**Analysis Activities for Narrative Non-fiction Books Sections I , II, and III**

**Objectives:** Analyze how an author uses literary and rhetorical strategies to develop his overall purpose at an AP scale of 5+. Analysis how an author integrates cultural, and societal issues and arguments that are still relevant to our society. Create relevant arguments over cultural and societal issues at an AP scale of 5+

**Assignment: You will analyze/pre-write for the following topics in groups, and then complete individual original written analysis for each activity.** **Remember that the essay/written portion is to written** independently. Your group can help to discuss the passage and look for relevant strategies and text evidence, but **you may not work with another student to write your original interpretive responses**. Your group may choose the order in which activities 1 and 2 are completed each day. You may type your written analysis on your electronic device in class.  **===============================================================**

**Analysis Activity #1: Rhetorical Analysis of an Important Passage (Due Tuesday, February 10)**

**Group Pre-Writing/Annotations: Choose a favorite passage from the book that contains an argument. From the first 2 sections of your book.** Share with each other your favorite passage. Choose one of the passages to analysis for rhetoric: progression of the argument, claim, warrants, and key rhetorical strategies. Who is the speaker? Who is the audience? What is the setting/context of the argument?

**Student Written Prose Analysis Response:** Choose one scene to write a “mini” rhetorical analysis that answers the prompt: How does the author/speaker use rhetorical devices to develop the overall purpose of his/her argument. You will write a claim, and 2 body paragraphs with a concluding sentence**.**

**Remember that the essay/written portion is to written independently**

**Analysis Activity #2: Keep a chart of Arguments for each Section/Choose one to Write an Argument (Due Tuesday, February 10) – You will have a writing day on Monday, February 9)**

**Group Pre-Writing/Annotations: Keep a prewriting chart** **for each section** which details at least one major social, political, or cultural issues/argument present in the section. Are there contemporary arguments that can be applied to today? Are there lessons learned? You may use a quote from the text to agree or disagree with as well

|  |  |  |
| --- | --- | --- |
| **Found Argument /Issue** | **Current events/Pop culture** | **Personal connection** |
| **Your claim** | **History Connection** | **Literature Connection** |

**Student Written Argument Response:** Choose one scene to write an argument that addresses one of the arguments **found in the first 3 sections** of the boo the prompt: You will write a claim, and 3 body paragraphs with a concluding sentence**. Remember that the essay/written portion is to written independently**