**Unit: Teaching Rhetoric Through the Lens of Appalachian Studies**

**All handouts can be found at salfiaenglishclass.weebly.com**

**Rationale:**

Students will practice rhetorical analysis through an Appalachian literature and studies unit. The culminating activity will be to apply rhetorical skills by writing a proposal to present at the Appalachian Studies Conference.

**Materials Needed:**

* Ted Talk, The Danger of the Single Story by Chimamanda Adichie
* Affrilachia, by Frank X Wallker
* Poetry of Randi Ward, Marc Harshman, Nikki Giovanni, and Frank X Walker
* “Appalachian: Who Cares and So What?” by Chad Berry

[*http://libraryguides.berea.edu/essayappalachia*](http://libraryguides.berea.edu/essayappalachia)

* Podcast: I*nside Appalachia,* WV Public Broadcasting
* Article: *Why We Need Podcasts Like Inside Appalachia,* by Devon Taylor

[*http://thetimbre.com/need-podcasts-like-inside-appalachia/*](http://thetimbre.com/need-podcasts-like-inside-appalachia/)

* *Sludge* (film 2005)
* Photography of Builder Levy
* Socratic Seminar Rubric or Guidelines
* Proposal to Present at Conference Task Sheet

**Pacing: 3-4 weeks**

**Overview:**

After establishing a basic understanding of the goal of rhetoric, the rhetorical situation, and rhetorical appeals students will practice rhetorical analysis through an exploration of Appalachian literature and studies.

***Written Rhetoric:***

1. Students will watch Adichie’s *Danger of the Single Story* TED Talk, and identify her claim, and the evidence she uses to support her claim about stereotypes.
2. Students will then read, analyze, and discuss *Affrilachia* by Frank X Walker, identify his claim and the evidence he uses to support his claim. Then, compare and contrast the arguments presented in *Affrilachia* and *The Danger of the Single Story*. Show clips from both *Hee-Haw* and The *Dukes of Hazzard*. Discuss modern day stereotypes with which the students are familiar.
3. Have students read “Appalachia, Who Cares and So What” by Chad Berry and complete SOAPStone analysis.
4. Assign *Inside Appalachia* Podcast Assignment: Over the next 2 weeks, listen to any two episodes of Inside Appalachia and complete analysis task sheet. Pair with the article, “Why we need podcasts like Inside Appalachia.”

***Visual Rhetoric:***

1. Show *Sludge* (2005). Have students take notes as though they are “annotating an essay.” Identify the filmmakers claim. Think about how the visuals, text on screen, cartoons, and music work together to create a visual argument.
2. Introduce students to the photography of Builder Levy. Students will complete a mini-analysis of the argument presented in one of his photographs. You can see samples of this assignment here: <http://salfiaenglishclass.weebly.com/advanced-placement-language-and-composition-discussion-board/the-photography-of-builder-levy-visual-rhetoric>

**Final Project:**

 First, Socratic Seminar: The Rhetoric of Appalachia (1-2 days)

1. Students will now apply their knowledge of rhetorical tools to writing proposals to present at the National Appalachian Studies Conference.
2. Students may work independently or as a team. Introduce the project this way:

“Consider the rhetorical situation of the Appalachian Studies Conference—the audience, the theme of the conference, the exigence of presenting. You are the speaker. What would the scholars and writers at this conference want to hear from you, the future of Appalachia? Pitch me an idea. Write a proposal to present at this conference. You need to approach this task like a persuasive writing activity. What kind of language and what topics would the conference committee find most appealing? What would this audience want to hear from you?”

1. Pass out task sheets for this activity. Students then have 3-4 days to write their proposal and create a mini-visual to present that proposal to the class.

***\*\*The top 5 proposals as selected by a panel of teachers were submitted to be a part of this panel presentation.***