

Advanced Placement Language and Composition

American Literature I

NOTE: This syllabus has been adapted from AP-Course Audit Teacher Resources © 2020 College Board Advanced Placement English Language and Composition Sample Syllabus #1. Some phrasing and text suggestions have been kept from the original. Articles and online resources will be modified each year based on current materials available.

Course Description

The AP English Language and Composition offered to all our grade 10 students provides students with the opportunity to read and write challenging material, largely American literary nonfiction up to 1900. The course focuses on acquiring and mastering skills of rhetorical analysis: rhetorical situations, claims/evidence, reasoning/organization, and style. Students use assigned texts to reach the goal of effective writing and analysis; they learn to read and annotate texts from a critical perspective in order to craft well-reasoned and supported essays as well as personal reflections.

The course is based on the College Board's Unit Guide while incorporating district requirements in terms of both content and skills. Each unit will be loosely based around themes relevant to the texts from the American Literature I course syllabus; the overarching theme for this course is the individual within the community and the shift from community cohesiveness to individualism.

While the district American Literature I course content is mostly literary nonfiction, students will also explore drama, fiction and poetry that expands on the concepts and skills of the nonfiction texts. Additional readings come from class sets of novels, drama, and various other sources such as Project Gutenberg, current events, national publications, and any other resources that seem likely to provide rigor, depth, and high interest for our student population.

Textbooks:

Daniel, Kathleen editor et. al. *Elements of Literature, fifth course, Literature of the United States, Volume I: to 1900*. Austin, Holt Rinehart Winston, 2000.

Lauter, Paul editor et. al. *The Heath Anthology of American Literature, Volume 1 3rd Ed.*, Boston, Houghton Mifflin, 1998.

Grudzina, Douglas. *Prestwick House AP Language and Composition*. Clayton, Prestwick House, 2010.

Shabo, Magedah and Elizabeth Osborne. *Reading Informational Texts: Nonfiction Passages and exercises Based on the Common Core State Standards II*. Clayton, Prestwick House, 2012.

Shabo, Magedah and Stacey Macpherson *Reading Informational Texts: Nonfiction Passages and Exercises Based on the Common Core State Standards III*. Clayton, Prestwick House, 2012.

Shabo, Magedah and Stacey Macpherson *Reading Informational Texts: Nonfiction Passages and Exercises Based on the Common Core State Standards IV*. Clayton, Prestwick House, 2013.

Shea, Rennée et.al. *The Language of Composition. 3rd Ed.*, Boston/New York, Bedford, Freeman & Worth, 2018. (currently not available as class set)

Works of Literature Available as Class Sets

Alexie, Sherman. *The Absolutely True Diary of a Part-Time Indian* (2007)

Bradbury, Ray. *Dandelion Wine* (1957)

Brown, Bill. *Reading the West: An Anthology of Dime Westerns (Bedford Cultural Editions)* (mid 1800s)

Cooper, James Fenimore. *Last of the Mohicans* (1826)

Crane, Stephen. *The Red Badge of Courage* (1895)

Douglass, Frederick *The Narrative of the Life of Frederick Douglass* (1845)

Equiano, Olaudah. *The Interesting Narrative of the Life of Olaudah Equiano* (1789)

Gorn, Elliott J. *The McGuffey Readers: Selections from the 1879 Edition*

Hawthorne, Nathaniel. *The Scarlet Letter* (1850)

Melville, Herman. *Bartleby the Scrivener and Benito Cereno* (1853)

Mitchell, Margaret *Gone with the Wind* (1936)

Ocker, Christa Holder. *Auf Wiedersehen: WWII Through the Eyes of a German Girl* (2014)

Poe, Edgar Allan *Gold Bug and Other Tales* (1809-1849)

Speare, E.G. *Witch of Blackbird Pond* (1958)

Shakespeare, William--options include: *Taming of the Shrew, The Tempest, King Lear, Macbeth, Othello. Much Ado About Nothing, and more.*

Big Ideas

Rhetorical Situation: Individuals write within a particular situation and make strategic writing choices based on that situation.

Claims and Evidence: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.

Reasoning and Organization: Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.

Style: The rhetorical situation informs the strategic stylistic choices that writers make.

Student Practice: Throughout each unit, Topic Questions from various resources/ teacher generated will be provided to help students check their understanding and skills proficiency. Topic Questions can be assigned before, during, or after a lesson, and as in-class work or homework. Students will get rationales for Topic Question that will help them understand why an answer is correct or incorrect, and their results will reveal misunderstandings to help them target the content and skills needed for additional practice. At the end of each unit or at key points within a unit, Personal Progress Checks will be provided in class or as homework assignments in AP Classroom. Students will get a personal report with feedback on every topic, skill, and question that they can use to chart their progress, and their results will come with rationales that explain every question's answer.

Course Units: The units below show the general scheduling for the course. Please note that our school year extends to late-June. My students will complete Unit 9 before the AP Exam. After the AP Exam, students will explore works of short fiction/ poetry/drama (e.g. Kate Chopin, Ambrose Bierce, Mark Twain, Shakespeare play and more) essential to establishing a strong background for American Literature II, the required course for all 11th graders.

Unit One: The Power of Purpose

TOPIC: The Community as Key to Survival

BIG IDEAS: Rhetorical Situation; Claims and Evidence

SKILLS:

RHS-1 1A Reading – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message

RHS-1.A The rhetorical situation of a text collectively refers to the exigence, purpose, audience, writer, context, and message.

RHS-1.B The exigence is the part of a rhetorical situation that inspires, stimulates, provokes, or prompts writers to create a text.

RHS-1.C The purpose of a text is what the writer hopes to accomplish with it. Writers may have more than one purpose in a text.

RHS-1.D An audience of a text has shared as well as individual beliefs, values, needs, and backgrounds.

RHS-1.E Writers create texts within a particular context that includes the time, place, and occasion.

CLE-1 3A Reading – Identify and explain claims and evidence within an argument.

CLE-1 4A Writing – Develop a paragraph that includes a claim and evidence supporting the claim.

CLE-1.A Writers convey their positions through one or more claims that require a defense.

CLE-1.B Writers defend their claims with evidence and/or reasoning.

CLE-1.C Types of evidence may include facts, anecdotes, analogies, statistics, examples, details, illustrations, expert opinions, personal observations, personal experiences, testimonies, or experiments.

CLE-1.D Effective claims provoke interest and require a defense, rather than simply stating an obvious, known fact that requires no defense or justification.

CLE-1.E Writers relate source material to their own argument by syntactically embedding particular quoted, paraphrased, or summarized information from one or more sources into their own ideas.

OVERVIEW:

In Unit One, students are laying a foundation for the work throughout the year. Students identify, reflect on, and write about rhetorical situations through a variety of activities relevant to Colonial America. Students learn to analyze the authors' purpose. The following are sample activities.

ACTIVITIES: :

1. Students read excerpts from William Bradford's *Of Plymouth Plantation* and Mary Rowlandson's *A Narrative of the Captivity*. They explore the different rhetorical situations of each text, the purposes of each author, the intended audiences, and the messages.

Students read "Declaration of Conscience" by Margaret Chase Smith (AP Prestwick), follow sample student commentary, respond to AP style multiple choice questions, analyze the rationale behind each correct answer and read a sample student essay. The excerpt links to issues of community.

Students read "Barack Obama: 2009 Inaugural Address," identifying the rhetorical situation, purpose, audience, and use of the rhetorical triangle (ethos, pathos, logos). The importance of the address in terms of reawakening community cohesiveness in modern times can be compared to William Bradford and Mary Rowlandson (and Jonathan Edwards, in Unit IV).

Students read (homework) *Auf Wiedersehen: WWII Through the Eyes of a German Girl* by Christa Holder Ocker, an autobiography that highlights the anguish of a non-Jewish family fleeing the horrors of Nazi Germany while still maintaining a strong sense of community.

Students learn/review: claim, evidence, commentary, rhetorical purpose, author intent, rhetorical triangle, as well as any other rhetorical devices relevant to these texts. (Note: students have a master document (google doc) of over 300 rhetorical devices, and as we learn specific devices, they enter definitions and examples. We will not cover all the devices, but familiarity with the terms will help)

Students consider the variety of reasons why authors write works of nonfiction about harrowing and life altering events. We will consider the role of the community as both a means of support and cause of conflict.

Students read Edward Taylor's poem "Huswifery" and Anne Bradstreet's poem "Here Follows..." as both poems grapple with individual's conflicts between the community's expectations and their own beliefs. These poems also offer practice in metaphor, extended metaphor, conceit, inversions and more.

Students explore the components of the rhetorical situations in these texts (Skill 1.A). Student groups identify a major claim, evidence, and commentary in *Auf Wiedersehen* as well as Bradford, Rowlandson, Taylor, Bradstreet and Obama (Skill 3.A). Next, students develop a group paragraph that presents the group's understanding of the authors' major claims, one piece of evidence per text, and commentary from the book/ other texts.

Finally, each student writes two additional paragraphs that explore two other authors' major claims, using evidence, and commentary from the texts. (students get a refresher class on using MLA quote format from the media center specialist)

2. Students listen to, and follow the transcript, of Greta Thunberg's speech to the United Nations. As a class, they brainstorm the elements of the rhetorical situation in the speech, particularly noting exigence and audience, both explicit and implied (Skill 1.A).

They also pinpoint elements of claim, evidence, and commentary (Skill 3.A). The class will generate a rubric, listing items to be included in the paragraphs they will write. Students then divide into groups; each group member contributes a paragraph on one element of the rhetorical situation of Thunberg's speech, using claim, evidence, commentary in the paragraph (Skill 4.A).

As a final step, students exchange paragraphs and peer edit for elements specified on the rubric. After peer editing, students revise paragraphs. Groups submit their finished product to the class for comment.

AP CLASSROOM:

Practice: Complete Personal Progress Check MCQ for Unit 1.

Practice: Complete Personal Progress Check FRQ for Unit 1.

ASSESSMENT:

Paragraphs based on Bradford, Rowlandson, Obama, Taylor, Bradstreet, Ocker and Thunberg. (Students will use the Ocker autobiography, the Thunberg address, and one-two of the other texts.)

TEXTS AND SUPPLEMENTAL READINGS:

Autobiography/ Nonfiction: Bradford, William: from Of Plymouth Plantation, Rowlandson, Mary : from A Narrative of the Captivity, Ocker, Christa Holder Auf Wiedersehen: WWII Through the Eyes of a German Girl

Speeches: Thunberg, Greta Address to United Nations

<https://www.npr.org/2019/09/23/763452863/transcript-greta-thunbergs-speech-at-the-u-n-climate-action-summit>

Obama, Barack "2009 Inaugural Address" <https://www.youtube.com/watch?v=JwcR00oGbv0>

Poetry: Anne Bradstreet: "Here Follows...", Edward Taylor: "Huswifery"

Unit Two: The Power of Persuasion

TOPIC: Identity within the Community.

BIG IDEAS: Rhetorical Situation, Claims, Evidence and Commentary (Audience and Thesis)

SKILLS:

RHS 1.B Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.

RHS 2.B Demonstrate an understanding of an audience’s beliefs, values, or needs.

RHS-1.F Writers’ perceptions of an audience’s values, beliefs, needs, and background guide the choices they make.

RHS-1.G To achieve a purpose, writers make choices in an attempt to relate to an intended audience’s emotions and values.

RHS-1.H Arguments seek to persuade or motivate action through appeals—the modes of persuasion.

CLE 3.A Identify and explain claims and evidence within an argument.

CLE 4.A Develop a paragraph that includes a claim and evidence supporting the claim.

CLE 3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.

CLE 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

CLE-1.F Writers use evidence strategically and purposefully to illustrate, clarify, set a mood, exemplify, associate, or amplify a point.

CLE-1.G Strategically selected evidence strengthens the validity and reasoning of the argument, relates to an audience’s emotions and values, and increases a writer’s credibility.

CLE-1.H An effective argument contains sufficient evidence; evidence is sufficient when its quantity and quality provide apt support for the argument.

CLE-1.I A thesis is the main, overarching claim a writer is seeking to defend or prove by using reasoning supported by evidence. CLE-1.J A writer’s thesis is not necessarily a single sentence or an explicit statement and may require a thorough reading of the text to identify, but when a thesis is directly expressed, it is called a thesis statement.

OVERVIEW:

In Unit Two, students extend their skills in identifying and writing about claims, evidence, and commentary (Skills 3.A, 4.A). Students are introduced to types of logical appeals and begin working with explaining the “so what” of the appeals in their paragraphs (Skill 2.B). Students also begin to identify and describe the overarching thesis of an argument, relating that thesis to the argument’s structure (Skill 3.B) before writing thesis statements that require proof or defense, and which may preview the argument’s structure (Skill 4.B).

ACTIVITIES:

1. Students read background materials for *The Crucible*, as well as various selections that address the topic of identity/ individuality within the community.

Students create props, scenery, and costumes, and perform *The Crucible*. They analyze the causes and effects of characters’ actions and identify the use of the appeals and rhetorical devices (Skill 1.B). After performing the play, students might read Margo Burns’ article, which addresses the poetic license Arthur Miller took with the historical events of the Salem Witch trials. Students consider the reasons why Arthur Miller omitted Act II Scene ii; taking a stand about the wisdom of that choice, students write short arguments (in the form of a letter to a producer) for or against re-incorporating the section. Students refer to the play as well as other critical essays to support their argument.

2. Students read Patrick Henry: “Speech to the Virginia Convention” and Thomas Paine: “The Crisis, No 1.”

Students read an excerpt from Winston Churchill's "Speech to Parliament" (AP Prestwick), analyze the rhetorical strategies used, and evaluate the balance between an appeal to individuals within the community, and to the government.

Student groups/ individuals identify central claims, evidence, and commentary in each selection (Skill 3.A). Students discuss the question of identity within the community and the power of persuasion used in Henry and Paine .

Likewise, they explore how Arthur Miller used the Salem Witchcraft trials in *The Crucible* to awaken audiences to the dangers of mass hysteria, brainwashing, scapegoating, and labelling.

Students consider how each writer uses organization and structure to improve the rhetorical power of their arguments and messages (Skill 3.B).

Students identify the elements of the rhetorical situations, main claims, evidence, commentary, thesis statements, as well as the primary and secondary audiences, using intext annotation (working on google docs or handouts) (Skill 1.B, 3.A, 3.B). Students make judgments as to whether thesis statements preview each text's structure (Skill 3.B).

Students explore and discuss their findings on each text. Students then choose one of the articles/ texts to use as the basis for writing. First, students think about their impressions of the text and its implications. They then write a reaction to the article that follows these steps:

A. Write a thesis statement that makes a claim about the content of the article, previewing the structure if possible (Skill 4.B).

B. Write a paragraph that demonstrates an understanding of the audience's beliefs, values or needs (Skill 2.B) by utilizing claim, evidence, and commentary (Skill 4.A).

AP CLASSROOM:

Practice: Complete Personal Progress Check MCQ for Unit 2.

Practice: Complete Personal Progress Check FRQ for Unit 2.

ASSESSMENT: Complete thesis statement and paragraph drafting exercise.
Argument letter for/against reincorporating Act II scene ii into *The Crucible*.

TEXTS AND SUPPLEMENTAL READINGS:

Speeches: Patrick Henry: "Speech to the Virginia Convention"

Pamphlet: Thomas Paine: "The Crisis, No 1"

Essays and Book Excerpts: "Arthur Miller's *The Crucible*: Fact and Fiction" by Margo Burns
<http://www.17thc.us/docs/fact-fiction.shtml>

Biography/Autobiography: "Joseph McCarthy," U.S. History.com

Science and Technology: Articles by Martin Salazar, reporting on the Wenatchee Witch Hunts of 1995, “What Caused the Salem Witch Trials?” by Rebecca Beatrice Brooks, History of Massachusetts.org

Visuals: Photographs from the Salem Witch Trials archive

Other Texts: *The Crucible* by Arthur Miller (full text, including Act II Scene ii)

“Observations of a Bewitched Child” from Remarkable Providences (1684) by Cotton Mather

Unit Three: The Power of Controversy

TOPIC: The Construction of the Individual and Individual Responsibility in the Face of Controversy

BIG IDEAS: Claims and Evidence; Reasoning and Organization

SKILLS:

CLE-1 3.A Reading – Identify and explain claims and evidence within an argument.

CLE-1 4.A Writing – Develop a paragraph that includes a claim and evidence supporting the claim.

CLE-1.K Effective use of evidence uses commentary to establish a logical relationship between the evidence and the claim it supports. CLE-1.L Writers introduce source material by using commentary to properly integrate it into their line of reasoning. CLE-1.M Synthesis requires consideration, explanation, and integration of others’ arguments into one’s own argument. CLE-1.N Writers must acknowledge words, ideas, images, texts, and other intellectual property of others through attribution, citation, or reference.

REO-1 5.A Reading – Describe the line of reasoning and explain whether it supports an argument’s overarching thesis

REO-1 6.A Writing – Develop a line of reasoning and commentary that explains it throughout an argument.

REO-1.A Writers may lead readers through a line of reasoning and then arrive at a thesis.

REO-1.B Writers may express a claim and then develop a line of reasoning to justify the claim.

REO-1.C Writers explain their reasoning through commentary that connects chosen evidence to a claim.

REO-1.D Commentary explains the significance and relevance of evidence in relation to the line of reasoning.

REO-1.E The sequence of paragraphs in a text reveals the argument’s line of reasoning.

REO-1.F Flaws in a line of reasoning may render an argument specious or illogical.

REO-1 5.C Reading – Recognize and explain the use of methods of development to accomplish a purpose.

REO-1 6.C Writing – Use appropriate methods of development to advance an argument.

REO-1.G Methods of development are common approaches writers frequently use to develop and organize the reasoning of their arguments. A method of development provides an audience with the means to trace a writer’s reasoning in an argument.

REO-1.H Some typical methods of development are narration, cause effect, comparison-contrast, definition, and description.

REO-1.I When developing ideas through narration, writers offer details about real-life experiences and offer reflections and insights on the significance of those experiences.

REO-1.J When developing ideas through cause-effect, writers present a cause, assert effects or consequences of that cause, or present a series of causes and the subsequent effect(s).

OVERVIEW: In Unit Three, students delve into the intricacies of argument and controversy. The big idea of reasoning and organization can be especially challenging because students must examine and understand how a line of reasoning develops in writing. Assigning the

corresponding Topic Questions for these skill categories in AP Classroom can reveal misunderstandings and guide student practice.

ACTIVITIES:

1. Students read and annotate Jonathan Edwards: "Sinners in the Hands of an Angry God," exploring the multitude of rhetorical devices used to reach his congregation. The sermon was intrinsic to the Great Awakening movement. Students can see how Edwards leads his listeners to the conclusion that they MUST "convert."

Students read William Byrd: "The History of the Dividing Line" (Satire), a southern plantation owner's text in which he subtly mocks pretty much everyone who came before him as well as his peers. This text is a good example of confusing rhetoric. Students read Oliver Wendell Holmes: "Old Ironsides" (satirical poetry) and explore how he uses reverse psychology to convince people to save the USS Constitution.

Students read Susan B Anthony "On Women's Right to Suffrage" (AP Prestwick). Students analyze diction and syntax within a text geared to awaken individuals in the community to a major controversy. Analysis will also focus on development of line of reasoning.

These writers focused on how individuals need to make responsible choices for the sake of the good of the community. Students will need to evaluate the credibility of what the authors maintain is the good of the community. With very different contexts and formats, students can explore how each worked with claim, evidence, and within an argument.

Students compare claims made by Edwards and Byrd, making a bullet-point list of evidence to support at least three claims.

Students might prepare a chart or short video that describes Edwards' and/or Byrd's line of reasoning in the texts, explaining how the line of reasoning supports their overarching theses, as well as the methods of development used to create the arguments.

Students then write a thesis statement and a paragraph using claim, evidence, commentary in which they describe the effect of either Edwards or Byrd's arguments.

Time permitting, students will write their own satirical speeches in which they reveal a problem they see in their hometowns/ or imitate Holmes "Old Ironsides" and write a poem using reverse psychology to convince a planning board to save something they love in their towns (e.g. an ancient tree/ home)

2. Students read Herman Melville: "Bartleby" (homework) and C.K. Chesterton "The Fallacy of Success"; these texts should propel classroom discussions about how individuals perceive their success or failure in relation to community expectations. (possibly- also *How to Succeed in Business Without Really Trying*, a humorous book/ Broadway production/ movie on one man's ability to scam his way to success)

Students research a current conflict between community expectations and individuality faced by the youth of today. Students must find a minimum of four sources; one must be an interview and one must be a visual source (e.g. political cartoon, art). After completing their research and analyzing the source information, students write an argument that develops a position on the role that community expectations play in the development of the individual and the individual's sense of responsibility. The essay includes a clear thesis and the development of a line of reasoning and commentary to support the reasoning. Students choose an appropriate method of development in which to present their argument, depending on the information gathered. The argument must also synthesize at least three of the sources, including the visual.

AP CLASSROOM:

Practice: Complete Personal Progress Check MCQ for Unit 3.

Practice: Complete Personal Progress Check FRQ for Unit 3.

ASSESSMENT: Complete synthesis essay about conflicts of today's youth's sense of individuality and the individual's responsibility to the community. .

TEXTS AND SUPPLEMENTAL READINGS:

Speeches: Jonathan Edwards: "Sinners in the Hands of an Angry God," Susan B Anthony "On Women's Right to Suffrage"

Essays: C.K. Chesterton "The Fallacy of Success"

Biography/Autobiography: William Byrd: "The History of the Dividing Line"

Other Texts: Herman Melville: "Bartleby," Oliver Wendell Holmes: "Old Ironsides" (poem)

Unit Four: The Power of Nature

TOPIC: Nature as a Tool for Individuals to Position Themselves within the Community

BIG IDEAS: Rhetorical Situation; Claims and Evidence; Reasoning and Organization

SKILLS:

RHS-1 1.A Reading – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.

RHS-1 2.A Writing – Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.

RHS-1.I The introduction of an argument introduces the subject and/ or writer of the argument to the audience. An introduction may present the argument's thesis. An introduction may orient, engage, and/or focus the audience by presenting quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or a scenario.

RHS-1.J The conclusion of an argument brings the argument to a unified end. A conclusion may present the argument's thesis. It may engage and/or focus the audience by explaining the significance of the argument within a broader context, making connections, calling the audience to act, suggesting a change in behavior or attitude, proposing a solution, leaving the audience with a compelling image, explaining implications, summarizing the argument, or connecting to the introduction.

CLE-1 3.B Reading – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.

CLE-1 4.B Writing – Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

CLE-1.O A thesis statement may preview the line of reasoning of an argument. This is not to say that a thesis statement must list the points of an argument, aspects to be analyzed, or specific evidence to be used in an argument.

REO-1 5.C Reading – Recognize and explain the use of methods of development to accomplish a purpose.

REO-1 6.C Writing – Use appropriate methods of development to advance an argument.

REO-1.G Methods of development are common approaches writers frequently use to develop and organize the reasoning of their arguments. A method of development provides an audience with the means to trace a writer’s reasoning in an argument.

REO-1.K When developing ideas through comparison-contrast, writers present a category of comparison and then examine the similarities and/or differences between the objects of the comparison. When analyzing similarities and/or differences, like categories of comparison must be used.

REO-1.L When developing ideas through a definition or description, writers relate the characteristics, features, or sensory details of an object or idea, sometimes using examples or illustrations

ACTIVITES:

1. Students watch the TED talk “Macro-Portraits of Microscopic Insects” (found through Sample Syllabus #1) and discuss Levon Biss’ vision and purpose. Class might want to explore more of his works, entering the digital library of his photographs.

Students read Emerson’s “Nature” and Thoreau’s “Where I Lived and What I Lived For,” annotating for rhetorical situations, anthropomorphism, allusions, and diction choices (Skill 1.A). Students learn about Nature Romanticism and Gothic Romanticism.

Students read Adlai Stevenson, Veto Statement to “An Act to Provide Protection to Insectivorous Birds by Restraining Cat” (AP Prestwick)- analyzing structure and organizational patterns, as well as linking to nature/ community

Students then choose one of these pieces as the subject of study. They identify and describe the overarching thesis, as well as the use of claim, evidence, commentary. Using the Toulmin model, they write an analytical thesis statement that requires proof and previews the structure of the argument (Skills 3.B, 4.B). Students write an introduction and conclusion to an essay on one of these pieces, paying particular attention to the method of development used by the author or speaker (Skills 2.A, 5.C).

2. Students read a variety of texts relevant to nature including fiction/ poetry and nonfiction, such as Walt Whitman, “A Noiseless Patient Spider” and “As I Ebb’d With the Ocean of Life,” Joan Aiken’s short story “Searching for Summer” (British, but too perfect not to use) that focus on how nature impacts individuals. Then, students conduct interviews with classmates about how nature impacts and informs their own experience. They share their findings with the class. After sharing, each student writes a Toulmin-type thesis statement that creates an original argument about nature. Class members vote on the three best thesis statements; they may then adopt one of the three statements for use in their own writing, or they may use their own statement. Students decide on the rhetorical situation (if feasible, within the context of the ClimateSpeaks.org community) underlying their essay and make choices that demonstrate an

understanding of their audience's values or needs. Students then choose a method of development in which to present their findings, write an introduction to support the thesis statement, and develop at least four paragraphs to address argument and counterargument. The essay closes with a well-crafted conclusion (Skills 2.A, 4.B, 6.C).

Students also prepare a short PSA about the topic they wrote about and record it for class presentation. This can follow cause/effect, definition, or description.

AP CLASSROOM:

Practice: Personal Progress Check MCQ for Unit 4.

Practice: Complete Personal Progress Check FRQ for Unit 4.

ASSESSMENT:

Complete essay about nature's impact on the individual/ the individual's impact on nature

PSA (audio/visual)

TEXTS AND SUPPLEMENTAL READINGS:

Speeches: "Macro-Portraits of Microscopic Insects" by Levon Biss (TED Talk)/ other TED talks relevant to climate change/ nature

https://www.ted.com/talks/levon_biss_macro_portraits_of_microscopic_insects

Letters and Op-Eds: "Why Even a Little Nature Is Good for Your Brain" by Alex Hutchinson

Essays and Book Excerpts/: From "Nature" by Ralph Waldo Emerson; Excerpts from Rachel Carson *Silent Spring*, Adlai Stevenson, Veto Statement to "An Act to Provide Protection to Insectivorous Birds by Restraining Cat"

Short Stories: Joan Aiken "Searching for Summer"

Biography/Autobiography: From Walden "Where I Lived and What I Lived For" by Henry David Thoreau

Science and Technology: Excerpts from *I Contain Multitudes* by Ed Yong.

Visuals: Students will choose a visual work related to the environment/ nature and the individual to share with class.

Unit Five: The Power of Personal Responsibility

TOPIC: Ethics of the Individual within the Community

BIG IDEAS: Reasoning and Organization; Style; Research, Claims, and Citing Sources

SKILLS:

REO-1 5.A Reading – Describe the line of reasoning and explain whether it supports an argument's overarching thesis.

REO-1 6.A Writing – Develop a line of reasoning and commentary that explains it throughout an argument.

REO-1.M The body paragraphs of a written argument make claims, support them with evidence, and provide commentary that explains how the paragraph contributes to the reasoning of the argument.

REO-1 5.B Reading – Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.

REO-1 6.B Writing – Use transitional elements to guide the reader through the line of reasoning of an argument.

REO-1.N Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next.

REO-1.O Repetition, synonyms, pronoun references, and parallel structure may indicate or develop a relationship between elements of a text.

REO-1.P Transitional elements are words or other elements (phrases, clauses, sentences, or paragraphs) that assist in creating coherence among sentences, paragraphs, or sections in a text by showing relationships among ideas.

REO-1.Q Transitional elements can be used to introduce evidence or to indicate its relationship to other ideas or evidence in that paragraph or in the text as a whole.

STL-1 7.A Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.

STL-1 8.A Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

STL-1.A Words have both connotative and denotative meanings.

STL-1.B Descriptive words, such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things.

STL-1.C Precise word choice reduces confusion and may help the audience perceive the writer's perspective.

OVERVIEW:

In this unit, the big idea of style can be especially challenging because students must determine how the rhetorical situation informs the strategic stylistic choices that writers make. Students will work through the process of research, developing a thesis, and citing sources. Assigning the corresponding Topic Questions for these skill categories in AP Classroom can reveal misunderstandings and guide student practice.

ACTIVITIES:

1. After reading *The Scarlet Letter* (homework), “The Minister’s Black Veil” (short story), Emerson’s “Self-Reliance” and “Annihilation Bomb,” students discuss the issues of the influence of society on ethical choices people make. Students brainstorm everything they know about ethics in relationship to categories of professional and personal experience (e.g., education, business, technology, medicine).

In groups, students analyze the line of reasoning and explain whether the reasoning supports the overarching thesis of an argument (Skill 5.A). They explain how the organization of a text creates unity and coherence, supporting the argument’s reasoning (Skill 5.B).

Students annotate a text for use of word choice, comparisons, and syntax, explaining how these items contribute to tone and/or style (Skill 7.A).

Then, students conduct online research on the topic of ethics in today's world, narrowing their topics to a specific problem that requires a solution. They write an argument paper that synthesizes a minimum of three sources, one of which must be a visual.

Students should follow these steps (Skills 6.A, 6.B, 8.A):

- Outline the articles for claim, evidence, commentary, and thesis
- Create a thesis statement that allows them to develop a position on their chosen topic
- Write an introduction using the thesis statement
- Develop a line of reasoning and commentary
- Use transitional elements to guide the reader through the line of reasoning, and strategically use words, comparisons, and syntax to convey a specific tone or style.
- All sources must be properly documented

2. In the process of writing the synthesis research papers, students discuss outlines with peers and brainstorm arguments and counterarguments, conference individually with the teacher after completion of the first draft, edit for language and syntactical choices, rewrite incorporating feedback, and publish a final product (Skill 8.A). After completing the process, students write a reflection on the task, addressing their understanding of the metacognitive process (journal).

AP CLASSROOM:

Practice: Complete Personal Progress Check MCQ for Unit 5.

Practice: Complete Personal Progress Check FRQ for Unit 5.

ASSESSMENT: Complete synthesis research papers.

TEXTS AND SUPPLEMENTAL READINGS:

Nonfiction: Emerson: "Self-Reliance," "Annihilation Bomb-- Friend or Foe?" A Statement by the Editors of Popular Science Monthly, 1945

Speeches: John F. Kennedy "Inaugural Address" (AP Prestwick)

Short fiction: Nathaniel Hawthorne: "The Minister's Black Veil"

Other: Novel -- Nathaniel Hawthorne: *The Scarlet Letter*

Letters and Op-Eds: Business ethics op-eds from The Wall Street Journal; "Evil Thrives When Good People Remain Silent" by Prince Chinedu Obi

Science and Technology: "How Evil is Tech?" by David Brooks Visuals: "Seeing Connections," p. 2057 Language of Composition, 3rd Edition

Visual: students will locate cartoons about ethics (Calvin and Hobbes, Dilbert etc. are all good)

Unit Six: The Power of Education

TOPIC: Education and the Individual Within the Community

BIG IDEAS: Claims and Evidence; Style

SKILLS:

CLE-1 3.A Reading – Identify and explain claims and evidence within an argument.

CLE-1 4.A Writing – Develop a paragraph that includes a claim and evidence supporting the claim.

CLE-1.P When synthesizing, writers draw upon arguments from multiple sources, strategically select the most relevant information, and combine apt and specific source material as part of their own argument.

CLE-1.Q A source provides information for an argument, and some sources are more reliable or credible than others.

CLE-1.R A position and a perspective are different. Sources may have the same position on a subject, yet each comes from a different perspective based on their background, interests, and expertise.

CLE-1.S When incorporating evidence or sources into an argument, the strongest arguments recognize and acknowledge the biases and limitations of the material and account for those limitations in their reasoning.

CLE-1.T The degree to which a source does or does not consider other positions reflects the degree to which that source is biased.

CLE-1 3.B Reading – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.

CLE-1 4.B Writing – Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

CLE-1.U Consideration and use of new evidence may require revision of the thesis statement and/or changes to the line of reasoning.

STL-1 7.A Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.

STL-1 8.A Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

STL-1.D A writer's tone is the writer's attitude or feeling about a subject, conveyed through word choice and writing style.

STL-1.E Readers infer a writer's tone from the writer's word choice, and especially the positive, negative, or other connotations of those words.

STL-1.F A writer's shifts in tone from one part of a text to another may suggest the writer's qualification, refinement, or reconsideration of their perspective on a subject.

ACTIVITIES:

1. Students read Emerson: "The American Scholar," Joseph Epstein "Obama's Good Students: A dissent on the 'valectocracy'" (AP Prestwick), Sojourner Truth: *The Narrative of Sojourner Truth* OR *Autobiography of a Part Time Indian* (autobiographical fiction, accompanied by some excerpts from Sherman Alexie's memoir *You Don't Have to Say You Love Me*)

Students annotate a selection for claim, evidence, commentary (Skill 3.A). They note the overarching theme of the selection, as well as the indications showing the argument's structure (Skill 3.B). They outline the use of word choice, comparisons, and syntax to discover the relationship between these elements and the style or tone of the piece (Skill 7.A).

Students then write an analysis of that selection. They write a thesis statement requiring proof and previewing the structure of the argument (Skill 4.B). Then, they write two to four paragraphs that utilize claim, evidence, commentary to analyze the style and organization of the selection (Skill 4.A). As they write, students use strategically chosen words, comparisons, and syntax to convey a specific tone or style; they may choose to echo or imitate the style or tone of the original piece (Skill 8.A).

2. Students read "Me Talk Pretty One Day" by David Sedaris and "Superman and Me" by Sherman Alexie.

They write a short comparison/contrast essay that addresses the style, diction choices, organization, comparisons, and syntax used by each author (Skill 7.A). In their own writing, they use strategically chosen words, comparison, and syntax to convey their own tone or style to the argument (Skill 8.A).

AP CLASSROOM:

Practice: Complete Personal Progress Check MCQ for Unit 6.

Practice: Complete Personal Progress Check FRQ for Unit 6.

ASSESSMENT: Complete comparison/contrast essay about Sedaris and Alexie.

TEXTS AND SUPPLEMENTAL READINGS:

Speeches: “A Talk to Teachers” by James Baldwin

Letters and Op-Eds: “Let Teenagers Try Adulthood” by Leon Botstein

Essays and Book Excerpts: From “Education” by Ralph Waldo Emerson; “School” by Kyoko Mori; “Me Talk Pretty One Day” by David Sedaris; “Best in Class” by Margaret Talbot; From “Shanghai Schools’ Approach Pushes Students to Top of Tests” by David Barboza; “I Know Why the Caged Bird Cannot Read” by Francine Prose

Biography/Autobiography: “Superman and Me” by Sherman Alexie; Sojourner Truth: *The Narrative of Sojourner Truth; Autobiography of a Part Time Indian* by Sherman Alexie

Science and Technology: “Does Technology in the Classroom Help or Harm Students?” by Seth J. Gillihan

Visuals: “The Spirit of Education,” painting by Norman Rockwell; “What I Learned,” cartoon by Roz Chast; From “US Math Performance in Global Perspective” by Erica A. Hanushek, et al. 1

Unit Seven: The Power of the Written Word

TOPIC: The Power Language to Control and Define the Individual Within the Community

BIG IDEAS: Rhetorical Situation; Claims and Evidence; Style, Diction, Mechanics, and Structure

SKILLS:

RHS-1 1.A Reading – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.

RHS-1 2.A Writing – Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.

RHS-1.I The introduction of an argument introduces the subject and/ or writer of the argument to the audience. An introduction may present the argument’s thesis. An introduction may orient, engage, and/or focus the audience by presenting quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or a scenario.

RHS-1.J The conclusion of an argument brings the argument to a unified end. A conclusion may present the argument’s thesis. It may engage and/or focus the audience by explaining the significance of the argument within a broader context, making connections, calling the audience to act, suggesting a change in behavior or attitude, proposing a solution, leaving

the audience with a compelling image, explaining implications, summarizing the argument, or connecting to the introduction.

CLE-1 3.C Reading – Explain ways claims are qualified through modifiers, counter-arguments, and alternative perspectives.

CLE-1 4.C Writing – Qualify a claim using modifiers, counter-arguments, or alternative perspectives.

CLE-1.V A lack of understanding of the complexities of a subject or an issue can lead to oversimplification or generalizations.

CLE-1.W Because arguments are usually part of ongoing discourse, effective arguments often avoid expressing claims, reasoning, and evidence in absolute terms.

CLE-1.X Writers may strategically use words, phrases, and clauses as modifiers to qualify or limit the scope of an argument.

STL-1 7.B Reading – Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.

STL-1 8.B Writing – Write sentences that clearly convey ideas and arguments.

STL-1.G Writers express ideas in sentences. Sentences are made up of clauses, at least one of which must be independent.

STL-1.H The arrangement of sentences in a text can emphasize particular ideas.

STL-1.I Subordination and coordination are used to express the intended relationship between ideas in a sentence. STL-

1.J Writers frequently use coordination to illustrate a balance or equality between ideas.

STL-1.K Writers frequently use subordination to illustrate an imbalance or inequality between ideas.

STL-1.L The arrangement of clauses, phrases, and words in a sentence can emphasize ideas.

STL-1 7.C Reading – Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.

STL-1 8.C Use established conventions of grammar and mechanics to communicate clearly and effectively.

STL-1.M Grammar and mechanics that follow established conventions of language enable clear communication.

STL-1.N Writers use punctuation strategically to demonstrate the relationships among ideas in a sentence.

STL-1.O Punctuation (commas, colons, semicolons, dashes, hyphens, parentheses, quotation marks, or end marks) advances a writer's purpose by clarifying, organizing, emphasizing, indicating purpose, supplementing information, or contributing to tone.

STL-1.P Some design features, such as italics or boldface, create emphasis.

ACTIVITIES:

1. Students read "Use It or Lose It: Why Language Changes Over Time" by Nikhil Swaminathan. They then view the TED Talk, "How Language Shapes the Way We Think" by Lera Boroditsky.

https://www.ted.com/talks/lera_boroditsky_how_language_shapes_the_way_we_think?language=en

Students read Thomas Jefferson from *The Autobiography*: "The Declaration of Independence" (text includes original as Jefferson wrote it, with changes that were made by Continental Congress)

Students read a second text from the supplemental readings or other.

In groups, they consider the rhetorical situation for each text (Skill 1.A) and explain how these authors qualify their claims, using modifiers, counter arguments, and alternate perspectives (Skill 3.C). They then discuss and explain the authors' uses of independent and dependent

clauses to show relationships between and among ideas (Skill 7.B), as well as the contribution made by grammar and mechanics to the clarity and effectiveness of each argument (Skill 7.C).

Students read *The McGuffey Readers: Selections from the 1879 Edition* Elliott J. Gorn, as homework (possibly start with Unit 6, as this fits both) and consider how children were educated during the 1800s. An individual project asks students to compare and contrast with today's education from a variety of different thematic angles.

2. Students react to “Use It or Lose It: Why Language Changes Over Time” by Nikhil Swaminathan or “How Language Shapes the Way We Think” by Lera Boroditsky by writing a claim about one of the selections. They write a cogent introduction to an essay in which they make a claim and then qualify it, using modifiers, counterarguments, or alternate perspectives. The sentences in their essay should clearly convey their ideas and arguments; they use the established conventions of grammar and mechanics to communicate clearly and effectively (Skills 2.A, 4.C, 8.B, 8.C).

Students read Edgar Allan Poe’s “The Raven” and analyze the use of language to create specific responses from the reader.

Supplemental text: Students read “Letter from Birmingham Jail” by Dr. Martin Luther King Jr. and analyze rhetorical devices used.

AP CLASSROOM

Practice: Complete Personal Progress Check MCQ for Unit 7.

Practice: Complete Personal Progress Check FRQ for Unit 7.

ASSESSMENT : Complete essay introduction about language.

TEXTS AND SUPPLEMENTAL READINGS:

Speeches: “How I Used Dungeons and Dragons to Teach Ethics” by Christopher Robichaux (TED Talk); “How Language Shapes the Way We Think” by Lera Boroditsky (TED Talk)

Letters and Op-Eds: “What Students Know that Experts Don’t: School Is All about Signaling, Not Skill-Building” by Bryan Caplan, “Letter from Birmingham Jail” by Dr. Martin Luther King Jr.

Essays and Book Excerpts: “An Innocent at Rinkside” by William Faulkner; “Warren Buffett, Bill Gates, and the Billionaire Challenge” by the Christian Faith Monitor Editorial Board; “Slang in America” by Walt Whitman

Biography/Autobiography: “Learning to Read” from *The Autobiography of Malcolm X* by Malcolm X; “Learning to Read and Write” from *Narrative of the Life of Frederick Douglass* by Frederick Douglass
Thomas Jefferson from *The Autobiography: The Declaration of Independence*

Science and Technology: “Use It or Lose It: Why Language Changes Over Time” by Nikhil Swaminathan.

Visuals: Cartoon from World Economic Forum by Zapiro

Other Texts: “For Mohammed Zeid of Gaza, Age 15” and “Why I Could Not Accept Your Invitation” by Naomi Shihab Nye. (poems)

Unit Eight: The Power of Art

TOPIC: Visual Rhetoric: The Individual and the Community Defined by Visual Rhetoric

BIG IDEAS: Rhetorical Situation; Style

SKILLS:

RHS-1 1.B Reading – Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.

RHS-1 2.B Writing – Demonstrate an understanding of an audience’s beliefs, values, or needs.

RHS-1.K Writers may make comparisons (e.g., similes, metaphors, analogies, or anecdotes) in an attempt to relate to an audience. Effective comparisons must be shared and understood by the audience to advance the writer’s purpose. RHS-1.L Writers’ choices regarding syntax and diction influence how the writer is perceived by an audience and may influence the degree to which an audience accepts an argument.

RHS-1.M Word choice may reflect writers’ biases and may affect their credibility with a particular audience.

RHS-1.N Because audiences are unique and dynamic, writers must consider the perspectives, contexts, and needs of the intended audience when making choices of evidence, organization, and language in an argument.

STL-1 7.A Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.

STL-1 8.A Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

STL-1.Q A writer’s style is made up of the mix of word choice, syntax, and conventions employed by that writer.

STL-1.R Writers may signal a complex or ironic perspective through stylistic choices. Irony may emerge from the differences between an argument and the readers’ expectations or values.

STL-1 7.B Reading – Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.

STL-1 8.B Writing – Write sentences that clearly convey ideas and arguments.

STL-1.S Modifiers—including words, phrases, or clauses—qualify, clarify, or specify information about the thing with which they are associated. To reduce ambiguity, modifiers should be placed closest to the word, phrase, or clause that they are meant to modify.

STL-1.T Parenthetical elements—though not essential to understanding what they are describing—interrupt sentences to provide additional information that may address an audience’s needs and/or advance a writer’s purpose.

ACTIVITIES:

1. Students choose a work of visual art (painting, sculpture, etc.) by an American artist (ideally up to 1900). They deconstruct the work of art, utilizing their knowledge of rhetorical situation to deduce the elements of the rhetorical triangle, as well as anything else they can glean from the work of art, considering the work of art as a visual argument (Skill 1.B).

Students locate at least one critical analysis of the work of art, and considering the writer’s rhetorical situation they will judge the objectivity of that critique. Analysis of the writer will include word choice, comparisons, syntax used to create tone or style, as well as explaining how the

author creates, combines, and places independent and dependent clauses to show relationships (Skills 7.A, 7.B).

Students write their own short critical analysis of the work of art, incorporating their own reading of the artwork, and that of the critical analysis they explored. The piece should mimic a magazine style art critique, including a picture of the work of art. Students publish their critiques in an online magazine for the class. (Skills 8.A, 8.B).

2. Students read Henry James, from *Portraits of Places*, Second Edition, 1883 (AP Prestwick)
Students read Edgar Allan Poe “Masque of the Red Death” and “Ligeia”
Students continue reading *The McGuffey Readers: Selections from the 1879 Edition* Elliott J. Gorn (Homework).

Students write an analytical essay exploring the role of art. The two Poe stories each have references to visual art; “Masque of the Red Death” through the masque itself, as well as the layout of the rooms and their colors, while “Ligeia” delves into the power of physical beauty. Students will use the *McGuffey Readers’* illustrations as another angle on art used to manipulate viewers. Henry James will supply some theory to work with.

Students will need to define the rhetorical situations, strategically use words, comparisons, and syntax to convey tone or style and write sentences that clearly convey ideas and arguments. Students also identify the audience to whom they are writing. They include language that appeals specifically to their intended audience. (Skills 2.B, 8.A, 8.B).

After finishing their first drafts, students utilize peer workshops, conferencing (with teacher and others), revision, rewriting, and publishing. After completing the process, students write a reflection on the entire process, addressing their understanding of the metacognitive process. CR12 CR13 3. As part of their study of style, students examine short reading passages, annotating for language and syntax that develop a particular tone or style. Students highlight sentences with independent and dependent clauses and discuss the relationship between the parts of the sentence. Students then write their own sentences to practice what they have just read and discussed. (Skills 7.A, 7.B, 8.A, 8.B).

AP CLASSROOM:

Practice: Complete Personal Progress Check MCQ for Unit 8.

Practice: Complete Personal Progress Check FRQ for Unit 8.

ASSESSMENT: Complete painting analysis essay.

TEXTS AND SUPPLEMENTAL READINGS:

Speeches: “The New American Dream” by Courtney E. Martin (TED Talk); *Gatsby’s American Dream: Reading The Great Gatsby Critically, Chapter 1* by John Green (YouTube)

Letters and Op-Eds: Letter: F. Scott Fitzgerald to Willa Cather and Cather’s answer; “My Zombie, Myself: Why Modern Life Feels Rather Undead” by Chuck Klosterman

Essays and Book Excerpts: “An Image a Little Too Carefully Coordinated” by Robin Givhan; “High School Confidential: Notes on Teen Movies” by David Denby; “Hogarth” from English Humorists of the 18th Century by William Makepeace Thackeray

Biography/Autobiography: “A Miserable Merry Christmas” from Autobiography of Lincoln Steffens by Lincoln Steffens

Science and Technology: “Learning Through Visuals: Visual Imagery in the Classroom” by Haig Kouyoumdjian

Visuals: Street art of Banksy and art chosen by students

Other Texts: Articles about graffiti artists

Unit Nine: The Power of Winning

TOPIC: Competition and Winning as Reflections of The Rise of Individuality in America

BIG IDEAS: Claims and Evidence

SKILLS:

CLE-1 3.C Reading – Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.

CLE-1 4.C Writing – Qualify a claim using modifiers, counterarguments, or alternative perspectives.

CLE-1.Y Effectively entering into an ongoing conversation about a subject means engaging the positions that have already been considered and argued about.

CLE-1.Z Evidence and sources will either support, complement, or contradict a writer’s thesis.

CLE-1.AA Writers enhance their credibility when they refute, rebut, or concede opposing arguments and contradictory evidence. CLE-1.AB When writers concede, they accept all or a portion of a competing position or claim as correct, agree that the competing position or claim is correct under a different set of circumstances, or acknowledge the limitations of their own argument.

CLE-1.AC When writers rebut, they offer a contrasting perspective on an argument and its evidence or provide alternative evidence to propose that all or a portion of a competing position or claim is invalid.

ACTIVITIES:

1. Students read *The Absolutely True Diary of a Part-Time Indian* Sherman Alexie 2007 OR *The Red Badge of Courage* Stephen Crane 1895. As a class, students explore Emily Dickinson’s “Success is Counted Sweetest,” A.E. Housman’s “To an Athlete Dying Young” (poems), Mark Twain’s “Taming the Bicycle” and possibly Stephen Crane’s “Mystery of Heroism.”

Students explore what competition and winning really means in the context of community expectations and individual goals.

Students view the cartoon, “The 12th Player in Every Football Game” (creepy!) and then read “Can Science Solve Football’s Concussion Crisis?” by Ryan Basen and “What Happens to the Brain During a Concussion?” by Richard Smayda (or other relevant essays). They explain the ways that Basen and Smayda qualify their claims through modifiers, counterarguments, and alternate perspectives (Skills 3.C).

2. Students watch the movie *The Blind Side* and read some reviews. Students choose a controversial topic that deals with competition such as sports, pay inequity between the genders, paying college athletes, young people and injuries, or any other topic that interests them. They then choose two articles they find on the internet; the articles should present two sides of the chosen controversy. They create a thesis statement and outline an essay; they choose one paragraph to write, in which they qualify their claim using modifiers, counterarguments, or alternate perspectives (Skill 4.C). Students then complete the essay, limiting writing time to 45 minutes in class.

AP CLASSROOM

Practice: Complete Personal Progress Check MCQ for Unit 9.

Practice: Complete Personal Progress Check FRQ for Unit 9.

ASSESSMENT: Complete Essay Draft on the Role of Winning for the Individual in the Community

TEXTS AND SUPPLEMENTAL READINGS:

Speeches: Lou Gehrig's "Farewell Speech"; another student-chosen speech given by an athlete or coach, showing quality of thought and organization; Elie Wiesel, "The Nobel Peace Prize Acceptance Speech, 10 December 1986" (AP Prestwick)

Letters and Op-Eds: "Paying Students to Play Would Ruin College Sports" by Cody J. McDavis
Essays and Book Excerpts: "Barbaro" by Jane Smiley; "The Silent Seasons of a Hero" by Gay Talese; "The Four Horsemen" by Grantland Rice Biography/Autobiography: From "How I Learned to Ride the Bicycle" by Frances Willard 1

Science and Technology: "Can Science Solve Football's Concussion Crisis?" by Ryan Blasen; "What Happens to the Brain During a Concussion?" by Richard Smayda

Movie: *The Blind Side* PG13

Visuals: "The 12th Player in Every Football Game," cartoon, 1897 New York World; "Yes!" 1999

Sports Illustrated Other Texts: "Ex-Basketball Player" by John Updike (poem)

Poetry/ short fiction: Emily Dickinson "Success is Counted Sweetest," A.E. Housman "To an Athlete Dying Young" (poems), Mark Twain "Taming the Bicycle"; Stephen Crane "Mystery of Heroism"