

**Missouri Pre-Service Teacher Assessment (MoPTA)
Lesson Plan Format Modified**

Grade Level: Advanced College Credit

Title of Lesson: “My desire to do this good work in America is not a vague one”: AP style rhetorical analysis

Summation of Lesson: In June 1835, the Countess de la Rochejaquelein set her sights on establishing the Sisters of St. Joseph in St. Louis, Missouri. To achieve this goal, she crafted a persuasive letter to Bishop Rosati. By strategically leveraging her wealth, social status, and carefully cultivated network of influential men, she aimed to convince him of the importance of this endeavor. This letter provides a valuable case study for students to analyze rhetorical strategies and understand how social power functioned in the 19th century. **This lesson asks the students to practice rhetorical analysis in the same way they are asked to demonstrate mastery of this skill on the AP Language & Composition exam.**

Standards/Quality Indicators/Skills
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ELA 11-12.Info.1.A. 11-12.Info.2.B. 11-12.Info.2.D. 11-12.Info.3.C. 11-12.Info.3.D. 11-12.W.2.A. 11-12.W.3.A.a-e.
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Learning Objectives/Goals (examples)

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| <ul style="list-style-type: none">● Students will evaluate use of rhetorical devices the author used to persuade● Students will identify the thesis of the letter and evaluate the letter’s effectiveness● Students will complete an Advanced Placement Test style essay |
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Assessment

From Advanced Placement (AP) sample questions:

- “Write an essay that analyzes the rhetorical choices [the author] makes to convey [their] message.
 - In your response you should do the following:
 - Respond to the prompt with a thesis that analyzes the writer’s rhetorical choices.
 - Select and use evidence to support your line of reasoning.
 - Explain how the evidence supports your line of reasoning.
 - Demonstrate an understanding of the rhetorical situation.

Use appropriate grammar and punctuation in communicating your argument.”

Lesson Structure and Procedures

This lesson could be used at any time during AP practice (or not in the context of AP). Depending on where the class is with AP instruction, some of the following steps could be skipped. This could also be performed in groups if early on in the process of text prep.

1. Allow the students time to read the passage searching for the rhetorical situation
 - The students could use color pencils or highlighters to denote the different aspects they are finding in the letter (for example: use of pathos could be denoted in green while use of metaphors in orange)
 - Work as a class to discuss what the students found and check for correctness in labels
2. The students should then be given time to compose their response to the AP prompt.
 - The AP test only allots 40 minutes for both of these steps; however, students could be given more time if in early stages of prep—or this could be used as an independent assignment and timed.

Instructional Strategies

- Depending on when assignment is given—the teacher will check for mastery of terms as the students search for rhetorical devices and/or will provide feedback on written essays.

Learning Activities

- Search and define terms
- Written response

Resources and Materials

- [Digital copies of the letter](#)
- AP style worded assignment (direct wording above in Assessment)

Technology
<ul style="list-style-type: none">• None needed
Extensions
Additional Information