



Student Background: Dave is a 16-year-old entering 10th grade who has autism. He spent an extra year in middle school because of his size and social maturity. Dave is still extremely small for his age. Although he can speak, he usually will gesture for items he wants and rarely talks. He will respond to an array of picture selections to answer a question, but will not initiate an answer. Dave can read and comprehend passages at about a first-grade level. He has learned to answer comprehension questions about text read aloud that is adapted to the third-grade level, but mostly can answer literal recall questions. Dave responds best to one-to-one instruction, but will tolerate a small group. If overwhelmed by classroom noise or the demands of a task, Dave will engage in self-injurious behavior (slapping himself) and has to have the opportunity to go to a separate room for a period of silence.

Louisiana Student Standard	Louisiana Connector
<p>RI.9-10-2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>LAC.RI.9-10.2a Determine the central idea of a text. LAC.RI.9-10.2b Determine how the central idea develops. LAC.RI.9-10.2c Determine how the key details support the development of the central idea of the text.</p>

High-Quality Planning and Instruction: Ms. Kerry is the high school language arts teacher for Dave and follows the same scope and sequence as the general education teacher. She refers to the Louisiana Connectors [crosswalks](#) to establish the core learnings for this lesson. Ms. Kerry has negotiated some inclusion instruction for Dave. Each Friday, they join a 10th grade class that she co-teaches with the general education teacher. In reviewing the upcoming Guidebook lesson, Ms. Kerry discovers that Dave will need to understand the elements of persuasion and three rhetorical appeals: *ethos*, *logos*, and *pathos*. Like other students in the general education class, Dave will study the three rhetorical appeals with a non-print text and a deep vocabulary task.

In using the Louisiana Connectors aligned to Louisiana Student Standard RI.9-10-2, Ms. Kerry sees the vertical alignment of skills across grades, and understands that this alignment of skills, along with Dave’s Individualized Education Plan, can give her more insight in what Dave has covered previously. On the most critical standards, she can also review teachers’ materials from the previous year to more fully identify what Dave’s level of performance is and what practices have been most successful for him in the past. Ms. Kerry refers to the [Essential Elements Cards](#) to determine appropriate teaching strategies for Dave. Upon reviewing the EEC, she reads that using a variety of texts is a useful strategy for Dave; similarly, the Louisiana Guidebook lesson suggests that all students use a video to introduce rhetorical devices. The first activity from the Guidebook has the class view a short, five-minute video on persuasive speakers. This is an introduction to the three rhetorical devices, and will provide Dave the opportunity to engage with informational text through media. Ms. Kerry will stop the video at times to review and repeat the main ideas.

Since Dave responds well to visuals, Ms. Kerry plans to review the definitions using a chart and pictures. She wants Dave to be able to identify rhetorical appeals and match them each to a picture. Ms. Kerry explains that, “*Logos* appeals to reason or logic” and shows Dave a picture of a light bulb. She explains that, “*Pathos* appeals to emotions” and shows Dave a picture of a heart. Finally, she says that “*Ethos* appeals to one’s character or credibility” and shows Dave a stick drawing of a man. Ms. Kerry then lays out the three pictures and asks Dave to point to the correct answer as she asks comprehension questions. Ms. Kerry reviews all three rhetorical devices, and Dave identifies the correct answers for each.



Ms. Kerry then wants to ask Dave about words that stem from these devices. He explains that related words often share roots or affixes which make them sound alike and share a similar meaning. Ms. Kerry discusses words such as “logical”, “ethical”, and “pathetic”. Ms. Kerry points to the correct answer and Dave imitates her. Then to fade this prompt, Ms. Kerry shows words such as “logic”, “pathological”, and “ethnic” and directs Dave to put each with the correct picture. To Dave, this is a classification game, something he likes to do, and he picks up on the vocabulary quickly as a result. The final activity asks students to think of advertisements they have seen that contain *ethos*, *logos*, or *pathos*. Since Dave is finds pictures more engaging, Ms. Kerry chooses to show Dave several commercials that are linked in 10th grade Guidebook, Lesson 3. Using a chart created by Ms. Kerry, Dave again uses the pictures (symbols) to indicate what rhetorical devise is being used in each commercial.

The following day will be Friday, when Dave and Ms. Kerry will rejoin the general education classroom. There, students will be practicing the art of rhetoric through speeches and a multimedia component. Ms. Kerry feels confident that what Dave did today will have him prepared for tomorrow’s work. Ms. Kerry will modify the task and challenge Dave to design a multimedia product demonstrating *ethos*, *pathos*, and *logos*. She begins to think about the appropriate instructional strategies and scaffolds that will help him be successful.