

Culminating Activity: SOAPS + ELP Assignment Sheet

INTRODUCTION:

This is a group project. You are expected to work with your team to read all four documents and analyze the efficacy of the rhetorical situation for each text. Although this is a group project, each group member will be assigned a specific part and receive a separate grade for the first two standards. A group grade will be assigned for the final standard.

DIRECTIONS:

Read and analyze the rhetorical elements in all four documents about the first lunar landing. Discuss the rhetorical elements with your partners to clarify your understanding and improve your group's overall understanding of all four texts. Then work together to consider which of the four texts is most effective in achieving its purpose.

REQUIREMENTS:

Your final product should include the following:

Individual components:

- One SOAPS for your assigned text.
- One paragraph for your assigned text explaining how the Occasion, Audience and Purpose of the text influenced the Speaker, and how the Speaker used of ethos, logos, and pathos. (HINT: You should have 1-2 sentences explaining each element: O, A, P, E, L, P.)

Group components:

- One paragraph that takes a clear position on which of the four texts is most effective in achieving its purpose. This must include textual evidence to support your position.
- When you put all of the **individual components** together, you should be submitting 4-5 SOAPS and 4-5 Paragraphs.

Culminating Activity: SOAPS + ELP Rubric

Standard	4	3	2	1
<p>RI.11-12.1 Use strong and thorough textual evidence to determine explicit and implicit ideas in a text and identify uncertainty.</p>	<p>All paragraphs include more than two appropriate examples of textual evidence that support the student's thinking.</p>	<p>All paragraphs include at least two appropriate examples of textual evidence that support the student's thinking.</p>	<p>Paragraphs include at least one appropriate example of textual evidence that support the student's thinking.</p>	<p>Paragraphs lack examples of textual evidence that support the student's thinking. <u>OR</u> Evidence is included, but inappropriate.</p>
<p>RI.11-12.6 Determine an author's point of view or purpose in a text in which rhetoric is effective; analyze how style/content affect power/persuasiveness/beauty.</p>	<p>Thoroughly interpret the relationship between the rhetorical elements of a text (SOAP, ELP), offering insights that go beyond the typical interpretations.</p>	<p>Adequately interprets the relationship between the rhetorical elements of a text (SOAPS, ELP). Interpretations are accurate but do not exceed typical interpretations.</p>	<p>Interpretation of the relationship between the rhetorical elements of a text (SOAPS, ELP) is inconsistent in accuracy or completeness.</p>	<p>Misinterprets the relationship between the rhetorical elements of a text (SOAPS, ELP)</p>
<p>W-1.0b: Write arguments: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>	<p>Group paragraph offers a clear position on which text is most effective in achieving its purpose. Paragraph includes a wealth of textual evidence and a compelling explanation of the textual evidence.</p>	<p>Group paragraph offers a clear position on which text is most effective in achieving its purpose. Paragraph includes appropriate textual evidence and a adequate explanation of the textual evidence.</p>	<p>Group paragraph offers an ambiguous or sometimes contradictory position on which text is most effective in achieving its purpose. Use of textual evidence is inconsistent or explanation of the textual evidence is inconsistent.</p>	<p>Group paragraph offers an unclear position on which text is most effective in achieving its purpose. Use of textual evidence is absent or explanation of the textual evidence is insufficient.</p>

(Replicate this graphic organizer in your own notes if needed.)

Title of Text:

Part 1: SOAPS Analysis + Ethos/ Logos/ Pathos

Speaker: Whose voice do we hear? What do we know about the speaker's background and personality? Can we trust the speaker (ethos)?	
Occasion: When was this written? What events in the speaker's life/world prompted the creation of the text?	
Audience: For whom was the text written? How did the audience influence the speaker's choice of language and evidence?	
Purpose: What does the speaker want the audience to think or do as result of reading the text?	
Subject: What is the topic of discussion?	

How does the speaker establish ethos?

How does the speaker appeal to logos?

How does the speaker appeal to pathos?