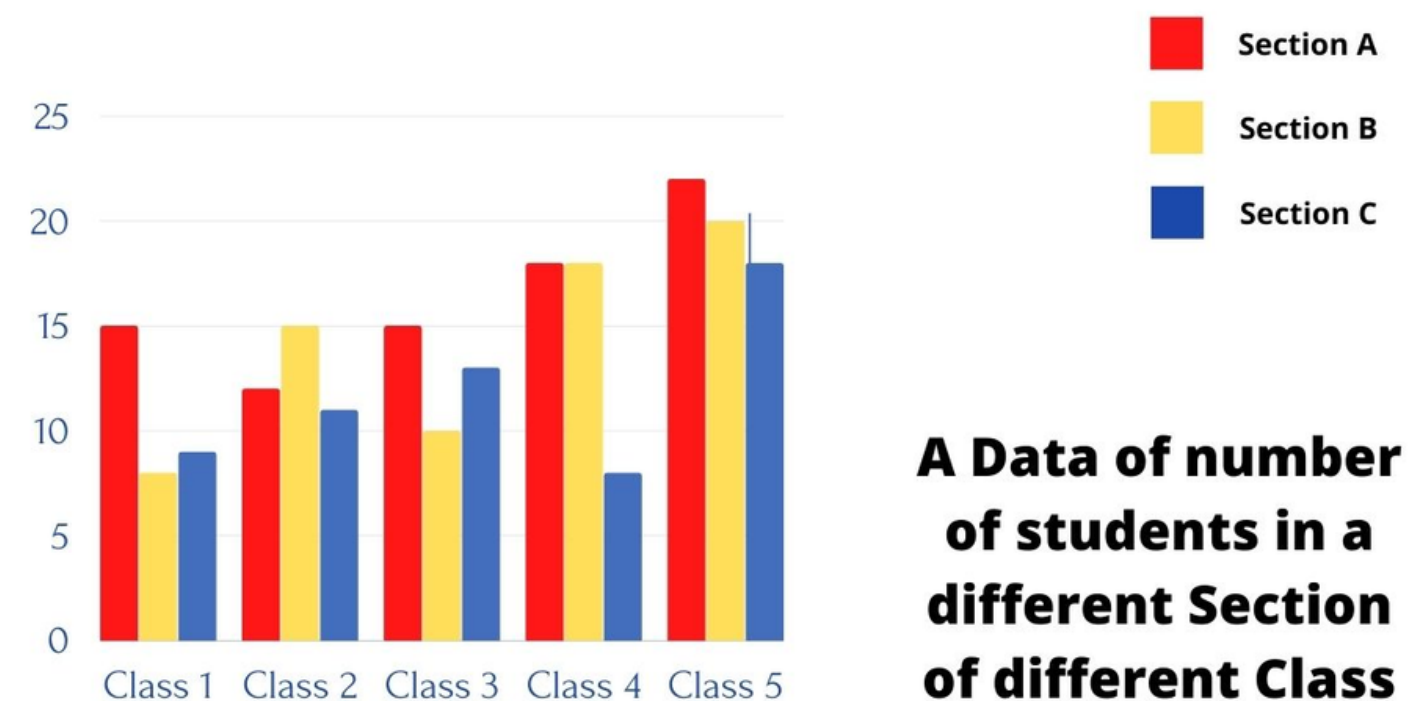
Statements that can be proven to be true.

Statistics

a collection of observations that have been organized, validated, and gathered in a way that allows them to be expressed in mathematical form.

Ex:

- 4 out of 5 doctors recommend eating raw veggies for health.
- She has blue eyes.



A Data of number of students in a different Section of different Class

Types of Evidence

Facts

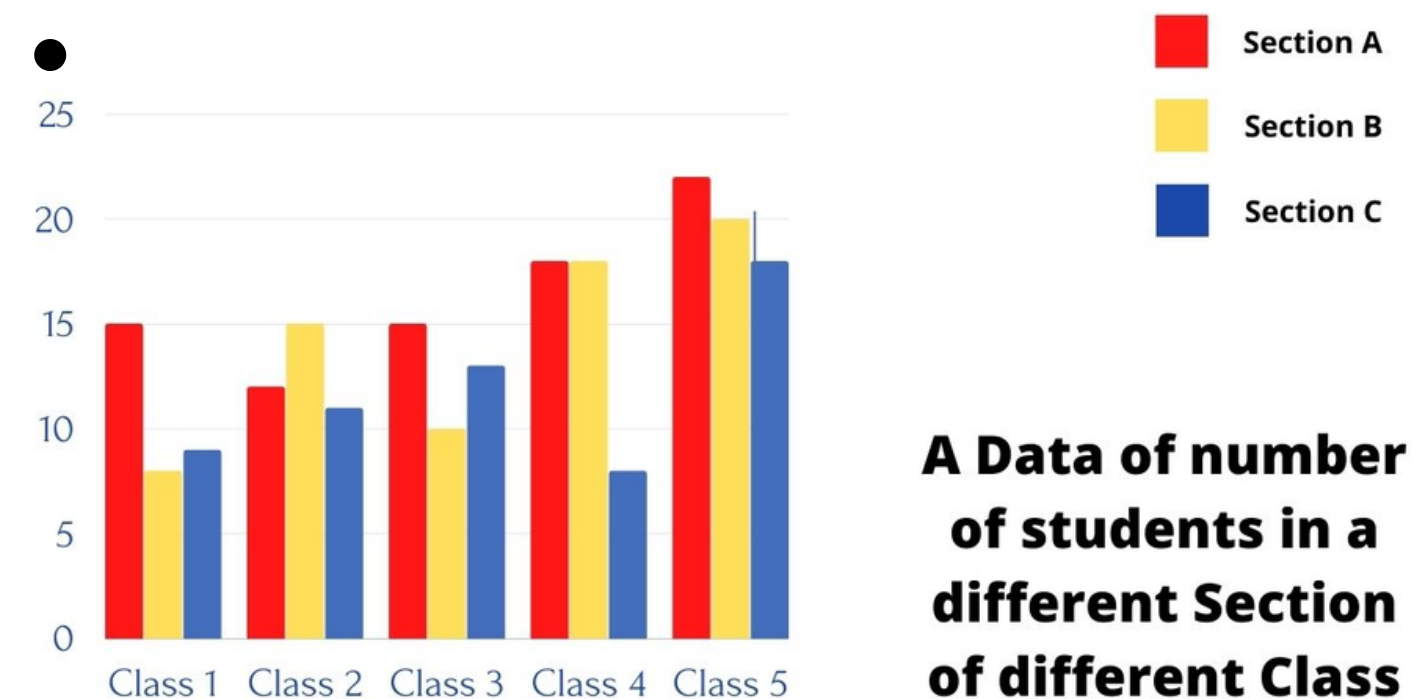
Declaraciones que se puede demostrar que son ciertas.

Statistics

una colección de observaciones que han sido organizadas, validadas y recopiladas de una manera que permite expresarlas en forma matemática.

Ex:

- 4 de cada 5 médicos recomiendan comer verduras crudas para la salud.



Types of Evidence

Anecdote

Witnesses relaying what they observed in personal experience of something they are not an expert in.

Expert Testimonial

An expert in a field of study, like math or medicine ect., giving their expertise based on their experience in the field.



Types of Evidence

Textual Evidence

Uses information from an originating source or other texts to support an argument. This can be ANY literature not written by the arguer.

EX:
Books
News Paper
Laws
Textbooks



What kind of evidence is this?



What kind of evidence is this?



What kind of evidence is this?



What kind of evidence is this?

The sun is a star.

What kind of evidence is this?

Lisa, a grocery store clerk, relays a story about a robbery that occurred a few days ago.

What kind of evidence is this?

Dr. Grogon explains that “without proper hydration, athletes will have more cramps.”

What kind of evidence is this?

A lawyer cites a recent bill that has been passed by the senate to prove his point.

What kind of evidence is this?

A research student runs an analysis on the chemical content of water bottles and finds that 80% of water bottles leak micro plastics.

What kind of evidence is this?

A student at a university uses quotes from Animal Farm to support a thesis he has about past governments.

The background is a light pink color decorated with various Halloween-themed watercolor illustrations. There are several pumpkins with different colored faces (green, pink, orange), some with carved jack-o'-lantern faces. There are also white ghosts with large eyes. Signs on wooden poles point in different directions, with text like 'CORN MAZE', 'HAYRIDES', and 'PUMPKINS'. The word 'BOO' is written in a stylized, orange, cursive font. The overall theme is festive and spooky.

As We Read

P. 366

**Highlight sentences you
believe are supporting
evidence.**

**Label the type of evidence you
think it is using your notes.**

Agenda



- Bell work
- “Teenagers Have Stopped Getting Summer Jobs-Why?” P. 366 Charts.

Attendance Question

Did you only eat candy yesterday?



Due Dates

- 3.9 Chart-

Today

Bell Work - Friday



Materials

Bell Work

Pencil

Text Book

Objectives

- Evaluate reasoning and evidence and how it impacts a text.
- Analyze how an author's ideas or claims are



Bell Work



Which of the following pieces of evidence best support the claim “lunch lines are too long”?

¿Cuál de las siguientes pruebas respalda mejor la afirmación de que “las colas para almorzar son demasiado largas”?

A data chart outlining how long it takes each line to be serviced during each lunch.

Un cuadro de datos que describe cuánto tiempo tarda cada línea en recibir servicio durante cada almuerzo.

An anecdote of a student talking about her lunch line experience.

Una anécdota de una estudiante que habla de su experiencia en la fila del almuerzo.

Text evidence from an article talking about the benefits of lunch.

Evidencia textual de un artículo que habla sobre los beneficios del almuerzo.

A testimonial from a cashier at Chick-Fil-A.

Un testimonio de un cajero en Chick-Fil-A(masculine)



What the Author Says and Does

Paragraphs

1

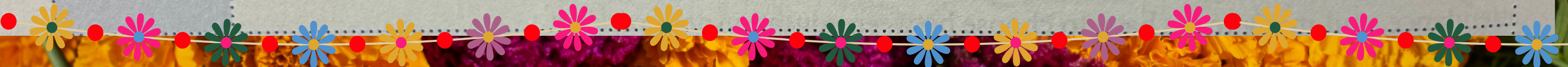
Says

Does

2-3

Says

Does



CLAIM

EVIDENCE



Agenda



- Bell work
- Watch President's Speech
- SOAPSTone Chart

Attendance Question

What kind of
flower is your
favorite?



Due Dates

- **3.9 Chart- NOW**
 - **SOAPStone Chart- EOC**
- Bell Work - Friday**



Materials
Bell Work
Pencil
Text Book
Notes

Objectives

- Identify and analyze the effectiveness of rhetorical devices in a speech. 9-10. RI.CS.6
- Explain how a writer or speaker uses rhetoric to advance his or her purpose. CS.6

The background of the slide features a repeating pattern of starburst or lens flare effects. These effects are arranged in a grid, alternating between red and blue colors. Each starburst has a bright white center that fades into the surrounding color, creating a dynamic and eye-catching visual.

3.9 Chart Due NOW

Bell Work

How would the article be different if Thompson had not included any research data as evidence for his claim in his article?

¿En qué se diferenciaría el artículo si Thompson no hubiera incluido ningún dato de investigación como evidencia de su afirmación en su artículo?





SOAPSTone



As We Watch and Read

Make note of what details stick out to you.

BOSTON President Obama Makes Historic Speech to America's Students - English subtitles

Share

BOSTON
ENGLISH CENTRE

MY EDUCATION,
MY FUTURE

WWW.WHITESHOUSE.GOV

as a nation can meet our
greatest challenges in the future.

Watch on  YouTube

A screenshot of a YouTube video showing President Barack Obama speaking at a podium. He is wearing a dark suit, white shirt, and blue tie. The background is a green wall with the text "MY EDUCATION, MY FUTURE" and "WWW.WHITESHOUSE.GOV" repeated in a light green, chalk-like font. A red YouTube play button is centered over the image. In the top left corner, there is a red circle with the word "BOSTON" and the text "President Obama Makes Historic Speech to America's Students - English subtitles". In the top right corner, there is a red circle with the word "BOSTON" and "ENGLISH CENTRE" below it, with a "Share" button next to it. At the bottom left, there is a black bar with the text "Watch on" and the YouTube logo. At the bottom center, there is a white subtitle that reads "as a nation can meet our greatest challenges in the future."

Rhetoric

Language designed to have a persuasive or impressive effect on its audience.

Lenguaje diseñado para tener un efecto persuasivo o impresionante en su audiencia.





Ethos

The rhetorical device that uses credibility to persuaded audiences.

El recurso retórico que utiliza la credibilidad para persuadir al público.

Logos

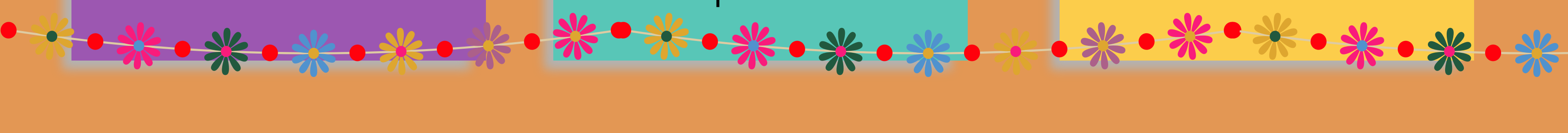

The rhetorical device that appeals to an audience's logic, like stats and science, and common sense.

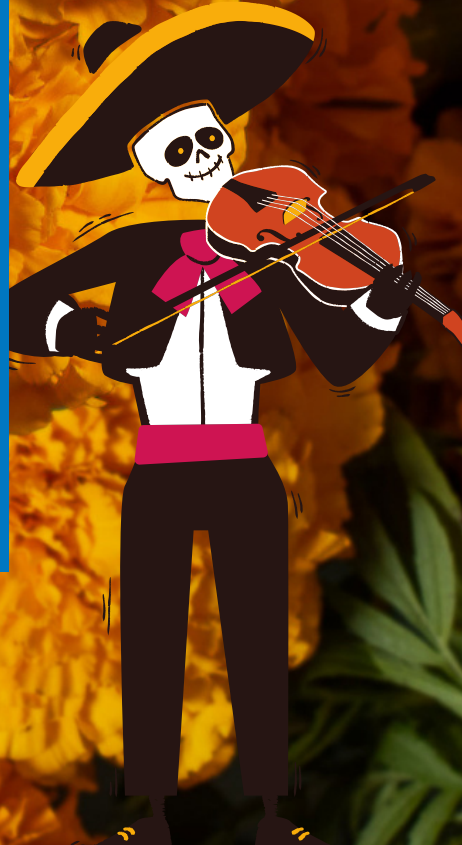

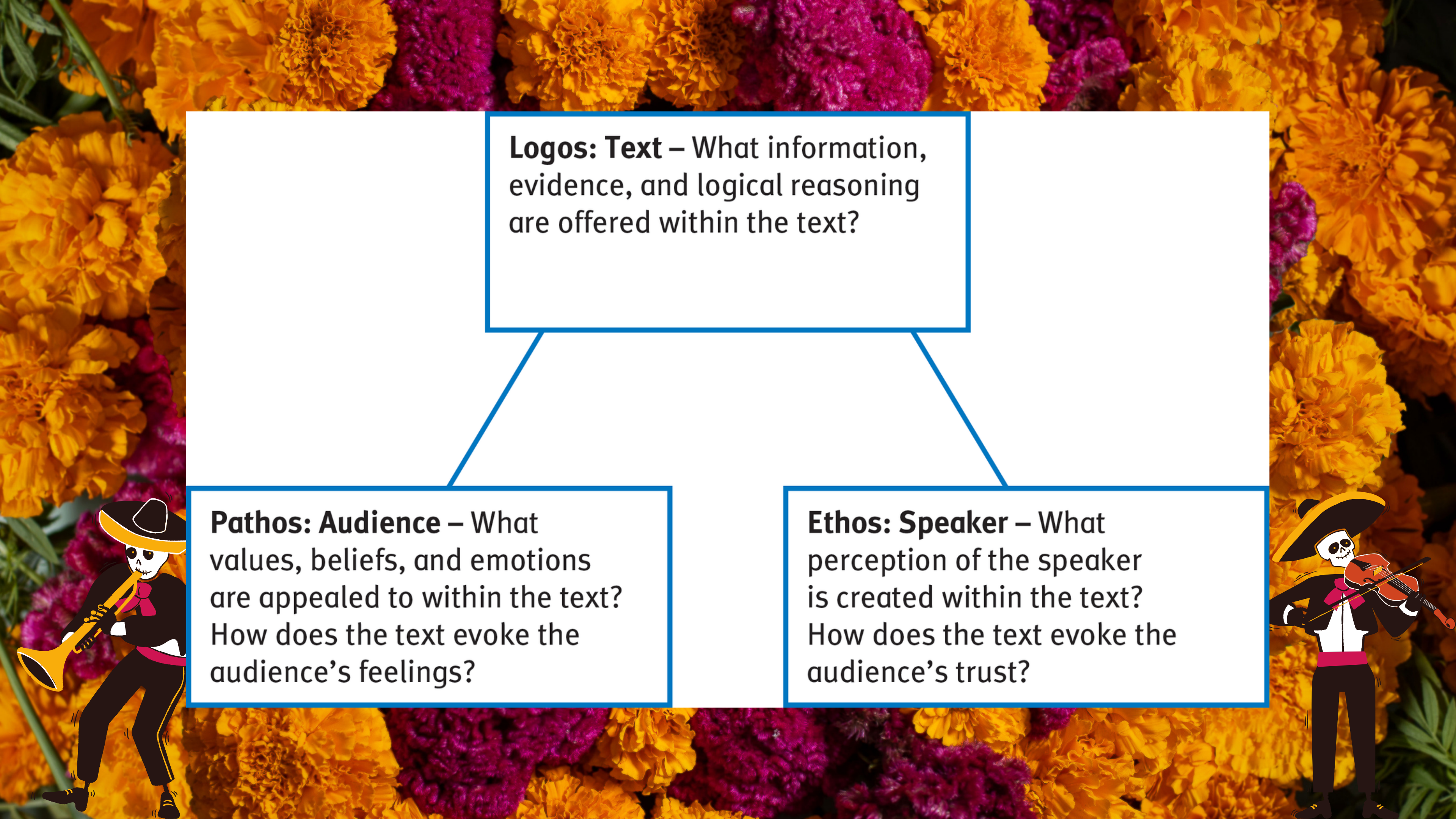
El recurso retórico que apela a la lógica del público.

Pathos

The rhetorical device that appeals to an audience's emotions.

El recurso retórico que apela a las emociones del público.





Logos: Text – What information, evidence, and logical reasoning are offered within the text?

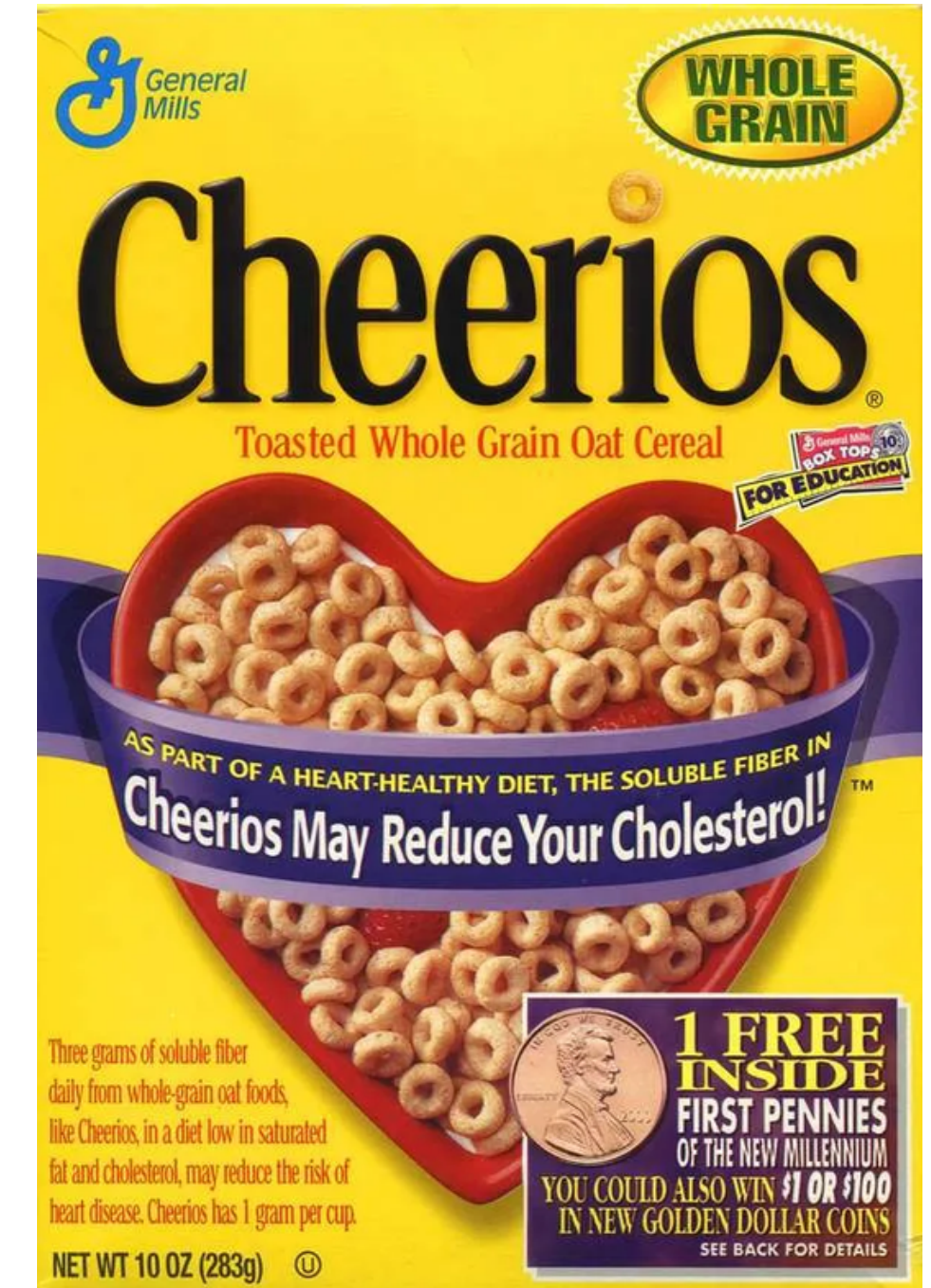
Pathos: Audience – What values, beliefs, and emotions are appealed to within the text? How does the text evoke the audience's feelings?

Ethos: Speaker – What perception of the speaker is created within the text? How does the text evoke the audience's trust?

Examples of Ethos



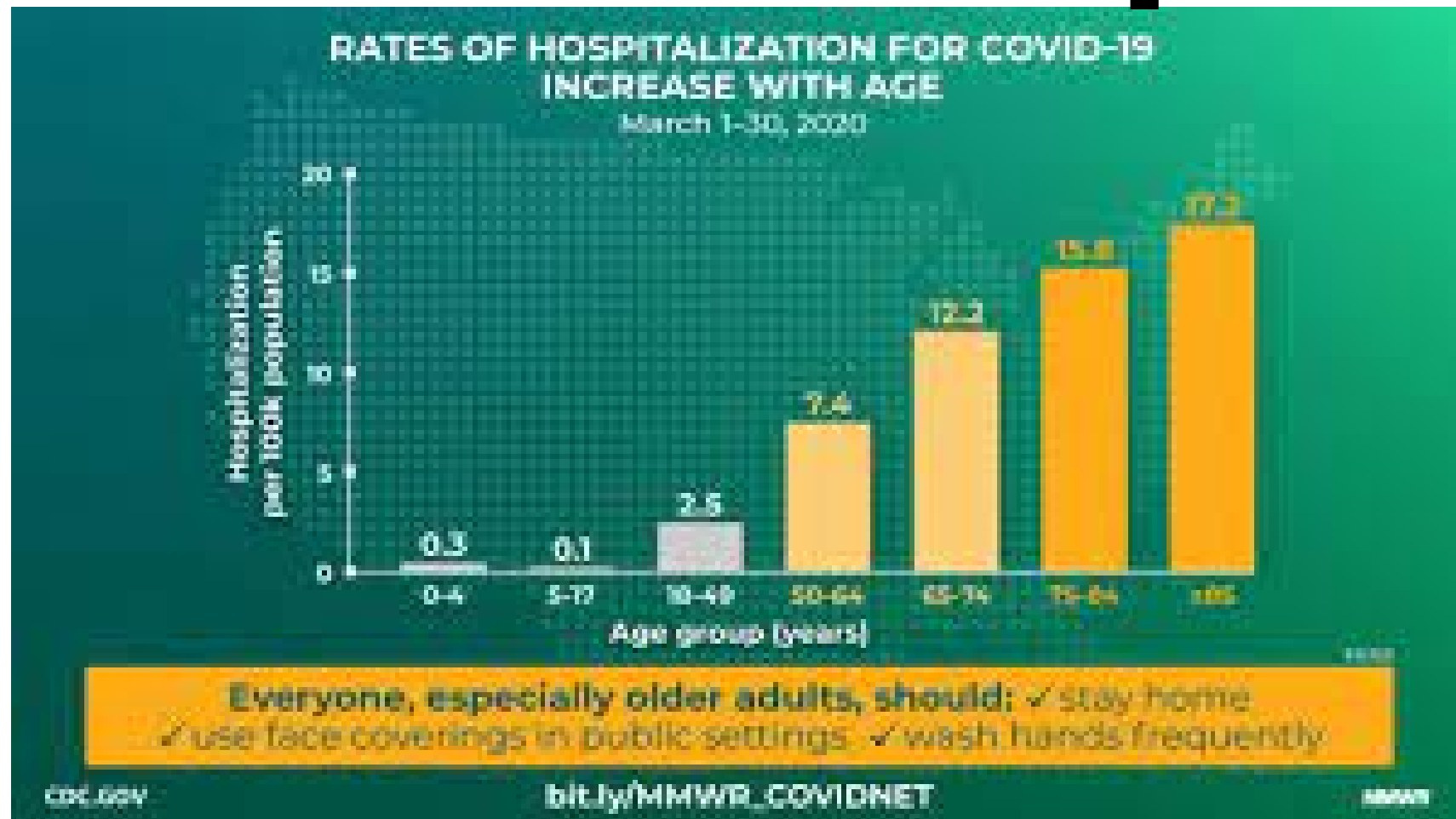
“If my years as a Marine taught me anything, it's that caution is the best policy in this sort of situation.”



Examples of Pathos



Examples of Logos



63.4 million American households own at least one dog

51% of babies born in 2022 were boys.

Example of Formal Logic

Premises:

All spiders have eight legs.
Black Widows are a type of spider.

Conclusion:

Black Widows have eight legs.



What kind of rhetoric is being used?



What kind of rhetoric is being used?



What kind of rhetoric is being used?



**Approach to
Chronic lung
disease**

Speaker

Dr. Gangi Reddy
Consultant Pulmonologist

The graphic features a dark teal background with a blurred image of a person in medical scrubs. On the right, there is a circular portrait of a man with short dark hair, wearing a dark blue shirt. The text is in a clean, white, sans-serif font. There are small white grid patterns in the top right and bottom left corners.

Agenda

- Bell work
- SMELL Analysis
- Analysis Paragraph



Attendance Question

What flavor
coffee is the
best?



Due Dates

Bell Work - Today
Paragraph- Today



Objectives

- Identify and analyze the effectiveness of rhetorical devices in a speech. 9-10. RI.CS.6
- Explain how a writer or speaker uses rhetoric to advance his or her purpose. CS.6

Materials

Bell Work

Pencil

Text Book

Bell Work

Directions: Identify the premise, and the conclusion by writing out the sentences below, then underlining the premise and circling the conclusion.

Train service suffers when a railroad combines. By dividing its attention between its freight and commuter customers, a railroad serves neither particularly well. Therefore, if railroad is going to be a successful business, then it must concentrate exclusively on one of these two markets.

Usa tu celular para traducir el timbre y escribe brevemente qué palabras son las razones y cuáles las conclusiones. Si no tienes celular, trabaja con un compañero.

What kind of rhetoric is being used?





**What kind of rhetoric is being
used?**



What kind of rhetoric is being used?

S.M.E.L.L.

1. Sender-receiver relationship: who is sending the message of the speech and who is meant to receive the message? How is the relationship established? (Ethos)

Relación emisor-receptor: ¿quién envía el mensaje del discurso y quién debe recibirlo? ¿Cómo se establece la relación?



S.M.E.L.L.

 **2. Message: What is the message of the speech?**

Mensaje: ¿Cuál es el mensaje del discurso?



S.M.E.L.L.

**3. What is the emotion behind the message and how is it established?
(pathos)**

**3. ¿Cuál es la emoción (pathos) detrás del mensaje y cómo se establece?
(pathos)**



S.M.E.L.L.

4. Logic: What logic is being used to deliver the message? Does it help the message or detract from it? (logos)

Lógica: ¿Qué lógica se utiliza para transmitir el mensaje? ¿Ayuda al mensaje o lo resta valor?



S.M.E.L.L.

5. Language: Does the speaker use strong language? Academic language? Polite/standard/formal? Conversational/informal? Social?

5. Idioma: ¿El hablante utiliza un lenguaje fuerte? ¿Lenguaje académico? ¿Cortés/estándar/formal? ¿Conversacional/informal? ¿Social?

